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Dear Student

You are about to embark on a very significant and important part of your education. While your studies in Year 10 have provided an important foundation for your Senior Phase of Learning, Years 11 and 12 represent the platform from which you will leave the school learning environment and move on to your first full time job, further training, tertiary education or a combination of these. As such, it is critical that you make the most of the next two years. Research indicates that a balanced course of study in which you focus on subjects which you are good at and enjoy as well as including essential skill development in numeracy and literacy will help you to make a successful transition beyond Year 12.

Today more than ever the focus in the senior years of study is to develop lifelong learning skills and attributes. It is highly likely that you will encounter numerous professions throughout the course of your life, many of which have not yet even been invented! This emphasises the importance of developing positive learning habits which you will be able to draw on in years to come as you are faced with new challenges in the ever changing work environment.

Whichever vocation you choose for your future the importance of formal qualifications cannot be underestimated. Whether this be through a university degree, TAFE certificate or qualifications offered through private providers in the 21st century, employees expect and demand qualifications as much as work ethic, commitment and on the job skills.

As you work through the next two years of your senior education the school’s CARE philosophy of Cooperation, Appreciation, Respect and Effort will closely support your transition to the next phase of your life. While we will support you through this time your input will become more and more critical as you get closer to the completion of your 12 years of schooling. As a successful Pimlico High Scholar, we want you to leave our school equipped with the attributes of responsibility, purpose, resilience, compassion, and innovation.

Your commitment to your studies over the next two years will make a world of difference to the opportunities open to you beyond school. In turn, these opportunities will allow you to contribute positively to society and make your own world of difference.

Think carefully about your subject choices and make the most of the next two years!

Joel Buchholz
Principal
GENERAL INFORMATION

SUBJECT OFFERINGS
The subjects set out in this booklet are offered subject to sufficient enrolments. Where too few students enrol for a subject in Year 11 that subject will not be offered.

CHANGE OF SUBJECT
During the first 3 weeks of each semester, students may apply for a subject change. Changes will be approved if there is a sound educational reason for change. Application forms are available from the Guidance Officer, who will also consult with subject teachers and parents before any change is permitted.

COST
Pimlico State High School operates a Textbook Hire and Resource Scheme. The fee, payable at the beginning of the school year covers all textbooks and resources required during the year. Stationery (pens, pencils, writing pads etc.) remain the responsibility of the student to provide.

SPECIAL SUBJECT CHARGES
Students will receive advice at the end of the current school year as to the charges that will apply for the following year.

ATTENDANCE REQUIREMENTS
Senior Schooling at Pimlico is a full-time occupation. It is your work-place for Years 11 & 12. If Senior Schooling is to prepare you for the world of work and its standards, the school has an obligation to apply these same standards in your senior years. The school is required to submit attendance reports to Centrelink each term for students who claim Youth Allowance payments. The school adheres rigidly to Youth Allowance regulations.

STUDENT SUPPORT/WELFARE AND GUIDANCE SERVICES
Pimlico State High School provides a wide range of support personnel, including the Guidance Officer, Year Co-ordinators, Learning Support Teachers, Community Education Counsellor, School Nurse, School Based Police Officer and Administration staff from whom you can request assistance when necessary. Student performance is reviewed following the issue of Mid and End of Semester Progress Reports. Industry Reviews will be conducted at a point in time when necessary. Tutorials in specific subject areas are offered during the Options Program.

ASSESSMENT
Students must comply with the requirements of each subject as laid down in the assessment statement for that subject. The school assignment policy will apply. The policy has been developed to be fair to all students and to ensure that students meet their obligations regarding completion of a course of study. Continuous school based assessment requires students to prioritise tasks and manage their time effectively in order to submit tasks on the due date.

GRIEVANCES
The Student Grievance Procedure is a means for students to resolve a complaint about some aspect of schooling at Pimlico State High. In the event that students are dissatisfied with any aspect of a program or believe they have been unfairly treated, they have the right to lodge a grievance. Information on the procedure is contained on an information leaflet from the display at the General Office side counter.

STUDY
Being able to manage your time is a key study skill. As a general guide, students should program a minimum of 5 blocks of at least 3 hours duration to study at home every week. Many students do considerably more than this. Only you can do your own learning. No one else can learn for you.

HEALTH AND SAFETY IN SCHOOL ACTIVITIES
All activities have an inherent level of risk. In planning school curriculum programs teachers determine the level of risk of activities and include appropriate control measures when required so that activities are conducted with an acceptable level of risk. For information about Health and Safety policies and risk management in Education Queensland schools visit http://education.qld.gov.au/parents/health.html.
COURSES OF STUDY – YEARS 11 AND 12

- All students in Year 11 at Pimlico State High School enrol in 6 subjects in each of the four semesters which make up Years 11 and 12.

- Each subject is studied for the four semesters of Year 11 and 12, except for English Extension and Music Extension which are Year 12 subjects only.

**Eligibility for Tertiary Entrance Score or Overall Position (OP)**

An OP is necessary for standard entry into most degree, diploma and advanced diploma courses at Queensland universities or colleges.

To be eligible for an OP, the student must successfully study at least 5 Authority subjects in Year 11 and 12. Three (3) Authority subjects must be studied successfully and continuously over 4 semesters. Possible courses of study are:

(1) 6 Authority subjects OR
(2) 5 Authority subjects and one Authority-registered subject or Certificate course.

**Eligibility for Tertiary Entrance not required**

Students may choose a course containing any number of Authority, Authority-registered subjects or Certificate courses to give a total of 6 subjects being studied in each semester.

**TYPES OF SUBJECTS**

**AUTHORITY SUBJECTS** are those which follow a Queensland Curriculum & Assessment Authority (QCAA) syllabus. The school Work Program for this type of subject has been accredited by the QCAA and results are moderated and supervised by QCAA panels for each subject.

Authority subjects are the ones considered in compiling a student’s Overall Position (OP) which is the score used to determine tertiary entrance. Twenty semester units of Authority subjects are required to be awarded an OP, i.e. 5 subjects x 4 semesters.

Authority subjects at Year 11 and 12 are reasonably difficult. If you cannot achieve at least a Sound Achievement in a Year 10 subject then you will find the equivalent Authority subject at Year 11 quite difficult.

Examples of Authority subjects are English, Biology and Graphics.

**AUTHORITY-REGISTERED SUBJECTS** tend to place more emphasis on practical skills and knowledge. They develop specific skills relevant to employment and may serve as a useful introduction to many TAFE courses. The Study Plan is accredited by the QCAA.

Examples of Authority-registered subjects are English Communication, Aquatic Practices and Visual Art Studies.

**CERTIFICATE COURSES** are vocational education and training (VET) courses. They emphasise practical skills and knowledge relevant to employment in the industry area. Students gain a nationally accredited qualification when they enrol in a certificate course and levels of achievements are not awarded.

QUEENSLAND CERTIFICATE OF EDUCATION

The Queensland Certificate of Education (QCE) is the senior schooling qualification for Queensland.

To be awarded a QCE, young people will need to achieve a significant amount of learning, including literacy and numeracy, at set standards. A wide range of learning can contribute towards the QCE, including academic subjects, vocational education (VET) courses and workplace learning.

Different types of learning contribute different numbers of credits. Students must gain 20 credits to be awarded a QCE, and 12 of these credits must come from completed core courses. Core courses include Authority and Authority-registered subjects studied for 4 semesters and VET courses at Certificate II level or higher. For learning to contribute credits to the QCE, students must achieve at a Sound Level of Achievement or above, or gain competency for VET courses.

The QCE will be awarded by the Queensland Curriculum & Assessment Authority (QCAA) on completion of Year 12 if students have achieved the required 20 credits in their learning account.

If students complete Year 12 without achieving the QCE their learning account will remain open. After that any further learning can continue to be banked with the QCAA and when the required 20 credits are gained the QCAA will award the QCE.

What is a credit?

Achievement at Sound level or above in an Authority subject or Authority-registered subject studied for four semesters will contribute four credits. Achievement of all competencies in a Certificate II vocational training course will contribute four credits. Information on core course requirements and credits for other types of courses or partly-completed subjects is available from the QCAA website www.qcaa.qld.edu.au

Registration with the Qld Curriculum & Assessment Authority (QCAA)

All students are registered with the QCAA by their school during Year 10. Registration opens an on-line “learning account” for each student with the QCAA. Learning providers such as schools or training providers report details of learning and achievement to the QCAA and these are “banked” into the students’ learning account. www.studentconnect.qcaa.qld.edu.au

Senior Statement

Every student will receive a Senior Statement from the QCAA at the end of Year 12. This statement will be a record of the learning undertaken and the results achieved, as shown in their learning account.

Transferring from other schools

Students transferring from other schools should continue with the same subjects where possible in order to meet the requirement of 12 credits of completed core courses of study for the QCE. Where students are unable to meet this requirement they may apply to the QCAA for relaxation of this core requirement. Studies completed at Year 11 or 12 level in other states or overseas can contribute credits towards a QCE, but only when approval is granted by the QCAA. Further information for transferring students can be obtained from the QCAA website www.qcaa.qld.edu.au
QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

To be eligible for the QCE, students must complete 20 credits...

The required amount of learning
- Students must attain between 12 and 20 credits from completed core courses of study
- Students may also include up to 8 credits from a combination of core, preparatory, enrichment or advanced courses

<table>
<thead>
<tr>
<th>Core</th>
<th>Credit</th>
<th>Preparatory</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority or Authority- registered Subject* (3 subjects must remain the same over the 2 year course of study) [except functional Maths/English]</td>
<td>4</td>
<td>Certificate I qualifications</td>
<td>2 or 3 Max. of 2 quals. can count</td>
</tr>
<tr>
<td>a Senior External Examination</td>
<td>4</td>
<td>employment skills development programs</td>
<td>2 Max. of 1 program can count</td>
</tr>
<tr>
<td>VET Certificate II</td>
<td>4</td>
<td>recognised re-engagement programs</td>
<td>2 Max. of 1 program can count</td>
</tr>
<tr>
<td>VET Certificate III-IV*</td>
<td>8</td>
<td>Recognised certificates and awards</td>
<td>As recognised by QCAA 1 per course</td>
</tr>
<tr>
<td>School-based apprenticeships and Traineeships</td>
<td>4</td>
<td>Short course in literacy developed by the QCAA syllabus, or short course in numeracy developed by the QCAA syllabus</td>
<td></td>
</tr>
<tr>
<td>tailored training program</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>international learning program</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minimum of 12 credits

Maximum of 6 credits

...achieve the required standard...

<table>
<thead>
<tr>
<th>Course of Study</th>
<th>Set Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority subjects such as Accounting and History</td>
<td>exit course with at least a Sound Level of achievement+</td>
</tr>
<tr>
<td>Authority-registered subjects such as Pre-vocational Maths</td>
<td>exit course with at least a Sound Level of achievement+</td>
</tr>
<tr>
<td>VET Certificates II-IV</td>
<td>competence</td>
</tr>
<tr>
<td>university courses/subjects/units undertaken while still at school</td>
<td>at least a pass as defined by the course</td>
</tr>
<tr>
<td>recognised certificates or awards in areas such as music, dance, drama and sport coaching</td>
<td>awarded</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrichment</th>
<th>Credit</th>
<th>Advanced</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>a level of a recognised certificate or award in areas such as music, dance, drama, sport and community development</td>
<td>As recognised by QCAA</td>
<td>a one-semester university subject undertaken while at school</td>
<td>2</td>
</tr>
<tr>
<td>a negotiated community or self-directed project</td>
<td>Determined by agreed program</td>
<td>a two-semester university subject undertaken while at school</td>
<td>4</td>
</tr>
<tr>
<td>recognised structured workplace or community learning program</td>
<td></td>
<td>competencies in a diploma or advanced diploma over at least a semester (or its equivalent) undertaken while at school</td>
<td>1 per competency</td>
</tr>
<tr>
<td>Authority extension subject</td>
<td></td>
<td>Maximum of 8 credits</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course of Study</th>
<th>Set Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>at least a Sound Level of Achievement in a semester of an Authority or Authority-registered English subject; %</td>
<td></td>
</tr>
<tr>
<td>a Sound Level of Achievement for the QCAA short course in literacy</td>
<td></td>
</tr>
<tr>
<td>at least a Sound Level of Achievement in English assessed by a Senior External Exam</td>
<td></td>
</tr>
<tr>
<td>Completion of 3928QLD Cert I in Core skills for Employment &amp; Training-Communication</td>
<td></td>
</tr>
<tr>
<td>Completion of FSK20113 Cert II in Skills for Work and Vocational Pathways</td>
<td></td>
</tr>
<tr>
<td>A Pass grad in a literacy course recognised by the QCAA</td>
<td></td>
</tr>
<tr>
<td>At least a C on the Queensland Core Skills Test</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>at least a Sound Level of Achievement in a semester of an Authority or Authority-registered mathematics subject; %</td>
<td>at least a Sound Level of Achievement in a semester of an Authority or Authority-registered English subject; %</td>
</tr>
<tr>
<td>a Sound Level of Achievement for the QCAA short course in numeracy</td>
<td>a Sound Level of Achievement for the QCAA short course in literacy</td>
</tr>
<tr>
<td>At least a Sound Level of Achievement in Maths A or Maths B assessed by a Senior External Examination</td>
<td>At least a Sound Level of Achievement in English assessed by a Senior External Exam</td>
</tr>
<tr>
<td>Completion of 3928QLD Cert I in Core skills for Employment &amp; Training-Communication</td>
<td>Completion of 3928QLD Cert I in Core skills for Employment &amp; Training-Communication</td>
</tr>
<tr>
<td>Completion of FSK20113 Cert II in Skills for Work and Vocational Pathways</td>
<td>Completion of FSK20113 Cert II in Skills for Work and Vocational Pathways</td>
</tr>
<tr>
<td>A pass grade in a numeracy course recognised by the QCAA</td>
<td>A pass grade in a numeracy course recognised by the QCAA</td>
</tr>
<tr>
<td>At least a C on the Queensland Core Skills Test</td>
<td>At least a C on the Queensland Core Skills Test</td>
</tr>
</tbody>
</table>

* There is an exception to this requirement. Up to two semesters of Authority and Authority-registered subjects at Limited Achievement can be conceded toward the award of a QCE, if needed, providing the student has exited the subject(s) after the first or second semester of the course

% Functional English and Functional Mathematics do not meet the standards for literacy and numeracy
Pimlico State High School is a Registered Training Organisation (RTO) and has agreed to operate within the standards of the VET Quality Framework (VQF). The school is registered to provide nationally recognised training in the following industries: Business Services, Hospitality, Information Technology, Engineering Pathways and General Education and Training.

Students can gain advanced standing towards apprenticeships and traineeships and towards higher level training at TAFE by completing the industry competencies as part of their Year 11 and 12 subjects. The students can qualify for Level I, Level II and Level III Certificates in addition to their Qld Certificate of Education if they complete the training courses successfully. These courses have an emphasis on practical skills and knowledge and are focused on actual workplace tasks, including on-the-job training in the chosen industry area for up to two weeks each year. At the beginning of the school year, any student enrolled in a VET course will undergo a Student Induction by the RTO Manager who has the delegation to oversee the schools vocational courses.

Subjects with nationally-recognised training:

**Business** (Certificate Courses)
This subject includes training for the Certificate II or III in Business. It is suited to students seeking employment as clerks, secretaries, receptionists, administrative assistants or data processors.

**Information Digital Media and Technology** (Certificate Course)
This subject includes training for the Certificate II in Information, Digital Media and Technology. It is suited to students seeking employment as computer operators or computer technicians.

**Hospitality** (Certificate Course)
This subject includes training for the Certificate II in Hospitality. The core competencies included are also the pre-requisites for further training in all areas of hospitality employment including food preparation, food and beverage service, reception and housekeeping.

**Engineering Pathways** (Certificate Course)
This subject includes training for the Certificate II in Engineering Pathways. Certificate II in Engineering Pathways provides knowledge and skill for entry level to the metals and engineering trades.

**Skills for Work and Vocational Pathways** (Certificate Course)
This subject incorporates 8 core units and 6 elective units of competency. This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. Successful completion leads to the award of Certificate II in Skills for work and Vocational Pathways. (Offered during TUTE program)

A summary of the employability skills developed through these qualifications can be downloaded from [http://employabilityskills.training.com.au](http://employabilityskills.training.com.au)

**Unique Student Identifier (USI) number.**
It is a legislative requirement that all students undertaking a Vocational Course apply for a USI number. Students cannot be registered in a course or receive their qualification until the USI number has been provided. Students will have the opportunity to apply for their USI number at school.
**STRUCTURED WORKPLACE LEARNING (SWL)**

Structured workplace learning is an integral part of the following subjects:
- Business
- Hospitality
- Construction
- Engineering Pathways

Students apply their skills to real workplace tasks and enhance their skills by learning on-the-job with a workplace supervisor.

Students are required to commit to attending the workplace for two weeks in Year 11 and there is also a work placement option in Year 12. *In choosing any of these subjects, students are expected to make the commitment to the work placement program in their chosen industry area. There is a mandatory work placement in the Hospitality course and Engineering Pathways course.*

---

**APPRENTICESHIP and TRAINEESHIP PROGRAM**

The school-based apprenticeship and traineeship (SAT) program provides a pathway for students to complete senior studies and gain a Qld Certificate of Education, while at the same time undertaking paid employment as a part-time apprentice or trainee in an industry in which they wish to work on completing school.

A small number of positions become available with local employers each year.

FOR FURTHER INFORMATION SEE THE H.O.D SENIOR SCHOOLING / RTO MANAGER
Ms P Jorgensen

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**RECOGNITION**

**Recognition of Prior Learning RPL**

RPL recognises the range of skills and knowledge possessed by students no matter where these have been developed. That is, if you have obtained these through previous classes, work experience, and life experiences, you can apply for recognition of prior learning and gain exemption for individual learning outcomes or competencies where evidence of competence in these outcomes or competencies can be shown.

**Application for Credit Transfer**

If a competency has been achieved from another RTO, which is the same as that in the course at Pimlico State High School, recognition of this can be received. The original or certified copy of the Statement of Attainment or Certificate from the previous school or training organisation, which verifies that you have achieved competence, will need to be produced.
# OVERVIEW OF SUBJECTS

<table>
<thead>
<tr>
<th>AREA OF STUDY</th>
<th>AUTHORITY SUBJECTS</th>
<th>AUTHORITY-REGISTERED SUBJECTS AND CERTIFICATE COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication &amp; Language</td>
<td>English, English Extension Yr 12 Only, French, German, Japanese</td>
<td>English Communication</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics A, Mathematics B, Mathematics C</td>
<td>Pre Vocational Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Biology, Chemistry, Physics</td>
<td>Science in Practice</td>
</tr>
<tr>
<td>Social Science</td>
<td>Ancient History, Economics, Geography, Legal Studies, Modern History</td>
<td>Social and Community Studies</td>
</tr>
<tr>
<td>Commerce</td>
<td>Accounting, Business Communication &amp; Technologies</td>
<td>Business*</td>
</tr>
<tr>
<td>Creative &amp; Performing Arts</td>
<td>Dance, Drama, Film, Television and New Media, Music, Music Extension Yr 12 Only, Visual Art</td>
<td>Visual Art Studies</td>
</tr>
<tr>
<td>Practical Arts</td>
<td>Home Economics, Graphics</td>
<td>Hospitality * Engineering * Construction</td>
</tr>
<tr>
<td>Sport &amp; Recreation</td>
<td>Physical Education</td>
<td>Recreation, Aquatic Practices</td>
</tr>
<tr>
<td>Information &amp; Communication Technology</td>
<td>Information Processing and Technology</td>
<td>Information Technology*</td>
</tr>
<tr>
<td>Work Education</td>
<td></td>
<td>Skills for work and vocational pathways *</td>
</tr>
</tbody>
</table>

*These subjects incorporate nationally recognised vocational training.*
### Subjects Offered con’t

<table>
<thead>
<tr>
<th>SUBJECTS OFFERED</th>
<th>AREA OF STUDY</th>
<th>QCAA / VET NUMBER</th>
<th>AUTHORITY REGISTERED</th>
<th>CERTIFICATE COURSE</th>
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<tr>
<td>Accounting</td>
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<td>Ancient History</td>
<td>Social Science</td>
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<td>Aquatic Practices</td>
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<td>Biology</td>
<td>Science</td>
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<td>Building and Construction</td>
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<td>Business Communications Technology</td>
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<td>Cert II Business</td>
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<td>Cert II Engineering Pathways</td>
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<td>Cert II Hospitality</td>
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<td>Cert II Information Digital Media Technology</td>
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<td>Cert II Skills for work and vocational pathways</td>
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<td>Chemistry</td>
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<td>Dance</td>
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<td>English Extension (YR 12 only)</td>
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<td>Film Television and New Media</td>
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<td>Music</td>
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<td>Sport and Recreation</td>
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<td>Science</td>
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<td>Recreation</td>
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</table>
CHOOSING SENIOR SUBJECTS

1. **Relate subjects to current career information**
   It is very helpful if you have a few career choices in mind before choosing subjects. If you are uncertain about this at present, seek help in trying to choose a course that will keep several career options open to you.

   The following resources are available in schools and give information on subjects and courses needed for careers:

   - The book *Queensland Tertiary Courses* – for careers requiring study at universities or other institutions of higher education
   - The book *Queensland Job Guide*, information sheets and other careers information (in your school library and in the careers library) – for information on subjects needed for particular occupations. Also available on-line.
   - Summary of selection criteria for entry to universities and colleges
   - Notes on subject weights for OP and Field Positions (FP)
   - Year 11 and 12 subjects needed for courses and careers.

   **NOTE:** By checking this information you will become aware of the distinction between:

   - Pre-requisite subjects (subjects which must be taken for future courses or careers)
   - Recommended subjects (not essential, but which are likely to make future courses easier to follow)
   - Useful subjects (not essential, but give a general background or help develop particular skills)

2. **Find out about the full list of subjects offered by Pimlico State High School.**
   a. Refer to the section in this handbook on:
      (i) Types of subjects offered
      (ii) Courses of study available
   b. Check out each subject fully. To do this, it will be necessary to:
      - read subject descriptions and course outlines in this handbook
      - talk to teachers and Heads of Department of each subject
      - look at books and materials used in the subjects
      - listen carefully at subject selection talks
3. **Interested in tertiary study (a university course)?** If so, there are some points that you should consider carefully.

   a. To qualify for tertiary entrance it is necessary for students to select a minimum of 5 AUTHORITY subjects at the beginning of Year 11 (and to continue to study the equivalent of 5 AUTHORITY subjects right through Years 11 and 12). At least 3 subjects must be studied for 4 semesters.

   b. Students aiming to maximise their chances of tertiary entrance are strongly advised to follow these steps:

      (i) Select all pre-requisite subjects for preferred courses

      (ii) Check to ensure that you are eligible for tertiary entrance

      (iii) Consider subjects in which you have both an interest and demonstrated ability

      (iv) Check to see if you will qualify for the Field Positions which may be used in the selection of final places in the tertiary courses in which you are interested. (Note, however, that many students will be selected for courses without the need for Field Positions to be considered).

4. **Be prepared to ask for help**

   Even after following these suggestions you and others interested in your future, may be a little confused or uncertain about the combination of subjects you have chosen. It is wise at this stage to check again with some of the many people around to talk to - Parents, Teachers, Heads of Department, Guidance Officer, Deputy Principals and the Principal. Don’t be afraid to seek their assistance – they are all prepared to help you.
A GUIDE TO SELECTING SENIOR SUBJECTS

Overall Plan

Make a decision about a combination of subjects that suits your requirements and abilities

1. **CHOOSE SUBJECTS YOU ENJOY!**
   
   We usually put more effort into a subject or activity we enjoy. Choose subjects that hold your interest.

2. **CONTINUE SUBJECTS YOU'VE DONE WELL IN BEFORE.**
   
   Previous success in a subject usually gives you a head start in tackling work at a more advanced level. Build on your strengths!

3. **CHOOSE SUBJECTS THAT KEEP YOUR CAREER OPTIONS OPEN AND WILL HELP YOU REACH CAREER GOALS.**

4. **CHOOSE AS BROAD A RANGE OF SUBJECTS AS POSSIBLE.**
   
   A wide subject choice will give you a sound, all round education. It also develops interests in many areas some of which you may like to specialise in later, and it helps to keep your options more flexible.

**DANGER**

**DON’T:**

- Look for easy options….
- Choose a subject just to stay with a friend ….
- Choose a subject just because its name sounds good….
- Choose a subject just because someone else suggested doing it ….
- Choose a subject because you like or dislike the teacher ….
- Choose a subject because “All the boys or girls take the subject” ….

**ALL SUBJECTS HAVE VALUE FOR BOTH MALES AND FEMALES**
ACCOUNTING

CATEGORY: AUTHORITY

PRE-REQUISITES: It is recommended that students will have achieved a minimum of a C standard in Year 10 English and would be helpful to have studied Year 10 Business.

SUBJECT INFORMATION:

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. They are encouraged to think logically, to apply accounting principles in a consistent and effective manner, and to become independent learners.

COURSE OUTLINE:

The course is organised around three areas of study:

- **Core Studies** - introduction to accounting; accounting entity; the nature of accounts; the accounting equation; double entry; nature of GST; general journal approach to recording; accounting period assumption; accrual accounting; matching principle; balance day adjustments; trading and profit and loss account; Statement of Comprehensive Income and Statement of Financial Position; introductory analysis and interpretation of ratios; making decisions and/or recommendations based on ratios; integrated accounting package; and budgeting.

- **Recording and Controls** – internal controls; accounting for cash; accounting for inventories; accounting for non current assets.

- **Reporting and Decision Making** – analysis of financial reports; accrual accounting; personal financing and investing; cash flow statements.

Knowledge and application of spreadsheeting is essential to this subject and integrated throughout the course of study.

ASSESSMENT PROGRAM:

A variety of assessment techniques will be used to assess the three dimensions:

- Knowledge and procedural practices
- Interpretation and evaluation
- Applied practical processes

Assessment in Semesters 3 and 4 will contribute to awarding of exit levels of achievement.

Assessment techniques will include supervised written (multiple choice, short response, informal report, response to stimulus, extended written response); extended response (spoken/multimodal, business report); and practical assessment.

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs J Andersen (jande225@eq.edu.au)
ANCIENT HISTORY

CATEGORY: AUTHORITY

PRE-REQUISITES: At least a C standard in Year 10 Humanities is essential.

SUBJECT INFORMATION:

Studying Ancient History helps students develop the knowledge, skills and values needed to make informed decisions to live more effectively as global citizens. Through studying history we can interpret the past in order to understand the present and to predict the future.

In particular, students studying Ancient History will
- understand that history is an interpretive, explanatory discipline
- become proficient in the process of historical inquiry and explanation
- understand the forces and influences that have shaped the modern world
- critically evaluate heritages and traditions
- develop the knowledge, abilities and ethical commitment to participate as active citizens in shaping the future

COURSE OUTLINE:

Ancient History provides students with an insight into human societies which existed between 3500 BCE and 1000 CE, through a series of enquiry topics. Ancient History exposes students to notions of culture and bias, as they explore the writings and personalities of individuals and cultures through time. The themes studied are then applied to the issues experienced in contemporary society, providing relevance and interest.

The themes studied over the two years are –

1. Studies of archaeology
2. Studies of the everyday lives of people in ancient society
3. Studies of changing practices in society and government in the Greek world
4. Personalities in history
5. A study of political centrism in Rome
6. Studies of religion

Within these themes we will cover Western Asia, Egypt, Greece, Rome, China and India, though other areas including Medieval times can be chosen for select research tasks.

ASSESSMENT PROGRAM:

All summative assessment that contributes to a student’s exit result comes from Year 12, with Year 11 being formative (largely a skill-building year). Each semester, three assessment instruments are used. These may include essays, research assignments, response to stimulus tests and multi-model presentations.

ADDITIONAL INFORMATION:

This subject requires competent reading and comprehension skills and advanced research and composition and language skills as it is a highly text based subject.

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs A Jaswinsky (ajasw1@eq.edu.au)
Mrs D McCallum (dmcca112@eq.edu.au)
BIOLOGY

CATEGORY: BIOLOGY

PRE-REQUISITES: At least a C standard in Year 10 Science is essential. However it is highly recommended that students will have achieved at least a B standard.

SUBJECT INFORMATION: The study of Biology provides students with an understanding of the ways scientists seek solutions to problems pertaining to the living world and how the processes of science lead to the discovery of new information. It also develops and enhances skills that can be used to solve problems arising in students’ everyday experiences.

It helps students understand the workings of their own bodies and provides them with an interest in the living world around them and an appreciation of their relationships with this world. The study of Biology encourages students to consider their responsibilities towards their world.

COURSE OUTLINE: Six key concepts will be addressed in the course:

1. Cells are the functioning units of all living things.
2. Multi-cellular organisms are functioning sets of interrelated systems.
3. Organisms live an independent existence in environments to which they are adapted.
4. A variety of mechanisms result in continual change at all levels of the natural world.
5. There are processes which maintain dynamic equilibrium at all organisational levels.
6. There are mechanisms by which characteristics of individuals in one generation are passed on to the next generation.

These themes are developed across Year 11 and Year 12.

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
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<tbody>
<tr>
<td>Cell Biology</td>
<td>Emerging Diseases</td>
</tr>
<tr>
<td>Animal Physiology</td>
<td>Reproduction</td>
</tr>
<tr>
<td>Ecosystem Earth</td>
<td>Genetics</td>
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<tr>
<td>Sustainable Futures</td>
<td>Evolution</td>
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</tbody>
</table>

Students will develop their knowledge of Biology and their ability to solve problems arising in their everyday experiences. The course places considerable emphasis upon practical work conducted within a laboratory and in the field. There is a minimum time commitment for fieldwork of ten hours. During practical activities students learn to examine collected data, suggest hypotheses that explain observations and design and conduct experiments.

ASSESSMENT PROGRAM: The achievement level awarded to each student on exit from the course will be based on the fullest and latest information about student performance in the dimensions of Understanding Biology, Investigating Biology and Evaluating Biological Issues.

Assessment instruments used include supervised written tasks, extended experimental investigations and extended response items.

ADDITIONAL INFORMATION: Field Work is a mandatory part of the course. Costs associated with fieldwork are approximately – $15 - $20.

An ability to work effectively by yourself or in small groups is required. Good reading skills are also required.

RISK MANAGEMENT: Some learning activities in this subject involve an inherent level of risk. Acceptance into the subject will require parent or guardian consent to participate in the course of study. Details of the risks will be provided in the consent letter which is to be returned with the subject selection form. For further information refer to Page 4.

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs D Galletly (dgall23@eq.edu.au)
Mr M Goodrick (mgood132@eq.edu.au)
BUSINESS COMMUNICATION AND TECHNOLOGIES

CATEGORY: AUTHORITY

PRE-REQUISITES: It is recommended that students will have achieved a minimum of a C standard in Year 10 English and would be helpful to have studied Year 10 Business.

SUBJECT INFORMATION:
Business Communication and Technologies offers students the opportunity to engage in and understand a range of business administrative practices through real life situations and simulations. As an AUTHORITY Subject it contributes to the Overall Position (OP) and Field Positions (FPs) required for tertiary entrance.

COURSE OUTLINE:
This course will be delivered within business contexts, allowing for the integration of learning experiences and application of topics in situations as close as possible to industry practices. Throughout the two years, eight topics will be studied. The topics studied are:

- Organisation and Work Teams
- Business Environments
- International Business
- Workplace Health, Safety and Sustainability
- Financial Administration
- Managing People
- Events Administration
- Industrial Relations

In Business Communication and Technologies, students will examine the broader social, cultural and environmental implications of business activities with a focus on the essential skills of communication and the use of business specific technologies. This subject requires students to engage in learning activities requiring higher order thinking cognition. They will need to interpret and analyse business issues to evaluate proposed business solutions and recommend from the perspectives of an employer, employee or self-employed individual across a range of business situations.

ASSESSMENT PROGRAM:
A variety of assessment techniques will be used to assess the three criteria:

- Knowing and understanding business
- Investigating business issues
- Evaluating business decisions

Assessment techniques will include short and/or extended responses, research assignments, projects and reports. Multimodal presentations such as seminar presentations, multimedia presentations, debates and reports may also be used.

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs J Andersen (jande225@eq.edu.au)
CHEMISTRY

CATEGORY: AUTHORITY

PRE-REQUISITES: It is recommended that students will have achieved a minimum of a B standard in Year 10 Science, an A standard in Year 10 Mathematics and at least a B standard in the Year 10 Extension Mathematics components.

SUBJECT INFORMATION:
Chemistry is the study of matter and its interactions. Students will learn about the applications of chemistry and their industrial and economic importance. They will be exposed to chemical issues relating to developments and discoveries in chemistry. Students will participate in a wide range of activities to develop their knowledge of chemistry and their ability to think and solve life-related problems. Their laboratory experiences and exposure to industry will acquaint them with workplace health and safety practices when dealing with chemicals and help them develop an appreciation for chemical safety in the home and environment.

COURSE OUTLINE:
Chemistry is organised under two major themes: Structure and Reactions. These themes are developed through seven contexts across Year 11 and Year 12.

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
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<tbody>
<tr>
<td>Basic Principles of Chemistry</td>
<td>Salvaging and Conserving “The Pandora”</td>
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<tr>
<td>The Chemistry of Materials</td>
<td>Chemistry of the Body</td>
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<tr>
<td>The Chemistry of Fires and Explosions</td>
<td>The Chemistry of Ross Creek</td>
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<tr>
<td>The Chemistry of Drugs</td>
<td>Rates of Reaction</td>
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ASSESSMENT PROGRAM:
A wide range of assessment techniques is used to determine the relationships between student achievement and the exit criteria of the course (Knowledge and conceptual understanding, Investigative processes, and Evaluating and concluding).
Assessment instruments will include extended experimental investigations and supervised assessments.

ADDITIONAL INFORMATION:
An ability to work effectively by yourself or in small groups is required. Good reading skills are also required. It is advisable that students undertaking Chemistry also undertake Maths B in Year 11. Students who do not meet these requirements must consult with the Science Head of Department before selecting this course.

RISK MANAGEMENT:
Some learning activities in this subject involve an inherent level of risk. Acceptance into the subject will require parent or guardian consent to participate in the course of study. Details of the risks will be provided in the consent letter which is to be returned with the subject selection form. For further information refer to page 4.

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs D Galletly (dgall23@eq.edu.au)  
Mr C Jay (cjay4@eq.edu.au)
DANCE

CATEGORY: AUTHORITY

PRE-REQUISITES: At least a C standard in Year 10 English is recommended. Prior practical dance experience is beneficial but not essential.

SELECTION PROCEDURE:

Students may be required to attend an audition for entrance into the subject if numbers exceed the quota or if students wish to enter the course after semester one.

SUBJECT INFORMATION:

The course has three areas of study: Choreography, Performance and Appreciation (theory), developed through a variety of units over the two years.

COURSE OUTLINE:

Examples of units may include:

Year 11
  It’s the Style That Counts – Street Jazz
  History in the Making (Ballet and Contemporary)

Year 12
  Razzle Dazzle – Musical Theatre
  Making a Statement – Contemporary Dance
  Pushing the Boundaries – Post Modern Dance

ASSESSMENT PROGRAM:

Students are assessed equally in each of the areas of Choreography, Performance and Appreciation. Written work will be assessed through research, essays and exams and practical assessment in choreography and performance. Choreography assessment includes written statements about choreographic intent.

ADDITIONAL INFORMATION:

Students are expected to attend and participate in a number of dance performances during the year. This includes rehearsals during school hours as well at night and on the weekend. Students will need to be committed to these extra-curricular activities in order to increase skills and represent their school in the Arts.

FOR FURTHER INFORMATION PLEASE CONTACT: Ms H Molkentin (hmolk2@eq.edu.au)
DRAMA

CATEGORY: AUTHORITY

PRE-REQUISITES: It is recommended that students will have achieved a minimum of a C standard in both oral and written Year 10 English tasks.

SELECTION PROCEDURE:
Students may be required to attend an interview for entrance into the subject if numbers exceed the quota or if students wish to enter the course after semester one.

SUBJECT INFORMATION:
The two year course of study aims to promote the development of skills in writing, acting and directing drama. It also aims to foster an appreciation of drama.

In this course drama is experienced through three dimensions:
- Forming – making and shaping dramatic action,
- Presenting – presenting and performing polished works to others, and
- Responding – understanding, interpreting and analysing dramatic works.

COURSE OUTLINE:
Year 11
- Commedia Dell’arte
- Monologues
- Political and Contemporary Theatre
- Stanislavski and Realism

Year 12
- Absurdism
- Shakespeare
- Australian Theatre

ASSESSMENT PROGRAM:
The subject is assessed through devising works for performance (direction, script writing, play building and characterisation); presenting performances from scripted texts and written tasks including essays and assignments.

ADDITIONAL INFORMATION:
Students should be aware that practical tasks are very time consuming and students will be expected to attend out-of-school time rehearsals and performances. Attendance at some theatrical performances is required. These must be paid for by the student. Group work is a major part of the course. The ability of a student to work in a group and to take individual responsibility for their part in a group production is a vital element of the course.

FOR FURTHER INFORMATION PLEASE CONTACT: Ms M Morris (morr148@eq.edu.au)
ECONOMICS

CATEGORY: AUTHORITY

PRE-REQUISITES: At least a C standard in Year 10 Humanities is essential.

SUBJECT INFORMATION:
Economics is a challenging and interesting subject for all students. Everyday Australians face the prospect of making financial decisions and they need the knowledge and skills to make these decisions wisely. Economics provides our students with an in-depth knowledge of the many economic problems, and an understanding of the economic pressures, that they will face throughout their lives.

Australians are now more aware of the importance of preparing for their future and ensuring that they have financial goals. Economics is an opportunity for students to plan for the future, develop key employment skills and apply their economic skills to daily life.

Economics is useful for all students because:

- It provides them with real world skills that they will use throughout their lives – What do I do with my money? What should I invest in? What are my rights at work? How do interest rates affect me? How can I buy a property in the future?
- It gives them essential knowledge for all occupations where resources, people, money and economic decisions are made – in other words, it is essential for every occupation.
- It allows them to examine, and provide solutions to economic problems faced by individuals, business and the economy.

COURSE OUTLINE:
Economics is essentially a study of how to use our money in the best way possible. Students are taught how to use their limited resources to provide the best returns for themselves, the businesses they work for and the Australian people and the economy. Economics offers a range of core and elective topics providing flexibility and choice for the students. The content includes:

The Core:
1. Markets and Models – How does the Australian economy work?
2. Contemporary Microeconomic Issues – How do you make the right economic decision?
3. Contemporary Macroeconomic Issues – How do we prepare and deal with the uncertainties of the economic world.
4. International Economics – How does the global economy affect us in Australia?

The Electives: (The following are some examples of the 12 electives)
Globalisation and Trade – How do we rely on, and benefit the economies of other countries?
Environmental Economics – Money versus the environment.
Stock Market – What are the best investments and how do you play the stock market?
Technology – How does technological advancement impact our economy?

ASSESSMENT PROGRAM:
Year 11 is a building year where students practice and develop the necessary skills required for Year 12. The assessment items in Year 12 contribute to a student's Exit Level of Achievement. The assessment items include short response tests, research tasks, reports and oral presentations in the form of videos, Photostory presentations and seminars.

FOR FURTHER INFORMATION PLEASE CONTACT: Mr J Virly (jvirl1@eq.edu.au)
Mr G Edwards (gedwa31@eq.edu.au)
ENGLISH

CATEGORY: AUTHORITY

PRE-REQUISITES: At least a C standard in Year 10 English is recommended.

INCOMPATIBLE SUBJECT: English Communication

SUBJECT INFORMATION:
In English, students learn how language use varies according to context, purpose, audience, content, modes and mediums and how to use it appropriately, effectively and accurately for a variety of purposes. Students engage with texts through reading, viewing and listening and create texts through writing and speaking/signing. A course in English must provide students with opportunities to explore and experiment with various literary and non-literary texts that are written, spoken/signed, digital and multi-modal.

COURSE OUTLINE:
During the four semesters of study, all students will complete a range of units (including core and class specific) that have been developed so that learners in this subject gain:

- a sense of cultural heritage and grasp of factors that, in different cultures and at different times, cause particular texts, genres/text types and authors to be valued;
- the technical skills, through focused study, that enable them to control and experiment with a range of language systems and associated genres and technologies;
- an awareness of how their personal attitudes and beliefs relate to those operating within their culture, using this understanding to explore themselves and their relationship to the world through text studies;
- an understanding of how texts reproduce, negotiate or challenge ways of thinking and being that are available in a culture at particular times, and why readers, viewers, listeners may make different readings from text.

Students are encouraged to gain enjoyment from texts while developing understandings of the power of texts to influence, tell the stories of a culture and promote shared understandings. They will engage with a wide variety of literary, mass media and everyday texts.

ASSESSMENT PROGRAM:
Assessment is continuous and is obtained from six tasks (four written and two spoken) in each year. Two of the four written assessment pieces in each year will be conducted under supervised conditions.

Year 12 assessment is used in determining Exit Levels of Achievement.

FOR FURTHER INFORMATION PLEASE CONTACT: Ms M Jane (mjane11@eq.edu.au)
**ENGLISH EXTENSION**  
**AVAILABLE YEAR 12 ONLY**

**CATEGORY:** AUTHORITY

**PRE-REQUISITES:** Students will need to have demonstrated at least a B standard in Year 11 English, and continue enrolment in Year 12 English.

**NOTE:** Students must be capable of independent work, possess effective time management strategies and be committed to attending classes at 8 a.m. each morning of the week.

**SUBJECT INFORMATION:**

English Extension uses the lenses of a variety of theoretical approaches to analysing and evaluating literary texts to help students explore ways of valuing literature. English Extension leads to a range of careers where understanding social, cultural and textual influences on ways of viewing the world is a key element. This subject may lead to careers in such areas as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

**COURSE OUTLINE:**

- **Unit 1** - Reading and Defence – 9 weeks
- **Unit 2** - Transformation and Defence – 8 weeks
- **Unit 3** – Explorations and Evaluation – 14 weeks

English Extension is designed to offer more challenge than Senior English in that students are required to explore, in greater depth, the social, cultural and textual understandings about how reading practices have an impact on different understandings about the nature of literature and of ‘literariness’.

By using the different approaches (reader, text, author and world centred) to reading, students extend their understanding of the central question, that whatever literature is, it is dependent on how, when, where, by whom and for what purposes it is read.

The focus of this subject is on student understanding and application of reading practices that are informed by both traditional and contemporary literary theories.

**ASSESSMENT PROGRAM:**

Assessment involves three tasks, one of which involves spoken presentations. All tasks are completed under non-supervised conditions and require students to demonstrate increasing independence.

**FOR FURTHER INFORMATION PLEASE CONTACT:** Ms K McDonald (kmcd073@eq.edu.au)
FILM, TELEVISION AND NEW MEDIA

CATEGORY: AUTHORITY

PRE-REQUISITES: At least a C standard in both oral and written Year 10 English tasks is necessary. An interest in emerging technologies i.e. digital and multi-media, and competency with computers will also be of benefit.

SELECTION PROCEDURES:
Students will be required to attend an interview for entrance into Film, Television and New Media if numbers exceed the quota or if students wish to enter the course after Semester One. As the course is highly developmental, it is difficult to enter the course late and achieve at a high level.

SUBJECT INFORMATION:
Students will study five key areas. These are Technologies, Representations, Audiences, Institutions and Languages. These key areas underpin the three main assessment areas of Design, Production and Critique. The majority of work in Design and all work in Critique is written work.

COURSE OUTLINE:
Units are studied concurrently and vary in duration.

Year 11: “Lights, Camera, Action” (Production Fundamentals)
“Entertainment.com” (Hollywood in the Digital Age)
“Playing with Pixels” (New Media Cultures and Animation)
“Representing Australia” (Australian Cinema)

Year 12: “Couch Potato” (Australian TV Audiences)
From Surreal to the Short Film (Foreign Film)
The Whole World is Watching (News Media)

ASSESSMENT PROGRAM:
The ability to write well and to analyse and evaluate is an essential requirement of the course and a major part of the course is assessed through written assignments. Written work and major production work will be completed individually. Students will be expected to complete a minimum of four polished, finished products over the two year course. The majority of the practical assessment tasks will be devoted to video production.

ADDITIONAL INFORMATION:
An aptitude and an appreciation for the creative and performing arts, organisational skills and a willingness to show initiative is essential for success in this subject. Students should be aware that practical tasks are time intensive and will require them to be highly organised and to use lunchtimes, after school and some weekends to complete production work.

FOR FURTHER INFORMATION PLEASE CONTACT: Ms E Bugden (ecbug@eq.edu.au)
FRENCH

CATEGORY:        AUTHORITY

PRE-REQUISITES:  At least a C standard in Year 10 French is essential.

SUBJECT INFORMATION:

The topics and activities chosen in this course are designed to improve a student’s ability to communicate in French and to develop an appreciation of French culture and the French way of life.

Successful students will be able to read a variety of texts e.g. emails and letters, articles from French magazines, internet sites, and short stories. They will be able to comprehend a variety of spoken language e.g. conversations, reports, narratives. They will be able to write personal letters and more formal prose, such as youth magazine articles. They should be able to converse in French with a sympathetic native speaker so that they can understand and be understood.

The topics chosen are of practical value for anyone meeting or working with French-speaking people in Australia or planning to visit or work in French-speaking countries.

COURSE OUTLINE:

Each year, topics from each of the following themes are studied:

- **Family and Community** explores personality, family and friends; being an adolescent in the 21st century.
- **Leisure, Recreation and Human Creativity** looks at the changing world of leisure; health, fitness, media and body image; travel and tourism in France and Australia.
- **Social Issues** units study issues in society e.g. health and food (the good and the bad); racism; the rise of ecotourism.
- **School and Post-school Options** looks at the future e.g. the world of work; student exchange and travel.

Why Study French?

- It opens the door to communication with native speakers of French, both in Australia and overseas.
- It helps develop literacy skills and understanding of how English works.
- It helps develop skills in flexible thinking and problem solving.
- It broadens job skills and career options e.g. in business, music, science, journalism, technology, tourism, trade and export, the arts, law.
- It helps develop understanding of the social conventions of the French-speaking world, allowing students to participate more effectively in a global world.

ASSESSMENT PROGRAM:

In Year 11 there will be a minimum of one assessment task in each macro skill (listening, speaking, reading and writing) each semester. Year 12 assessment includes a minimum of two tasks in each skill by the end of Term 3 and tests in one or two skills during Term 4. An exit level of achievement will be determined using results in the last two tests in each macro skill.

FOR FURTHER INFORMATION PLEASE CONTACT Mrs S. Bonell-Brown (sbone22@eq.edu.au)
GEOGRAPHY

CATEGORY: AUTHORITY

PRE-REQUISITES: At least a C standard in Year 10 Humanities is essential.

SUBJECT INFORMATION:

Senior Geography is concerned with people's interaction with various environments around the world. Studies in geography help students live their daily lives by informing them about their local area and other parts of the world. Knowing about the world helps students understand differences in the quality of life among people and the impact of human activities on Earth's varied environments. Understanding human interaction with the environment enables students to think carefully about how the quality of human life might be improved, about how resources can be used effectively and about ways in which environments might be protected for future generations.

COURSE OUTLINES:

The semester units studied over the two years are:

1. Managing the Natural Environment
2. Social Environments
3. People and Development
4. Resources and Environment

Studying Geography helps students develop knowledge, skills and values needed to make effective decisions concerning the management of our environment.

In particular, students studying Geography will gain a broad knowledge of both natural and cultural environments; be able to effectively research information concerning local issues; be able to analyse information presented; be able to evaluate information, making informed decisions; be able to report their findings using a variety of methods (eg. reports, seminars, essays); develop computer skills which will assist them in their future careers.

ASSESSMENT PROGRAM:

Year 11 is largely a skill-building year. In Year 12, all assessment items contribute to the student’s Exit Level.

In each semester, four assessment items are used to assess the student’s level of understanding in the subject. These items may include practical exercises, reports, stimulus response essays, seminar presentations and short response tests. Some assessment items require compulsory attendance on field trips.

ADDITIONAL INFORMATION:

Field work is included in a number of topics studied and may involve excursions:

| Year 11 | Local Issue Townsville | $20 (approximately) |
| Year 12 | Pallarenda or Town Common | $20 (approximately) |

FOR FURTHER INFORMATION PLEASE CONTACT: Mr M Foster (mfost39@eq.edu.au)
Mr J Virly (jvirl1@eq.edu.au)
GERMAN

CATEGORY: AUTHORITY

PRE-REQUISITES: At least a C standard in Year 10 German is essential.

SUBJECT INFORMATION:
The topics and activities chosen in this course are designed to improve a student’s ability to communicate in German and to develop an appreciation of German culture and the way life in the German-speaking countries.

Successful students will be able to read a variety of texts e.g. emails and letters, articles from German magazines, internet sites, and short stories. They will be able to comprehend a variety of spoken language e.g. conversations, reports, narratives. They will be able to write personal letters and more formal prose, such as youth magazine articles. They should be able to converse in German with a sympathetic native speaker so that they can understand and be understood.

The topics chosen are of practical value for anyone meeting or working with German-speaking people in Australia or planning to visit or work in German-speaking countries.

COURSE OUTLINE:
Each year, topics from each of the following themes are studied:

- **Family and Community** units explore personality and friends; adolescence, young adulthood and the way we live.
- **Leisure, Recreation and Human Creativity** looks at the changing world of leisure and entertainment; travel and tourism in Australia and Germany.
- **Social Issues** units study issues in society e.g. health and lifestyle issues; environmental issues in Germany and Australia; our electronic world; living in another country.
- **School and Post-school Options** looks at the future e.g. making plans for life after high school; the world of work; student exchange and travel.

Why Study German?

- It opens the door to communication with native speakers of German, both in Australia and overseas.
- It helps develop literacy skills and understanding of how English works.
- It helps develop skills in flexible thinking and problem solving.
- It broadens job skills and career options e.g. in business, music, science, journalism, technology, tourism, trade and export, the arts, the law.
- It helps develop understanding of the social conventions of the German-speaking world, allowing students to participate more effectively in a global world.

ASSESSMENT PROGRAM:
In Year 11 there will be a minimum of one assessment task in each macro skill (listening, speaking, reading and writing) each semester. Year 12 assessment includes a minimum of two tasks in each skill by the end of Term 3 and tests in one or two skills during Term 4. An exit level of achievement will be determined using results in the last two tests in each macro skill.

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs H. von Mellenthin (hvonm1@eq.edu.au)
GRAPHICS

CATEGORY: 

PRE-REQUISITES: At least a C standard in Year 10 Graphics is essential and Year 10 English is desirable.

SUBJECT INFORMATION:

The course is about solving design problems graphically and presenting graphical products. Students will use a design process to identify and explore the design needs or opportunities of target audiences; research, generate and develop ideas; and produce and evaluate graphical solutions.

The subject can establish a basis for further education and employment in the fields of graphic design, industrial design, built environment design, engineering, urban and regional planning, surveying and spatial sciences, and building paraprofessionals.

COURSE OUTLINE:

Topics of Study:

Students will solve graphical problems in the following three design areas in Year 11 and Year 12:

- Industrial Design (Furniture/Homewares, Mechanical, Appliances/Gadgets, Communications)
- Graphic Design (Logos, Product Packaging, Publications, Advertisements, Maps/Charts) and
- Built Environment (Architecture, Landscape Architecture and Interior Design).

As students develop and present their graphical representations of ideas and solutions for design problems they will:

- sketch and draw freehand
- produce graphical representations in 2-D and 3-D formats
- use existing and emerging technologies (Autocad, Solidworks, Revit software etc)

Students will plan and produce graphical representations in simulated real-world contexts.

ASSESSMENT PROGRAM:

The following assessment techniques will be used to assess the three criteria: knowledge and understanding, analysis and application, and synthesis and evaluation applicable to solving design problems and representing ideas and solutions graphically.

Assessment includes:-

- Design Folios record the design process you have used to solve a design problem. These folios will contain some written information, but will mostly consist of graphical representations or your ideas and solutions. (3 per year)
- Examinations (Extended Response) will mostly require you to sketch and draw ideas and solutions in response to small design problems or aspects of larger ones. (1 per year)

Semester 1 and 2 is used for monitoring student progress with Semester 3 and 4 contributing to the awarding of exit levels of achievement.

FOR FURTHER INFORMATION PLEASE CONTACT: Mr C Timbs (ctimb2@eq.edu.au)
HOME ECONOMICS

CATEGORY:  AUTHORITY

PRE-REQUISITES:  At least a C standard in Year 10 Home Economics and 10 English is desirable.

SUBJECT INFORMATION:
Senior Home Economics as a field of study offers students opportunities to discover and further develop their critical thinking and creative capabilities. Through the process of inquiry and production, students focus on sustainable living for individuals, families and communities. The content bases from which Home Economics is drawn include clothing, consumerism, sustainability, communication, communities, design, food science, nutrition and textiles. The subject focuses strongly on both academic progress and the development of practical skills by focusing on researching, investigating and producing. Practical tasks are designed to foster independent inquiry, the development of management skills and reflection to create a purposeful outcome. Research tasks aim to develop empathy and advocacy skills and encourage a broad minded attitude.

COURSE OUTLINE:
The course consists of three core areas of study over the two year course. These are Individuals, Families and Communities; Nutrition and Food; and Textiles and Fashion. The syllabus requires an inquiry approach to encourage critical and creative thinking.

Course units are as follows:

Year 11  Modern Families
         Modern Textiles

Year 12  Contemporary Issues in Adolescent Nutrition and Health
         Contemporary Issues for Young Adults

ASSESSMENT PROGRAM:
Students are assessed in three dimensions:

- Knowledge and Understanding
- Reasoning and Communicating Processes
- Practical Performance

Students will complete assessment from the three dimensions each semester.

ADDITIONAL INFORMATION:
1. Practical cookery lessons will require the provision of ingredients on a weekly basis for the duration of these units. Students will also be required to wear closed-in shoes and an apron for each cooking session.
2. The textile unit will involve the production of craft-related items or construction of an item of clothing. Students will be required to provide the fabric, thread, bobbins, pins, embellishment items and patterns (if necessary) for each article.
3. Some field trips may be undertaken and the costs will need to be met by students.

RISK MANAGEMENT:
Some learning activities in this subject involve an inherent level of risk. Acceptance into the subject will require parent or guardian consent to participate in the course of study. Details of the risks will be provided in the consent letter which is to be returned with the subject selection form. For further information refer to page 4.

FOR FURTHER INFORMATION PLEASE CONTACT:  Mrs B Lobegeiger (blobe8@eq.edu.au)
                                                Mrs R Dowd     (rdowd11@eq.edu.au)
INFORMATION PROCESSING AND TECHNOLOGY (IPT)

CATEGORICAL: INFORMATION PROCESSING AND TECHNOLOGY (IPT)

PRE-REQUISITES:
It is recommended that students have achieved a minimum of a B standard in English, an A standard in Year 10 Mathematics and at least a B standard in the Year 10 extension mathematics components.

SUBJECT INFORMATION:
Information Processing and Technology is an intellectual discipline that enables students to acquire knowledge, skills, processes and an understanding of information technology. Information technology refers to the creation, manipulation, storage, retrieval and communication of information and the range of technological devices and systems used to perform these functions.

The focus of this subject is on how information technology can be used to solve problems, as well as providing students with the opportunity to appreciate the impact of technology on society and the individual. This subject enables students to investigate the nature of this technology and to learn about the design and methodology used to create programs and information systems (databases).

Information Processing and Technology would assist students planning to study Computer Science, Information Technology, Engineering or Business at university.

COURSE OUTLINE:
Information Processing and Technology is organised under several themes and these are developed across Year 11 and Year 12.

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algorithms and Programming</td>
<td>Relational Information Systems</td>
</tr>
<tr>
<td>Software Development</td>
<td>Querying Information Systems</td>
</tr>
<tr>
<td>Expert Systems</td>
<td>Online Databases</td>
</tr>
</tbody>
</table>

Human-Computer Interaction and Social and Ethical Issues, are integrated throughout the units studied.

ASSESSMENT PROGRAM:
A range of assessment techniques are used to determine the relationship between student achievement and the exit criteria of the course (Knowledge and Application, Analysis and Synthesis, and Evaluation and Communication). The assessment tasks completed will include practical tests, written essays, reports, exams and projects.

ADDITIONAL INFORMATION:
An ability to work effectively by yourself or in small groups, is required. Good analysis, problem solving and communication skills are required. Interest in the design and development of software programs and computer databases is essential.

FOR FURTHER INFORMATION PLEASE CONTACT: Mr P Jenner (pjenn7@eq.edu.au) Mr M Burnett (mburn35@eq.edu.au)
JAPANESE

CATEGORY: AUTHORITY

PRE-REQUISITES: At least a C standard in Year 10 Japanese is essential.

SUBJECT INFORMATION:
The topics and activities chosen in this course are designed to improve a student’s ability to communicate in Japanese and to develop an appreciation of Japanese culture and the Japanese way of life. This is a continuing course, so Japanese study at Year 10 level is essential.

Successful students will be able to read a variety of texts e.g. emails and letters, news and information reports and internet articles. They will be able to comprehend a variety of spoken language e.g. conversations, reports, narratives. They will be able to write letters, emails, reports and articles using Japanese scripts - hiragana, katakana and 150 mandatory kanji. They should be able to converse in Japanese with a sympathetic native speaker so that they can understand and be understood.

The topics chosen are of practical value for anyone meeting or working with Japanese-speaking people in Australia or planning to visit or work in Japan.

COURSE OUTLINE:
Each year, topics from each of the four themes are studied. Examples of possible topics within each theme are:

- **Family and Community**: personality and relationships; family life, home, domestic routines; customs and appropriate ways of behaving;
- **Leisure, Recreation and Human Creativity**: hobbies, sport, fitness and entertainment; travel and tourism in Japan and Australia.
- **Social Issues** units study issues in society: health; the environment.
- **School and Post-school Options** looks at the future: the world of work; student exchange and travel; making plans for life after high school.

Why Study Japanese?

- It opens the door to communication with native speakers of Japanese, both in Australia and overseas.
- It helps develop literacy skills and understanding of how English works.
- It helps develop skills in flexible thinking and problem solving.
- It broadens job skills and career options e.g. in commerce, law, health care, international affairs, tourism and education.
- It helps develop understanding of the social conventions of Japan, allowing students to participate more effectively in a global world.

ASSESSMENT PROGRAM:
In Year 11 there will be a minimum of one assessment task in each macro skill (listening, speaking, reading and writing) each semester. Year 12 assessment includes a minimum of two tasks in each skill by the end of Term 3 and tests in one or two skills during Term 4. An exit level of achievement will be determined using results in the last two tests in each macro skill.

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs A. Wright (acamp338@eq.edu.au)
LEGAL STUDIES

CATEGORY: AUTHORITY

PRE-REQUISITES: At least a C standard in Year 10 Humanities is essential. A sound understanding and ability in researching and essay writing is essential.

SUBJECT INFORMATION:

Legal Studies allows students to be better informed about their legal rights and the role that the law plays in our everyday lives. Most jobs rely on workers having some legal knowledge and this course will assist students in knowing their legal position in many situations.

COURSE OUTLINE:

- The Legal System – how the laws are made.
- Criminal Law – what is a crime?
- Civil Obligations – how we form relationships in society.
- Family Law – what rights and responsibilities do family members have?
- What is the role of law in society? – does the law meet society's needs?
- Environment Law – how do we balance environmental protection and people?

Examples of class activities include:

- Debating how effective laws are
- Evaluating stakeholders positions
- Applying laws to factual situations

ASSESSMENT PROGRAM:

A variety of assessment items are used to assess the criteria over the two year course:

- Essay and research tasks
- Oral debates
- Unseen essays
- Research assignments with real cases cited

Assessments in Semester 1 and 2 are formative and do not contribute to the exit level of achievement. However, all tasks in Year 11 are used as building blocks for Year 12 tasks which are all summative, contributing to the Exit Level of Achievement

ADDITIONAL INFORMATION

As part of the learning experiences in Legal Studies, field trips and excursions may occur e.g. Townsville Law Courts.

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs C Guinea (cguin3@eq.edu.au)
Ms L Jenkins (ljenk19@eq.edu.au)
MATHEMATICS A

CATEGORY: AUTHORITY

PRE-REQUISITES: At least a C standard in Year 10 Mathematics is recommended.

INCOMPATIBLE SUBJECTS: Prevocational Mathematics, Mathematics B and Mathematics C

SUBJECT INFORMATION:
Mathematics A is a recommended precursor to further study and training in the technical trades such as toolmaking, sheet-metal working, fitting and turning, carpentry and plumbing, auto mechanics, tourism and hospitality, and administrative and managerial employment in a wide range of industries. It is also suitable as a precursor to tertiary studies in subjects with moderate demand in mathematics. (Please consult QTAC Tertiary Pre-requisites handbook for information in pre-requisites subjects for tertiary studies).

COURSE OUTLINE:
The topics studied in Mathematics A across the Year 11 and 12 course include Managing Money, Elements of Applied Geometry, Linking 2 & 3 Dimensions, Data Collection and Presentation, Exploring and Understanding Data, Networks and Queuing and Land Measurement. These are used to develop:
- Knowledge and skills of computation, estimation and measurement
- Simple algebraic manipulation
- A capacity to interpret and analyse information presented in a variety of forms
- The ability to make judgements based on evidence and reasoning
- A capacity to justify and communicate results in a variety of forms.

ASSESSMENT PROGRAM:
Students are assessed under three criteria: Knowledge and Procedures, Modelling and Problem Solving, and Communication and Justification

Learning experiences and assessment is applied incorporating four principles:
- Application: from real world through to contrived or simplified life-related tasks
- Technology: a range must be used, for example, measuring instruments, computers and scientific calculators
- Initiative: tasks ranging from well-rehearsed (routine) to those requiring insight and creativity (non-routine)
- Complexity: simple, single step through to complex tasks

Assessment instruments include:
1. Mid and/or End Semester tests
2. Reports (research projects/assignments)
3. Extended modelling and problem-solving tasks

FOR FURTHER INFORMATION PLEASE CONTACT: Mr T Meehan (tmeeh5@eq.edu.au)  
Ms C Davies (cdavi279@eq.edu.au)
MATHEMATICS B

CATEGORY: AUTHOR\NY

PRE-REQUISITES: Students must have studied the Year 10 Extension Mathematics course. An A standard in Year 10 Mathematics and at least a B standard in the extension components must have been achieved.

INCOMPATIBLE SUBJECTS: Prevocational Mathematics, Mathematics A

SUBJECT INFORMATION: Mathematics B is a recommended precursor to tertiary studies in subjects with high demand in mathematics, especially in the areas of science, medicine, mining and engineering, information technology, mathematics, finance, and business and economics.

COURSE OUTLINE: The topics studied in Mathematics B across the Year 11 and 12 course include Introduction to Functions, Rates of Change, Periodic Functions and Applications, Exponential and Logarithmic Functions and Applications, Optimisation, Introduction to Integration and Applied Statistical Analysis. These are used to 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.

ASSESSMENT PROGRAM: Students are assessed under three criteria: Knowledge and Procedures, Modelling and Problem Solving, and Communication and Justification.

Learning experiences and assessment is applied incorporating four principles:

Application: from real world through to contrived or simplified life-related tasks
Technology: a range must be used, for example, measuring instruments, computers and scientific calculators
Initiative: tasks ranging from well-rehearsed (routine) to those requiring insight and creativity (non-routine)
Complexity: simple, single step through to complex tasks

Assessment instruments include:
1. Mid and/or End Semester tests
2. Reports (research projects/assignments)
3. Extended modelling and problem-solving tasks

ADDITIONAL INFORMATION: A graphics calculator is compulsory for this subject - cost approximately $200. This must be purchased before the year begins.

FOR FURTHER INFORMATION PLEASE CONTACT: Ms K Holman (kholm29@eq.edu.au)
Ms C Davies (cdavi279@eq.edu.au)
MATHEMATICS C

CATEGORY: AUTHORITY

PRE-REQUISTES: Students must have studied the Year 10 Extension mathematics course. An A standard in Year 10 Mathematics and at least a B standard in the extension components must have been achieved. Enrolment in Mathematics B is COMPULSORY.

INCOMPATIBLE SUBJECTS: Prevocational Mathematics, Mathematics A

SUBJECT INFORMATION: Mathematics C is a recommended companion subject to Mathematics B. Mathematics C is also a good companion subject for Physics, as many units of work cross over. Students will encounter more abstract and complex mathematical work across a large range of mathematical concepts. It provides additional preparation for tertiary studies in subjects with high demand in mathematics, especially in the areas of science, medicine, mining and engineering, information technology, mathematics, finance, and business and economics.

COURSE OUTLINE: The topics studied in Mathematics C across the Year 11 and 12 course include Introduction to Groups, Real and Complex Number Systems, Matrices and Applications, Vectors and Applications, Calculus, Structures and Patterns, Linear Programming, Conics, Dynamics and advanced Periodic and Exponential Functions. These are used to 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.

ASSESSMENT PROGRAM: Students are assessed under three criteria: Knowledge and Procedures, Modelling and Problem Solving, and Communication and Justification.

Learning experiences and assessment is applied incorporating four principles:
- Application: from real world through to contrived or simplified life-related tasks
- Technology: a range must be used, for example, measuring instruments, computers and scientific calculators
- Initiative: tasks ranging from well-rehearsed (routine) to those requiring insight and creativity (non-routine)
- Complexity: simple, single step through to complex tasks

Assessment instruments include:
1. Mid and/or End Semester tests
2. Reports (research projects/assignments)
3. Extended modelling and problem-solving tasks

ADDITIONAL INFORMATION: A graphics calculator is compulsory for this subject - cost approximately $200. This must be purchased before the year begins.

FOR FURTHER INFORMATION PLEASE CONTACT: Ms J Ryan (jryan108@eq.edu.au)
Ms C Davies (cdavi279@eq.edu.au)
MODERN HISTORY

CATEGORY: AUTHORITY

PRE-REQUISITES: At least a C standard in Year 10 Humanities is essential. Ability to read well and widely would be a real asset. Interest in world affairs (political, social and economic) would be an advantage.

SUBJECT INFORMATION

Modern History helps us live more effectively as global citizens. To live purposefully, ethically and happily with others, we must be able to make wise decisions. Studying history can help us develop the knowledge, skills and values needed to make those decisions. (QCAA, Senior Syllabus: Modern History 2004)

- It’s useful for any future occupation because of the skills of analysis and decision-making it develops.
- It’s great for personal development as it challenges us to understand the reasons behind today’s controversial issues. It makes us more interesting people.
- It’s great for argumentative people.
- It’s great for inquisitive people.
- It’s fun!

COURSE OUTLINE:

Modern History provides students with essential understandings about contemporary society and how our ‘modern world’ emerged. Students learn about how actions and values systems (otherwise referred to as ideologies) from the past have shaped and are, to a certain extent, continuing to shape the world in which we live. Students are also involved in the Inquiry Process and are taught skills such as hypothesis-formulation, investigative techniques/strategies, critical analysis of texts, analytical essay writing and bibliographies.

Units of work in Modern History are based around a series of themes. Over the two year course of study, students will learn about major world events and influential people and policies in the context of the following themes:

1. Ideas and Beliefs
2. Studies of Conflict
3. Studies of Power
4. Studies of Change

ASSESSMENT PROGRAM:

All assessment derived from Year 12 is summative in nature and contributes to student’s exit results. Year 11, on the other hand, is a skill-building year with assessment designed to develop student’s ability to work with and extract information from a variety of sources and determine the validity of different positions. Throughout the two year course students will complete assessment tasks that include: multi-modal presentations, extended written responses to historical evidence, response to stimulus tests and written research assignments.

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs A Jaswinsky (ajasw1@eq.edu.au) 
Mrs D McCallum (dmcca112@eq.edu.au)
MUSIC

CATEGORY: AUTHORITY

PRE-REQUISITES: At least a C standard in Year 10 Music or a background in instrumental music is ESSENTIAL. Must be able to read music.

SUBJECT INFORMATION:

This course is designed to develop the music consumer, critic, creator and performer, and to encourage students to creatively use music as an expressive art, either written or performed. It is expected that students will participate with commitment in general school musical activities.

COURSE OUTLINE:

Units of study over the two year course may include:

- Heroes and Villains
- Revolution in Music
- Land of Oz
- Romantics and Beyond
- Film Music

ASSESSMENT PROGRAM:

The three dimensions of assessment which are equally weighted are: Musicology, Composing and Performing. A balanced variety of testing techniques will be used including practical performance, compositions, arrangements, class tests, research assignments and analysis.

ADDITIONAL INFORMATION:

It is anticipated that there may be one or two excursions over the year to concerts, workshops, lectures etc. with students to meet the costs of bus and admission.

FOR FURTHER INFORMATION PLEASE CONTACT: Mr C Wager (cwage16@eq.edu.au)
MUSIC EXTENSION
AVAILABLE YEAR 12 ONLY

CATEGORY: AUTHORITY

PRE-REQUISITES: Successful completion of two semesters of Year 11 Music at a minimum B standard and concurrent enrolment in Year 12 Music.

Performance students must have a private instrumental or vocal instructor.

Composition and Musicology students must be at a minimum 4th grade AMEB Theory (or equivalent) standard and are encouraged to have a private theory instructor.

SUBJECT INFORMATION:
The aim of this course is to provide students with demonstrated expertise in Performance, Composition or Musicology the opportunity to develop their musical abilities by undertaking a course of study at a more challenging and exacting level than that offered by the parent Senior Music syllabus.

COURSE OUTLINE & ASSESSMENT PROGRAM:
This course is assessed in two dimensions; investigation of music sources - where students research within their specialisation by exploring, analysing and synthesising evidence, and realisation of the work where students develop and express music ideas for an audience.

ADDITIONAL INFORMATION:
Students must be organised and self-motivated, as they will only be timetabled with a teacher for two periods per week. The remainder of the lessons will be organised by them to rehearse, analyse, compose or complete other set work.

FOR FURTHER INFORMATION PLEASE CONTACT: Mr C Wager (cwage16@eq.edu.au)
PHYSICAL EDUCATION

CATEGORY: AUTHORITY

PRE-REQUISITES: At least a C standard in Year 10 Health and Physical Education is essential. However it is highly recommended that students will have achieved at least a B standard. Students need to be capable in both the theory and practical elements of the course. It is ESSENTIAL that students be physically capable of participation in all units of the course.

INCOMPATIBLE SUBJECTS: Recreation

SUBJECT INFORMATION: Physical Education involves students as physical performers, learning in, about and through physical activity. Throughout the two years of study, students will undertake units based on four physical activities and associated theoretical concepts which focus on sports performance, exercise physiology and sociology.

The physical activities are predetermined and are grouped into the following categories:
- Direct interceptive activities e.g. touch or netball
- Indirect interceptive activities e.g. tennis or badminton AND volleyball or softball
- Performance activities e.g. athletics

In conjunction with the physical activity units, students will study theoretical concepts from the following content areas:
- Learning physical skills
- Processes and effects of training and exercise
- Equity and access to exercise, sport and physical activity in Australian society

Students will study four physical activities during Year 11 to allow students to develop basic skills and strategies and will then, where possible, study the same physical activities in Year 12 to develop more advanced skills and strategies.

ASSESSMENT PROGRAM

A wide range of assessment techniques are used throughout the course of study including unseen exam essays, research assignments, multimodal presentations and physical performance tasks (both isolated and in a game situation). Students will be assessed on their performance in the physical activity as well as a written or multimodal piece which may consist of either a research assignment or in-class unseen essay for each unit. In each unit (practical and theory) students will be assessed in three main areas: Acquire, Apply, and Evaluate.

All assessment in Year 11 is formative and is not used to determine exit levels of achievement. Assessment (both practical and theory) completed in Year 12 is summative and will be used to determine the Exit Level of Achievement.

RISK MANAGEMENT:

Some learning activities in this subject involve an inherent level of risk. Acceptance into the subject will require parent or guardian consent to participate in the course of study. Details of the risks will be provided in the consent letter which is to be returned with the subject selection form. For further information refer to page 4.

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs C Bryant (cbrya1@eq.edu.au)
PHYSICS

CATEGORY: PHYSICS

PRE-REQUISITES: It is ESSENTIAL that students have at least a B standard in Year 10 Science, an A standard in Year 10 Mathematics and at least a B standard in the Year 10 extension mathematics components. Concurrent enrolment in Mathematics B is highly recommended.

SUBJECT INFORMATION:

Physics is the scientific study of energy, forces and motion. Physics is based on mathematics and its natural laws.

COURSE OUTLINE:

The subject matter of Physics is derived from the key concepts and key ideas which are progressively developed over the course of study.

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 – Measuring Instruments and Data Analysis</td>
<td>Unit 7 – The Physics of Music</td>
</tr>
<tr>
<td>Unit 2 – Physics of the Road</td>
<td>Unit 8 – Making and Controlling Electricity</td>
</tr>
<tr>
<td>Unit 3 – Household Electricity</td>
<td>Unit 9 – Modern Physics and the Universe</td>
</tr>
<tr>
<td>Unit 4 – Light and Lenses</td>
<td>Unit 10 – Alternative Energy Technologies</td>
</tr>
<tr>
<td>Unit 5 – The Physics of Fun</td>
<td>Unit 11 – Medical Physics</td>
</tr>
<tr>
<td>Unit 6 – The Physics of Sport</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT PROGRAM:

A wide range of assessment techniques are used to determine the relationships between student achievement and the exit criteria of the course (Knowledge and conceptual understanding, Investigative processes, and Evaluating and concluding). Assessment techniques include:

◆ Extended experimental investigations.
◆ Supervised assessments.

ADDITIONAL INFORMATION:

An ability to work effectively by yourself or in small groups is required. Good reading and writing skills are also required. It is advisable that students undertaking Physics have a solid understanding of Algebra from Year 10 Maths and that they are also undertaking Maths B in Year 11. Students who do not meet these requirements must consult with the Science Head of Department before selecting this course.

RISK MANAGEMENT:

Some learning activities in this subject involve an inherent level of risk. Acceptance into the subject will require parent or guardian consent to participate in the course of study. Details of the risks will be provided in the consent letter which is to be returned with the subject selection form.

FOR FURTHER INFORMATION PLEASE CONTACT: Ms B Matthews (bmatt64@eq.edu.au) Mr W McAuley (wcmca0@eq.edu.au)
VISUAL ART

CATEGORY: AUTHORITY

PRE-REQUISITES: At least a C standard in Year 10 Art and Year 10 English is essential.

SUBJECT INFORMATION:
Making (practical tasks) and appraising (theory-based tasks) are the core components of Visual Art. Students create folios of practical work, which will be linked to critical appraisals of related works by artists, past and contemporary.

A range of learning experiences provided in Year 11 form the basis for independent units of study in Year 12. Year 11 students produce making and appraising tasks in response to the four concepts studied throughout the year. Students experiment with a range of materials and techniques across two dimensional and three dimensional areas of study.

In Year 12, students continue to respond to given concepts, increasingly deciding their own interpretation and focus within each concept. Year 12 students are required to produce a minimum of two resolved bodies of work.

Media areas in which students can specialise in Year 12 include Two-dimensional media (drawing, painting, printmaking, photographic art), Three-dimensional objects (ceramics, fibre art, installation, performance art, sculpture, wearable art), Design (built, public and environment design, costume and stage design, curatorial design, graphic design and illustration, product design, cross-arts events) and Time-based media (electronic imaging, film animation and television, sound art).

COURSE OUTLINE:

Year 11:
- The Artist's Existence: Secrets – Self-portrait works on canvas
- The Artist's Existence: The Self – Artist’s books or boxes
- The Artist's Origins: Messages – Installation and photography
- The Artist's Origins: Divine Temple – Three-dimensional artworks

Year 12:
- The Artist's World: Sites – Student determined focus and media
- The Artist’s World: Body – Student determined focus and media
- The Artist's World: Extension

ASSESSMENT PROGRAM:
Students are assessed under the criteria of Visual Literacy and Application (for making) and Appraising (for appraising). Making assessment involves the production of developmental folios and resolved folios, together with visual journals that document ideas, problem solving paths and developmental work and reflections.

ADDITIONAL INFORMATION:
This course of study involves some very independent problem solving. Students need to be motivated, creative and prepared to make a commitment to completing tasks by due dates. It is expected that students should be prepared to spend extra time (outside of class) researching, developing and finishing set tasks. The appraising component (written assignments) of this course carries substantial weight. As the course is highly developmental, it is difficult to enter the course late and achieve at a high level.

FOR FURTHER INFORMATION PLEASE CONTACT: Miss J Coutts (jcout15@eq.edu.au)
STATEMENT 1

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. (www.qcaa.qld.edu.au) Pimlico State High School is a registered training organisation (RTO 30087) and delivers Certificate Courses which are nationally registered.

STATEMENT 2

Pimlico State High School is committed to completing the outlined training and assessment once students have started study in their chosen qualification/s or course/s from the course start date, and are meeting all of their student responsibilities. Students who enter the course after the start date will have a negotiated package of units that will lead to a statement of attainment.

In the event of losing the specialist trainer, and the school as RTO 30087 being unable to obtain a suitable replacement, Pimlico State High School will, if possible, arrange for agreed training and assessment to be completed through another RTO 30087. (Fees may be incurred.) Prior to the transfer to another RTO 30087, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained. If transfer is not possible, the school will gain a written agreement for a change of subject/course from the student and parent.

STATEMENT 3

This is a two year course. The school as RTO 30087 guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and VET information provided in the student induction booklet. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

The school RTO 30087 does not guarantee that a learner will obtain a qualification or statement of attainment by studying at Pimlico SHS.

STATEMENT 4

Pimlico State High School does not charge students a separate fee for VET courses. All students are required to contribute to resource costs either by participating in the Student Resource Scheme, or by purchasing their own textbooks and other resources and paying the relevant subject charges. The fee is payable at the beginning of the school year. There may be some additional costs for resources which are payable on a needs basis.
**AQUATIC PRACTICES**

**CATEGORY:** 

AUTHORITY Registered

**PRE-REQUISITES:** 

Students need to be able to swim fully clothed for 50 metres and tread water for 10 minutes to be eligible to do this subject.

**SUBJECT INFORMATION:** 

Aquatic Practices is a two year program incorporating a study of the sea, inland waterways, associated catchment areas and marine industry. Townsville is a port city with a strong tradition and history. Townsville’s economy has a heavy reliance on the port and adjacent Great Barrier Reef Marine Park. This makes Aquatic Practices an interesting and relevant course for our students. An awareness of the commercial, environmental, recreational and cultural significance of this natural resource will help students appreciate, respect and wisely manage it. It will also expose students to varied and interesting career paths.

**ASSESSMENT PROGRAM:** 

The course provides students with basic knowledge and skills to be able to engage in recreational activities such as fishing and snorkelling as well as skills such as navigation and watercraft operation, especially powerboats. It will also impart an understanding of the marine environment and industries. Over the four semesters students will study units of work in these areas:

- **Recreational**
  - Entering the aquatic environment
  - Snorkelling

- **Environmental**
  - Environmental conditions
  - Ecosystems including conservation and sustainability

- **Safety and management practices**
  - Maintaining boats, equipment and operation
  - Water safety
  - Basic navigation
  - Power boating
  - Radio procedures
  - Legislation, rules and regulations for aquatic environments
  - Equipment maintenance and operations
  - First aid and safety
  - Managements practices

- **Cultural**
  - Cultural understandings

- **Commercial**
  - Employment

Safety and management issues are central to all aspects of Aquatic Practices. An awareness of the need for responsible action in all water related activities is vital to the safety of people in work related and recreational activities.

**VOCATIONAL OUTCOMES:** 

- Recreational Ship Masters Licence – Licensing is subject to separate in-class testing
- VHF Radio Licence
- Apply First Aid and CPR Certificate

**ASSESSMENT PROGRAM:**

1. Performance testing of practical skills
2. Theoretical work through projects, investigations and performances
3. Field work and log books

**ADDITIONAL INFORMATION:**

There will also be a levy to cover costs such as boat hire, pool hire and transport. The cost for 2016 was $85. The cost for 2017 will be determined in November.

**RISK MANAGEMENT:**

Some learning activities in this subject involve an inherent level of risk. Acceptance into the subject will require parent or guardian consent to participate in the course of study. Details of the risks will be provided in the consent letter which is to be returned with the subject selection form. For further information refer to page 4.

FOR FURTHER INFORMATION PLEASE CONTACT: Mr G Anderson  (gande68@eq.edu.au)  
Mr M Foster  (mfost39@eq.edu.au)
BUSINESS

Certificate II in Business BSB20115

CATEGORY: CERTIFICATE

PRE-REQUISITES: Nil

SUBJECT INFORMATION:

This course is particularly suited to students who wish to develop practical workplace-focused skills rather than the academic rigour and the more advanced clerical-administrative skills of Business Communication and Technologies.

COURSE OUTLINE:

This course of study is built around the business training program providing the skills needed to work in clerical or administrative roles in business offices. It is delivered in a business context, applying the topics of study in situations as close as possible to industry practice.

Packaging Rules: 12 units to be completed. 1 Core unit 11 Electives

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Competencies</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan skills development</td>
<td>BSBLED101</td>
<td>Elective</td>
</tr>
<tr>
<td>Apply critical thinking skills</td>
<td>BSBCRT101</td>
<td>Elective</td>
</tr>
<tr>
<td>Contribute to workplace innovation</td>
<td>BSBINN201</td>
<td>Elective</td>
</tr>
<tr>
<td>Work effectively with others</td>
<td>BSBWOR203</td>
<td>Elective</td>
</tr>
<tr>
<td>Contribute to health and safety of self and others</td>
<td>BSBWHS201</td>
<td>Core</td>
</tr>
<tr>
<td>Participate in environmentally sustainable work practices</td>
<td>BSBUS201</td>
<td>Elective</td>
</tr>
<tr>
<td>Identify suitability for micro business</td>
<td>BSBSMB201</td>
<td>Elective</td>
</tr>
<tr>
<td>Deliver a service to customers</td>
<td>BSBUS201</td>
<td>Elective</td>
</tr>
<tr>
<td>Produce simple word processed documents</td>
<td>BSBITU201</td>
<td>Elective</td>
</tr>
<tr>
<td>Organise and complete daily work activities</td>
<td>BSBWOR202</td>
<td>Elective</td>
</tr>
<tr>
<td>Communicate electronically</td>
<td>BSBUIT203</td>
<td>Elective</td>
</tr>
<tr>
<td>Develop and use a personal budget</td>
<td>FNSFLT201</td>
<td>Elective</td>
</tr>
</tbody>
</table>

VOCATIONAL OUTCOME:

Successful completion of the 12 units of competency will lead to the award BSB20115 Certificate II in Business. Students will gain recognition towards further training at TAFE or at private training colleges.

STRUCTURED WORKPLACE LEARNING (SWL):

An important part of this subject is structured work placement for 2 weeks per year. Students will be expected to make the commitment to participate in this on-the-job training if they enrol in this subject.

ASSESSMENT PROGRAM:

Competency assessment techniques include objective and short answer response, practical work, project work, presentation of information, procedural application and/or teacher observation.

A Level of Achievement will not be awarded for this course. Assessment is entirely competency based.

FOR FURTHER INFORMATION PLEASE CONTACT: Ms J Andersen (jande225@eq.edu.au)
This Subject Outline is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the ‘Partner School’ (i.e. the delivery of training and assessment services).


REGISTERED TRAINING ORGANISATION

Binnacle Training (RTO Code: 31319)

Subject Type

Vocational Education and Training

Course Length

2 years

Binnacle’s Certificate III in Business ‘Business in Schools’ program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored.

Upon successful completion, students are certified with 8 Queensland Certificate of Education (QCE) Credits. Graduates will be able to use their Certificate III in Business

• as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer);
• to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business); and
• to improve their chances of gaining tertiary entrance.

PRE-REQUISITES

Students must have a passion for and/or interest in working the Business Services industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in a range of projects.

TOPICS OF STUDY

<table>
<thead>
<tr>
<th>YEAR 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM 1</td>
</tr>
<tr>
<td>INTRODUCTION TO THE BUSINESS SERVICES INDUSTRY.</td>
</tr>
<tr>
<td>DEVELOP AN E-LEARNING PLAN AND UNDERTAKE E-LEARNING.</td>
</tr>
<tr>
<td>INNOVATION: ENTERPRISE AND ENTREPRENEURS; CRITICAL AND CREATIVE THINKING.</td>
</tr>
<tr>
<td>TERM 2</td>
</tr>
<tr>
<td>WORKPLACE HEALTH AND SAFETY</td>
</tr>
<tr>
<td>CUSTOMER SERVICE: PRODUCTS AND SERVICES; MEETING CUSTOMER NEEDS.</td>
</tr>
<tr>
<td>TERM 3</td>
</tr>
<tr>
<td>LEADERSHIP: PROMOTE INNOVATION IN A TEAM ENVIRONMENT.</td>
</tr>
<tr>
<td>RESEARCH A SMALL BUSINESS; IDENTIFY PRODUCTS AND SERVICES.</td>
</tr>
<tr>
<td>TERM 4</td>
</tr>
<tr>
<td>MICRO/SMALL BUSINESS: IDENTIFY MICRO BUSINESS OPPORTUNITIES; PROFILE BUSINESS OPPORTUNITY AND AREA OF INTEREST.</td>
</tr>
<tr>
<td>YEAR 12</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>● Personal Management: Develop project plan</td>
</tr>
<tr>
<td>● Major Project: Evaluate business opportunities and prepare a Business Proposal.</td>
</tr>
</tbody>
</table>

**LEARNING EXPERIENCES**

- Solving interesting problems
- Leadership
- Innovation and teamwork
- Undertaking e-Learning
- Organising work priorities and personal development
- Controlling risks
- Delivering a service to customers
- Recommending products and services
- Designing and producing business documents
- Examining micro business opportunities
- Financial literacy – Be MoneySmart

**LEARNING AND ASSESSMENT**

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Coordinator) – incorporating delivery of a range of projects and services within their school community. This includes participation in R U OK Mental Health Awareness Week – Team Project and a Major Project where students design and plan for a new product or service. Students may also be exposed to the EarthMovers Foundation - a project that helps young teenagers to create solutions to local and global issues.

A range of teaching/learning strategies will be used to deliver the competencies.

These include:
- Practical tasks / experience
- Hands-on activities involving customer service
- Group projects
- e-Learning projects

Evidence contributing towards competency will be collected throughout the program. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.

**NOTE:** From time to time, project delivery may require a mandatory ‘outside subject’ component (e.g. before or after school).

**PATHWAYS**

The Certificate III in Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example:
- Small Business Owner
- Project Manager
- Marketing Manager

**Students completing their Certificate III may be able to upgrade their QTAC selection rank.**

*Certificate III = rank of 68 (approximately equivalent to an OP 15 depending on the year).

**COST**

- Approximately $210.00 = Binnacle Training Fees (Payable on enrolment of the course)
- All texts and reprographics are provided by the school.

FOR FURTHER INFORMATION PLEASE CONTACT: Ms J Andersen (jande225@eq.edu.au)
CONSTRUCTION
BUILDING & CONSTRUCTION SKILLS

CATEGORY: AUTHORITY Registered

PRE-REQUISITES: Year 10 Industrial Technology and Design or Certificate I Furnishing would be beneficial.

SUBJECT INFORMATION:
The course is designed to provide students with basic industry knowledge and skills applicable to all streams within the building and construction industry – carpentry, solid plastering, tiling, concreting, brick/block work, plasterboard fixing, painting and decorating. It will provide students with a variety of intellectual, technical, operational and workplace skills. It will be delivered, on most occasions, in a workshop setting that relates to the industry context, allowing for integration of learning experiences and application of study topics in situations as close as possible to industry practice.

COURSE OUTLINE:
The program consists of four semesters of the Authority registered subject Manufacturing-Building & Construction Studies. The units of work are:

♦ Introduction to the building and construction industry
♦ Safety in the construction workplace
♦ Drawing, interpretation and site set-out
♦ Selection and application of hand and power tools
♦ Selection of materials and construction applications
♦ Fabrication and assembly of construction-based projects

These units of work will be taught in a combined manner in a predominantly practical situation using projects/activities in the workshop and/or our construction court.

VOCATIONAL OUTCOME:
This course is particularly suited to students who may be seeking employment in sectors of the Building and Construction Industry. It leads directly to further training in on-the-job traineeships/apprenticeships or with private training providers or at TAFE.

STRUCTURED WORKPLACE LEARNING (SWL):
An important part of this subject is structured work placement for 2 weeks per year. Students will be expected to make a commitment to participate in this on-the-job training if they enrol in the subject and as part of Certificate II in Workplace Practices. Students accessing Structured Workplace Learning in the construction area must undergo a General Safety Induction – Construction Industry (White Card).

ASSESSMENT PROGRAM:
Assessment techniques will include unit assessment booklets, short answer tests and project work. A Level of Achievement will be awarded on completion of the Authority Registered subject in Year 12.

RISK MANAGEMENT:
Some learning activities in this subject involve an inherent level of risk. Acceptance into the subject will require parent or guardian consent to participate in the course of study. Details of the risks will be provided in the consent letter which is to be returned with the subject selection form. For further information refer to page 4.

FOR FURTHER INFORMATION PLEASE CONTACT: Mr C Timbs (ctimb2@eq.edu.au)
ENGINEERING
CERTIFICATE II ENGINEERING PATHWAYS MEM20413

CATEGORY: CERTIFICATE
PRE-REQUISITES: Year 10 Industrial Technology and Design would be beneficial.

SUBJECT INFORMATION:
This vocational education subject is designed to provide students with a variety of intellectual, technical operations and workplace skills. It will, on most occasions, be delivered in a workshop setting that relates to the industry context, allowing for integration of learning experiences and application of study topics in situations as close as possible to industry practice. The course is designed to provide students with basic industry knowledge and skills for most streams within the manufacturing/metal and engineering industry – welding/fabrication, electrical, mechanical, machining, panel beating/spray painting and plumbing.

COURSE OUTLINE:
Packaging Rules: 12 units to be completed. 4 Core units 8 Electives

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Competencies</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply principles of occupational health and safety in the work environment</td>
<td>MEM13014A</td>
<td>Core</td>
</tr>
<tr>
<td>Undertake a basic engineering project</td>
<td>MEMPE005A</td>
<td>Core</td>
</tr>
<tr>
<td>Participate in environmentally sustainable work practices</td>
<td>MSAENV272B</td>
<td>Core</td>
</tr>
<tr>
<td>Organise and communicate information</td>
<td>MEM16006A</td>
<td>Elective</td>
</tr>
<tr>
<td>Use hand tools</td>
<td>MEM18001C</td>
<td>Elective</td>
</tr>
<tr>
<td>Use power tools/hand held operations</td>
<td>MEM18002B</td>
<td>Elective</td>
</tr>
<tr>
<td>Use engineering workshop machines</td>
<td>MEMPE001A</td>
<td>Elective</td>
</tr>
<tr>
<td>Use electric welding machines</td>
<td>MEMPE002A</td>
<td>Elective</td>
</tr>
<tr>
<td>Use oxy-acetylene and soldering equipment</td>
<td>MEMPE003A</td>
<td>Elective</td>
</tr>
<tr>
<td>Use fabrication equipment</td>
<td>MEMPE004A</td>
<td>Elective</td>
</tr>
<tr>
<td>Adapt to work in industry</td>
<td>MSAPCI101A</td>
<td>Elective</td>
</tr>
</tbody>
</table>

These units of competency will be taught in a combined manner in a predominately practical situation. Practical activities range from small exercises to larger projects which are all confined to the workshop.

VOCATIONAL OUTCOME:
Successful completion of most or all units of competency will lead to the completion of Certificate II in Engineering Pathways which is nationally recognised in the manufacturing/metal industry. This course is particularly suited to students who may be seeking employment in sectors of the metal trades-engineering industry. It leads directly to further training in on-the-job traineeships/apprenticeships or at TAFE or with private training providers.

STRUCTURED WORKPLACE LEARNING (SWL):
An important part of this subject is Structured Workplace Learning (SWL) for 2 weeks per year. Students will be expected to make a commitment to participate in this on-the-job training and as part of Certificate II in Workplace Practices. Students accessing SWL will be required to undergo a General Safety Induction – Construction Industry (White Card).

ASSESSMENT PROGRAM:
Competency assessment techniques will include short answer tests, project work, and teacher observation and questioning. A Level of Achievement will not be awarded for this course. Assessment is entirely competency based.

RISK MANAGEMENT:
Some learning activities in this subject involve an inherent level of risk. Acceptance into the subject will require parent or guardian consent to participate in the course of study. Details of the risks will be provided in the consent letter which is to be returned with the subject selection form. For further information refer to page 4.

FOR FURTHER INFORMATION PLEASE CONTACT: Mr C Timbs (ctimb2@eq.edu.au)
ENGLISH COMMUNICATION

CATEGORY: AUTHORITY Registered

PRE-REQUISITES: Nil

INCOMPATIBLE SUBJECT: English

SUBJECT INFORMATION:

Effective communication is integral to our society. New technologies, the influences of globalisation and the restructured workplace required students to be able to interpret, construct and make judgements about meanings in texts, in preparation for lifelong learning. English Communication is designed to allow students to develop and use these skills.

COURSE OUTLINE:

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 – Careers: the Right Job for Me – Magazine Article</td>
<td>Unit 1 – Voicing My Opinion – Letter to the Editor</td>
</tr>
<tr>
<td>Unit 2 – My World: Global Issues – Persuasive Speech</td>
<td>Unit 2 – My World – Sell My Holiday – Multi-media Presentation</td>
</tr>
<tr>
<td>Unit 3 – Media: Reading Images – Focused Analysis</td>
<td>Unit 3 – My World – Am I creative? – Short Story</td>
</tr>
<tr>
<td>Unit 4 – Careers: Rights and Responsibilities – Series of Emails</td>
<td>Unit 4 – World of Work – Work Health and Safety-Multimedia presentation</td>
</tr>
<tr>
<td>Unit 5 – My World: Youth Culture – Interview</td>
<td>Unit 5 – Leisure – Television Analysis – Informative Speech</td>
</tr>
<tr>
<td>Unit 6 – My World: Festivals – Collection of Documents</td>
<td>Unit 6 – Leisure – Moving Images – Film Review</td>
</tr>
</tbody>
</table>

This subject comprises both general and workplace related components and is designed for students who wish to improve language competence and confidence, but do not require “authority” subject English for tertiary entrance.

English Communication aims to develop students’ ability to:

- Understand and appreciate Australia’s linguistic and cultural diversity
- Develop positive attitudes and strategies for engagement in lifelong learning
- Gain knowledge, understanding and an appreciation of texts as used in various forms
- Reflect on their own knowledge, values and practices and those of others
- Communicate appropriately and effectively and with confidence
- Plan and work independently and as a member of a group.

ASSESSMENT PROGRAM:

A variety of assessment techniques, both oral and written, will be used to assess students’ achievements.

NOTE: Year 12 work is used in determining exit levels of achievement.

FOR FURTHER INFORMATION PLEASE CONTACT: Ms M Jane (mjane11@eq.edu.au)
HOSPITALITY

Certificate II in Hospitality SIT20213

CATEGORY: CERTIFICATE

PRE-REQUISITES: An interest in the hospitality industry and a commitment to being a team player is essential.

SUBJECT INFORMATION:
This course of study is aimed at those students who are interested in entering the Hospitality industry either as a full-time career or as a potential avenue for casual employment. The competencies are embedded within hospitality contexts, applying the topics of study in situations as close as possible to industry practice.

COURSE OUTLINE:

Packaging Rules: 12 units to be completed.

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Effectively with others</td>
<td>Core</td>
</tr>
<tr>
<td>Source and use information on the hospitality industry</td>
<td>Core</td>
</tr>
<tr>
<td>Use hospitality skills effectively</td>
<td>Core</td>
</tr>
<tr>
<td>Interact with customers</td>
<td>Core</td>
</tr>
<tr>
<td>Participate in safe work practices</td>
<td>Core</td>
</tr>
<tr>
<td>Show social and cultural sensitivity</td>
<td>Core</td>
</tr>
<tr>
<td>Use hygienic practices for food safety</td>
<td>Core</td>
</tr>
<tr>
<td>Prepare and serve non-alcoholic beverages</td>
<td>Elective</td>
</tr>
<tr>
<td>Prepare and serve espresso coffee</td>
<td>Elective</td>
</tr>
<tr>
<td>Serve food and beverage</td>
<td>Elective</td>
</tr>
<tr>
<td>Prepare simple dishes</td>
<td>Elective</td>
</tr>
<tr>
<td>Prepare sandwiches</td>
<td>Elective</td>
</tr>
</tbody>
</table>

BSBWOR203B  SITHIND201  SITHIND202  SITXCCS202  SITXWHS101  SITXCOM201  SITXFSA101  SITHFAB203  SITHFAB204  SITHFAB206  SITHCCC102  SITHCCC103

During Year 11, students will be involved in the preparation and presentation of a variety of food, including simple dishes and sandwiches. Students will also be involved in a number of functions throughout the course. During Year 12, students will run a café (Café Coco), offering breakfast, beverages and simple meals.

STRUCTURED WORKPLACE LEARNING (SWL):
Students are expected to participate in compulsory Structured Work Placement in a hospitality environment (food and beverage service) so the competency, “Use hospitality skills effectively” can be achieved. Students will not be able to achieve the Certificate II in Hospitality unless this placement is undertaken.

VOCATIONAL OUTCOME:
Successful completion of all the units of competency will lead to the awarding of Certificate II Hospitality, and will enable students to engage in a range of activities in the hospitality industry.

ASSESSMENT PROGRAM:
A range of assessment techniques are used to determine whether students have achieved competency in the outcomes required, including completion of booklets, projects, folios, demonstrations and observations. A level of achievement will not be awarded for this course. Assessment is competency based only.

ADDITIONAL INFORMATION:
- Practical food/beverage preparation is an essential part of the Hospitality course so students need to participate in these lessons each week.
- Students are required to pay a levy each semester to cover the costs of the ingredients for practical activities. This levy was set at $55 per semester for 2016. The cost for 2017 will be determined in November. The levy enables school staff to purchase ingredients and students to experience, prepare and taste a variety of food and beverage items. Students will also obtain an RSA (Responsible Service of Alcohol), which is required for SWL.
- Students will also be required, at times to participate in functions outside of normal school hours.

RISK MANAGEMENT:
Some learning activities in this subject involve an inherent level of risk. Acceptance into the subject will require parent or guardian consent to participate in the course of study. Details of the risks will be provided in the consent letter which is to be returned with the subject selection form. For further information refer to page 4.

FOR FURTHER INFORMATION PLEASE CONTACT:
Mrs R Dowd (rdowd11@eq.edu.au)
Mrs B Lobegeiger (blobe8@eq.edu.au)
INFORMATION TECHNOLOGY

CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY ICT20115

CATEGORY: CERTIFICATE

PRE-REQUISITES:
An interest in computers and learning a range of different software programs is essential.

SUBJECT INFORMATION:
This course is a vocational education training (VET) program. It enables students to become more familiar with using, creating and communicating information using computers.

In Year 11 and 12, students participate in a series of activities that build foundation knowledge and skills within computing. Topics covered include the operation of a personal computer and creating documents using word processing, spreadsheeting, databases and presentation packages. Students will also be able to efficiently send and retrieve information over the internet using both browsers and email.

Other topics covered include working effectively in an information technology environment, communicating in the workplace, occupational health and safety procedures and using integrated commercial computing packages.

These are skills that have become vitally important both at work and for everyday life.

COURSE OUTLINE:

Packaging Rules: 14 units to be completed. 7 Core units 7 Electives

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribute To Health And Safety Of Self And Others</td>
<td>Core</td>
</tr>
<tr>
<td>Participate in Environmentally Sustainable Work Practices</td>
<td>Core</td>
</tr>
<tr>
<td>Use Computer Operating Systems and Hardware</td>
<td>Core</td>
</tr>
<tr>
<td>Work and Communicate Effectively in an IT Environment</td>
<td>Core</td>
</tr>
<tr>
<td>Operate Application Software Packages</td>
<td>Core</td>
</tr>
<tr>
<td>Operate a Digital Media Technology Package</td>
<td>Core</td>
</tr>
<tr>
<td>Use Social Media Tools for Collaboration and Engagement</td>
<td>Core</td>
</tr>
<tr>
<td>Design Basic Organisational Documents Using Computer Packages</td>
<td>Elective</td>
</tr>
<tr>
<td>Install Software Applications</td>
<td>Elective</td>
</tr>
<tr>
<td>Integrate Commercial Computing Packages</td>
<td>Elective</td>
</tr>
<tr>
<td>Operate Database Applications</td>
<td>Elective</td>
</tr>
<tr>
<td>Connect Hardware Peripherals</td>
<td>Elective</td>
</tr>
<tr>
<td>Maintain ICT Equipment and Consumables</td>
<td>Elective</td>
</tr>
<tr>
<td>Capture a Digital Image</td>
<td>Elective</td>
</tr>
</tbody>
</table>

VOCATIONAL OUTCOME:
Successful completion of all the units of competency will lead to the awarding of Certificate II in Information, Digital Media and Technology. This certificate is recognised by TAFE and other private training colleges and can be used to gain recognition towards further training courses.

ASSESSMENT PROGRAM:
A range of assessment techniques are used to determine whether students have achieved competency in the outcomes required. These include a folio of class work, projects, practical tasks, exams and teacher observations.

A Level of Achievement will not be awarded for this course. Assessment is entirely competency based.

FOR FURTHER INFORMATION PLEASE CONTACT:
Mr P Jenner (pjenn7@eq.edu.au)
Ms C Bryant (cbrya1@eq.edu.au)
Ms J Andersen (jande225@eq.edu.au)
Ms R. Parisi (rmpar0@eq.edu.au)
PREVOCATIONAL MATHEMATICS

CATEGORY: 

PREVOCATIONAL MATHEMATICS

PRE-REQUISITES: 
Nil

INCOMPATIBLE SUBJECTS: 
Mathematics A, B and C

SUBJECT INFORMATION:

This course is designed for students who will be seeking employment or training on leaving school, rather than further study.

It is designed to help students build their confidence and success in using mathematics to meet the demands of work, home and community life. The course is particularly suited for students who may not have been successful in mathematics in Year 10. It aims to develop skills such as analysing information, communicating ideas, organising activities, working in teams, using mathematical ideas, solving problems and using technology.

COURSE OUTLINE:

The course of study covers the mathematics topics of number, data, location and time, measurement and finance. These are integrated into Units of Work including:

- Taking a Gamble
- Earning Money and Paying Tax
- Maths in Hospitals
- Cars and Mobile Phones
- Health and Exercise
- Seeing Queensland
- Building a New House
- Travelling Overseas
- Investing Your Money
- Organising an Event
- Planning to Leave Home
- Personal Finance

ASSESSMENT PROGRAM:

Students are assessed under three criteria across a range of contexts.

Knowing

Students demonstrate knowledge of content and use given rules, operations and procedures to carry out simple, familiar tasks.

Applying

Students interpret and analyse different contexts, identify familiar mathematics, develop strategies, then select and apply rules and procedures to carry out tasks.

Explaining

Students use basic mathematical and everyday language to present and explain their responses to tasks in both familiar and different contexts.

Work is completed in units and is presented in life related contexts. A variety of assessment techniques are used including:

1. Folio of Worksheets
2. Mid and End Semester Tests
3. Assignments/Projects
4. Written and Non-Written Tasks
5. PowerPoint Presentations

FOR FURTHER INFORMATION PLEASE CONTACT:
Ms T Smith (tsmith821@eq.edu.au)
Mr G Anderson (gande68@eq.edu.au)

Pimlico State High School

Year 11 /12 Course Handbook 2017/2018
RECREATION

CATEGORY: AUTHORITY Registered

PRE-REQUISITES: It is ESSENTIAL that students are physically capable of participation in all units of the course.

INCOMPATIBLE SUBJECT: Physical Education

SUBJECT INFORMATION:

Recreation is a practically based subject with students spending a minimum 50% of the timetabled school time actively involved in participating in physical and recreational activities including minor games, games and sports, health-related activities.

Theory aspects of the course are divided into four main aspects of study. Over the two years, all four aspects will be covered either through participation in practical units, theory classes or a combination of both.

The four main aspects:
- Recreation, you and the community
- Physical activity and healthy living
- Health and safety in recreation
- Personal and interpersonal skills in recreation activities

ASSESSMENT PROGRAM:

PROJECTS: Students are required to combine their physical performances with written components based on the practical and theoretical concepts of the unit.

PHYSICAL PERFORMANCE: All units are assessed on the student's ability to perform in the physical activities throughout the course of the unit.

THEORY: A range of instruments will be used to assess the theory units. These include written examinations, investigations, performance demonstrations and extended response to stimulus.

ADDITIONAL INFORMATION:

Students have the option to obtain a Provide First Aid and CPR (HLTAID003A) certificate. An additional payment of approximately $40 for this will be required.

RISK MANAGEMENT:

Some learning activities in this subject involve an inherent level of risk. Acceptance into the subject will require parent or guardian consent to participate in the course of study. Details of the risks will be provided in the consent letter which is to be returned with the subject selection form. For further information refer to page 4.

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs C Bryant (cbrya1@eq.edu.au)
Mr J Marshall (jmars301@eq.edu.au)
**CATEGORY:**

AUTHORITY Registered

**PRE-REQUISITES:**

Nil

**SUBJECT INFORMATION:**

This subject is intended for those students who have an interest in Science but do not wish to study the more formal Authority subjects. It will not be considered as a requirement for any tertiary course of study.

**COURSE OUTLINE:**

This course will cover five areas of study – Resources, Energy and Sustainability, Health and Lifestyles, Discovery and Change, Environments and Science for the workplace. These will be delivered in practical contexts that will also embed three core areas of study, Knowing and Understanding, Analysing and Applying, Planning and Evaluating, and self-managements skills.

Students will undertake projects that are very practical in nature.

It is expected that the units of work will include:-

<table>
<thead>
<tr>
<th>YEAR 11 PROGRAM</th>
<th>YEAR 12 PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer microbiology</td>
<td>Healthy Lifestyles</td>
</tr>
<tr>
<td>Aquaponics</td>
<td>Electronics</td>
</tr>
<tr>
<td>What happens to the body when………</td>
<td>Rocks and Mining</td>
</tr>
<tr>
<td>Mythbusters</td>
<td>Vehicle Science</td>
</tr>
</tbody>
</table>

**ASSESSMENT PROGRAM:**

Assessment tasks will include practical projects, supervised assessment, practical journals, assignments and portfolio of work.

**ADDITIONAL INFORMATION:**

An ability to work effectively in groups is required.

**RISK MANAGEMENT:**

Some learning activities in this subject involve an inherent level of risk. Acceptance into the subject will require parent or guardian consent to participate in the course of study. Details of the risks will be provided in the consent letter which is to be returned with the subject selection form. For further information refer to page 4.

**FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr J Gaskell (jgask3@eq.edu.au)
Mr T Harvey (tharv98@eq.edu.au)
SKILLS FOR WORK AND VOCATIONAL PATHWAYS
Certificate II Skills for Work and Vocational Pathways FSK20113

CATEGORY: CERTIFICATE

PRE-REQUISITES: Nil

SUBJECT INFORMATION:
This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training 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.

COURSE OUTLINE:
Packaging Rules: 14 units to be completed. 8 Core units 6 Electives

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Competencies</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use digital technology for routine workplace tasks</td>
<td>FSKDIG03</td>
<td>Core</td>
</tr>
<tr>
<td>Use strategies to respond to routine workplace problems</td>
<td>FSKLRG09</td>
<td>Core</td>
</tr>
<tr>
<td>Use routine strategies for work-related learning</td>
<td>FSKLRG11</td>
<td>Core</td>
</tr>
<tr>
<td>Calculate with whole numbers and familiar fractions, decimals and percentages for work</td>
<td>FSKNUM14</td>
<td>Core</td>
</tr>
<tr>
<td>Estimate, measure and calculate routine metric measurements for work</td>
<td>FSKNUM15</td>
<td>Core</td>
</tr>
<tr>
<td>Interact effectively with others at work</td>
<td>FSKOCM07</td>
<td>Core</td>
</tr>
<tr>
<td>Read and respond to routine workplace information</td>
<td>FSKRDG10</td>
<td>Core</td>
</tr>
<tr>
<td>Write routine workplace texts</td>
<td>FSKWTG09</td>
<td>Core</td>
</tr>
<tr>
<td>Use basic strategies for career planning</td>
<td>FSKLRG03</td>
<td>Elective</td>
</tr>
<tr>
<td>Use routine strategies for career planning</td>
<td>FSKLRG10</td>
<td>Elective</td>
</tr>
<tr>
<td>Use Strategies to identify job opportunities</td>
<td>FSKLRG07</td>
<td>Elective</td>
</tr>
<tr>
<td>Use oral communication skills for effective workplace presentations</td>
<td>FSKOOCM05</td>
<td>Elective</td>
</tr>
<tr>
<td>Design basic organisational documents using computing packages</td>
<td>ICTICT205</td>
<td>Elective</td>
</tr>
<tr>
<td>Communicate electronically</td>
<td>BSBITU203</td>
<td>Elective</td>
</tr>
</tbody>
</table>

VOCATIONAL OUTCOME:
Successful completion of all the units of competency will lead to the awarding of Certificate II in Skills for Work and Vocational Pathways. This certificate is recognised by TAFE and other private training colleges and can be used to gain recognition towards further training courses.

ASSESSMENT PROGRAM:
A range of assessment techniques are used to determine whether students have achieved competency in the outcomes required. These include a folio of class work, projects, practical tasks, exams and teacher observations.

A Level of Achievement will not be awarded for this course. Assessment is entirely competency based.

FOR FURTHER INFORMATION PLEASE CONTACT: Ms P Jorgensen (pjorg3@eq.edu.au)
SOCIAL AND COMMUNITY STUDIES

CATEGORY: AUTHORITY Registered

PRE-REQUISITES: Nil

SUBJECT INFORMATION
Social and Community Studies provides the opportunity to study Australian culture, health and fitness and sport, to consider the law and how it affects you, to prepare for our modern ever changing world and to investigate aspects of life in our society.

The course also incorporates valuable life skills that help with employment. It helps you to develop the ability and confidence to recognise and deal with personal and workplace challenges. You will also develop the skills to adapt to changes in life and work, and learn to organise and analyse information, and communicate effectively with others.

COURSE OUTLINE:
Areas of study may include:

- **Arts and the Community**: Providing insight into the role of the arts in everyday life and as a form of cultural expression.
- **Legally it could be you**: How the law affects you.
- **Money Management**: How best to manage your money and plan for the future.
- **Health, Recreation and Leisure**: How to lead a healthy lifestyle
- **Intro Relationships**: Investigating aspects involved in relating to and/or managing relationships between people.
- **Today’s Society**: Gender roles within society and sexual identities.
- **Australia’s Place in the World**: Globalisation, International tourism, immigration.
- **Science and Technology**: How science and modern technologies impact on our lives.

The course focuses on three life skills:

- **Personal skills**: learn how to understand yourself and influence others
- **Interpersonal skills**: learn to work with people from various family, social and cultural backgrounds
- **Citizenship skills**: be part of our community by participating in a wide range of interesting activities and examine community and global events.

ASSESSMENT PROGRAM:
Assessment techniques will include: teacher observation of student skills, tests, short and extended written responses and a major project.

FOR FURTHER INFORMATION PLEASE CONTACT: Ms K Hyne (khyne4@eq.edu.au)
VISUAL ARTS IN PRACTICE

CATEGORY: AUTHORITY Registered

PRE-REQUISITES: Nil

SUBJECT INFORMATION:
Visual Arts in Practice is a course which provides students with an opportunity to select a visual arts program other than the AUTHORITY Subject, Visual Art. In this subject greater emphasis is placed on the design process and development of vocationally transferable practical art skills, more so than on academic and appraising skills. Visual Arts in Practice focuses on students engaging in art-making processes for a purpose, including involvement in community arts activities.

COURSE OUTLINE:
Year 11: Ceramics
Illustration
Wearable Art
Printmaking

Year 12: Ceramics - Synecdoche
Illustration – Appropriation and Advertising
Wearable Art – Sustainable Style
Printmaking – Branding

ASSESSMENT PROGRAM:
In each unit students are assessed on Product Components (resolved artworks) which are accompanied by Written Components such as proposals (Year 11) or artist’s statements (Year 12).

ADDITIONAL INFORMATION:
For all units the Art Department will supply the basic materials and equipment for tasks, although students are encouraged to obtain additional materials in order to create or enhance their artwork.

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs G Hermann (gherm6@eq.edu.au)
OPTIONS PROGRAM

TUTORIAL

Three lessons are timetabled as Tutorials to assist students in achieving success in their Senior Schooling. Some aspects of the program are mandatory, and at other times students will sign up for the program of their choice.

The Program sessions may include:
1. Time Management and Study Skills.
2. Subject Specific Tutorials.
3. General Study.
4. Life Skills covering units such as Financial Management, Living on Your Own, Your Rights, Consumer Education.
5. Fitness and Recreation.
6. Work Experience Preparation (more details next page).
7. Human Relationship Education (more details next page).
8. Leadership Training Program for Student Leaders.
9. Post-Secondary Options Program including:
   (a) Preparation for Queensland Core Skills Test
   (b) QTAC selections.
10. Thinking Skills and Mind Challenges.
11. Certificate II Skills for Work and Vocational Pathways (more details page 56)

THE ELECTIVE PROGRAM (T.E.P)

On Wednesday afternoons senior students are given a choice of scheduled activities. A selection for school based activities or Home Study is made at the beginning of the school year. Other programs selections will be made as they become available.

Program selections may include:
- TAFE subjects
- Various Industry Training Modules
- Sport Training
- Workplace Programs (related to a subject studied)
- Community Service
- Tutorial assistance
- Driving Program
- Home Study

N.B. This program is not available to Year 12 students in Semester 2.

FOR FURTHER INFORMATION PLEASE CONTACT: Ms P Jorgensen (pjorg3@eq.edu.au)
WORK EXPERIENCE

One week of work experience is compulsory for all Year 11 students in the final week of semester one. Students participate in a preparation program (which includes workplace health and safety and harassment in the workplace) prior to placement.

FOR FURTHER INFORMATION PLEASE CONTACT: Ms P Jorgensen (pjorg3@eq.edu.au)

HUMAN RELATIONSHIPS EDUCATION

The Human Relationships Education program for all Year 11 and 12 students will cover the five Key Concepts areas of H.R.E. These are:

- Self Concept
- Values, drugs, alcohol and their consequences
- Communication
- Relationships and
- Sexuality

The program aims to:

- provide a supportive environment;
- give participants accurate information and correct any misinformation they may have;
- give the participants the skills to make informed and responsible decisions and to be assertive;
- develop interpersonal skills; and
- keep parents informed throughout the course and to provide avenues to/for the discussion of topics where values developed in the home environment may be incorporated.

COURSE OUTLINE:

The program will consist of a minimum of 10 lessons each year.

In each year students will be given the opportunities to develop strategies, improve their communication skills, review and refine their values and make more informed decisions regarding their relationships with others in order to protect themselves from contracting sexually transmitted diseases or putting their emotional and physical health at risk through staying in unhealthy relationships.

Stress management, prevention of abuse and conflict resolution will also be covered. The five key concept areas will be incorporated throughout the activities.

The School Nurse and guest speakers are available for delivery of some aspects of the course.

FOR FURTHER INFORMATION PLEASE CONTACT: Ms H Miller
School-based Youth Health Nurse
REPORTS AND CERTIFICATION

SENIOR SCHOOLING

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)
The senior schooling qualification is awarded to students who have completed an appropriate course of study (to the value of 20 credits) and who have achieved the required standards (e.g. Sound Level of Achievement).

SENIOR STATEMENT
A record of the learning undertaken during Years 11 and 12 and the results achieved issued to all students who complete Year 12.

TERTIARY ENTRANCE STATEMENT
Issued to those students who are eligible for a Tertiary Entrance score on completion of Year 12. It records the Student’s Overall Position (OP) and their achievement in those field positions (FP) for which they are eligible.

VOCATIONAL EDUCATION AND TRAINING

CERTIFICATE
Awarded to students who demonstrate competency in all components of a vocational education training course.

STATEMENT OF ATTAINMENT
Issued to students who have achieved some of the competencies of a vocational education training course by the time of exit from the course.

SCHOOL

EXIT CERTIFICATE
Issued to any student who exits school before the end of Year 12 after completing at least one semester of study in Year 11 or 12.

SCHOOL REPORTS
Progress reports are issued at mid-semester, and the end of Semesters 1, 2 and 3.

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs D Glasgow
## TERTIARY ENTRANCE – ROLES OF MAJOR STAKEHOLDERS

<table>
<thead>
<tr>
<th>SCHOOLS (STATE/NON-STATE)</th>
<th>QCAA QLD CURRICULUM &amp; ASSESSMENT AUTHORITY</th>
<th>QTAC Ltd</th>
<th>UNIVERSITIES TAFE INSTITUTES OTHER INSTITUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSEs</strong></td>
<td>develops, revises and approves Year 1 to 12 syllabuses and preschool guidelines, including implementation of the Australian Curriculum</td>
<td>monitors, reviews, negotiates and recommends adjustments as necessary to tertiary entrance procedures</td>
<td>• provide tertiary courses of study</td>
</tr>
<tr>
<td><strong>Centres of Continuing Secondary Education</strong></td>
<td>approves work programs and study plans</td>
<td>provides students and the community with information on tertiary entrance procedures and requirements</td>
<td>• determine admission requirements and principles of selection for entry into individual courses</td>
</tr>
<tr>
<td><strong>TAFE Institutes</strong></td>
<td>develops, revises and marks tests such as the QCS Test</td>
<td>confers and collaborates about tertiary entrance with universities, TAFE, QTAC Ltd, school systems, schools, industry training advisory bodies, and government departments administering education and training</td>
<td>• provide information on, and entry criteria for, courses</td>
</tr>
<tr>
<td><strong>Technical and Further Education</strong></td>
<td>analyses and reports test results</td>
<td>undertakes research and review</td>
<td>• provide information on articulation and credit transfer arrangements</td>
</tr>
<tr>
<td><strong>SENIOR COLLEGES</strong></td>
<td>provides assessment procedures leading to certification</td>
<td>determines Queensland equivalents of overseas and interstate qualifications</td>
<td>• select students for entry to tertiary courses</td>
</tr>
<tr>
<td><strong>PRIVATE PROVIDERS</strong></td>
<td>manages moderation procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• provide courses of study</td>
<td>• issues certificates of achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• provide students with advice on subjects (courses) to study based on their abilities and their career aspirations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• provide students with information about the entry requirements for universities and TAFE institutes</td>
<td></td>
<td></td>
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<tr>
<td>• provide the QCAA with information about student achievement.</td>
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</tbody>
</table>
QCS – Queensland Core Skills Test

WHAT IS THE QCS TEST
The QCS test is:
- a common state-wide test for Queensland Year 12 students
- an achievement test, not an intelligence test, not an aptitude test
- grounded in the Queensland senior curriculum
- accessible to all Year 12 students regardless of individual differences in subject patterns

WHAT DOES IT TEST
It tests the 49 common elements that are the threads of the Queensland senior curriculum called Common Curriculum Elements.

While the level of sophistication demanded by the test is appropriate to year 12 students, particular knowledge of specific Year 12 subjects is not tested. However, the test assumes basic levels of general knowledge and vocabulary and a Year 10 knowledge of mathematical operations.

HOW ARE THE ELEMENTS ASSESSED?
The QCS Test consists of four papers. There are three modes of assessment – extended writing (WT), multiple-choice questions (MCQ) and short response items (SRI). The SRI paper requires students to respond to a command or to answer a question by writing a sentence or paragraph, drawing a diagram, performing a calculation etc. The WT tests students’ command of the written English language. It tests expressive and productive skills, requiring the composition of an extended piece (about 600 words) of continuous prose. In the multiple-choice papers, students are expected to respond to a variety of stimulus material, such as prose passages, poetry, graphs, table, maps, mathematical and scientific data, cartoons, reproductions of works of art. For each question on the MCQ papers there are four alternative answers (options). Students are asked to select the best answer.

COMMON CURRICULUM ELEMENTS

| Recognising letters, words and other symbols | Approximating a numerical value | Applying strategies to trial and test ideas and procedures |
| Finding material in an indexed collection | Substituting in formulae | Applying a progression of steps to achieve the required answer |
| Recalling / remembering | Displaying | Generalising from information |
| Interpreting the meaning of words or other symbols | Structuring/ organising extended written text | Hypothesising |
| Interpreting the meaning of pictures / illustrations | Structuring/ organising a mathematical argument | Criticising |
| Interpreting the meaning of tables or diagrams maps or graphs | Explaining to others | Analysing |
| Translating from one form to another | Expounding a view-point | Synthesising |
| Using correct spelling, punctuation, grammar | Empathising | Evaluating |
| Using vocabulary appropriate to a context | Comparing, contrasting | Creating/ Composing/ devising |
| Summarising/ condensing written test | Classifying | Justifying |
| Compiling lists/ statistics | Interrelating ideas/ themes/ issues | Perceiving patterns |
| Recording/ noting data | Reaching a conclusion which is necessarily true provided a given set of assumptions is true | Visualising |
| Compiling results in a tabular form | Reaching a conclusion which is consistent with a given set of assumptions | Identifying shapes in two and three dimensions |
| Graphing | Inserting an intermediate between members of a series | Searching and locating items/ information |
| Calculating with or without calculator | Extrapolating | Observing systematically |
| Estimating numerical magnitude | |

WHAT IS THE PURPOSE OF THE TEST?
The QCS test provides:
- individual results reported on a five-point scale
- group results for calculating Overall Positions (OP’s) which are independent of subjects studied or school attended
- group results for calculating Field Positions (FP’s), up to five per student, depending on subject choice.

Year 11 /12 Course Handbook 2017/2018