Year 11
2017

Senior Pathways
Information Booklet
Senior Philosophy

“Education is our passport to the future, for tomorrow belongs to the people who prepare for it today.”
Malcolm X

Our Aim: Your Future

We will achieve this by:

1) Applying the Mackay Northern Beaches State High School’s values:

Excelling in Education
Commit to life-long learning and the realisation of your potential.

Equipping for Life
Develop self-understanding and resilience in tackling life’s challenges.

Empowering to Lead
Mature into an independent, confident, active citizen who positively contributes to the broader community.

2) Creating an inclusive and future-orientated environment where:

- Students take ownership of their own learning and responsibility for their actions
- Staff are committed to mentoring students in exploring their future pathways and supporting them to realise their full potential

Respect between staff and students is built on an understanding that everyone has individual needs and goals.
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Introduction

All young people in Queensland are required to complete Year 10 and then participate in further education or training. The Youth Participation in Education and Training Act 2003:

- makes it compulsory for young people to stay at school until they finish Year 10 or have turned 16, whichever comes first
- requires young people to then participate in education and training for a further two years, or until they have gained a Queensland Certificate of Education, or until they have gained a Certificate III vocational qualification, or until they have turned 17
- provides exemptions for young people who enter full-time work after they have either completed Year 10 or turned 16.

Success in this Senior Phase of Learning is very important in opening up opportunities for further study or for employment. This success can only be attained by an appropriate selection of subjects, skilful time management, setting of priorities and conscientious application to study.

Obviously there will be many demands made on students’ time during the next two years. Students will need to balance schoolwork with family commitments, possible part-time employment, recreation and other important activities. The successful student is inevitably the one who has clear and realistic goals, who has the support, encouragement and determination to achieve them and who manages time and priorities well.

In approaching the Senior Phase of Learning we would hope that parents have spoken to their sons/daughters about the next two years. Expectations of the use of time, involvement in social functions, interaction with electronic and social media, participation in extra-curricular activities (including sport) and doing an adequate amount of homework are all important points to discuss over and above subject choice.

Whilst the prospect of subject selection can be the cause of some anxiety for students and parents it is important to maintain a sense of perspective. Decisions made at this time should not be seen as career channelling, life changing or character forming. Certainly, unwise subject selection at this time could result in some inconvenience in the short-term future. However, there are many pathways to achieving personal goals and students and parents are encouraged to maintain a flexible and open mind to future possibilities.

Requirements for Senior Subject Selection

- Students must select six (6) subjects to study full-time over their 2 year senior course. Three (3) of these subjects MUST be studied continuously for the 2 years.
- At least five (5) Authority subjects are required for a Tertiary Entrance Statement to qualify for an Overall Performance (OP). All OP eligible students MUST sit the Core Skills Test (QCS) in Year 12, Term 3. Non-OP students may sit the QCS if they wish.
- All students must study an English and a Maths.
- To successfully gain a Queensland Certificate of Education, a student must accumulate 20 points. Points for each subject is listed on each subject description. As a general rule, all authority and authority registered subjects are worth 4 points over 2 years, whilst certificate courses at a Level II will also gain you 4 points if the full course is successfully completed.
- Subjects operating in Year 11 2017 and beyond will depend on staffing and student numbers in those subjects.
- Distance Education is an option for students, if the range or combination of subjects does not suit. Students MUST have achieved at least a “B” in English and Maths in order to study Authority SDE subjects. SDE requires effective study habits. Additional costs are associated with SDE subjects. Significant parent, student and school discussions will occur before SDE is approved.
- All school based Apprenticeships or Traineeships (SATs) students will commence with six (6) subjects. If students obtain a placement their subject selection will be reviewed, and the subject load reduced. If terminated, the students will be required to resume studies of six subjects. This can cause problems with OP eligibility.
Senior Subject Selection

Using the Senior Subject Selection Guide

This guide has been prepared to assist students and parents with the selection of subjects for study in Year 11 and Year 12. It is not intended to be an exhaustive guide to decision-making about subject selection. As the name implies, it is meant to be a guide to the process of subject selection that will require prospective senior students and parents to refer to a variety of sources of information and navigate through a process of personal reflection, goal setting and planning that is now referred to as their individual Senior Education and Training Plan (SET Plan).

Before starting,
- Be realistic and honest about interests and abilities
- Find out about career pathways
- Have a few career choices in mind before choosing subjects
- If uncertain, be prepared to select a broad course to keep a variety of options open.

The Senior Subject Selection Guide is structured to facilitate a process of decision-making by including explanation of:
- Types of subjects on offer in Years 11 and 12,
- Vocational Education options,
- Glossary of terms,
- Brief descriptions of possible subjects for 2017 with some suggested pathways, guide list of equipment requirements as well as any additional costs associated with the subject,
- Step-by-Step process for making the selection of subjects using OneSchool (online process).

Choosing Senior Subjects

Generally, students are advised to select subjects which they:
- enjoy;
- have demonstrated some ability in;
- need to satisfy entry, prerequisite or assumed knowledge requirements for future courses of study; and/or
- need to help reach future career and employment goals.

To proceed with subject selection,
- Read the subject descriptions in this guide
- Talk to Heads of Department and subject teachers
- Consider the activities, resources and materials used in the subject
- Listen carefully and participate actively in the Student Education and Training Plans during Term Three
- Only consider subjects appropriate to your needs and abilities
- Ignore false advice about “the best mix of subjects to study” to maximise OP’s

To be eligible for an Overall Position (OP) for the purposes of tertiary entrance students must select and study the equivalent of five OP subjects in both Year 11 and 12. At least three of these subjects must be studied continuously for the two years.

For more information on the use of the OP for tertiary entrance and OP eligibility, visit the Queensland Curriculum and Assessment Authority website at www.qcaa.qld.edu.au.

All students and parents should note that while most students enter tertiary courses using the OP, an OP is not necessary to gain entry into all courses at all tertiary institutions. All Year 12 students including those not eligible for an OP can access a range of courses at most tertiary institutions. For more information about alternative tertiary entrance procedures please refer to the Queensland Tertiary Admissions Centre (QTAC) [www.qtac.edu.au], the QTAC publication Tertiary Prerequisites 2019 or the Guidance Officer.
Categories of Subjects

Subjects are grouped into three categories:

Authority Subjects
These subjects, when studied in sufficient quantity, contribute to the Overall Position (OP) for OP eligible students. Work in Authority subjects is based on senior syllabuses which have been quality assured and accredited by the Queensland Curriculum & Assessment Authority (QCAA). These subjects incorporate two main types of assessment - Formative Assessment and Summative Assessment. Formative Assessment generally occurs during Year 11 when students are building understanding of criteria and assessment styles. Summative Assessment generally occurs during Year 12 when students are familiar and more skilled with the assessment techniques and subject content. Summative work is usually the work used in the determination of OP. It is important to note, however, that Formative Assessment may become Summative Assessment if students exit the subject before the completion of four semesters of study or if special circumstances need to be considered.

Authority Registered Subjects
These subjects do not contribute to the calculation of your OP. They follow accredited Study Area Specifications (SAS) from the QCAA. By nature of the subject, they are less academically rigorous than the suite of Authority subjects. Successful completion of these subjects will provide credit towards a Queensland Certificate of Education (QCE).

Vocational Subjects
These subjects are provided with either Mackay Northern Beaches State High School as the Registered Training Organisation (RTO) or with an external RTO. These subjects do not contribute to the calculation of your OP. Results for successful completion of the VET modules are recorded as Competent. Successful completion provides credit towards a QCE.

Students are able to study a full timetable of Authority subjects, or a full timetable of Authority Registered/Vocational subjects or a combination of both. Students and parents are urged to consider subject selection and future pathways very carefully before selecting a combination of both of these pathways. Subject choice counselling is available at SET Plan Interviews in Term 4 and during the year at other times by appointment with the Guidance Officer.

Vocational Education and Training
Vocational education and training (VET) is "education and training for work" and part of a broader educational network in Australia that includes schools, universities and adult and community education. At Mackay Northern Beaches State High School, students may access a range of VET qualifications through the school, TAFE and private VET providers.

Why VET?
VET can cater to all senior students: those seeking university entrance, those seeking employment-specific skills and those at risk of not completing their schooling.

- VET provides learning opportunities beyond the traditional curriculum.
- Assessment in VET meets industry standards.
- Having work-related skills makes students more employable.
How is VET offered at Mackay Northern Beaches SHS?

School
Students can study the following qualifications:

- CPC10111 Certificate I in Construction
- MEM10105 Certificate I in Engineering
- BSB20115 Certificate II in Business
- SIT20116 Certificate II in Tourism
- SIT20316 Certificate II in Hospitality
- CUA20715 Certificate II in Hospitality
- CUA20215 Certificate II in Visual Arts
- ICT20115 Certificate II in Information, Digital Media & Technology
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- MEM20413 Certificate II in Engineering Pathways (1 day per week @ Mackay Engineering College)
- CHC30113 Certificate III in Early Childhood

Partnership with Schools (PWS)
- QUT Mackay will offer school students vocational training and workforce skills. Students can complete Certificate I and Certificate II qualifications in a range of vocational areas.
- Mackay Engineering College (MEC) will provide Certificate II in Engineering Pathways to our students via the Engineering Pathways Program, outlined on the next page.

School-based apprenticeships and traineeships (SATs)
SATs allow students to work for an employer and train towards a recognised qualification under contract of training while completing their school studies. Students whose SAT is not completed by the time they finish Year 12 may convert to a full-time or part-time apprenticeship or traineeship.

VET and the Queensland Certificate of Education (QCE)

Certificate I
Most Certificate I’s are worth two credits towards a QCE. There is no limit to the number of Certificate I qualifications a student can gain, but only two may count towards a QCE.

Certificate I in Construction and Certificate I in Engineering are both worth 3 credit points and take the two years of year 11 and 12 to complete.

Certificates II, III and IV
A Certificate II is worth four credits towards a QCE, while most Certificates III and IV are worth eight credits. There is no limit on the number of Certificates II, III and IV that may contribute to a QCE.

VET and tertiary entrance
Authority subjects with embedded VET may be used in the calculation of Overall Positions (OPs) and Field Positions for tertiary entrance purposes. If a school student is ineligible for an OP, VET at Certificate III level and school-based apprenticeships and traineeships may be used to calculate a Tertiary Entrance Rank.
Engineering Pathways Program (EPP)
in conjunction with Mackay Engineering College (MEC)

Students are able to apply to be part of the Engineering Pathways Program. This involves them completing an application form, available from MNBSHS VET Coordinator, Mr Puddicombe.

Note: Only 16 students can be enrolled in this subject.

The format of the course is centred on the completion of Certificate II Engineering Pathways delivered by the MEC situated on the CQU Mackay campus. For 2017, this is a once a week commitment as well as a commitment to engage in regular industry placement throughout the year. Additional costs are associated with the program and are outlined in the application package.

Students in the EPP program will study a course which compliments and supports their chosen pathway of an engineering certificate course. They may study:

- English OR English Communication;
- Prevocational Maths / Maths A
- 3 elective subjects (recommended Industrial Graphics and Cert I in Construction) and
- Certificate II Engineering Pathways (at the MEC)

TRANSPORT to the MEC one day per week must be organised by parents – no bus operates.
Preferred Early Learning for Year 11 Subjects

Please note the achievement you require in Year 10 to move into Year 11 subjects in 2017.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Max QCE points</th>
<th>SUBJECT CODES</th>
<th>RECOMMENDED YEAR 10 MINIMUM LEVEL OF ACHIEVEMENT / COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory Subjects:</strong> Select 1 English and 1 Maths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English (OP)</td>
<td>4</td>
<td>ENG 001</td>
<td>C in English or English Extension</td>
</tr>
<tr>
<td>English Communication (Non-OP)</td>
<td>4</td>
<td>ENC 6125</td>
<td>Nil</td>
</tr>
<tr>
<td>Pre-vocational Mathematics (Non-OP)</td>
<td>4</td>
<td>PVM 6140</td>
<td>Nil</td>
</tr>
<tr>
<td>Mathematics A (OP)</td>
<td>4</td>
<td>MAA 036</td>
<td>C in Maths</td>
</tr>
<tr>
<td>Mathematics B (OP)</td>
<td>4</td>
<td>MAB 037</td>
<td>C in Maths Extension or B in Maths</td>
</tr>
<tr>
<td><strong>Electives: AUTHORITY SUBJECTS (OP)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>4</td>
<td>ACC 060</td>
<td>C in Maths and English C in Business preferred but not necessary</td>
</tr>
<tr>
<td>Ancient History</td>
<td>4</td>
<td>AHS 020</td>
<td>C in History</td>
</tr>
<tr>
<td>Biological Science</td>
<td>4</td>
<td>BSC 042</td>
<td>B in Science or C in Extension Science C+ in English</td>
</tr>
<tr>
<td>Business Management</td>
<td>4</td>
<td>BMN 064</td>
<td>C in Maths and English C in Business preferred but not necessary</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>CHM 040</td>
<td>B in Science or C in Extension Science C+ in English</td>
</tr>
<tr>
<td>Drama</td>
<td>4</td>
<td>DRA 088</td>
<td>Nil</td>
</tr>
<tr>
<td>Film, Television and New Media</td>
<td>4</td>
<td>FTM 093</td>
<td>B in English</td>
</tr>
<tr>
<td>Geography</td>
<td>4</td>
<td>GEG 024</td>
<td>C in Geography preferred but not necessary</td>
</tr>
<tr>
<td>Graphics</td>
<td>4</td>
<td>GPH 076</td>
<td>C in Graphics C in English</td>
</tr>
<tr>
<td>Health Education</td>
<td>4</td>
<td>HED 067</td>
<td>C in HPE or HPE Extension and English</td>
</tr>
<tr>
<td>Information Processing &amp; Technology</td>
<td>4</td>
<td>IPT 087</td>
<td>C in Intro to IPT B in Maths or C in Extension Maths</td>
</tr>
<tr>
<td>Japanese</td>
<td>4</td>
<td>JAP</td>
<td>Prior study of Japanese desirable. If no prior study, a short course would be needed to catch-up.</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>4</td>
<td>LEG 029</td>
<td>C in English C in Introduction to Legal Studies preferred but not necessary</td>
</tr>
<tr>
<td>Mathematics C</td>
<td>4</td>
<td>MAC 038</td>
<td>C in Maths Extension or B in Maths</td>
</tr>
<tr>
<td>Modern History</td>
<td>4</td>
<td>MHS 021</td>
<td>C in History</td>
</tr>
<tr>
<td>Music</td>
<td>4</td>
<td>MUS 091</td>
<td>Nil</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
<td>PED 068</td>
<td>B in HPE or C in HPE Extension C in English</td>
</tr>
<tr>
<td>Physics</td>
<td>4</td>
<td>PHY 041</td>
<td>B in Science or C in Extension Science C+ in English</td>
</tr>
<tr>
<td>Technology Studies</td>
<td>4</td>
<td>TST 078</td>
<td>C in Robotics (preferred but not necessary) C in English and Maths</td>
</tr>
<tr>
<td>Visual Art</td>
<td>4</td>
<td>ART 080</td>
<td>C in English</td>
</tr>
<tr>
<td><strong>AUTHORITY REGISTERED (NON-OP SUBJECTS)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance in Practice</td>
<td>4</td>
<td>DAN 085</td>
<td>Nil</td>
</tr>
<tr>
<td>Recreation Studies</td>
<td>4</td>
<td>RST 6206</td>
<td>Nil</td>
</tr>
<tr>
<td>Science in Practice</td>
<td>4</td>
<td>SIP 6248</td>
<td>Nil</td>
</tr>
<tr>
<td>Social &amp; Community Studies</td>
<td>4</td>
<td>SCZ 6409</td>
<td>Nil</td>
</tr>
</tbody>
</table>
## VET SUBJECT (CERTIFICATE COURSES)

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Credits</th>
<th>Documentary Code</th>
<th>Selection Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM10105 Certificate I in Engineering</td>
<td>3</td>
<td>VEN</td>
<td>C in Intro to Construction or Engineering</td>
</tr>
<tr>
<td>BSB20115 Certificate II in Business</td>
<td>4</td>
<td>VBU</td>
<td>C in Maths and English</td>
</tr>
<tr>
<td>SIT20316 Certificate II in Hospitality</td>
<td>4</td>
<td>VHT</td>
<td>C in Intro to Hospitality</td>
</tr>
<tr>
<td>SIT20116 Certificate II in Tourism</td>
<td>4</td>
<td>VTU</td>
<td>C in Maths and English</td>
</tr>
<tr>
<td>ICT20115 Certificate II in Information, Digital Media &amp; Technology</td>
<td>4</td>
<td>VIT</td>
<td>Nil</td>
</tr>
<tr>
<td>CUA20715 Certificate II in Visual Arts</td>
<td>4</td>
<td>CVA</td>
<td>Nil</td>
</tr>
<tr>
<td>CUA20215 Certificate II in Creative Industries</td>
<td>4</td>
<td>VCA</td>
<td>Nil</td>
</tr>
<tr>
<td>CHC30113 Certificate III in Early Childhood</td>
<td>4</td>
<td>CCH</td>
<td>C in English</td>
</tr>
<tr>
<td>FSK20113 Certificate II in Skills for Work &amp; Vocational Pathways</td>
<td>4</td>
<td>FSK</td>
<td>Nil</td>
</tr>
<tr>
<td>MEM20413 Certificate II in Engineering Pathways (Off campus at MEC)</td>
<td>4</td>
<td></td>
<td>Application process applied.</td>
</tr>
</tbody>
</table>

### Connected Students - BYO Laptop Program

The Connected Students Program is a BYO Laptop Program at MNBSHS. For 2017, all students are strongly encouraged to participate in the program.

This new approach to technology in classrooms is going to allow students to have more individualised learning, using the software and hardware they are familiar with. It will provide access to their own device throughout the school day, enabling more effective use of online textbooks as well as all their digital work whether they are at school or home.

To maximise student use of their machines, we have implemented a strong and secure system which will provide school network access not only for internet use but also enable printing at school and access to resources on our network at school.

We are very excited at the future possibilities that BYOx can provide students at Mackay Northern Beaches SHS with individualised IT resources for each student.

For students wanting to join the Connected Students Program, they must:

1. Own a laptop which meets minimum specifications and have parental permission to bring it to school given all responsibility for its care lies with the student participant.
2. Read and agree to the Connected Students Program Participation Agreement – returning a signed copy to the office.
3. Pay the semester log on fee of $20 per semester which covers the cost of the software allowing full access to the network, internet and printers – paid to the office.
4. Participate in an Induction session where they will be stepped through the install of the connection software.

Full details of the Connected Students Program are available in the Participation Agreement available from the school office or on the school website – QuickLinks section.
ENGLISH

Description:
The study of English helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

Learning Outcomes and Experiences:
In this subject, students will:
- understand the relationships between purpose, context and audience and how these relationships influence texts and their meaning
- investigate how text structures and language features are used to convey ideas and represent people and events in a range of texts
- create oral, written and multimodal texts appropriate for different audiences, purposes and contexts

Course Outline:

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Narrative Voice – The Short Story</td>
<td>5 weeks</td>
<td>Spoken persuasive text for a public audience.</td>
</tr>
<tr>
<td>Tell Me a Story</td>
<td>4 weeks</td>
<td>Imaginative short story.</td>
</tr>
<tr>
<td>Across the Shores</td>
<td>9 weeks</td>
<td>Analytical exposition of ideas, attitudes and values in a complete literary text.</td>
</tr>
<tr>
<td>Popular Representations</td>
<td>9 weeks</td>
<td>Written persuasive text analysing how a particular concept, identity, time or place.</td>
</tr>
<tr>
<td>Murder and Mayhem</td>
<td>8 weeks</td>
<td>Spoken imaginative monologue and Written expository analysis.</td>
</tr>
<tr>
<td>The Australian Experience</td>
<td>9 weeks</td>
<td>Written analytical exposition on the construction of national identity.</td>
</tr>
<tr>
<td>The Play’s The Thing</td>
<td>9 weeks</td>
<td>Prepared speech in role. (imaginative text)</td>
</tr>
<tr>
<td>Literary Greats</td>
<td>9 weeks</td>
<td>Written persuasive text on attitudes and values represented in texts.</td>
</tr>
<tr>
<td>Powerful Voice</td>
<td>6 weeks</td>
<td>Student choice of written or spoken monologue.</td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
A sound (pass) achievement in English is desirable for success in this subject.

Future study or career pathways:
Prepares students for further education, training and employment as:
- Actor, Literature Critic, Advertising Account Executive, Marketing Officer, Advertising Manager, Media Presenter, Public Relations Officer, Art Critic, Public Servant, Publicity Agent, Copywriter, Publisher, Editor, Sociologist, Film Critic, Speech Pathologist, Film, Stage and TV Director, Teacher, Historian, Journalist, Theatre Critic, Lawyer, Translator, Librarian or Writer.

Materials, Equipment:

<table>
<thead>
<tr>
<th>BYOx Laptop requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single subject notebook, display folder, and standard stationery supplies.</td>
</tr>
</tbody>
</table>
ENGLISH COMMUNICATION

Description:
The study of English helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

Learning Outcomes and Experiences:
In this subject, students will:
- undertake the basic literacy requirements for a QCE
- understand the relationships between purpose, context and audience and how these relationships influence texts and their meaning in everyday life
- investigate how text structures and language features are used in everyday life for everyday purposes
- create oral, written and multimodal texts appropriate for different audiences, purposes and contexts.

Course Outline:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time:</th>
<th>Possible Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Study</td>
<td>15 hrs</td>
<td>Persuasive Oral</td>
</tr>
<tr>
<td>Youth Issues</td>
<td>20 hrs</td>
<td>Multimodal Presentation</td>
</tr>
<tr>
<td>The World of Work</td>
<td>20 hrs</td>
<td>Interview</td>
</tr>
<tr>
<td>One World</td>
<td>18 hrs</td>
<td>Research - Pamphlet</td>
</tr>
<tr>
<td>Be Inspired</td>
<td>17 hrs</td>
<td>Oral Presentation</td>
</tr>
<tr>
<td>Financial Literary</td>
<td>20 hrs</td>
<td>Exam</td>
</tr>
<tr>
<td>Media Consumerism</td>
<td>18 hrs</td>
<td>Advertisement Analysis- Written</td>
</tr>
<tr>
<td>Refugees- The Inside Story</td>
<td>19 hrs</td>
<td>Research Oral</td>
</tr>
<tr>
<td>Workplace Conflict Resolution</td>
<td>18 hrs</td>
<td>Open Book Exam</td>
</tr>
<tr>
<td>We’ve Come a Long Way Baby</td>
<td>20 hrs</td>
<td>Analytical Oral</td>
</tr>
<tr>
<td>Class Clowns</td>
<td>15 hrs</td>
<td>Group Presentation</td>
</tr>
<tr>
<td>Workplace Rights and Responsibilities</td>
<td>20 hrs</td>
<td>Written Report</td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
There are no required pre-requisite Year 10 subjects.

Future study or career pathways:
Prepares students for further education, training and employment in the fields of:
- Vocational Education, Apprenticeships and Traineeships.
- Functioning in a modern society.

Materials, Equipment:  | Subject Levies: | BYOx Laptop requirements: |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Single subject notebook, display folder, and standard stationery supplies.</td>
<td>NIL</td>
<td>Base level laptop is acceptable</td>
</tr>
</tbody>
</table>
Description:
Mathematics A aims to provide the opportunity for you to develop mathematical skills that will be useful throughout your life. It will extend your mathematical skills beyond Year 10 level and will provide a basis for a wide range of educational and employment aspirations, including studies at university or TAFE, or employment pathways that do not require knowledge of calculus.

Learning Outcomes and Experiences:
Learning experiences in Mathematics A include life-related applications of mathematics with real and simulated situations, use of instruments, and opportunities for modelling and problem solving. You will be involved in a variety of activities including those which require you to write, speak, listen or devise presentations in a variety of forms, to assist you to develop mathematical understanding.

Course Outline:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of applied geometry</td>
<td>7 weeks</td>
<td>Exam</td>
</tr>
<tr>
<td>Managing money</td>
<td>4 weeks</td>
<td>Assignment</td>
</tr>
<tr>
<td>Data collection</td>
<td>4 weeks</td>
<td>Exam</td>
</tr>
<tr>
<td>Linking 2 and 3 dimensions</td>
<td>3 weeks</td>
<td>Exam</td>
</tr>
<tr>
<td>Managing money</td>
<td>2 weeks</td>
<td>Report</td>
</tr>
<tr>
<td>Maps and compasses</td>
<td>1 week</td>
<td>Assignment</td>
</tr>
<tr>
<td>Data collection</td>
<td>2 weeks</td>
<td></td>
</tr>
<tr>
<td>Managing money</td>
<td>2 weeks</td>
<td></td>
</tr>
<tr>
<td>Exploring and understanding data</td>
<td>1 week</td>
<td></td>
</tr>
<tr>
<td>Linking 2 and 3 dimensions</td>
<td>3 weeks</td>
<td>Exam</td>
</tr>
<tr>
<td>Linear programming</td>
<td>4 weeks</td>
<td>Extended modelling and problem solving</td>
</tr>
<tr>
<td>Managing money</td>
<td>2 weeks</td>
<td></td>
</tr>
<tr>
<td>Exploring and understanding data</td>
<td>1 week</td>
<td></td>
</tr>
<tr>
<td>Maps and compasses</td>
<td>3 weeks</td>
<td></td>
</tr>
<tr>
<td>Managing money</td>
<td>2 weeks</td>
<td>Exam</td>
</tr>
<tr>
<td>Land measurement</td>
<td>4 weeks</td>
<td></td>
</tr>
<tr>
<td>Exploring and understanding data</td>
<td>4 weeks</td>
<td></td>
</tr>
<tr>
<td>Linear programming</td>
<td>4 weeks</td>
<td></td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subjects, a sound (pass) achievement in Mathematics is recommended for the numeracy component of this subject.

Future study or career pathways:
Mathematics A is a recommended precursor to further study and training for professions and technical trades in a range of industries and employment areas including:
- manufacturing and processing
- hospitality and tourism
- education and training
- retail services
- building and construction
- administration and management
- health services
- mechanics and engineering

Materials, Equipment:
- Scientific calculator

Subject Levies: NIL

BYOx Laptop requirements:
- Base level laptop is acceptable
**MATHEMATICS B**

**Description:**
Mathematics B aims to provide you with the opportunity to participate more fully in lifelong learning and to appreciate that Mathematics is a:
- unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty
- way of thinking in which problems are explored through observation, reflection and logical, inductive or deductive reasoning
- powerful, concise and unambiguous symbolic system with written, spoken and visual components
- creative activity with its own intrinsic value, involving invention, intuition and exploration.

**Learning Outcomes and Experiences:**
In Mathematics B, you will study mathematical functions and their applications, differential and integral calculus and applied statistical analysis. While studying these you will develop:
- knowledge and skills in advanced computation and algebraic methods and procedures
- mathematical modelling and problem-solving strategies and skills
- the capacity to justify mathematical arguments and make decisions
- the capacity to communicate about mathematics in a variety of forms.

**Course Outline:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
<th>Possible Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to functions</td>
<td>35 hours</td>
<td>• Extended modelling and problem solving tasks (E.M.P.T)</td>
</tr>
<tr>
<td>Applied statistical analysis</td>
<td>25 hours</td>
<td>• Reports</td>
</tr>
<tr>
<td>Rates of change</td>
<td>35 hours</td>
<td>• Supervised exam</td>
</tr>
<tr>
<td>Periodic functions and applications</td>
<td>33 hours</td>
<td></td>
</tr>
<tr>
<td>Optimisation</td>
<td>30 hours</td>
<td></td>
</tr>
<tr>
<td>Exponential and logarithmic functions and applications</td>
<td>37 hours</td>
<td></td>
</tr>
<tr>
<td>Introduction to integration</td>
<td>25 hours</td>
<td></td>
</tr>
</tbody>
</table>

**Preferred Pre-requisites:**
Whilst there are no required pre-requisite Year 10 subjects, a High achievement in Mathematics is recommended for the numeracy component of this subject.

**Future study or career pathways:**
This subject contributes four credits towards the Queensland Certificate of Education (QCE) and will provide you with a foundation for tertiary studies and/or employment in areas including:
- mathematics and statistics
- natural and physical sciences
- engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining
- energy and resources — management and conservation
- design and built environment
- business and tourism
- economics and commerce
- mathematics and science education
- medical and health sciences, including human biology, biomedical, nanoscience and forensics
- information technology and computer science, including electronic and software
- climatology
- industry, manufacturing and trades
- primary industries and environment
- statistics and data analysis

**Materials, Equipment:**
- Graphic calculator

**Subject Levies:**
- NIL

**BYOx Laptop requirements:**
- Base level laptop is acceptable
**MATHEMATICS C**

**Authority Subject (OP)**

4 Credits points

**Description:**
You must select Mathematics B to be able to study Mathematics C. The subject contains topics in functions, calculus, probability and statistics that build on, and deepen, the ideas presented in Mathematics B and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced.

**Learning outcomes and experiences:**
In Mathematics C, you will study mathematical concepts such as groups, real and complex number systems, matrices, vectors, calculus, mathematical structures, linear programming, conics, dynamics, and advanced periodic and exponential functions. While studying these you will develop:
- knowledge and skills in advanced computation, and algebraic methods and procedures
- mathematical modelling, and problem-solving strategies and skills
- the capacity to justify mathematical arguments and make decisions
- the capacity to communicate about mathematics in a variety of forms.

Your Mathematics C course will consist of core and option topics.

**Course Outline:**

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to groups</td>
<td>9 hours</td>
<td>• Supervised exams</td>
</tr>
<tr>
<td>Real and complex numbers</td>
<td>27 hours</td>
<td>• Extended modelling</td>
</tr>
<tr>
<td>Matrices and applications</td>
<td>31 hours</td>
<td>and problem solving</td>
</tr>
<tr>
<td>Vectors and applications</td>
<td>31 hours</td>
<td>tasks – assignments</td>
</tr>
<tr>
<td>Calculus</td>
<td>32 hours</td>
<td>• Reports</td>
</tr>
<tr>
<td>Structures and patterns</td>
<td>30 hours</td>
<td></td>
</tr>
<tr>
<td>Conics (option)</td>
<td>30 hours</td>
<td></td>
</tr>
<tr>
<td>Dynamics (option)</td>
<td>30 hours</td>
<td></td>
</tr>
</tbody>
</table>

**Preferred Pre-requisites:**
A high achievement in Year 10 Mathematics is needed and you must also be taking Mathematics B.

**Future study or career pathways:**
Mathematics C is recommended if you wish to pursue further study at tertiary level or employment in areas such as:
- mathematics and statistics
- natural and physical sciences, especially physics and chemistry
- engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining
- energy and resources management and conservation
- design and built environment
- business and tourism
- statistics and data analysis
- mathematics and science education
- medical and health sciences, including human biology, biomedical, nanoscience and forensics
- information technology and computer science, including electronic and software
- climatology
- industry, manufacturing and trades
- economics and commerce

**Materials, Equipment:**

| Graphics calculator (TBA by school) | NIL | Base level laptop is acceptable |
PREVOCATIONAL MATHEMATICS

Description:
Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. It aims to help students overcome difficulties with, or negative attitudes towards, mathematics, so that they can use mathematics efficiently and critically to make informed decisions in their daily lives.
Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills, literacy skills and positive beliefs and attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts such as everyday life, work or further learning.

Learning Outcomes and Experiences:
Learning experiences in Mathematics A include life-related applications of mathematics with real and simulated situations, use of instruments, and opportunities for modelling and problem solving. You will be involved in a variety of activities including those which require you to write, speak, listen or devise presentations in a variety of forms, to assist you to develop mathematical understanding.

Course Outline:

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>12 weeks</td>
<td>Open book examinations</td>
</tr>
<tr>
<td>Data</td>
<td>12 weeks</td>
<td>Presentations</td>
</tr>
<tr>
<td>Location and time</td>
<td>12 weeks</td>
<td>Assignments</td>
</tr>
<tr>
<td>measurement</td>
<td>12 weeks</td>
<td></td>
</tr>
<tr>
<td>finance</td>
<td>12 weeks</td>
<td></td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
There are no pre-requisites.

Future study or career pathways:
Prevocational Mathematics builds students’ confidence and success with mathematics by suggesting activities in which they:

- develop knowledge about and apply mathematical concepts in contexts that are meaningful to them
- learn practical skills and techniques that may lead to further engagement in industry, education and leisure
- explain their reasoning and the significance of their solutions
- experience mathematics in a range of workplaces, such as through work experience or work placement
- work cooperatively in groups and/or independently to achieve goals.

Materials, Equipment:

| Scientific calculator | NIL   | Base level laptop is acceptable |

Subject Levies: NIL
BYOx Laptop requirements: Base level laptop is acceptable
Description:
Biology is the study of life in its many manifestations. It encompasses studies of the origin, development, diversity, functioning and evolution of living systems and the consequences of intervention in those systems. Biology is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult.

Learning Outcomes and Experiences:
In this subject, students will:
- Understand foundations of cell biology and the anatomy and physiology of plants and animals
- Evaluate components of various ecosystems and understand how different species are interdependent, interactive and constantly changing
- Identify and describe the body systems of defence against bacteria and viruses and understand how the different levels of immunity work within the human body
- Develop an understanding for genetics and the continuity of life through various processes of reproduction
- The capacity to identify, gather, manipulate and process information in the context of scientific endeavours including field investigations

Participate in a Biology camp that will ensure students are exposed to the required hours of field work.

Course Outline:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classification and Cell Biology</td>
<td>10 weeks</td>
<td>Written Task – Exam Conditions</td>
</tr>
<tr>
<td>Building Blocks of Life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecology</td>
<td>10 weeks</td>
<td>Extended Response Task</td>
</tr>
<tr>
<td>Ecosystem Dynamics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plant Anatomy and Physiology</td>
<td>10 weeks</td>
<td>Extended Experimental Investigation</td>
</tr>
<tr>
<td>Plant Systems for Life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal Anatomy and Physiology</td>
<td>8 weeks</td>
<td>Written Task – Exam Conditions</td>
</tr>
<tr>
<td>Animal Systems for Life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diseases and Microbes</td>
<td>10 weeks</td>
<td>Written Task – Exam Conditions</td>
</tr>
<tr>
<td>Genetics</td>
<td>10 weeks</td>
<td>Written Task – Exam Conditions</td>
</tr>
<tr>
<td>The Continuity of Life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genetics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Scientists Life</td>
<td>8 weeks</td>
<td>Extended Experimental Investigation</td>
</tr>
<tr>
<td>Evolution</td>
<td>8 weeks</td>
<td>Extended Response Task</td>
</tr>
<tr>
<td>Past, Present and Future</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subjects, Science Extension is an advantage. A sound (pass) achievement in English is desirable for the language component of this subject.

Future study or career pathways:
Prepares students for further education, training and employment in the fields of:
- Medicine
- Veterinary
- Food and marine sciences
- Agriculture
- Biotechnology
- Environmental Rehabilitation
- Conservation and Eco-tourism
- Sports Science

Materials, Equipment: Subject Levies: BYO Laptop requirements:
- Scientific calculator
  - Compulsory field trip costs
  - Base level laptop is acceptable
CHEMISTRY

Authority Subject (OP)
4 Credits points

Description:
The study of Chemistry engages students in an exciting and dynamic investigation of the material universe. Chemistry provides a platform in which humankind can interact with and explore matter. This is the essence of Chemistry. Chemistry helps us to understand the links between the macroscopic properties of the world, and the subatomic particles and forces that account for those properties.

Learning Outcomes and Experiences:
In this subject, students will:
- Develop the capacity to work scientifically in chemistry contexts
- Develop the skills to engage in informed scientific inquiry and safe investigation techniques beyond the school context to solve chemistry problems
- Develop the ability to research, plan, implement and investigate chemistry concepts in a scientific manner
- Work effectively within team situations to complete scientific tasks that are related to the chemistry concepts
- Develop an appreciation of how chemistry is used in industry and real world situations
- Examines properties of water and aqueous solutions through chemical analyses of water quality
- Participate in a Chemistry excursion to investigate and analyse local water supplies.

Course Outline:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matter and Change</td>
<td>10 weeks</td>
<td>Short Answer Exam</td>
</tr>
<tr>
<td>Chemical quantities, chemical reaction and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stoichiometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Air we Breathe</td>
<td>10 weeks</td>
<td>Extended Response Task</td>
</tr>
<tr>
<td>Gas laws, chemical names and formulas,</td>
<td></td>
<td>Short Answer Exam</td>
</tr>
<tr>
<td>states of matter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How Clean is Our Water?</td>
<td>10 weeks</td>
<td>Extended Response Task</td>
</tr>
<tr>
<td>Water quality chemistry from dam to tap</td>
<td></td>
<td>Field Trip</td>
</tr>
<tr>
<td>Swimming Pool Chemistry</td>
<td>8 weeks</td>
<td>Extended Experimental Investigation</td>
</tr>
<tr>
<td>Rates of reaction and equilibrium, acids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and bases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Periodicity and Thermochemistry</td>
<td>10 weeks</td>
<td>Short Answer Exam</td>
</tr>
<tr>
<td>Electrochemistry and Redox Reactions</td>
<td>10 weeks</td>
<td>Extended Response Task</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>10 weeks</td>
<td>Extended Experimental Investigation</td>
</tr>
<tr>
<td>Wine fermentation process and wine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forensic Chemistry</td>
<td>6 weeks</td>
<td>Short Answer Exam</td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subject, Science Extension or at least a pass in CORE Science is an advantage. A sound (pass) achievement in English is desirable for the language component of this subject.

Future study or career pathways:
Prepares students for further education, training and employment in the fields of:
- Forensic Science
- Environmental Science
- Engineering
- Medicine
- Pharmacy
- Sports Science

Materials, Equipment:          Subject Levies:  BYO Laptop requirements:
Scientific calculator         NIL          Base level laptop is acceptable
Lab Coat
PHYSICS

Description:
Studying Physics provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. It will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Learning Outcomes and Experiences:
In this subject, students will:
- Develop the capacity to work scientifically in physics contexts
- Develop the skills to engage in informed scientific inquiry and safe investigation techniques beyond the school context to solve physics problems
- Understand and appreciate the physics encountered in everyday life
- Work as a part of a team engaging in cooperative activity
- Understand how to use technology productively in physics
- Understand forces involved in motor vehicles and how speed can affect this, as well as forces affecting other forms of motion
- Examine sound waves and evaluate the mathematical relationship between sounds encountered in everyday life
- Participate in a Physics excursion to the Mackay show to identify and analyse forces present on show rides.

Course Outline:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light in the Real World</td>
<td>9 weeks</td>
<td>Supervised Assessment – Written Exams (two parts)</td>
</tr>
<tr>
<td>The Physics of bridges</td>
<td>9 weeks</td>
<td>Extended Response to Stimulus</td>
</tr>
<tr>
<td>Ancient Weapons</td>
<td>9 weeks</td>
<td>Extended Experimental Investigation</td>
</tr>
<tr>
<td>Forensic Physics</td>
<td>8 weeks</td>
<td>Supervised Assessment – Response to stimulus</td>
</tr>
<tr>
<td>Electrostatics and Electromagnetism</td>
<td>9 weeks</td>
<td>Supervised Assessment – Written Exams (two parts)</td>
</tr>
<tr>
<td>Student Directed Assessment Choice</td>
<td>9 weeks</td>
<td>Extended Experimental Investigation. Journal must be submitted</td>
</tr>
<tr>
<td>Space Physics</td>
<td>9 weeks</td>
<td>Extended Response to Stimulus</td>
</tr>
<tr>
<td>Nuclear Radiation and Health</td>
<td>9 weeks</td>
<td>Supervised Assessment – Response to stimulus</td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subjects, Science Extension and Maths Extension is an advantage. A sound (pass) achievement in English is desirable for the language component of this subject.

Future study or career pathways:
Prepares students for further education, training and employment in the fields of:
- Science
- Engineering
- Medicine
- Technology
- Education

Materials, Equipment: | Subject Levies: | BYO Laptop requirements: |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphics calculator</td>
<td>NIL</td>
<td>Base level laptop is acceptable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Higher level laptop is preferred</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional software will be required.</td>
</tr>
</tbody>
</table>
What is Science in Practice/Aquatics?
The core of Science in Practice focuses on ‘Scientific literacy and working scientifically’, ‘Workplace health and safety’, and ‘Communication and self-management’. Science in Practice uses a contextualised approach, where units deliver the core through electives — ‘Science for the workplace’, ‘Resources, energy and sustainability’, ‘Health and lifestyles’, ‘Environments’, and ‘Discovery and change’. Learning experiences within units are interdisciplinary, including aspects of at least two science disciplines — Biology, Chemistry, Marine Science, Earth and Environmental Science and Physics.

Learning Outcomes and Experiences:

Core Outcomes and Experiences:

**Core topic 1** Scientific literacy and working scientifically

**Core topic 2** Workplace health and safety

**Core topic 3** Communication and self-management

At least three of the following electives each year of the course:

- Science for the workplace
- Resources, energy and sustainability
- Health and lifestyles
- Environments
- Discovery and change

Elective Outcomes and Experiences:

Four to eight units across the four-semester course

Have a practical nature

Contextualised — developed from electives

Include aspects of at least two science disciplines:

- Biology
- Chemistry
- Earth and Environmental

Units of work

Core

- Unit one
  - Water
  - Unit two
  - Environmental study

Electives

- Collection of work
  - F
- Investigation
  - F

- Unit three
  - Heat-efficient houses
- Unit four
  - Health and disease

- Extended response to stimulus
  - F

Interim Standards

- Interim Level of Achievement

- Unit five
  - Forensics
- Unit six
  - Consumer protection

- Collection of work
  - S
- Investigation
  - S

- Unit seven
  - Microorganisms in food production
- Unit eight
  - Car science — new materials

- Project
  - S
- Extended response to stimulus
  - S

Exit Standards

- Exit Level of Achievement

Future career pathways:

Could assist students if interested in the following career paths:

Aquatics industry, animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.
HEALTH EDUCATION

Subject Information Booklet

Description:
Health is a quality of life that is influenced by the interactions between individuals and their sociocultural, economic, political and physical environments. 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. Health education focuses on two conceptual frameworks:
- The social view of health with an embedded social justice framework
- The Ottawa Charter for Health Promotion

Learning Outcomes and Experiences:
In this subject, students will:
- Evaluate a program/policy in place to help adolescents maintain a healthy body image
- Critique the impact of dysfunction on families in Queensland
- Classify areas which families (individually and collaboratively), the community, government and service providers combine to be elements for change to ensure positive health
- Analyse and evaluate a selected community based health promotion strategy put in place to reduce the harms associated with binge drinking
- Develop, implement and evaluate a health program campaign aimed at a target group within the school community, to reduce the prevalence of dangerous sun practices
- Evaluate the effectiveness of strategies implemented to improve the health outcomes for Aboriginal children in remote communities
- Participate in an excursion to a variety of health clinics (Base Hospital, CQU, Skin Cancer Clinic) to consolidate learning and participate in real-world health checks.

Course Outline:

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body Image</td>
<td>12 weeks</td>
<td>Supervised Exam Essay – Analytical Exposition</td>
</tr>
<tr>
<td>Peer Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stress, Depression and Mental Health</td>
<td>12 weeks</td>
<td>Action Research Project Individual Journal – Written Evaluation</td>
</tr>
<tr>
<td>Family Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Structure of the 21st Century</td>
<td>12 weeks</td>
<td>Analytical Exposition – Health Magazine</td>
</tr>
<tr>
<td>Community Health</td>
<td></td>
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</tr>
<tr>
<td>Binge Drinking</td>
<td>10 weeks</td>
<td>Written Research Report</td>
</tr>
<tr>
<td>Community Health</td>
<td></td>
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</tr>
<tr>
<td>Skin Cancer</td>
<td>10 weeks</td>
<td>Action Research Project</td>
</tr>
<tr>
<td>Health of Specific Populations</td>
<td></td>
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</tr>
<tr>
<td>Aboriginal Children in Remote Communities</td>
<td>15 weeks</td>
<td>Supervised Exam Essay – Analytical Exposition</td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subjects HPE Extension is an advantage. A sound (pass) achievement in English is desirable for the language component of this subject.

Future study or career pathways:
Prepares students for further education, training and employment in the fields of:
- Health Policy Development
- Health Advocacy
- Counselling
- Medicine
- Health & Safety Laws and Regulations
- Health Information Management
- Social Work
- Nursing

Materials, Equipment: NIL
Subject Levies: NIL
BYO Laptop requirements: Base level laptop is acceptable
PHYSICAL EDUCATION

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

Learning Outcomes and Experiences:
In this subject, students will:
- Participate in a number of different forms of physical activity: indirect and direct interceptive, as well as performance based
- Evaluate characteristics of learners and how to apply feedback
- Understanding the energy systems and how they allow physical activity
- Planning, designing and evaluating a training program
- Evaluating factors affecting equality and access at different levels regarding socialisation and participation
- Applying and Evaluating biomechanical analysis of physical activity
- Understanding Sport Psychology and how it effects performance
- Participate in a camp to a university to access sports science equipment/resources for further application of knowledge.

Course Outline:

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor Learning</td>
<td>9 weeks</td>
<td>Continuous Practical Assessment</td>
</tr>
<tr>
<td>Volleyball</td>
<td></td>
<td>Research assignment – Analytical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exposition</td>
</tr>
<tr>
<td>Energy Systems &amp; Exercise Physiology</td>
<td>9 weeks</td>
<td>Continuous Practical Assessment</td>
</tr>
<tr>
<td>principles</td>
<td></td>
<td>Supervised Written Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Response to stimulus</td>
</tr>
<tr>
<td>Exercise Physiology &amp; Training Program</td>
<td>9 weeks</td>
<td>Continuous Practical Assessment</td>
</tr>
<tr>
<td>Design</td>
<td></td>
<td>Research Assessment</td>
</tr>
<tr>
<td>Touch Football</td>
<td></td>
<td>Assignment</td>
</tr>
<tr>
<td>Figueroa’s Framework, Structural,</td>
<td>9 weeks</td>
<td>Continuous Practical Assessment</td>
</tr>
<tr>
<td>Interpersonal and Individual</td>
<td></td>
<td>Research Assignment</td>
</tr>
<tr>
<td>Netball</td>
<td></td>
<td>– Multimodal Presentation</td>
</tr>
<tr>
<td>Biomechanics</td>
<td>9 weeks</td>
<td>Continuous Practical Assessment</td>
</tr>
<tr>
<td>Tennis</td>
<td></td>
<td>Research Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Multimodal Presentation and Analytical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exposition</td>
</tr>
<tr>
<td>Training Program design</td>
<td>9 weeks</td>
<td>Continuous Practical Assessment</td>
</tr>
<tr>
<td>Athletics / Fitness</td>
<td></td>
<td>Supervised Written Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Response to stimulus</td>
</tr>
<tr>
<td>Figueroa’s Framework, Structural,</td>
<td>9 weeks</td>
<td>Continuous Practical Assessment</td>
</tr>
<tr>
<td>Interpersonal and Individual</td>
<td></td>
<td>Research Assignment</td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
<td>– Multimodal Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>9 weeks</td>
<td>Continuous Practical Assessment</td>
</tr>
<tr>
<td>Motivation, arousal and performance,</td>
<td></td>
<td>Research Assignment</td>
</tr>
<tr>
<td>anxiety and goal setting</td>
<td></td>
<td>– Multimodal Presentation and Analytical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exposition</td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subjects, Year 10 HPE Extension is an advantage. A sound (pass) achievement in English is desirable for the language component of this subject.

Future study or career pathways:
Prepares students for further education, training and employment in the fields of:
- Sport & Physical Activity Policy Development
- Sport Psychology and Coaching
- Primary, Middle & Senior School Teaching
- Sport Journalism
- Athlete Conditioning & Management/Personal Training

Materials, Equipment: | Subject Levies: | BYO Laptop requirements: |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>NIL</td>
<td>NIL</td>
<td>Base level laptop is acceptable</td>
</tr>
</tbody>
</table>
RECREATION

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

Learning Outcomes and Experiences:
In this subject, students will:
- Understand and outline the relevance of recreation in Australian culture
- Identify and explain the contribution recreation makes to health and wellbeing
- Discover and examine factors that influence participation in recreation
- Demonstrate how physical skills can enhance participation in recreation activities
- Inspect and contrast the different promotions of safety in recreation activities
- Observe how the recreation industry contributes to individuals and communities.
- Participate in an excursion/camp to Outdoor Education Centre for assessment and application of content.

Course Outline:

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreation, Leisure, Sport and Play</td>
<td>9 weeks</td>
<td>Extended Response to Stimulus Performance – Continuous Assessment</td>
</tr>
<tr>
<td>Orientering/Outdoor Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game Development – Coaching Your Team</td>
<td>10 weeks</td>
<td>Investigation – Written Report</td>
</tr>
<tr>
<td>Grip Ball / Soft Crosse</td>
<td></td>
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</tr>
<tr>
<td>Event Management</td>
<td>10 weeks</td>
<td>Project – Written Report Performance – Continuous Assessment</td>
</tr>
<tr>
<td>Invasion Games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strength and Conditioning – Personal Program</td>
<td>10 weeks</td>
<td>Project – Written Report Performance – Continuous Assessment</td>
</tr>
<tr>
<td>Invasion Games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation Within Australian Society</td>
<td>9 weeks</td>
<td>Extended Response to Stimulus Performance – Continuous Assessment</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Event Management</td>
<td>10 weeks</td>
<td>Project – Written Report Performance – Continuous Assessment</td>
</tr>
<tr>
<td>Lawn Bowls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game Development – Coaching Yourself</td>
<td>9 weeks</td>
<td>Investigation – Written Report</td>
</tr>
<tr>
<td>Athletics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strength and Conditioning – Pain, Gain &amp; Train</td>
<td>6 weeks</td>
<td>Project – Written Report Performance – Continuous Assessment</td>
</tr>
<tr>
<td>Invasion Games</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subjects, HPE Extension is an advantage. A sound (pass) achievement in English is desirable for the language component of this subject.

Future study or career pathways:
Prepares students for further education, training and employment in the fields of:
- Fitness
- Outdoor Recreation and Education
- Sports Administration
- Community Health & Recreation and Sport
- Personal Training

Materials, Equipment:  Subject Levies:  BYO Laptop requirements:
- NIL  Venue costs associated with different units  Base level laptop is acceptable
ACCOUNTING

Description:
Accounting is designed for students in the senior phase of learning who have a special interest in business studies and the management of money and financial resources. The study of accounting enables students to understand the processes involved in generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for planning, control and effective decision making. Students are provided with opportunities to develop skills in managing financial resources which can be applied at a personal level and in the business environment. The accounting procedures taught are consistent with the practices of professional bodies.

Learning Outcomes and Experiences:
In this subject, students will explore key concepts relating to:
- Principles of double-entry accounting, accrual accounting and accounting for the GST
- Accounting packages eg. MYOB or Quicken
- Control of the major financial elements of a business — cash, credit transactions, inventories and non-current assets
- Preparation of accounting records and reports, and the use of ICTs relevant to the preparation of accounting records and reports
- Analysis and interpretation of financial and company reports
- Managerial decision making, including cost-volume-profit analysis
- Personal financing and investing

Course Outline:

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Studies 1 and 2</td>
<td>20 weeks</td>
<td>Practical assignment, Short response exam</td>
</tr>
<tr>
<td>Accounting for accounts receivable and non-current assets</td>
<td>13 weeks</td>
<td>Practical exam</td>
</tr>
<tr>
<td>Accrual accounting</td>
<td>5 weeks</td>
<td>Extended response and practical exam</td>
</tr>
<tr>
<td>Accounting for cash and the Cash Flow Statement</td>
<td>13 weeks</td>
<td>Practical exam</td>
</tr>
<tr>
<td>Internal Controls</td>
<td>7 weeks</td>
<td>Extended response exam</td>
</tr>
<tr>
<td>Integrated Accounting Package</td>
<td>7 weeks</td>
<td>Practical assignment</td>
</tr>
<tr>
<td>Analysis of financial reports</td>
<td>6 weeks</td>
<td>Extended response and practical exam</td>
</tr>
<tr>
<td>Budgeting</td>
<td>5 weeks</td>
<td>Practical exam</td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subjects, previous study in a business subject would be an advantage. A sound (pass) achievement in English and Mathematics is also desirable. Knowledge and application of spread sheeting is essential to this subject.

Future Study or Career Pathways:
Prepares students for further education, training and employment in the fields of:
- Business, Commerce, Accounting and Economics, as well as
- Financial Management, Operations Management and Office Administration, for
- Small to medium sized business, non-profit organisations and national or multi-national companies.

Materials, Equipment:

<table>
<thead>
<tr>
<th>Element</th>
<th>Subject Levies:</th>
<th>BYOx Laptop Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>32 Gb USB (to last the two year course)</td>
<td>NIL</td>
<td>Base level laptop is acceptable</td>
</tr>
<tr>
<td>128 page A4 exercise book</td>
<td></td>
<td>MS Office</td>
</tr>
<tr>
<td>Calculator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BUSINESS MANAGEMENT

Description:
Studying Business Management lets you be creative and innovative as you learn how businesses are managed, and understand the important role that managers play in business.

In Business Management, you will explore the main functions of businesses and the ways that these functions work together to achieve business goals. You will work in partnerships, small groups and teams as you navigate through the decisions that business managers often face. You will participate in practical and authentic business situations. This may involve you using innovation and creativity to develop feasibility studies or undertake business ventures.

Learning Outcomes and Experiences:
In this subject, students will explore key concepts relating to:
- Management practices
- Marketing management
- Operations management
- Human resource management
- Business development

Business Management lets you learn about these areas of study in relevant contexts, such as international business, small-to-medium enterprise, industry-specific and not-for-profit management.

Course Outline:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of Small-to-Medium Enterprises</td>
<td>20 weeks</td>
<td>Short response exam, Feasibility study assignment</td>
</tr>
<tr>
<td>Franchise Management</td>
<td>10 weeks</td>
<td>Extended research response assignment</td>
</tr>
<tr>
<td>International Business</td>
<td>8 weeks</td>
<td>Extended response exam</td>
</tr>
<tr>
<td>Businesses in Operation</td>
<td>20 weeks</td>
<td>Short response exam, Extended response exam, Extended research response assignment</td>
</tr>
<tr>
<td>Entrepreneurs of the Future</td>
<td>10 weeks</td>
<td>Feasibility study assignment</td>
</tr>
<tr>
<td>Change Management</td>
<td>6 weeks</td>
<td>Extended response exam</td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subjects, previous study in a business subject would be an advantage. A sound (pass) achievement in English and Mathematics is also desirable.

Future Study or Career Pathways:
Prepares students for further education, training and employment in the fields of:
- Business, Commerce, Accounting and Economics, as well as
- Financial Management, Human Resource Management, Operations Management and Marketing, for small to medium sized business, non-profit organisations and national or multi-national companies.

Materials, Equipment:                      Subject Levies:            BYOx Laptop Requirements:
- 32 Gb USB (to last the 2 year course)     - NIL                      - Base level laptop is acceptable
- 128 page A4 exercise book                -                         - MS Office
- Calculator
LEGAL STUDIES

Description:
Legal Studies is about developing an understanding of the Australian legal system and how it affects your basic rights, obligations and responsibilities. You will explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes.

By examining factors that have led society to create a legal system, you will develop knowledge and understanding of the frameworks which regulate and shape our society.

You will develop confidence in approaching and accessing the Australian legal system and will develop a better appreciation of the relationship between social and legal structures.

Learning Outcomes and Experiences:
In this subject, students will explore key concepts relating to:
- the legal system
- criminal law
- introduction to civil obligations
- human rights

In addition, you will investigate several of these possible elective areas of study:
- civil wrongs (torts), employment, environment, family, housing, Indigenous Australians, international law, sport, and/or technology and the law.

Course Outline:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Legal System</td>
<td>10 weeks</td>
<td>Short response exam, Extended response research assignment</td>
</tr>
<tr>
<td>Criminal Law</td>
<td>10 weeks</td>
<td>Extended response exam</td>
</tr>
<tr>
<td>Introduction to Civil Obligations</td>
<td>10 weeks</td>
<td>Extended response to stimulus exam</td>
</tr>
<tr>
<td>Sports and the law, or Employment and the law, or Housing and the law</td>
<td>8 weeks</td>
<td>Extended response exam</td>
</tr>
<tr>
<td>Family and the law</td>
<td>10 weeks</td>
<td>Short response exam, Extended response research assignment</td>
</tr>
<tr>
<td>Independent Inquiry</td>
<td>10 weeks</td>
<td>Extended response research assignment</td>
</tr>
<tr>
<td>Human Rights</td>
<td>10 weeks</td>
<td>Extended response exam</td>
</tr>
<tr>
<td>International Law, or Indigenous Australians and the law, or Environment and the law</td>
<td>6 weeks</td>
<td>Extended response to stimulus exam</td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subjects, previous study in a civics/law subject would be an advantage. A sound (pass) achievement in English is also desirable.

Future Study or Career Pathways:
Prepares students for further education, training and employment in the fields of:
- Law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics.

Materials, Equipment:  Subject Levies:  BYOx Laptop Requirements:
- 32 Gb USB (to last the 2 year course) | NIL | Base level laptop is acceptable
- 128 page A4 exercise book | | MS Office
ANCIENT HISTORY

Authority Subject (OP)
4 Credits points

Description:
The Ancient History curriculum enables students to study life in early civilisations based on the analysis and interpretation of physical and written remains. The ancient period, as defined in this curriculum, extends from the development of early human communities to the end of late antiquity AD 650, with a particular focus on the ancient societies of Europe, the Near East and Asia. Ancient History stimulates students’ curiosity and imagination and enriches their appreciation of humanity and the value of the ancient past. It shows how the world and its people have changed, as well as the significant legacies that exist into the present. The study of ancient civilisations illustrates the development of some of the distinctive features of contemporary societies for example social organisation, systems of law, governance and religion. Ancient History is also concerned with the possible motivations, and actions of individuals and groups, and how they shaped the political, social and cultural landscapes of the ancient world.

Learning Outcomes and Experiences:
In this subject, students will develop:
- knowledge and understanding of the ancient past, including key individuals, institutions, structures and features of ancient societies
- capacity to undertake historical inquiry, including skills in inquiry and research, interpretation using sources, evidence-based arguments, and communication
- analytical and critical thinking using key historical concepts including, evidence, continuity and change, cause and effect, significance, empathy, perspectives, interpretations, representations and contestability
- appreciation of the origins, impact and legacy of ideas, beliefs and values of the ancient world

Course Outline:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies of Archaeology</td>
<td>10 hours</td>
<td>Written Research Task</td>
</tr>
<tr>
<td>A Study of Pharaonic Power in Egypt</td>
<td>48 hours</td>
<td>Extended Written Response to Historical Evidence</td>
</tr>
<tr>
<td>Studies of political structures</td>
<td>55 hours</td>
<td>Multi-modal presentation</td>
</tr>
<tr>
<td>Studies of Conflict</td>
<td>37 hours</td>
<td>Exam</td>
</tr>
<tr>
<td>The influence of groups in ancient societies</td>
<td>18 hours</td>
<td>Written Research task</td>
</tr>
<tr>
<td>Studies of the Arts</td>
<td>34 hours</td>
<td>Extended Written Response to Historical Evidence</td>
</tr>
<tr>
<td>Studies of Religion</td>
<td>21 hours</td>
<td>Student choice- written or verbal</td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subjects, History is an advantage. A sound (pass) achievement in English is desirable for the language component of this subject.

Future study or career pathways:
Prepares students for further education, training and employment as a:
Anthropologist, Lawyer, Archaeologist, Museum Curator, Arts Administrator, Parliamentarian, Political Scientist, Criminologist, Public Servant, Cultural Heritage Officer, Publisher, Editor, Foreign Affairs and Trade Officer, Religious Leader, Historian, Research Officer, Sociologist, Journalist, Writer.

Materials, Equipment:  Subject Levies:  BYOx Laptop requirements:
NIL  NIL  Base level laptop is acceptable
GEOGRAPHY

Authority Subject (OP)
4 Credits points

Description:
In Senior Geography students will study a variety of global, national and local issues relating to the environment and people around the world. Students will study four main themes over the two years of study. Students will conduct a number of field studies, with one including the Whitsunday Islands, where students will travel to one of the Islands and conduct surveys and field report. Field studies are a compulsory aspect of geography and there is a cost associated with it.

Learning Outcomes and Experiences:
In this subject, students will:
- Analyse maps to determine the physical characteristics of different places
- Illustrate and describe the features of different places globally, nationally and locally
- Engage in field studies to ascertain the sorts of human activities that occur in and around different environments
- Analyse a variety of sources like photographs, journal and newspaper articles, maps, brochures and Internet sites to ascertain the management issues - summarise and note-take these analyses
- Compare patterns of mapped and/or graphical data
- Utilise cutting edge technology including Geographic Information Systems (GIS), Global Positioning Systems (GPS) and drones
- Engage in forums to appreciate the differing values of the stakeholders
- Develop criteria for evaluating possible solutions to the threats posed
- Communicate outcomes of investigations with key decision makers
- Evaluate current management alternatives using sustainable development criteria

Course Outline:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time:</th>
<th>Possible Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing the natural environment</td>
<td>16 weeks</td>
<td>Short Response Exam, Stimulus Response Essay &amp; Report</td>
</tr>
<tr>
<td>Responding to natural hazards and managing catchments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People and development</td>
<td>16 weeks</td>
<td>Practical Exercises, Non-written Presentation &amp; Short Response Exam</td>
</tr>
<tr>
<td>Contrasting development and exploring the geography of disease (e.g. Combatting Avian flu &amp; Malaria)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources and the environment</td>
<td>16 weeks</td>
<td>Stimulus Response Essay, Report &amp; Short Response Exam</td>
</tr>
<tr>
<td>Living with climate change and responding to global warming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social environments</td>
<td>16 weeks</td>
<td>Practical Exercises &amp; Short Response Exam</td>
</tr>
<tr>
<td>Sustaining communities &amp; connecting people and places</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subjects, Geography is an advantage. A sound (pass) achievement in English is desirable for the language component of this subject.

Future study or career pathways:
Prepares students for further education, training and employment in the fields of:
- Defence force (soldier & officer), Pilot, Mining Surveyor/Engineer, Civil Engineer, Planning (urban, regional, environmental, social and transport development), Landscape Architect, Geologist, Climatologist, Meteorologist, Cartographer, Tourism (Tour guide & operator, travel consultant, tourist information officer, ecotourism), Environmental Scientist, GIS Specialist, Agricultural technical officer, Farmer, Real Estate Agent, Park Ranger

Materials, Equipment:
- A4 Exercise book
- Clip board – field study work

Subject Levies:
- Compulsory field trip costs

BYOx Laptop requirements:
- Base level laptop is acceptable
- Higher level laptop is preferred
- Additional software will be required.
**Description:**
The Modern History curriculum enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the curriculum refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

**Learning Outcomes and Experiences:**
In this subject, students will:
- understand particular events, ideas, movements and developments that have shaped the modern world
- undertake historical inquiry, including skills in research, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings
- become informed citizens with skills, including analytical and critical thinking, to participate in contemporary debates

**Course Outline:**

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Studies of Hope</strong></td>
<td>24 hours</td>
<td>Written Research Task</td>
</tr>
<tr>
<td>Towards a definition of Feminism; The Suffragettes; The Modern Women's Movement</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The History of Ideas and Beliefs</strong></td>
<td>31 hours</td>
<td>Response to Stimulus Test Written Research Task</td>
</tr>
<tr>
<td>19th and 20th century ‘isms’; The French Colonialists; Conflicting Ideologies in Vietnam; Contemporary South East Asia</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Studies of Conflict</strong></td>
<td>55 hours</td>
<td>Extended Written Response to Evidence</td>
</tr>
<tr>
<td>Zionism and Palestine; The Arab-Israeli Conflict; Post WW2 world- East v West; Cold War Conflicts; Breakup of the Soviet Union</td>
<td></td>
<td>Response to Stimulus Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multimodal Presentation of Historical Research</td>
</tr>
<tr>
<td><strong>Studies of Change</strong></td>
<td>55 hours</td>
<td>Written Research Task</td>
</tr>
<tr>
<td>European Imperialism in Africa; Apartheid in South Africa; The Rainbow Nation; Clash of cultures in Australia; Changing rights and freedoms of the South Seas Islander culture in Queensland; 21st century challenges</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Studies of Power</strong></td>
<td>55 hours</td>
<td>Written Research Task</td>
</tr>
<tr>
<td>The nature of revolutions; Power in Imperial China; Power in the Chinese Communist state; Australian-Chinese relationship today</td>
<td></td>
<td>Extended Written Response to Historical Evidence</td>
</tr>
</tbody>
</table>

**Preferred Pre-requisites:**
A sound (pass) achievement in English is desirable for the language component of this subject.

**Future study or career pathways:**
Prepares students for further education, training and employment in the fields of: Anthropologist, Journalist, Public Servant, Law Clerk, Lawyer, Records and Information Manager, Librarian, Religious Leader, Parliamentarian, Writer, Museum Curator, Arts Administrator, Political Scientist Criminologist, Public Servant, Cultural Heritage Officer, Publisher, Editor, Foreign Affairs and Trade Officer, Historian Research Officer, Industrial Relations Officer & Sociologist.

**Materials, Equipment:**

<table>
<thead>
<tr>
<th>BYOx Laptop requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base level laptop is acceptable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Levies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Single subject notebook, display folder, and standard stationery supplies.</th>
</tr>
</thead>
</table>

PAGE 30
What is Social and Community Studies?
Social and Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond the school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

A course of study in Social and Community Studies can establish a basis for further education and employment, as it helps students develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It allows them to manage change, to be resilient and adaptive, and to develop strategies so that they can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers.

Learning Outcomes and Experiences:

Course Outline:

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Into relationships</td>
<td>1</td>
</tr>
<tr>
<td>Money management</td>
<td>2</td>
</tr>
<tr>
<td>Reporting</td>
<td></td>
</tr>
<tr>
<td>World of work</td>
<td>3</td>
</tr>
<tr>
<td>Today's society</td>
<td>4</td>
</tr>
<tr>
<td>Reporting</td>
<td></td>
</tr>
<tr>
<td>Interns Level of Achievement</td>
<td></td>
</tr>
<tr>
<td>Gender and identity</td>
<td>5</td>
</tr>
<tr>
<td>Science and technology</td>
<td>6</td>
</tr>
<tr>
<td>Reporting</td>
<td></td>
</tr>
<tr>
<td>Legally, it could be you</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Exit Standards</td>
<td></td>
</tr>
<tr>
<td>Exit Level of Achievement</td>
<td></td>
</tr>
</tbody>
</table>

Future career pathways:

Could assist students if interested in the following career paths:

A course of study in Social and Community Studies can establish a basis for further education and employment, as it helps students develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It allows them to manage change, to be resilient and adaptive, and to develop strategies so that they can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers.
**Description:**
This course is designed to provide students with a variety of intellectual, technical, operational, office and workplace skills. It also enables students to gain an understanding of the role of the tourism and business industries and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services. This subject is aimed at students who wish to gain an awareness of the tourism and business industries or are interested in working or studying in the tourism, hospitality and business industries.

**Learning Outcomes and Experiences:**
In this subject, students will:
- Undertake work experience in a variety of Tourist and Commercial businesses
- Partake in a variety of excursions designed to strengthen and reinforce student’s knowledge and understanding of the Tourism/Business industry
- Become proficient with the foundations of the Tourism/Business industry
- Design Australian and International travel packages
- Achieve skills in leadership, innovation, customer service and personal management.

**Course Outline:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being an Effective Team Member</td>
<td>10 weeks</td>
<td>Folio of work Checklists Third party reports</td>
</tr>
<tr>
<td>Word Processing</td>
<td>10 weeks</td>
<td></td>
</tr>
<tr>
<td>Australia Single</td>
<td>10 weeks</td>
<td></td>
</tr>
<tr>
<td>International Single</td>
<td>10 weeks</td>
<td></td>
</tr>
<tr>
<td>Australia Couple</td>
<td>10 weeks</td>
<td></td>
</tr>
<tr>
<td>International Couple</td>
<td>10 weeks</td>
<td></td>
</tr>
<tr>
<td>Australia Family</td>
<td>10 weeks</td>
<td></td>
</tr>
<tr>
<td>International Family</td>
<td>10 weeks</td>
<td></td>
</tr>
</tbody>
</table>

**Preferred Pre-requisites:**
Whilst there are no required pre-requisite Year 10 subjects, a sound (pass) achievement in English is desirable for the language component of this subject. Previous study in a business subject would be an advantage.

**Future study or career pathways:**
Prepares students for further education, training and employment in the fields of:
- Tourism Industry: Attractions attendant, tour guide, event management, hotel management, travel agent.
- Business Industry: Office administrator, receptionist, accounts clerk, administrative assistant and retail manager.

<table>
<thead>
<tr>
<th>Materials, Equipment:</th>
<th>Subject Levies:</th>
<th>BYOx Laptop requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>➜ 32 gb USB (to last the 2 year course)</td>
<td>Compulsory field trip costs</td>
<td>➜ Base level laptop is acceptable</td>
</tr>
<tr>
<td>➜ 2 Lever Arch folders (large)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➜ 2 plastic document wallets</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Vocational Education Details:

Certificate II in Business (BSB20115)

**Duration of Course:** 2 years (years 11 and 12)

**Training and Assessment Location/s:** MNBSHS with the addition of field trips / work experience locations as organised across the course.

**Mode of delivery:** Face to face, in the classroom

**Related support services:** Learning support will be arranged if needed

**Work placement arrangements:** It is recommended for students to organise their own work experience locations. Students will also undertake tasks in a simulated office environment here at school during the course.

**Obligations to students:**
As an RTO, we meet all obligations as outlined in the VET student handbook (available on the school website and issued to each student at the commencement of their course).

**Entry requirements:** No prerequisites

**Student obligations:** Students must be prepared for lesson by bringing all requirement stationery and books as outlined in the subject description and the Stationery lists issued at the end of each year.

**Student Requirements:**
All VET students must have a USI.

For this course, students must be prepared to complete tasks outside of class time.

**Compulsory Competencies:**
- BSBWHS201 Contribute to health and safety of self and others

**Elective Competencies:** (11 to be completed)
- BSBIND201 Work effectively in a business environment
- BSBBCM201 Communicate in the workplace
- BSBITU201 Produce simple word processed documents
- BSBITU202 Create and use spreadsheets
- BSBITU203 Communicate electronically
- BSBWOR202 Organise and complete daily work activities
- BSBWOR203 Work effectively with others
- SITTIND001 Source and use information on the tourism and travel industry
- SITXCCS003 Interact with customers
- SITXCOM002 Show social and cultural sensitivity
- SITTTSLS001 Participate in safe work practices

Certificate II in Tourism (SIT20116)

**Duration of Course:** 2 years (years 11 and 12)

**Training and Assessment Location/s:** MNBSHS with the addition of field trips / work experience locations as organised across the course.

**Mode of delivery:** Face to face, in the classroom

**Related support services:** Learning support will be arranged if needed

**Work placement arrangements:** It is recommended for students to organise their own work experience locations. Students will also undertake tasks in a simulated office environment here at school during the course.

**Obligations to students:**
As an RTO, we meet all obligations as outlined in the VET student handbook (available on the school website and issued to each student at the commencement of their course).

**Entry requirements:** No prerequisites

**Student obligations:** Students must be prepared for lesson by bringing all requirement stationery and books as outlined in the subject description and the Stationery lists issued at the end of each year.

**Student Requirements:**
All VET students must have a USI.

For this course, students must be prepared to complete tasks outside of class time.

**Compulsory Competencies:**
- SITTIND001 Source and use information on the tourism and travel industry
- SITXCCS003 Interact with customers
- SITXCOM002 Show social and cultural sensitivity
- SITXWHS001 Participate in safe work practices

**Elective Competencies:** (7 to be completed)
- BSBBCM201 Communicate in the workplace
- BSBWOR203 Work effectively with others
- BSBITU201 Produce simple word processed documents
- BSBITU202 Create and use spreadsheets (business)
- SITTTTSL001 Operate an online information system
- SITXCCS002 Provide visitor information
- SITHFAB002 Provide responsible service of alcohol
JAPANESE

Description:
Both individually and in groups, students will be involved in communicating ideas, information, opinions, arguments and conclusions, in a variety of formats and for a variety of audiences. Students learn about and appreciate the uniqueness of Japanese culture while learning about the similarities of modern Australian and Japanese societies. Students will develop a knowledge and understanding of Japanese language and culture. By the conclusion of the course, students should be able to communicate in Japanese, both in writing and verbally.

Learning Outcomes and Experiences:
In this subject, students will:
- Use Japanese scripts
- Enhance capacity to communicate and interact effectively within and across languages and cultures
- Appreciate the interrelationship of language and culture
- Analyse the linguistic systems of Japanese
- Acquire language-learning strategies

Course Outline:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
<th>Possible Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student exchange – Self introduction</td>
<td>3 weeks</td>
<td>Speech</td>
</tr>
<tr>
<td>Student exchange – Customs &amp; appropriate ways of behaving</td>
<td>3 weeks</td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td>3 weeks</td>
<td>Listening exam</td>
</tr>
<tr>
<td>Celebrations – Holidays in Japan and Australia</td>
<td>5 weeks</td>
<td>Written blog</td>
</tr>
<tr>
<td>Celebrations – Holiday diary</td>
<td>4 weeks</td>
<td>Reading exam</td>
</tr>
<tr>
<td>Finishing school – Driving</td>
<td>4 weeks</td>
<td>Speech; persuasive argument</td>
</tr>
<tr>
<td>Finishing school – Youth celebrations</td>
<td>5 weeks</td>
<td>Listening exam</td>
</tr>
<tr>
<td>Recycling and water conservation</td>
<td>8 weeks</td>
<td>Reading exam, Written website</td>
</tr>
<tr>
<td>Holiday planning – Transport and itinerary</td>
<td>5 weeks</td>
<td>Reading exam, Spoken role play</td>
</tr>
<tr>
<td>Holiday planning – Accommodation</td>
<td>4 weeks</td>
<td>Listening exam</td>
</tr>
<tr>
<td>Leisure and fitness – Hobbies</td>
<td>4 weeks</td>
<td>Listening exam</td>
</tr>
<tr>
<td>Leisure and fitness – Sports, health and entertainment</td>
<td>5 weeks</td>
<td>Written personal fitness program</td>
</tr>
<tr>
<td>Tourism</td>
<td>5 weeks</td>
<td>Written email, Spoken role play</td>
</tr>
<tr>
<td>Part time jobs</td>
<td>4 weeks</td>
<td>Reading exam</td>
</tr>
<tr>
<td>Plans for the future</td>
<td>5 weeks</td>
<td>Listening exam</td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subjects, this course is intended for students who have previously studied the language at a junior secondary level. However, students with less formal language learning experience may also be able to meet the requirements. A sound (pass) achievement in English is desirable for the language component of this subject.

Future study or career pathways:
- Teacher
- Border protection officer
- Flight attendant
- Police officer – AFP
- Interpreter
- Foreign correspondent
- Travel consultant
- Translator

Materials, Equipment: Plastic folder (wallet/sleeve), Notebook, Small A5 notebook/grid book, Stationery

Subject Levies: $15 for online program

BYO Laptop requirements: Base level laptop
DRAMA

Description:
With a focus on re-presenting and re-enacting experiences, ideas, stories and emotions, Drama education at MNBSHS fosters a passion for one of the oldest and most significant forms of artistic expression. Students engaging with Drama in all its manifestations are provided with opportunities to experience, understand and communicate different perspectives of the world. The course will promote imagination, critical and creative thinking, problem solving, cultural engagement and team communication.

Learning Outcomes and Experiences:
In this subject, students will:
- Develop an understanding of Drama elements and conventions
- Employ theories and dramatic languages of theatre practitioners
- Produce dramatic works
- Experiment with script writing methods
- Analyse and evaluate performances
- Develop screen acting skills

Course Outline:

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>True Blue Aussie Life</td>
<td>20 weeks</td>
<td>Practical: Stage Acting (published Australian play script) Non-practical: Scriptwriting Non-practical: Extended response written</td>
</tr>
<tr>
<td>Snapshots of our own Backyard: Issued-Based Theatre for Young People</td>
<td>20 weeks</td>
<td>Practical: Stage acting – compilation of excerpts from published playtexts Non-practical: Extended response - written Non-practical: Scriptwriting – writing a playscript</td>
</tr>
<tr>
<td>Dark and Dusty Her/His Stories – A National Consciousness</td>
<td>20 weeks</td>
<td>Practical: Stage acting – published playtexts Practical: Improvising – intervention in a text Non-practical: Extended Response</td>
</tr>
<tr>
<td>Not Lonely, Just Alone – Auditions, Monologues and Making an Exit</td>
<td></td>
<td>Practical: Stage Acting – published monologues</td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
 Whilst there are no required pre-requisite Year 10 subjects, having studied an Arts subject is an advantage. A sound (pass) achievement in English is desirable for the language component of this subject.

Future study or career pathways:
Prepares students for further education, training and employment in the fields of:
- Acting/performing (movie, advertisements and television)
- Creative industries (publishing, marketing, festivals and event management)
- Stage management

Materials, Equipment: USB (8GB)  
Subject Levies: NIL  
BYOx Laptop requirements: Base level laptop is acceptable
FILM, TELEVISION AND NEW MEDIA

Authority Subject (OP)
4 Credits points

Description:
With a focus on equipping students with critical and creative skills, Film, Television and New Media education at MNBSHS fosters a passion for examining ‘new’ ways in which local and global communities interact with and through the media. The Media industry, which produces, distributes and exhibits entertaining, informative and educational content, is already among the largest employers and drivers of our economy. In this course, students will learn skills, techniques and processes of media production.

Learning Outcomes and Experiences:
In this subject, students will:
- Develop understanding of media codes and conventions
- Manipulate and edit video/images to convey desired meaning
- Design and produce media products
- Research and investigate selected topics
- Critique and evaluate media products

Course Outline:

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Weeks:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
</table>
| **Selling the Great Australian Dream** | 18 | **Written Critique Task:** An analytical essay that studies and analyses the representations of Aboriginal Australia.  
**Design Suite Task:** The design of a television advertisement to promote Mackay as an ideal holiday destination.  
**Production Task:** The production of the advertisement created in the previous design suite. |

| **Living the Hollywood Dream** | 18 | **Oral Critique Task:** analyses and evaluates the codes and conventions of a well-known genre film, and the film’s legacy on contemporary institutions.  
**Design Task:** The design of a film production using the medium of a Three-Column-Script.  
**Production Task:** The creation of a short film that challenges the codes and conventions of a Hollywood genre. |

| **An Auteur’s Vision** | 10 | **Written Critique Task:** An essay which informs audiences of a chosen Cult film’s contribution to the ‘Cult Film’ genre.  
**Design Suite Task:** An oral pitch for a new short film.  
**Production Task (9) – Summative** The production of the auteur-inspired short film proposed in the previous task. |

| **A Global Vision** | 18 | **Written Critique Task:** A feature article that analyses a ‘culturally specific’ feature film.  
**Design Suite:** A non-narrative/art film for entry into a festival that experiments with story-telling conventions.  
**Production:** The production of the art film designed in the previous task. |

| **Welcome Back!** | 5 | **Design Task:** Revisit the genre-specific film conventions explored in Unit 1: OR  
**Production Task:** Revisit the genre-specific film conventions explored in Unit 2: OR  
**Critique Task:** Revisit one of the following previous production tasks and compose a director’s commentary to accompany the production, analysing the concepts covered. |

Preferred Pre-requisites:
Having studied Media is a huge advantage. A high (B) achievement in English is desirable for the language component of this subject.

Future study or career pathways:
Prepares students for further education, training and employment in the fields of:
- Film and television production and post-production
- Marketing
- Web development
- Screenwriting

Materials, Equipment:
- Portable hard drive (USB powered) or a large USB (32GB +)
- Headphones

Subject Levies:
- NIL

BYOx Laptop requirements:
- Higher level laptop is preferred
- Additional software will be required: the Adobe Suite including Adobe Premier Pro (from the school at a cost)
MUSIC

Authority Subject (OP)
4 Credits points

Description:
With a focus on developing students’ musicianship, Music education at MNBSHS fosters a unique skill set that allows students to engage in all forms of music making and music interaction. Through a deeper level of participation in music making, it is hoped that students will maintain a lifelong engagement with music as an art form and a means of creative, artistic and emotional expression. The course encourages students to become creative and adaptable thinkers and problem solvers.

Learning Outcomes and Experiences:
In this subject, students will:
- Analyse musical elements and repertoires
- Compare scores and composers
- Create and notate rhythms, melodies and harmonic progressions
- Compose short music works
- Develop effective rehearsal skills

Course Outline:
<table>
<thead>
<tr>
<th>Topic:</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heroes and Villains</td>
<td>10 weeks</td>
<td><strong>Musicology:</strong> Research assignment comparing heroes and villains from selected work</td>
</tr>
<tr>
<td>- Styles and genres from music in the theatre</td>
<td></td>
<td><strong>Performance:</strong> Perform a piece of music from opera/musical as a soloist or ensemble</td>
</tr>
<tr>
<td>Music’s Greatest Hits</td>
<td>10 weeks</td>
<td><strong>Composition:</strong> Compose a short piece of music reflective of selected genre/composer</td>
</tr>
<tr>
<td>- Baroque and Classical era and its impact on today’s music</td>
<td></td>
<td><strong>Musicology:</strong> Exam – analysing repertoire</td>
</tr>
<tr>
<td>All that Jazz</td>
<td>10 weeks</td>
<td><strong>Composition:</strong> Jazz composition (vocal, instrumental or mixed)</td>
</tr>
<tr>
<td>- Style and improvisation in Jazz</td>
<td></td>
<td><strong>Performance:</strong> Perform selected jazz piece</td>
</tr>
<tr>
<td>Love and Loss</td>
<td>8 weeks</td>
<td><strong>Performance:</strong> Perform a piece of music that represents love or war</td>
</tr>
<tr>
<td>- Themes and emotions in music</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subjects, having studied Music is an advantage. A sound (pass) achievement in English is desirable for the language component of this subject.

Future study or career pathways:
Prepares students for further education, training and employment in the fields of:
- Music teaching
- Sound engineering
- Radio DJing
- Songwriting/Composing
- Performing
- Conducting
- Record Producing/editing

Materials, Equipment:  
- USB (8GB)  
- Exercise book with musical staff lines  
- Display folder (for sheet music)

Subject Levies: NIL

BYOx Laptop requirements: Base level laptop is acceptable
VISUAL ART

Authority Subject (OP)
4 Credits points

Description:
Learning in Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Through Visual Arts, students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople and designers and to develop their own arts knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about visual arts.

Learning Outcomes and Experiences:
In this subject, students will:
- develop conceptual and perceptual ideas and representations through design and inquiry processes
- use visual arts techniques, materials, processes and technologies
- develop critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment

Course Outline:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Physical</td>
<td>This unit explores the way artists make meaning through the focus of Personal Reality and Self</td>
<td>12 weeks</td>
</tr>
<tr>
<td>The Physical</td>
<td>This unit explores the way artists make meaning through the focus of Natural and Man-Made Reality</td>
<td>12 weeks</td>
</tr>
<tr>
<td>The Intellectual</td>
<td>Through the focus of Representing Reality, this unit explores the relationship between perception and communication of issues or events</td>
<td>15 weeks</td>
</tr>
<tr>
<td>Journey</td>
<td>Students choose their own focus exploring the nature of Journey</td>
<td>15 weeks</td>
</tr>
<tr>
<td>Reacting and Expressing</td>
<td>Students choose their own focus exploring the nature and meaning of Reacting and Expressing</td>
<td>15 weeks</td>
</tr>
<tr>
<td>Personal Extension</td>
<td>Student extend work from either the ‘Journey’ or ‘Reacting and Expressing’ units</td>
<td>6 weeks</td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subjects, Art is an advantage. A sound (pass) achievement in English is desirable for the language component of this subject.

Future study or career pathways:
Prepares students for further education, training and employment as:

Materials, Equipment:

<table>
<thead>
<tr>
<th>Subject Levies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>$50 gives access to art equipment and base supplies for art works (eg. clay, paint, firing of ceramics)</td>
</tr>
</tbody>
</table>

BYOx Laptop requirements:
- Base level laptop is acceptable
What is Dance in Practice?
In Dance in Practice, students undertake three core topics for study — ‘Dance performance’, ‘Dance production’ and ‘Dance literacies’. In ‘Dance performance’, students develop the knowledge, understanding and skills necessary for an individual to perform in solo and group works. It also includes the performance of students as teachers of dance for particular purposes and audiences. Students also learn about health considerations for dance and safe dance practices and that each individual needs to condition their body for dance. Students explore safe dance practices for themselves and groups, while teaching, performing and choreographing. They learn that each facility or dance performance environment is different and requires different procedures and considerations.

Learning Outcomes and Experiences:

<table>
<thead>
<tr>
<th>Core topic 1 Dance performance</th>
<th>Core topic 2 Dance production</th>
<th>Core topic 3 Dance literacies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance genres</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance genres provide the context through which units of work are developed. At least two dance genres are explored in each year of the course and three genres across the four-semester course of study. The genres are: • Ballet • Contemporary • Jazz • Tap • Ballroom • Popular dance • World dance.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Units of work
At least two, but no more than four, units of work each year. Each unit:
• identifies and develops core knowledge, understanding and skills applicable to the genre, style/s, context and assessment
• explores a style or styles
• provides contexts that establish purpose and audience
• develops assessment that allows students to demonstrate the dimensions and objectives.

Course Outline:

<table>
<thead>
<tr>
<th>Units of work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Performance</td>
</tr>
<tr>
<td>2 Project</td>
</tr>
<tr>
<td>3 Extended response to stimulus</td>
</tr>
<tr>
<td>4 Project</td>
</tr>
</tbody>
</table>

Interim Standards
Interim Level of Achievement

<table>
<thead>
<tr>
<th>3</th>
<th>Unit four</th>
<th>Unit five</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Extended response to stimulus</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Project</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>Unit six</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Project</td>
</tr>
<tr>
<td>8</td>
<td>Performance</td>
</tr>
</tbody>
</table>

Exit Standards
Exit Level of Achievement

Future career pathways:
Could assist students if interested in the following career paths:
There are many roles for dance practitioners in dance industries, including choreographer, performer, designer, technician and producer. This course of study establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.
Description:
With a focus on preparing students for roles in the rapidly expanding Creative Industries sector, a Cert II in Creative Industries and Certificate II in Visual Arts at MNBSHS fosters development of the skills required to perform a range of practical and operational tasks expected in the industry, and aims to cultivate their industry knowledge and experiences. Students will be provided with opportunities to broaden their employability skill set by improving their communication, teamwork, problem-solving, initiative, organisation, practical art skills and technology aptitude.

Learning Outcomes and Experiences:
In this subject, students will:
- Interpret and clarify written or verbal instructions
- Provide information about services/operations to others
- Seek and respond to feedback
- Interact with members of a team and members of the public
- Collecting and organising information in a way that allows for easy retrieval
- Following workplace procedures
- Sending emails and using the internet to source information
- Designing, making and appraising art projects
- Ceramics, printmaking and drawing practical works

Course Outline:

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no I in TEAM</td>
<td>10 weeks</td>
<td>Roleplay, Research Project</td>
</tr>
<tr>
<td>The workplace environment in the Creative Industries sector</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Let's get creative!</td>
<td>10 weeks</td>
<td>Advertisement design and production</td>
</tr>
<tr>
<td>Awareness campaign</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What could my job be?</td>
<td>10 weeks</td>
<td>Interview, Research project</td>
</tr>
<tr>
<td>Investigate the Creative Industries workplace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Let's put on a show</td>
<td>8 weeks</td>
<td>Process journal, Performance</td>
</tr>
<tr>
<td>Production skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Let's Draw</td>
<td>10 weeks</td>
<td>Visual diary, Art Work, Research Project</td>
</tr>
<tr>
<td>Experimental drawing tasks with a variety of media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking in 3D</td>
<td>10 weeks</td>
<td>Visual diary, Collection of 3D items</td>
</tr>
<tr>
<td>Handbuilt, wheel and precast ceramic folio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sculpture with found objects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical Printing</td>
<td>10 weeks</td>
<td>Visual diary, Collection of Printed Art</td>
</tr>
<tr>
<td>Lino, Etching, Screenprinting folio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curating an Exhibition</td>
<td>6 weeks</td>
<td>Art Exhibition Catalogue, Display Portfolio, Final Exhibition</td>
</tr>
<tr>
<td>Producing a display of art works</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subjects, having studied an Arts subject is an advantage.

Future study or career pathways:
Prepares students for further education, training and employment in the fields of:
- Radio assistant, Television production assistant, Cert III in Media / Visual Arts, Graphic Designer
- Graphic Designer

Materials, Equipment:
- Visual Diary A4
- Pencils, Eraser, Ruler, Coloured Pencils
- A4 Notepad
- 8GB USB

Subject Levies: $40
BYOx Laptop requirements: Base level laptop is acceptable
Vocational Education Details:

Certificate II in Creative Industries (CUA20215)

Duration of Course: 2 years (years 11 and 12)
Training and Assessment Location/s: MNBSHS with the addition of field trips / work experience locations as organised across the course.
Mode of delivery: Face to face, in the classroom
Related support services: Learning support will be arranged if needed
Work placement arrangements: Not required but is recommended for students to organise their own work experience locations.
Obligations to students: (including rights, complaints / appeals processes, refund policy)
As an RTO, we meet all obligations as outlined in the VET student handbook (available on the school website and issued to each student at the commencement of their course).
Entry requirements: No prerequisites
Student obligations: Students must be prepared for lesson by bringing all requirement stationery and books as outlined in the subject description and the Stationery lists issued at the end of each year.

Student Requirements:
All VET students must have a USI.
For this course, students must be prepared to complete tasks outside of class time.

Compulsory Competencies:
- BSBWOR203 Work effectively with others
- CUAIND201 Develop and apply creative arts industry knowledge
- CUAWHS302 Apply work health and safety practices
- BSBCRT101 Apply critical thinking techniques
- BSBDES201 Follow a design process
- CUASOU201 Develop basic audio skills and knowledge
- CUAMPF101 Develop skills to play or sing music
- CUADIG202 Develop digital imaging skills
- CUADRA201 Develop drawing skills
- CUAPRI201 Develop printmaking skills
- CUASCU201 Develop sculptural skills

Certificate II in Visual Arts (CUA20715)

Duration of Course: 2 years (years 11 and 12)
Training and Assessment Location/s: MNBSHS with the addition of field trips / work experience locations as organised across the course.
Mode of delivery: Face to face, in the classroom
Learning support will be arranged if needed
Related support services: Not required but is recommended for students to organise their own work experience locations.
Obligations to students: (including rights, complaints / appeals processes, refund policy)
As an RTO, we meet all obligations as outlined in the VET student handbook (available on the school website and issued to each student at the commencement of their course).
Entry requirements: No prerequisites
Student obligations: Students must be prepared for lesson by bringing all requirement stationery and books as outlined in the subject description and the Stationery lists issued at the end of each year.

Student Requirements:
All VET students must have a USI.
For this course, students must be prepared to complete tasks outside of class time.

Compulsory Competencies:
- BSBWHS201 Contribute to health and safety of self and others
- CUAACD101 Use basic drawing techniques
- CUAPPR201 Make simple creative work
- CUARES202 Source and use information relevant to own arts practice
- BSBDES201 Follow a design process
- CUADIG202 Develop digital imaging skills
- CUADRA201 Develop drawing skills
- CUAPRI201 Develop printmaking skills
- CUASCU201 Develop sculptural skills
Description:
Graphics provides learning experiences in 2D and 3D graphical communication. The course of study deals with elements and principles of graphical communication and elements of presentation. Contextual units have been designed to integrate, expand upon and apply the elements and principles of 2D and 3D graphical communication in situations that are as close to industry practice as possible in school delivery situations. Graphics involves devising and communicating graphical responses to a task, challenge, question, object, idea or brief within a context of Built environment, Industrial and Graphical design.

Learning Outcomes and Experiences:
In this subject, students will:
- Attain skills in the application of information and communication technology and use a variety of 2D and 3D CAD systems.
- Build a sound knowledge and understanding of the fundamentals of graphical communication.
- Strengthen their knowledge and understanding of the application of mathematical concepts such as space and measurement to produce precise graphical representations.
- Extend their skills of collecting, selecting, organising, presenting and evaluating graphical information.

Course Outline:

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphic Design – Developing maps and charts for tourism opportunities</td>
<td>6 weeks</td>
<td>Design Folio 1</td>
</tr>
<tr>
<td>Industrial Design – Developing plans for a wooden toy for amateur wood workers</td>
<td>10 weeks</td>
<td>Design Folio 2</td>
</tr>
<tr>
<td>Built Environment – Landscape Architecture, developing a graphical product for redesigning a park in the Northern Beaches Area</td>
<td>16 weeks</td>
<td>Extended Response Examination Design Folio 3</td>
</tr>
<tr>
<td>Built Environment – Architecture, redesigning an existing building for environmental sustainability</td>
<td>12 weeks</td>
<td>Extended Response Examination Design Folio 4</td>
</tr>
<tr>
<td>Industrial Design – Mechanical design – developing plans for a box trailer that meets regulatory standards</td>
<td>12 weeks</td>
<td>Design Folio 5</td>
</tr>
<tr>
<td>Graphic Design - Product Packaging – design promotional material for a local legal firm</td>
<td>8 weeks</td>
<td>Design Folio 6</td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subjects, Graphics and or Technologies subjects are an advantage. A sound (pass) achievement in English is desirable for the language component of this subject.

Future study or career pathways:
Prepares students for further education, training and employment in the fields of Graphic design, industrial design, architecture, landscape architecture and interior design, engineering, urban and regional planning, surveying and spatial sciences, and building paraprofessionals.

Materials, Equipment: Subject Levies: BYOx Laptop requirements:
- 8GB memory stick     NIL     Higher level laptop is preferred.
- Access to computer and software.  Higher level laptop is preferred.
  Additional software will be supplied by school.
INFORMATION PROCESSING & TECHNOLOGY (I.P.T.)

Description:
Working as interdependent team members is especially important in information technology industries. The IPT course material includes Algorithms, Software Programming, Relational Information Systems, Structured Query Language, Social & Ethical Issues and Human-Computer Interaction, plus Intelligent Systems. The course will incorporate diverse learning experiences, which will prepare the student for the IT industry or further study in the field. This subject is NOT a multimedia subject. Students will need an understanding of basic coding and scripting, a willingness to learn and be able to meet timelines for designs, projects and assessments.

Learning Outcomes and Experiences:
In this subject, students will:
- Analysis of a problem and selection of the most appropriate algorithm for solution.
- Undertaking a comparative study of the performance of different algorithms.
- Developing and publishing a planning document, general problem description, objectives, and strategies for solving the problem, partitioning the tasks and developing timelines.
- Creating a database, setting field properties, inserting, modifying or deleting data.
- Solving ethical or moral questions, to encourage students to develop ethical reasoning.
- Experiencing many different types of input and output devices and conducting a technical evaluation of an interactives.

Course Outline:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time Weeks</th>
<th>Assessment Technique / Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Algorithms &amp; Software Programming</td>
<td>2</td>
<td>Extended Response (folio)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Supervised Written (exam)</td>
</tr>
<tr>
<td>Introduction to Relational Information Systems &amp; Structured Query Language</td>
<td>3</td>
<td>Extended Response (folio)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Supervised Written (exam)</td>
</tr>
<tr>
<td>Algorithms; Software Programming; Social and Ethical Issues; Human-Computer Interaction</td>
<td>4</td>
<td>Product (minor project)</td>
</tr>
<tr>
<td>Relational Information Systems; Structured Query Language Social and Ethical Issues; Human-Computer Interaction</td>
<td>4</td>
<td>Extended Response (essay)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Extended Response (case study)</td>
</tr>
<tr>
<td>Advanced Algorithms &amp; Software Programming</td>
<td>5</td>
<td>Extended Response (folio) *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervised Written (exam) *</td>
</tr>
<tr>
<td>Advanced Relational Information Systems &amp; Structured Query Language</td>
<td>5</td>
<td>Product (minor project) *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervised Written (exam) *</td>
</tr>
<tr>
<td>Advanced Software Programming; Advanced Structured Query Language; Social and Ethical Issues; Human-Computer Interaction</td>
<td>2.5</td>
<td>Product (major project) *</td>
</tr>
<tr>
<td>Intelligent Systems &amp; Social and Ethical Issues</td>
<td>1.5</td>
<td>Product (minor project) *</td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subjects, however, having done Introduction to IPT would be an advantage. A sound (pass) achievement in English is desirable for the language component of this subject and an understanding of the operation of a computer hardware and software.

Future study or career pathways:
Prepares students for further education, training and employment in the fields of:
- Further studies in IT at tertiary level
- Programmer
- Systems Analyst
- Game Designer

Materials, Equipment:
- USB or portable hard-drive
- Quality head phones (preferably not ear buds)

Subject Levies:
NIL

BYOx Laptop requirements:
- Higher level laptop is preferred
- Additional software may be required. However, all software is available on school computers.
TECHNOLOGY STUDIES

Description:
In Technology Studies, students develop an understanding of real-world product design and production processes. Technology Studies provides opportunities for students to develop skills in strategic and creative thinking, practical problem solving, information analysis, and project management, and challenges them to understand and appreciate technological innovation and its impact on society. Using a design process, students investigate design problems, explore and analyse design factors to develop ideas and produce products. Students build the skills of project management, manage resources and critique ideas and products against design criteria developed in response to the design problem, justifying decisions and make recommendations.

Learning Outcomes and Experiences:
In this subject, students will:

- Build knowledge and understanding of the analysis of design problems, application of design factors and the evaluation of designs and products.
- Strengthen their knowledge and understanding of the application of mathematical concepts such as space and measurement to produce technical drawings, material lists and cost estimations.
- Extend skills of collecting and interpreting project information, designing solutions to problems, technical report writing, managing development of projects and evaluating the results.

Course Outline:

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing Ideas</td>
<td>Using the design process as a guide, research an existing product and complete a technical report.</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Designing for a community</td>
<td>Using a design brief produce and plan a solution to a school waste design problem, producing a report and prototype</td>
<td>12 weeks</td>
</tr>
<tr>
<td>Developing skills for an Individual</td>
<td>Using a design brief produce and plan a solution to a design problem using pneumatic systems and mechanical advantage, producing a report</td>
<td>13 weeks</td>
</tr>
<tr>
<td>Technology in Society</td>
<td>Choosing an everyday item Research and write a report on its origins.</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Designing for a community</td>
<td>Plan and design a solution to an identified school community issue.</td>
<td>14 weeks</td>
</tr>
<tr>
<td>Designing for a community</td>
<td>Plan and design a solution to meet the needs of the stakeholder brief supplied.</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Designing for an individual</td>
<td>Plan and design a solution to meet the needs of the stakeholder, including a priced list of materials, compiling a written report on the solution.</td>
<td>14 weeks</td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subjects, Graphics and or Technologies subjects are an advantage. A sound (pass) achievement in English is desirable for the language component of this subject.

Future study or career pathways:
Industrial design, product design, civil engineering, mechanical engineering, electrical engineering, architecture and project management.

Materials, Equipment:

<table>
<thead>
<tr>
<th>Subject Levies:</th>
<th>BYOx Laptop requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8GB memory stick</td>
<td>Higher level laptop is preferred.</td>
</tr>
<tr>
<td>Access to computer and software.</td>
<td>Additional software will be supplied by school.</td>
</tr>
</tbody>
</table>
What is Industrial Graphics Skills?
The Industrial Graphics Skills subject focuses on the underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills.

Learning Outcomes and Experiences:

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
<th>Units of work</th>
</tr>
</thead>
</table>
| Core topic 1 Industry practices | Select at least two electives:  
- Building and construction  
- Engineering drafting  
- Furnishing | Four to eight units that include drafting tasks |
| Core topic 2 Drafting processes | |

Course Outline:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Examination</th>
<th>Project</th>
<th>Practical demonstration</th>
</tr>
</thead>
</table>
| 1    | Unit one  
Introduction to drafting in the manufacturing industry | 1 | | |
| 2    | Unit two  
Working cooperatively in drafting workplaces | 2 | | |
| 3    | Unit three  
Residential renovations and extensions | 3 | | |
| 4    | Unit four  
Re-engineering — drafting for product development | 4 | | |
| 5    | | | | |
| 6    | | | | |
| 7    | | | | |
| 8    | | | | |

Future study or career pathways:

Could assist students if interested in the following career paths:

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.
CHC30113 CERTIFICATE III IN EARLY CHILDHOOD EDUCATION & CARE  

RTO Code 41353

Description:
This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children’s wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously.

Learning Outcomes and Experiences:
In this subject, students will:
- Undertake work experience in a childcare centre and participate effectively in the work environment
- Complete theory modules with written exams
- Create industry related projects which can be used in the workplace to support the holistic development of children in early childhood
- Collaboratively work with trained colleagues to maintain an environment safe for children and young people

Course Outline:

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work experience</td>
<td>Ongoing, throughout the two years</td>
<td>Folio of work Observations</td>
</tr>
<tr>
<td>Working within a framework</td>
<td>8 weeks</td>
<td>Exam and folio of work</td>
</tr>
<tr>
<td>Healthy happy lives</td>
<td>4 weeks</td>
<td>Project and folio of work</td>
</tr>
<tr>
<td>Building relationships</td>
<td>4 weeks</td>
<td>Project and folio of work</td>
</tr>
<tr>
<td>Celebrating Culture</td>
<td>4 weeks</td>
<td>Project and folio of work</td>
</tr>
<tr>
<td>Caring for babies &amp; toddlers</td>
<td>4 weeks</td>
<td>Project and folio of work</td>
</tr>
<tr>
<td>Caring for preschool children</td>
<td>4 weeks</td>
<td>Project and folio of work</td>
</tr>
<tr>
<td>Building relationships</td>
<td>4 weeks</td>
<td>Project and folio of work</td>
</tr>
<tr>
<td>Child Development</td>
<td>16 weeks</td>
<td>Project and folio of work</td>
</tr>
<tr>
<td>Supporting children to learn through play</td>
<td>6 weeks</td>
<td>Project and folio of work</td>
</tr>
<tr>
<td>Using information to inform practice</td>
<td>6 weeks</td>
<td>Exam and folio of work</td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subjects, students will require to apply for and obtain a Working with Children Blue Card. A sound (pass) achievement in English is desirable for the language component of this subject.

Future study or career pathways:
Upon completion of this Certificate students can apply for employment in the fields of:
- School-Aged Care Assistant
- Early Childhood Educator - Assistant level
- Nanny
- Teacher Aide to Year 3
- Family Day Care Carer
- Caring for infants & children up to 12 years
- Kindergarten Assistant

This Certificate prepares students for further education and training in the fields of:
- Diploma in Early Childhood Education and Care
- Bachelor of Early Childhood
- Bachelor of Education

<table>
<thead>
<tr>
<th>Materials, Equipment:</th>
<th>Subject Levies:</th>
<th>BYOx Laptop requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Card (Volunteer) - Free</td>
<td>NIL</td>
<td>Base level laptop is acceptable</td>
</tr>
<tr>
<td>Additional costs during course: First Aid Certificate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Vocational Education Details:

**Course name and code:** Certificate III in Early Childhood Education And Care (CHC30113)

**Duration of Course:** 2 years (years 11 and 12)

**Training and Assessment Location/s:** MNBSHS
- with the addition of field trips / work experience locations as organised across the course.

**Mode of delivery:** Face to face, in the classroom

**Related support services:** Learning support will be arranged if needed

**Work placement arrangements:** Students will be required to complete 120 hours of work placement across the two year course. Some of this work experience will need to be during their own time. Placements will be coordinated by the school.

**Obligations to students:** As an RTO, we meet all obligations as outlined in the VET student handbook (available on the school website and issued to each student at the commencement of their course).

**Entry requirements:** No prerequisites

**Student obligations:** Students must be prepared for lesson by bringing all requirement stationery and books as outlined in the subject description and the Stationery lists issued at the end of each year.

**Student Requirements:** All VET students must have a USI.
For this course, students must be prepared to complete tasks outside of class time.

**Compulsory Competencies:**
- CHCLEG001 Work legally and ethically
- CHCECE001 Develop cultural competence
- CHCECE002 Ensure the health and safety of children
- CHCECE003 Provide care for children
- CHCECE004 Promote and provide healthy food and drinks
- CHCECE005 Provide care for babies and toddlers
- CHCECE007 Develop positive and respectful relationships with children
- CHCECE009 Use an approved learning framework to guide practice
- CHCECE010 Support the holistic development of children in early childhood
- CHCECE011 Provide experiences to support children’s play and learning
- CHCECE013 Use information about children to inform practice
- CHCPRT001 Identify and respond to children and young people at risk
- HLTAID004 Provide an emergency first aid response in an education and care setting
- HLTWHS001 Participate in work health and safety
- CHCDIV002 Promote Aboriginal and/or Torres Strait Island cultural safety

**Elective Competencies:**
- (3 to be completed)
  - CHCECE012 Support children to connect with their world
  - CHCECE006 Support behaviour of children and young people
  - CHCPRT003 Work collaboratively to maintain an environment safe for children and young people
Description:
This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. They work under direct supervision.

Learning Outcomes and Experiences:
In this subject, students will:
- Prepare and serve food and beverages
- Participate in safe work practices
- Use hygienic food safety practices
- Use hospitality skills effectively
- Interact with customers
- Work effectively as a team member
- Plan and operate hospitality functions
- Problem-solve: planning, meeting deadlines, customer issues etc

Course Outline:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
<th>Possible Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the hospitality industry</td>
<td>10 weeks</td>
<td>Folio of work</td>
</tr>
<tr>
<td>and its opportunities</td>
<td></td>
<td>Exam</td>
</tr>
<tr>
<td>Food production and cooking methods</td>
<td>10 weeks</td>
<td>Practical work</td>
</tr>
<tr>
<td>Planning a soup kitchen</td>
<td>10 weeks</td>
<td>Observation</td>
</tr>
<tr>
<td>High tea function</td>
<td>10 weeks</td>
<td></td>
</tr>
<tr>
<td>Cultural awareness in the hospitality industry</td>
<td>10 weeks</td>
<td></td>
</tr>
<tr>
<td>Beverage production and service</td>
<td>10 Weeks</td>
<td></td>
</tr>
<tr>
<td>Personal project</td>
<td>6 weeks</td>
<td></td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subjects, English and mathematics are an advantage. A sound (pass) achievement in English is desirable for the language component of this subject.

Future study or career pathways:
Prepares students for further education, training and employment in the Hospitality fields of, restaurants, hotels, motels, catering operation, clubs, pubs, cafes and coffee shops. Possible jobs include:
- Chef
- Bar attendant
- Café attendant
- Catering assistant
- Food and beverage attendant
- Hotel/motel manager
- Front office assistant
- Gaming attendant
- Porter
- Room attendant

Materials, Equipment: Display folder
Subject Levies: Subject levy $60 to cover the cost of ingredients. RSA competency will incur an additional cost.
BYOx Laptop requirements: Base level laptop is acceptable. Higher level laptop is preferred. Additional software will be required.
Vocational Education Details:

**Course name and code:** Certificate II in Hospitality (SIT20316)

**Duration of Course:** 2 years (years 11 and 12)

**Training and Assessment Location/s:** MNBSHS
- with the addition of field trips / work experience locations as organised across the course.

**Mode of delivery:** Face to face, in the classroom

**Related support services:** Learning support will be arranged if needed

**Work placement arrangements:** Not required but is recommended for students to organise their own work experience locations.

**Obligations to students:** As an RTO, we meet all obligations as outlined in the VET student handbook (available on the school website and issued to each student at the commencement of their course).

**Entry requirements:** No prerequisites

**Student obligations:** Students must be prepared for lesson by bringing all requirement stationery and books as outlined in the subject description and the Stationery lists issued at the end of each year.

**Student Requirements:** All VET students must have a USI.
For this course, students must be prepared to complete tasks outside of class time.

**Compulsory Competencies:**
- BSBWOR203 Work Effectively with others
- SITXWHSMO1 Participate in safe work practices
- SITXCOM002 Show social and cultural sensitivity
- SITHIND002 Source and use information on the hospitality industry
- SITHIND003 Use Hospitality skills effectively
- SITXCSS003 Interact with customers
- SITXFSAM01 Use hygienic practices for food safety

**Elective Competencies:**
- (6 to be completed)
- SITHFAB005 Prepare and serve espresso coffee
- SITHKOP001 Clean kitchen premises and equipment
- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB007 Serve food and beverage
- SITHCCC002 Prepare and present simple dishes
- SITHCCC003 Prepare and present sandwiches
- SITHFAB002 Provide responsible service of Alcohol
CPC10111 CERTIFICATE I IN CONSTRUCTION

Vocational Subject (Non - OP)

RTO Code 41353

3 Credits points

Description:
This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential occupational health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

Learning Outcomes and Experiences:
In this subject, students will:
- Understand Workplace Health & Safety
- Explore areas of the Construction Industry
- Complete theory modules with written exams.
- Draw & build a range of construction related projects.

Course Outline:

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eleven Theory modules, (approximately half of the course)</td>
<td>Ongoing, throughout the two years</td>
<td>Workbook Exam</td>
</tr>
<tr>
<td>Carry All</td>
<td>5 weeks</td>
<td>Project</td>
</tr>
<tr>
<td>Saw Stools</td>
<td>8 weeks</td>
<td>Project</td>
</tr>
<tr>
<td>School Based Project</td>
<td>6 weeks</td>
<td>Project</td>
</tr>
<tr>
<td>Ute Box.</td>
<td>6 weeks</td>
<td>Project</td>
</tr>
<tr>
<td>Timber Mosaic Coffee Table</td>
<td>10 weeks</td>
<td>Project</td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subjects, Introduction to Construction is an advantage. A sound (pass) achievement in English is desirable for the written component of this subject. A sound (pass) achievement in Maths is desirable for the numeracy components of this subject. If your son/daughter is keen to pursue a career in the Construction Industry, then studying Graphics as well, would be beneficial.

Future study or career pathways:
Prepares students for further education, training and employment in the fields of:
- Carpentry
- Plumbing
- Electrician
- Bricklayer
- Plasterer
- Tiler

Materials, Equipment:
- Pencil for marking out in the workshop.
- $60, for the four projects.

Subject Levies:
- Base level laptop is acceptable, able to run the latest version of Google SketchUp.
### Vocational Education Details:

**Course name and code:** Certificate I in Construction (CPC10111)

**Duration of Course:** 2 years (years 11 and 12)

**Training and Assessment Location/s:** MNBSHS
- with the addition of field trips / work experience locations as organised across the course.

**Mode of delivery:** Face to face, in the classroom

**Related support services:** Learning support will be arranged if needed

**Work placement arrangements:** Not required but is recommended for students to organise their own work experience locations.

As students are required to complete in excess of 12 service periods, students will be required to complete some of these outside of class time and possibly outside of school time.

**Obligations to students:**
(including rights, complaints / appeals processes, refund policy)
As an RTO, we meet all obligations as outlined in the VET student handbook (available on the school website and issued to each student at the commencement of their course).

**Entry requirements:** No prerequisites

**Student obligations:**
Students must be prepared for lesson by bringing all requirement stationery and books as outlined in the subject description and the Stationery lists issued at the end of each year.

**Student Requirements:**
All VET students must have a USI.
For this course, students must be prepared to complete tasks outside of class time.

**Compulsory Competencies:**
- CPCCC1012A  Work effectively and sustainably in the construction industry
- CPCCC1013A  Plan and organise work
- CPCCC1014A  Conduct workplace communication
- CPCCC10201A  Read and interpret plans and specifications
- CPCCC10205B  Use construction tools and equipment
- CPCCVE1001A  Undertake a basic construction project
- CPCCOHS1011A  Work safely in the construction industry
- CPCCOHS2001A  Apply OHS requirements, policies & procedures in the construction industry
- CPCCC1011A  Undertake basic estimation and costing
- CPCCC1015A  Carry out measurements and calculations
- CPCCC10204A  Handle construction materials
- CPCCVE1002B  Undertake a basic computer design project

**Elective Competencies:** (3 to be completed)
MEM10105 CERTIFICATE I IN ENGINEERING  
RTO Code 41353

Description:
The Certificate I in Engineering (Manufacturing) is designed to develop both skills that are essential for employment and skills that relate directly to a work activity as specified in the core technical unit. The units chosen must provide practical skills that are relevant and useful to the area in which the person hopes to gain employment or is currently working. The group of units should be chosen to support the project and should incorporate both the technical and employability skills needed for work. Completion of a Certificate I in Engineering (Manufacturing) should provide the student with a set of competencies that collectively open up pathways into employment and/or further study.

Learning Outcomes and Experiences:
In this subject, students will:
- Understand Workplace Health & Safety
- Explore areas of the Engineering Industry
- Complete theory modules with written exam
- Draw & build a range of Engineering related projects

Course Outline:

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Time:</th>
<th>Possible Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourteen Theory modules (Approximately half of the course)</td>
<td>Ongoing throughout the two years</td>
<td>Workbook Exam</td>
</tr>
<tr>
<td>G clamp Project</td>
<td>6 wks</td>
<td>Project</td>
</tr>
<tr>
<td>Bush Drift</td>
<td>2 wks</td>
<td>Project</td>
</tr>
<tr>
<td>Plum Bob</td>
<td>4 wks</td>
<td>Project</td>
</tr>
<tr>
<td>Anchor</td>
<td>8 wks</td>
<td>Project</td>
</tr>
<tr>
<td>BBQ</td>
<td>10 wks</td>
<td>Project</td>
</tr>
<tr>
<td>Bench Vice</td>
<td>10 wks</td>
<td>Project</td>
</tr>
<tr>
<td>School Fabrication</td>
<td>5 wks</td>
<td>Project</td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Whilst there are no required pre-requisite Year 10 subjects, Introduction to Engineering is an advantage. A sound (pass) achievement in English is desirable for the language component of this subject. A sound achievement in maths is desirable for the numeracy components of this subject. If your son/daughter is keen to pursue a career in the Engineering industry then studying Graphics as well, would be beneficial.

Future study or career pathways:
Prepares students for further education, training and employment in the fields of:
- Boilermaker
- Fabricator
- Fitter
- Electrician
- Sheet metal worker

Materials, Equipment: Safety Boots $50
Long pants
Long sleeved shirt
Welding kit
Subject Levies: $50
BYO Laptop requirements: Base level laptop is acceptable, as long as it is able to run the latest version of Google Sketchup.
Vocational Education Details:

Technology
Course name and code: Certificate I in Engineering (MEM10105)

Duration of Course: 2 years (years 11 and 12)

Training and Assessment Location/s: MNBSHS
- with the addition of field trips / work experience locations as organised across the course.

Mode of delivery: Face to face, in the classroom

Related support services: Learning support will be arranged if needed

Work placement arrangements: Not required but is recommended for students to organise their own work experience locations.

Obligations to students: As an RTO, we meet all obligations as outlined in the VET student handbook (available on the school website and issued to each student at the commencement of their course).

Entry requirements: No prerequisites

Student obligations: Students must be prepared for lesson by bringing all requirement stationery and books as outlined in the subject description and the Stationery lists issued at the end of each year.

Student Requirements: All VET students must have a USI.

For this course, students must be prepared to complete tasks outside of class time.

Compulsory Competencies: MEM13014A Apply principles of occupational health and safety in the work environment
MEM14004A Plan to undertake a routine task
MEM15024A Apply quality procedures
MEM16007A Work with others in a manufacturing, engineering or related environment

Elective Competencies: (8 to be completed) MEM05005B Carry out mechanical cutting
MEM05012C Perform routine manual metal arc welding
MEM07032B Use workshop machines for basic operations
MEM12023A Perform engineering measurements
MEM12024A Perform computations
MEM05050B Perform routine gas metal arc welding
MEM16005A Operate as a team member to conduct manufacturing, engineering or related activities
MEM16008A Interact with computing technology
MEM18001C Use hand tools
MEM18002B Use power tools/hand held operations

ICT20115 CERTIFICATE II IN INFORMATION TECHNOLOGY AND DIGITAL MEDIA RTO Code 41353

Description:
This employment/tertiary entry level, qualification provides the foundation skills and knowledge to use information and communications technology (ICT) (with a focus on Multi-media) at an industry standard.

**Learning Outcomes and Experiences:**
In this subject, students will:
- Contribute to workplace health and safety
- Use computer operating systems and hardware
- Work and communicate effectively in an ICT environment
- Design basic organisational documents; operate and integrate digital media technology packages
- Use social media tools for collaboration and engagement
- Maintain interactive content
- Produce and prepare photo images
- Perform basic vision and sound editing and connect hardware peripherals
- Apply problem-solving techniques to routine ICT malfunctions

**Course Outline:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
<th>Possible Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio of Documents</td>
<td>8 weeks</td>
<td>Folio of work</td>
</tr>
<tr>
<td>Fractured Fairy tales (Advanced PowerPoint)</td>
<td>8 weeks</td>
<td>Multimodal presentation</td>
</tr>
<tr>
<td>That's Entertainment</td>
<td>8 weeks</td>
<td>Video presentation</td>
</tr>
<tr>
<td>Web Design</td>
<td>5 weeks</td>
<td>Webpage Design and Construction</td>
</tr>
</tbody>
</table>

**Preferred Pre-requisites:**
Whilst there are no required pre-requisite Year 10 subjects, a sound (pass) achievement in English is desirable for the language component of this subject.

**Future study or career pathways:**
There are multiple pathways after completing this course, one being, Certificate III IDMT or a range of other Cert III qualifications.
This course will also lead into the multimedia industry, such as; graphic designs in publishing or sign-writing, webpage designer, videographer and assistant to professionals who needs these services.

**Materials, Equipment:**

| Large USB |
| Quality Head-phones (not ear buds) |

<table>
<thead>
<tr>
<th>Subject Levies</th>
<th>BYOx Laptop requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIL</td>
<td>Higher level laptop is preferred – multimedia capable</td>
</tr>
<tr>
<td></td>
<td>Specialty software available on school computers. If students wish to purchase same programmes (e.g. video editing software) then these will be done at their own costs. Student discounts are usually available on software. <strong>NOTE:</strong> Microsoft software is free to EQ students.</td>
</tr>
</tbody>
</table>
Vocational Education Details:

**Course name and code:** Certificate II in Information Technology and Digital Media (ICT10115)

**Duration of Course:** 2 years (years 11 and 12)

**Training and Assessment Location/s:** MNBSHS
- with the addition of field trips / work experience locations as organised across the course.

**Mode of delivery:** Face to face, in the classroom

**Related support services:** Learning support will be arranged if needed

**Work placement arrangements:** Not required but is recommended for students to organise their own work experience locations.

**Obligations to students:** As an RTO, we meet all obligations as outlined in the VET student handbook (available on the school website and issued to each student at the commencement of their course).

**Entry requirements:** No prerequisites

**Student obligations:** Students must be prepared for lesson by bringing all requirement stationery and books as outlined in the subject description and the Stationery lists issued at the end of each year.

**Student Requirements:** All VET students must have a USI.

**Compulsory Competencies:**
- BSBWHS201 Contribute to health and safety of self and others
- BSBSUS201 Participate in environmentally sustainable work practices
- ICTICT201 Use computer operating systems and hardware
- ICTICT202 Work and communicate effectively in an ICT environment
- ICTICT203 Operate application software packages
- ICTICT204 Operate a digital media technology package
- ICTWEB201 Use social media tools for collaboration and engagement
- ICTICT205 Design basic organisational documents using computing packages

**Elective Competencies:**
- CUADIG201 Maintain interactive content
- CUADIG303 Produce and prepare photo images
- CUAPOS201 Perform basic vision and sound editing
- IPCDMT321 Capture a digital image
- ICTICT207 Integrate commercial computing packages
- ICTSAS202 Apply problem-solving techniques to routine ICT malfunctions
- ICTSAS203 Connect hardware peripherals
- ICTICT205 Design basic organisational documents using computing packages
FSK20113 CERTIFICATE II IN Skills for Work & Vocational Education Pathways

RTO Code 41353

Description:
This course aims to assist learners to develop language, literacy and numeracy competencies suitable for work and community involvement; provide pathways into other vocational education and training; and give learners access to accredited language, literacy and numeracy training.

Learning Outcomes and Experiences:
This program develops generic skills, capacities and general qualities that young people need to be effective employees, including written and oral workplace communication, interpretation of instructions, work-related measurements, work health and safety, career planning and use of digital technology.

Course Outline:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
<th>Possible Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use digital technology for basic workplace tasks</td>
<td>2 weeks</td>
<td>Online assessment</td>
</tr>
<tr>
<td>Use digital technology for simple workplace tasks</td>
<td>2 weeks</td>
<td>Online assessment</td>
</tr>
<tr>
<td>Use digital technology for routine workplace tasks</td>
<td>2 weeks</td>
<td>Online assessment</td>
</tr>
<tr>
<td>Prepare to participate in a learning environment</td>
<td>2 weeks</td>
<td>Online assessment</td>
</tr>
<tr>
<td>Identify strategies to respond to basic workplace problems</td>
<td>2 weeks</td>
<td>Online assessment</td>
</tr>
<tr>
<td>Use basic strategies for career planning</td>
<td>2 weeks</td>
<td>Online assessment</td>
</tr>
<tr>
<td>Use basic strategies for work related learning</td>
<td>2 weeks</td>
<td>Online assessment</td>
</tr>
<tr>
<td>Use strategies to plan simple workplace tasks</td>
<td>2 weeks</td>
<td>Online assessment</td>
</tr>
<tr>
<td>Participate in work placement</td>
<td>2 weeks</td>
<td>Online assessment</td>
</tr>
<tr>
<td>Use strategies to identify job opportunities</td>
<td>2 weeks</td>
<td>Online assessment</td>
</tr>
</tbody>
</table>

Preferred Pre-requisites:
Nil

Future study or career pathways:
It is suitable for individuals who require:
- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

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

Materials, Equipment: Computer and headphones

Subject Levies: Not applicable to this subject

BYOx Laptop requirements: Preferred use of own device
Certificate II in Skills for Work and Vocational Pathways (FSK20113)

Course name and code: Certificate II in Skills for Work and Vocational Pathways (FSK20113)

Duration of Course: 1 year (year 10 and/or Year 11)

Training and Assessment Location/s: MNBSHS

Mode of delivery: Face to face, in the classroom

Related support services: Learning support will be arranged if needed

Work placement arrangements: Not required but is recommended for students to organise their own work experience locations.

Obligations to students: As an RTO, we meet all obligations as outlined in the VET student handbook (available on the school website and issued to each student at the commencement of their course).

Entry requirements: No prerequisites

Student obligations: Students must be prepared for lesson by bringing all requirement stationery and books as outlined in the subject description and the Stationery lists issued at the end of each year.

Student Requirements: All VET students must have a USI.

For this course, students must be prepared to complete tasks outside of class time.

Compulsory Competencies: (8 to be completed)

- FSKDIG03 Use digital technology for routine workplace tasks
- FSKLRG09 Use strategies to respond to routine workplace problems
- FSKLRG11 Use routine strategies for work-related learning
- FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work
- FSKNUM15 Estimate, measure and calculate with routine metric measurements for work
- FSKOCM07 Interact effectively with others at work
- FSKRDG10 Read and respond to routine workplace information
- FSKWTG09 Write routine workplace texts

Elective Competencies: (8 to be completed)

- FSKDIG01 Use digital technology for basic workplace tasks
- FSKLRG01 Prepare to participate in a learning environment
- FSKLRG02 Identify strategies to respond to basic workplace problems
- FSKLRG03 Use basic strategies for career planning
- SITXWHS101 Participate in safe work practices
- BSBWHS201 Contribute to health and safety of self and others
GLOSSARY OF TERMS

AQF
The Australian Qualifications Framework (AQF) is a system for the recognition of all educational qualifications in schools, vocational education and training (TAFE and private providers) and higher education (mainly universities). However, the acronym AQF is more commonly used in conjunction with vocational education and training outcomes. Vocational education and training outcomes are recorded as units of competence within modules that may result in the award of an AQF Certificate or Statement of Attainment. Certificates and Statements of Attainment may be issued to students in addition to the Senior Statement.

Bonus Rank Schemes
Australian Catholic University, Griffith University, Queensland University of Technology, Southern Cross University, The University of Queensland, University of Southern Queensland and University of Sunshine Coast currently operate Bonus Rank Schemes for students applying to commence tertiary study. Bonus ranks may be awarded for successful completion of senior subjects such as Japanese and Mathematics C, and some university-level subjects. A student may also be awarded a combination of bonus ranks. The maximum number of bonus ranks awarded will depend on the institution. There is no separate application process as the points are awarded automatically. Bonus ranks are added to the OP equivalent QTAC Selection Rank (see below) and do not change a student’s OP. Note that as Bonus Rank Schemes are administered by individual universities no guarantee can be made as to availability in 2018. More information about Bonus Rank Schemes can be found on institution websites.

FP
Field Positions (FP’s) indicate a student’s position based on overall achievement in OP subjects in up to five fields. FP’s are only determined for OP eligible students who have completed the QCS Test. FP’s are used for selection purposes for some tertiary courses to differentiate between students with the same OP. Very few students require the use of FP’s to gain a tertiary place. FP’s are awarded in one of ten bands from 1 (highest) to 10 (lowest). All OP subjects have different FP weightings depending on the nature of the subject.

Learning Account
All learning undertaken and achievements are recorded in a learning account. These achievements then convert to credits. As activities and studies are completed, the credits are banked and the learning account grows, just like a bank account. A learning account is opened when the school registers a student with the QCAA at the start of the Senior Phase of Learning (Year 10). Learning account credits may contribute towards a Senior Statement, Queensland Certificate of Education (QCE), Overall Position (OP), VET qualifications or a Queensland Certificate of Individual Achievement (QCIA) certifying achievements by students with special needs on individualised learning programs.

Non-OP Subjects
Not all subjects offered at Mackay Northern Beaches State High School contribute towards the determination of an OP. Subjects that do not contribute towards the determination of an OP are generally referred to as Non-OP subjects. Whilst not as academically rigorous as OP subjects, they include a significant focus on vocational learning. Non-OP subjects include what are known as “Authority-Registered” and school subjects. Results in Non-OP subjects are recorded on the Senior Statement and may contribute to a QCE.

OP
The Overall Position (OP) indicates a student’s position within a state-wide rank order of merit based on achievement in the equivalent of five OP subjects studied in Years 11 and 12. Three of the subjects must be studied continuously over two years. All OP subjects have the same weighting for purposes of determining an OP. The OP is the main instrument for determining tertiary entrance and is only available to students who have completed the QCS Test. OP’s are awarded as one of 25 bands from 1 (highest) to 25 (lowest).
OP Subjects
OP subjects contribute to the determination of an OP. Also referred to as “Authority” subjects; OP subjects tend to be more academically demanding.

QCAA
Formerly the QSA, the Queensland Curriculum and Assessment Authority (QCAA) are the statutory authority responsible for issuing the Senior Statement, awarding the QCE and determining OP’s and FP’s. The QCAA works in partnership with the government, Catholic and independent schools sectors.

QCE
The Queensland Certificate of Education (QCE) is a qualification that recognises broad learning options and offers flexibility in what, where and when learning occurs. A wide range of learning can contribute towards the award of the QCE including OP and Non-OP subjects, vocational education, workplace learning and university subjects. Different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE. Students must have at least twenty credits to be awarded a QCE. The QCE is awarded at the completion of the senior phase of learning (usually the end of Year 12). It will attest to a significant amount of learning at a set standard of achievement and minimum literacy and numeracy requirements.

QCS Test
The Queensland Core Skills (QCS) Test is a standardised scaling test available each year to all students completing Year 12 in Queensland. It is based on the common elements of the Queensland senior curriculum and must be completed by all OP eligible students who want to receive an OP. OP ineligible students may also sit the test. The QCS Test consists of four papers in three modes of response including extended writing, short response and multiple-choice. The QCS Test represents seven hours of testing over two days. Individual results for the QCS Test are reported on the Senior Statement and may contribute to the awarding of a QCE. Only the results of OP eligible students are used in the scaling process for which the test was devised.

QTAC
The Queensland Tertiary Admissions Centre (QTAC) acts on behalf of participating universities, TAFE Queensland and tertiary colleges to publish course information and entry requirements, to provide application materials, and to receive and process applications each year.

QTAC Selection Rank
A QTAC selection rank is used as an alternative to the OP in allocating tertiary places. It is used for OP ineligible students and other candidates for tertiary entrance, providing they are able to satisfy specified prerequisites. A QTAC selection rank is allocated on the basis of results in the students best 20 semester units of Authority and Authority-registered subjects and VET units of competence recorded on the Senior Statement and, if available, the QCS Test result.

RPL
Recognition of Prior Learning (RPL) is a process for recognising prior learning that may reduce the time needed to complete a VET qualification. Students will be advised at the commencement of subjects that include VET qualifications and/or competencies by teachers of the RPL application process.

SATs
School-based Apprenticeships and Traineeships (SATs) offer students the opportunity to commence apprenticeships and/or traineeships during the senior phase of learning. Students are normally required to find an employer willing to formally enter into this type of training arrangement and then make application through the MNBSHS VET Coordinator.

Senior Phase of Learning
The senior phase of learning is a stage of education that begins when students are registered by the school with the QCAA (usually during Year 10) and ends with the award of the QCE (usually at the end of Year 12). Registration involves communicating the student’s name, age, sex and Intended Learning Option (ILO) for
the remainder of the senior phase of learning (Years 11 and 12) to the QCAA. Registration results in the opening of a Learning Account.

**Senior Statement**

At the completion of Year 12, students will receive a Senior Statement. The Senior Statement is an official record of all the learning achievements of a student during the senior phase of learning. It details what learning was attempted, the standard achieved and, where and when the learning took place. The QCAA will issue the Senior Statement to young people who have met the requirements for the award of the QCE, or are attending a school, and have banked at least one achievement credit in their Learning Account, and are enrolled at a school until the prescribed date at the end of Year 12, or have completed a pattern of study which makes them OP eligible.

**SET Plan**

A Senior Education and Training Plan (SET Plan) helps students structure their learning around their abilities, interests and ambitions. As part of the planning process, students think about their future, consider their abilities and investigate their options for careers and further education. The student, their parents or carers, and the school meet to develop the SET Plan, which details what, where and how a student will study during their senior phase of learning. The plan is finalised by the end of Year 10 but reviewed periodically to monitor the student’s progress. It can be updated at any time.

**VET**

Vocational Education and Training (VET) refers to studies and extra-curricular activities designed to prepare students for entry into the work force. See AQF. Where it is indicated in this booklet that subjects include VET modules, the school must have certain teachers and equipment to run these subjects. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the subject and the related qualifications. The school reserves the right to cancel the subject if it is unable to meet requirements.
SUBJECT SELECTION USING ONESCHOOL

(Disregard these pages if you are a new enrolment to MNBSHS)

Go to  https://oslp.eq.edu.au

Use your school computer / email log on and password

Agree to the Responsible Use Agreement (if you haven’t used this before)

NOTE:
Students can access their current Timetable from this drop down menu at any time.
Selection available

Click “here” to activate the Subject Selection screens.

Press Save to activate it.

Select Edit
Complete your Subject Selection by clicking each of the subjects (including the compulsory subjects) to build your draft Course.

Add your Preferences for the Elective subjects *(Do not select any core subjects as preferences)* You MUST CLICK Add New after each selection to ensure it saves it.

Check you have two preferences recorded (they should appear like this below).

Add any Notes if you need to

PRESS SAVE

At the bottom of the screen
Ensure you see the Green Tick stating Update Successful at the top of your screen.

Check the list of your subjects, edit if you need to.

When finished your whole SET Plan,

From HOME screen of OneSchool:

Select SET Plan

Print this report and submit to your Care Teacher by Friday 26th August.
COMMITMENT
TO SENIOR SCHOOLING AT MNBSHS

“Education is our passport to the future, for tomorrow belongs to the people who prepare for it today.”
Malcolm X

Our Aim: Your Future

I, __________________________, am committing to be the best student I can be by trying my best, working with teachers to achieve my goals in order to create a future where I will be successful and a valued and active member of the community.

In committing to be a successful Senior Student, I acknowledge the increased expectations of a Senior Student at Mackay Northern Beaches State High School in terms of:

- **Homework** – minimum of 2hrs per day, 4 days a week, possibly more at assessment time;
- **Strict adherence to the Assessment Policy** – a medical certificate must be produced if absent on the due date of assessment / exam;
- **Dress Code** including only formal leather shoes with a heel, a senior boys shirt (and tie in Term 2/3), full length tie for girls all year round and a plain black bag (preferably the school bag);
- **Regular Attendance** – striving for 95% attendance;
- **Behaviour** which is exemplary and provides a role model for the Junior School Students whenever I am in my uniform;
- **Continued Effort** in class to do my best, to reach my potential and allowing others to also reach their potential.

I have read (all are available on the school website www.macknorthbeachesshs.eq.edu.au) and understood all the associated policy documents and agree to abide by and uphold them in their entirety:

- Assessment Policy
- Attendance Policy
- Computer and IT use Agreement
- Dress Code
- Excursion Policy
- Mobile phone and Electronic Devices Policy
- Responsible Behaviour Plan

Signed by: ___________________________ Date: ____ / ____ / 2016

(Student signature)

I, __________________________, also acknowledge the commitment of being a Senior at MNBSHS and agree to support both my student and the school in their Senior journey together, this involves supporting the above documents as well.

Signed by: ___________________________ Date: ____ / ____ / 2016
YOU NEED TO:

1. **Print** your selections
2. Have your **parents sign** your selection
   - There is no signature place – you need to add it
   - eg Parent Name: _______________ Signature: _______________
3. **Sign** your selections yourself

### Mandatory KLAs: English, Mathematics

**Student Instructions:**
* You must select one subject from English and one subject from Mathematics
* You are to choose one subject in each of the four elective options.
* As a back up choose an additional option for each of the four elective options. This will be done at the last stage of your subject selection.
* You must select the Certificate II - skills for Work and Vocational Pathways.
* If you do not wish to be considered for the Mackay Engineering College Certificates select “nothing on this line”
* If you are wanting to participate in the MEC Certificates, the Automotive and Electrotechnology are for Year 12. The Engineering Pathways Certificate is for two years.

<table>
<thead>
<tr>
<th>Line 1</th>
<th>English</th>
<th>☐ English Communication</th>
<th>☐ Prevocational Mathematics</th>
</tr>
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<tbody>
<tr>
<td>Line 2</td>
<td>Mathematics A</td>
<td>☐ Mathematics B</td>
<td>☐ * Prevocational Mathematics</td>
</tr>
<tr>
<td>Line 3</td>
<td>☐ Accounting</td>
<td>☐ Biology</td>
<td>☐ Information Processing and Technology</td>
</tr>
<tr>
<td></td>
<td>☐ * Nothing On This Line</td>
<td>☐ * Recreation</td>
<td>☐ * Social and Community Studies</td>
</tr>
<tr>
<td></td>
<td>☐ Technology Studies</td>
<td>☐</td>
<td></td>
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<tr>
<td>Line 4</td>
<td>☐ Ancient History</td>
<td>☐ Biology</td>
<td>☐ * Certificate II in Hospitality</td>
</tr>
<tr>
<td></td>
<td>☐ * Certificate II in Tourism</td>
<td>☐ Graphics</td>
<td>☐ * Industrial Graphics Skills</td>
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<tr>
<td></td>
<td>☐ Mathematics C</td>
<td>☐ Music</td>
<td>☐ * Nothing On This Line</td>
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<tr>
<td></td>
<td>☐ * Science in Practice</td>
<td>☐</td>
<td></td>
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<tr>
<td>Line 5</td>
<td>☐ Business Management</td>
<td>☐ * Certificate I in Engineering</td>
<td>☐ * Certificate II in Information, Digital Media and Technology</td>
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<td>☐ * Certificate III in Early Childhood Education and Care</td>
<td>☐ Chemistry</td>
<td>☐ Drama</td>
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<td>☐ Health Education</td>
<td>☐ * Nothing On This Line</td>
<td>☐ Visual Art</td>
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<td>Line 6</td>
<td>☐ * Certificate I in Construction</td>
<td>☐ * Certificate II in Hospitality</td>
<td>☐ * Dance in Practice</td>
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<td></td>
<td>☐ Film, Television and New Media</td>
<td>☐ Legal Studies</td>
<td>☐ * Nothing On This Line</td>
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<td>☐ Physical Education</td>
<td>☐ Physics</td>
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<tr>
<td>Line 7</td>
<td>☐ * Certificate II in Skills for Work and Vocational Pathways</td>
<td>☐ * Certificate II in Engineering Pathways</td>
<td></td>
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<tr>
<td>Line 8</td>
<td>☐ * Certificate II in Automotive Vocational Preparation</td>
<td>☐ * Certificate II in Electrotechnology (Career Start)</td>
<td>☐ * Certificate II in Engineering Pathways</td>
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<tr>
<td></td>
<td>☐ Japanese</td>
<td>☐ * Nothing On This Line</td>
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