# PATHWAYS INFORMATION

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OVERVIEW
In English students further their language development by actively engaging in using language for a wide variety of genuine purposes and reflecting on its use. English in year 8 will prepare students for further study in year 9, especially the NAPLAN tests of reading, writing and language conventions (grammar and punctuation). The course also prepares students for study in the multiple pathways of English in senior school. Students will study the Australian Curriculum in English, now fully embedded in year 8.

CORE CONTENT
The National Curriculum for English is organized around:
- Literature (prose, poetry, drama)
- Literacy
- Language.

YEAR 9

COURSE OVERVIEW
In English, students further their language development by actively engaging in using language for a wide variety of genuine purposes and reflecting on its use. English in year 9 will prepare students for further study in the multiple pathways available senior school. Students will study the Australian Curriculum in English, now fully embedded in year 9.

COURSE OUTLINE
The Australian Curriculum for English is organized around:
- Literature (prose, poetry & drama)
- Literacy
- Language

English students will also focus strongly on developing key reading, writing and communication skills, as tested in NAPLAN in May in year 9.
YEAR 10

ENGLISH

- Links to ENGLISH, ENGLISH for ESL LEARNERS,
- ENGLISH COMMUNICATION in years 11/12

COURSE OVERVIEW
In English, students further their language development by actively engaging in using language for a wide variety of realistic purposes and thinking deeply on how it is used. Students will continue to practise the skills and processes of reading, writing, speaking, listening and viewing encountered in junior secondary.

COURSE OUTLINE
Students study units where they participate in a range of activities based on literature (novels, poetry, drama) and media (newspapers, radio, TV and film). They will all read a novel, study a Shakespearean play and view films.

STUDY REQUIREMENTS
- Students will need to work in class and at home to prepare assessment. They will be encouraged to develop their skills to ensure they are prepared for either English (ENG), English for ESL Learners (ENL) or English Communication (ENC) in senior.
- Throughout year 10 students will need to decide whether they wish to head for an OP in senior (by studying ENG or ENL) or taking a non-OP pathway (by studying ENC). This course is designed to expose them to the full range of texts and skills to help them make this important decision.

ASSESSMENT
Students write and speak using many different genre including:
- Feature articles
- Plays
- Blogs
- Speaking in-role
- Essays

RESOURCES/COSTS
- Students need access to the class novel and play through the resource hire scheme. Access to a home computer is an advantage but not essential. All students require access to a dictionary and thesaurus.
- Students will be expected to participate in excursions/activities as they arise e.g. live theatre performances and excursions.
In English, students further their language development by actively engaging in using language for a wide variety of realistic purposes and thinking deeply on how it is used. Students will continue to practise the skills and processes of reading, writing, speaking, listening and viewing encountered in junior secondary.

COURSE OUTLINE
Students study units where they participate in a range of activities based on literature (novels, poetry, drama) and media (newspapers, radio, TV and film). They will all read a number of novels, study a Shakespearean play and view films. Students in Extension will also be required to read further novels of their own choice.

STUDY REQUIREMENTS
- Students will need to work in class and at home to prepare assessment. They will be encouraged to develop their skills to ensure they are prepared for either English or English for ESL Learners in senior.
- English extension is designed as a preparation for an OP pathway. It is only open to students in the Lighthouse program, by invitation.

ASSESSMENT
Students write and speak using many different genres including:
- Feature articles
- Plays
- Blogs
- Speaking in-role
- Essays

RESOURCES/COSTS
- Students need access to the class novel, further own choice novels and play through the resource hire scheme. This course requires participation in the Lighthouse Laptop program, by invitation. All students require access to a dictionary and thesaurus.
- Students will be expected to participate in excursions/activities as they arise e.g. live theatre performances and excursions.
YEAR 10

ENGLISH ESSENTIALS
- Links to ENGLISH COMMUNICATION in years 11/12

Students will be recommended for this subject based on their NAPLAN results and recommendations from their teachers.

COURSE OVERVIEW
In English Essentials, students will focus on improving their literacy skills to allow them to be able to manage the literacy demands of senior studies or the work situation. The course is designed for those who know they are not headed to university at the end of year 12, and who wish to head to either work, traineeships or TAFE courses. This course is available by invitation only based on results and standardised tests.

COURSE OUTLINE
Students study units similar to those in English but the level is adapted to ensure students have an opportunity to succeed. The course covers stories, film, poetry, drama and media texts. The students will still study a novel and a play but with significant support within the classroom.

STUDY REQUIREMENTS
- Students will work significantly in class with some work at home to prepare assessment.

ASSESSMENT
Students write and speak using many different genres including:
- Stories
- Explanations
- Persuasive speaking
- In-role writing
- News articles

RESOURCES/COSTS
- Students need access to the class novel and play through the resource hire scheme. Access to a home computer is an advantage but not essential. All students require access to a dictionary and thesaurus.
- Students will be expected to participate in excursions/activities as they arise e.g. live theatre performances and excursions.
COURSE OVERVIEW
The study of English in years 11 and 12 involves students in the study of language and how it works in our society through the study of literature including:

- Traditional such as Shakespeare and a wide range of poetry
- Contemporary and classic adult novels and plays
- Media and multi-media [including film and newspapers]
- Performance
- The power of particular language choices

COURSE OUTLINE
Across the two years of this course, students will be involved in:

- Reading
- Writing
- Speaking
- Listening and
- Viewing

.................a wide range of texts in order to become effective and critical thinkers and communicators.

STUDY REQUIREMENTS
Students will be expected to:

- Read widely and often, including extended texts such as novels, non-fiction texts, plays (including Shakespearean plays)
- Research widely
- Write informatively and creatively
- Develop arguments in an essay form
- Participate in discussion and debate
- Perform creatively and analytically
- Work independently and in groups
- Write under exam conditions and at home

ASSESSMENT
The course will use a variety of assessment types including:

- Creative writing, Feature articles
- Essays in exam conditions
- Research assignments and exams
- Individual oral performance and group oral work (including learning a certain number of lines by heart)

Success in this subject requires students to complete significant amounts of work at home as well as in class. A sound achievement in English is a minimum requirement for entry to most university courses. However, achievement at less than a sound achievement does not assist a student in gaining university entry and would make it very difficult for a student to be granted a Qld Certificate of Education (QCE) at the end of year 12. Various employers including a number of trades, give definite advantage to students who have been able to succeed (at least a C) in Authority English.

RESOURCES
- Students will need access to texts through the resource hire scheme and the library.
- Internet access is also useful, but can be provided through the school.

NB: It is essential to have access to set texts to be able to succeed in this subject.
YEAR 11 & 12

ENGLISH COMMUNICATION

Status ......................... AUTHORITY-REGISTERED
QCE Credit Points .......... 4

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- English Communication is a useful subject for students who do not require the authority subject English or who have achieved at a sound achievement (C) level or below in year 10 or studied English Essentials in year 10. It leads to employment or tertiary study such as TAFE, traineeships, etc.
- This course does not lead to university entry. However, it is still possible for students studying English Communication to obtain entry to some university courses through selection ranks and/or after TAFE study, depending on the pre-requisites for that course.

COURSE OUTLINE
This course will prepare students for a wide range of communication situations, with less emphasis on longer extended texts like novels and more on everyday use of language and media study. Across the two years of this course, students will be involved in reading, writing, speaking, listening and viewing a wide range of everyday texts to become effective citizens. Students will study issues which are relevant to youth and to being a good citizen. They will also learn to think critically.

STUDY REQUIREMENTS
- Students will be expected to participate in discussion and debate, and speak in groups and individually. Students will also learn to read and view critically.
- Students will need to work independently and in groups.

ASSESSMENT
The course will use a variety of assessment types including:
- Letters/faxes/emails
- Explanations
- Reviews
- Examinations
- A range of skills which are required in the workplace

Students will be expected to word process assignment work in order to learn how edit effectively. All students will also learn to be able to speak in front of an audience, individually and in groups.

It is possible to achieve success in this subject by working effectively during class lessons.

RESOURCES
- Students will need access to texts through being part of the resource hire scheme and the library
- Internet access is also useful, but can be provided through the school
- A range of excursions may be offered as part of the course
ENGLISH FOR ESL
LEARNERS = ENL

Status ......................... AUTHORITY SUBJECT
QCE Credit Points ..... 4

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- Only students who have a language background other than English are eligible for this subject. This includes students with an indigenous background. Students should have achieved at least a sound achievement (C) in year 10 English to have a reasonable chance of success in this subject. Students who achieve a B+ or higher in year 10 would maximise their OP by choosing Authority English.
- The University of Queensland has recently changed entry requirements for several of its highest demand courses to requiring a B in ENL compared to a C in Authority English.
- Students must achieve A, B or C in their choice of English subject to achieve the Literacy requirement for the Queensland Certificate of Education.

COURSE OVERVIEW
This course is designed especially for students who would have some degree of difficulty with the Authority English subject but who wish to remain OP eligible for university entry.

Students will study:
- Language for academic learning
- Language of literature
- Language of the media

This course has been approved as an alternative to English for university entry. Its focus is to teach the English skills required for academic study (at university).

STUDY REQUIREMENTS
Students will be expected to:
- Research widely
- Develop arguments for life-like situations
- Read widely and often, including extended texts such as novels, non-fiction texts, plays or poetry
- Participate in discussion and analysis
- Write informatively and creatively
- Perform creatively and analytically
- Write under exam conditions and at home

The course will have a strong focus on building language skills to prepare students to be successful in future work and study.

ASSESSMENT
The course will use a variety of assessment types including:
- Investigative reports, reviews, creative writing
- Multi-modal texts (including IT components)
- Research assignments and exams
- Individual oral performance

Success in this subject will require students to complete significant amounts of work at home as well as in class.

RESOURCES
- Students will need access to texts and the library
- Internet access is also useful, but can be provided through the school

NB: It is essential to have access to set texts (through the resource hire scheme) to be able to succeed in this subject.
- Students will be expected to participate in a range of excursions, e.g. University of Queensland library visits.
MAT - MATHEMATICS

YEAR 12
PVM PREVOCATIONAL MATHEMATICS

YEAR 11
PVM PREVOCATIONAL MATHEMATICS

YEAR 10
MAC MATHEMATICS C

YEAR 9
MAC MATHEMATICS C

YEAR 8
MAC MATHEMATICS C

YEAR 7
MAC MATHEMATICS C
YEAR 7 & 8

MATHEMATICS

SUBJECT OVERVIEW
Learning mathematics creates opportunities for and enriches the lives of all students. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. Mathematics has its own value and beauty and students gain an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention.

CURRICULUM FOCUS
- Developing increasingly sophisticated and refined mathematical understanding
- Fluency
- Logical reasoning
- Analytical thought and
- Problem-solving skills

CORE CURRICULUM
- Number and algebra
- Measurement and geometry
- Statistics and probability

YEAR 9

MATHEMATICS

SUBJECT OVERVIEW
Mathematics is an integral part of a general education and provides a foundation for developing not only an understanding of the environment, but also the knowledge and skills to be active participants and informed decision-makers within that environment. The mathematics key learning area offers students opportunities to develop knowledge, processes, skills and attitudes relating to things such as:
- Effective functioning as a member of society
- Being numerate - in a wide range of contexts both in school and out of school
- Engaging in further study in mathematics; and
- The enhanced use of technology as one of many tools for learning.

CORE CURRICULUM
The Australian Curriculum for mathematics is organised around:
- Number and algebra
- Measurement and geometry
- Statistics and probability
COURSE OVERVIEW
Mathematics is an essential part of your education because it gives you a foundation for developing an understanding of many aspects of your world. It also gives you the knowledge and skills to participate in, and make wise decisions about, issues in the world and the things that affect your life.

Year 10 mathematics offers you opportunities to develop knowledge, processes, skills and attitudes relating to things such as:
- Effective functioning as a member of society
- Being numerate - in a wide range of contexts both in school and out of school
- Engaging in further study in mathematics
- The enhanced use of technology as one of many tools for learning

COURSE OUTLINE
This year 10 mathematics course continues the basic topics covered up to the end of year 9. The course is designed to prepare students for the study of prevocational mathematics or mathematics A in years 11 and 12. The course will focus on the continued development of mathematical concepts and skills in predominantly life-related situations.

Topics included are:
- Number: number concepts; addition and subtraction; multiplication and division
- Algebra: patterns and functions, equivalence and equations
- Measurement: length, mass, area and volume; time
- Chance and Data: chance; data
- Space: shape and line; location, direction and movement

STUDY REQUIREMENTS
It is expected that you will need to study at home and revise the work covered in lessons.

Home study will involve:
- The revision and reorganisation of class work so that the concepts introduced and developed are retained
- Homework tasks using the skills and concepts learned in class
- Assignment tasks used to assess progress in the course

ASSESSMENT
Examinations that test your ability to:
- Use mathematical knowledge and procedures
- Develop and use mathematical models

Assignments such as:
- Problem solving tasks that may be set in life-related contexts
- Mathematical investigations

RESOURCES/COSTS
- SCIENTIFIC CALCULATOR
- Ruler
- Protractor
- Set squares
EXTENSION MATHEMATICS

- Links to MATHEMATICS B & MATHEMATICS C in years 11/12

Students will be recommended for this course based on their NAPLAN results and achievement in year 10 mathematics.

COURSE OVERVIEW
Mathematics is an essential part of your education because it gives you a foundation for developing an understanding of many aspects of your world. It also gives you the knowledge and skills to participate in and make wise decisions about issues in the world and the things that affect your life.

COURSE OUTLINE
The extension mathematics course extends the basic mathematics topics covered up to the end of year 9. As such, the course is designed to prepare students for the study of mathematics B in year 11 and 12.

The course will focus on the more difficult and theoretical content required as a basis for mathematics B. Topics are covered within the following strands:

- The understanding and use of index notation \((a^7 \times a^6 = a^{13})\)
- The algebra of rational numbers \((\sqrt{55} = 3\sqrt{11})\)
- Representing and working with functions \((f(x) = 2x + 4)\)
- Application of trigonometric functions \((\cos 23^\circ \approx 0.921)\)
- Additional statistical analysis techniques. (box and whisker plots)
- Euclidean geometry (circle theorems)

STUDY REQUIREMENTS
It is expected that you will need to study at home and revise the work covered in lessons.

Home study will involve:
- The revision and reorganisation of class work so that the concepts introduced and developed are retained
- Homework tasks using the skills and concepts learned in class
- Assignment tasks used to assess the student’s progress in the course

ASSESSMENT
Examinations that test your ability to:
- Use mathematical knowledge and procedures
- Develop and use mathematical models

Assignments such as:
- Problem solving tasks that may be set in life-related contexts.
- Mathematical and practical investigations

RESOURCES/COSTS
- SCIENTIFIC CALCULATOR
- Ruler
- Protractor
- Set squares
**MATHEMATICS A**

Status: AUTHORITY SUBJECT
QCE Credit Points: 4

**RECOMMENDED REQUIREMENTS FOR SUCCESS:**
- Year 10 extension mathematics or a sound achievement (C) in year 10 mathematics
- You will need to be able to work *mathematically* and be prepared to undertake assignments and tasks that require a *reasonable amount of calculation*.

**COURSE OVERVIEW**
Mathematics A will expose you to practical uses of mathematics. You will develop skills and understandings of mathematical information. This will help you make informed choices and help you function in the world beyond school. You will also experience the way mathematics is used in the workforce in a number of areas.

**COURSE OUTLINE**
Topics that **will** be studied will include:
- Financial mathematics
- Applied geometry
- Navigation/land measurement

Topics that **may** be studied include:
- Linear programming, networks
- Queuing and data modelling

**STUDY REQUIREMENTS**
It is expected that you will need to study at home and revise the work covered in lessons.
Home study will involve:
- The revision and reorganisation of class work so that the concepts introduced and developed are retained
- Homework tasks using the skills and concepts learned in class
- Assignment tasks used to assess the student’s progress in the course

**ASSESSMENT SUMMARY**
Examinations that test your ability to:
- Use mathematical knowledge and procedures
- Develop and use mathematical models

Reports such as:
- Scientific reports
- Proposals for a company or organisation
- Feasibility studies
- Mathematical investigations

**RESOURCES**
You will need to provide:
- **SCIENTIFIC CALCULATOR**
- Ruler
- Protractor
- Set squares

**CAREER PATHWAY**
Mathematics A is a good general mathematical course for those wanting to pursue further studies but not in mathematics, science or engineering. Mathematics A is also useful when preparing for occupations that involve financial management or regular need of mathematical calculation.
MATHEMATICS B

Status: AUTHORITY SUBJECT
QCE Credit Points: 4

YEAR 11 & 12

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- A high achievement (B) in year 10 extension mathematics
- You will need to have a very good understanding of algebra and the ability to manipulate mathematical formulae well. As the course contains a reasonable amount of theory, you need to feel confident about your own mathematical ability and be able to attack problems without being told what to do.

COURSE OVERVIEW
Mathematics B will expose you to some practical uses and theoretical aspects of mathematics. You will investigate uses of mathematics in various professions and experience the way mathematicians explore and study mathematical concepts.

COURSE OUTLINE
Topics that will be studied will include:
- Functions (polynomial, periodic and exponential)
- Rates of change
- Optimisation
- Integration and applied statistics

STUDY REQUIREMENTS
It is expected that you will need to study at home and revise the work covered in lessons. Home study will involve:
- The revision and reorganisation of class work so that the concepts introduced and developed are retained
- Homework tasks using the skills and concepts learned in class
- Assignment tasks used to assess the student’s progress in the course

ASSESSMENT SUMMARY
Examinations that test your ability to:
- Use mathematical knowledge and procedures
- Develop and use mathematical models
Reports such as:
- Scientific reports
- Proposals for a company or organisation
- Feasibility studies
- Mathematical investigations

RESOURCES
You will need to provide:
- SCIENTIFIC CALCULATOR
- Ruler
- Protractor
- Set squares

CAREER PATHWAY
Mathematics B is essential for those wanting to pursue further studies in mathematics, science or engineering. Mathematics B is also useful when preparing for occupations that involve regular mathematical analysis. These include – accountancy, banking, and aeroplane pilot.
YEAR 11 & 12

MATHMATICS C

Status: AUTHORITY SUBJECT
QCE Credit Points: 4

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- A high achievement (B) in year 10 extension mathematics
- You will need to have a very good understanding of algebra and the ability to manipulate mathematical formulae well. As the course contains a reasonable amount of theory, you need to feel confident about your own mathematical ability and be able to attack problems without being told what to do.

STUDENTS ENROLLING IN MATHEMATICS C MUST ALSO ENROL IN MATHEMATICS B.

COURSE OVERVIEW
The purpose of mathematics C is to expose you to theoretical aspects of mathematics in a number of areas. The relation of these concepts to some scientific and industrial problems will be considered. You will experience the way mathematicians explore and construct mathematical concepts and discover fantastic numbers beyond your wildest imagination.

COURSE OUTLINE
Topics that will be studied include:
- Groups (not the musical type)
- Real and complex number systems
- Matrices
- Vectors
- Calculus
- Structures and patterns

Topics that may be studied include: linear programming, conics, dynamics, number theory, modelling with probability, exponential functions.

STUDY REQUIREMENTS
It is expected that you will need to study at home and revise the work covered in lessons.

Home study will involve:
- The revision and reorganisation of class work so that the concepts introduced and developed are retained
- Homework tasks using the skills and concepts learned in class
- Assignment tasks used to assess the student’s progress in the course

ASSESSMENT SUMMARY
Examinations that test your ability to:
- Use mathematical knowledge and procedures
- Develop and use mathematical models

Reports such as:
- Scientific reports
- Proposals for a company or organisation
- Feasibility studies
- Mathematical investigations

RESOURCES
You will need to provide:
- SCIENTIFIC CALCULATOR
- Ruler
- Protractor
- Set squares

CAREER PATHWAY
Mathematics C is essential for those wanting to pursue further studies in mathematics, science or engineering. Mathematics C does not lead directly into occupations without further study but is fun and exciting anyway.
PREVOCATIONAL MATHEMATICS

Status ................................ AUTHORITY-REGISTERED
QCE Credit Points ......  4

YEAR 11 & 12

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- You will need to be competent when making mathematical calculations and working with a calculator.

COURSE OVERVIEW
Prevocational Mathematics will give you the ability to use mathematics in a range of vocational and personal applications. You will develop confidence and positive attitudes towards mathematics as you expand your mathematical knowledge, skills and communication.

You will:
- Use mathematics in everyday contexts and develop skills for work, apprenticeships, traineeships or further study
- Develop mathematical skills to assist with problem solving and making informed decisions
- Organise mathematical ideas and represent as objects and pictures, numbers and symbols, rules, diagrams and maps, graphs, tables, and texts
- Present findings orally and in writing
- Use relevant technologies

COURSE OUTLINE
Topics that will be studied will include:
- Number
- Data
- Location and time
- Measurement
- Finance

STUDY REQUIREMENTS
It is expected that you will need to study at home and revise the work covered in lessons.

Home study will involve:
- The revision and reorganisation of class work so that the concepts introduced and developed are retained
- Homework tasks using the skills and concepts learned in class
- Assignment tasks used to assess progress in the course

ASSESSMENT SUMMARY
- Traditional written tests
- Extended written tests
- Oral tasks
- Practical tasks

RESOURCES
You will need to provide:
- **SCIENTIFIC CALCULATOR**
- Ruler
- Protractor
- Set squares

CAREER PATHWAY
Prevocational mathematics is preparation for a number of vocational training pathways and a good companion subject to the other vocational subjects offered in the senior school.
SUBJECT OVERVIEW
Science, within the national curriculum, provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

CORE CURRICULUM
- Patterns, order and organisation
- Form and function
- Stability and change
- Systems
- Scale and measurement
- Matter and energy

UNITS
- Particle matters
- Chemistry of common substances
- Rocks never die
- Rocks in my world
- Energy in my lifestyle
- What’s up
- Building blocks of life
- Survival

YEAR 9

SUBJECT OVERVIEW
Science, within the national curriculum, provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

CORE CURRICULUM
- Patterns, order and organisation
- Form and function
- Stability and change
- Systems
- Scale and measurement
- Matter and energy

UNITS
- Energy on the move
- Making waves
- It’s elementary
- The changing earth
- My life in balance
- Responding to change
- Chemical patterns
- Heat and eat
YEAR 10

SCIENCE

• Links to SCIENCE in PRACTICE in years 11/12

COURSE OVERVIEW
In the year 10 curriculum students develop questions and hypotheses and independently design and carry out appropriate methods of investigation. When designing and undertaking investigations they take into account the need for accuracy, safety, fairness, ethical actions and collaboration. They identify where digital technologies can be used to enhance the quality of investigations and they communicate using scientific language and representations appropriate to the content.

COURSE OUTLINE
The course covers four key topics:

• Biological sciences
  The transmission of heritable characteristics from one generation to the next involves DNA and genes.
  The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.

• Chemical sciences
  The atomic structure and properties of elements are used to organise them in the Periodic Table.
  Different types of chemical reactions are used to produce a range of products and can occur at different rates.

• Earth and space sciences
  The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin the universe.
  Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.

• Physical sciences
  Energy conservation in a system can be explained by describing energy transfers and transformations.
  The motion of objects can be described and predicted using the laws of physics.

STUDY REQUIREMENTS
It is expected that students will devote time outside of classes to the study of science in year 10.

This will involve:

• Revising and reorganising class work so that the concepts are understood and retained
• Set homework tasks using the skills and concepts learned in class
• Planning and preparation of experimental practical work
• Completion of assignments

ASSESSMENT
Assessment techniques may include:

Extended investigation reports
• Written tests
• Research projects & reports
• Oral presentations
• Models
• Collections of work

RESOURCES/COSTS

• Students will have access to scientific equipment and resources in order to explore the concepts taught.
• Excursions that complement the in-class learning experiences may be offered.
SCIENCE EXTENSION

- Links to BIOLOGY, CHEMISTRY, PHYSICS & EARTH and ENVIRONMENTAL SCIENCE (on offer in 2018)

YEAR 10

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- Students wishing to undertake science extension should have been successful in their study of science in year 9, achieving at least a B grade.
- Students who do not meet these pre-requisites should consult with the head of department prior to choosing science extension.

COURSE OVERVIEW
In the year 10 curriculum students develop questions and hypotheses and independently design and carry out appropriate methods of investigation. When designing and undertaking investigations they take into account the need for accuracy, safety, fairness, ethical actions and collaboration. They identify where digital technologies can be used to enhance the quality of investigations and they communicate using scientific language and representations appropriate to the content.

COURSE OUTLINE
The course covers four key topics:
- **Biological sciences**
  The transmission of heritable characteristics from one generation to the next involves DNA and genes.
  The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.
- **Chemical sciences**
  The atomic structure and properties of elements are used to organise them in the Periodic Table.
  Different types of chemical reactions are used to produce a range of products and can occur at different rates.
- **Earth and space sciences**
  The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin the universe.
  Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.
- **Physical sciences**
  Energy conservation in a system can be explained by describing energy transfers and transformations.
  The motion of objects can be described and predicted using the laws of physics.

STUDY REQUIREMENTS
It is expected that students will devote time outside of classes to the study of science in year 10.

This will involve:
- Revising and reorganising class work so that the concepts are understood and retained
- Set homework tasks using the skills and concepts learned in class
- Planning and preparation of experimental practical work
- Completion of assignments

ASSESSMENT
Assessment techniques may include:
- Extended investigation reports
- Written tests
- Research projects & reports
- Oral presentations
- Models
- Collections of work

RESOURCES/COSTS
- Students will have access to scientific equipment and resources in order to explore the concepts taught.
- Excursions that complement the in-class learning experiences may be offered.
BIOLOGY

Status: AUTHORITY SUBJECT
QCE Credit Points: 4

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- Students wishing to undertake biology should have been successful in their study of science in year 10, achieving at least a B grade.
- Students also need to be achieving at least a B in English and a C in mathematics.
- Students who do not meet these pre-requisites should consult with the head of department prior to choosing biology.

COURSE OVERVIEW

Biology is the study of the natural systems of the living world. It includes studies of the origin, development, and functioning of living things and the environments in which they live. The study of biology will help students foresee the consequences for the living world of their own, and society’s activities. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world both now and in the future.

COURSE OUTLINE

The key concepts of biology centre on the:

- Cellular nature of living things
- Interrelated systems of complex living things
- Interdependence of living things and their environments
- Continual change that shapes the natural world
- Ways that characteristics are passed on from each generation

In developing their understanding of these ideas students will begin at the most basic level of life: the cell and its functions. They will then progress to more complex considerations of life — from systems in multicellular organisms, to organisms living together in ecosystems, to how organisms change over very long periods of time. Students will have opportunities to design and conduct their own extended biological investigations.

STUDY REQUIREMENTS

It is expected that students will devote time outside of classes to the study of biology. This will involve:

- Revising and reorganising class work so that the concepts are understood and retained
- Set homework tasks using the skills and concepts learned in class
- Planning and preparation of experimental prac work
- Completion of assignments and assessment tasks

ASSESSMENT SUMMARY

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. These may include:

- Extended experimental investigations
- Written responses to stimulus
- Persuasive orals
- Written tests
- Research projects
- Extended written responses

RESOURCES

- Students will have access to scientific equipment in order to explore the concepts taught.

COSTS

- Camp fee, approximately $250 (Year 11)
- Biozone – student resource and activity manual @ $25 per year
- Excursion, approximately $30 (Year 12)

CAREER OPTIONS

Biology would be a suitable subject for those whose interests or career aspirations are focused on the life sciences and health sciences. These include the areas of: biomedical engineering, ecology, nursing, medicine, veterinary studies, food sciences, animal husbandry and many others.

Biology is a pre-requisite for some university degrees in science-related fields.
CHEMISTRY

YEAR 11 & 12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- Students wishing to undertake chemistry should have successful study of science in year 10, achieving at least a B grade.
- Students also need to be achieving at least a B in English and it is also recommended that students have achieved at least a B in year 10 mathematics.
- Students who do not meet these pre-requisites should consult with the Head of department prior to choosing chemistry.

COURSE OVERVIEW
The study of chemistry engages students in an exciting and dynamic investigation of the material universe. Chemistry links to all the branches of science. The study of chemistry provides students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge, skills and a stepping stone for further study.

COURSE OUTLINE

- Introduction to chemistry (elements, mixtures, compounds and reactions)
- Air: something we all share (gas laws)
- Water: its uniqueness and quality (water quality and usage)
- Transport: a necessary evil (organic chemistry)
- New molecules (plastics)
- Party drinks (equilibrium and acids and bases)
- Shipwrecks and salvage (corrosion and redox reactions)
- Forensic chemistry (analytical techniques)

Students will have opportunities to design and conduct their own extended experimental investigations in these units of work.

STUDY REQUIREMENTS
It is expected that students will devote time outside of classes to the study of chemistry.

This will involve:
- Revising and reorganising class work so that the concepts are understood and retained
- Set homework tasks using the skills and concepts learned in class
- Planning and preparation of experimental prac work
- Completion of assignments and assessment tasks

ASSESSMENT SUMMARY
The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. These may include:
- Extended experimental investigations
- Supervised assessments
- Written tests
- Practical tests
- Oral presentations
- Extended response tasks

RESOURCES

- Students will have access to scientific equipment and text books in order to explore the concepts taught.

COSTS

Possible excursions:
- 1-2 per year at approximately $60 each
- Wine related EEI in year 12 - $20

CAREER OPTIONS

Chemistry would be a suitable subject for those whose interests or career aspirations are focused on the chemical sciences. These include the areas of: forensic science, engineering, photography, pharmacy, radiography, veterinarian studies and many others.
PHYSICS

Status: AUTHORITY SUBJECT
QCE Credit Points: 4

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- Students wishing to undertake physics should have been successful in their study of science in year 10, achieving at least a B grade.
- Students also need to be achieving at least a B in English and at least a B in year 10 extension mathematics.
- Students wishing to undertake physics MUST also undertake mathematics B.
- Students who do not meet these re-requisites should consult with the head of department prior to choosing physics.

COURSE OVERVIEW

Physics is concerned with the big questions about why things happen the way they do in the world. Physicists seek to understand the world in order to control and use natural phenomena. Discoveries in this branch of science have produced some of the most revolutionary changes to the way people live and the way they think about the world. Physics is a very mathematical branch of science. Students will learn to define important aspects of the physical world using mathematical relationships. This course studies some of the big themes in physics and seeks to show their application to our lives.

COURSE OUTLINE

The course focuses upon the key concepts and ideas of:

- Forces
- Energy
- Motion

These are studied in the contextual approaches of:

- Cars-speed and safety
- Discovering the solar system
- Sport
- Physics in the home
- Crime science physics
- Movie magic

STUDY REQUIREMENTS

It is expected that students will devote time outside of classes to the study of physics. This will involve:

- Revising and reorganising class work so that the concepts are understood and retained
- Set homework tasks using the skills and concepts learned in class
- Planning and preparation of experimental prac work
- Completion of assignments and assessment tasks

ASSESSMENT SUMMARY

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. These may include:

- Extended experimental investigations
- Supervised assessments
- Written tests
- Practical tests
- Extended response tasks
- Persuasive orals

RESOURCES

- Students will have access to scientific equipment and textbooks in order to explore the concepts taught.

COSTS

- EEI materials—$30 per year

CAREER OPTIONS

Physics would be a suitable for subject for those whose interests or career aspirations are focused on the physical sciences. These include the areas of: engineering, physiotherapy, radiography, drafting, sound engineering, biomechanics and many others.

- Physics is a pre-requisite for some university degrees in science and engineering-related fields.
COURSE OVERVIEW
Science and technology play significant and increasing roles in modern society. Science in Practice enables students to have an informed voice in charting the future of our society. With a focus on practical learning, students engage in experimenting to develop their understanding and knowledge of science. They will have the opportunity to identify, discuss and challenge claims made by others about scientific matters allowing them to become scientifically literate individuals. Science in Practice offers students an opportunity to engage in the vocational applications of science and gives students the opportunity to develop skills which can be used to further their vocational training.

COURSE OUTLINE
Students will do hands-on projects that focus on the issues and impacts of science while building students’ ability to use and apply a range of technologies.

Some possibilities include:
- Science for the workplace
- The food we eat
- Rock this place (investigating sound and music)
- Medicine—discovery and change
- Natural disasters
- Resources, energy and sustainability

STUDY REQUIREMENTS
Students will be involved in performing experiments and developing laboratory practices and critically evaluating their results and information from other sources.

This will involve:
- Revision of class work so that the concepts are understood and retained
- Completing set homework tasks using the skills and concepts learned in class
- Planning and preparation of project tasks

ASSESSMENT SUMMARY
It is intended that assessment items will require less written work than other sciences.

They may include:
- Journals, brochures & letters
- Practical tasks
- Projects
- Models
- Portfolios
- Presentations
- Tests

RESOURCES
- Students will have access to scientific equipment in order to explore the concepts taught.

COSTS
- Possible excursion costs – 1-2 per year @ approximately $60 each.

PATHWAYS
Science in Practice would be a suitable subject for students who aspire to traineeships, apprenticeships or on-the-job training in fields such as: resources sector, health and medicine, animal welfare, pharmaceutical industry, research, recreation and tourism, food technology, biotechnology and forensics.
YEAR 7

SOCIAL SCIENCE GEOGRAPHY

COURSE OVERVIEW—YEAR 7

Geography Units

There are two units of study in the year 7 curriculum for geography: *Water in the World* and *Place and Liveability*.

- How do people’s reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

YEAR 8

SOCIAL SCIENCE GEOGRAPHY

COURSE OVERVIEW—YEARS 8 & 9

The Australian Curriculum Geography, in years 7—10, students further develop their understanding of places, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

CORE CURRICULUM—Geography Units—Year 8

- Landforms and landscapes.
- Changing nations.

How do environmental and human processes affect the characteristics of places and environments? How do the interconnections between places, people and environments affect the lives of people? What are the consequences of changes to places and environments and how can these changes be managed?

ASSESSMENT

Students will be assessed using a variety of techniques to determine the level of skills attainment. These techniques include:

- Short response test
- Data response test
- Response to stimulus paragraphs
- Practical exercises
- Field/research report.

YEAR 9

SOCIAL SCIENCE GEOGRAPHY

COURSE OVERVIEW—as above

CORE CURRICULUM—Geography Units

- Biomes and food security.
- Geographies of interconnections.

In years 7—10 students further develop their understanding of place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales from local to global, and in a range of locations. *What are the cases and consequences of change in places and environments and how can this change be managed? What are the future implications of changes to places and environments? Why are interconnections and interdependencies important for the future of places and environments?*

ASSESSMENT

Students will be assessed using a variety of techniques to determine the level of skills attainment. These techniques include:

- Short response test
- Data response test
- Response to stimulus essay
- Practical exercises
- Field/research report.
COURSE OVERVIEW—History Units

The year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India.

Core Curriculum – The Ancient World (2 out of 3 studied)
- Investigating the ancient past – This unit looks at the work of historians, archaeologists and how they investigate the past. This could include a Depth Study on ancient Australia.
- The Mediterranean World (One of Egypt, Greece or Rome) – The impact of geography, the roles of groups, individuals, religion, beliefs and conflicts on the development of ancient civilisations in the Mediterranean world are the focus of this topic.
- The Asian World (One of India or China) - The impact of geography, the roles of groups, individuals, religion, beliefs and conflicts on the development of ancient civilisations in Asia are the focus of this topic.

COURSE OVERVIEW

The year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

CORE CURRICULUM—The ancient to the modern world—Year 8 (2 out of 3 studied)
- Medieval Europe (c.590 – c.1500) The way of life in medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
- Japan under the Shoguns (c.794 – 1867) The way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun)
- The Spanish Conquest of the Americas (c.1492 – c.1572) Pre-Columbian life in the Americas, including social organisation, city life and beliefs.

ASSESSMENT

Students will be assessed using a variety of techniques to determine the level of skills attainment. These techniques include:
- Short response test
- Stimulus response test
- Extended written response to historical evidence (Essay)
- Written research

COURSE OVERVIEW

The year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914 1918, the ‘war to end all wars’.

CORE CURRICULUM—The making of the modern world (2 out of 3 studied)
- The Industrial Revolution (1750 – 1914) - The technological innovations that led to the industrial revolution, and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia
- Making a nation - The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples
- World War I (1914-1918) - An overview of the causes of World War I and the reasons why men enlisted to fight in the war.

ASSESSMENT

Students will be assessed using a variety of techniques to determine the level of skills attainment. These techniques include:
- Short response test
- Stimulus response test
- Extended written response to historical evidence (Essay)
- Written research.
COURSE OVERVIEW
In the social sciences students explore social, environmental, cultural, economic and political systems in a variety of contexts. The major focus of the social sciences is the study of people and their surroundings in different times and places. Students develop skills to help them investigate controversial and challenging issues, and develop the ability to think critically about the world around them.

COURSE OUTLINE

- The year 10 social science curriculum is the final stage in the compulsory requirements for history. Consequently, students are required to complete one semester each of geography and history developed from the Australian curriculum: history syllabus and geography syllabus.

**Geography**

- There are two (2) units of study in the year 10 curriculum for geography:
  - Environmental change and management
  - Geographies of human wellbeing.

**Environmental change and management** focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldview—including those of Aboriginal and Torres Strait Islander peoples—that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

**Geographies of human wellbeing** focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

**History**

**Unit 4: Australia in the Modern World (1901–present)**

The twentieth century was an important period in Australia’s social, economic, political and cultural development. The transformation of the modern world through conflict and cooperation provides a necessary context for understanding Australia’s development and Australia’s place within the Asia-Pacific region. Of particular significance is the increasing recognition of the rights of Australia’s Indigenous peoples and the search for reconciliation. Themes to be explored in the development of depth studies include:

- Global conflict and collective peace; migration and nation building; mass communication and popular culture; dictatorship and democracy; rights and freedoms; decolonisation and globalisation; active citizenship.

This unit will provide an overview of the period along with depth studies which might include: Australia’s involvement in World War I, post-war migration to Australia, the civil rights movement in the United States or apartheid in South Africa compared with indigenous rights in Australia, the cold war and the fall of the Berlin wall, the influence of globalised American culture on Australia and elsewhere, decolonisation of the Asia-Pacific and the growth of environmentalism.

**STUDY REQUIREMENTS**
- In their classes, students will use a variety of textbooks through the resource hire scheme.
- They will need a social science notebook for all class work and homework tasks.
- Research using library resources and the internet will be undertaken.

**ASSESSMENT**

While assessment in social science will vary according to the unit studied, all year 10 students will be assessed by a combination of class tests and homework assignments. Class tests could include:

- Short-answer tests—prepared essays written under test conditions—practical tasks

Homework assignments may include:

- Written research tasks—reports on field trips or excursions—oral presentations—multi-media presentations

**RESOURCES/COSTS**

- Field trips and excursions are compulsory components of some elective units. Costs may range from $20 to $40, depending on the destination.
RECOMMENDED REQUIREMENTS FOR SUCCESS:

- High achievements (A or B) in social science (geography and/or history) and English at year 10 would be an advantage.

COURSE OVERVIEW

Geography is the study of the earth’s surface as the space in which people live. It consists of studies of:

- People and places
- The relationship between people and their environment
- Physical environments
- The way people have sought to modify physical and social environments
- The effects of these human activities

COURSE OUTLINE

Across the two years of this course, students undertake studies from four major themes:

- Managing the natural environment
- Social environments
- Resources and environments
- People and development

STUDY REQUIREMENTS

Learning in Geography takes place in a variety of settings including:

- Classroom
- Library
- School grounds
- Local community
- Field excursions

Fieldwork is especially important in geography because it enables students to develop skills in order to find out about environments first hand.

ASSESSMENT SUMMARY

The course will use a variety of assessment instruments to determine levels of achievement:

- Short-answer tests
- Essay tests
- Research assignments
- Practical tasks
- Field studies and reports
- Non-written presentations

RESOURCES

- Students will need access to texts and the library resources.
- Internet access is also useful, but can be provided through the school.
- A textbook is provided through the Resource Hire Scheme.

COSTS

It is a requirement of the course that students participate in excursions and field studies.

- A minimum of 20 hours field study will be arranged over the 2 year course. There will be cost of approximately $50 per student per field study event.
ANCIENT HISTORY

Status ............................. AUTHORITY SUBJECT
QCE Credit Points .......... 4

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- High achievements (A or B) in social science (history and/or geography) and English at year 10 would be an advantage.

COURSE OVERVIEW

While the ancient world may seem remote and quite divorced from the problems of the present, the study of ancient history in years 11 and 12 can help students make sense of the world as it is today.

It:

- Provides an insight into how other societies coped with the same problems that confront us today
- Shows how contemporary ideas and practices have evolved over time
- Investigates the origin and impact of different values on society
- Increases general knowledge
- Develops skills in investigation, research, analysis of information and justifying recommendations
- Assists in developing communication skills through inquiry, discussion, debate, reflection and decision-making.

COURSE OUTLINE

The two-year course in ancient history is organised into themes and inquiries, with case studies of the major ancient civilisations of the Middle East, Greece, Rome and China, as well as other areas of Asia.

The following studies will be undertaken:

- Archaeology and the use of historical evidence
- Everyday lives of people in ancient Egypt and Rome
- Conflict – wars in ancient Greece and the crusades
- Political structures in Egypt, China, Greece, Rome and medieval Europe
- Personalities in the ancient world
- Social groups in ancient societies.

STUDY REQUIREMENTS

- Historical study is based on inquiry.
- Students will identify, investigate and make judgements about historical issues developed through inquiries.
- They will critically evaluate primary sources (histories, diaries, letters, inscriptions, artefacts, archaeological records) and secondary sources (texts, media resources).
- Students will participate in discussion and debate, and work independently and in groups.

ASSESSMENT SUMMARY

The course will use a variety of assessment instruments to determine levels of achievement:

- Essays in response to historical sources
- Research assignments in response to inquiry questions
- Multi-modal presentations
- Short-answer tests
- Response to stimulus tasks.

RESOURCES

- Students will need access to texts and the library resources
- Internet access is essential
- Some textbooks are provided through the resource hire scheme.
- Laptop is essential.
- USB (for submission of multi-modal presentation)

COSTS

It is requirement of the course that students participate in field studies or excursions.

- Other excursions may be arranged as opportunities arise.
LEGAL STUDIES

YEAR 11 & 12

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- High achievements (A or B) in social science (history and/or geography) and English at year 10 would be an advantage.

COURSE OVERVIEW
Legal studies focuses on 'legal awareness', the study of legal issues arising out of common social situations and community matters, and the resulting consequences for the individual and society. It will be of benefit to those students who have an interest in:
- Acquiring knowledge of the relationship between law and society
- Acquiring knowledge of citizens’ rights and responsibilities
- Understanding the historical development of our legal heritage and developing skills in the use of this information
- Communicating with others about legal matters in socially relevant situations
- Responsible community membership
- Thinking about ways society can be improved.

COURSE OUTLINE
Topics include:
- The legal system
- Criminal Law
- Introduction to civil obligations
- Human rights
- Family and the law
- Technology and the law
- Indigenous Australians and the law
- Independent research project.

STUDY REQUIREMENTS
Students will be involved in activities that include:
- Case studies
- Mock trials and role plays
- Debates and discussions
- Interviews
- Community investigations
- Field trips
- Simulation activities
- Guest speakers.
These will often relate to particular issues and situations in local communities involving ‘real life’ experiences.

ASSESSMENT SUMMARY
The course will use a variety of assessment instruments to determine levels of achievement:
- Extended Response Essays in response to legal materials
- Extended response Research assignments

RESOURCES
- Students will need access to texts and the library resources.
- Internet access is also useful, but can be provided through the school.
- A textbook is provided through the resource hire scheme.
- Laptop is essential.

COSTS
It is a requirement of the course that students participate in excursions.
- Excursions to the law courts will be arranged at an approximate cost of $20 per student. Other excursions may be organized as opportunities arise.
MODERN HISTORY

YEAR 11 & 12

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- High achievements in (A or B) in social science (history and/or geography) and English at year 10 would be an advantage.

COURSE OVERVIEW
The study of modern history in years 11 and 12 helps students to understand why the modern world is the way it is. It:
- Shows how the processes of change and continuity have shaped today’s world
- Provides an insight into the roles people have played in the processes
- Investigates the origin and impact of different values on society
- Increases general knowledge
- Develops skills in investigation, research, analysis of information and justifying recommendations
- Assists in developing communication skills through inquiry, discussion, debate, reflection and decision-making

COURSE OUTLINE
The two (2) year course in modern history is organised into themes and inquiries, focused predominantly on the 20th century and later. Students will study a range of geographical contexts, including Australian, Asia-Pacific, European, African and American.

The following studies will be undertaken:
- Conflict – armed and ideological conflicts
- The individual in history – Australian and international personalities
- Power – political power and power of people
- Change – political and cultural revolutions, technological and social changes.

STUDY REQUIREMENTS
Historical study is based on inquiry:
- Students will identify, investigate and make judgements about historical issues developed through in-depth studies
- They will critically evaluate primary sources (diaries, letters, speeches, newspaper articles) and secondary sources (texts, media resources)
- Students will participate in discussion and debate and work independently and in groups.

ASSESSMENT SUMMARY
The course will use a variety of assessment instruments to determine levels of achievement:
- Essays in response to historical sources
- Research assignments in response to inquiry questions
- Seminar presentations
- Short-answer tests
- Response to stimulus tasks.

RESOURCES
- Students will need access to texts and the library resources
- Internet access is also useful, but can be provided through the school
- Some textbooks are provided through the resource hire scheme
- Laptop is essential
- USB (for submission of multi-modal presentation).

COSTS
- Excursions may be arranged as opportunities arise.
SOCIAL & COMMUNITY STUDIES
Status ......................... AUTHORITY-REGISTERED
QCE Credit Points ....... 4

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- Sound achievement (C) in social science (history and/or geography) at year 10 would be an advantage.

COURSE OVERVIEW
This course incorporates sets of skills that are considered necessary for people to be able to function within contemporary society, with particular emphasis on the rights and responsibilities of citizens. Within a legal context students will examine four life roles:
- Personal skills – growing and developing as a person
- Social skills – living and relating to others
- Self-management skills – managing resources
- Citizenship skills – participating in communities

COURSE OUTLINE
Over the two (2) year course, the following topics will be studied:
- Australia: the inside story
- Today’s society: the real world
- Legally it could be you
- How to be a discerning consumer
- Into relationships
- The world of work
- Personal economics: money management
- Overseas sector: tourism, travel and finance

STUDY REQUIREMENTS
Students will take part in activities that show them how to cope with the demands of everyday life and develop self-reliance, self-management and the ability to work as a member of a team. Activities may include:
- Surveys, interviews, excursions and guest speakers
- Accessing and using computers
- Individual and group projects
- Multimedia presentations, seminars, debates, role-plays
- Simulations and role plays
- Field trips
- Researching legal information

ASSESSMENT SUMMARY
Assessment techniques may include:
- Objective and short-answer tests
- Role plays
- Oral presentations
- Folio and written work
- Reports
- Group tasks
- Project and practical work—engaging with the community

RESOURCES
- Students will need access to texts and the library resources.
- Internet access is also useful, but can be provided through the school.
- Laptop is essential

COSTS
It will be a requirement of the course that students participate in excursions and field studies.
- Excursions may be organised to law courts and community facilities
- Costs will vary from $20 to $40 per student depending on the area of study
TOURISM STUDIES

Status ......................... AUTHORITY-REGISTERED
QCE Credit Points .....  4

YEAR 11 & 12

RECOMMENDED REQUIREMENTS FOR SUCCESS:
• Sound achievement (C) in social science (history and/or geography) at year 10 would be an advantage.

COURSE OVERVIEW
The tourism industry is one of Australia’s fastest growing industries and is becoming increasingly important in Australian society as a source of job opportunities.
Students will:
• Gain a broad understanding of tourism as an industry and an activity
• Develop skills for employment in the tourist industry
• Become aware of the global nature of tourism and the consequences for the environment, economy and society.

COURSE OUTLINE
Over the two (2) year course, the following topics will be studied:
• The nature of tourism
• Tourists, who are they?
• Accommodation and transport for tourists
• Regional destinations
• Overseas destinations
• Travel on a budget
• Current issues and events affecting tourism
• Tourism and marketing

STUDY REQUIREMENTS
Activities may include:
• Visiting and comparing different kinds of tourist attractions
• Completing work based on observation and surveys of popular attractions or sites
• Accessing computer databases for tourism information
• Producing and publishing brochures and advertising materials
• Researching tourism data
• Preparing and presenting commentaries
• Designing questionnaires and conducting surveys and interviews
• Taking part in role plays, seminars, debates
• Working as a member of a team to collect, organise, record and present tourism data

ASSESSMENT SUMMARY
Assessment techniques may include:
• Objective and short-answer tests
• Role plays
• Oral presentations
• Folio and written work
• Reports
• Group tasks
• Project and practical work

RESOURCES
• Students will need access to texts and the library resources
• Internet access is also useful, but can be provided through the school
• Laptop essential

COSTS
It will be a requirement of the course that students participate in excursions and field studies.
• An excursion each semester will be arranged.
• Costs will vary from $10 to $50 per student per excursion depending on the place of study
HEALTH & PHYSICAL EDUCATION

YEAR 7 & 8

COURSE OVERVIEW
In health and physical education students learn about promoting the health of individuals and the community. They develop concepts and skills for physical activity and work on their personal development. A significant amount of time is allocated to physical activity through sports and games.

This subject is intended to allow students to have an increased practical involvement linked with knowledge of health promotion. The goal of this subject is to promote a healthy and active life for students beyond their schooling years.

CORE CURRICULUM
The main areas of focus are the effects of the social and physical environment on health and safety including diet, environment, actions and activities which examine:

YEAR 7:
- Human relationships; nutrition; smoking and harm minimized
  Practical Units:
  - Modified games, athletics, invasion games and striking games

YEAR 8:
- Fitness, role models, nutrition and human relationships
  Practical Units:
  - Fitness activities, netball, AFL and T-ball

YEAR 9

HEALTH & PHYSICAL EDUCATION

COURSE OVERVIEW
In health and physical education students learn about promoting the health of individuals and the community. They develop concepts and skills for physical activity and work on their personal development. A significant amount of time is allocated to physical activity through sports and games.

CORE CURRICULUM
The main areas of focus are the effects of the social and physical environment on health and safety including diet, environment, actions and activities which examine:

Term 1—Resilience and coping
Practical Unit - Basketball

Term 1—Risk taking
Practical Unit - Soccer

Term 3—Drugs
Practical Unit - Touch Football

Term 4—Sexual Health
Physical Unit - Paddle board
SIGNATURE PROGRAM
RUGBY LEAGUE
(to be confirmed)

Forest Lake SHS offers rugby league as part of its highly successful Excellence in Sport Program. Successful applicants study rugby league, in the same class, depending upon their preference and ability.

Aims of the rugby league signature program
The aim of the Rugby League Signature Program is to provide students with the opportunity to develop their potential along the elite pathway of rugby league whilst maintaining their performance in academic studies.

We aim to provide students with quality coaching and feedback on their development within the school, environment and allow students access and opportunities to compete in elite competitions in rugby league across South-East Queensland.

Eligibility
Applicants must be playing or have the ability to play rugby league at a representative level. Students must also meet 3 criteria to remain in the signature program:

- Progression in rugby league
- Academic standards that reflect genuine effort
- High standard of attitude and behaviour

School standards
Forest Lake SHS is a school with an outstanding reputation in academic and sporting achievements. Students accepted in the signature program are expected to maintain the high standards of our school and participate fully in our school curriculum.

The program
Successful applicants study their chosen sport as their HPE class. Rugby league will be taught in class, together where the skills overlap and separately where the skills diverge. Practical areas include skills, strength and conditioning, speed and agility development. Theory will be as per the Queensland Curriculum for health and physical education.

Years 7 – 9 will incorporate relevant outcomes from the Health and Physical Education KLA syllabus

Years 10 – 12 will complete a Certificate III in Sport and Recreation where they will complete a:

- Level 1 Touch Referee Course
- Level 1 Touch Coaching Course
- Sports First Aid

COSTS
- Cost of the program is $50 per year.
- This includes a training shirt and costs of trial games.

Application Process
Please complete the application form and forward it, along with a photocopy of a recent school report to Forest Lake SHS, noted “Attention Cameron Webb”.

Attend a trial day to show us your skills.

If you have any enquiries, please do not hesitate to contact the school.
HEALTH & PHYSICAL EDUCATION

- Links to HEALTH and PHYSICAL EDUCATION in years 11/12
- CERTIFICATE III in FITNESS
- RECREATION STUDIES in years 11/12

COURSE OVERVIEW
Students participate in a series of term based units, practical and theoretical, designed to prepare them for entrance into year 11 and 12 physical education, health education and/or recreation studies.

COURSE OUTLINE
Students studying this course will learn about
- Skill acquisition and coaching
- Nutrition and Diabetes
- Exercise physiology – training principles and energy systems
- Health studies

The range of practical activities covered in this course will also be reflective of those offered in the programs associated with year 11 and 12 physical education and recreation studies (softball, netball, basketball, volleyball, etc)

STUDY REQUIREMENTS
- Students must revise the day’s work each night and plan their time so that homework and assessment tasks are completed by the due date

ASSESSMENT
- Students will engage in practical assessment of physical skills and a variety of theoretical assessment formats (essay, research reports). Students will study ONE physical activity and ONE theoretical focus each term

RESOURCES
- Students will need a full sports uniform, a hat and a water bottle
- A class set of text books will be used when appropriate
- Performance task journals will be issued to students

COSTS
- Students can also purchase (optional) a FLSHS training shirt at a cost of $25 and shorts for $45
HPE EXTENSION

- Links to SENIOR PHYSICAL EDUCATION in years 11/12

COURSE OVERVIEW
Students participate in a series of term based units, practical and theoretical, designed to prepare them for entrance into year 11 and 12 physical education. The units studied mirror those that students will encounter in years 11 and 12 to best prepare them for the subject.

COURSE OUTLINE
Students studying this course will learn about the following theoretical components and directly link them to the sport offered.
- Skill Acquisition - Volleyball
- Sports Sociology - Swimming
- Biomechanics - Badminton
- Exercise Physiology - Touch Football

STUDY REQUIREMENTS
- Students must revise the day’s work each night and plan their time so homework and assessment tasks are completed on time and to a high standard.

ASSESSMENT
- Students will engage in practical assessments of the above sports each term and this assessment will be ongoing. All theoretical tasks will be assessed through either an assignment or essay exam.

RESOURCES
- Students will need a full sports uniform, hat and drink bottle and book. They will have access to text books and journals where required.

COSTS
- Students will be swimming at the Forest Lake Aquatic centre and as such a fee will be payable. This cost is subsidised by the HPE department and will be approximately $60.
SPORTS PERFORMANCE

- Links to CERTIFICATE III IN FITNESS
- Links to RECREATION STUDIES in years 11/12

COURSE REQUIREMENTS:
- Must have obtained a B in HPE previously
- Complete an application form outlining success in chosen sport

COURSE OVERVIEW
The sports performance course is designed specifically to cater for talented athletes at Forest Lake SHS. The course aims to produce athletes who are learning how to be proactive in the development of their sporting careers.

COURSE OUTLINE
The emphasis of this course will be upon physical skill and fitness development. Students will be given the opportunity to improve the specific fitness components which are important to their chosen sports and performance activities.

Students will gain an understanding of:
1. How to design and maintain a weekly training diary; how to maintain safe participation in sport over a lifetime
2. The place sport has in Australian society
3. How to understand the body’s energy systems and how they influence physical performance
4. How to analyse athlete technique and apply biomechanical principles to improve performance
5. The psychological skills relevant to sport and everyday life (e.g. motivation and goal setting)

STUDY REQUIREMENTS
- Students engaging in this course must do so because they are committed to improving their physical performance and knowledge of exercise science
- Students who show considerable commitment to their sporting careers by choosing this course will be required to sign a contract, pledging themselves to this extra study and physical training

ASSESSMENT
- Students will engage in practical assessment of physical skills
- Students will study a variety of physical activities and may be asked to maintain diaries and journals as part of these studies
- Students will study a theoretical topic/term examinations/reports

RESOURCES
- Students will need a full sports uniform, a hat and a water bottle
- Performance task journals will be issued to students when appropriate

COSTS
- Additional minimal costs may be incurred for recreational pursuits within the community
- Students may be expected to attend one excursion per semester $10-$20
- Students can also purchase (optional) a FLSHS training shirt at a cost of $25 and shorts $45
HEALTH EDUCATION

Status .................................................. AUTHORITY SUBJECT
QCE Credit Points .............. 4

YEAR 11 & 12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- It is highly desirable that students have completed the HPE course and have achieved a B or higher in theory of 10 HPE or HPX.
- Students will be required to possess good written, oral and electronic communication skills. An achievement of a B or higher in English is advisable.

COURSE OVERVIEW

The focus of health education is the understanding of health in the context of society and the mechanisms necessary to develop and promote health for individuals, groups, communities and nations. HED is a subject that would interest students who are concerned about social justice issues and who have a strong commitment to community. This subject does not contain any physical activity.

The course:

- Examines the responsibility of individuals to develop personal and community skills in promoting health and preventing disease by creating environments conducive to health
- Focuses on social change to create nurturing social and physical environments
- Acknowledges the influence of socio-cultural, physical, political and economic environments on the extent to which individuals have control over their own health
- Examines socially just, ethical and economic points of view on resource allocation for health programs, information and services to promote health at national, state and local levels

Health education offers students the opportunity to develop the knowledge, attitudes, values and skills needed to participate effectively in the promotion of equitable health outcomes for themselves, specific groups and communicates.

COURSE OUTLINE

- Introductory Module – A Social View of Health
- Unit A – Personal Health: personal nutrition
- Unit B – Peer and Family Health: bullying, adolescent mental health, domestic violence
- Unit C – Community Health: teenage binge drinking, organ donation, road trauma
- Unit D – Health of Specific Populations: homeless youth, schoolies week

STUDY REQUIREMENTS

- Students must revise the day’s work each night and plan their time to ensure homework and assessment tasks are completed by the required due dates.

ASSESSMENT SUMMARY

- Students will engage in a variety of assessment formats (essay, research reports, etc.) through which requirements for learning tasks are fulfilled.

RESOURCES

- Reading booklets and performance task journals will be issued to students

COSTS

- $20 for excursion each year may be applicable
PHYSICAL EDUCATION

Revised Requirements for Success:
- It is highly desirable that students have completed the HPE course in year 10 and have achieved a B or higher in practical and theoretical components of the course.
- Students will be required to possess good written, oral and electronic communication skills. An achievement of a B or higher in English is advisable.

Course Overview
Physical education involves the performance of physical activities and the study of theoretical perspectives or physical activities in the modern world. Students will be required to participate in a range of physical activities and possess sound written, oral and electronic communication skills.

Course Outline
Students may engage in the study of:

Practical
- Touch Football
- Badminton
- Volleyball
- Aquathon (includes swimming)

Theory
- Socio-cultural foundations of physical activity
- Skill acquisition
- Biological bases of training and exercise
- Biomechanics

Students will engage in units which integrate physical and theoretical domains

Study Requirements
- Students must revise class work and plan their time to ensure homework and assessment tasks are completed by the required due dates

Assessment
- Theoretical assessment tasks are connected to the physical activities being performed in class
- Students will study one physical activity and one theoretical focus each term
- Theoretical and practical components of the course are equally weighted

Resources
- Students will require full sports uniform and hat
- A textbook is required from Text and Resource Hire

Costs
- $55 - $65 for swimming (total cost over two years of study $110 - $130)
- $10 - $20 for excursions each year may be applicable
- Students can also purchase (optional) a FLSHS training shirt at a cost of $25 and shorts $45
RECREATION STUDIES
Status ................. AUTHORITY REGISTERED
QCE Credit Points .... 4

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- It is desirable that students have completed the HPE, or SPP course in year 10 and gained a sound level of achievement (C).
- Students will be required to participate in a range of physical activities and complete theoretical tasks which may require written, oral and electronic communication skills.

COURSE OVERVIEW – ALL RECREATION OPTIONS
Recreation provides students with an opportunity to participate in physical activity, while developing skills necessary for and beneficial to life. Students will be involved in many different learning experiences, including engaging in and observing recreational activities; planning and organizing activities; working with others and in teams; making decisions and solving problems; gathering and comprehending information from a range of sources; organizing and analyzing information; conducting surveys; using technology; compiling reports; and communicating ideas and information in a variety of modes and genres. All recreation classes comprise approximately 50% practical performance and 50% theoretical studies.

COURSE OUTLINE
The basics of the study are core is:
- Recreation - you and the community - examining the effects of recreation on individuals and communities
- Physical activity and healthy lifestyle - investigating the role of physical activity in maintaining good health
- Safety, risk awareness and health concerns - evaluating strategies to promote health and safety
- Interpersonal and group dynamics - investigating personal and interpersonal skills to achieve goals

ASSESSMENT:
- Students will be assessed on their ability to participate and organise recreational pursuits and complete theoretical assessment tasks.

RESOURCES
- Students will require full sports uniform and hat

COSTS
- Students can also purchase a FLSHS training shirt at a cost of $25
- $50 - $60 to cover subject costs

DISCLAIMER
The school must have certain teachers and equipment to deliver the VET components of this course. If the school loses access to these resources the school will attempt to provide students with alternative opportunities to complete the course and related qualification. The
# CERTIFICATE III in FITNESS

**Status**: VET SUBJECT  
**QCE Credit Points**: Cert III - 8

## SIS30313 CERTIFICATE 111 in FITNESS

<table>
<thead>
<tr>
<th>Subject type</th>
<th>VET qualification</th>
<th>Duration:</th>
<th>Two (2) year</th>
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</table>

### Qualification Description
This program prepares participants for employment in the sports and fitness industry as a gym instructor. The gym instructor is the minimum entry level to the fitness Industry. The gym instructor is trained in fitness activity specific competencies to instruct individual and group clients in specified work environments such as a fitness / health centre. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, developing and instructing circuit classes and conducting group fitness sessions.

### Professional Registration
Graduates are eligible for registration with Fitness Australia with specialisation in:
- Gym Instructor
- Group Exercise Instructor

### Entry requirements
There are no entry requirements for this qualification. Students and their parent / guardian are required to complete an enrolment form which outlines the terms and conditions of enrolment.

### Licensing/Regulatory Information
No licensing, legislative, regulatory or certification requirements apply to this qualification.

### Qualification packaging rules
15 units must be completed:
- 10 core units
- 5 elective units, consisting of:
  - all the units in any one of Groups A to C
  - the remaining units to make up the required 5 elective units from General Electives; up to 2 of these remaining units may be selected elsewhere in SIS10 or any current accredited course or other Training Package, and must be first packaged at AQF level 3 or 4.

<table>
<thead>
<tr>
<th>Group A - Aqua Instructor</th>
</tr>
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<tbody>
<tr>
<td>SISFFIT304A</td>
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<tr>
<td>SISFFIT310A</td>
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<table>
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<tr>
<th>Group B - Group Exercise Instructor</th>
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<tr>
<td>SISFFIT304A</td>
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<tr>
<td>SISFFIT309A</td>
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<table>
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<tr>
<th>Group C - Gym Instructor</th>
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<tr>
<td>SISFFIT304A</td>
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<tr>
<td>SISFFIT307A</td>
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<td>SISFFIT308A</td>
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</tbody>
</table>

### Core units
- SISFFIT301A: Provide fitness orientation and health screening
- SISFFIT302A: Provide quality service in the fitness industry
- SISFFIT303A: Develop and apply an awareness of specific populations to exercise delivery
- SISFFIT305A: Apply anatomy and physiology principles in a fitness context
- SISFFIT306A: Provide healthy eating information to clients in accordance with recommended guidelines
- SISXFAC207: Maintain sport, fitness and recreation equipment for activities
- SISXIND101A: Work effectively in sport and recreation environments
- SISXOHS101A: Follow occupational health and safety policies
- SISXRK301A: Undertake risk analysis of activities
- HLTAID003: Provide first aid
CERTIFICATE III in FITNESS

<table>
<thead>
<tr>
<th>Elective units offered by the RTO</th>
<th>Gym Instructor Electives</th>
<th>Group Exercise Instructor Electives</th>
<th>Strength and Conditioning Electives</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>SISFFIT304A</td>
<td>SISFFIT304A</td>
<td>SISSSC301A</td>
</tr>
<tr>
<td></td>
<td>Instruct and monitor fitness programs</td>
<td>Instruct and monitor fitness programs (also in Gym Instructor electives)</td>
<td>Instruct strength and conditioning techniques</td>
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<tr>
<td></td>
<td>SISFFIT307A</td>
<td>SISFFIT307A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undertake client health assessment</td>
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<tr>
<td></td>
<td>SISFFIT308A</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Plan and deliver gym programs</td>
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</tbody>
</table>

Learning experiences: A range of teaching and learning experiences will be used to deliver the competencies, including:
- Practical tasks
- Activities in simulated work environments
- Activities in real work environment (Fitnance – East Brisbane)
- Online resources

Assessment: This program is predominantly a practical competency based program structured on being able to utilise the skills in a simulated workplace environment.
Assessment is competency based and therefore no levels of achievement are awarded (only competent / not yet competent).
Units of competency have been clustered and are assessed this way.
Course assessment activities include the completion of set tasks (practical and knowledge) scheduled throughout the course duration. Many of the practical tasks will be observed while working as an Exercise (Gym) Instructor or while participating in practical lessons. Knowledge tasks are generally short answer and test the student’s knowledge against one or more of the competency units.
Evidence gathering methods include oral and written questioning, third party reports, observation, work samples and client feedback.
Teachers from the school will deliver the course to the students. Fitnance Australia will mark assessments and act as the RTO for the enrolled students, supply the school with the required training and assessment resources and provide assistance to teaching staff for the delivery of the course.

Pathways: This training program articulates with SIS40210 Certificate IV in Fitness.
The SIS40210 Certificate IV qualification articulates into a range of higher VET pathways (e.g. Diploma) in Fitness, Sport & Recreation and Health that can lead into university pathways (e.g. Bachelor of Human Movement Studies and Bachelor of Education).

Fees: $400 per student enrolled.
The cost of the First Aid Certificate (to be sourced from an external provider) is not included in these fees.
Fitnance does offer refunds to students who are unable to complete the learning units for which they have nominated, for whatever reason. However since a $300 administration fee applies to all refunds there are effectively no refunds on these significantly reduced cost courses.

Further information:
- Forest Lake State High School
- Cameron Webb, Head of Department HPE
- Registered Training Organisation
- Jarrad Boswell, Exercise Physiologist, Schools Coordinator
- Fitnance Australia (Provider Number: 32155)

Service agreement: This is a one-year course. The RTO guarantees that the student will be provided with every opportunity to complete the qualification as per the rights and obligations outlined in the enrolment process and information handbooks provided.
To be awarded a Certificate III in Fitness participants must have demonstrated competency in the 15 Units of Competency listed.
Those participants that exit before completing the Certificate will be provided with a Statement of Attainment for the units of competency successfully completed.
This information is correct at the time of publication but is subject to change.
10 great reasons to keep studying LOTE

Studying Japanese can lead to:

2. Strong study skills - very similar to those for maths/science/business and many other areas.
3. Boost to your OP in senior – UQ, Griffith & QUT all boost the OP of any student passing Japanese at year 12.
4. QUT, UQ and Griffith all allow you to combine language study with any other degree of your choice – you could work in Japan in your chosen career OR work with Japanese companies within Australia.
5. Top academic opportunities at university – our Japanese students are achieving great places in a wide range of university courses.
6. Overseas scholarship for one FLSHS student each year at Izumi Chuo High School (all tuition and living expenses paid for one year!) Our 8th student is being chosen very soon.
7. Strong understanding of how English works in comparison to Japanese – helps improve English grammar skills too!
8. Meeting other students in Japan as ‘virtual friends’ – finding out how people in other countries live.
9. Dressing up in Kimono or Yukata!
10. Learning all about the culture of another place broadens understanding and helps create great citizens for Australia.
YEAR 7

JAPANESE, JAPANESE ESSENTIALS—COURSE OVERVIEW
The year 7 Japanese curriculum will develop students’ communication skills by comprehending and composing Japanese in written and spoken modes. Students develop strategies for memorisation, language pattern recognition and manipulation of structures to create original utterances. Through intercultural awareness students gain a wider perspective from which they might view the world and their places in it.

COURSE OUTLINE—year 7 students learn to communicate in Japanese about the following topics:
- Term 1: School life
- Term 2: Leisure time
- Term 3: Families
- Term 4: ‘No Place like Home’ - Australian and Japanese homes

ASSESSMENT
JAPANESE—each semester students will be assessed in the four (4) skills of listening, speaking, reading and writing, including a written assignment. Reading and writing assessments will use scripts: Hiragana, Katakana and Kanji.

JAPANESE ESSENTIALS—each semester students will be assessed in the four (4) skills of listening, speaking, reading and writing, including a written assignment. Reading and writing assessments will use Romaji.

YEAR 8

JAPANESE—COURSE OVERVIEW
In Japanese students learn how to communicate with and understand a culture other than their own. We are a growing global community, and having another language will give an edge over others in a competitive global market. Learning a language gives the learner the ability to step inside the mind and content of the culture. The course will cover language study at a variety of levels, either at a conversational level or in preparation for future studies. Study of the culture of Japan is achieved through a wide range of texts, including a novel, and via IT, and through a range of excursions.

COURSE OUTLINE
- Students will practise comprehending Japanese language in written and spoken form
- Students will compose Japanese language in conversation and text

JAPANESE ESSENTIALS—COURSE OVERVIEW
In Japanese essentials, students learn how to communicate with and understand a culture other than their own. Japanese essentials aims to build speaking and listening skills, fostering an ability to interact with Japanese speakers in a real-life, interpersonal context. The course will also cover reading and writing at a targeted level to enhance conversational ability. Study of the culture of Japan is integrated throughout the course and provides the learner with a variety of viewpoints and intercultural understanding.

YEAR 9

COURSE OVERVIEW
In Japanese students learn how to communicate with and understand a culture other than their own. We are a growing global community, and having another language will give an edge over others in a competitive global market. This subject leads directly to the senior authority subject of Japanese. It is important that students consider continuing with Japanese into year 9 as, unlike other subjects, Japanese is very scaffolded and losing a year or more of learning will make it more difficult (though not impossible) to catch up should the student wish to return to it in later years. UQ, Griffith Uni and QUT now all offer a “boost” to the OP score for any student who passes Japanese in year 12.

COURSE OUTLINE
- Study of the culture of Japan is achieved through a wide range of texts, print and multimedia, including magazines, cartoons, film, print-based text and web-based communication

ASSESSMENT
- Assessment is based on the four (4) skills of listening, speaking, reading and writing with no assignments
Japanese is the language other than English studied at Forest Lake State High School.

Language study in secondary school is most successful done continuously. However, it is possible for able students to begin LOTE in year 10 if they are willing to work at home to learn the script.

**COURSE OVERVIEW**

In Japanese, students learn how to communicate with, and understand, a culture other than their own. We are a growing global community and having another language will give an edge over others in a competitive global market.

Employers and the universities are so keen to increase the number of students studying a language that UQ, Griffith and QUT now all offer a boost to the OP of any student who succeeds in Japanese at year 12.

Why study Japanese?

You will:

- Develop cognitive flexibility – the capacity to make the mind shift to work in a new language (This skill helps in many academic subjects.)
- Appreciate how people in another culture live, work and think
- Improve your understanding of how the English language works
- Learn strong regular study habits which are very helpful in senior study

**COURSE OUTLINE**

Language learning will be enhanced through a variety of mediums including:

- The internet and other Japanese-relevant computer software
- Games
- Excursions
- Exchange programs (with sister schools and other schools)
- Trip to Japan

**STUDY REQUIREMENTS**

- Students will need to practise their use of the written and spoken language very regularly at home

**ASSESSMENT**

- Assessment is based on the four (4) skills of listening, speaking, reading and writing with no assignments

**RESOURCES/COSTS**

- Students need access to the textbook through the resource hire scheme
- A Japanese/English dictionary for home use is recommended
- Students will be offered the opportunity to enhance their language study through excursions e.g. food, film, cultural experiences, as they become available
RECOMMENDED REQUIREMENTS FOR SUCCESS
- It is desirable to have studied Japanese in years 8 – 10. However it is still possible for an able student to begin Japanese in year 11, if the student is willing to work very hard in their own time to catch up the gaps in their language development.

COURSE OVERVIEW
Senior Japanese is a two-year course of study. Students will study topics from four different themes, with at least one topic within each theme being studied in depth.

The University of Queensland, Griffith University and Queensland University of Technology all offer a boost in the OP of any student who achieves at least sound (C) Japanese. This emphasises how highly regarded language study is for universities and future employers.

COURSE OUTLINE
Students will develop skills in listening, speaking, reading and writing in their study of various topics from the following themes:
- School and post-school options – tourism, hospitality and work experience
- Social issues – environment and health
- Leisure, recreation and human creativity – holiday planning, itineraries, and mass media
- Family and community – festivals, celebrations and customs

STUDY REQUIREMENTS
- Constant revision is needed as knowledge is continually being expanded.
- There are no assignments, but students are expected to revise the day’s work each night.

ASSESSMENT
Students will be assessed in:
- Listening
- Speaking
- Reading
- Writing
All are equally weighted.

RESOURCES
- The purchase of a small English/Japanese dictionary for use at home is recommended

SPECIAL NOTE
A number of excursions (e.g. films, university tours) will be conducted during the course as they become available. Students in years 11 and 12 Japanese will have the opportunity to be involved in any future overseas tours visiting Japan and engaging with homestay through Kinjo High School. They will also be heavily involved in working with the students from Kinjo High School during their three (3) week exchange with Forest Lake State High School.
YEAR 7

MUSIC

COURSE OVERVIEW
In music students focus on making music and developing the ability to think and express themselves in sound. Students learn to identify, analyse and respond to music from a wide range of cultural and historic contexts. They sing, play and learn how to read and write music.

COURSE OUTLINE
- Duration (rhythm & meter)
- Melody
- Timbre
- Structure
- Performance

RESOURCES/COSTS
- Note book, with manuscript paper
- Headphones

YEAR 8

MUSIC

COURSE OVERVIEW
In music students focus on making music and developing the ability to think and express themselves in sound. Students learn to identify, analyse and respond to music from a wide range of cultural and historic contexts. They sing, play and learn how to read and write music.

COURSE OUTLINE
- Duration (rhythm & meter)
- Melody
- Timbre
- Structure
- Performance

RESOURCES/COSTS
- Note book, with manuscript paper
- Headphones

YEAR 9

MUSIC (MUS)

Links to MUSIC in years 10/12
Links to MUSIC IN PRACTICE in years 11/12

COURSE OVERVIEW
Music focuses on students making music and developing the ability to think and express themselves in sound. Through immersion in repertoire from various cultural and historical contexts, students learn to aurally and visually identify, respond to and use the elements of music. Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles.

COURSE OUTLINE
The units of year 9 Music are:
- UNIT 1 – The sounds of the orchestra
- UNIT 2 – Recycled remixes
- UNIT 3 – Rock music
- UNIT 4 – World music

STUDY REQUIREMENTS
- Note-taking in class
- Working collaboratively (e.g. practical group work)
- Rehearsing for performances
- Homework and assessment preparation at home
- Attendance at out of class rehearsals and participation in excursions

ASSESSMENT
- Students will be required to complete formal examinations, essays, compose music and rehearse and perform music

RESOURCES/COSTS
- Note book, with manuscript paper
- USB stick (min 16gb)
- Headphones
YEAR 9

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- Students MUST receive an A standard in year 8 music or seek approval from the Head of Department The Arts to enrol in this subject.

COURSE OVERVIEW
Music focuses on students making music and developing the ability to think and express themselves in sound. Through immersion in repertoire from various cultural and historical contexts, students learn to aurally and visually identify, respond to and use the elements of music. Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles.

COURSE OUTLINE
The units of year 9 music are:
- UNIT 1 – The Sounds of the orchestra
- UNIT 2 – Recycled remixes
- UNIT 3 – Rock music
- UNIT 4 – World music

STUDY REQUIREMENTS
- Note-taking in class
- Working collaboratively (e.g. practical group work)
- Rehearsing for performances
- Homework and assessment preparation at home
- Attendance at out of class rehearsals and participation in excursions

ASSESSMENT
- Students will be required to complete formal examinations, essays, compose music and rehearse and perform music
- Students will have the opportunity to undertake AMEB (Australian Music Examinations Board) Theory of Music Examinations (cost may apply)

RESOURCES/COSTS
- Note book, with manuscript paper
- USB stick (min 16 gb)
- Headphones
COURSE OVERVIEW
The year 10 music course provides students with the opportunity to engage in the practical and theoretical world of music. This subject focuses on students developing and building musical skills and abilities from the junior secondary school, whilst preparing them for further studies in music. Music has three dimensions of study: analysing repertoire, composing and performing, with assessment equally shared amongst the dimensions over the one year course.

COURSE OUTLINE
The two semester units for year 10 music are:
- UNIT 1—Baroque to Rock—Semester 1
- UNIT 2—Latin-American music—Semester 1
- UNIT 3—Film music—Semester 2

STUDY REQUIREMENTS
- Note-taking in class
- Working collaboratively
- Rehearsing for performances
- Homework and assessment preparation at home
- Attendance at out of class rehearsals and participation in excursions

ASSESSMENT
- Students will be required to complete formal examinations, essays, compose music and rehearse and perform music

RESOURCES/COSTS
- Note book, with manuscript paper
- USB stick (min 16gb)
- Headphones
ADVANCED MUSIC

- Links to MUSIC in years 11/12
- Links to MUSIC STUDIES in years 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- Students **MUST** receive an A standard in year 9 music or seek approval from the Head of Department The Arts to enrol in this subject.

COURSE OVERVIEW
The year 10 music course provides students with the opportunity to engage in the practical and theoretical world of music. This subject focuses on students developing and building musical skills and abilities from the junior secondary school, whilst preparing them for further studies in music. Music has three dimensions of study: analysing repertoire, composing and performing, with assessment equally shared amongst the dimensions over the one year course.

COURSE OUTLINE
The two semester units for year 10 music are:
- UNIT 1—Baroque to Rock—Semester 1
- UNIT 2—Latin-American music—Semester 1
- UNIT 3—Film music—Semester 2

STUDY REQUIREMENTS
- Note-taking in class
- Working collaboratively
- Rehearsing for performances
- Homework and assessment preparation at home
- Attendance at out of class rehearsals and participation in excursions

ASSESSMENT
- Students will be required to complete formal examinations, essays, compose music and rehearse and perform music
- Students will have the opportunity to undertake AMEB (Australian Music Examinations Board) Theory of Music Examinations (cost may apply)

RESOURCES/COSTS
- Note book, with manuscript paper
- USB stick (min 16gb)
- Headphones
MUSIC

STATUS..................................AUTHORITY SUBJECT
QCE Credit Points..............4

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- At least a sound achievement (C) in year 10 English
- At least a high achievement (B) in year 10 music or a sound achievement (C) in year 10 advanced music
- To read and write music on treble and bass staves is an advantage/recommended skill for success
- Able to perform on an instrument (“instrument” includes voice) – performance assessment is ⅓ of the overall result

NOTE: MUSIC EXTENSION cannot be studied in year 12 if music is not studied in years 11 and 12

COURSE OVERVIEW
Music is a two-year course in which students will study music from a range of historical and cultural contexts – some contemporary popular music as well as significant works from the past. Music has three learning and assessment dimensions – musicology, composing and performing.

COURSE OUTLINE
Year 11
- UNIT 1—Keys and Chords
- UNIT 2—Music of the Theatre

Year 12
- UNIT 1—Popular Classics
- UNIT 2—Wide Horizons

STUDY REQUIREMENTS
- Students will be expected to complete homework and assessment tasks both in-class and at home, once initial guidance has been given

ASSESSMENT
- Students will be required to complete formal examinations, essays, compose music and rehearse and perform music

OPPORTUNITIES
At times during the course there will be opportunities for students to participate in excursions and see live performances. Students will be encouraged to attend all excursions to enhance and broaden their musical experiences.

RESOURCES
- A music book (notepaper AND manuscript paper)
- USB stick (min 16gb)
- Headphones

CAREER PATHWAYS
Senior music can lead to many career options – musician, teacher, composer, singer, musical instrument maker, music critic, orchestra conductor, music publisher – there are so many options for music students!

SPECIAL NOTE
For students with outstanding abilities in music, an additional Authority subject is offered for year 12 students only, music extension. Students can only select music extension in year 12 if they are in and remain enrolled in year 11 and 12 music. Students who wish to study music extension must seek approval/recommendation from the Head of Department The Arts.
MUSIC IN PRACTICE

STATUS ......................... AUTHORITY-REGISTERED
QCE Credit Points ....... 4

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- Year 9 and 10 music is an advantage
- Able to read and write music on treble and bass staves is an advantage
- Able to perform on an instrument ("instrument" includes voice) – performance assessment is 2/3 of the overall result

COURSE OVERVIEW
Music studies is a two year course in which performance and industry students will study a variety of genres including audio/sound engineering, recording and performing.

TOPICS INCLUDE:
- Performance
- Sound Reinforcement
- Copyright
- Recording
- Stagecraft skills
- Composition
- Promoting
- Workplace health and safety
- Music theory and aural skills

STUDY REQUIREMENTS
- Students will be expected to complete homework and assessment tasks both in-class and at home, once initial guidance has been given.

ASSESSMENT
- Project
- Performance
- Composition
- Extended response to stimulus

OPPORTUNITIES
At times during the course there will be opportunities for students to participate in excursions and see live performances. Students will be encouraged to attend all excursions to enhance and broaden their musical experiences.

RESOURCES
- A music book (notepaper AND manuscript paper)
- USB stick—(min 16gb)
- Headphones

CAREER PATHWAYS
Senior Music can lead to many career options – musician, teacher, composer, singer, musical instrument maker, music critic, orchestra conductor, music publisher ~ there are so many options for music students!
MUSIC EXTENSION

STATUS..................AUTHORITY SUBJECT, year 12 only
QCE Credit Points......2

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- Must be enrolled in year 11 & 12 music
- Very high achievement (A) in year 11 music
- Must seek approval/recommendation from the Head of Department The Arts

COURSE OVERVIEW
This one year course is an extension of MUSIC. It caters for students with outstanding ability in music. Students choose one area of focus: musicology, composition or performance.

COURSE OUTLINE
There are no units of study in music extension. Instead, students spend the year focussing on their area of specialisation. Assessment requirements are:

Terms 1 & 2
- 1—Investigating task (theory)
- 2—Realising task (performance/practical)

Terms 3 & 4
- 1—Investigating task (theory)
- 2—Realising task (performance/practical)

STUDY REQUIREMENTS
Students will be expected to prepare and practice both inside and outside of school time. Music Extension is run offline, and students must be prepared for classes outside of their ‘normal’ school day of 8.30am – 2.30pm (usually 2.30—4.00pm). Performances and concerts are held outside of school time.

ASSESSMENT
Investigating Task
- 1200—1500 words or 5 minutes multimedia/oral presentation

Realising Task
- depends on specialisation; either written, multimedia or oral, composition or performance

OPPORTUNITIES
At times during the course there will be opportunities for students to participate in excursions and see live performances. Students will be encouraged to attend all excursions to enhance and broaden their musical experiences.

RESOURCES
- A music book (notepaper AND manuscript paper)
- USB stick—(min 16gb)
- Headphones

CAREER PATHWAYS
Music Extension can lead to many career options – musician, teacher, composer, singer, musical instrument maker, music critic, orchestra conductor, music publisher—there are so many options for music students.
DANCE

YEAR 7 & 8

COURSE OVERVIEW
In dance students focus on creating dance and developing the ability to communicate and express themselves through movement. Students will also learn to analyse and respond to various dances, giving their interpretation of what is being communicated. They will learn and perform dances within groups and/or individually.

COURSE OUTLINE
- Space
- Choreographic devices
- Energy
- Form
- Interpretation

RESOURCES
- Note book and writing materials
- Costumes (as required)
- Black dance attire for performance assessment (black leggings (girls), black loose fitting pants (boys), black shirt/singlet)

YEAR 9

COURSE OVERVIEW
Dance focuses on students learning about dance as an expressive means of ordering movement, gesture and motion. Dance conveys ideas, images and feelings, using the human body as the means of expression and communication.

COURSE OUTLINE
The units of in year 9 Dance are:
- UNIT 1—Bring it on (skills)
- UNIT 2—Centre stage (ballet to contemporary)
- UNIT 3—All that jazz (tap, jazz and musical theatre)
- UNIT 4—Fame (hip hop)

STUDY REQUIREMENTS
- Note-taking in class
- Working collaboratively (e.g. practical group work)
- Rehearsing for performances
- Homework and assessment preparation at home
- Attendance at out of class rehearsals and participation in excursions

ASSESSMENT
- Students will be required to participate in workshops, complete theory activities (exams and assignments), choreograph and perform a range of dances.

RESOURCES
- Note book and writing materials
- Costumes (as required)
- Black dance attire for performance assessment ((black leggings (girls), black loose fitting pants (boys), black shirt/singlet)
DANCE

- Links to DANCE in years 11/12

COURSE OVERVIEW
This subject focuses on students learning about dance as an expressive means of ordering movement, gesture and motion. Dance conveys ideas, images and feelings, using the human body as the means of expression and communication. During year 10 dance students learn the popular dances of the 1900s, as well as musical theatre with the main focus on tap dancing. A large focus of the year is on contemporary dance.

COURSE OUTLINE
The general objectives are arranged under three organisers:
- Choreography
- Performance
- Appreciation

- UNIT 1—Do the Mashed Potato (social dance)
- UNIT 2—Poetry in Motion (contemporary dance)
- UNIT 3—Art as Dance (contemporary dance)
- UNIT 4—In the Spotlight (musical theatre)

STUDY REQUIREMENTS
- Note-taking in class
- Working collaboratively
- Rehearsing for performances
- Homework and assessment preparation at home
- Attendance at out of class rehearsals and participation in excursions

ASSESSMENT
- Students will be required to participate in workshops, complete worksheets, choreograph, rehearse and perform a range of dances, and report results of research and analysis in oral and written forms.

RESOURCES/COSTS
- Notebook/writing materials
- Other costuming items as necessary
- Music (access to music required for dances) as necessary
- Black dance attire for performance assessment ((black leggings (girls), black loose fitting pants (boys), black shirt/singlet)
DANCE

Status: AUTHORITY SUBJECT
QCE Credit Points: 4

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- At least a high achievement (C) in year 10 English
- At least a high achievement (C) in year 10 dance

COURSE OVERVIEW
The dance course is designed to provide a broad range of dance experiences. It consists of core and elective units in both years. All units are studied within the framework of the central organisers of the course – CHOREOGRAPHY, PERFORMANCE and APPRECIATION.

COURSE OUTLINE
Year 11
- "Why Dance" (functions of dance)
- "Up on your Toes" (ballet)
- "Mother Nature" (contemporary dance)
- "Cool Groove" (musical theatre/popular dance)

Year 12
- 'Two to Tango' (contemporary Australian ballroom dance)
- 'Astonishing Revelations' (contemporary dance)
- 'Chance to Dance' (contemporary dance)
- 'Break a Leg' (elective study)

STUDY REQUIREMENTS
Students may be involved in activities such as:
- Construction of movement sequences incorporating non-movement components
- Experimentation with and critical reflection of set and improvised movement
- Analysis and evaluation of the techniques used by a variety of choreographers
- Individual, duos, small and large group work

ASSESSMENT SUMMARY
Assessment may include:
- Choreography of works or sections of movement sequences, individually or in duos
- Performance of dance works or movement sequences, performed individually, in duos or in a group
- Written and oral forms of critical reflection of evolving or completed student dance work
- Reviews of live and video performance
- Research assignments
- Extended essays

RESOURCES
- Notebook/writing materials
- Long black gym style pants and black singlet
- Other costuming items as necessary
- Music (access to music required for dances) as necessary

SPECIAL NOTE – It is highly desirable that students are willing to participate in extra-curricular activities, such as dance troupe, after-school rehearsals, public performance and excursions.
YEAR 7 & 8

Drama

COURSE OVERVIEW
In drama students will develop an understanding of basic acting skills and using performance spaces. They will develop confidence, awareness of themselves and others. Students will engage in practical activities that focus on playing a role, using language, creating dramatic tension, physical movement and maintaining focus. In drama students will develop an understanding of basic acting skills and using performance spaces.

COURSE OUTLINE
- Elements of drama
- Performance
- Play study
- Scriptwriting

RESOURCES/COSTS
- Note book and pens
- Some assessment requires costumes – students should be prepared to make/purchase as necessary

YEAR 9

Drama

COURSE OVERVIEW
Drama helps students communicate understanding about human issues and experience by enacting real and imagined events. They develop confidence and awareness of self and others as they collaborate to prepare and present drama. Students learn about a range of forms, styles and purposes of drama.

COURSE OUTLINE
The units of in year 9 drama are:
- UNIT 1—Elements of drama
- UNIT 2—Commedia dell’Arte
- UNIT 3—Ritual and symbol
- UNIT 4—Collage drama

STUDY REQUIREMENTS
- Note-taking in class
- Working collaboratively (e.g. practical group work)
- Rehearsing for performances
- Homework and assessment preparation at home
- Attendance at out of class rehearsals and participation in excursions

ASSESSMENT
- Students will be required to participate in workshops, complete theory activities (e.g. assignments), demonstrate use of theatre technology, participate in drama activities, review live performances and discuss and record the different theatre styles and techniques.

RESOURCES/COSTS
- Note book and pens
- Some assessment requires costumes – students should be prepared to make/purchase as necessary
DRAMA

• Links to DRAMA in years 11/12

COURSE OVERVIEW

The year 10 drama course offers students the chance to participate in and learn about the exciting and diverse world of drama. Through performance and workshop activities students develop confidence and awareness of themselves and others as they work in groups and individually to prepare and present drama.

Students learn about a range of forms, styles and purposes of drama through practical and theoretical tasks. The course provides students with the opportunity to develop an understanding about human issues and experience by enacting real and imagined events.

The three strands of drama are:

• Forming
• Presenting
• Responding

COURSE OUTLINE

The four units of in year 10 drama are:

• UNIT 1—Australian theatre for young people—focusing on plays about teenagers
• UNIT 2—Documentary drama—focusing on social issues and events
• UNIT 3—Realism: focused on method acting
• UNIT 4—Shakespeare and theatre—scriptwriting and rewriting classic texts

STUDY REQUIREMENTS

• Note-taking in class
• Working collaboratively
• Rehearsing for performances
• Homework and assessment preparation at home
• Attendance at out of class rehearsals and participation in excursions

ASSESSMENT

• Students will be required to participate in workshops, demonstrate use of theatre technology, participate in drama activities, review live performances and discuss and record the different theatre styles and techniques.

RESOURCES/COSTS

• Note book and pens
• Some assessment requires costumes – students should be prepared to make/purchase as necessary
DRAMA

YEAR 11 & 12

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- At least a high achievement (C) in year 10 English
- At least a high achievement (C) in year 10 drama

COURSE OVERVIEW
The drama course offers students the chance to practically and theoretically explore the exciting and diverse world of drama. The drama course is based on an approach that sees drama as a reflection of life and promotes drama as a shared social experience. It helps the students to express their feelings, thoughts and opinions and provides opportunities to understand their own lives, the lives of others, and the world in which students live. The criterion of the course are FORMING, PRESENTING and RESPONDING. Assessment includes an equal amount of theory and practical tasks over the two year course.

COURSE OUTLINE
Year 11
- Living: Verbatim and physical theatre
- Once: Greek theatre
- Belonging: Australian theatre
- Possibility: Political theatre
Year 12
- Certainty: Realism
- Probability: Absurdist theatre
- Ours: Contemporary community theatre
- Lights Down: Theatre for young people

STUDY REQUIREMENTS
- Working and negotiating collaboratively in groups to create and present drama
- Independent research skills and essay writing
- In-class discussion and note-taking
- Learning and memorising dramatic knowledge and play dialogue
- Willingness to participate in extra-curricular activities such as rehearsals, public performances and excursions is essential
- Investigating and participating in community theatre projects

OPPORTUNITIES
- At times during the course there will be opportunities for students to participate in excursions and see live performances.

ASSESSMENT SUMMARY
- Dramatic exploration: improvisation, role-play, dramatic role-playing
- Creative writing: script writing
- Performance of scripted drama or student devised drama
- Extended writing: critical essay analysis of plays, and performance evaluation
- Review writing: analysis of live theatre
- Directing workshops: directing conventions, director’s journal

RESOURCES
- Drama notebook for class work and creative writing
- Some assessment requires additional props/costumes - students should be prepared to make/purchase as necessary
- Some assessment may require attendance to live theatre productions

CAREER PATHWAYS
Drama could lead to many career options—actor, announcer, arts administrator, choreographer, dancer, film and TV lighting operator, film and TV producer, make-up artist, model, public relations officer, receptionist, recreation officer, set designer, speech pathologist, stage manager, teacher, tour guide, writer, lighting technician, sound technician, lawyer, psychologist, social worker, politician, public speaker, director.

SPECIAL NOTE
It is highly desirable that students are willing to participate in extra-curricular activities such as after-school rehearsals and excursions, and public performances.
MEDIA

- Links to MEDIA in year 10
- Links to FILM, TV and NEW MEDIA in years 11/12
- Links to MEDIA STUDIES years 11/12

COURSE OVERVIEW
In media, students will focus on designing, producing and responding to meaning in media texts. Media learning deepens student appreciation and understanding of the enjoyment provided by the media. In this course students are equipped to live in a global community that communicates through a variety of technologies and combines still and moving images, words and sounds.

COURSE OUTLINE
- Term 1—Cinematography basics | Representations in teen film
- Term 2—Advertising and marketing
- Term 3—Introduction to video editing
- Term 4—Designing, filming and editing your own production

STUDY REQUIREMENTS
- Note-taking in class
- Working collaboratively (e.g. practical group work)
- Homework and assessment preparation at home
- An expectation that students give up their own time to complete production tasks
- Participation in excursions
- Viewing of various media texts (e.g. films, YouTube clips, articles)

ASSESSMENT
Students will:
- Edit a nature documentary in Premiere Pro
- Critique an advertising campaign
- Analyse various still images
- Produce a year book style page in Photoshop and InDesign
- Design a shot list for a narrative film
- Produce and edit a narrative film

RESOURCES/COSTS
- USB stick/or external hard-drive with a minimum of 32gb
- Headphones
- Notebook
- Lead pencils
- SD camera card with a minimum of 8gb
- Whilst not essential, it is encouraged that students purchase an external hard drive of 200gb to store their work

NB: Students must be willing to be in front and behind a camera or video camera.
MEDIA

- Links to FILM, TV and NEW MEDIA in years 11/12
- Links to MEDIA STUDIES in years 11/12

COURSE OVERVIEW
In media, students will focus on designing, producing and responding to meaning in media texts. Media learning deepens student appreciation and understanding of the enjoyment provided by the media. In this course students are equipped to live in a global community that communicates through a variety of technologies and combines still and moving images, words and sounds.

COURSE OUTLINE
The two semester units of year 10 media are:
- UNIT 1—Cinematography and editing basics | A day in 60 seconds project
- UNIT 2—S for suspense

STUDY REQUIREMENTS
- Note-taking in class
- Working collaboratively (e.g. practical group work)
- Homework and assessment preparation at home
- An expectation that students give up their own time to complete production tasks
- Participation in excursions
- Viewing of various media texts (e.g. films, YouTube clips, articles)

ASSESSMENT
Students will:
- Design a shot list for a 30 second narrative film
- Design and write a script for a suspense scene
- Produce and edit a 30 second narrative film
- Produce and edit a suspense scene
- Critique genre films and editing styles
- Critique a suspense film

RESOURCES/COSTS
- USB stick/or external hard-drive with a minimum of 32gb
- Headphones
- Notebook
- Lead pencils
- SD camera card with a minimum of 8gb
- Whilst not essential, it is encouraged that students purchase an external hard drive of 200gb to store their work.

NB: Students must be willing to be in front and behind a camera or video camera.
MEDIA ARTS IN PRACTICE

Status .........................AUTHORITY-REGISTERED
QCE Credit Points ............ 4

RECOMMENDED REQUIREMENTS FOR SUCCESS:
• Year 9 and 10 media are an advantage

COURSE OVERVIEW
The course aims to promote an understanding of a variety of photography, design and marketing skills.

COURSE OUTLINE
This course is organised in the three dimensions:
• Expressing
• Exploring
• Knowledge

Year 11
• UNIT 1—The basics of photography
• UNIT 2—Moving image

Year 12
• UNIT 3—Design and branding
• UNIT 4—Media arts for an audience

STUDY REQUIREMENTS
• Students must have the ability to work cooperatively within small groups and independently
• Have ability to critique and reflect on one’s own work
• Students are expected to spend weekends and out of school time on their practical assessment tasks
• Must be confident with technology (not game play)

RESOURCES
• USB stick/or external hard-drive with a minimum of 32gb
• Headphone/earbuds
• Note book
• Lead pencils
• SD camera card with a minimum of 4gb

CAREER PATHWAYS
Director of photography, arts administrator, graphic artist, photographer, multi-media developer and many more.

NB: Students must be willing to be in front and behind a camera.
FILM, TELEVISION & NEW MEDIA

Status ....................... AUTHORITY SUBJECT
QCE Credit Points ....... 4

YEAR 11 & 12

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- At least a high achievement (C) in year 10 English
- At least a high achievement (C) in year 9 or 10 media

COURSE OVERVIEW
The course aims to promote an understanding of a variety of film and television texts.

COURSE OUTLINE
This course is organised in the three dimensions:
- Design (where students will design their own projects)
- Production (where students make their own projects)
- Critique (where students critically analyse their own and others’ work)

Year 11
- UNIT 1—The Silent Film
- UNIT 2—Silence is Golden

Year 12
- UNIT 1—‘The Hollywood System’
- UNIT 2—‘Film is Art’
- UNIT 3—‘The Media and Web 2.0’

STUDY REQUIREMENTS
- Students must have the ability to work cooperatively within a group and independently
- A commitment to write, along with the ability to critically reflect upon or respond to one’s own works, those of others, and the ability to analyse is essential
- Students are expected to spend weekends and out of school time on their practical productions

ASSESSMENT SUMMARY
Design Tasks:
- Write a treatment and script

Production Tasks:
- Produce short films

Critique Tasks:
- Write analytical essays, reports, extended written responses and director commentaries

RESOURCES
- USB stick/or external hard-drive with a minimum of 32gb
- Headphones/earbuds
- Note book
- Lead pencils
- SD camera card with a minimum of 8gb

CAREER PATHWAYS
Film, television & new media could lead to many career options—actor, camera operator, director, director of photography, production manager, producer, film distributor, scriptwriter, script editor, editor, arts administrator, film festival director, animator, graphic artist, photographer multimedia developer and many more.

NB: Students must be willing to be in front and behind a video camera.
ART

YEAR 7

COURSE OVERVIEW
In visual art students develop confidence in their creative talents and skills that can be transferred to their working and recreational lives. Students will be introduced to the elements and principles of art and design. They may study drawing, design, painting, collage and mixed media.

COURSE OUTLINE
- Elements of art and design
- Context
- Display and exhibition

YEAR 8

COURSE OVERVIEW
In visual art students develop confidence in their creative talents and skills that can be transferred to their working and recreational lives. Students will be introduced to Indigenous art and culture with the theme of Surrealism. Students will learn clay construction techniques and painting skills.

COURSE OUTLINE
- Elements of art and design
- Context
- Display and exhibition

YEAR 9

COURSE OVERVIEW
Visual Art focuses on making, displaying and appraising artworks. Students will engage in experiences to develop personal expression, aesthetic judgment and critical awareness and a sense of satisfaction and enjoyment in making artworks and experiencing display.

COURSE OUTLINE
The units of year 9 visual art are:
- UNIT 1— Appropriated portraits
- UNIT 2 — Where the wild things are
- UNIT 3 — Unmasking culture

STUDY REQUIREMENTS
- Note-taking in class
- Working collaboratively (e.g. practical group work)
- Homework and assessment preparation at home

ASSESSMENT
Assessment may include:
- Folios of work
- Visual art diary
- Analytical assignments

RESOURCES/COSTS
- Visual art diary
- 2B pencils
- Ruler
- Eraser
- Coloured pencils
- Felt pens
- USB stick
- Black fine liner pen
- Other materials as requested
- Plastic display folder

RESOURCES
- A4 size art book (visual art diary)
- Black fine liner pen
- Coloured pencils
- Plastic bag

Links to VISUAL ART in years 10 /12
Links to VISUAL ART PRACTICES/DESIGN in years 10 /12
Links to MULTI ART PRACTICES/FASHION DESIGN in years 10/12
YEAR 10

VISUAL ART

- Links to VISUAL ART in years 11/12

COURSE OVERVIEW
This one year visual art course focuses on making, displaying and appraising artworks. Students and teachers work together to develop skills and techniques to express individual creativity. Assessment and learning experiences focus on the making and appraising of art, culminating in the display of artworks. The aim of the program is to explore techniques and concept development within student artworks and within the works of other artists from a range of cultures and historical and contemporary contexts.

COURSE OUTLINE
- UNIT 1—Making the old new
- UNIT 2—Me, Myself and I
- UNIT 3—Welcome to wonderland

STUDY REQUIREMENTS
- Note-taking in class
- Working collaboratively
- Homework and assessment preparation at home
- Visual art diary research and development notes and drawings

ASSESSMENT
Assessments may include:
- Folios of work
- Visual art Diary
- Analytical assignments
- Exam
- Appraising

RESOURCES/COSTS
- Visual art diary
- 2B Pencils
- Ruler
- Eraser
- Coloured pencils
- Felt pens
- USB stick
- Black fine liner pen
- Plastic display folder
- Other materials as requested
COURSE OVERVIEW
This course has been designed for students with an interest in fashion, design and the fashion industry. It may also be taken by students who do visual art and/or visual art studies as the courses and objectives are different. Students can begin fashion design in year 10, and continue in years 11 and 12 if student numbers are sufficient.

Aims include:
- Developing practical skills through a range of fashion design activities
- Creating functional fashion objects
- Thinking about and appreciation of good fashion design

COURSE OUTLINE
Students will complete the following units:
UNIT 1—Welcome to world of fashion
UNIT 2—Infamous t-shirts with a pop art twist
UNIT 3—Urban hoodies

The techniques students may learn over this year course are:
- Fabric design
- Stencil making
- Stencil silk screen printing or digital manipulation of images
- Design embellishment with tools of adornment such as beads, stitching, jewellery wire
- Hand and machine stitching
- Using patterns
- Design
- Construction of garments
- Logos

Students will learn marketing and entrepreneurship with a view to selling their products.

STUDY REQUIREMENTS
- Note-taking in class
- Working collaboratively
- Homework and assessment preparation at home
- Visual art diary research and development notes and drawings

ASSESSMENT
- Visual art diary, book work, designs
- Functional design pieces

RESOURCES/COSTS
- A4 size visual art diary
- Other art materials as requested—(fabric & fashion materials/equipment)
- Lead pencils
- Coloured pencils
- Glue, scissors
- Ruler
- Sharpener
- Eraser
- Fine liners
- Display folder
VISUAL ART PRACTICES

Status: AUTHORITY-REGISTERED
QCE Credit Points: 4

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- Year 8 and 9 art are an advantage
- Year 10 design is an advantage
- Commitment and ability to use time and equipment responsibly are essential

COURSE OVERVIEW
This course has been designed to provide a challenging alternative for students who enjoy the practical component of art, but do not wish to pursue a heavy theoretical content. It may also be taken by students who study visual art, as the courses and objectives are different. Students can begin the design course in year 10.

Aims include:
- Developing practical skills through a range of art/craft activities
- Creating functional art/craft works
- Thinking about and appreciation of good design

COURSE OUTLINE
Year 11
- UNIT 1 — Pop art canvas
- UNIT 2 — Celebrity Lino printing
- UNIT 3 — Ancient Greek pottery

Year 12
- UNIT 1 — Ceramic fantasy busts
- UNIT 2 — Stop motion animation
- UNIT 3 — Murals

ASSESSMENT SUMMARY
- A variety of 2-dimensional and 3 dimensional practical tasks

Practical tasks
- Creating functional art/craft pieces

Theory tasks
- Bookwork
- Designs
- Evaluating and appreciating
- Self reflection

RESOURCES/COSTS
- Visual art diary
- 2B Pencils
- Ruler
- Eraser
- Coloured pencils
- Felt pens
- USB stick
- Black fine liner pen
- Other materials as requested
FASHION

Status.......................... AUTHORITY-REGISTERED
QCE Credit Points ..... 4

COURSE OVERVIEW
This course has been designed for students with an interest in fashion, design and the fashion industry. It may also be taken by students who study visual art and/or design, as the courses and objectives are different. Students can begin fashion design in year 10.

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- Year 10 fashion design is an advantage
- Year 10 design or art is an advantage
- Commitment and ability to use time and equipment responsibly are essential

Aims include:
- Developing practical skills through a range of fashion design activities
- Creating functional fashion objects
- Thinking about and appreciation of good fashion design

COURSE OUTLINE
Year 11
- UNIT 1 — Jean refurbishment
- UNIT 2 — Baroque fashion
- UNIT 3 — Eco-chic fashion—natural, recycled, reinvent

Year 12
- UNIT 1 — Vintage fashion: modern take on vintage fashion
- UNIT 2 — Frock and Bubble: Formal party apparel
- UNIT 3 — Millenary: Resplendent race wear

The techniques students may learn over this 2 year course are:
- Fabric design
- Stencil making
- Stencil silk screen printing or digital manipulation of images
- Design embellishment with tools of adornment like beads stitching and jewellery wire
- Hand and machine stitching
- Accessories
- Using patterns
- Design
- Construction of garments
- Logos

Students will learn marketing and entrepreneurship with a view to selling their products.

ASSESSMENT
- Projects including:
  - Practical—functional fashion garments
- Theory tasks including:
  - Visual art diary—including book work, designs & evaluation and appreciating
  - Spoken or multimodal responses

RESOURCES/COSTS
- A4 size visual art diary
- Other art materials as requested—(fabric & fashion materials/equipment)
- Lead pencils
- Coloured pencils
- Glue, scissors
- Ruler
- Sharpener
- Eraser
- Fine liners
- Display folder
VISUAL ART

STATUS ......................... AUTHORITY SUBJECT
QCE Credit Points .......... 4

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- At least a high achievement (C) in year 10 visual art
- At least a high achievement (B) in English is highly recommended

COURSE OVERVIEW
Students will learn to create artworks based on concepts developed through units of work, which include learning experiences from a range of visual art making approaches and artworks from a variety of social, cultural and historical contexts. Students will also make and appraise artworks while working through research, development and resolution. A range of media areas and approaches will be used to create resolved artworks.

COURSE OUTLINE
Year 11—DIVERSIFICATION—FORMATIVE
- UNIT 1—Text’s play on culture
- UNIT 2—Dualities
- UNIT 3—Trash and treasure

Year 12—SPECIALISATION—SUMMATIVE
- UNIT 1—Structure, space and skin
- UNIT 2—Propaganda
- UNIT 3—Journey

STUDY REQUIREMENTS
- Students will be expected to extend their work and to continue the research and development of their art works at home.
- Students will be expected to work on appraising assessments at home to meet the requirements of the course.
- Independent extension work outside of class is expected in this course.

ASSESSMENT SUMMARY
Assessment includes:
- Folios of paintings, drawings, prints, mixed media, photography, sculpture, textiles & digital art
- Visual diary
- Assignments/essays (800—1200 words)

RESOURCES
- Visual art diaries
- 2B Pencils
- Ruler
- Eraser
- Coloured pencils
- Other art supplies as required
- USBs and CDs
- Other materials as required

CAREER PATHWAYS
Visual Art could lead to many career options: artist, crafts person, diversional therapist, fashion designer, dressmaker, graphic designer, hairdresser, interior designer, multimedia developer, jeweller, set designer, teacher, wood turner, photographer, screen printer, industrial designer, florist, landscape architect, sign writer, screen printer, promotion designer.
YEAR 8

INDUSTRIAL TECHNOLOGY & DESIGN

COURSE OVERVIEW
Students in year 7 do not study industrial technology and design as a subject. All students in year 8 study industrial technology & design for one semester. They use materials, tools, machinery and systems to design make and evaluate products. They study how changes in environment and society affect our needs for particular products.

COURSE OUTLINE
- Becoming independent
- Living in the wider society
- Promoting futures for well-being
- Industrial systems and control

YEAR 9

INDUSTRIAL TECHNOLOGY & DESIGN

COURSE OVERVIEW
Industrial design and technology students will be exposed to a diverse range of problems, skills and materials. This will provide the basic building blocks for further years to expand on these processes. Students will establish an amount of technical knowledge, develop reasonable proficiency in hand and machine skills, create an awareness of quality design and create a safe and productive working environment. In industrial design and technology there are many opportunities for students to express their creativity in problem solving and designing.

COURSE OUTLINE
The course of study will include Industrial Design and manufacturing. Students will work primarily with aluminium and timber.
- Metal manufacturing eg. egg flip
- Metal design eg. candle stand
- Timber manufacturing eg. jewellery box
- Timber design eg. personal organiser
- Future career pathways

ASSESSMENT
Students will be assessed by a variety of test instruments such as class projects and practical exercises to assess hand skills and understanding of project planning and construction methods. Multiple choice tests, short answer tests and assignments of various types may be used to assess the student’s knowledge, understanding of theoretical principles, research and design skills.
GRAPHICS
(LINKS to GRAPHICS, INDUSTRIAL GRAPHICS and TECHNOLOGY STUDIES in YEARS 10, 11 and 12)

YEAR 9

COURSE OVERVIEW – Students make technical and pictorial drawings of buildings and products. Students work with computer software packages to develop a range of graphical solutions to design problems and needs. They will design, sketch, render and present information in a variety of ways.

COURSE OUTLINE
- Product drawing
- Orthographic drawing
- Pictorial views
- Built environment
- Graphic design
- Industrial design
- Future career pathways

STUDY REQUIREMENTS
- Students will be required to complete approximately 90 minutes homework/revision per week

ASSESSMENT
During the year students will complete:
- Three major assignments per year
- A number of small tests

RESOURCES/COSTS
- Pacer or pencils
- Eraser
- Coloured pencils
- USB drive 16 gb
INTRODUCTION to TRADES

Links to: FURNISHING SKILLS, ENGINEERING SKILLS, BUILDING and CONSTRUCTIONS SKILLS, TECHNOLOGY STUDIES and INDUSTRIAL GRAPHICS in years 11 and 12. Solid links to future industry trade pathways.

YEAR 10

COURSE OVERVIEW – Students work in the workshop building and manufacturing products.
This subject is designed to give students an introduction to, and pathways toward trade areas within furnishing, engineering, automotive and construction. Students will work in the workshop manufacturing a range of products in both wood and metal. They will learn basic technical knowledge, develop reasonable proficiency in hand and machine skills, learn an awareness of manufacturing quality products and how to create a safe and productive working environment. Students are required to complete theory units related to the practical tasks undertaken in the workshop.

COURSE OUTLINE
Safety, trade related theory and practical work will be undertaken in four units.

- Furnishing eg. carry tray
- Engineering eg. jet fighter ornament
- Automotive eg. two stroke engines
- Construction eg. model house
- Future career pathways

STUDY REQUIREMENTS
- Students will be required to complete approximately 30 mins homework/revision per week.

ASSESSMENT
Students will complete:
- A number of practical projects
- A number of theory tests
- A number of workbooks

RESOURCES/COSTS
- Students must have shoes with closed in uppers to work in the workshop (as per school uniform requirements).
GRAPHICS

- Links to GRAPHICS, INDUSTRIAL GRAPHICS & TECHNOLOGY STUDIES in years 11/12

COURSE OVERVIEW – Students make technical and pictorial drawings of buildings and products. Students will work with computer software packages to develop a range of graphical solutions to design problems and needs. They will design, sketch, render and present information in a variety of ways.

COURSE OUTLINE
- Product drawing
- Orthographic drawing
- Pictorial views
- Built environment
- Graphic design
- Industrial design
- Future career pathways

STUDY REQUIREMENTS
- Students will be required to complete approximately 90 minutes homework/revision per week

ASSESSMENT
During the year students will complete:
- Three major assignments per year
- A number of small tests

RESOURCES/COSTS
- Pacer or pencils
- Eraser
- Coloured pencils
- USB drive 16gb
TECHNOLOGY STUDIES

- Links to: INDUSTRIAL TECHNOLOGY STUDIES (Furnishing), ENGINEERING STUDIES, BUILDING & CONSTRUCTION STUDIES, GRAPHICS & INDUSTRIAL GRAPHICS in years

YEAR 10

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- Gaining a C result or better in mathematics and English in year 9
- Having studied industrial technology and design in years 9 would be an advantage
- An academic focus, as this course is designed as a pathway toward success in the technology studies OP subject in years 11/12. There is a strong focus on the design process and procedures involving folio work.

COURSE OVERVIEW – Students design products then work in a workshop to build them.
Students design and make a range of products to a given brief. They learn safe workshop procedures and a range of workshop skills. Technology studies is a course of study, which investigates the nature and functions of available resources through the application of inquiry, design and problem-solving methodologies. It requires students to identify and understand a problem or need, select appropriate resources and strategies that may solve that problem, implement a plan and evaluate the outcomes. Students are encouraged to be active participants in invention and innovation. They are exposed to a range of intellectual challenges while developing practical skills associated with hand and power tools, machinery and equipment.

COURSE OUTLINE
Students design, through the generation of a working folio, and manufacture a number of guided projects such as:
- Bridge design
- CO2 dragster
- Egg drop
- Future career pathways

STUDY REQUIREMENTS
- Students need to develop skills to produce both written design folio and practical projects.
- Homework average 30 mins x 2 nights

ASSESSMENT SUMMARY
- Design folios, practical projects and research assignments

RESOURCES
- Exercise book
- USB drive 16 gb
- Pacer or pencils
- Coloured pencils
GRAPHICS

Status .................................. AUTHORITY SUBJECT
QCE Credit Points ........ 4

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- Having studied graphics in years 9 and 10 with an achievement of C or higher would be an advantage.
- A C or above in year 10 mathematics and English

COURSE OVERVIEW – Students use a variety of computer and drawing skills to create plans, elevations, pictorial views - digital and 3D models of buildings and everyday objects. They interpret, analyse, design, and produce graphical communication in a variety of forms.

Students work in the areas of built environment and product design to produce documentation and presentation drawings. The basic aim of this subject is to provide interesting and coherent learning experiences in a variety of topics which will enhance the student's ability to use graphical means of communication more effectively. Many students will have been introduced to some of the principles and practices of graphical communication in earlier studies. At the successful completion of the subject, students should be motivated to pursue vocational interests in areas such as architecture, surveying and drafting, or go on to higher studies in these areas as well as in science and engineering.

COURSE OUTLINE
Over a period of two years students will study the following units:
- Built environment
- Graphic design
- Industrial design
- Future career pathways

STUDY REQUIREMENTS
- Students will work with both sketching techniques and CAD.
- Homework average 30 mins x 3 nights per week

ASSESSMENT SUMMARY
- Students complete one formal test each year
- Students complete three major research assignment based on either product design, built environment or business graphics each year.

RESOURCES
Students will need graphics equipment:
- Pacer or pencils
- Coloured pencils
- USB drive 16 gb
- Access to a home computer would be beneficial as students are able to download programs from the internet that will be used to deliver this course
INDUSTRIAL GRAPHICS SKILLS

Status..............................Authority Registered
QCE Credit Points ........4

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- Having studied graphics, ITD, or introduction to trades, in years 9 and 10 would be an advantage.

COURSE OVERVIEW – Students use a variety of computer and drawing skills to create plans, elevations, pictorial views and digital 3D models of everyday objects.

In this course students will produce plans and technical drawings for a range of industry settings. Students will develop skills and knowledge in drawing interpretation, free hand sketching and computer aided drafting (CAD). There is a combination of reproduction work and design work.

COURSE OUTLINE
Over a period of two years students will study the following units:
- The drafting industry
- Graphics for the building and construction industry
- Graphics for the furnishing industry
- Graphics for general manufacturing industries
- Industrial design
- Future career pathways

STUDY REQUIREMENTS
- Students will work with traditional drawing techniques, 2D and 3D CAD systems
- Homework average 30 mins x 2 nights per week

ASSESSMENT SUMMARY
- A formal test towards the end of each term
- One or two assignments/folios each term

RESOURCES
- USB drive 16 gb
- Pencil HB or pacer
- Access to a home computer would be beneficial as students are able to download programs from the internet that will be used to deliver this course
BUILDING and CONSTRUCTION SKILLS

Status ......................... AUTHORITY REGISTERED
QCE Credit Points .... 4

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- Having completed introduction to trades or technology studies would be an advantage

COURSE OVERVIEW – Students complete projects relevant to the construction industry.
This course is a broad and general induction to the construction industry. The aim is to provide students with a solid foundation of skills, knowledge and experience leading toward a range of vocational training and higher educational courses within the construction industry.

COURSE OUTLINE
- Students complete a range of practical work on live or simulated real construction projects.
- Students will work on projects and skill-building exercises from a variety of trades in the construction industry. This may include: framing, concreting, brick laying, joinery, plastering, tiling, painting, fencing, etc.
- Students will have the opportunity to complete a ‘White Card’ industrial safety course.

STUDY REQUIREMENTS
The course will suit students wanting to develop skills and knowledge required for a position within the construction industry.
- Homework average 30 min x 1 night

ASSESSMENT SUMMARY
- Practical projects and skills
- Workbooks
- Theory tests

RESOURCES
- Exercise book
- Students require steel cap boots

COSTS
- In both years 11 & 12 parents are required to contribute towards the cost of materials. The contribution in 2016 was $50, the contribution for 2017 TBA.
- A cost will exist for the optional ‘White Card’ industrial safety course. Note this course is a nationally recognised industry course which is a requirement to enter any construction site.
TECHNOLOGY STUDIES

Status ......................... AUTHORITY SUBJECT
QCE Credit Points .......... 4

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- Having studied technology studies in years 9 & 10 with an achievement of C or higher would be an advantage
- C or above in mathematics and English in year 10

COURSE OVERVIEW – Students design products then work in a workshop to build them.
Students design and make a range of products to a given brief. They learn safe workshop procedures and a range of
workshop skills. Technology studies is a course of study which investigates the nature and functions of available resources
through the application of inquiry, design and problem-solving methodologies. It requires students to identify and understand a
problem or need, select appropriate resources and strategies that may solve that problem, implement a plan and evaluate the
outcomes. Students are encouraged to be active participants in invention and innovation. They are exposed to a range of
intellectual challenges while developing practical skills associated with hand and power tools, machinery and equipment.

COURSE OUTLINE (guide only)
Year 11
- A mechanical wooden toy
- Bicycle modification
- Proposal to improve waste management

Year 12
- Flat pack lamp shade
- Student choice - community need
- Student choice - individual need

STUDY REQUIREMENTS
Students need to develop skills to produce both written design folio and practical projects.

- Homework average 30 mins x 3 nights

ASSESSMENT SUMMARY
Year 11.............................................. 3 Design folios and practical projects, 1 research assignment
Year 12.............................................. 1 Major, 1 minor design folio, research assignment

RESOURCES
- Pacer or pencils
- Coloured pencils
- Exercise book
- Sketch pad (A4)
- USB drive 16 gb
- Students must have shoes with closed in uppers as per school uniform requirements

COSTS
- In both years 11 & 12 parents are required to contribute towards the cost of materials (wood, hardware, metal etc. and
consumables). The contribution in 2016 was $50, the contribution for 2017 TBA.
- Students provide additional or unique materials, and consumables for their design projects. Parents need to be aware
material costs of $80 and over are common for student choice projects.
FURNISHING SKILLS

Status: AUTHORITY-REGISTERED
QCE Credit Points: 4

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- Having completed introduction to trades or technology studies would be an advantage

COURSE OVERVIEW – Students will work with timber to manufacture a range of products.
Furnishing Skills will suit students who like to work in the workshop with timber and develop practical skills and pathways within the furnishing industry.

COURSE OUTLINE
- Students complete practical projects, skills tests and a theory component each semester.

Below is a list of typical projects:
Year 11
- Treasure chest
- Dartboard
- Beach chair

Year 12
- Dresser top valet
- Clock (free standing)

STUDY REQUIREMENTS
The course will suit students wanting to develop hand skills and the relevant related studies knowledge.

- Homework average 30 min x 1 night

ASSESSMENT SUMMARY
- Each semester students will be assessed on completed practical projects and a related studies theory test.

RESOURCES
- Pencil
- Exercise book
- Students must have shoes with closed in uppers as per school uniform requirements

COSTS
- In both years 11 & 12 parents are required to contribute towards the cost of materials. The contribution in 2016 was $50, the contribution for 2017 TBA.
ENGINEERING SKILLS

Status: AUTHORITY-REGISTERED
QCE Credit Points: 4

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- Having completed introduction to trades or technology studies would be an advantage

COURSE OVERVIEW – Students learn how to work with metal in the workshop and how to weld.

Students learn about
- The engineering industry
- Safety in the workplace
- Drawing interpretation
- Hand and power tools
- The welding/cutting process
- Materials and finishing

STUDY REQUIREMENTS
Students will work in a range of industrial areas including:
- MIG welding, mechanical cutting and thermal cutting
- Work with machinery including the metal lathe and milling machine
- Homework average 30 mins x 1 night

ASSESSMENT SUMMARY
- Each semester students will be assessed on completed practical projects and a related studies theory test.

RESOURCES
- Exercise book
- Students require steel cap boots

CAREER PATHWAYS
Employment may be sought in the following areas: boiler making, heavy metal fabrication, fitting, fitting and machining, machining.

COST
- In both years 11 & 12 parents are required to contribute towards the cost of materials. The contribution in 2016 was $50, the contribution for 2017 TBA.
HOME ECONOMICS

YEAR 8

COURSE OVERVIEW
All students in year 8 study home economics for one semester. They explore both theory and practice in food and nutrition, and textiles with the focus on safety and the design process. They also use materials, tools, machinery and systems to design, make and evaluate products. They study how changes in environment and society affect our needs for particular products.

COURSE OUTLINE
- Becoming independent
- Living in the wider society
- Promoting futures for well-being

HOME ECONOMICS

YEAR 9

COURSE OVERVIEW
The study of home economics incorporates the key learning areas of technology and health. With a focus on the individual and the environmental impact of their everyday actions, students gain knowledge as they undertake introductory practical skills and theory in both food nutrition and textile production.

COURSE OUTLINE
The course of study will take concepts from the following strands to build an interesting and practical subject for students:

- Food studies—students develop a fundamental knowledge of nutrition and food safety. They undertake a range of practical cooking skills and safe food preparation practices designed to promote adolescent health and well-being through event planning and foods of many cultures.
- Textile studies—offers students the opportunity to design, make and appraise textile items that reflect their individuality, as they develop a basic knowledge of sewing skills and fabric construction techniques.

ASSESSMENT
- Continuous assessment is the means by which assessment instruments are administered at suitable intervals and by which by which information on student achievement is collected.

ASSESSMENT TECHNIQUES INCLUDE
- Practical cookery
- Practical sewing
- Written and practical assignments
FOOD STUDIES

- Links to HOSPITALITY in years 11/12

COURSE OVERVIEW – Students work in the kitchen and learn about hospitality. This will be a whole year subject where students will learn basic skills related to planning, production, nutritional value and presentation of foods. Participation in practical lessons is an integral part of this course. Semester 1 concentrates on the development of skills and knowledge. Term 3 and 4 applies this knowledge to new technology and how this affects foods and diets for specific groups.

COURSE OUTLINE
- Basic cookery techniques
- Technology, the consumer and food choice

STUDY REQUIREMENTS
- Students are expected to organise and supply some ingredients for practical lessons, however most are provided.
- Most weeks students will need to prepare a work plan for homework.
- Occasional other homework tasks/research/revising class work will be required.

ASSESSMENT
- Practical cookery tests
- Theory tests
- Research assignment (written response)
- Cumulative practical cookery and folios

RESOURCES/COSTS
- Exercise book for recording activity results, notes etc. (48p)
- Ingredients for cooking —$15 —$20 per term. Most students eat what they make for lunch.
TEXTILE, TOTS & TEENAGERS

- Links to EARLY CHILDHOOD STUDIES in years 11/12

COURSE OVERVIEW – Students work in two areas – textiles and child development.
Students will undertake a full year of study, which will be broken up into two basic units. The first is a textile unit where
students will develop basic sewing and textile decorating techniques in an effort to produce creative and exciting articles suited
to their interests. While basic textile equipment will be made available, material for individual articles/garments will need to be
purchased by student/parent. Secondly, students will be involved in learning about development of children from pre-birth to 2
years of age. Students will engage in learning activities that will enhance their understanding of children's physical, social,
emotional and intellectual development.

COURSE OUTLINE
Semester 1
- Fibres, fabrics and care
- Learning and practising a range of textile decorative techniques e.g. stencilling; appliqué
- Produce a textile item useful to a baby using some decorative techniques
- Plan and produce another textile item to fit chosen design brief
- Conception ➔ Birth, Care of a new baby—in hospital tests, nappy changing, how to soothe upset children, toilet training,
  feeding, the setting up costs of having children, etc.
- Textile studies

Semester 2
- Child development, value of play
- Observe children and design toy and activity to encourage developmental tasks
- Child Safety—clothing, toys, indoors, outdoors
- Produce a child’s soft toy
- Nutritional adequacy in childhood

STUDY REQUIREMENTS
- Regular class attendance for completion of class work
- Some home activities related to theory work
- All practical completed by students at school under teacher supervision
- Research topics requiring some work completed at home

ASSESSMENT – Care of baby (programmable)
Semester 1
- Textile items (a) set item—bib, fabric provided (b) item to suit chosen design brief—students to provide fabric, notions etc.
- Research topic
- Theory tests each term

Semester 2
- Observation and research with practical component
- Theory Exam
- Practical items - child’s toy; item of clothing of their choice - student to supply pattern, fabric and thread for completion of
  item at school

RESOURCES/COST
- Book for notes
- Pens – red, blue, black
- Glue
- Coloured pens, pencils
- Plastic inserts (3)
- Chosen item of clothing & pattern (up to $30) for term 4
HOME ECONOMICS

- Links to HOME ECONOMICS in years 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- Sound written and practical skills are an integral part of this course of study

COURSE OVERVIEW – In this subject students work with food, textiles & shelter.
Home economics is an academic subject with a strong practical component. The reasoning processes, understandings and attitudes developed in this course of study are those of which are fundamental to effective in a wide range of life roles, and the environmental impact of their everyday actions including an overnight sustainable food camp.

COURSE OUTLINE
This course draws upon three areas of study:
- Food studies
- Living environments
- Textile studies

STUDY REQUIREMENTS
Approximately 30 minutes each night will be required to review each lesson and to complete set class exercises. Due to the practical nature of this subject, students will be required to organise appropriate equipment prior to practical sessions, e.g. ingredients, fabric. Theory constitutes approximately 60% of each unit.

ASSESSMENT SUMMARY
Assessment in each unit will include a selection of the following:
- Written exams (multiple choice, short response, extended written response)
- Extended writing task (assignment/report)
- Practical performance

RESOURCES
- Ingredients for demonstration cookery and samplers for demonstration are provided by the school.
- Main portion for take home cookery, fabric and notions for personal garments and articles are to be provided by the parent/guardian. School provides basic pantry items for most practicals
- Students will cook approximately six times per term.
- During textile studies unit students will need to provide some fabric for practical tasks (max $30).

COST
- Overnight sustainable food camp in 2016 was $100 per student including all food and accommodation,. It is anticipated to be approximately the same cost for 2017.
HOME ECONOMICS

Status..................................AUTHORITY SUBJECT
QCE Credit Points ........... 4

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- Sound written and practical skills are an integral part of this course of study
- An achievement of C or higher in home economics

COURSE OVERVIEW – In this subject students work with food, textiles & shelter.
Home economics is an academic subject with a strong practical component. The reasoning processes, understandings and attitudes developed in this course of study are those of which are fundamental to effective in a wide range of life roles.

COURSE OUTLINE
A two-year course of study in home economics draws upon three areas of study:
- Food Studies
- Living Environments
- Textile Studies

STUDY REQUIREMENTS
Approximately 30 minutes each night will be required to review each lesson and to complete set class exercises. Due to the practical nature of this subject, students will be required to organise appropriate equipment prior to practical sessions, e.g. ingredients, fabric. Theory constitutes approximately 60% of each unit.

ASSESSMENT SUMMARY
Assessment in each unit will include a selection of the following:
- Written exams (multiple choice, short response)
- Extended writing task (assignment/report)
- Practical performance

RESOURCES
- Ingredients for demonstration cookery and samplers for demonstration are provided by the school
- Main portion for take home cookery, fabric and notions for personal garments and articles are to be provided by the parent/guardian
- Students will cook approximately six times per term
- During textile studies unit students will need to provide fabric for practical tasks (max $40)

COST
- In both year 11 and year 12 parents are required to make a contribution of $25 per year towards supplied materials/ingredients
COURSE OVERVIEW – Students learn about commercial cooking & catering.

The purpose of this course is to develop integrated work situations in the form of events or functions that involve a natural progression of activities associated with hospitality. An extended learning situation in which teams of students conduct a flow of work from kitchen through food preparation to restaurant service and clean-up is encouraged. The development of efficient and effective work practices and skills is to be emphasised. Venture activities are incorporated into the course which facilitate the development of teamwork as well as the development of individual skills.

COURSE OUTLINE

The school has developed integrated work situations in the form of events or functions that involve a natural progression of activities associated with hospitality.

The study area core topics are:
- The hospitality industry
- Communication for the hospitality industry
- Cultural awareness for the hospitality industry
- Workplace health, hygiene and safety issues for the hospitality industry
- Hospitality event management

TERM TOPICS
- Salad, soup and sandwich making
- Coffee & cake
- Restaurant meals
- Running a buffet
- Cultural cookery
- Table setting skills
- Restaurant service skills
- High tea

ASSESSMENT
- Assessment in this subject is continuous and covers a range of techniques with an emphasis on practical tasks and event management. Techniques used, objective and short response tests, reports, practical tasks and event management.

RESOURCES
- A class set of text books will be used when required

COST
- In both year 11 and year 12 parents are required to make a contribution each year towards supplied ingredients. In 2016 this contribution was $50, the 2017 contribution TBA.

SPECIAL NOTE:
- Students will be required for food service at various functions. Suitable attire (black and white) is essential.
- Students will be offered a three day training program at Sea World Nara Resort, this will be funded by parents
- Student will participate in an excursion to TAFE which will cost approx. $50
Early childhood practices focuses on students learning about children aged from birth to five years. Students explore play-based learning activities suited to young children’s age, stage of development and being responsive to children’s needs. As children’s play is their mode of learning there will be an emphasis on practical activities designed to assist children’s learning. Play involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

Students will learn about core concepts and ideas related to the fundamentals of early childhood, and practices in early childhood learning. Core topics are embedded in electives which study the development of children, play and creativity, literacy and numeracy skills, being in a safe place, health and physical wellbeing and indoor and outdoor learning environments.

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

YEAR 12
BCT BUSINESS COMMUNICATION & TECHNOLOGIES
ACC ACCOUNTING

YEAR 11
BCT BUSINESS COMMUNICATION & TECHNOLOGIES
ACC ACCOUNTING

YEAR 10
BST BUSINESS

YEAR 9
BST BUSINESS

YEAR 8

YEAR 7

YEAR 7

YEAR 6

YEAR 5

YEAR 4

YEAR 3

YEAR 2

YEAR 1

VBN CERTIFICATE II in BUSINESS

VBN CERTIFICATE II in BUSINESS

CCC CERTIFICATE I
DIGITAL MEDIA & TECHNOLOGY & CERTIFICATE I IN BUSINESS

VBN CERTIFICATE II in BUSINESS

CERTIFICATE II in BUSINESS

BCT BUSINESS COMMUNICATION & TECHNOLOGIES

ACC ACCOUNTING

BCT BUSINESS COMMUNICATION & TECHNOLOGIES

ACC ACCOUNTING

CERTIFICATE II in BUSINESS

CERTIFICATE I IN BUSINESS

CERTIFICATE I IN BUSINESS

CERTIFICATE I IN BUSINESS
BUSINESS STUDIES

COURSE OVERVIEW
Business practice underpins studies within this subject area. Business practice involves the use of management, entrepreneurial creativity, communication, technology practice and technologies. It promotes students' knowing, thinking, investigating, creating, communicating, participating and reflecting. Students use one or more of the elements of business practice to respond to real life situations. The knowledge, practices and dispositions of business contexts are transferable to other life contexts.

Business contexts present a range of challenges to people in their roles as citizens, consumers, workers or entrepreneurs.

Within contemporary society these challenges may include:
- Making consumer decisions to meet the needs of self and others
- Participating as a responsible citizen
- Entering and participating in the labour force
- Owning or managing a business, enterprise or venture
- Engaging in a variety of business activities such as entering into contractual agreements and managing personal finances, investments and records.

COURSE OUTLINE
- Business Education focuses on business and economic systems, business enterprise and ventures and work environments. Understandings within these focus areas are drawn from the fields of accounting, law, economics, marketing, management, communications, industrial relations, human resources, information and communication technology and administration.

- Students develop their understandings of the concepts within the focus areas or strands through the lower secondary years. Courses of study will be planned using learning outcomes from a single strand or from a number of strands.

ASSESSMENT
May include:
- Exams
- Group & independent projects
- Non-written presentations

RESOURCES/COSTS
- One A4 lecture pad (not 5 subjects to a book)
- Calculator
- Pens (blue, black and red)
- Ruler, pencils, highlighters
- USB 8gb or larger
- Bring your own device (BYOD) see FLSHS website for full details
BUSINESS STUDIES

• Links to ACCOUNTING & BUSINESS COMMUNICATION & TECHNOLOGIES

RECOMMENDED REQUIREMENTS FOR SUCCESS:
• Sound in mathematics

COURSE OVERVIEW
Business practice underpins studies within this subject area. Business practice involves the use of management, financial procedures, communication, economics, technology practice and technologies. It promotes students’ knowing, thinking, investigating, creating, communicating, participating and reflecting. Students use one or more of the elements of business practice to respond to business challenges. The knowledge, practices and dispositions of business contexts are transferable to other life contexts.

COURSE OUTLINE
• Business management
• Basic Book Keeping
• Business Communication
• The Accounting Process
• Economics and Living Standards
• Management of the Economy
• Business Productivity

STUDY REQUIREMENTS
• Students will be required to complete approximately 90 minutes homework/revision per week for most sections of the course.

ASSESSMENT
May include:
• Exams
• Assignments

RESOURCES/COSTS
• Bring your own device (BYOD) see FLSHS website for full details (mandatory)
• One A4 lecture pad (not 5 subjects to a book)
• Calculator
• Pens (blue, black and red)
• Ruler, pencils, highlighters
• Treble cash book (3 column)
• Ledger book (T-style)
RECOMMENDED REQUIREMENTS FOR SUCCESS:
- It is recommended that students have achieved a minimum C in English.
- Keyboarding skills would be advantageous.

COURSE OVERVIEW – Students learn about business administration and how to run a business.
Business communication and technologies offers students opportunities to engage in and understand a range of administrative practices through their lives.

COURSE OUTLINE
There are eight topics of study in the course of study:
- Business environments
- Managing workplace information
- Organisation and work teams
- Managing people
- International business
- Workplace health, safety and sustainability
- Social media

Topics of study will be studied through set business contexts. The purpose of business contexts is to provide a focus for authentic and relevant learning experiences. Examples of business contexts include public administration, banking and finance, tourism and hospitality, real estate, retail and travel and media.

- Communication skills in physical, online and written forms
- An ability to use a range of business technologies appropriate to both public and private sectors
- The development of individual and group strategies to resolve issues within an administration environment
- The ability and willingness to question existing private or public sector

STUDY REQUIREMENTS
Specifically, business communication and technologies (BCT) is designed to equip students with:
- Homework—minimum 45 minute per night —excluding assessment

ASSESSMENT SUMMARY
Assessment in BCT will be continuous and there will be a balance of assessment over the two years.

A variety of techniques will be used including:
- Written examinations (extended and short response)
- Analytical exposition
- Reports
- Spoken research response and
- Multi-modal research

RESOURCES/COSTS
- Class text provided through the resource hire scheme
- Bring your own device (BYOD) see FLSHS website for full details
- Dreamworld excursion approx. $50
ACCOUNTING

YEAR 11 & 12

RECOMMENDED REQUIREMENTS FOR SUCCESS:
- It is recommended that students have achieved a high achievement in English and a sound in maths
- Although year 10 business education is an advantage when undertaking accounting it is not a pre-requisite.
- Many students successfully study the course based on a new interest in business and finance. Students taking accounting should be organised, logical and able to pay attention to detail.

COURSE OVERVIEW – Students learn how to manage money in a real world business context
Accounting is an information system that provides financial and other information for making and evaluating decisions in connection with the allocation of resources. It is a system of recording, reporting, analysing and interpreting the financial information of an organisation and involves the conveyance of relevant business information to interested users. The study of accounting enables students to understand these processes. The course is designed, not only to provide a foundation in the discipline of Accounting, but also to prepare students for further education, training and employment. The subject offers scope and flexibility through the exploration of financial management decisions and provides relevance for general education.

COURSE OUTLINE
Accounting is an interesting and enjoyable subject, which is very popular with those students who choose it. The two-year course of study is organised around eleven topics of study:
- CS1 Core studies 1
- CS2 Core studies 2
- ES4 Inventories
- ES6 Internal controls
- ES5 Accounting for non-current assets
- ES2 Accounting for cash
- ES8 Accrual accounting
- ES9 Analysis of financial reports
- CS4 Budgeting
- CS3 Integrated accounting package
- ES13 personal financing and investing

STUDY REQUIREMENTS
- An average of 60 minutes x three (3) nights per week—excluding assessment

ASSESSMENT SUMMARY
Assessment in accounting will be continuous and there will be a balance of assessment over the two years. Assessment techniques include:
- Written examinations (theoretical and practical)
- Computerised responses
- A research assignment
- Non-written presentations

RESOURCES
- Class text provided through resources hire scheme
- Students must be a member of the Bring Your Own Device (BYOD) Computer program. The Queensland Curriculum and Assessment Authority requires 120 hours of in-class computer usage to be completed by the student. In addition, course work is documented and accessible by students via eLearn.

SPECIAL NOTE
- All year 12 students will be attending the Accounting Forum at QUT in term 1.
- High achieving students are eligible to become a Griffith University Ambassador in year 11 based on selection criteria. As a successful ambassador students will be given the opportunity to gain early entrance to a business degree course of their choice at Griffiths University.
- It is essential that students comply with the school’s computer policy. If students lose access their results could be affected.
RECOMMEND REQUIREMENTS FOR SUCCESS
- Recommended for students who want to pursue a vocational pathway
- Some keyboarding proficiency and computing knowledge is recommended but not essential.

COURSE OVERVIEW
Certificate II in Business aims to meet the needs of students by offering a range of business competencies. In particular, a program of study derived from the business services training package is designed to assist students to develop:
- A knowledge and understanding of the business industry
- The skills and/or vocational competencies required as citizens for effective participation in the work force in general and the business community in particular
- An awareness and appreciation of the importance of communication in the business world and the ability to communicate effectively in a workplace environment, using the language of business appropriately
- The ability to effectively utilise a range of business technologies to enable them to take their places in a rapidly changing business and technological society
- An awareness of their individual abilities, to foster personal growth, self reliance and a sense of personal worth and esteem within the framework of social responsibility
- An awareness of moral, ethical and social responsibility within all roles related to the business industry
- The knowledge, skills and attitudes necessary to participate as valued members of society and that enhance employability, enjoyment of life, preparedness for further studies and lifelong learning.

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Name</th>
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<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
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<tr>
<td>BSSBUS201</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>BSBITU302</td>
<td>Create electronic presentations</td>
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<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
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<tr>
<td>BSBITU303</td>
<td>Design and produce text documents</td>
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<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
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<tr>
<td>BSBIND201</td>
<td>Work effectively in a business environment</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>BSBITU203</td>
<td>Communicate electronically</td>
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<tr>
<td>ICASAS206</td>
<td>Detect and protect from spam and destructive software</td>
</tr>
<tr>
<td>BSBITU202</td>
<td>Create and use spreadsheets</td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>Use business technology</td>
</tr>
</tbody>
</table>

STRUCTURED WORK PLACEMENT
It is recommended that structured work placement or work experience in a business industry is a consideration when choosing this course of study. Students can complete structured work placement or work experience in order to achieve the qualification of Certificate II in Business.

ASSESSMENT
Assessment methods appropriate to the competency outcomes will be used to assess competencies. Tasks include:
- Assignments – group tasks, research assignments, non-written presentations
- Theoretical exams – response to stimulus
- Interview – students are given scenario and are asked interview questions regarding situations
- Portfolios or work – supervised practical tasks assessing computer operations
- Procedural applications – supervised written practical exams assessing financial records

Students are given several opportunities to re-sit for competencies if they are not achieved at first attempt.

DISCLAIMER The school must have certain teachers and equipment to deliver the VET components of this course. If the school loses access to these...
<table>
<thead>
<tr>
<th>Year</th>
<th>Pathway</th>
<th>Certificate</th>
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<tbody>
<tr>
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**信息技术路径**

- ITS 信息技术系统
- CED 计算机教育
- ICT - 信息技术与通信技术

**信息技术**

- VTY 数字媒体与技术
- CCC 数字媒体与技术
- VTY 数字媒体与技术
- CED 计算机教育
YEAR 7

INFORMATION COMMUNICATION & TECHNOLOGIES

COURSE OVERVIEW

Year 7 ICT is an introductory to computing course that will give students the skills and confidence to use computers effectively in a multitude of academic scenarios. This course provides literacy on computers, and a general overview of computer and information concepts. Students will be exposed to a variety of software and skills that include, but not limited to, Microsoft Office suite of products, document design, cyber safety, problem solving skills and basic programming and money sense.

COURSE OUTLINE

- Internet safety (cyber bullying, mobile devices, social media)
- Basic concepts of computing (ports, file mgt, viruses)
- Hardware and software concepts
- Introduction to the internet and emails
- Microsoft office (word, excel and PowerPoint)
- Basic programming and algorithmic problem solving

STUDY REQUIREMENTS

- Students are required to complete approximately 30 mins of homework/revision per week

ASSESSMENT

- A combination of projects and exams over the course of a year

RESOURCES/COSTS

- Access to a computer, the internet and Microsoft Office 2013 software at home would be an advantage but is not essential (available free)
- Ear phones
- USB memory stick
- Ongoing print credit

NB. Students must be a member of the BYOD Computer program as the course is run via eLearn.
COURSE OVERVIEW
Computer education (CED) is a hands on computer and technology based subject where students will have the opportunity to design and develop products and communicate with others using modern media and technologies. They will also consider the social and ethical issues resulting from modern information and communication practices.

This subject enables students to meet the requirements of the information technology syllabus. The focus of the technology practices strand is how to design, develop and evaluate a product. The focus of the information strand is to help students understand that information exists in many forms and can be manipulated and managed for different purposes.

COURSE OUTLINE
The course is project based and students will have the opportunity to engage in the following learning experiences:

- Designing, developing and evaluating a variety of digital documents in various formats, including web pages and social networking systems
- Comparing the merits of traditional print and on-line media
- Using a variety of different software and equipment (digital cameras, scanners etc) for specific purposes
- Discussing and arguing the disadvantages and advantages of modern technologies
- Animation and multimedia as a communication tool; and
- Creating, analysing and evaluating, programming languages to build interactive multimedia and systems

STUDY REQUIREMENTS
- Students are required to complete approximately 30 minutes of homework/revision.

ASSESSMENT
- Students will complete a number of projects using information communications technologies throughout the year to meet the course requirements

RESOURCES
- Ear phones
- USB memory stick
- Ongoing print credit

NB. Students must be a member of the BYOD Computer program as the course is run via eLearn.
COMPUTER EDUCATION

- Links to INFORMATION TECHNOLOGY SYSTEMS (ITS) in years 11/12

COURSE OVERVIEW
Students learn the fundamentals of programming and management of data & systems. Computer education is both a practical and theoretical subject which investigates how computers work. Students will gain skills in data management, programming, interface design, development and evaluation.

COURSE OUTLINE
- Ethics of software
- Data management
- Data structures
- Programming construction
- Design dimensional and nature of game – develop interface design
- Design analysis and problem solving
- Flash programming
- Gaming design & development

SUBJECT CHOICE — Complimentary subjects
- CCC-Commerce Certificate Course.

STUDY REQUIREMENTS
- Students are required to complete approximately 60 minutes of homework/revision per week.

ASSESSMENT
- A combination of projects and exams over the course of a year

RESOURCES/COSTS
- Access to a computer, the internet and Microsoft Office software at home would be an advantage but is not essential
- Ear phones
- USB drive
- Bring your own device (BYOD) see FLSHS website for full details

NB. Students must be a member of the BYOD Computer program as the course is run via eLearn.
COMMERCE CERTIFICATE COURSE

- Links to CERTIFICATE II—Information, Digital Media and Technology—INFORMATION TECHNOLOGY (VTY)
- Links to CERTIFICATE II—Business—Business (VBU)

YEAR 10

COMMERCE CERTIFICATE COURSE

COURSE OVERVIEW - Students work with computers and software.
Commerce certificate course is a hands-on commerce subject that caters for both the application of business and information technology skills. The course will cover both the Certificate I in Business and the Certificate I in Information, Digital Media and Technology. This pathway is ideal for students who plan to move towards the vocational pathway in years 11 and 12.

COURSE OUTLINE
- Workplace health and safety
- Time management
- Using digital media
- Internet research
- Design and create brochures and promotional materials
- Business communication processes & word processing
- Computer environment and office procedures

SUBJECT CHOICE—Complementary subjects
- Computer Education and/or Business Studies

STUDY REQUIREMENTS
- Students are required to complete approximately 60 mins of homework/revision per week

ASSESSMENT - may include:
- Written exams; assignments; projects; observation

RESOURCES/COSTS
- Exercise book (single type NOT 5 subject book)
- Pens & pencils
- USB memory stick
- Earphones
- Display folder
- Bring your own device (BYOD) see FLSHS website for full details

*Bold/italics = core units of competency

NB. Students must be a member of the BYOD Computer program as the course is run via eLearn.

Disclaimer – The school must have certain teachers and equipment to deliver the VET components of this course. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and related qualification. The school retains the right to cancel the course if it is unable to meet requirements.
COMPUTER EDUCATION

YEAR 10

Links to INFORMATION TECHNOLOGY SYSTEMS (ITS) in years 11/12

COURSE OVERVIEW
Students learn the fundamentals of programming and management of data & systems. Computer education is both a practical and theoretical subject which investigates how computers work. Students will gain skills in data management, programming, interface design, development and evaluation.

COURSE OUTLINE
- Ethics of software
- Data management
- Data structures
- Programming construction
- Design dimensional and nature of game – develop interface design
- Design analysis and problem solving
- Flash programming
- Gaming design & development

SUBJECT CHOICE—Complimentary subjects
- CCC-Commerce Certificate Course.

STUDY REQUIREMENTS
- Students are required to complete approximately 60 minutes of homework/revision per week.

ASSESSMENT
- A combination of projects and exams over the course of a year

RESOURCES/COSTS
- Access to a computer, the internet and Microsoft Office software at home would be an advantage but is not essential
- Ear phones
- USB drive
- Bring your own device (BYOD) see FLSHS website for full details

NB. Students must be a member of the BYOD Computer program as the course is run via eLearn.
YEAR 11 & 12

CERTIFICATE II in INFORMATION, DIGITAL MEDIA & TECHNOLOGY

Status: VET QUALIFICATION

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- Computer skills would be advantageous

COURSE OVERVIEW – Students work with computers and software on a practical level - This training package is a purely competency based subject. Students who complete this course have the opportunity to obtain ICAICT20115 CERTIFICATE II in INFORMATION, DIGITAL MEDIA and TECHNOLOGY. Throughout this course, students will undertake tasks that represent workplace environment situations. The skills and techniques they will use in this classroom will make them job ready for many workplace environments. In this course students will study topics including—sustainability, OHS, powerpoint, communicate and work in an IT environment, computer hardware and software (installing software and running diagnostic tests) and corporate marketing. After completing this course of study, students will be equipped to undertake a Certificate III in Information Technology at TAFE or within a traineeship in a workplace. This course offers many pathways to employment and further competency based study.

ICAICT20115—CERTIFICATE II in INFORMATION, DIGITAL MEDIA and TECHNOLOGY COMPETENCIES

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Core / Elective</th>
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</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>Core</td>
</tr>
<tr>
<td>BSBUS201</td>
<td>Participate in environmentally sustainable work practices</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT201</td>
<td>Use computer operating systems and hardware</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT202</td>
<td>Work and communicate effectively in an ICT environment</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT203</td>
<td>Operate application software packages</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT204</td>
<td>Operate a digital media technology package</td>
<td>Core</td>
</tr>
<tr>
<td>ICTWEB201</td>
<td>Use social media tools for collaboration and engagement</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT205</td>
<td>Design basic organisational documents using computing packages</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTICT206</td>
<td>Install software applications</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTICT207</td>
<td>Integrate commercial computing packages</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTSAS206</td>
<td>Detect and protect from spam and destructive software</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTSAS301</td>
<td>Run standard diagnostic tests</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU302</td>
<td>Create electronic presentations</td>
<td>Elective</td>
</tr>
</tbody>
</table>

STUDY REQUIREMENTS

Students who study information technology will:

- Be required to complete work in designated timelines; show a keen interest in computers and technology
- Be willing to learn about multimedia and design; homework average 30 mins per week
- Internet and computer access to our virtual classroom from home 3 nights per week

ASSESSMENT SUMMARY

- Assessment will be undertaken over the two-year course using a ‘hands-on’ approach.
- Students will complete units of competency which go towards CERTIFICATE II in INFORMATION DIGITAL MEDIA and TECHNOLOGY.

RESOURCES

- USB memory stick; earphones
- Bring your own device (BYOD) see FLSHS website for full details

SPECIAL NOTE

- Students who take this course are NOT PERMITTED to enrol in information technology systems (ITS).
- It is essential that students comply with the school’s computer policy because if students lose access their results could be affected

NB. Students must be a member of the BYOD Computer program as the course is run via eLearn.

DISCLAIMER – The school must have certain teachers and equipment to deliver the VET components of this course. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and related qualification. The school retains the right to cancel the course if it is unable to meet requirements.
YEAR 11 & 12 INFORMATION TECHNOLOGY SYSTEMS

COURSE OVERVIEW – Students work with computers and software.
Information technology systems seeks to prepare students to meet this rapid change and be responsive to emerging technologies and trends, as well as understanding specialist and technical aspects of the area. It also provides students with the opportunity to develop skills for related areas of employment seeking qualified information technology workers.

COURSE OUTLINE
- Report writing
- Introduction to multimedia and web design
- Critical literacy in media
- Web page development
- Journal maintenance
- Specialist project
- Graphic design
- On-line help
- Web access/equity
- Multimedia design
- Multimedia development

STUDY REQUIREMENTS
- Have gained a sound achievement (C) in year 10 in CED and B or higher in core or extension maths
- High level literacy and report writing skills
- Be required to complete work in designated timelines
- Show initiative and flair in work produced
- Show a keen interest in computers and technology
- A strong desire for knowledge
- Show an ability to comprehend technical IT jargon
- Complete homework on average 60 mins x 3 nights (3 hours per week)
- Have internet and computer access from home via the school BYOD program

ASSESSMENT SUMMARY
Assessment will be undertaken over the two-year course using a variety of formats including:
- Projects
- Journals
- Exams

RESOURCES
- USB memory stick, earphones
- Bring your own device (BYOD) see FLSHS website for full details

NB. Students must be a member of the BYOD Computer program as the course is run via eLearn.

SPECIAL NOTE
Students who take this course are NOT PERMITTED to enrol in information technology. It is essential that students comply with the school’s computer policy because if students lose access their result could be affected.
Forest Lake State High School offers a range of vocational education opportunities to our senior students, both at school and with other registered training organisations (including TAFE Queensland, WesTEC, Binnacle, Careers Australia and Educ8).

**PROGRAMS OFFERED at SCHOOL**
Students can access these vocational programs at school from Certificate I up to Diploma. There may be some costs associated with these programs.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>CERTIFICATE</th>
<th>DEPARTMENT RESPONSIBLE</th>
<th>REGISTERED TRAINING ORGANISATION</th>
<th>COST</th>
<th>TIME</th>
<th>YEAR LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Certificate I in Information Digital Media &amp; Technology/Certificate I Business</td>
<td>Business/IT</td>
<td>FLSHS</td>
<td>-</td>
<td>1 year</td>
<td>10</td>
</tr>
<tr>
<td>II</td>
<td>Certificate II in Active Volunteering</td>
<td>VET</td>
<td>Volunteering Qld</td>
<td>$20 + $10/year placements</td>
<td>2 years</td>
<td>11, 12</td>
</tr>
<tr>
<td></td>
<td>Certificate II in Skills for Work &amp; Vocational Pathways</td>
<td>VET</td>
<td>FLSHS</td>
<td>$10/year</td>
<td>2 years</td>
<td>11, 12</td>
</tr>
<tr>
<td></td>
<td>Certificate II in Information Digital Media &amp; Technology</td>
<td>Business/IT</td>
<td>FLSHS</td>
<td></td>
<td>2 years</td>
<td>11, 12</td>
</tr>
<tr>
<td></td>
<td>Certificate II in Business</td>
<td>Business/IT</td>
<td>FLSHS</td>
<td>$10/year</td>
<td>2 years</td>
<td>11, 12</td>
</tr>
<tr>
<td></td>
<td>Certificate II Electro-technology</td>
<td>VET</td>
<td>Careers Australia</td>
<td>Free—VETIS school funded</td>
<td>1 semester</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Certificate II in Hospitality</td>
<td>VET</td>
<td>Club Training Australia</td>
<td>Free—VETIS school funded</td>
<td>1 semester</td>
<td>11, 12</td>
</tr>
<tr>
<td></td>
<td>Certificate II in Hospitality/Tourism</td>
<td>VET</td>
<td>Educ8</td>
<td>Free—VETIS school funded</td>
<td>1 semester</td>
<td>11, 12</td>
</tr>
<tr>
<td></td>
<td>Certificate II in Horticulture, Retail</td>
<td>VET</td>
<td>Educ8</td>
<td>Free—VETIS school funded</td>
<td>1 semester</td>
<td>11, 12</td>
</tr>
<tr>
<td>III</td>
<td>Certificate III in Fitness</td>
<td>HPE</td>
<td>Itba</td>
<td>$350 approx + $100 First Aid Certificate</td>
<td>2 years</td>
<td>11, 12</td>
</tr>
<tr>
<td></td>
<td>Diploma of Business</td>
<td>VET</td>
<td>Careers Australia</td>
<td>$4000</td>
<td>12 months</td>
<td>11, 12</td>
</tr>
</tbody>
</table>
CHC24015 CERTIFICATE II in ACTIVE VOLUNTEERING

Status ......................... VET QUALIFICATION
QCE Credit Points .......... 4

COURSE OVERVIEW
This qualification covers people working in a volunteer capacity and builds on the foundation skills required by all volunteers. Volunteers are the backbone of any charity organization. Each year, Australian community members and our corporate partners, volunteer their time, skills and energy to help unlock opportunities for thousands of disadvantaged Australian children and their families.

COURSE OUTLINE
This course is delivered in partnership with an external RTO, Volunteering Queensland.
Competency outcomes includes:

- Undertaking administrative tasks that involve basic operational knowledge, accessing and recording information and making choices between a limited range of options relevant to the job
- Acquiring strategies that will assist them as volunteers to communicate more effectively with clients and be able to apply known solutions to a limited range of predictable problems
- Engaging in safe work practices, and applying basic operational knowledge in a moderate range of areas relevant to the job
- Developing a defined range of skills that will assist them as volunteers to work effectively with colleagues (paid and volunteer) and take limited responsibility for their work output and learning
- CHC24015 Certificate II in Active Volunteering

COMPETENCIES (C= core, E = elective)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCMM201</td>
<td>Communicate in the workplace</td>
<td>C</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
<td>C</td>
</tr>
<tr>
<td>CHCVOL001</td>
<td>Be an effective Volunteer</td>
<td>C</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in Workplace Health &amp; Safety</td>
<td>C</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce Simple Word Processed Documents</td>
<td>E</td>
</tr>
<tr>
<td>HLTFS207C</td>
<td>Follow basic food safety practices</td>
<td>E</td>
</tr>
<tr>
<td>BSBITU203</td>
<td>Communicate electronically</td>
<td>E</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily activities</td>
<td>E</td>
</tr>
</tbody>
</table>

STUDY REQUIREMENTS
- BYO device
- Note-taking in class
- Working collaboratively (e.g. practical group work)
- Compulsory 20 hours volunteering placement
- Homework and assessment preparation at home

ASSESSMENT
- Students will be required to complete theory activities (e.g. assignments), and participate in 30 hours of compulsory volunteering experience both within and outside the school community.
- Students MUST have a laptop computer as all assessment materials are online.

RESOURCES/COSTS
- Note book and pens
- $20 enrolment fee + $10 placement
YEAR 11 & 12

CERTIFICATE II in SKILLS for WORK and VOCATIONAL PATHWAYS

Skills for Work will provide an enjoyable and practical way for students to develop ‘real life’ workplace skills. Students will be participating in team projects using their skills in communication, working together, organization and event planning. Students have the opportunity to attain a Certificate II in Workplace Practices which will prepare them for a first hand experience in the workplace.

- The course and competency code will change when this course is reaccredited.

<table>
<thead>
<tr>
<th>FSK20113 CERTIFICATE II in SKILLS for WORK and VOCATIONAL PATHWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSKLRG09</td>
</tr>
<tr>
<td>FSKLRG11</td>
</tr>
<tr>
<td>FSKNUM14</td>
</tr>
<tr>
<td>FSKNUM15</td>
</tr>
<tr>
<td>FSKRDG10</td>
</tr>
<tr>
<td>FSKWTG09</td>
</tr>
<tr>
<td>FSKDIG03</td>
</tr>
<tr>
<td>FSKLRG06</td>
</tr>
<tr>
<td>FSKLRG10</td>
</tr>
<tr>
<td>FSKLRG07</td>
</tr>
<tr>
<td>BSBITU203</td>
</tr>
<tr>
<td>FSKOCM05</td>
</tr>
<tr>
<td>BSBWHS201</td>
</tr>
</tbody>
</table>

STRUCTURED WORK PLACEMENT
- The course includes a compulsory component of structured work placement – 30 hours.
- A structured work placement will be organised by the school during terms 2 and 3.
- The aim of the work placement is to enable students to develop a variety of workplace skills and gain valuable industry experience.
- Students are encouraged to experience a variety of careers and places of employment.

Additionally, Workplace Assessment for competence can occur during these placements.

ASSESSMENT
Assessment appropriate to the competency outcomes will be used to assess competencies. Tasks include:
- Assignments – group tasks, research assignments, non-written presentations
- Interviews
- Portfolios of work – supervised practical tasks
- Procedural applications

Students MUST have a laptop computer as all assessment materials are online.

SCHOOL BASED APPRENTICESHIP-TRAINEESHIP (SAT)
- Students are encouraged to obtain a traineeship to further develop their ‘real life’ workplace experience and gain further qualifications.

TEAMWORK and WORKPLACE OPPORTUNITIES
- Skills for Work is recognised as an enjoyable and practical way for student to develop ‘real life’ workplace skills.
- Many of the workplace enterprise management competencies in the certificates are achieved through participation in team projects using their skills in communication, working together, organisation and event planning.
- The nature of the projects varies according to individual and group interest.

WHO SHOULD DO THIS SUBJECT?
- Students who are planning to enter the workforce soon after school should consider this subject.
- However, the workplace competencies are valuable for all students. We cater for everyone!
YEAR 11/12

AHC204710 CERTIFICATE II in HORTICULTURE & SIR20212 CERTIFICATE in RETAIL SERVICES

COURSE OVERVIEW
- Gain 2 nationally recognised qualifications
- Boost your QCE rank by up to 8 points
- Gain valuable skills to add to your resume
- Duration—3 hours per week over 19 weeks

COURSE OUTLINE
This course is delivered in partnership with an external RTO Educ8.

HORTICULTURE:
- This qualification provides you with basic skills and knowledge to operate as a horticulture worker or assistant in plant and landscape environments.
- This qualification underpins a range of work functions and job roles that can lead to a horticultural trade qualification.

RETAIL:
- This qualification provides you with the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic retail operational knowledge and limited practical skills in a defined context.
- Work would be undertaken in various retail store settings, such as specialty stores, supermarkets, department stores and retail outlets.
- Individuals may work with some autonomy or in a team but usually under close supervision.

<table>
<thead>
<tr>
<th>UNITS OF COMPETENCIES</th>
<th>AHC204710 CERTIFICATE II IN HORTICULTURE &amp; SIR20212 CERTIFICATE IN RETAIL SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHC204710</td>
<td>AHCOHS201A Participate in OHS processes SIRXCCS201 Apply point of sale handling procedures</td>
</tr>
<tr>
<td>AHSWRK209A Participate in environmentally sustainable work practices SIRXCCS202 Interact with customers</td>
<td></td>
</tr>
<tr>
<td>AHCPGM201A Recognise plants SIRXCLM001A Organise and maintain work areas</td>
<td></td>
</tr>
<tr>
<td>AHCPCG202A Prepare and maintain plant displays SIRXICT001A Operate retail technology</td>
<td></td>
</tr>
<tr>
<td>AHCNSY204A Maintain indoor plants SIRXCOM101 Communicate in the workplace to support team and customer outcomes</td>
<td></td>
</tr>
<tr>
<td>AHCNSY201A Pot up plants SIRXIND101 Work effectively in a customer service environment</td>
<td></td>
</tr>
<tr>
<td>BSBCUS201 Deliver a service to customers SIRXRSK201 Minimise loss</td>
<td></td>
</tr>
<tr>
<td>MEM18001C Use hand tools SIRXWHS101 Apply safe work practices</td>
<td></td>
</tr>
<tr>
<td>SIRXSL002A Advise on product and services</td>
<td></td>
</tr>
<tr>
<td>SIRXSL201 Sell products and services</td>
<td></td>
</tr>
<tr>
<td>SIRXMER201 Merchandise products</td>
<td></td>
</tr>
</tbody>
</table>

COST: This course is fully funded under the VETIS program. Eligibility requirements must be met. [http://education.qld.gov.au.students/placement/vet/](http://education.qld.gov.au.students/placement/vet/)

PATHWAYS: horticulture worker; horticulture assistant; assistant gardener; garden centre sales assistant; sales assistant; customer service assistant
HOSPITALITY & TOURISM

YEAR 11/12

FOREST LAKE STATE HIGH SCHOOL PATHWAYS HANDBOOK • 2017

COURSE OVERVIEW
- Gain 2 nationally recognised qualifications
- Boost your QCE rank by up to 8 points
- Gain valuable skills to add to your resume
- Real

COURSE OUTLINE
This course is delivered in partnership with an external RTO Educ8.

- 3 hours per week over 18 weeks
- As part of the program educ8 will run a pop up café at your school. You get to have fun and put your new skills to the test while serving a range of food and beverage options to other students and staff.

COST: This course is fully funded under the VETIS program. Eligibility requirements must be met. 
http://education.qld.gov.au.students/placement/vet/

SIT20213 CERTIFICATE II IN HOSPITALITY & SIT20112 CERTIFICATE II IN TOURISM

UNITs OF COMPETENCIES

8 CORE UNITS

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
<td>BSBITU201A</td>
<td>Process simple word processed documents</td>
</tr>
<tr>
<td>SITHIND201</td>
<td>Source and use information on the hospitality industry</td>
<td>SITHIND202</td>
<td>Use hospitality skills effectively</td>
</tr>
<tr>
<td>SITTIND201</td>
<td>Source and use information on the tourism and travel industry</td>
<td>SITXCOM201</td>
<td>Show social and cultural sensitivity</td>
</tr>
<tr>
<td>SITXCCS202</td>
<td>Interact with customers</td>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
</tr>
</tbody>
</table>

6 ELECTIVE UNITS

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITFSA101</td>
<td>Use hygienic practices for food safety</td>
<td>SITHFAB203</td>
<td>Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td>SITXFINT201</td>
<td>Process financial transactions</td>
<td>SITHCCC103</td>
<td>Prepare sandwiches</td>
</tr>
<tr>
<td>SITHGAM201</td>
<td>Provide responsible gambling services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

And ONE of the following units

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHFAB201</td>
<td>Provide responsible service of alcohol</td>
</tr>
<tr>
<td>BSBCMM201A</td>
<td>Communicate in the workplace</td>
</tr>
</tbody>
</table>

PATHWAYS: food and beverage attendant, front desk receptionist, function attendant, tourism information officer, tour guide, customer service attendant
**CERTIFICATE II in ELECTRO-TECHNOLOGY**

- **Status**: VET QUALIFICATION
- **QCE Credit Points**: 4

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**COURSE OVERVIEW**

The Certificate II in Electro-technology (Career Start) teaches students skills such as workplace safety, problem-solving, workshop practices and hand skills. This course provides students with a base knowledge, job ready skills and may lead to an Australian Apprenticeship. Roles in this industry are responsible for the installation, servicing, repair and maintenance of electrical and electronic equipment for industrial, commercial and domestic purposes.

**COURSE OUTLINE**

This course is delivered by a Career’s Australia trainer at Forest Lake SHS.

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course name</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEE22011</td>
<td>Certificate II in Electro-technology</td>
</tr>
</tbody>
</table>

**Entry requirements**: Nil-Completion of a language, literacy and numeracy test is mandatory. A passing grade in year 10 mathematics is advised.

**Career pathways**: Australian Apprenticeship in electro-technology, instrumentation, telecommunications or refrigeration.

**Student outcomes**: 84.7% were employed or in further study after completing this course, 74.2% received job-related benefits from training, 94% received personal benefits from training, 69.8% achieved main reason for undertaking training and 90.7% recommended the training to others. ([https://www.myskills.gov.au/](https://www.myskills.gov.au/))

**Course details:**

- UEEENEE101A Apply Occupational Health and Safety regulations, codes and practices in the workplace
- UEEENEE104A Solve problems in d.c. circuits
- UEEENEE107A Use drawing, diagrams, schedules, standards, codes and specifications
- UEEENEE141A Use of routine equipment/plant/technologies in an energy sector environment
- UEEENEE148A Carry out routine work activities in an energy sector environment
- UEEENEE179A Identify and select components, accessories and materials for energy sector work activities
- UEEENEE142A Apply environmentally and sustainable procedures in the energy sector
- CPCCOHS1001A Work safely in the construction industry
- UEEENEE102A Fabricate, assemble and dismantle utilities industry components
- UEEENEE105A Fix and secure electro-technology equipment
- UEEENEP024A Attach cords and plugs to electrical equipment for connection to a single phase 230 volt supply
- HLTAID001 Provide cardiopulmonary resuscitation

**Assessment**: Competency based. Assessment includes theory and simulated practical assessment. The assessment will be flexible, offer appropriate options for demonstrating competence and take into account the needs of the student.

**Vocational placement**: Not mandatory

**Cost**: VETis FUNDED* or $4020 Fee for Service
Forest Lake State High School provides opportunities for students to study a Diploma whilst at school as a subject.

Careers Australia was established in 2006 and has grown to become Australia’s leading private provider of Vocational Education and Training. With an extensive offering of certificates and diplomas we seek to maximise student career pathway opportunities into employment and further study. We offer quality, high value courses that are delivered to Secondary Schools in a flexible and effective manner. These programs have been specially designed for the Secondary School student demographic and are delivered through classroom based learning along with the students chosen curriculum.

**BSB50215 Diploma of Business**

**Price:** $4000—VET FEE-Help available (eligibility conditions apply), payment plan arrangement or upfront payment  
**Duration:** year 11 over 4 terms or year 12 over 3 terms  
**Target Group:** year 11 & year 12 students  
**QCE points:** 8  
**Ranking:** 82, which equates to an OP 8-9  

**Course Overview:** The nationally accredited Diploma of Business provides students with both theoretical and practical understanding of business practices and a valuable qualification that will help gain them employment after the completion of year 12.

**Career Pathway:** Business administrator, human resources officer, marketing assistant, recruiter, project assistant coordinator or start your own small business  

**Assessment:** Competency based

<table>
<thead>
<tr>
<th>BSB50215 Diploma of Business—Course details:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR501 Manage personal work priorities and professional development</td>
</tr>
<tr>
<td>BSBRSK501 Manage risk</td>
</tr>
<tr>
<td>BSBPMG522 Undertake project work</td>
</tr>
<tr>
<td>BSBFIM501 Manage budgets and financial plans</td>
</tr>
<tr>
<td>BSBMKG501 Identify and evaluate marketing opportunities</td>
</tr>
<tr>
<td>BSBMKG506 Plan market research</td>
</tr>
<tr>
<td>BSBHRM506 Manage recruitment, selection and induction processes</td>
</tr>
<tr>
<td>BSBWOR502 Lead and manage team effectiveness</td>
</tr>
</tbody>
</table>
Program outline - The TAFE in Schools programs provide students the opportunity to develop pathways into the industry of interest for their chosen career. The program is a platform to assist students in their future careers with a qualification that enables broader choices into better skilled employment and further learning.

Benefits of the program
- Provides students the opportunity to access higher level qualifications
- Complements the senior phase student outcomes
- Contributes to the Queensland Certificate of Education
- Enables achievement in workforce preparation and industry acknowledged qualifications

Student Attendance - Students are required to attend every class. It is important that students commit to the program and that parents support students to attend as scheduled. Students missing more than two classes during a term will be at risk of not achieving successful completion. Regular attendance will greatly enhance students’ capacity to successfully complete the course.

Uniforms and Safety requirements - Students are expected to work according to occupational health and safety practices and follow the instructions from their teachers. Uniforms and/or personal protective equipment must be worn to each class. Course information sheets detail the uniforms and/or personal protective equipment for each course. Students who do not provide any safety equipment as required may not be able to participate in the scheduled class.

Entry Requirements
- Students are required to complete an Expression of Interest (EIO) online by 14 October 2016.
- Places in these courses are limited and will be allocated to students in order of enrolment. Insufficient numbers in a course will result in the course being cancelled or deferred.
- Program selection must reflect student’s SET Plan options.
- Academic achievement should support student’s selection—at least C in year 10 mathematics and English is highly recommended.
- Student must be enrolled and attending school for the duration of the program
- Students must attend compulsory orientation in February 2017 at TAFE South West campus.

Fees - For all other programs listed on the next page the fees will be the responsibility of the student and/or parents to pay upon enrolment. Students that apply for Accelerate Programs do have the option of accessing VET FEE-HELP. Please see the VET FEE-HELP section below for more information. Students and/or parents can utilise the TAFE Queensland South West Time to Pay Application. There is no interest charged on this payment plan. You are required to pay a minimum deposit of $75 or 20% of the total cost of enrolment, whichever is the greater, at the time of enrolment. The total payment shall be completed at least 30 days prior to the end of the student’s program. A Payment Plan application will be included in the student’s offer pack.

VET FEE-HELP - VET FEE-HELP is an interest free Commonwealth income contingency loan that assists eligible full fee paying students pay their tuition fees. VET FEE-HELP can be used to pay for all or part of an eligible student’s tuition fees when studying in an approved VET course of study at the level of Diploma. The Australian government pays the amount of the loan directly to TAFE Queensland South West and students then repay the loan through the Australian Taxation System once they reach a repayment threshold. A loan fee of 20% applies to VET FEE-HELP debts. There is no application fee and no interest charged on the VET FEE-HELP debt. The accumulated debt however is indexed according to the Consumer Price Index and indexation occurs when the debt has existed for 11 months or more. Students will require a Tax File Number to apply for this loan.

Accelerate Programs - Accelerate Programs give students an opportunity to commence Diploma level studies throughout year 11 and 12, providing the foundation for further study and possibly fast-tracking them to employment. Students will continue their Diploma programs post-school until they complete a full Diploma. Students will receive 1 QCE point per unit of competency that they complete, to a maximum of 8 QCE points.

Enrolment Process
- STEP 1 - Expressions of Interest will open on 15 August 2016 and close on 14 October 2016. Students need to complete an Expression of Interest at www.tafesouthwest.edu.au/tafe at school. TAFE Queensland South West will send the enrolment packs to successful students via respective schools for distribution.

- STEP 2 - Students must enrol in 2016. Dates will be provided. Please note that enrolments are of a first in first served basis. Once classes are full, student can be placed on a waiting list.
### Year 11 & 12 Pathways Programs Offered at TAFE in 2017

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Qualification</th>
<th>QCE Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIB50110</td>
<td>Accelerate to Beauty Therapy</td>
<td>8</td>
</tr>
<tr>
<td>SIH20111</td>
<td>Certificate II in Hairdressing</td>
<td>4</td>
</tr>
<tr>
<td>SIT20213</td>
<td>Certificate II in Hospitality</td>
<td>4</td>
</tr>
<tr>
<td>SIT20312</td>
<td>Certificate II in Kitchen Operations</td>
<td>4</td>
</tr>
<tr>
<td>SIT50212</td>
<td>Accelerate to Events</td>
<td>8</td>
</tr>
<tr>
<td>ICT50315</td>
<td>Accelerate to Information Technology System Admin</td>
<td>8</td>
</tr>
<tr>
<td>AUR21212</td>
<td>Certificate II in Automotive Underbody Tech</td>
<td>4</td>
</tr>
<tr>
<td>MEM20413</td>
<td>Certificate II in Engineering Pathways</td>
<td>4</td>
</tr>
<tr>
<td>COC10111</td>
<td>Certificate I in Construction</td>
<td>3</td>
</tr>
<tr>
<td>UEE22011</td>
<td>Certificate II in Electro-technology</td>
<td>4</td>
</tr>
<tr>
<td>AHC21210</td>
<td>Certificate II in Rural Operations</td>
<td>4</td>
</tr>
<tr>
<td>AHC20410</td>
<td>Certificate II in Horticulture</td>
<td>4</td>
</tr>
<tr>
<td>HLT51612</td>
<td>Accelerate to Health</td>
<td>8</td>
</tr>
<tr>
<td>HLT23215</td>
<td>Certificate II in Health Support Services</td>
<td>4</td>
</tr>
<tr>
<td>39293QLD</td>
<td>Accelerate to Justice Studies</td>
<td>7</td>
</tr>
<tr>
<td>CUA30715</td>
<td>Certificate III in Design Fundamentals</td>
<td>8</td>
</tr>
<tr>
<td>CHC30113</td>
<td>Certificate III in Early Childhood, Education Care</td>
<td>8</td>
</tr>
<tr>
<td>SIH20111</td>
<td>Certificate II in Hairdressing</td>
<td>4</td>
</tr>
<tr>
<td>AUR21212</td>
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<td>4</td>
</tr>
<tr>
<td>MEM20413</td>
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### How Do I Apply?
Talk to your school VET co-ordinator. Applications open 1 August 2016 and must be submitted by 14 October 2016.

### When Do I Start?
The programs start in February 2017. You must be in year 11 or 12.

### Want More Information?
Contact VET Centre

For more information phone 1300 914 754 or email southwest@tafe.qld.edu.au

(Courses may be cancelled if insufficient applications are received. Costs may change)
TAFE Queensland will offer a range of programs to year 11 and 12 students in 2017. Students need to complete an expression of interest in Aug/Sep 2016. Please see VET centre for details.

Program outline
Students attend TAFE one day per week (during the school term) over years 11 and 12 to study for a national qualification that will provide them with the foundation for further study and a fast track to employment.

Student Attendance
Students are required to attend every class as outlined in the program dates. It is important that students commit to the program and that parents support students to attend as scheduled. Students missing more than two classes during a term will be at risk of not achieving successful completion. Regular attendance will greatly enhance students’ capacity to successfully complete the course.

Uniforms and Safety requirements
Students are expected to work according to occupational health and safety practices and follow the instructions from their TAFE teachers. Uniforms and/or personal protective equipment must be worn to each class. Course information sheets detail the uniforms and/or personal protective equipment for each course. Students who do not provide any safety equipment as required may not be able to participate in the scheduled class.

Fees
Payment of fees forms part of the enrolment process and may vary depending on the course selected.

Entry Requirements
- **Expression of Interest** form indicating preferred course must be completed online. Students will be notified of timeline once they have been obtained from TAFE
- Program selection must reflect student's SET Plan options.

Enrolment Process
TAFE will send enrolment packs to the school for distribution to successful students. Students who are waitlisted will be offered any remaining places. Further information is available from the VET Centre.
WesTEC is a federally funded Trade Training Centre which we are in partnership with Woodcrest College, Redbank Plains SHS and Springfield Central SHS.

Students attend the Trade Training Centre 1 day per week.

Students are required to complete an expression of interest form online for 2017 enrolment. See VET centre for details.

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