



# Everton Park State High School



An Independent Public School

## SUBJECT HANDBOOK



**Senior School  
Year 11 and Year 12**

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# PRINCIPAL'S MESSAGE

This booklet is for those of you who are about to complete Year 10, and for your parents/carers to understand the subjects the school will offer in 2017.

You are at the point where you must start making some plans for your future. It is important that you put a lot of thought into considering possible career options. You will need to base your career decisions on a good understanding of yourself, as well as on what you hope to gain from a career. Your decisions will affect the type of work you do, whether you find the work interesting, the hours you work, and how much money you will make from your work.

The subjects you study in Years 11 and 12 will provide one of the bases for your career and study directions after you leave school. The information provided in this book will help you in making this decision. Some questions you may ask yourself include:

- *What are my short and long term goals in life?*
- *Do I know what job I would like to have? If not, how can I keep my options open?*
- *Which senior subjects will I need as prerequisites for any tertiary courses I am interested in?*
- *Are my results in Year 10 good enough for me to be able to cope with the work in my chosen Year 11 and 12 subjects?*

Choose your subjects according to the following:

1. Subjects you **enjoy**.
2. Subjects in which you **do well**, e.g., gain the highest marks.
3. Subjects that you need as **tertiary pre-requisites**, as listed in the *Tertiary Prerequisites 2017* booklet.

**Do not choose your subjects for the following reasons:**

1. *'Your friend is taking that subject.'* Your friends are different from you, with different interests, skills and goals. Be yourself and trust your own judgement.
2. *'You do / don't like the teacher.'* There is no guarantee that you will have any particular teacher in 2017.
3. *'Someone told you that the subject is fun.'* It may be enjoyable for someone, but not necessarily for you. Make up your own mind.
4. *'Someone told you that the subject is boring.'* See point 3.
5. *'Someone told you that you do / do not need that subject for the course you want to take at uni.'* Check *Tertiary Prerequisites 2016* or see a Guidance Officer.

Everton Park State High School provides a dynamic and contemporary learning environment that leads to **Creating Bright Futures** for all students. Your decisions will impact on your future pathways. Take the opportunities the school has to offer and speak with your parents before you make your final decision in selecting your subjects for 2017.

Regards



Sue Wallace  
Principal

# STAGES OF THE SENIOR PHASE OF LEARNING

## 1. Plan

**Each student needs to identify and plan what they will study and learn during the senior phase of learning (usually Years 10, 11 & 12).**

Planning can start at any time. Schools and other learning providers will work with each young person to help them develop a plan to meet immediate and longer-term learning and employment goals.

SET Plan – Students in Queensland will develop a Senior Education and Training (SET) Plan. The SET plan is agreed between each student, their parents or carers and the school. It should be finalised by the end of Year 10. Once agreed, the SET plan is implemented and courses are planned around the agreed approach. Schools and learning providers will help monitor progress against the plan.



## 2. Register

**Every young Queenslander must be registered with the Queensland Studies Authority (QSA) in Year 10 or in the year before they turn 16, whichever comes first.**

All schools must register:

- All students in Year 10
  - All other students who turn 16 during the year who have not yet completed Year 10.
- Registration records details; including name, address, date of birth, sex and the intended learning option.

Registration automatically opens an individual learning account and a learner unique identifier (LUI) is allocated to each student.

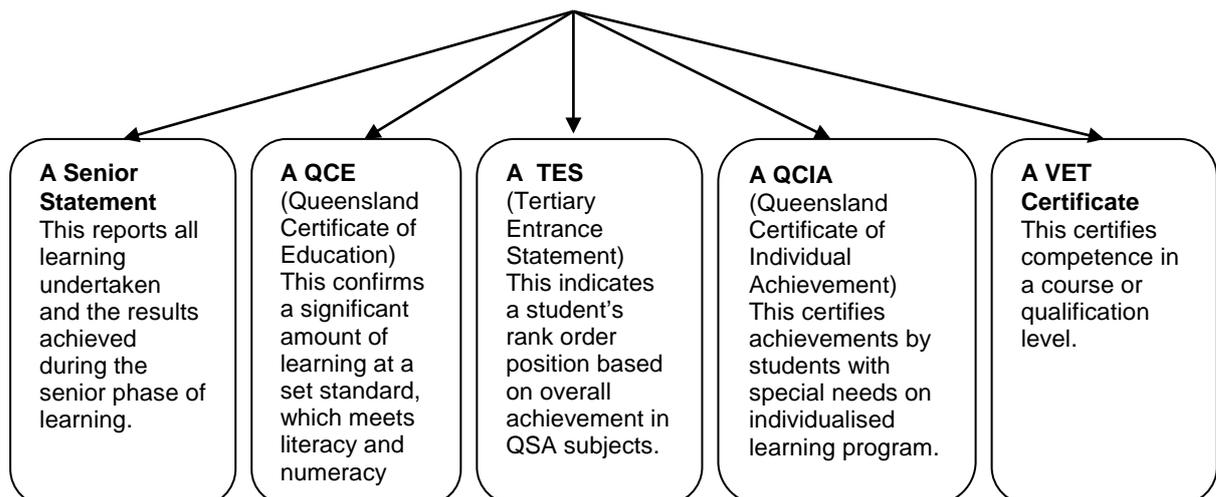


## 3. Learning Account

**An individual, online learning account records a student's progress towards a Queensland Certificate of Education (QCE).**

It records what, where and when learning is undertaken during the senior phase of learning (usually Years 10, 11 and 12) and the results that have been achieved. The learning account is viewed online through the Career Information Service at [studentconnect.qcaa.qld.edu.au](http://studentconnect.qcaa.qld.edu.au)

Leading to ...



## QCE INFORMATION SUMMARY FOR PARENTS

### Queensland Certificate of Education

- Students in Year 10 will work towards a Queensland Certificate of Education (QCE). The QCE is the school based qualification awarded to young people at the completion of the senior phase of learning, usually at the end of Year 12. It confirms a student's achievement of:
  - A significant amount of learning
  - A set standard of achievement
  - Meeting literacy and numeracy requirements.

### Eligibility for a QCE

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

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

### What is a credit?

A credit is the minimum amount of learning at the set standard that can contribute to the QCE. A credit has two elements: an amount of learning and a set standard.

For example, a credit for a school subject is one semester (amount of learning) at Sound Achievement (set standard) or a credit for a Certificate II qualification is 25% (amount of learning) of the competencies (set standard). Some learning achievements will be recorded in the Learning Account but will not be a credit because they either do not have the required amount of learning or they do not meet the set standard. For example, a Very Limited Achievement in a school subject does not meet the set standard to be a credit.

### New flexibility

The new qualification will recognise more learning options. Students can design a program of study to match their career goals. There is more flexibility in what, where and when learning occurs. Not all the learning need take place at school. Some learning can be with a registered training provider, in a workplace or with a community group. The list of options is in the table.

### The Senior Statement

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

The QCAA will issue the Senior Statement to young people who:

- have met the requirements for the Queensland Certificate of Education, or
- are attending a school, and have banked at least one achievement in their Learning Account, and are enrolled at a school until the prescribed date at the end of Year 12, or
- have completed a pattern of study which makes them OP eligible.

### New laws

In January 2006, major elements of the Youth Participation in Education and Training Act were introduced. This new law raises the schools leaving age. Young people must now stay at school until they finish Year 10, or turn 16, whichever comes first.

After that they must stay in education or training for a further two years, to

- gain a QCE; or
- gain a Certificate III vocational qualification or higher, or
- turn 17, whichever comes first.

There are exemptions to this and they apply if:

- The young person is in paid employment for at least 25 hours each week.

### For more information:

- contact your school
- visit the QCAA website at [www.QCAA.qld.edu.au](http://www.QCAA.qld.edu.au)
- visit the Student Connect at [studentconnect.QCAA.qld.edu.au](http://studentconnect.QCAA.qld.edu.au)
- visit the Department of Employment and Training at [www.det.qld.gov.au](http://www.det.qld.gov.au) for information about school-based apprenticeships and traineeships.

# Management of Student Accounts (QCAA Learning Accounts)

## Registration, Learning Accounts and Parental Access Information for Parents and Guardians

Queensland legislation requires schools to register every young person who is in Year 10, or who is 15 years of age (whichever comes first), with the Queensland Curriculum & Assessment Authority (QCAA).

### Why are students registered?

The registration process enables the QCAA to open a learning account for each student. Learning accounts are also referred to as 'student accounts'.

### What is the purpose of a learning account?

As students reach Year 10 and beyond, they often enrol with more than one learning provider – for example, they might combine school with TAFE or another training program. Learning accounts provide a central place for schools and training providers to record students' learning and their results during the Senior Phase of Learning. This also enables students to keep track of where they are up to with their learning achievements.

Equally important, learning accounts enable the QCAA to issue the Queensland Certificate of Education (QCE) and other certificates of achievement when students meet the requirements. To find out more about the QCE, visit the [QCAA website](#).

### What information is registered?

When registering students, the school provides the QCAA with information such as the student's name, date of birth and address, as well as the student's intended learning options identified in their Senior Education and Training (SET) Plan.

The information held within the learning account will be updated by the school at regular intervals throughout a young person's enrolment.

### How can a young person access their learning account?

Once the QCAA has opened the learning account, the student will automatically receive a Learner Unique Identifier (LUI) number and a password which will enable him/her to access the [learning account online](#).

The LUI and password will be distributed to the student through his or her school.

The only people that will have access to a learning account will be the account holder, parents or guardians, authorised staff from the school and/or training provider and the QCAA.

### What involvement can parents have?

So that parents can support their children's participation in education and training, parents will be able to access the information contained within the student's learning account, including registration and learning information.

Schools will generally provide parent/s' names and addresses to the QCAA as part of the process for registering the student. This will give the parent/s access to the learning account.

Where a school principal considers that it is not appropriate for the parent/s details to be included in the student account, the school may withhold the parent/s details from the QCAA. This will mean that the parent/s will not have access to the learning account. Similarly, schools can stop a parent's access to the learning account at any time if the school principal considers that it is not appropriate for parental details to be included in a student account.

For example, parental details might not be recorded for young people who are living independently of their parents and fully supporting themselves.

If you have any questions regarding the decision-making process, please ask your child's school.

## **How can I access my child's learning account?**

If you would like to access learning account information, speak with your child's school about available arrangements.

## **What happens when my child changes school or training provider?**

When a student changes schools or goes to another training provider such as TAFE, the new school or training provider will update their learning account. If a student's address changes or the student has concerns about their parent/s accessing their learning account, they should notify their new school or training provider.

Training providers will regularly update information held in learning accounts. The new school or training provider will require your child's LUI (not the password) to update your child's learning account.

## **Where can I obtain support for technical difficulties in accessing my child's learning account?**

Technical support for accessing learning accounts electronically will be available from the Queensland Curriculum & Assessment Authority's IT Helpdesk on (07) 3864 0269 or by [email](#).

## **Where can I find out more?**

If you would like more information on learning accounts, the registration process, parents' access to learning accounts, or the Senior Phase of Learning, you can contact your child's high school, or visit the [Department of Education, Training and Employment website](#) or the [QCAA website](#).

# **Senior Education Profile**

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

## **Queensland Certificate of Education**

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

## **Tertiary Entrance Statement**

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

## **Senior Statement**

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

## **Queensland Certificate of Individual Achievement**

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

## **Statement of Results**

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



## Working towards a QCE

**About the QCE**

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

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

**How the QCE works**

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

- At least 12 credits must come from completed Core courses.
- Additional 8 credits can come from a combination of any courses.
- Students must achieve a Sound, Pass or equivalent to receive QCE credits.
- Literacy and numeracy requirements must be met (see opposite).

**Planning a QCE pathway**

QCE planning usually starts in Year 10.

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

## For more information

There are a number of ways a student can gain a QCE.

The QCE Handbook provides information about:

- credit for partial completion of courses of study
- credit transfer for intrastate, interstate and overseas transfers
- conceded semesters for subjects exited at a Limited Achievement
- student learning accounts
- relaxation of completed Core requirements
- notional Sound in a subject for meeting literacy and numeracy requirements
- recognised studies.

Visit [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au) for a copy of the handbook

## Learning options and credit values

	COURSE	CREDIT
CORE	<b>CORE courses:</b> usually undertaken by students in the senior phase of learning	At least 12 credits are needed. At least 1 credit undertaken while enrolled at a school.
	Authority or Authority-registered subjects	Per course (6 semesters) 4
	Subjects assessed by a Senior External Examination	4
	VET Certificate II, III or IV qualifications (includes school-based traineeships)	Certificate II 4 Certificate III & IV 5, 6, 7 or 8
	School-based apprenticeships that incorporate on-the-job training	Certificate III competencies Up to 2 On-the-job component 4
	Tailored training programs	4
	Recognised international learning programs	Per course 4
PREPARATORY	<b>PREPARATORY courses:</b> generally used as stepping stones to further study	A maximum of 6 credits can contribute.
	VET Certificate I qualifications	(Max. of 2 qualifications can count) 2 or 3
	Employment skills development programs approved under the VETE Act 2000	(Max. of 1 program can count) 2
	Re-engagement programs	(Max. of 1 program can count) 2
	Recognised certificates and awards	As accredited by QCAA
	Short course in literacy or short course in numeracy developed by the QCAA	Per course 1
ENRICHMENT	<b>ENRICHMENT courses:</b> add value or complement Core courses of study	A maximum of 8 credits can contribute.
	Recognised certificates and awards	As accredited by QCAA
	Recognised structured workplace or community-based learning programs	As accredited by QCAA
	Learning projects — workplace, community, self-directed	1
	Authority extension subjects, such as English Extension	2
	Career development: A short course senior syllabus	1
	School-based subjects	As accredited by QCAA
ADVANCED	<b>ADVANCED courses:</b> go beyond senior secondary schooling	A maximum of 8 credits can contribute.
	One or two-semester university subjects completed while enrolled at a school	One-semester subject 2 Two-semester subject 4
	Units of Competency contributing to VET diplomas or advanced diplomas while enrolled at a school	Up to 8 credits (1 credit per competency)
	Recognised certificates and awards	As accredited by QCAA

## Literacy and numeracy requirements

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

- at least a Sound Achievement in one semester of a QCAA-developed English and Mathematics subject
- at least a Sound Achievement in QCAA-developed short courses in literacy and numeracy
- a Pass grade in a literacy and numeracy course recognised by the QCAA
- at least a C on the Queensland Core Skills (QCS) Test
- at least a 4 for an International Baccalaureate examination in English and Mathematics
- completion of FSK20113 Certificate II in Skills for Work and Vocational Pathways
- completion of 39282QLD Certificate I in Core Skills for Employment and Training — Communication
- completion of 39288QLD Certificate I in Core Skills for Employment and Training — Numeracy.

# TERTIARY ENTRANCE PROCESS

In planning for tertiary entrance students and parents/carers need to consider student interests, aptitudes and the entry requirements of the tertiary institutions offering courses. Most tertiary courses have quota restrictions for entry, which require achievement of a particular **Overall Position (OP)** band. Below is a summary of the process followed by a student seeking tertiary entrance through their OP result at the end of Year 12.

1. To qualify for an Overall Position, students beginning Year 11 must select at least five Senior Authority Subjects. Selection should be based on their abilities and career interests (noting Tertiary subject requisites and the Field Positions used for quota selection - see information in Tertiary Courses booklet. A student's combination of subjects may earn up to five **Field Positions (FPs)**. Each subject is allocated a "weighting" from zero to five in each of Fields A to E (see separate sheet). In order for a student to qualify for any field position result, the subjects must contribute at least sixty Weighted Semester Units to that field. This could be achieved by three (3) subjects, each with a "5" field weighting, studied for four (4) semesters ( $3 \times 5 \times 4 = 60$ ). All six Senior Authority Subjects that a student might select may be used to qualify for Field Positions.
2. Students sit for the **Queensland Core Skills Test (QCS Test)** in Term 3 of Year 12. This has been devised to test common skills that students learn in the subjects which they study in the curriculum offered by Queensland Schools. It consists of four papers that students answer on two consecutive days in late August or early September.  
**Paper 1** (Two hours) the Writing Task – asks students to react to the stimulus material given, with at least 600 words of continuous prose.  
**Papers 2 and 4** (One and a half hours each) are each made up of fifty multiple choice questions. Students are required to choose the "most correct" of four alternative responses for each question asked.  
**Paper 3** (Two hours) the Short Response Item paper, requires students to make brief answers to questions, either in words, numbers, diagrams or drawings.
3. Students make application through **Qld Tertiary Admissions Centre (QTAC)** for entrance into the Tertiary courses during Term 3 of Year 12. Applications close at the end of September.
4. Towards the end of Year 12 students are awarded exit **Levels of Achievement** in their subjects from criteria-based school assessment.
5. Students are placed in a rank order in each subject they study by the assigning of a **Subject Achievement Indicator (SAI)**. This will have a value between two hundred (200) and four hundred (400) for each Senior Authority Subject taken.
6. The student's SAI in each subject is then **scaled** using the QCS Test results for the **group** of students studying the subject, to minimise differences in standards between subjects.
7. The student's best twenty semesters, (five (5) subjects x four (4) semesters) of the **Scaled Subject Achievement Indicators** are then averaged. This is then **re-scaled**, using the **whole school** QCS Test result, to minimise differences in standards between different schools. This figure is then used to determine the student's Overall Position (OP) band.
8. The Overall Position (FP) will range in bands from OP1 (first) to OP25 (last).
9. Field Position (OP) will be expressed in one of ten bands  
Scaled Subject Achievement Indicators (SAI), like those involved in working out the student's OP, are used to calculate the results of each Field Position for which the student qualifies.
10. Each student who sits for the QCS Test will receive an individual result for the test on a five point (A to E) scale.

A student completing Year 12 may receive the following **Student Education Profile**:

- Queensland Certificate of Education
- Senior Statement
- A Queensland Core Skills Test result, on an A to E scale (provided that they sat for the test).

**All students eligible for an OP** will receive a **Tertiary Entrance Statement** showing:

- An Overall Position result (on a 1 to 25 scale)
- Up to five (5) Field Position results (each on a 1 to 10 scale)

## NOTES

- The Tertiary Entrance Statement is issued only to those eligible students who have applied for tertiary entrance through QTAC
- It is important to note that Field Positions will only be used by Tertiary Institutions when selecting students near the cut off for those courses in which quotas are imposed
- Field Positions should be checked to ensure that the relevant ones are catered for.
- Students who choose fewer than five Senior Authority Subjects and therefore do not qualify for a Tertiary Entrance Statement (i.e. OP and FPs), may still seek entry into full time TAFE Diploma courses through QTAC. It is again very important to check the TAFE requirements for course entry to ensure that the subjects chosen for study are satisfactory.

Hence, students should choose subjects of which they are capable and in which they are motivated to do well. This will allow them to achieve the highest OP of which they are capable.

# SELECTION RANK

Students who complete Queensland Year 12 and do not qualify for an Overall Position (OP) can still gain entry to courses offered at tertiary institutions through the Queensland Tertiary Admissions Centre (QTAC). All applicants, whether they have an OP or are OP ineligible, must still satisfy specified prerequisites. Prerequisites may be subject requirements or portfolio/audition requirements for creative and performing arts courses.

OP ineligible students will be allocated a QTAC selection rank, based on their results recorded on the Senior Certificate and their results in the Queensland Core Skills (QCS) Test provided that students have at least twenty semester units of study.

## **What is a selection rank?**

A selection rank, like an OP, is a measure that places students in order of merit for entry to tertiary courses. The difference is the scale used. Where OP's are based on a scale from one (1) (highest) to 25 (lowest), selection ranks are based on a scale from 99 (highest) to one (1) (lowest).

Selection ranks for OP ineligible students are calculated from schedules, which are developed by the Queensland Curriculum Assessment Authority (QCAA) and QTAC in consultation with tertiary institutions. The schedules take into account student results reported on the Senior Certificate and the QCS Test.

## **How are selection ranks determined for OP ineligible students?**

To calculate a selection rank, QTAC uses the Levels of Achievement (LOA's) for Authority, Authority registered and approved Vocational Educational and Training (VET) subjects reported on the Senior Certificate only. Only the best twenty semester units of study are used. Results in the QCS Test are also used.

Please note that a poor result in the QCS Test cannot have a negative effect on the student's QTAC selection rank. The QCS Test result can only be used to moderate the rank upwards.

Students completing Year 12 with fewer than twenty semester units of Authority, Authority-registered and VET subjects will not be eligible for a selection rank on the basis of the OP ineligible schedules.

## **Which institutions recognise applications from OP ineligible students?**

All tertiary institutions participating in QTAC welcome applications from OP ineligible students provided that prerequisite subjects and other requirements have been met.

## **How do I find out what selection rank I have been given?**

Usually within a week of the release of Year 12 results by the Queensland Curriculum Assessment Authority, OP ineligible students are able to find out their selection rank by calling QTAC Information Services on (07) 3368 1166.

## **How to apply**

OP ineligible students apply for tertiary courses through QTAC. Our Guidance Officer, can assist students prepare their QTAC tertiary study applications.

# CHOOSING SENIOR SUBJECTS

It is important to choose senior subjects carefully as your decisions may affect your success at school, your feelings about school, and also your level of preparedness or eligibility for particular training or tertiary study after school. Even though there are many factors to consider, choosing your program of study can be made easier if you go about the task logically, and follow a set of planned steps.

## GUIDELINES

### 1. Find out about occupational pathways

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present, then select subjects that will keep several career options open to you. Our guidance officer will be able to help you get started.

You will also need to find out about the various pathways you can take to obtain qualifications you will need to get a job in the occupational areas in which you are interested. Once you know about the different pathways, you can select the most appropriate one for you.

The following resources are available in schools and give you information about occupations and the subjects and courses needed to gain entry to these occupations.

Australia's national career information service, called *myfuture*, at <http://www.myfuture.edu.au>

The *Job Guide* accessed at [www.jobguide.education.gov.au/](http://www.jobguide.education.gov.au/)

Brochures from industry groups provide information on the various pathways to jobs within these industries – start with the Industry Skill Councils at <http://www.isc.org.au/>

The *Student Connect* at <https://studentconnect.qcaa.qld.edu.au/>

The *QTAC Guide* is useful for information on tertiary courses offered through the Queensland Tertiary Admissions Centre (QTAC).

The *Tertiary prerequisites 2017* book, provided by QTAC to all Year 10 students, provides information on subjects required for entry to tertiary courses offered through QTAC in the year 2017.

*Pathways to further education and training* is a handout which provides general information about the Australian Qualifications Framework. Ask your guidance officer for this handout.

*Tertiary entry: Internal Year 12 students without OPs* is a handout that is available from QTAC's website at <http://www.qtac.edu.au>. It explains how students who are not eligible for an Overall Position (OP) can gain entry to tertiary courses through QTAC.

The *Queensland TAFE Handbook* is available at <http://www.tafe.qld.gov.au/>.

## 2. Find out about the subjects offered at Everton Park State High School

### Authority subjects

- These subjects, approved by the Queensland Studies Authority (QCAA), are offered state wide in Queensland secondary schools and colleges. Achievements in these subjects are recorded on the Queensland Certificate of Education and are used in the calculation of OPs and selection ranks. Some Authority subjects may have accredited vocational education modules embedded in them. These modules will also appear on your Queensland Certificate of Education.
- Students who do not achieve Sound Achievement or better in a Year 10 subject may find related Authority subjects in Years 11 and 12 difficult.
- Your OP is dependent on how well you achieve in your subjects. You need to choose subjects in which you have the best chance of doing well and which you will enjoy.
- Many Authority subjects may be taken in Year 11 without prior study of similar subjects. It would be very difficult, however, to attempt subjects such as Mathematics B or C, Chemistry, Physics, Music and Languages without successful background study in related Year 10 subjects.

### Authority-registered subjects

- Authority-registered subjects are those based on QCAA developed Study Area Specifications or developed by the school for which a school's study plan or work program is accredited. Achievements in these subjects are recorded on the Queensland Certificate of Education. They are not used in the calculation of an OP but may be used in the calculation of a tertiary selection rank. Authority-registered subjects emphasise practical skills and knowledge relevant to specific industries.

### Vocational education and training (VET)

- Student achievement in accredited vocational education modules (whether embedded in Authority or Authority-registered subjects) is based on industry-endorsed competency standards and is recorded on the Queensland Certificate of Education. The Queensland Certificate of Education is recognised within the Australian Qualifications Framework (AQF), and this may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to courses at TAFE institutes and other registered training organisations.

### Recorded subjects

- A Recorded subject is a subject other than an Authority or Authority-registered subject, offered by a school or other educational institution and approved by the QCAA. Recorded subjects include approved TAFE subjects or qualifications from specialist-accredited agencies, e.g. in music or dance.

## 3. Check out each subject fully

Take these steps to ensure you understand the content and requirements of each subject:

- Read subject descriptions and course outlines in this book.
- Talk to heads of departments and teachers of each subject.
- Look at books and materials used in the subject.
- Talk to students already studying the subject.

## 4. Choose a combination of subjects that suits your needs and abilities

### Traps to avoid

- Do not select subjects simply because someone has told you that they "will help you get a better OP".
- Consider other peoples' opinions of the subjects but do not make your decision on these only. Check the subjects out for yourself.

### Vocational Education and Training (VET)

Consider taking subjects with Vocational Education and Training modules embedded in them if:

- The subject relates to or could provide a pathway to a job that attracts you.
- Success in the subject may give you advanced standing (credit) in a higher-level course in which you are interested.
- You are interested in the subject and think you would enjoy studying it.

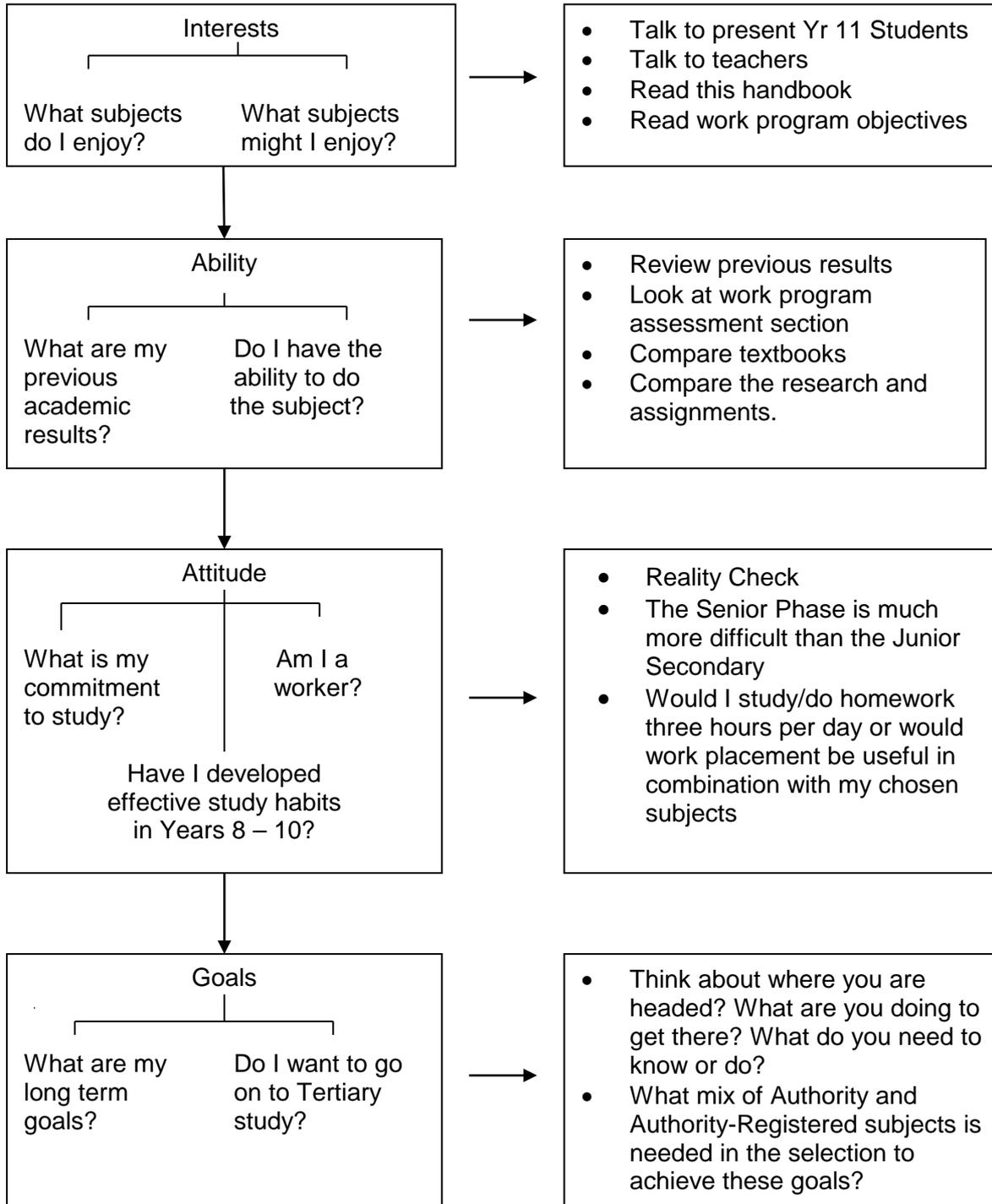
### School-based apprenticeships and traineeships

You may have an opportunity to complete Year 12 and begin an apprenticeship or traineeship while you are still at school.

Be sure that you understand that apprenticeships and traineeships are legally binding formal agreements. When you sign these you are agreeing to particular work and training requirements, as is your host employer.

Check all documents carefully with our VET Coordinator and your parents/carers to ensure that you fully understand what is required of you, the school, and the employer in the agreement.

# A QUICK GUIDE TO SUBJECT SELECTION



# PATHWAYS TO FURTHER EDUCATION & TRAINING

Students leaving school have a number of ways in which they can move towards their career goals. Such options, known as pathways, enable students to undertake full-time study or combine work with study to help them obtain qualifications necessary for their desired occupations.

There are many ways to move up the ladder within an industry or to change jobs as a result of further education or training. This handout outlines some of the features of Australia's education and training system that can help young people improve their job prospects or work satisfaction over time.

People who gain recognised qualifications have a better chance of obtaining jobs which offer the potential for more variety and, generally, higher levels of pay.

The Australian Qualifications Framework (AQF) has been developed to provide a national system for qualifications from the three education sectors in Australia - schools, vocational education and training (TAFE and private providers), and higher education (universities). Table 1 shows the AQF qualifications.

It is possible to progress from one level of qualification to another within a particular sector (e.g. Certificate IV to Diploma at TAFE), or from one sector to another (e.g. Diploma at TAFE or a private provider to a Bachelor degree at university) depending on results and institutional policies. The progression from one level to another is called articulation.

Depending on the qualification and field of study, you may gain credit (also called advanced standing) based on your previous course for part of your next course.

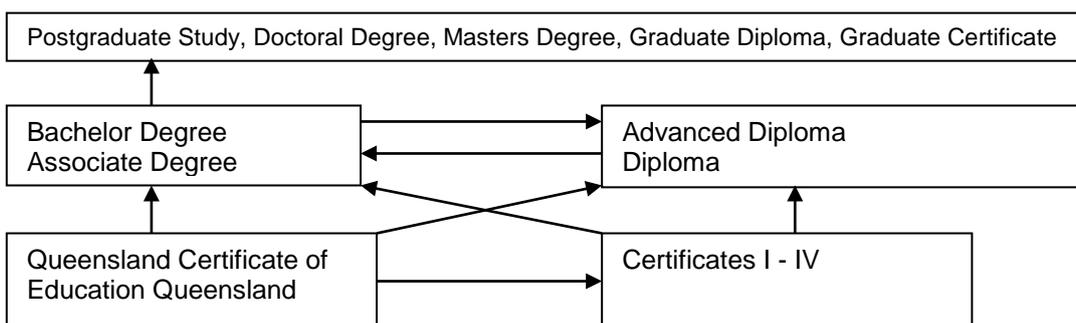
## Competency-based training

Most vocational education and training is competency based (CBT). CBT is all about what a person knows and what they can do, regardless of how they obtained the training. Competencies can be recorded on a training record and can lead to an AQF qualification. They can be obtained through:

- Vocational education subjects
- Some Authority and Authority-registered subjects
- Structured work placement/industry placement
- School-based apprenticeships and traineeships
- Courses at TAFE institutes or other registered training organisations
- Paid or unpaid work
- Life experiences
- A combination of the above.

The process used to assess the competencies a person has gained from past experience and training is called recognition of prior learning (RPL).

**Diagram 1: Common pathways to AQF qualifications**



**Table 1:** The Australian Qualifications Framework (from the AQF website at <http://www.aqf.edu.au>)

**AQF Qualifications by Educational Sector**

<b>Schools Sector</b>	<b>Vocational Education and Training Sector</b>	<b>Higher Education Sector</b>
Senior secondary Certificates of education	Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Associate Degree Advanced Diploma Diploma

**Multiple pathways**

Under the AQF, articulation and credit transfer mean that students can gain qualifications by following different education and training pathways. The following case studies give examples.

Jonathan was interested in a career in the hospitality industry and hoped one day to have his own restaurant. During Years 11 and 12 he worked part-time at McDonald's. At the end of Year 12 he applied for a trainee manager's position with McDonald's. He also registered at Centrelink and a local group training company for a hospitality traineeship. In addition, he applied through QTAC for a Diploma of Hospitality Management and directly to TAFE for a Certificate III in Hospitality. He believed that any of these options would help him obtain a nationally recognised qualification that would eventually help him achieve his goal.

At school, Rebecca studied a combination of Authority and Authority registered subjects. She also completed a Certificate I in Warehousing. At the end of Year 12, she successfully applied for a traineeship in warehousing. Because of her Certificate I, Rebecca was given advanced standing as she had already completed some parts of the formal course requirements. At the end of the traineeship she received a Certificate II in Warehousing. This helped her to gain a full-time job. Rebecca now has enough experience and training to progress in the warehousing industry. She also feels she has skills that could be used in other industries if she ever needs or wants to change.

Jack wanted to be a radiographer. At the end of Year 12 his OP was not high enough to gain entry into the medical radiation technology course at QUT. Jack's second occupational preference was nursing and he gained entry into the B. Nursing at ACU. After successfully completing this course Jack worked as a nurse for one year while doing a physics bridging course at QUT. The following year he gained entry to the medical radiation technology course at QUT.

Caitlin always wanted to be a veterinary surgeon. At the end of Year 12 she applied for a degree course in veterinary science at UQ but missed out because her OP wasn't high enough. She gained entry to her second QTAC preference – a science degree at UQ. After successfully completing one year of this degree she had upgraded enough to gain entry to the veterinary science degree.

# **SENIOR AUTHORITY SUBJECTS**

**These subjects can be used in the calculation of an  
Overall Position (OP) for university entrance**

# BIOLOGY

## AIMS

Biology is the study of life in its many forms. It provides learning experiences that will further develop in students:

- a knowledge and understanding of the living world
- the capacity to communicate effectively in various formats on biological issues
- a sense of responsibility for the local and global environment
- an ability to apply biological understanding, skills and reasoning to past, present and future issues

## COURSE OUTLINE

Biology in Years 11 & 12 covers the following topics:

- Disease
- Reproduction
- Cell physiology
- Cell coordination and control
- Genetics and evolution
- Ecosystems
- Biotechnology

## ASSESSMENT

Each unit is assessed by a variety of techniques including extended response tasks (ERT), written tasks (WT), extended experimental investigations (EEI) and fieldwork.

## PRE-REQUISITES

A sound achievement or better in Science is recommended for entry into Biology.

## OTHER COMMENTS

As well as assisting entry requirements for many post-school courses, this subject aims to give students an understanding of life and factors affecting all living things. Biology is advantageous to careers in fitness, nursing, teaching, landscaping, animal husbandry, childcare, forensic science, food manufacture scientist, forestry, national parks, floristry, animal handling and many more.

A sound, high or very high achievement will provide four (4) credits towards QCE (Queensland Certificate of Education).

# CHEMISTRY

## AIMS

Chemistry is the study of matter and its properties. It provides learning experiences which will further develop in students:

- a knowledge and understanding of physical world around them;
- skills and techniques to perform experimental and non-experimental investigations;
- a sense of responsibility for humankind's interactions with and management of resources.

## COURSE OUTLINE

Chemistry in Years 11 & 12 covers the following general topics:

- Structure of Matter
- Chemical Quantities
- Water Quality
- Red-Ox reactions
- Acid-Base reactions
- Polymers
- Gases
- Volumetric and Gravimetric Analysis
- Pharmaceuticals
- Energy Sources
- Reaction Rates
- Reversible Reactions

## ASSESSMENT

Each unit is assessed by a variety of techniques including written tests (WT), extended response tasks (ERT), experimental investigations (EEI), presentations and reports.

## PRE-REQUISITES

A high achievement in Science is recommended for entry into Chemistry.

## OTHER COMMENTS

As well as assisting with entry to University, this subject gives students an understanding of the chemicals in our daily lives. Chemistry is advantageous to a career in manufacturing, mining, fuels, painting, pharmacy, nursing, childcare, cleaning, forensic science, cosmetics, perfumes, agriculture and many more.

A sound, high or very high achievements will provide four (4) credits towards QCE (Queensland Certificate of Education).

# DRAMA

## AIMS

Studies in drama make a major contribution to students' intellectual, emotional and social growth. Through a study of drama, students are provided with experiences which develop self-confidence, self-discipline and social skills. Through the wide range of situations that drama provides, students learn to communicate more effectively both orally and in writing. They explore and test out values and ethics; and expand their cultural knowledge and understandings of contexts past and present, Australian and global. They practise skills of voice, gesture and movement, learn about artistic form and style, and extend their range of higher intellectual skills and key competencies.

## COURSE OUTLINE

This drama course is designed to provide a diverse range of drama experiences, in forming, presenting and responding. The course of study comprises the following units of work that are designed to challenge the students, and endeavours to provide an increasing complexity in the study of drama.

### Year A

Unit 1	The Crime Scene	TYP - Theatre for Young People
Unit 2	Tampering with the Body	Physical Theatre
Unit 3	Dusting for Fingerprints	Australian Gothic
Unit 4	Theatre Autopsy	Yr 11 Cross Cultural / Indigenous Theatre Yr 12 Individual Performance

### Year B

Unit 1	Drama DNA	Realism
Unit 2	The Evidence is Distorted	Absurd Drama
Unit 3	Conspiracy Theory	Power Protest & Political Theatre
Unit 4	Interrogating the Main Suspect	Yr 11 Cross Cultural / Indigenous Theatre Yr 12 Individual Performance

## ASSESSMENT

The Senior Drama Course explores drama in action. The students learn to understand, control and manage the elements of drama through the three inter-related objectives of:

- Forming - making and shaping drama
- Presenting - performing drama to a range of audiences
- Responding - analysing, interpreting, reflecting upon and evaluating drama

Students are assessed according to the plan outlined in the school's work program. This assessment plan includes a broad range of practical and written tasks such as:

- Forming tasks - analysis of text for performance; improvisation; directing.
- Presenting tasks - student devised drama; scripted text.
- Responding tasks - assignments; tests; seminars.

During the two years of the course, there is a balance of assessment among all of the content areas and learning objectives described above.

## OTHER COMMENTS

This course is designed to increase confidence and self-discipline, and to improve social interaction. Students may be interested in pursuing a career in the performing arts or media. In fact, any career, which involves social interaction and public presentation, from medicine to commerce, from the office to the shopfloor, will be enhanced by the study of Drama.

Group work is very important in this course and students are expected to co-operate with each other as much as is possible. (Written homework is not frequent but students must realise that practice and rehearsal at home is essential for the development of skills.)

Students should be encouraged to make full use of the whole range of dramatic activities in their community. Regular access to amateur and professional theatre is important and students are expected to attend and write reviews on several theatre performances during the year.

# ENGINEERING TECHNOLOGY

## AIMS

Engineering Technology is a course of study that provides an opportunity for students to gain an understanding of the underlying principles of engineering in its broadest sense. The course draws upon the fundamental principles of science, mathematics and technology, reinforcing conceptual ideas through practical workshop and laboratory activities.

Integral to the study of Engineering Technology is an understanding of the engineering design process — the creative, iterative process used by engineers to help develop products and to devise systems, components or processes that meet human needs. This is a decision-making process in which science, mathematics and engineering knowledge is applied to convert resources to meet a stated objective.

## COURSE OUTLINE

Engineering Technology in Year 11 and 12 covers the following topics:

- Mechanics & Statics
- Dynamics
- Machines
- Materials classification, Materials properties, Ceramics, Metals, Polymers and Composites
- Control systems
- Engineering Graphics
- Sustainable Engineering, Indigenous perspectives
- Evolution and influence of technology on society & Engineering and related professions

## ASSESSMENT

Each unit is assessed by a variety of techniques including exams, extended response tasks and technical engineering reports.

## PRE-REQUISITES

Engineering Technology is an academically demanding course. A high achievement in Mathematics, English and Science is recommended for entry into Engineering Technology.

## OTHER COMMENTS

Engineering Technology is designed for students in the senior phase of learning who have an interest in the practical application of science, mathematics and technology. The course will provide them with the opportunity to pursue a wide variety of professional career pathways, especially those that involve scientific research and problem-solving skills. These include degree courses in all engineering streams, industrial design, and applied sciences and technology. A course of study in Engineering Technology will also be of benefit to students pursuing post school pathways in diploma and advanced diploma courses in the technical and paraprofessional areas of engineering, applied science, drafting, technology, aviation, electronics, mechanisms, and manufacturing and construction.

A sound, high or very high achievement will provide four (4) credits towards QCE (Queensland Certificate of Education).

# ENGLISH

## AIMS

Senior English is appropriate for students who are planning to attempt University studies at the end of High School, or if students need to have English as a pre-requisite for further studies.

Studies in Senior English develop students' knowledge of how language works across different text types (of varying appeal) and in different cultures.

Studying English at this level means developing the ability to understand the relationships between language, texts, and literacy within particular social and cultural contexts. Students have opportunities in developing their ability to think, represent, critique, question, and reflect.

Senior English is a demanding, but rewarding course of study. Students who choose to study the Authority subject should achieve at least a Sound Achievement in Year 10. Even with this result, students are reminded that their technical skills in speaking, reading, and writing will need to be of a high standard to meet the demands of this challenging course.

In addition to this, students must be self-motivated with well-established and effective study habits. They must be prepared to meet rigorous deadlines. Students are reminded that everyone, even the most talented writers and orators, must work extremely hard in class and in their own time if they wish to succeed in this course.

## COURSE OUTLINE

Over the four semesters of the course, students will study:

### Year 11

- Exploring Australians through Creative Writing
- A Dramatic Journey: A study of an Australian play
- Australian Film
- Exploring Literature
- Constructing the News: Satirical exploration of the media.

### Year 12

- Defining the Australian character
- Shakespeare: The Tragic Hero
- Living Literature: A study of the canonical text
- World Cinema
- Media Watch

## ASSESSMENT

In Year 11, all five assessment items are formative and include three spoken tasks. In Year 12, all six assessment items are summative and form the student's exit result. Both the oral **and** written components of the course **MUST** result in a sound level of achievement in order to be awarded an overall Sound Achievement at exit.

# GEOGRAPHY

## AIMS

Geography is the study of people and their relationship with the environment. It is a dynamic subject that focuses on current and future issues, and how these affect and influence our lives. It enables students to understand the human and physical components of the environment. It also identifies how different environmental, social, economic or political processes operate to produce different spatial patterns throughout the world. Geography also involves the use of spatial technologies to analyse data and statistics.

## COURSE OUTLINE

Semester	Theme	Unit of Study	Geographical Contexts (examples only)
1/3	Managing the Natural Environment	Responding to Natural Hazards	<ul style="list-style-type: none"> <li>• Cyclones in Nth Queensland</li> <li>• Notable Volcanic Eruptions</li> </ul>
		Managing Coastal Environments	<ul style="list-style-type: none"> <li>• Management of Sunshine Coast Beaches – e.g., Caloundra</li> </ul>
		Managing Catchments	<ul style="list-style-type: none"> <li>• Brisbane River Catchment</li> <li>• Murray-Darling Basin</li> </ul>
2/4	Social Environments	Sustaining Environments	<ul style="list-style-type: none"> <li>• Australian Settlement Patterns</li> <li>• Sustainable communities in SE Qld</li> </ul>
		Connecting People and Places	<ul style="list-style-type: none"> <li>• SE Qld</li> <li>• India &amp;/or Curitaba, Okanawa</li> </ul>
3/1	Resources & the Environment	Living with Climate Change	<ul style="list-style-type: none"> <li>• Greenhouse Effect</li> <li>• Climate Change in the Pacific</li> </ul>
		Sustaining Biodiversity	<ul style="list-style-type: none"> <li>• Koala-SE Qld / Bielby-Western Qld</li> <li>• Land Clearing in SE Asia</li> </ul>
4/2	People & Development	Feeding the World's People	<ul style="list-style-type: none"> <li>• Africa / SE Asia</li> <li>• Bangladesh</li> </ul>
		Exploring the Geography of Disease	<ul style="list-style-type: none"> <li>• SARS &amp; TB – Asia &amp; New Guinea</li> <li>• Ebola – Africa</li> <li>• Indigenous Australians</li> </ul>

## ASSESSMENT

Students complete a variety of assessment techniques including short answer objective tests, data responses, practical exercises, stimulus – response essays, oral presentations, and field reports.

Progress is measured by the following four criteria:

- Knowledge
- Analytical processes
- Decision making processes
- Research and communication

## OTHER COMMENTS

When studying Geography, the most successful students will be those who:

- have an inquiring mind and are interested in world events
- will potentially study business, engineering, town planning, environmental management, international relations or architecture at university
- are able to read and comprehend written material
- are interested in spending time out of the classroom participating in field work

# GRAPHICS

## AIMS

Senior Graphics 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. Students will solve graphical problems in at least two of three design areas: industrial design, graphic design and built environment (architecture, landscape architecture and interior design).

## COURSE OUTLINE

As you study Graphics, you will learn to:

- use design processes in graphical contexts
- formulate design ideas and solutions using the design factors, which include
  - user-centred design
  - design elements and principles of design
  - technologies
  - design strategies
  - project management
  - sustainability and materials
- create and communicate design solutions in the form of graphical representations (2D and 3D), including a range of sketches and drawings
- apply industry conventions where applicable
- develop design solutions for a range of audiences, including corporate clients and end-users.

## ASSESSMENT

Assessment in Graphics gives you opportunities to demonstrate the knowledge and understanding, analysis and application, and synthesis and evaluation applicable to solving design problems and representing ideas and solutions graphically.

In Graphics, assessment instruments include design folios and examinations.

## OTHER COMMENTS

A course of study in Graphics can establish a basis for further education and employment in the fields of graphic design, industrial design, built environment design (architecture, landscape architecture and interior design), engineering, urban and regional planning, surveying and spatial sciences, and building paraprofessionals.

Year 10 Graphics is not a prerequisite for undertaking studies in Senior Graphics, however it is highly recommended. Senior Graphics is also highly recommended for students wishing to undertake studies in Manufacturing.

# LEGAL STUDIES

## (YEAR 12, 2017 ONLY)

### AIMS

In Legal Studies, students develop an understanding of the ways in which the legal system can affect the lives of Australian citizens. By examining historical and social factors that have led society to create a legal system, students develop knowledge and understanding of the frameworks which regulate and shape our society. By analysing Australian and International legal systems, students consider the impacts that legal decisions can have on Australian society, and how diverse groups influence and are influenced by the legal system.

### COURSE OUTLINE

Semester 1	The Australian Legal System Criminal Law
Semester 2	Indigenous Law / Family Law Technology & the Law
Semester 3	Independent Study Introduction to Civil Obligations
Semester 4	Civil Wrongs (tort) & the Law Human Rights & International Law

### ASSESSMENT

Assessment for Legal Studies is a combination of tests, research assignments and oral presentations. Students have the opportunity to visit the Magistrates, District and Supreme Courts and the State Library of Queensland. Students who are interested also have the opportunity to participate in a Youth Parliament and the Constitutional Convention.

### PRE-REQUISITE SUBJECTS

Students should have at least a Sound Achievement in English, and it is highly recommended that students can read and write critically.

### OTHER COMMENTS

Career opportunities resulting from the study of Legal Studies are wide and varied and arise in areas such as Legal Secretary, Youth Worker, Social Work, Law, Journalism, Business, Accountancy and Banking, Police Officer, Occupational Health and Safety Officer, Teacher and Child Care Worker.

# MATHEMATICS A

## AIMS

Mathematics is an integral part of a holistic education. It is important in making informed decisions on everyday issues such as:

- choosing between loan repayment schedules or insurance plans;
- interpreting information in the media;
- reading maps or house plans.

In Mathematics A, students are provided with the skills needed to make decisions affecting their everyday lives. These skills are also called on in other subjects and provide a good general background for many areas of tertiary study.

Students will focus on the development of positive attitudes towards problem solving and applications, working systematically and logically, and communicating with and about mathematics.

## COURSE OUTLINE

Mathematics A in Years 11 and 12 covers the following topics:

- Managing Money I and II – bank interest, credit cards loans, taxation budgeting, investments
- Elements of Applied Geometry – simple trigonometry, area and volume, latitude, longitude and time zones
- Data Collection and Presentation – graphical and tabular presentations, simple methods for describing and summarising data
- Maps and Compasses (involving either navigation or land measurement) – practical use of a variety of maps, compass bearings, orienteering, navigation, site plans
- Exploring and Understanding Data – summary statistics, simple probability, interpretation of reports in the media
- Networks and Queuing

## ASSESSMENT

Students are required to undertake a written exam at the completion of each unit of study, as well as one assignment each semester. As part of their assignment work, students may be required to construct models, use computer software or calculators, write reports, carry out investigations or give oral presentations.

## PRE-REQUISITES

A sound achievement or better in Maths is recommended for entry into Maths A.

## OTHER COMMENTS

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

Students will be expected to acquire a considerable degree of proficiency in a variety of skills, such as estimation, use of technology, application of formulae, table reading and arithmetic calculation through the study of Mathematics A.

# MATHEMATICS B

## AIMS

Mathematics is an integral part of a general education. It underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems, and is an essential component for effective participation in a rapidly changing society. In Mathematics B mathematical skills which form the basis for further study in mathematics are further developed. These skills are needed not only in the traditional careers of Engineering or the Physical Sciences, but also as tools in fields as diverse as Agriculture, Food Technology, Geography, Biology, Economics and Management. The modes of thinking developed in Mathematics B provide ways of modelling and problem solving in situations in order to explore, describe and understand the world's social, biological and physical environment. Mathematics B is designed to raise students' competence in and confidence with the mathematics needed to make informed decisions to ensure mathematical and scientific literacy and to function effectively in a technologically skilled work force. Students are given the opportunity to appreciate and experience the dynamic nature of mathematics. They are encouraged to study the power of mathematics through problem solving and applications in life-related contexts.

## COURSE OUTLINE

### Mathematics B in Years 11 and 12 covers the following topics:

- Introduction to Functions – linear, trigonometric, periodic, power, exponential and logarithmic
- Rates of Change – instantaneous and average rates of change
- Periodic Functions and applications – recognition of periodic functions, sketching, investigating shapes and relationships, general forms of periodic functions
- Exponential and Logarithmic Functions and Applications – exponential functions, logarithmic functions, the relationships between them, compound interest, annuities
- Optimisation Using Derivatives – differentiation as a tool in a range of situations which involve the optimisation of continuous functions
- Introduction to Integration – applications of integration
- Applied Statistical Analysis – types of variables and data, stem-and-leaf and box-and-whisker plots, probability, random sampling, discrete and continuous probability distributions, inference.

### Students will participate in a wide range of activities such as:

- Calculating the amount of simple interest generated over a given period using a graphing calculator or a suitable computer software package.
- Discussing how instantaneous rates of change may be used to measure the sensitivity of the human body to various stimulants or sedatives
- Using computer software and graphing calculators in the investigation of optimal points and optimal values in life-related situations
- Discussing different sampling situations, possible difficulties and sources of bias

## ASSESSMENT

Students are required to undertake a written exam at the completion of each unit of study, as well as one assignment each semester. As part of their assignment work, students may be required to construct models, use computer software or calculators, write reports, carry out investigations or give oral presentations.

## PRE-REQUISITES

A high achievement or better in Junior Maths is recommended for entry into Maths B.

## OTHER COMMENTS

Parents can help by offering encouragement, support and providing a suitable learning environment. Students will benefit greatly if they are encouraged and given opportunities to work together in peer groups, and to ask questions of teachers and others. As the topic areas include much material that is life-related, parents can encourage students to discuss their work. Such discussion will help them understand the topic and will enable the student to draw on the real-life activities of family members.

The student can be expected to acquire considerable proficiency in a variety of skills, such as estimation, use of a graphics calculator, application of formulae, table reading, arithmetic calculation and algebraic manipulation through the study of Mathematics B.

# MODERN HISTORY

## AIMS

Students of Modern History will discover that history is about change. It examines times (past and present) in different societies, noticing and explaining their attitudes, beliefs, and behaviours. By studying Modern History, students are given the opportunity to develop those critical insights which are necessary in gaining a perspective on the times in which we live.

Studying Modern History in the senior school will provide students with the necessary skills to be successful in all subjects and pathways. Students will learn to analyse and evaluate texts and question the world in which they live. A student of Modern History will be a global student, tolerant of difference and be prepared to adapt to an ever-changing global, technological world.

A student of Modern History will have gained the requisite skills; reading, writing, speaking and listening to be a successful life-long learner.

## COURSE OUTLINE

In year 11 and 12 Modern History students will explore units of work that cover the following topics:

- Studies of Conflict – Australia at War; World War I, II, Korea and Vietnam
- The History of Ideas and Beliefs – Populate or Perish, Feminism; the Suffragettes
- Studies of Hope – Racism to Reconciliation and The Civil Rights Movement
- Studies of Power – Power and the Nazi State and The Cold War

These contemporary futures-orientated topics focus on Australia in a global environment.

## ASSESSMENT

Students complete a range of assessment items including short answer objective tests, oral presentations, essays and assignments.

Progress is measured by the following three criteria:

- Planning and using an historical research process
- Forming historical knowledge through critical inquiry
- Communicating historical knowledge

## OTHER COMMENTS

Modern History is an Authority subject that contributes 4 points to a student's Queensland Certificate of Education. It is also an O.P. subject that will require students to work diligently at school and at home.

Modern History will lead to many career options – namely, journalism, advertising, teaching, law, business and Information Technology.

Students of Modern History may also participate in excursions and be exposed to new ideas and points of view through knowledgeable guest speakers.

# MUSIC

## AIMS

Music is a great way to develop personal expression, creativity and individuality! This course is designed to continually build on performing, composing and analysing repertoire skills, while exploring a variety of themes and styles.

The course is designed to enable students to:

- Experience music in its real world context
- Develop skills through practical means leading to confident musical expression and improved aural skills
- Develop an awareness of sound as a means of artistic expression
- Develop skills in performance, composition, and appreciation of repertoire

## COURSE OUTLINE

The course is broken into eight units over the two years of study. Each unit introduces students to new repertoire and styles of music.

### Year A

- Finding your feet: This is an introductory unit to develop the theory, analysing repertoire, and performing skills that will be needed for the rest of the course
- Music of the Theatre: This unit explores the musical elements and different styles within music of the theatre. Students analyse selected repertoire from opera, operetta, popular opera, rock musicals, musical play, musical comedy and modern musical theatre.
- Fair Dinkum! Australian Music: Students learn about the huge variety in Australian music and listen to music from many different decades including traditional and contemporary Aboriginal music and old and new rock bands. Putting it into practice they have to write their own song.
- Art and Music: In this final unit for the year, students look at the links between other arts areas and music especially impressionism in visual art.

### Year B

- Practice Makes Perfect: Students brush up on their performing, analysing repertoire and theory skills and get their ears engaged with listening activities and aural analysis.
- Concept Albums: This unit explores how composers have used themes to help them compose music. A selection from Vivaldi to Cold Play is explored.
- Film Music Unpacked: This unit pulls apart the elements of music and how they are used in films to enhance the mood and emotions and even tell parts of the story. Students write their own film music.
- The Video Clip: In this final unit, students study music from the 1980s onwards, when MTV based their format around the medium.

## ASSESSMENT

Students are assessed in the three key areas as set out in the senior syllabus – performing, composing, and analysing repertoire. The assessment is delivered in different formats, in both years, to give different opportunities for success. Performances can be individual or group-based, and choice is given for composing tasks.

# PHYSICAL EDUCATION

## AIMS

Physical Education focuses on psychological, biomechanical, physiological and sociological factors that influence individual and team physical performances, involves rational and creative thought at a high level of cognitive functioning and engages students, not only as performers but also analysts, planners and critics in, about and through physical activity.

Physical Education focuses on the mental, intellectual and physical improvement of sports performance while also focusing on personal development through a holistic teaching approach.

## COURSE OUTLINE

**Practical Units** are the same for Year 11 and Year 12 with Year 11 being Formative and Year 12 being Summative.

Term 1	Volleyball
Term 2	Athletics/Golf
Term 3	Basketball/Touch
Term 4	Tennis/Table Tennis

## Theory Units

Exercise Physiology	-	Energy Systems
	-	Training Principles
Biomechanics	-	Movement and Technique Analysis
Psychology	-	Applying sport psychology techniques to skill acquisition
Sociology	-	Equity and Access to sport

Where there is a choice of more than one physical activity in the unit it is up to the teachers' professional judgment as to which sport is studied. Teacher expertise and student interest will be taken into consideration when selecting the sport to be studied.

## ASSESSMENT

Assessment may take place in a variety of forms. Assessment may involve integrated written, oral and physical tasks based on the study of selected physical activities. All assessment is criteria based and students are given the criteria prior to assessment.

## OTHER COMMENTS

At least 50% of timetabled school time must be devoted to students' performance in physical activity. Both physical activity and written work are weighted equally.

# PHYSICS

## AIMS

In this course students will gain an understanding of physical phenomena such as matter, motion, energy and forces. Students who undergo a study in physics look at nature in a broader context and seek to understand how the universe behaves. Physics is a prerequisite for many courses that lead to high paying professions such as engineering and medicine.

Through a course of study in physics, students should develop:

- a knowledge and understanding of the physical world
- the capacity to work scientifically in physics contexts
- the capacity to communicate effectively in various formats on physical issues
- the ability to use technology productively in physics
- an ability to communicate understandings of physics
- an appreciation of the issues and impacts of physics

## COURSE OUTLINE

Physics in Years 11 & 12 covers the following topics:

- Musical Waves
- Nuclear and Medical Physics
- Heat and Pressure
- Electromagnetism
- Motion
- Amusement Park Physics
- Electricity and Magnetism
- Astrophysics

## ASSESSMENT

Each unit is assessed by a variety of techniques including extended response tasks (ERT), written tasks (WT), extended experimental investigations (EEI) and fieldwork.

## PRE-REQUISITES

A sound achievement or better in Science and Mathematics is recommended for entry into Physics.

## OTHER COMMENTS

Studying Physics provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. It will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The subject will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

A sound, high or very high achievement will provide four (4) credits towards QCE (Queensland Certificate of Education).

# VISUAL ART

## **AIMS**

Visual Art is a powerful and pervasive means for students to use when making images and objects, communicating aesthetic meaning, and conveying understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and “read” is fundamental to becoming a critical consumer and/or producer of artworks.

Visual Art prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems, think divergently, and use higher order learning skills to articulate an informed and individualised aesthetic (style/expression). At a time when creativity is sought by industry, visual art significantly contributes to the design and manufacture of images and objects needed for living. Artists, designers, and craftspeople reflect identity and document culture through persuasive and inventive ideas.

## **COURSE OUTLINE**

The course is developed around co-operative workshop and individual-based learning experiences.

The program is a unitised course that offers a foundation for further studies in Art and Design. Students will undertake units of study in various art and design areas, such as printmaking, painting, public art, wearable art, illustration, and presentation. On their personal journey of exploration and expression, Visual Art students engage with a range of concepts and related learning experiences. Students also develop linguistic and non-linguistic skills and knowledge through using diverse media and current/emerging technologies.

## **ASSESSMENT**

Assessment is based primarily on practical work, with some research and written components. In preparation for the world of Art, where artists must work to deadlines, students will be expected to meet the deadlines set out each semester.

Visual Art uses an inquiry learning model, enabling multimodal thinking and individual responses through researching, developing, resolving and reflecting. Through making and appraising, resolution, and display of artworks, students understand and acknowledge the role of visual art and the contributions of visual artists, designers, and craftspeople.

In making artworks, students define and solve visual problems by using visual language and expression, experimenting and applying media to communicate thoughts, feelings, ideas, experiences, and observations. In appraising artworks, students investigate artistic expression and critically analyse artworks within diverse contexts.

## **OTHER COMMENTS**

Visual Art is an authority subject and contributes four (4) credit points towards the Queensland Certificate of Education (QCE). It is also used in the calculation of Overall Positions (OPs).

# SCHOOL OF DISTANCE EDUCATION

Students who wish to study a subject that is not offered at Everton Park State High School may enrol with the Brisbane School of Distance Education (BSDE). A range of subjects are available for study and can be found on the school's website [www.brisbanesde.eq.edu.au](http://www.brisbanesde.eq.edu.au). Common subjects studied through BSDE are Physics, Mathematics C, LOTE, Ancient History, Geography.

Students considering studying at BSDE should be aware of the following:

- Students may study a maximum of two subjects through BSDE without requiring written approval by the Queensland Studies Authority (QCAA).
- Subjects requested cannot be additional to the number generally studied at the base school, i.e. 6 subjects
- Students need to be independent learners, with self-discipline and good organisational skills.

## GENERAL INFORMATION

Students need to be aware that while BSDE supplies learning materials, students also need to purchase textbooks and possibly other equipment (e.g. calculator) for some subjects.

The General Resource Charge (GRC) for all school based enrolments is \$100.00. The fee for Semester 2 enrolments is \$50.00. In addition, some subjects incur a subject charge; please check the remittance form for individual costs. All Government schools are bulk invoiced for all enrolments received up to 30 March 2009 and Everton Park State High School pays the student's GRC from the school budget. However if a student does not complete the enrolment or withdraws after the due date the BSDE charge will be added to the students EPSHS Resource Hire Charge.

## HOW TO ENROL

Enrolment forms are available from the Teacher Librarian or from the school website [www.brisbanesde.eq.edu.au](http://www.brisbanesde.eq.edu.au).

Please ensure all sections have been completed. Failure to fill in forms correctly will result in the application being returned to the base school for completion and may result in delay in enrolment.

## SUBMISSION OF WORK AND ASSESSMENT

Students must regularly submit tasks according to the subject Work Rate Calendar which provides essential details of the year's work. The Work Rate Calendar is sent out with the initial mailing and is also available on the school website. Students are to keep this calendar with their learning materials as it gives dates for submission of formative and summative work.

Students who fail to submit work regularly are placed on a student inactivity list. Whilst students remain on the list, no materials (lessons or assessment) are sent to them.

## REPORTS AND CERTIFICATES

Reports are issued after the completion of each semester and are mailed to the school. A Record of Results is issued mid-Semester 1. Teachers are able to report on the student's progress up to the time when information for reporting is collected.



## **AUTHORITY – REGISTERED SUBJECTS**

**Some of these subjects have a strong vocational education component and are NOT used in the calculation of an Overall Position (OP). These subjects will contribute credits to the QCE. Students wanting to be eligible for University entrance may study no more than one of these subjects. These subjects will also contribute to a Rank score.**

# DRAMA IN PRACTICE

## AIMS

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate, and evaluate a range of dramatic works or events in a variety of settings. A key focus of the course is engaging with school and/or local community contexts. Further to this, where possible, students interact with practising artists.

As students gain practical experience in a number of onstage and offstage roles, including actor/performer, designer, scriptwriter, director, stage technician, publicity manager, and stage manager, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

## COURSE OUTLINE

Drama in Practice is a four-semester course of study.

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

Semesters 3 and 4 consolidate student learning.

## Units of Study

### Cycle A

Unit 1	The Crime Scene	TYP - Theatre for Young People
Unit 2	Tampering with the Body	Physical Theatre
Unit 3	Dusting for Fingerprints	Australian Gothic
Unit 4	Theatre Autopsy	Yr 11 Cross Cultural / Indigenous Theatre Yr 12 Individual Performance

### Cycle B

Unit 1	Drama DNA	Realism
Unit 2	The Evidence is Distorted	Absurd Drama
Unit 3	Conspiracy Theory	Power Protest & Political Theatre
Unit 4	Interrogating the Main Suspect	Yr 11 Cross Cultural / Indigenous Theatre Yr 12 Individual Performance

## ASSESSMENT

While there is certainly a strong practical focus in the course, students must be prepared to complete written tasks that accompany and support their practical work.

## OTHER COMMENTS

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions. With additional training and experience, potential employment outcomes may include actor/performer, stage director, scriptwriter, lighting or sound designer, theatre technician, properties manager, stage manager, tour manager, producer, costume designer, venue manager, or marketing and promotions manager.

Drama in Practice is a non-authority subject and does not contribute to an O.P. It may be of use in supplementing the practical work of Drama students developing audition material for tertiary interviews.

# ENGLISH COMMUNICATION

## AIMS

This is an excellent course of study that offers students the chance to enjoy English through real-life situations. It promises to be useful, challenging, and enriching!

English Communication examines how to interact appropriately through these three key strands:

- work,
- community,
- and leisure.

Units of work are built around these strands – all of which play an important role in adult life. By exploring how English is used across these areas, the course seeks to equip students with the necessary language skills to confidently make their mark on the world, while reflecting on their values, ethics, and ambitions.

## COURSE OUTLINE

Students are encouraged to understand the import of good communication and language choices through a range of situations, texts, topics, and tasks – all of which are based on what can happen in the world at large.

They undertake units based on holiday planning, renting and the law, what to do when things go wrong, job seeking, films that change lives, advertising, family and friends, workplace health and safety and communication, self-reflection, social justice, celebrating milestones, and music videos.

## ASSESSMENT

As with all senior courses, students must have good work habits. Students will be expected to meet deadlines. If they do not, they must be prepared to accept the consequences ... self-assess ... and then put in place next steps to ensure they get the most out of this beneficial course.

Over the two-year course, there are twelve assessment items – five of these are written, and seven are spoken.

Typically, assessment draws on situations experienced in the adult world. They include:

### Written Communication

- Speeches/ accompanying notes for spoken presentations
- Reviews (for entertainment purposes)
- Job portfolio documents (résumé, cover letter, selection criteria)
- Letters of complaint
- Short stories
- Personal reflections

### Spoken Communication

- Instructional, Informative, & Persuasive Presentations (involving the use of technology)
- Seminars (involving audience interaction)
- Job Interviews (one-to-one)
- Occasional Speeches (for family and friends)
- TV-style presentations

## OTHER COMMENTS

*Although English Communication is an Authority-registered subject, and so cannot be included towards an OP, taking this course does not prohibit a student from ever being able to attend university. Students who choose this subject should discuss post-school options with the Guidance Officer, as there are some courses that require **English** as a pre-requisite.*

# FURNISHING SKILLS

## AIMS

This is a practical, project-oriented course intended to develop knowledge and practical skills that have direct application to the Furnishing sector. *Manufacturing* helps students develop understanding of industrial technologies and their application to industry and enhances their capacity to cope with, and contribute to life in, a technological society.

## COURSE OUTLINE

Furnishing Skills is an applied course of study that is comprised of many practical activities in a workshop environment. The course will introduce students to workshop practice and achieve an understanding and appreciation of the skills and attitudes that underpin employment in the furnishing sector. Occupational health and safety is an integral part of all activities.

Students who study *Furnishing Skills* may seek employment or further training opportunities in occupations such as:

- cabinet-making
- wood-machining
- upholstery
- floor finishing and covering
- glass and glazing

A cost of \$125 in Year 11 and \$125 in Year 12 will be necessary to help cover the high expense of various timber and timber products (eg plywood, MDF etc) used throughout the course. Students who wish to undertake more elaborate projects will incur any extra costs.

## ASSESSMENT

Students will be assessed on three criteria over the two year course. These include - *Knowledge and Understanding, Analyzing and applying and Producing and evaluating.*

Typical assessment tasks include various practical tasks (projects), project booklets, and short response tests.

# MUSIC IN PRACTICE

## AIMS

Newly offered in Queensland (and at Everton Park State High School) in 2016, this course aims to provide students with a **practical** understanding of the music industry. A truly contemporary course, students are involved in practical, real-life applications to appreciate the theory underpinning music. Music and sound production are key to the course.

Students will have opportunities in exploring and engaging with music principles and practices as they create, perform, produce, and respond to their own and others' music works in class, school, and community settings. The course seeks to involve students in music making, becoming part of music and arts communities, and interacting with practising musicians and artists. Students will come to understand the process from conception to realisation, and work to express music ideas of personal significance.

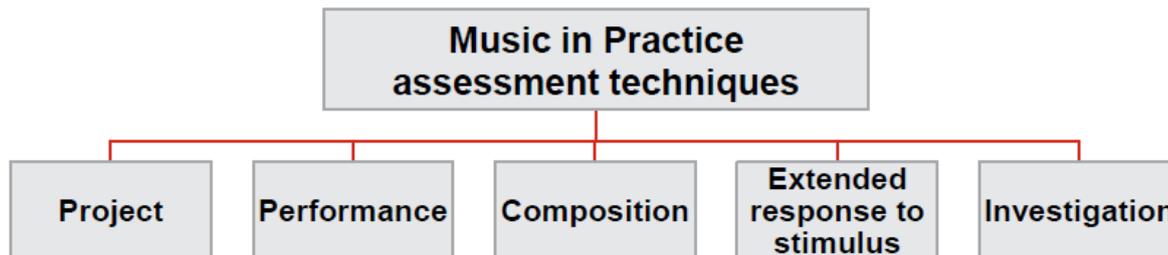
They will work with the many practical applications of music in a variety of industries – be it as makers/creators, performers, presenters, journalists, technicians, administrators, or managers. Students will be equipped with skills to deal with issues relevant to a music industry musician, and come to understand the commitment required of all involved in music production to effect excellent performance.

## ASSESSMENT

Students are assessed against these three dimensions:

- 1: Knowing and understanding
- 2: Applying and analysing
- 3: Creating and evaluating

Students will be assessed in the following ways:



## ADDITIONAL INFORMATION

With additional training and experience, potential employment opportunities may include musician, band or recording group member, music journalist, media composer, DJ, sound or studio engineer, songwriter or arranger, music sales and merchandising staff, record producer, concert promoter, entertainment manager, tour manager, or music director.

# PREVOCATIONAL MATHEMATICS

## AIMS

Pre-Vocational Mathematics provides opportunities for students to improve their numeracy skills to assist them in pursuing a range of vocational and personal goals. It develops not only students' confidence and positive attitudes towards mathematics but also their mathematical knowledge and skills (through the general objectives: *knowing* and *applying*), and their communication skills (through the general objective: *explaining*).

During a course of study, students should:

- build confidence and experience success when using mathematics in everyday contexts;
- improve their preparedness for entry to work, apprenticeships, traineeships, or further study by developing their numeracy;
- develop skills such as using a calculator, identifying, measuring, locating, interpreting, estimating, applying, communicating, explaining, problem solving, making informed decisions, and working cooperatively with others and in teams;
- be able to organise mathematical ideas and represent them in a number of ways such as objects and pictures, numbers and symbols, rules, diagrams and maps, graphs, tables, and texts;
- be able to present findings orally and in writing;
- be able to use relevant technologies;
- be able to make informed decisions.

## COURSE OUTLINE

A course of study is based on five topics that are grouped into three categories according to the purposes and functions of using mathematics in various contexts. These categories are:

- *Interpreting society*: this relates to interpreting and reflecting on numerical and graphical information in relevance to self, work or the community.
- *Personal organisation*: this relates to the numeracy requirements for personal matters involving money, time and travel.
- *Practical purposes*: this relates to the physical world in terms of designing, making and measuring, building.

## ASSESSMENT

Students will complete a variety of assessment tasks including in-class tests, projects, orals and work folios. Support is available for all students across all assessment items.

# RECREATION

## AIM

Recreation is a two year course of study which deals with physical and recreational activities within the community and society. Recreation provides a unique opportunity for students to experience the challenge and fun of active participation in physical activity, while developing life skills necessary to and beneficial for living. Whether these skills are oriented towards work, fitness or recreation, students will be involved in learning experiences that allow them to develop their interpersonal abilities, enabling them to understand and use their capacities for learning and functioning in varied situations. These activities should encourage them to appreciate and value their involvement in recreation activities and to continue their active participation in personal and community activities in their adult life.

## COURSE OUTLINE

Students will be involved in a range of physical activities that generally will be complimented with theoretical activities to assist in developing skills for the Recreation industry.

### Year 11/12

Term 1	Fitness – Self Fitness appraisal / Gym Programming
Term 2	Fitness – Gym Programming / Exercise Physiology
Term 3	Basketball / Touch Football / Event Management
Term 4	Australian Rules football / Soccer / Lawn Bowls / Tennis / Coaching

## ASSESSMENT

Assessment will be drawn from a wide range of techniques including physical, oral and/or written activities.

The criteria for assessment include Acquiring, Applying and Evaluating.

## OTHER INFORMATION

A course of study in Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health, recreation and sport. More than 50% of timetabled school time will be devoted to students' performance in physical activity. Students need to be interested in developing physical skills if they are to achieve in the course.

# VISUAL ARTS IN PRACTICE

## AIMS

This is a practical course that aims to encourage personal development, confidence, and self-esteem through the acquisition of skills in design and visual art.

## COURSE OUTLINE

The course provides real-life contexts for the application of art. Students see the purpose for their art, and come to know the artist's journey through a range of units focussing on various art and design areas such as printmaking, painting, public art, wearable art, illustration, and workshopping, and curation. The course accommodates a composite cohort, working on a cycle A/ cycle B structure. Tasks increase in complexity across the two years of the course.

### Units of Study

#### Cycle A:

Do you see what I see?	(Representing the real through use of the elements and principles)
Undressing the Film	(Exploring costume design in films, tv series, and games)
Stitched up ...	(Creating costumes – experimenting with a range textiles)
Take a Stand!	(Reacting to injustice through 2D mediums)

#### Cycle B:

Otherworldly	(Exploring the power of dreams through abstract art)
“Everyone will be world famous for 15 minutes”	(Self-portraiture and self-expression)
Patronage or Poverty?	(Working to design briefs and client demands)
Give Something Back...	(First-hand experience with community-based art)

## ASSESSMENT

Assessment is based primarily on practical work, with some research and written components. Students complete a range of products (practically-based tasks) and projects (product component and accompanying multimodal component). In preparation for the world of Art, where artists must work to deadlines, students will be expected to meet the deadlines set out by their teacher each semester.

## OTHER COMMENTS

Visual Arts in Practice is a non-authority subject and does not contribute to an O.P. It may be of use in supplementing the practical work of Visual Art students developing folios for tertiary interviews.

## **OTHER VOCATIONAL EDUCATION AND TRAINING (VET)**

**All Senior School subject offerings are dependent on minimum class sizes to be offered in a particular year and VET certificate courses are dependent upon the school's ability to meet the human and physical resource requirements. If subject/s are not offered in 2016, students who have nominated these subjects will be notified and guidance will be provided regarding their options. These students may need to make alternative selections.**



## TAFE BRISBANE – TAFE AT SCHOOL PROGRAM

### What is the TAFE at School program?

TAFE at School offers Queensland students in years 11 and 12 the opportunity to enrol and commence study in a selected program whilst at school. Students are offered an on-campus experience attending class and/or sharing facilities with TAFE Queensland Brisbane full-time students.

TAFE at School is open for applications between **Monday, 25 July 2016 until early February 2017**. However limited spaces are available so apply early. Should you have any queries regarding TAFE at School, see Mrs. Cox at the VET room or email [schools.brisbane@tafe.qld.edu.au](mailto:schools.brisbane@tafe.qld.edu.au) or call TAFE Queensland Brisbane on 13 72 48.

### Benefits for students:

#### Bypass QTAC with a Guaranteed Position

On completing Year 12, TAFE at School students will be offered full credit for their completed units and a **guaranteed position** within the pathway they have been studying. TAFE at School provides alternative entry to full time studies at TAFE Queensland Brisbane.

Guaranteed places will be available to students in all fee structures published at the time of transition to full time. VET FEE-HELP may be available to assist in payment of full fee programs, and further information is available at: [TAFE Brisbane website](#)

#### Earn credit toward the QCE

Vocational Education and Training (VET) can contribute points toward a student's Queensland Certificate Education (QCE) via completion of certificate units. TAFE at School programs are designed to contribute the maximum credit possible, whilst providing a solid underpinning knowledge of the field of study. By studying a qualification as part of school studies, students are able to accelerate completion of a qualification. In most cases, study in the TAFE at School program will offer credit toward a higher qualification.

#### Be 'work ready' sooner

TAFE qualifications are industry recognised and what industry wants! Our qualifications have been built in conjunction with industry to deliver the skills they are seeking in the workplace. All TAFE qualifications offer practical application of skills to build the confidence of our students.

#### Pay less for a higher qualification

Students undertaking a Certificate II qualification with TAFE Queensland Brisbane as part of their senior studies may pay substantially reduced or, in some cases, no tuition fees at all.

Study of a Certificate III qualification will incur a fee. All fee costs are available in the TAFE at School Guide. Once students transition to full-time they are then required to pay both tuition and materials.

By completing a qualification whilst at school, students will spend less time in full-time studies and reduce the overall cost of their higher qualification.

### Eligibility

- TAFE at School is available to students beginning Year 11 and 12 in 2017.
- All students who would like to participate in TAFE at School must have both parental and school consent.
- Due to government funding arrangements for high school students, the subsidised TAFE at School programs are only available to Australian citizens or permanent Australian residents.

TAFE COURSES	Time to Complete	Fees	QCE Points
Certificate 1 in Construction	2 semesters	Nil	3
Certificate 1 in Plumbing Services	2 semesters	Nil	3
Certificate II in Auslan	1 semester	\$600	4
Certificate II in Automotive Cylinder Head Reconditioning	2 semesters	Nil	4
Certificate II in Electrotechnology (Career Start)	1.5 semesters	Nil	4
Certificate II in Engineering Pathways	1.5 semesters	Nil	4
Certificate II in Furniture Making	2 semesters	Nil	4
Certificate II in Hairdressing	1.5 semesters	Nil	4
Certificate II in Health Support Services	2 semesters	Nil	4
Certificate II in Hospitality (Baking)	1 semester	Nil	4
Certificate II in Hospitality (Café and Barista)	1 semester	Nil	4
Certificate II in Hospitality (Food and Beverage)	1 semester	Nil	4
Certificate II in Kitchen Operations (Cookery Skills)	1 semester	Nil	4
Certificate II in Manufacturing Technology (Fashion Production)	2 semesters	Nil	4
Certificate II in Manufacturing Technology (Soft Furnishing)	2 semesters	Nil	4
Certificate II in Meat Processing (Food Services)	2 semesters	Nil	4
Certificate II in Millinery (Fashion Accessories and Hat Making)	2 semesters	Nil	4
Certificate II in Retail Makeup and Skincare	1.5 semesters	\$1500	4
Certificate II in Rural Operations (Horticulture & Animal Studies)	2 semesters	Nil	4
Certificate II in Rural Operations (Horticulture Specialisation)	2 semesters	Nil	4
Certificate II in Rural Operations & Certificate II in Animal Studies	2 semesters	\$195	8
Certificate II in Rural Operations & Certificate II in Horticulture	2 semesters	\$48	8
Certificate II in Sampling and Measurement	1 semester	Nil	4

Certificate II in Sport and Recreation	2 semesters	Nil	4
Certificate II in Surveying and Spatial Information Services	1 semester	Nil	4
Certificate II in Telecommunications Technology (Networking)	2 semesters	Nil	4
Certificate II in Tourism	1 semester	Nil	4
Certificate III in Accounts Administration	1.5 semesters	\$400	6
Certificate III in Applied Fashion Design and Technology	4 semesters	\$3840	8
Certificate III in Beauty Services	3 semesters	\$5400	8
Certificate III in Business (incorporating Certificate II in Tourism)	2 semesters	\$500	12
Certificate III in Business Administration (Southbank:Sem. 2)	2 semesters	\$500	8
Certificate III in Design Fundamentals (Photo Imaging)	3 semesters	\$2880	8
Certificate III in Design Fundamentals (Graphics)	3 semesters	\$2880	8
Certificate III in Early Childhood Education and Care	4 semesters	\$2580	8
Certificate III in Events (incorporating Certificate II in Tourism)	2 semesters	\$500	12
Certificate III in Fitness & Certificate II in Sport and Recreation)	3 semesters	\$750	12
Certificate III in Health Services Assistance	2 semesters	\$1290	8
Certificate III in Hospitality (Food and Beverage) (incorporating Certificate II in Kitchen Operations)	2 semesters	\$500	12
Certificate III in Hospitality (Hotel Reception) (incorporating Certificate II in Hospitality)	2 semesters	\$500	12
Certificate III in Information and Digital Media Technology (Network Administration)	3 semesters	\$2880	8
Certificate III in Information and Digital Media Technology (Robotics and Mobile Applications)	3 semesters	\$2880	8
Certificate III in Information and Digital Media Technology (Website Development)	3 semesters	\$2880	8
Certificate III in Media (Multimedia)	3 semesters	\$2880	8
Certificate III in Micro Business Operations	2 semesters	\$500	6
Certificate III in Music	2 semesters	\$1920	8
Certificate III in Music Business	2 semesters	\$1920	8
Certificate III in Visual Arts	2 semesters	\$1920	8
Certificate IV in Justice Studies	3 semesters	\$1500	8

## Applications from 25 July 2016 – early February 2017



# Brisbane North West Trade Training Centre 2017 Courses

## Electrotechnology, Engineering & Automotive

The Brisbane North West Trade Training Centre is a 4.1 million dollar purpose built training facility in the grounds of Mitchelton SHS.

Students are offered the following courses in 2017:

**UEE22011 Certificate II in Electrotechnology (Career Start)**

**MEM20413 Certificate II in Engineering Pathways**  
**AUR20712 Certificate II in Automotive Vocational Preparation**

Students will cover competencies such as:-

### **Automotive**

- Automotive mechanical system fundamentals
- Automotive electrical system fundamentals
- Carry out servicing operations
- Inspect & service suspension systems
- Inspect & service engines

### **Engineering**

- Use hand tools
- Organise & communicate information
- Use oxy-acetylene & soldering equipment
- Use electric welding machines
- Use workshop machines
- Work in a team

### **Electrotechnology**

- Apply OH&S in the workplace
- Solve problems in D.C. circuits
- Identify & select components, accessories & materials
- Carry out routine work activities
- Fix & secure equipment
- Perform CPR

Innovative, industry standard training is delivered at the Trade Training Centre via our Registered Training Organisations.

Courses are one year duration & are delivered to students one day per week for Year 11 & 12 students.

**COST:** Nil (A small administration fee may apply)

**CLOSING DATE – 9 SEPTEMBER 2016**

## **CERTIFICATE II IN ACTIVE VOLUNTEERING (CHC24015)**

**Certificate II in Active Volunteering** is a nationally recognised VET qualification. Students learn in class about being an effective volunteer and put their knowledge into practice with volunteer placements at local non-profit organisations of their choice.

Through the **Certificate II in Active Volunteering**, students:

- 4 QCE credit points
- Develop real-world skills
- Develop workplace networks and may gain personal references
- Build personal skills and confidence
- Experience the mutual benefits of being involved in their community and make connections for future community engagement activities
- Make a difference in their community and develop their social consciousness
- Develop pathways into a broad range of industry areas including community service, business/administration and child care

Teachers in your school with specialised VET trainer qualifications will deliver and assess your progress toward competency through a combination of direct school-based assessment plus evidence gathered from your hours of volunteering in not-for-profit organisations (30 hours).

Completion of the course may require **extra outside school** commitment, as you are required to complete 30 hours of volunteering. However, students will receive guidance and support from the trainer and assessor to assist them to successfully complete this Certificate.

There are 7 Units of competency: 4 Core units and 3 Elective units.

### **Core units include:**

<b>HLTWHS001</b>	Participate in workplace health and safety
<b>CHCVOL001</b>	Be an effective volunteer
<b>CHCDIV001</b>	Work with diverse people
<b>BSBCMM201</b>	Communicate in the workplace

### **Choose three (3) from the following electives:**

<b>BSBITU201</b>	Produce simple word processed documents
<b>BSBWOR202</b>	Organise and complete daily work activities
<b>BSBITU203</b>	Communicate electronically
<b>PUACOM014B</b>	Contribute to Community Safety
<b>SISXCA1007</b>	Assist with activities not requiring equipment
<b>HLTAID003</b>	Provide First Aid (Outsider Provider)

**COST: \$225 per course**

# CERTIFICATE II IN BUSINESS

## (BSB20115)

### AIMS

BSB20115 Certificate II in Business will provide students with the fundamental operational knowledge and skills to work within a business environment. This qualification reflects the role of individuals who perform a range of mainly routine tasks in a defined context, working under direct supervision.

This course supports students to develop their customer service skills, occupational health and safety, as well as learning how to create documents, presentations and publications.

Students will build their confidence and skill level to apply for and work effectively in occupational roles such as:

- Administration Assistant
- Clerical Worker
- Data Entry Operator
- Information Desk Clerk
- Office Junior
- Receptionist

### QUALIFICATION DESCRIPTION

This is a two year course consisting of 12 units – 1 core and 11 electives as outlined below:

#### Core Unit

BSBOHS201A Participate in OHS processes

#### Electives – *will be chosen from the following:*

BSBCMM201A Communicate in the workplace  
BSBINM201A Process and maintain workplace information  
BSBITU201A Produce simple word processed documents  
BSBITU202A Create and use spreadsheets  
BSBITU301A Create and use databases  
BSBITU302B Create electronic presentations  
BSBITU303A Design and produce text documents  
BSBSUS201A Participate in environmentally sustainable work practices  
BSBWOR202A Organise and complete daily work activities  
BSBWOR203B Work effectively with others  
BSBWOR204A Use business technology  
FNSACC301A Process financial transactions and extract interim reports  
ICASAS206A Detect and protect from spam and destructive software

### ASSESSMENT

Assessment is **competency-based** and **continuous**. Students work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard.

Assessment techniques may include: direct observations with checklists; written assessment (short answer questions, activity sheets, research); interactive activities (eg online quizzes, simulations); case studies; projects / assignments (individual and team); portfolios of documents; work experience (logs and third party reports).

#### STATUS

VET Certificate

#### QCE CREDIT POINTS

Completed Certificate II – 4 points

(For a partially completed Certificate II, points awarded pro-rata.)

After achieving this qualification candidates may undertake *BSB30107 Certificate III in Business*.

**COST: \$435 (Total Course fee - if all units completed over 2 years)**

# CERTIFICATE II IN HOSPITALITY (Food & Beverage)

(SIT16)

Hospitality is busy, exciting work and requires someone with lots of energy and good communication and customer service skills. It gives you lots of opportunities to meet people and even travel. There are many job opportunities in the Hospitality industry.

## AIMS

This course provides the skills and knowledge for an individual to work in a variety of hospitality settings such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. The course includes Responsible Service of Alcohol (RSA) as an elective.

## COURSE OUTLINE

The training materials are provided through the RTO Training Direct. Over the two year course of study students will be able to learn and experience hospitality skills while planning and participating in four functions such as the EPSHS Community Breakfast, mocktail and canapé party, high tea and restaurant event. Students also have the opportunity to work in industry.

There are a total of twelve subjects/competencies to be studied - six core subjects and six electives as follows:

### CORE:

- SITXCCS003 Interact with customers
- SITHIND003 Use hospitality skills effectively
- BSBWOR203 Work effectively with others
- SITHIND002 Source and use information on the Hospitality Industry
- SITWHS001 Participate in safe work practices
- SITXCOM002 Show social and cultural sensitivity

### ELECTIVES:

- SITHFAB201 Provide responsible service of alcohol
- SITHFAB204 Prepare and serve espresso coffee
- SITHFAB206 Serve food and beverages
- SITHFAB201 Provide responsible service of alcohol
- SITHCCC003 Prepare sandwiches
- SITHCCC002 Prepare and present simple dishes

### REQUIREMENTS:

Students who participate in this Certificate course will be required to wear black dress pants, white shirt and covered leather shoes for all events.

This course will make some financial demands as students will be expected to pay a levy for weekly practical activities. The occasional outside timetabled school hours will be necessary to allow for participation in practical activities eg: participation in function work.

**COST: \$160 per year**

