SUBJECT INFORMATION BOOKLET

YEAR 11  2017

YEAR 12  2018

SENIOR SECONDARY
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Glossary of Terms

The following brief explanation of terms may help make subject selection easier. Seek further clarification if needed from a teacher or the school administration.

- **Authority Subject** – These subjects, approved by the Queensland Curriculum & Assessment Authority (QCAA), are offered statewide in Queensland secondary schools and colleges and contribute towards student overall position score (OP).
- **Authority Registered subject** – 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.
- **Advanced standing** refers to the credit granted to a student towards an accredited course or training program on the basis of previous study, experience or competencies held.
- **Articulation** is the process used to progress from one level of qualification to another.
- **The Australian Qualifications Framework** (AQF) shows all the qualifications issued in post-compulsory education in Australia and how these qualifications relate to each other.
- **Credit transfer** recognises previous formal study or training based on documented evidence of achievement. For instance, modules assessed as competent in Authority and Authority-registered subjects may attract credit towards study in a TAFE qualification.
- **Field Positions** (FPs) rank order positions in a field against all other students eligible for a result in that field. These are dimensions of study that emphasise particular knowledge and skills. FPs are used for tertiary entrance only when there is a need to select students from within the same OP band.
- **Overall Position** (OP) indicates students’ rank order position in the state reported in bands from 1 (highest) to 25. See our guidance officer for details of eligibility rules for an OP.
- **Prerequisite**. A subject or qualification required for eligibility for entry to a particular course of study or employment.
- **QCAA** - The Queensland Curriculum and Assessment Authority (QCAA) is a statutory body of the Queensland Government. They provide Kindergarten to Year 12 syllabuses, guidelines, assessment, reporting, testing and certification services for Queensland schools.
- **QCE** – Queensland Certificate of Education
- **QCIA** – Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers.
- **Queensland Core Skills (QCS) Test** is conducted over two days in third term for Year 12 students. To be eligible for an OP and FPs you must sit the QCS Test. If you are not eligible for an OP or FPs the test is voluntary. For students not eligible for an OP, sitting for the test may improve your selection rank.
- **Queensland Tertiary Admissions Centre** (QTAC) acts on behalf of universities, agricultural colleges, TAFE institutes and some private institutions to publish course information, to provide application materials, and to receive and process applications.
- **QTAC Selection ranks** are calculated for tertiary applicants who are not school leavers or are Senior students not eligible for an OP. For Senior students who are not eligible for an OP, the selection rank is determined by results recorded on the Queensland Certificate of Education and the Queensland Core Skills Test. A rank is from 99 (highest) to 1 (lowest). See the Guidance Officer for further information.
- **Recognition of prior learning** (RPL) is the process used to assess the competencies a person has gained from past experience and training. RPL is a form of assessment and each person is treated individually.
- **Recommended (or desirable) subjects** are not essential, but are likely to make future courses easier to understand and increase chances of success.
- **VET** - Vocational education and training (VET) enables students to gain qualifications (such as Certificate I or II) for all types of employment, and specific skills to help them in the workplace.
Important
Criteria for placement of students in subjects/classes

Students will be placed in subjects by the Deputy Principal responsible for timetabling using the following criteria:

- The student’s previous achievement in this subject or a related subject
- The student’s suitability for the subject, including the match to the student’s SET plan, the student’s previous effort, behaviour and safety in the classroom in this subject or a related subject
- While every effort is made to place students in their preferred choices, restriction, due to limited resources may occur and students will be required to re-choose
- Finally, students who complete subject selection later than the deadline may be moved to their spare choices if no places remain available

Information was correct as at 1st June, 2016. Delivery and completion of all subjects and courses is subject to continued availability of resources (including staffing) and the school’s RTO status being maintained.

EARNING OR LEARNING EDUCATION REFORMS

In 2006 the State Government introduced a new compulsory participation requirement that means all young people must participate in 'learning or earning'.

These changes are said to be based on national and international evidence that young people who complete 12 years of education have greater opportunities for further education and sustainable employment.

This means that after you stop being of compulsory school age (i.e. you reach 16 years or you finish Year 10) you still must participate in education and training for another two years which could be:

- an educational program provided by a state, non-state school or university
- a vocational course, apprenticeship, traineeship or employment skills development program.

This phase ends when you

- gain a QCE
- gain a particular vocational qualification (like a Certificate III or higher level)
- attend for two years after you stopped being of compulsory school age or
- turn 17 years of age
Part A Choosing Senior Subjects

It is important to choose senior subjects carefully as your decisions may affect career options, University courses you are eligible for, your success at school and your feelings about school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

Overall Plan

As an overall plan, it is suggested that you choose subjects:

- you enjoy
- in which you have achieved good results
- which reflect your interests and abilities
- which help you reach your career and employment goals
- which will develop skills, knowledge and attitudes useful throughout your life.

These are quite general points, so look in more detail at the guidelines outlined below.

Graduating Qualification

Your overall plan should consider what you hope to gain by the time you leave school. For students that graduate Year 12 the three main qualifications are the senior Statement, an Overall Position (OP) Score and the Queensland Certificate of Education (QCE). Not all students gain all qualifications.

<table>
<thead>
<tr>
<th>Senior Statement (see QCE &amp; Senior Statement p6)</th>
<th>Overall Position (OP)</th>
<th>Queensland Certification of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Yr 12 graduates get on graduating Yr 12:</td>
<td>OP eligible students only get this. Must have:</td>
<td>Majority of students get this. Must have:</td>
</tr>
<tr>
<td>Details Authority Subjects with Semesters of study and exit result</td>
<td>• completed 20 semesters of Authority subjects of which 3 subjects were studies continuously for 4 semesters</td>
<td>• Gained 20 credit points of which 12 credits come from 3 subjects studied for 4 semesters with a ‘C’ or equivalent result on completion of the subject or other ‘core’ credits</td>
</tr>
<tr>
<td>Details Authority Registered Subjects with Semesters studied and exit result</td>
<td>• complete QCS Test</td>
<td>• Literacy and numeracy standard demonstrated</td>
</tr>
<tr>
<td>Details VET certificate enrolment, competency and/or certificate completion</td>
<td><a href="http://www.qcaa.qld.gov.au">www.qcaa.qld.gov.au for information</a></td>
<td></td>
</tr>
</tbody>
</table>

Therefore it is possible to obtain one or more of the following qualifications on graduation:

- Senior Statement
- QCE
- OP
- VET Certificate
To maximize success in their QCE, students must be on a study plan that equates to 24 QCE points or more.

Queensland Certificate of Education (QCE) & Senior Statement

Students will be awarded a Queensland Certificate of Education (QCE) when they attain 20 credit points in their learning account and successfully meet other criteria. When students complete school subjects, certificate courses and other learning experiences they are designated a certain number of credit points.

For example, a sound achievement ('C' standard) or above, on exit for one senior subject studied for four semesters (Yr 11 & 12) is awarded 4 credit points. If however, they obtain less than a sound achievement ('D' or 'E' standard) on exit from the subject they obtain zero credit points for that course of study. In this way the certificate is demonstrating the attainment of a significant level of learning. Literacy and numeracy standards are also set. Please note, numerous changes to the course of study over the 4 semesters can affect a student's eligibility for being awarded a QCE. Students can continue to work towards their QCE after completing Year 12 if they have not obtained enough credit points prior to graduation.

All students receive a Senior Statement that outlines the level of achievement for their subjects and competencies completed while at school.

For more information please contact the school or visit [http://www.qcaa.qld.edu.au/569.html](http://www.qcaa.qld.edu.au/569.html)

An overview for QCE Planning can also be viewed from the PDF file below. For more details visit [http://www.qcaa.qld.edu.au/downloads/senior/qce_planning_pathway.pdf](http://www.qcaa.qld.edu.au/downloads/senior/qce_planning_pathway.pdf)

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**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 certificate after Year 12 if they leave school.
- Learning outcomes are grouped into four categories (see appendix).
- The QCE offers flexibility in what, where and when learning occurs.

**How the QCE works**
- To achieve a QCE a student needs 12 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 credit points.
- Literacy and numeracy requirements must be met (see appendix).

**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 Central website at [www.studentcentral.qce.qld.edu.au](http://www.studentcentral.qce.qld.edu.au).

**Learning options and credit values**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core courses usually undertaken by students in the senior phase of senior secondary school</td>
<td>12 credits</td>
</tr>
<tr>
<td>Vocational Education and Training (VET) is the basis for the QCE and is designed to prepare students for work or further study</td>
<td>8 credits</td>
</tr>
</tbody>
</table>

**Enrolment**
- A senior subject is completed by sitting for an external examination or a VET training program.
- The QCE is awarded for successful completion of a senior subject.
- Students can continue to work towards their QCE after completing Year 12 if they have not obtained enough credit points prior to graduation.

**Senior Statement**
- A Senior Statement outlines the level of achievement for their subjects and competencies completed while at school.

For more information please contact the school or visit [http://www.qcaa.qld.edu.au/569.html](http://www.qcaa.qld.edu.au/569.html)

An overview for QCE Planning can also be viewed from the PDF file below. For more details visit [http://www.qcaa.qld.edu.au/downloads/senior/qce_planning_pathway.pdf](http://www.qcaa.qld.edu.au/downloads/senior/qce_planning_pathway.pdf)

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**Literacy and numeracy requirements**

The QCE reflects students a range of abilities to satisfy literacy and numeracy requirements. Students:
- at least a Sound Achievement in one semester of a QCE developed English subject
- at least a Sound Achievement in QCE developed Mathematics subject
- a pass grade in a Literacy and Numeracy test recognised by the QCAA
- at least C on the Queensland Core Skills (QCS) test
- at least a sound achievement in QCE developed English and Mathematics
- completion of the QCE certificate in Core Skills for Employment and Training – Communication
- completion of the QCE certificate in Core Skills for Employment and Training – Numeracy
Guidelines – choosing a subject

1. **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 booklets provided by your school.
   - **Talk** to heads of departments and teachers of each subject.
   - **Listen** carefully at subject selection talks.
   - **Talk** to students who are already studying the subject.

2. **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, or other school teachers or Administration members 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. The following websites may assist you.

   Information on Traineeships and Apprenticeships are found at:

   Information about careers, occupations and jobs can be found at:

   Information about TAFE courses can be found at:
   - [http://tafeqld.edu.au/](http://tafeqld.edu.au/)

   The QTAC Guide is useful for information on tertiary courses offered through QTAC at:
   - [www.qtac.edu.au/](http://www.qtac.edu.au/)

3. **Choose subjects that suit your needs and abilities**
   **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**
   Consider taking vocational education courses 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 qualification in your interest area.

   **Tertiary entrance**
   If you wish to study degree or diploma courses at university or TAFE after Year 12:
   - Ensure you select the prerequisite subjects required for your preferred courses. These are listed in Tertiary prerequisites.
   - Most students gain entry to university on the basis of an Overall Position (OP) Score, however, students that are OP ineligible can apply for a tertiary entrance rank (TER) through the QTAC process. See the Guidance Officer for more information.

4. **Be prepared to ask for help**
   If you and your parents are still uncertain about the combination of subjects you have chosen, check again with some of the many people available to talk to—teachers, heads of departments, guidance officer, deputy principals or the principal. Don’t be afraid to seek their assistance. They are all prepared to help.
Types of Subjects

Authority subjects
- Achievements in these subjects are recorded on the Queensland Certificate of Education and are used in the calculation of OPs and selection ranks.
- Students who do not achieve Sound Achievement (‘C’ standard) or better in a Year 10 subject may find related Authority subjects in Years 11 and 12 difficult. If you choose an Authority Subject and have not achieved a “C” or better you may be required to meet with school staff to discuss explain how you plan to achieve in the subject.
- 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, Graphics 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 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.

Additional Study Options

Acceleration
Accelerated study in Senior Subjects (for example - Maths C) may be available to students who show a particular aptitude in that subject. The ZENITH team can assist students to identify subjects they may be suited to and can arrange the necessary timetable changes to enable student to accelerate. These subject are usually offered off-line (before school, after school or during lunch breaks) or through Brisbane school of Distance education. See Mr Airton HOD ZENITH for more details.

Off-site Learning
A number of courses, delivered by off-site providers or on off-site campuses are available to students at Tannum High. Some examples include:

<table>
<thead>
<tr>
<th>EQIP programs</th>
<th>RTO Courses</th>
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<tbody>
<tr>
<td>EBITS – Business and IT Skills Centre @ BSL</td>
<td>CQU(TAFE)</td>
</tr>
<tr>
<td>EESC – Engineering Skills Centre @ NRG</td>
<td>SDS</td>
</tr>
<tr>
<td>EPMA – Process manufacturing @ TAFE</td>
<td>LARSHAR</td>
</tr>
<tr>
<td>ETCGR – Technical College @ GSHS</td>
<td>TRADE SKILLS CENTRE</td>
</tr>
</tbody>
</table>

All applications for off-site program are through Miss Johnston – Senior Schooling HOD.
SUBJECTS ON OFFER IN 2017

- Every student must choose 6 Authority or Authority registered subjects.
- In addition to the 6, student can nominate an off-site course. Enrolment into off-site courses and timetable changes to accommodate the program are managed by Ms Johnston, Senior Schooling HOD after enrolment into the off-site program. Some offsite courses (Certificate III) equate to 2 subjects.
- In order to gain an OP you MUST study 5 Authority subjects.
- To Gain a QTAC Selection Rank you are encouraged to study 4 Authority subjects.

<table>
<thead>
<tr>
<th>AUTHORITY SUBJECTS</th>
<th>AUTHORITY REGISTERED SUBJECTS</th>
<th>OFF-SITE COURSES</th>
</tr>
</thead>
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<td>(Academic)</td>
<td>(Vocational)</td>
<td>EQIP</td>
</tr>
<tr>
<td>English</td>
<td>English Communication</td>
<td>• EBITS – Certificate III Business (Yr11) and Certificate II Tourism or Certificate II Health Assistant (Yr12)</td>
</tr>
<tr>
<td>Maths A</td>
<td></td>
<td>• EESC – Certificate I &amp; II Engineering and Automotive Studies</td>
</tr>
<tr>
<td>Maths B</td>
<td>Pre-Vocational maths</td>
<td>• EPMA – Certificate II Process Manufacturing</td>
</tr>
<tr>
<td>Maths C</td>
<td>Aquatic Practices</td>
<td>• ETCGR – School-based traineeship or apprenticeship in conjunction with Yr. 11 &amp; 12 at Gladstone SHS.</td>
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<tr>
<td>Biology</td>
<td></td>
<td>LARSHAR</td>
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<tr>
<td>Chemistry</td>
<td></td>
<td>• Certificate II &amp; III in Hairdressing or Beauty</td>
</tr>
<tr>
<td>Physics</td>
<td>Recreation</td>
<td>SDS</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>Certificate III In Fitness</td>
<td>• Certificate II In Resources and Infrastructure</td>
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<tr>
<td>Earth Science</td>
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<td>CQU – TAFE</td>
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<td>Marine Science</td>
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<td>Health Education</td>
<td>Early Childhood Studies</td>
<td>• Certificate III in Childcare</td>
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<tr>
<td>Graphics</td>
<td>Furnishing Skills (wood)</td>
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<td>Business Management</td>
<td>Engineering Skills (metal)</td>
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<td>Music</td>
<td>Visual Arts in Practice</td>
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<tr>
<td>Music Extension (Yr 12 only)</td>
<td>Music In Practice</td>
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<td>Film, Television &amp; New Media</td>
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<td>Languages (BSDE)</td>
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On-Line Subject Selections – Instructions

1. http://mis.eq.edu.au (school logon & password) then One School

2. My Education Plan then Subject Selection

3. Click ‘HERE’ on ‘Subject Selection’ then Sem 1, 2017 then ‘EDIT’ and start your selections

4. Read the Subject Selection Booklet. Complete the On-Line Subject Selection by clicking your 6 subject choices.
   One must be MATHS
   One must be ENGLISH
   Any other four

5. Add spare choices at the bottom of the screen from the drop down list.
   Your best spare choice should be added first. Add any extra comments

When you have finished click Save at the bottom of the screen

6. PRINT your SUBJECT SELECTIONS from ‘Available Reports’

When you are satisfied you have selected the right subjects and spare choices, have your parents sign the printed copy of your Subject Selections and hand these to the timetabling room.

Thank you. For assistance, call 49799777.
How Subjects Contribute to OP’s and FP’s

Determining Subject Weights for Queensland Curriculum and Assessment Authority Subjects

In the determination of Overall Positions (OPs), all subjects are weighted equally (that is, they are all weighted at 5). For Field Positions (FPs), subjects are weighted unequally. That is, all subjects do not contribute equally to the determination of each FP. Field Positions involve weighting each subject result according to the emphasis in each subject on assessment in skill areas defined by the field. The extent to which a subject contributes to each FP depends on the weighting of that subject in that particular field. The weights for use in the calculations for students in Year 12 in 2017 are shown in the table below. Please check the July update at: http://www.qcaa.qld.edu.au/downloads/senior/subject_weights_2017.pdf
**Part B Subject Outlines**

**OP Eligible Subject**
These contribute to eligibility for an Overall Position (OP), which is the usual pathway for students exiting Year 12 to continue education in a Degree Course and some Diploma and Advanced Diploma Courses at Universities or TAFE Colleges. Authority Subjects also contribute 4 Credit Points to the Queensland Certificate of Education.

**NON-OP Study Area**
Non-OP Subjects do not contribute to a University or TAFE entrance score but do contribute points towards the attainment of a Queensland Certificate of Education (QCE).

**QCE – Queensland Certificate of Education**
Points contributed by this subject

**Compulsory Work Placement**
Selection of any one of these subjects that have VET qualifications, require students to undertake a Work Placement component at a cost of approximately $40, unless they have already done or are going to do a Work Placement in another subject with VET qualifications.

**PLEASE NOTE** as a general policy, after the first three (3) weeks, the school will not allow students to change subjects during a semester (approx. 6 months); except in exceptional circumstances as determined by the Principal or her nominee.

Whether or not all subjects listed are offered may depend on the number of students who elect to do that subject.
ENGLISH - KEY LEARNING AREA

ENGLISH

DEPARTMENT: ENGLISH
HEAD OF DEPARTMENT: KIRSTEN KANE

Description
Over the two years of the course, English seeks to develop written and spoken communication skills that are vital for further tertiary study or virtually any field of employment. Highly polished English skills open doors in fields as diverse as Journalism, Law, Psychology, Social Work and Public Relations indeed any profession reliant on communication.

These skills focus on three dimensions—Cultural, Operational and Critical. Students will be expected to develop some critical literacy skills, that is, the ability to “read between the lines” and evaluate what they read, view and discuss. Students will read, listen and view a range of traditional and contemporary plays, novels and poetry and explore variety of other texts from Australian and other selected cultures.

The texts include novels such as Triage, Lord of the Flies and Burning Blue in Year 11, with To Kill a Mockingbird, The Kite Runner, and The Book Thief offered in Year 12. Only one novel is compulsory per year. Shakespearean drama is also studied and we focus on the Shakespearean tragedies of Macbeth, Hamlet, Julius Caesar and King Lear.

Students will also study a variety of multimedia texts including films such as Muriel’s Wedding, Red Dog, Australian Rules, Gallipoli, and others which reflect on Australian culture and representations within our culture. Students will also investigate internet and social media texts and documentary and television programs. 60 to 75% of texts and resources used will be written, with the remainder being of an oral, aural or visual nature.

Assessment
A variety of assessment instruments will be used, including short stories, analytical essays, and creative responses in both written and oral formats. Currently in Year 11 there are six assessment pieces, including feature articles, short stories, analytical essay, persuasive speeches, multimodal presentations and film reviews. Six items are required in Year 12, including feature articles, short stories, analytical essays, persuasive speeches and an auto/biography study.

In Year 11, written assignments under test conditions will be required to be approximately 500–600 words in length (minimum). Outside of those conditions, 600–800 words are an appropriate length.

In line with our aim to develop skills related to increasing complexity of task, in Year 12 this will increase to 600–800 words under test conditions, and 800–1000 words under other conditions.

Oral tasks in Year 11 range from 3–4 minutes for short tasks and 3–5 minutes for long tasks. In Year 12 presentations will be 4–6 minutes for short tasks and 7–10 minutes for long individual tasks.

Recommendations
This unit is recommended for all students intending to attain an OP score. Most university courses require a Sound Achievement (‘C’ standard) in Senior English for course entry. Students with a Sound Achievement or above in Pre Senior English, or a High Achievement or above in Pre Senior Communication English should cope with the demands of Senior English. However, if your student is still reliant on considerable input to assist with editing and collating ideas, then English Communication may be a better choice.

Whom to see for more information
Kirsten Kane (HOD English/Resource Centre/Whole School Literacy)
ENGLISH COMMUNICATION

Faculty: English
Head of Department: Kirsten Kane

Description
The English Communication course seeks to develop skills over the three major components: work, community and leisure. It has a practical “real world” focus. This subject is particularly targeted at students looking to polish their work readiness skills before joining the workforce. Students who did not succeed in Year 10 English Pre-Senior English is strongly advised to choose English Communication in Years 11 and 12. Please discuss with your teacher or Head of Department if unsure.

Assessment
In English Communication, 50 percent of the tasks will be predominantly spoken/signed and/or practical. Approximately 50 percent will be predominantly written. Written tasks may include the collection of folios, objective multiple-choice tests, brochures and imaginative texts. Written assignments may require 400 words in length.

Recommendations
English Communication is ideal for students who do not need to obtain an OP score. With a more practical focus, it is designed to ensure students leave school with a wide range of skills useful not only in the context of work, but in daily life. Students who did not achieve a sound level of Sound Achievement (‘C’ standard) or above in Junior English may find this course more appropriate for their needs.

Whom to see for more information
Kirsten Kane (HOD—English/LOTE/Resources)
**Description**
Mathematics A offers students the opportunity to develop useful life skills, regardless of tertiary study considerations. It is designed with an emphasis on practical, ‘everyday’ applications of the topics studied. The development of positive attitudes towards mathematics is encouraged by an approach involving problem solving and applications, working systematically and logically, and communicating with and about mathematics.

The core and elective material focuses on the following basic strands of mathematics:

- **Applied Geometry**: including topics such as length, area and volume applications, latitude and longitude, time zones, trigonometry.
- **Collecting and Presenting Data**: including topics such as graphs and tables, statistics, calculating mean, median and mode.
- **Managing Money**: including topics such as earning money, taxation, profit and loss, percentage mark-up and mark-down, budgets, foreign exchange, loans, interest, investments, credit cards, inflation and depreciation.
- **Maps and Compasses**: including topics such as bearings, magnetic variation, fixing position, orienteering and navigation applications, reading maps and charts.
- **Linking Two and Three Dimensions**: including topics such as scale drawings and plans, mathematics of construction, eg: testing for squareness, levelling, bracing for rigidity, estimating quantities and costs.
- **Exploring and Understanding Data**: including topics such as samples, surveys, probability.
- **Networks and Queuing**: including topics such as shortest path to travel, flow through networks, project management and how to manage large queues.

**Assessment**
Assessment items are designed to assess students’ ability in three main criteria, each of which has equal weighting:
- Knowledge and Procedures
- Modelling and Problem Solving
- Communication and Justification.

Typical assessment consists of a mid-semester and an end of semester exam, along with an extended modelling and problem solving task or an investigative report each semester.

**Recommendations**
At least a Sound Achievement (‘C’ standard) in Year 10 Mathematics at the non-Extension level is recommended.

**Whom to see for More Information**
Mr Farshid Paymon (HOD—Mathematics)
Staff of the Mathematics faculty
MATHEMATICS B

Faculty: MATHEMATICS
Head of Department: FARSHID PAYMON

Description
Mathematics B is designed for the more able mathematics student. It provides students considering tertiary study an excellent mathematical base for further study in any discipline. Whilst maintaining an emphasis on practical applications, the more theoretical and abstract representations of the real world are also studied.

The Mathematics B course focuses around the following subject matter:

- **Introduction to Functions**—including topics such as functions, graphs, linear functions, quadratics, simultaneous equations, composite and inverse functions, and shapes of graphs.
- **Rates of Change**: average rates, limits, gradient, derivatives, instantaneous rate of change, and practical applications.
- **Periodic Functions and Applications**: Sine, Cosine, Tangent, radians, the graphs of Sine, Cosine, Tangent, and derivatives of Sine, Cosine, Tangent.
- **Exponential and Logarithmic Functions and Applications**: index laws, logarithmic laws, exponential functions, derivatives of exponential and logarithmic functions, and applications.
- **Optimisations using Derivatives**: derivatives as gradient, stationary points, minima and maxima, and applications.
- **Introduction to Integration**: Indefinite integrals, definite integrals, integration rules, integration as area, trapezoidal rule, and applications.
- **Applied Statistical Analysis**: representation of data, summary statistics, comparing datasets, probability, expected value, and normal models.

Assessment
Assessment items are designed to assess students’ abilities in three main criteria, each of which has equal weighting:

- Knowledge and Procedures
- Modelling and Problem Solving
- Communication and Justification.

Typical assessment consists of a mid-semester and an end of semester exam, along with an extended modelling and problem solving task or an investigative report each semester.

Recommendations
Successful completion of Yr 10 Extension Maths.

Whom to see for More Information
Mr Farshid Paymon (HOD—Mathematics)
Staff of the Mathematics faculty
MATHEMATICS C

FACULTY: MATHEMATICS
HEAD OF DEPARTMENT: FARSHID PAYMON

Description
Mathematics C is designed to be a companion to Mathematics B and considers abstract representations of real life. Students considering tertiary study in Mathematics, Engineering or the Sciences would be well served to study Mathematics C.

The Mathematics C course focuses around the following subject matter:

Real and Complex Numbers: the real number system, surds, working with and the manipulation of complex numbers and their applications.

Matrices: operations on matrices, matrix manipulation, determinants, using matrices to solve equations and the application of matrices in a variety of contexts.

Vectors: operations on vectors, two and three dimensional vectors, scalar and vector product of vectors, vectors and matrices, applications of vectors.

Calculus: differentiation and integration of functions, differential equations and their applications.

Structures and Patterns: permutations and combinations, sequences and series, applications of structures and patterns in life related or purely mathematical settings.

Dynamics: applications of linear, vertical, projectile, circular and simple harmonic motion, Newton’s laws of motion in vector form.

Linear Programming: identification of problems, variables, parameters, constraints and feasibility, graphs of linear equations and in equations, linear objective functions and optimum values and the simplex algorithm.

Assessment
Assessment items are designed to assess students’ abilities in three main criteria, each of which has equal weighting:

- Knowledge and Procedures
- Modelling and Problem Solving
- Communication and Justification

Typical assessment consists of a mid-semester and an end of semester exam, along with an extended modelling and problem solving task or an investigative report each semester.

Recommendations
A High Achievement (“B” standard) or Very High Achievement (“A” standard) in years 9 and 10 Extension Maths is considered essential.

Whom to see for More Information
Mr Farshid Paymon (HOD—Mathematics)
Staff of the Mathematics faculty
PREVOCATIONAL MATHEMATICS

FACULTY: MATHEMATICS
HEAD OF DEPARTMENT: FARSHID PAYMON

Description
Prevocational Mathematics aims to:

- develop and build confidence and success in using mathematics in everyday contexts
- improve students’ preparedness for entry to work, apprenticeships, traineeships, further study by developing employability and numeracy skills
- develop skills such as using a calculator, identifying, measuring, locating, interpreting, estimating, approximating, applying, communicating, explaining, problem solving, making informed decisions, 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, texts
- be able to present findings orally and in writing
- be able to use relevant technologies
- be able to make informed financial decisions.

The five topics studied are:
- number
- data
- location and time
- measurement
- finance

Assessment
Assessment will involve a series of:

- Written tasks, e.g. tests, reports on practical investigations, projects and case studies
- Non written tasks, e.g. oral presentations, demonstrations, production of diagrams sketches and models, photo/video reports.

Most of these tasks will be completed in class time and will assess student achievement in the areas of Knowing, Applying and Explaining.

Recommendations
This course of study is intended for students who have experienced little success in Mathematics and those interested in pursuing vocational careers which require practical mathematical skills. Students who have attained a low Sound Achievement ("C" standard) or below in Year 10 Mathematics should select this course.

Whom to see for More Information
Mr Farshid Paymon (HOD—Mathematics)
Staff of the Mathematics faculty
ARTS - KEY LEARNING AREA

DRAMA

FACULTY: THE ARTS
HEAD OF DEPARTMENT: JO TANSEY

Description
Drama is a unique art form that re-presents and re-enacts experiences, ideas, stories and emotions. It is one of the oldest forms of artistic expression and continues to be significant in all cultures and societies. Engaging with drama in all its manifestations provides opportunities to experience, understand and communicate different perspectives on the world. In the subject Drama, students have opportunities to learn about a range of forms and styles of the dramatic art form and gain understandings of human experience in different cultures, times and places. Drama connects students to creative, technical and other cognitive processes and provides opportunities for them to imagine and explore beliefs, feelings, behaviours and relationships across many situations and contexts. Engaging in drama promotes imagination, critical and creative thinking, problem solving, cultural engagement and communication, and provides opportunities to share ideas with others through informal and formal performances. Students engage in learning experiences that integrate oral, kinaesthetic and visual communication to create aesthetic and artistic meaning.

The Senior Drama course covers a selection of dramatic styles within the following units:
- Forgotten Years: Greek and Elizabethan Theatre as used in Physical Theatre
- Beds are Burning: Realism, Verbatim Theatre and Docudramas
- Power and the Passion: Epic and Absurd Theatre.
- One Country: Australian Theatre – Contemporary Gothic & Indigenous

Drama is explored through the dimensions of forming, presenting, and responding.

Assessment Methods
Responding:
- analytical research assignment
- argumentative essay
- multimedia presentation

Forming:
- student devised performances
- improvisation
- script
- dramatic treatment

Presenting:
- individual, pair, small or large group performances of scripted text or student devised works

Costs
Costs may be incurred for additional materials, excursions or camps and students will also need to purchase ‘blacks’ (black ¾ or full length sleeved T-shirt and leggings - below the knee) for practical lessons and performances.

Recommendation
It is recommended that students have experienced a Junior Drama unit, particularly Year 10 Drama, which transitions students into the Senior Phase of learning.

Whom To See For More Information:
Jo Tansey (HOD—The Arts)
Drama Staff
MUSIC

Description
Music holds a significant and special place in the everyday life of all cultures and societies. Studying Music can enhance your enjoyment of music and the arts, develop your practical and creative potential and allow you to contribute to your community’s cultural life. The course of study encourages you to become a creative and adaptable thinker and problem solver, making informed decisions and developing the ability to analyse and critically evaluate. A deeper level of knowledge, understanding and active participation in music making may support you in maintaining a lifelong engagement with music as an art form and as a means of creative, artistic and emotional expression. Few disciplines allow students to integrate so many different aspects of self as music does. Few provide as complete an array of experiences which, as Nietzsche so accurately stated, ‘so sharpened our sense of participation in the world that it gives a much greater meaning to life.’

The Senior Music course is organised into the following units:
- Movie Magic
- The Innovators
- Who Are You?
- World Music
- The Masters
- Wide Horizons

Assessment Methods
Musicology tasks:
- formal exam
- analytical research assignment
- viva voce
- debate
- report
- argumentative essay
- multimedia presentation

Composing tasks:
- student devised compositions or complex arrangement related to studied repertoire
  * Presented as recorded sound and/or as a written score

Performing tasks:
- a solo performance
- a small ensemble performance (up to 8 performers)
- improvised performance
- accompaniment
- conducting an ensemble
  * Performances do not require preparation or performing from a score

Costs
Costs may be incurred for additional materials, excursions or camps.

Recommendation
It is recommended that students have experienced a Junior Music unit, particularly Year 10 Music, which transitions students into the Senior Phase of learning. Alternatively, AMEB or equivalent (eg ANZCA, Trinity) may have been studied privately or students may be enrolled in the school’s Instrumental Music program.

Whom To See For More Information:
Jo Tansey (HOD—The Arts)
Music Staff
MUSIC EXTENSION

FACULTY: THE ARTS
HEAD OF DEPARTMENT: JO TANSEY

Description
Music Extension is an exciting and challenging course for students already enrolled in Senior Music and is studied over two semesters in Year 12. The focus of the 2008 syllabus is on greater opportunity for students to experience music and has relaxed some requirements for technical proficiency. Students choose one of three specialisations: Composition, Musicology or Performance as a context for expressing music ideas and developing a personal musical style. As a composer, musicologist or performer students are encouraged to develop technique and skills in their chosen specialisation and to communicate music ideas to an audience through compositions, musicological presentations, or performances. Because the focus is on self-direction, independent learning students are able to plan their own course of study. They can select their own repertoire for performance, create their own music and/or select their own topics for research. They may also be involved in individual instruction and practice, personal research, classroom learning experiences and ensemble rehearsal. To be considered for Music Extension students need to demonstrate an ability to work independently, be self-directed and intrinsically motivated to improve their musical technique and understandings.

Assessment Methods
Over the two semesters, students are required to present one Investigating task and two Realising tasks. In the Investigating task they research, explore, analyse and synthesise evidence from a range of music sources such as scores, audio and visual recordings, live performances, case studies, essays, lectures, journals or musicology surveys and present their findings through an extended written response, a multimedia or oral presentation.

In the two Realising tasks, depending on the specialisation, students will show the development and refinement of their technique and skills and express musical ideas in “the work” (that is, the composition, performance or musicological presentation):

Musicology:
- Extended written task
- Oral
- Multi-media presentation

Composition:
- student devised compositions
* Presented as recorded sound and/or as a written score

Performance:
- solo performance
- small ensemble performance
- improvisation
- conducting

*Performances do not require preparation or performing from a score

Recommendation
An interview with the Arts HOD is required for any student considering studying Music Extension in Year 12. AMEB, or equivalent (eg ANZCA, Trinity), examinations are not essential but are highly recommended in order for students to improve their technique and to complement the Music Extension program.

Whom To See For More Information:
Jo Tansey (HOD—The Arts)
Music Staff
MUSIC IN PRACTICE

Department: The Arts
Head of Department: Jo Tansey
Description
Australia’s rich cultural diversity is reflected in its music, which embraces all genres and styles from Indigenous and Western traditions to contemporary music practices, innovation and experimentation.

Music in Practice provides you with the opportunity to explore this powerful art form through active engagement with music and music productions and, where possible, by interacting with practising musicians and artists, and becoming part of music and arts communities. Australia’s musicians fulfil many roles in the community — as makers/creators, performers, producers, presenters, journalists, technicians, administrators and managers. Music in Practice gives you opportunities to develop knowledge and skills that may lead to working in these roles.

Electives include:

- Community music
- Contemporary music
- Music technology and production
- Music in advertising
- Performance Craft
- Live production and performance
- The music industry
- Practical music skills
- Music for film, TV and video games
- Song writing
- World music

Assessment
Music in Practice, assessment instruments include:

- projects
- performances
- compositions
- extended responses to stimulus
- investigations

In Year 12, you will be expected to complete four to six assessment tasks, including a project, a performance and a composition.

Costs
Costs may be incurred for additional materials, excursions or camps.

Recommendation
It is recommended that students enjoy Music, are creative, have an interest in pursuing a career as a practising musician or have experienced a Middle Phase Music unit, particularly ‘Pre-Music Studies’, which transitions students into the Senior Phase of learning.

Whom To See For More Information:
Jo Tansey (HOD—The Arts)
**VISUAL ART**

**FACULTY:** THE ARTS  
**HEAD OF DEPARTMENT:** JO TANSEY

**Description:**
Visual Art makes a profound contribution to our personal, social and cultural identity. As an educative tool, Visual Art can develop such aspects as creativity, design, manipulation, concentration and intelligence in general. In an increasingly technological age, more career opportunities exist for visually literate workers with design skills. Students studying Visual Art acquire more than just skills for employment or further training in the Art and Design industry; Visual Art students also have the ability to think laterally, make informed decisions and understand the world around them and themselves. Visual Art is definitely an asset to any future career choice. In Senior Visual Art, students build on the foundation established in Junior Visual Art classes. They apply their developing making and appraising skills through an exploration of the design elements within a variety of contexts, genres and styles. They use these to achieve the interrelated objectives of analysing artworks, making artworks and using visual literacy in both appraising and making tasks.

The Senior Visual Art course is organised into the following units:
- Finding the Connections (Art as Connections)
- The Wilderness Downtown (Art of Self and Place)
- The Good, The Bad and The Ugly (Art as Power)
- Beginnings, Endings and Everything in Between (Stories)
- The Nature Machine (The Creation of new Worlds)

**Assessment Methods**

**Appraising tasks:**
- visual analysis of seen and unseen work through an in class examination
- analytical research assignment or oral
- argumentative/comparative essay
- multimedia presentation

**Making tasks:**
- student devised body of work (inquiry includes research, development, resolution and reflection into the concept and foci)
- examples of preliminary drawings or images
- development and extension of an idea
- recognising, understanding and effectively utilising the principles and elements of design
- drawings, diary entries, explorations, experimentations etc will be noted in a visual diary
- visual literacy will be assessed in appraising tasks

**Costs**
Costs may be incurred for additional materials, excursions or camps.

**Recommendation**
It is recommended that students have experienced a Junior Visual Art unit, particularly Year 10 Visual Art, which transitions students into the Senior Phase of learning.

**Whom To See For More Information:**
Jo Tansey (HOD—The Arts)  
Visual Art Staff
Visual Arts in Practice

Faculty: The Arts
Head of Department: Jo Tansey

Description
Creative Arts – Visual Art in Practice focuses on the practical side of art making. Students are encouraged to explore, experiment with and investigate a variety of art making processes which will assist in their professional development as a practicing artist. Along with developing artistic techniques, students will also explore a range of possible careers in the visual arts as well as learning self-reflective strategies to assist further in their personal development. Artist practitioners fulfil many roles in a community, such as maker, performer/presenter, technician and manager. By taking on some practitioners’ roles, students are exposed to authentic arts industry practices in which they learn to view the world from different perspectives and experiment with different ways of sharing ideas and feelings. Students also learn about workplace health and safety issues, effective work practices and arts administration, leading to the acquisition of the industry skills needed by a beginner practitioner. Preparation for the workplace is further enhanced through fostering a positive work ethic, teamwork, and project management skills.

The Creative Arts – Visual Art Studies course is organised into the following units:

- Community Arts
- Set design
- Making for Markets
- Craft
- Fine Art
- Event management
- Independent Project

Assessment Methods

- Short responses
- Demonstrations
- Observations
- Presentations
- Fashion parade
- Folio of design sketches
- Production journal
- Student created art work
- Catalogue of face painting designs
- Photography exhibition
- Construct sets and props

Costs
Costs may be incurred for additional materials, excursions or camps.

Recommendation
It is recommended that students enjoy Visual Arts, are creative, have an interest in pursuing a career as a practising artist or have experienced a Middle Phase Visual Art unit, particularly ‘Pre-Visual Art Studies’, which transitions students into the Senior Phase of learning.

Whom To See For More Information:
Jo Tansey (HOD—The Arts)
Visual Art Staff
FILM, TELEVISION AND NEW MEDIA

FACULTY: THE ARTS
HEAD OF DEPARTMENT: JO TANSEY

Description

For most, film, television and new media are our primary sources of information and entertainment. They are important channels for education and cultural exchange. Moving-image media enable us to understand and express ourselves as Australian and global citizens, consumers, workers and imaginative beings. The "information" and "creative" industries are already among the largest employers and drivers of the economy in many countries.

Investigating "new" media is more than just investigating changes in technology and the ways it is used — it deals with existing technologies and developments in formats, genres and ways of representing the world. It also involves examining the "new" ways in which local and global communities interact with and through the media as well as "new" issues associated with access, ownership, control and regulation.

Film, Television and New Media, students will study the design, production and critique of products by using five key concepts:

• Technologies: the tools and associated processes that are used to create meaning in moving-image media production and use.

• Representations: constructions of people, places, events, ideas, and emotions that are applied to create meaning in moving-image media production and use.

• Audiences: individuals and groups of people for whom moving-image products are made, and who make meanings when they use these products. Institutions: the organisations and people whose operational processes and practices enable or constrain moving-image media production and use.

• Languages: systems of signs and symbols organised through codes and conventions to create meaning in moving-image media production and use.

Assessment Methods

• Designs: oral and written treatments, screen shots for websites or video games, character images, film script/screenplay, shooting script/shot list, storyboard.

• Products: whole or sequence of a video, animation, whole or segment of camera footage, editing, soundtrack; advertisement.

• Critiques: extended writing, oral presentation.

Costs

Costs may be incurred for additional materials, excursions or camps.

Recommendation

It is recommended that students are creative, have a genuine interest in the Film, Television and Media Industry and have access to a personal PC or similar device for accessing and editing information.

Whom To See For More Information:
Jo Tansey (HOD—The Arts)
BUSINESS MANAGEMENT

Description
Business Management provides students with insight into how businesses work and are managed. Students investigate the need to achieve a balance between ethical considerations of business actions and achieving business goals, while recognising this all occurs in a dynamic environment. Most topics in this course will be delivered in extended case studies of local, national and international businesses, which will allow students to observe real-life contexts, decisions and strategies. Students will also be asked to analyse and interpret these decisions, evaluate their success and make recommendations. Tasks will also include elements that include team work, which allows students to develop communication and management strategies.

Topics include:
- Managerial Practices
- Marketing Management
- Operations Management
- Business Entrepreneurship
- Finance Management
- Human Resource Management

Assessment
In this course you are assessed on three criteria which carry equal weight (e.g. Knowledge, Application and Evaluation). You are assessed in a number of ways which may include written exams, orals and assignment work Related Careers.

Related courses
- Business Management
- Human Resource Management
- Commerce
- Financial Management
- Marketing
- Corporate Systems Management

Recommendations
It is an advantage, though not compulsory for students to have studied Business in years 9 or 10.

This course may not be timetabled in a computer lab. Students are strongly encouraged to participate in the laptop program.

Whom to see for More Information
Mr Steve Moulds (HOD—Business Education and Information Technology)
CERTIFICATE II IN BUSINESS

DEPARTMENT: SENIOR SCHOOLING
HEAD OF DEPARTMENT: FRAN JOHNSTON

Description
Certificate in Business
Certificates I & II in Business are national recognised Australian Quality Framework qualifications that are competency based and delivered at the EBITTS Centre on site at BSL (see EQIP programs) and at the school. At the EBITTS Centre, the course develops student’s knowledge and understanding of working in the business field at an introductory level. The course is designed to ensure students are work ready through enhancing their employability skills. This course is recommended to all students looking to transition from school into the workforce.

This course will offer students the opportunity to complete 6 QCE points over two years.

Note, as this course is offered to students through the EBITTS Centre there is an annual fee.

Course Outline
Students will gain as much practical experience as possible through teacher instruction and work experiences. The course is structured over 4 semesters. A work experience fee (approx $40) is incorporated into the EBITTS Centre fee and it is recommended students use this opportunity as part of this course.

Tannum Sands SHS RTO Number: 30586

Competencies for Cert. I in Business BSB10115
BSBITU101 Operate a personal computer
BSBITU102 Develop keyboard skills
BSBITU202 Create and use spread sheets
BSBSUS201 Participate in environmentally sustainable work practices
BSBWHS201 Contribute to health and safety of self and others
BSBITU201 Produce simple word processed documents

Competencies for Cert. II in Business BSB10115
BSBITU101 Operate a personal computer
BSBITU102 Develop keyboard skills
BSBITU202 Create and use spread sheets
BSBSUS201 Participate in environmentally sustainable work practices
BSBITU201 Produce simple word processed documents
BSBWHS201 Contribute to health and safety of self and others
BSBCMM201 Communicate in the workplace
BSBINM201 Process and maintain workplace information
BSBITU203 Communicate electronically
BSBWOR202 Organise and complete daily work activities
BSBWOR203 Work effectively with others
BSBWOR204 Use business technology

Recommendations
Participation in the student laptop program is strongly recommended. Regular casual work or work experience is beneficial to this course.

Whom to see for more information
Mr Todd Comrie: HOD Senior Schooling

Information was correct as at 01/06/16. Delivery and completion of the course is subject to continued availability of resources (including staffing) and the school's RTO status being maintained.
INFORMATION & COMMUNICATION TECHNOLOGY

FACULTY: INFORMATION TECHNOLOGY
HEAD OF DEPARTMENT: STEVE MOULDS

Description

Information and Communication Technology is a practical application subject where students are given the opportunity to create authentic digital solutions for business and organisation requirements. Students will not only develop the skill and knowledge required in a variety of software applications but also develop an understanding of the systems design, development and evaluation cycle. This course will include official Microsoft Education courseware and students may be given the opportunity to sit official Microsoft exams where they could achieve Microsoft Office Specialist accreditation in any of the Microsoft software applications as well as extra QCE points. Microsoft accreditations are recognised qualifications and 75% of employers believe they are a valuable attribute that they value in future employees.

Information and Communication Technology will prepare students for the future digital world of collaboration, design and creation. The skills that will be developed throughout the course will be beneficial in any organisation and business and range from multimedia application to number management and processing applications. The topics that are covered are: Digital Still Imaging, Managing Data, Website Development, Document production, Digital video and Programming.

Related Careers

Tertiary study in Information Technology, Information Systems, Programming—TAFE, University Preparation for employment in the Information Technology related fields and general office and organisation careers
Students gain valuable general knowledge and practical skills, which may be applicable to private use of information technology

Recommendations

It is an advantage, though not necessary, for students studying Information and Communication Technology to have completed information technology subjects in the junior and middle phases. Students are strongly encouraged to participate in the laptop program.

Whom to see for More Information
Mr Steve Moulds (HOD-Business Education and Information Technology)
INFORMATION TECHNOLOGY SYSTEMS

FACULTY: INFORMATION TECHNOLOGY
HEAD OF DEPARTMENT: STEVE MOULDS

Description
Information Technology Systems (ITN) is a practical discipline which prepares students to respond to emerging technologies, in particular, information and media technology trends. Students develop the knowledge of, and skills in, the systems supporting IT. Systems range from those supporting the development of information, such as documents or websites, to those supporting technology, such as computers or networks. Subject matter in Information Technology Systems is organised in five interwoven elements:

• Theory and techniques
• Problem-solving process
• Project management
• Client relationships
• Social and ethical issues.

Information Technology Systems prepares students to cope with, and harness to their advantage, the changes and significant opportunities associated with IT. This subject may lead to employment in such areas as IT support, graphic and multimedia manipulation, or tertiary study in the fields of multimedia design, games design, website design and animation.

The subject matter includes the design, development and evaluation of;

• Animation
• Graphic Design
• Game Design
• Video production

Griffith Information Technology Program
Students may also be given the opportunity to undertake the “Griffith University Info Tech High Schools Pathway Program”, which allows the student automatic entry into a Griffith University Information Technology degree, with credit for 2 units and also attracts points toward the Queensland Certification of Education, upon successful completion.

Related Careers
Tertiary study in Information Technology, Information Systems and Programming.
Preparation for employment in Information Technology and related fields.
Students gain valuable general knowledge and practical skills, which may be applicable to private use of information technology.

Recommendations
It is an advantage, though not necessary, for students studying Information Technology Systems to have completed information technology subjects in the junior and middle phases.
Students are strongly encouraged to participate in the laptop program.

Whom to see for More Information
Mr Steve Moulds (HOD-Business Education and Information Technology)
Biology

Faculty: Science
Head of Department: Craig Airton

Description

Biological Science is concerned with the study of the phenomenon of life in all its manifestations. Students will be involved in studies of the origin, development, functioning and evolution of living systems and the consequences of intervention in those systems.

Biological Science provides students with an insight into the scientific manner of investigating problems pertaining to the living world and the processes of sciences, which lead to the discovery of new knowledge. Students will gain a deeper understanding and an enhanced aesthetic appreciation of the living world.

Students will undertake study in the following areas:

- Ecology
- Physiology of Animals and Plants
- Genetics
- Evolution
- Microbiology
- Nutrition

The program shares a degree of commonality with Senior Physics and Chemistry in terms of the Criteria assessed (see below).

Assessment Method

Student’s performance will be assessed in 3 areas:

- Understanding Biology
- Investigating Biology
- Evaluating Biological Issues

Using a range of techniques that might include:

- Writing tasks—Short answer and extended (essays, reports, research folios)
- Exams
- Extended Experimental Investigations

Recommendations

Student should have successfully completed a Science unit in Semester 2, Year 10.

Costs

Excursions are a fundamental part of this course, as such it is recommended that FOUR school days be allocated for excursions and costs will occur with such activities.

Whom to see for More Information

Craig Airton (HOD—Science)
CHEMISTRY

FACULTY: SCIENCE
HEAD OF DEPARTMENT: CRAIG AIRTON

Description
The Senior Chemistry Course will provide a foundation for students who will proceed to tertiary courses in natural sciences, engineering sciences, health sciences and medical sciences as well as assisting students in understanding and interpreting much of their everyday surroundings. This course will also provide a good foundation to students who are considering careers in other chemistry-related fields, such as hairdressing, patent law and mining. The knowledge gained about handling chemicals safely and skills gained using laboratory equipment during this course would also assist students who are seeking employment in local chemical manufacturing industries and laboratories.

Chemistry is the study of the properties of matter and the changes which matter undergoes. Chemical applications are found in many scientific disciplines. These include agricultural sciences, engineering, pharmacy, medicine, space science, oceanography, environmental science, geology, biological science, and physics. Chemistry is intimately involved in extractive, refining and manufacturing industries that not only provide our food, clothing and many of the articles we use daily but are a significant part of the local economy. Students will have the opportunity to investigate the applications of Chemistry in the local community.

Assessment Criteria
- Student’s performance will be assessed in 3 areas:
- Knowledge and Understanding (recall and interpret concepts, theories and principles; Describe and explain processes and phenomena; Link and apply algorithms concepts and theories)
- Investigative Processes (conduct and appraise chemical research tasks; Operate chemical equipment and technology safely; Use primary and secondary data)
- Evaluating and Concluding (Determine, analyse and evaluate chemical interrelationships; Predict chemical outcomes and justify conclusions or recommendations; Communicate chemical information in a variety of ways)

Assessment Techniques
- Supervised Assessments (exams or response to stimulus tasks)
- Extended Experimental Investigations (in-depth research tasks)
- Extended Response Tasks (Reports, Assignments, Articles or Orals)
  - that require considerable individual research)

Recommendations
Student should have successfully completed a Science unit in Semester 2, Year 10.

Costs
Field trips to local industries will enable students to observe the application of elements of this course, transport costs (bus) will be an additional expense.

Whom to see for More Information
Craig Airton (HOD—Science)
**ENGINEERING TECHNOLOGY**

**Faculty:** SCIENCE  
**Head of Department:** CRAIG AIRTON

**Description**

Engineering Technology is a course of study, which provides an opportunity for students to gain an understanding of the underlying concepts and principles of engineering in its broadest sense. It is concerned with those concepts related to the study of materials, engineering mechanics and its applications, control systems, industry and society. The course draws upon the fundamental principles of science and technology, encouraging a positive interest on the translation into practice.

This course provides for a wide range of student interests through real-life problem-solving activities and an understanding of the physical world around us.

**Assessment**

- Student's performance will be assessed in 3 areas:
  - Knowledge and Understanding
  - Reasoning
  - Communication
  - Using a range of techniques that might include:
  - Writing tasks – Short answer and extended (essays, reports, research folios)

**Exams**

Projects (research assignments, modelling, simulations)

**Recommendations**

Student should have successfully completed a Science unit in Semester 2, Year 10.

**Costs**

Field trips to local industries will enable students to observe the large-scale application of elements of this course, transport costs (bus) will be an additional expense.

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**Whom to see for More Information**

Craig Airton (HOD—Science)
PHYSICS

FACULTY: SCIENCE
HEAD OF DEPARTMENT: CRAIG AIRTON

Description
Two major reasons exist for the study of Physics in Senior levels: First, it is an attempt to understand the Universe. Second, the application of this understanding through developments in technology. Real life contexts and events are used to develop rational and creative thinking in the understanding and investigation of physical aspects of the world.

Core areas of study include forces, energy and motion in the following contexts:

- Moving around
- Light and sight
- Music and sound
- Electromagnetism
- Infinity and beyond (space)
- Relativity

Assessment
Student’s performance will be assessed in 3 areas:

- Knowledge and Conceptual Understanding
- Investigative Processes
- Evaluating and Concluding
- Using a range of techniques that might include:
  - Short Experimental Investigations (2 lessons)
  - Extended Experimental Investigations (6–8 weeks)
- Written Tasks
- Extended Response Tasks

Recommendations
Student should have successfully completed a Science unit in Semester 2, Year 10 as well as successfully completing Maths Extension Semester 2 Year 10.

Whom to see for More Information
Craig Airton (HOD—Science)
EARTH SCIENCE

FACULTY:  SCIENCE
HEAD OF DEPARTMENT:  CRAIG AIRTON

Description
The study of Earth Science at a senior level enables students to participate in knowledge of our planet and its dynamic systems. Earth is a unique planet and its natural environments represent our greatest asset. The study of Earth Science fosters an understanding of planet Earth, its systems, and its geological processes. It also has a strong environmental focus which will enrich student’s lives by enabling them to understand, interpret, and appreciate the geological environment in which they live.

Earth Science for Year 11 and 12 covers
- Introduction to Earth Science
- Our Earth and its Systems
- Hazardous Earth Processes and Materials
- Earth Resources and Human Impact on the Environment
- Our Earth in Space and Time

These units should provide students with opportunities to develop knowledge and conceptual understanding about the field of Earth Science and apply this knowledge and concepts in new situations. Students will "Work Scientifically" across a range of simple-to-complex situations which will include the key competencies of collecting, analysing and organising information and solving problems.

Practical work and field studies form an integral part of this subject and they provide students with unique opportunities and a variety of learning experiences in Earth Science. Some field work will be conducted locally and some in other places of geological interest to allow students to develop their data collection skills.

Assessment:

Assess
Assessment tasks include:
- Tasks related to short laboratory-based or field-based investigations
- Tasks related to extended laboratory-based and/or field based investigations
- Tasks related to extended investigations other than those based in the laboratory or field
- Written tests

Recommendations
Student should have successfully completed a Science unit in Semester 2, Year 10.

Costs
Excursions are a fundamental part of this course, as such it is recommended that FOUR school days be allocated for excursions and costs will occur with such activities across the two years.

Whom to see for More Information
Craig Airton (HOD—Science)
**MARINE SCIENCE**

**Faculty:** Science  
**Head of Department:** Craig Airton

**Description**
Marine Science is the more academic strand of the marine education units and involves student interaction with the marine environment, and the development of appropriate skills necessary for the safe acquisition of knowledge about the sea. It draws upon the skills, procedures and knowledge of people involved in the scientific, environmental, commercial and recreational aspects of the maritime industry.

The **aim** of Marine Science is to provide for the development of knowledge, processes, skills and attitudes that will enable students to see the importance of actively protecting marine environments.

The subject **does not** require any prior knowledge and is suitable for students considering a future in the marine and boating industries. It is a pathway to tertiary marine studies, environmental sciences, aquaculture, tourism, resource management and marine biology. The subject is suited to both female and male students as they are both able to enjoy a variety of educational experiences.

**Topics**
There are four strands in the Marine Science course:

<table>
<thead>
<tr>
<th>Marine Biology</th>
<th>Exploring marine organisms, ecosystems and the relationships between these;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oceanography</td>
<td>Geological features of the earth’s oceans and coastlines, and their relationship to global climate conditions;</td>
</tr>
<tr>
<td>Conservation and Sustainability</td>
<td>Investigating human impacts on the marine environment, and finding practical solutions for future of these environments;</td>
</tr>
<tr>
<td>Marine Research Skills</td>
<td>Maritime safety, boating, snorkelling, field techniques, navigation and communication skills;</td>
</tr>
</tbody>
</table>

**Assessment**
Assessment will involve written exams, field trips, dissections, laboratory investigations, research assignments, extended writing tasks, integrated skills tasks such as boating, snorkelling and radio communications.

**Costs**
Costs include certification and field trip expenses of approximately $500–$550 in the **two-year** period.

**Recommendation**
Students would need to have a Sound Achievement ('C' standard) in English, Maths or Science units to best prepare for this subject.

**Whom to see for More Information**
Craig Airton (HOD—Humanities)
AQUATIC PRACTICES

FACULTY: SCIENCE  
HEAD OF DEPARTMENT: CRAIG AIRTON

Description
A program of study derived from the Aquatic Practices study area specification aims to assist students to develop:

- Understanding of how Australians interact with their coastal waters, freshwater rivers, lakes and wetlands;
- Explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings;
- Appreciate the role coastal and inland waters play in tourism, recreation, transport and food production;
- An understanding of career pathways, jobs and other opportunities available in the aquatic and other related fields;
- Knowledge of safety and management procedures in aquatic environments;
- Ability to work effectively as an individual and part of a team, build relationships with peers, colleagues and other networks, communicate appropriately with others, organise and complete work on time;

Course Structure

<table>
<thead>
<tr>
<th>Strand</th>
<th>Core Topics</th>
<th>Elective Topics may include</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental</td>
<td>Environmental Conditions</td>
<td>Citizen Science</td>
</tr>
<tr>
<td></td>
<td>Ecosystems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conservation and sustainability</td>
<td></td>
</tr>
<tr>
<td>Recreational</td>
<td>Entering the aquatic environment</td>
<td>Aquatic Activities</td>
</tr>
<tr>
<td>Commercial</td>
<td>Employment</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Aquatic, aquaponics and aquariums</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boat building and marine engineering</td>
</tr>
<tr>
<td>Cultural</td>
<td>Cultural Understandings</td>
<td>Historical Understandings</td>
</tr>
<tr>
<td>Safety and Management Practices</td>
<td>Legislation, rules, regulations for aquatic environments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Equipment maintenance and operations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First aid and safety</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management practices</td>
<td></td>
</tr>
</tbody>
</table>

Assessment
Student competencies will be determined by a combination of:

- Observational checklists for practical based activities
- Assignments, Projects and Field Reports
- Response to stimulus materials—excursions, case studies, guest speakers
- Written Tests/Responses
- Multimodal presentations
- Work Related Practices—planning and organising work-related tasks, working with others and communicating ideas and information.

Costs
There will be costs associated with marine excursions, use of hired equipment (boats, radios, diving gear etc). Students who aim to gain licences and certificates will be required to pay for the testing officers. Any student wishing to keep fishing rods and other projects will need to pay for the material costs. Over the two year course students could be expected to pay between $200–$250.

Whom to see for More Information
Craig Airton (HOD—Humanities)
PHYSICAL EDUCATION - KEY LEARNING AREA

PHYSICAL EDUCATION

FACULTY: HEALTH AND PHYSICAL EDUCATION
HEAD OF DEPARTMENT: LEON STERNBERG

Description
Physical Education involves the study *in, about and through* physical activity. It focuses on the psychological, biomechanical, physiological and sociological factors that influence physical performance and social attitudes towards physical activity.

Subject matter
The 2-year course is drawn from:
1. Four PHYSICAL ACTIVITIES, each activity to run for approximately 9 weeks e.g. Tennis, Volleyball, Touch, Surf Sports.
2. Three CONTENT AREAS, which are studied in conjunction with the physical activities: Learning Physical Skills; Process and Effects of Training and Exercise; Equity and Access to exercise, sport and physical activity in Australian society.

Its objective is to develop the students’ ability to acquire, apply and evaluate in, about and through physical activity. To ensure a balance between these factors, 50% of the timetabled course is devoted to performance in physical tasks.

Assessment Methods
Assessment techniques in Physical Education are based on three criteria – acquiring, applying and evaluating. They include a range of options such as written and/or spoken tasks (research assignments or reports, journals, essays under exam conditions, multimodal presentations) and physical tasks (performance of skills and tactics in isolated skill tasks, modified tasks and game play).

Recommendations
It is strongly recommended that students wishing to select Senior Physical Education have attained at least a B level of achievement in the Physical Education Preparation subject in year 10, as well as at least a B level of achievement in English to cope with the demands of Physical Education.

Related careers
The successful study of Senior Physical Education could lead to a career in areas such as:
- Health and Physical Education teacher
- Physiotherapy / Occupational therapy
- Sports administrator / Sports Management
- Dietician / Nutritionist
- Personal trainer / Sports coach/trainer
- Leisure management

Whom to see for more Information
Leon Sternberg (HOD—Health & Physical Education)
Description

Recreation focuses on the role it has in the life of individuals and communities. The course provides opportunities for students to learn in, about and through recreation activities. Students studying this course will also have the opportunity to gain certificates across a number of endeavours including lifesaving, sports coaching and first aid.

Units of work are based on recreation pursuits and include the following areas:

- Core Topic 1 – Recreation, you and the community;
- Core Topic 2 – Physical activity and healthy living;
- Core Topic 3 – Health and safety in recreation; and
- Core Topic 4 – Personal and interpersonal skills in recreation.

A minimum of 50% of the timetabled school time will be devoted to active participation in these recreation pursuits.

Assessment methods

Students’ level of achievement will be based on:

- Practical performance and participation
- Completion of written/oral tasks

Related Careers

The successful study of Recreation could lead to a career in areas such as:

- Activities Officer
- Recreation Officer
- Gym/Fitness leader
- Personal trainer
- Sports coach/trainer
- Leisure centre management

Costs

There will be some costs associated with excursions, camps, certificates and the use of facilities outside the school.

Whom to see for more information

Leon Sternberg (HOD—Health and Physical Education)
HEALTH EDUCATION

FACULTY: HEALTH AND PHYSICAL EDUCATION
HEAD OF DEPARTMENT: LEON STERNBERG

Description
The study of Health Education provides an excellent foundation for future careers in health areas such as health promotion, public health administration, nursing, medicine, nutrition and dietetics, occupational health and safety, environmental health and allied health professions.

Health Education helps students solve problems and make decisions about changes needed for their own health and for the health of the community. Through the study of Health Education, students develop a belief that, through their own personal actions, they can achieve better health for themselves or for others.

- Units studied include:
  - Personal Health
  - Peer Health
  - Family Health
  - Community Health
  - Environmental Health
  - Health of specific populations

These units provide students with opportunities to explore health issues that develop the knowledge and skills necessary to become active in improving health for themselves and others. Health issues are studied using an inquiry approach that involves defining and exploring the issues. Students investigate planning for socially just maintenance or change and reflecting on the issues.

The course involves students accessing health information and resources in their local area, and involving themselves in real life circumstances such as case studies, excursions to suitable venues, guest speakers, collection and interpretation of newspaper and magazine articles, and various forms of research including the use of computers.

Assessment
- Tasks include:
  - Research assignments
  - Written tests
  - Presentation Tasks
  - Essays

Recommendations
It is strongly recommended that students have attained at least a B standard in English in year 10 to cope with the demands of Health Education.

Costs
Field trips to local industries and sites will enable students to observe and explore the application of elements of this course. Transport costs (bus) will be an additional expense.

Whom to see for More Information
Leon Sternberg (HOD—Health & Physical Education)
CERTIFICATE III IN FITNESS

FACULTY: HEALTH AND PHYSICAL EDUCATION

HEAD OF DEPARTMENT: LEON STERNBERG

Description
This program involves students learning about, and then delivering, fitness programs and services within the school community. This includes personal training principles, strength and conditioning for athletes and teams, group fitness sessions (adults and students), and primary school fitness.

Subject matter:
Modules in the program include the above subject matter, as well as first aid and CPR certificates. This is undertaken in three 70 minute lessons during the school week, or two 70 minute lessons plus additional time outside of the school. These outside of school commitments will be detailed to the parent/caregiver in advance.

Assessment methods:
Bookwork and folio work, practical demonstrations of learning and teaching of core skills.

Recommendations:
An interest and passion for fitness and health; an ability to pay course fees (nearly $300 in 2016); organise a membership to Powerhouse Fitness Centre to practice skills learnt in the course (not compulsory, but highly recommended).

Related careers:
- Group exercise instructor
- Gym / Exercise Instructor
- University study in fitness
- Certificate IV Fitness

Our school is partnering with Binnacle Training to develop this course.

Whom to see for more information

Robert Paul (Course organiser)
Leon Sternberg (HOD – Health and Physical Education)
**Description**

Senior Geography assists students to better explore, understand and evaluate the social and environmental dimensions of the world. Studies in Geography inform us about our local area and the world around us. It helps us to understand differences in the quality of life among people of the world and the impact of human activities on earth’s environments.

Geography enables students to think critically about how the quality of human life might improve, effective use of resources and ways in which environments might be protected. In this subject, students develop many valuable skills in decision-making and inquiry and undertake such activities as fieldwork, computing, working with maps, statistics, photographs and satellite images and presenting reports.

**Semester 1: Managing the Natural Environment**
- Responding to Natural Disasters.
- Managing Catchments (Murray Darling Basin, Boyne River Catchment)

**Semester 2: Social Environments**
- Sustaining urban and rural environments
- Connecting People and Places

**Semester 3: Resources and Environment**
- Sustaining Biodiversity
- Managing Coastal Resources (Great Barrier Reef)

**Semester 4: People and Development**
- Contrasting development
- Exploring the Geography of Disease

**Assessment**

At the end of each Semester students will have completed a minimum of three assessment pieces from the following:
- Objective/Short answer tests
- Field Report/ Non written presentation
- Practical exercises
- Response to Stimulus
- Essay Exams

Excursions are a fundamental part of this course; as such it is recommended that at least FOUR school days be allocated for excursions and costs will occur with such activities. Excursions include Boyne Valley, Gladstone and The Great Barrier Reef.

**Costs**

Field trip expenses of approximately $500–$550.

**Recommendations**

A Sound Achievement (‘C’ standard) in History and English is recommended for Senior Geography.

**Whom to see for More Information**

Ed Harding (HOD—Humanities)
LEGAL

Description

Legal Studies is an academic subject that aims to give students an understanding of current legal and social issues, the operation of our legal system and the impact of legislation and legal decisions on Australian society. Through involvement in the Legal Studies curriculum, Year 11 and 12 students will be better able to recognise common legal situations that arise in their everyday lives and the rights and responsibilities of themselves and other community members. An outcome of this course is that students will be able to examine and justify their own opinions and attitudes to legal and social issues, preparing them to participate in society as active and informed citizens.

Individually and in groups, students will attempt to identify, examine, analyse and resolve problems associated with legal issues encountered in society. They will be involved in the communication of ideas, information, opinions, arguments and conclusions, in diverse formats and for a variety of audiences. Through inquiry, Legal Studies will enhance student’s ability to engage in research, extended writing and critical thinking tasks. Students will participate in mock trials, debates and visit courts.

Students will gain an understanding of the four core areas of study:

- The Legal System
- Criminal Law
- Human Rights
- Civil Obligations

They will also have the opportunity to participate in three of the following electives:

- Tort Law
- Housing and the Law
- Family and the Law
- Sport and the Law
- Indigenous Australian and the Law
- Employment and the Law
- Technology and the Law
- Environment and the Law
- International Law

Assessment

Assessment will be drawn from:

- Examinations
  - Short response test (50 – 250 words / 1 – 2 hours)
  - Extended response test (400 – 800 words / 1.5 – 2 hours)

- Extended Response
  - Extended research response (800 – 1500 words)
  - Extended response to stimulus (600 – 1200 words)
  - Spoken / Multimodal (3 – 7 minutes)

Recommendation

It is recommended that students undertaking Legal Studies should have received a Sound Achievement (‘C’ standard) in Year 10 History and/or English. Students wishing to pursue studies in law or business at a tertiary level are recommended to study Legal Studies.

Whom to see for More Information

Ed Harding (HOD—Humanities)
MODERN HISTORY

FACULTY: HUMANITIES
HEAD OF DEPARTMENT: Ed Harding

Description
Modern History is an academic subject that offers students the opportunity to increase their understanding of the contemporary world by placing into perspective its historical origins. It is a study of change, and of continuity in human affairs. Modern History will enhance student’s ability to engage in research, extended writing and critical thinking tasks.

Semester 1: History of Ideas and Beliefs
- What is History?
- Totalitarian nationalism in Nazi Germany

Semester 2: Studies of Change
- Australian Foreign Policy since World War Two
- Australia’s Relationship with Asia
- Western imperialism in Asia
- Japan

Semester 3: Studies of Power
- Traditional culture and society in Asian nations
- Eurocentric views of Asia
- China
- Vietnam

Semester 4: Studies of Hope
Topics may include:
- European expansion in the 19th century
- British rule in India
- Evaluation of the nature of race and racism
- Historical study of race relations in a selected nation. Students select either Australia, the United States Of America or South Africa as a case study for independent investigation.

Assessment
Assessment in History is designed to enable students to demonstrate a broad range of abilities, all of which have valuable applications to the adult world. By the end of each year students will have completed a minimum of:
- One extended response to evidence exam (essay test)
- One short answer/response to stimulus test
- One written research assignment
- One multimodal presentation

Recommendation
At least a Sound Achievement (‘C’ standard) in Year 10 History and English is recommended

Whom to see for More Information
Kirsten Kane (HOD—Humanities)
HOME ECONOMICS

FACULTY: TECHNOLOGY
HEAD OF DEPARTMENT: GARY HILL

Description

Home Economics offers a course of study where critical thinking and action skills will be developed, empowering students to become informed members of society. The course recognises the importance of an inquiry process in planning and manipulation of resources for practical tasks. The course is constructed around three areas of study:

- Food Studies—health of individuals and society, contemporary issues in food and nutrition
- Living Environment—individuals and families in their living environment
- Textiles Studies—consumer textiles and design for fashion

Assessment

A variety of assessment instruments will be used, including research essays; knowledge and application exams; process thinking and problem solving skills through practical application and journals.

Related Careers

The successful study of Home Economics could lead to a career in areas such as:

- Health Professions
- Dietician/Nutritionist
- Hotel/Motel Manager
- Marketing Officer
- Consumer Adviser
- Fashion Designer
- Home Economics teacher
- Child Care

Costs

Materials (fabric and food items) for practical tasks are required. Excursions to industry are a possibility to enable students to observe and explore the application of elements of the course and may incur additional costs.

Recommendations

All students are eligible to choose Home Economics, however those students who have completed and achieved at least a Sound Achievement (‘C’ standard) in either or both of the stage three units HLE and HHS will take priority when selecting classes.

Whom to see for More Information

Gary Hill (HOD—Technology)
Home Economics Staff
HOSPITALITY PRACTICES

Faculty: Technology
Head of Department: Gary Hill

Description
Hospitality Practices includes a range of practical topics and provides students with an understanding of the role of the hospitality industry as well as the structure, scope and operation of related activities. Students will develop a range of interpersonal skills with applications in their personal and working lives, as well as specific knowledge and skills related to employment within the industry. The growth in the hospitality industry has created an expanding area for employment with future career paths and a wide range of options from apprenticeships, traineeships through to running their own business enterprise or developing valuable life skills. Function work both within and outside the school environs are structured to provide real life experiences in hospitality.

Course organisation:
The two year course integrates study area core topics with selected elective areas: for example:

Semester one: Introduction to Hospitality – Casual Dining
Semester two: Hospitality Trends – Kitchen and Dining Styles
Semester three: International Cuisine
Semester four: Celebrations

Assessment
Assessment is across three dimensions:
- Knowing and understanding
- Examining and Applying
- Planning and Evaluating.

Students will be awarded levels of achievement from A to E standards.

Methods of assessment:
- A combination of practical skills and written tasks
- Group and cooperative teamwork

Work Experience
Students are encouraged to participate in work experience and traineeships offered off campus.

Related Careers
The successful study of Hospitality could lead to a career in areas such as:
- Chef or part of the kitchen brigade
- Restaurant manager or Hotel operator
- Front of house roles progressing through from reception to manager/owner.

Costs
There may be costs per student for training providers for some aspects of the course. There is an expectation for students to provide ingredients for weekly practical activities. Excursions may include industry visits to enable students to observe and explore various aspects of the hospitality industry and will incur additional costs.

Recommendations
It is recommended that students selecting Hospitality as a senior subject will have completed and achieved at least a Sound Achievement ('C' standard) in the stage three unit HHS.

Whom to see for More Information
Gary Hill (HOD—Technology); Home Economics staff
EARLY CHILDHOOD STUDIES

FACTORY: TECHNOLOGY
HEAD OF DEPARTMENT: GARY HILL

Description
The course of study provides opportunities for students to learn about and interact with children aged from birth to eight years; this allows students to appreciate that children are unique individuals. Students interact with early childhood educators, through excursions and visits to quality early childhood education and care settings, supporting them to develop self-confidence, independence, a responsible attitude towards children and readiness for the workplace. Through these interactions, students understand the scope of early childhood learning as well develop awareness of the important role early childhood educators have in promoting child development.

Course organisation:
Early Childhood Studies 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.

The course consists of two study area core topics: Fundamentals of early childhood and Practices in early childhood learning. The core study areas are integrated into elective units of work, which include; play and creativity, literacy and numeracy, being in a safe place, health and physical wellbeing and indoor and outdoor learning environments.

Assessment
Assessment is across three dimensions of Knowing and Understanding, Analysing and Applying and Planning and Evaluating. Students will be awarded levels of achievement from A to E standards.

Methods of assessment:
• Practical demonstrations of skills
• Written tasks could include short responses , reports, record books and response to stimulus

Work Experience
Students are encouraged to participate in work experience and traineeships offered off campus.

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

Costs
There may be costs per student for training providers for some aspects of the course. There is an expectation for students to provide materials for some practical activities. Excursions may include industry visits to enable students to observe and explore various aspects of the childcare industry and will incur additional costs.

Whom to see for More Information
Gary Hill (HOD—Technology); Home Economics staff
GRAPHICS

Description
Graphics is a two year structured course that develops the design and graphical communication of students regardless of their educational or vocational aspirations. While promoting effective communication in graphical forms overall, this course of study develops students’ specific abilities to acquire and apply knowledge and understanding, application and synthesis skills through the design and drawing process.

This course will be conducted using Computer Aided Drawing as well as sketching and will involve students learning foundation drawing skills and applying these skills to both Industrial Design and Architectural Design.

Assessment
A variety of assessment techniques will be used to measure student achievement. They will be carefully structured to expose students to situations where their responses are measurable in terms of those objectives.

Methods of assessment may include:
- Written tests
- Visual tests
- Oral
- Formal tests
- Assignments

Related Careers
The successful study of Senior Graphics could lead to a career in areas such as:
- Draughtsman
- Architect
- Surveyor
- Cartographer
- Graphic designer
- Engineering
- Teacher
- Building inspector

Costs
It is advisable for all students to participate in the school laptop program so we can load the CAD program on to their school computer. An excursion to a local drawing office is a possibility and this will incur only the cost of a bus.

Recommendation
It is recommended that students selecting Senior Graphics would have gained at least a Sound Achievement (‘C’ standard) in both CDA and CDB in YR 9/10.

Whom to see for More Information
Gary Hill (HOD—Technology)
ENGINEERING SKILLS

FACULTY: TECHNOLOGY
HEAD OF DEPARTMENT: GARY HILL

Description
This study area specification (SAS) develops life skills that directly apply to a technical or industrial field and that help students adjust to the changing demands of society.

This course offers:
• Introduction to the engineering industry
• Safety in the engineering workplace
• Drawing interpretation and setting out
• Selection and application of hand and power tools
• Selection and application of static machinery
• Selection and application of welding/cutting processes
• Materials selection and application
• Surface preparation and finishing

Assessment Methods
At completion of this course, students will be awarded an exit level of achievement from Very High Achievement (VHA) to Very Low Achievement (VLA). There are three criteria from which a student’s exit level of achievement is derived: Knowledge and Understanding, Applied Processes and Practical skills.

During the course a variety of assessment techniques will be used comprising: Objective and Short-answer tests, Written responses, Oral presentations, Practical work and Teacher observation of student skills.

Work Placement
While it is not compulsory, it is recommended that students studying Engineering Studies undertake Work Placement in their school holidays. This is advantageous to the student and we suggest that students experience at least three different types of work experience for the duration of this course. Students must have their “Industry White Card” to undertake work experience.

Related Careers
The successful study of Engineering could lead to a career in areas such as:
• Fitter and Turner
• Motor Trades
• Lathe Machinist
• Electrician
• Plumbing
• Boiler Maker

Costs
In order to meet Occupational Health and Safety requirements all students MUST supply their own safety boots, long trousers, long sleeved shirt and clear safety glasses.

Recommendation
It is recommended, but not compulsory, that students selecting Engineering as a senior subject have successfully completed the Yr 10 Semester 2 unit: Trade Metal (TME).

Whom to see for More Information
Gary Hill (HOD—Technology)
FURNISHING SKILLS

FACTORY: TECHNOLOGY
HEAD OF DEPARTMENT: GARY HILL

Description
This study area specification (SAS) develops life skills that directly apply to a technical or industrial field and that help students adjust to the changing demands of society.

This course offers:
• Introduction to the Furnishing Industry
• Safety in the Furnishing Workplace
• Drawing interpretation and setting out
• Selection and application of hand and power tools
• Selection and application of static machinery
• Materials selection, construction and assembly of a product
• Surface preparation and finishing

Assessment Methods
At completion of this course, students will be awarded an exit level of achievement from Very High Achievement (VHA) to Very Low Achievement (VLA). There are three criteria from which a student’s exit level of achievement is derived: Knowledge and Understanding, Applied Processes, Practical skills

During the course a variety of assessment techniques will be used comprising: Objective and Short-answer tests, Written responses, Oral presentations, Practical work and Teacher observation of student skills and Work Placement

While it is not compulsory, it is recommended that students studying Furnishing Studies undertake Work Placement in their school holidays. This is advantageous to the student and we suggest that students experience at least three different types work experience for the duration of this course. Students must have their “Industry White Card” to undertake work experience.

Related Careers
The successful study of Furnishing could lead to a career in areas such as:
• Cabinet-maker
• Shop fitter
• Antique restoration
• Furniture designer
• Wood machinist
• Carpenter

Costs
In order to meet Occupational Health and Safety requirements all students MUST supply their own clear safety glasses. Students must meet costs associated with the cost of materials required to complete a major project in Year 12 as part of their assessment.

Recommendations
It is recommended, but not compulsory, that students selecting Furnishing as a senior subject have successfully completed the Yr 10 Semester 2 unit: Trade Wood (TWO).

Whom to see for More Information
Gary Hill (HOD—Technology)
Description
This study area specification (SAS) develops life skills that directly apply to a technical or industrial field and that help students adjust to the changing demands of society.

This course offers:
• Introduction to the construction industry
• Safety in a construction worksite
• Drawing interpretation and setting out
• Selection and application of hand and power tools
• Completing tasks such as concreting, brick laying, paving, landscaping, wall frame construction
• Selection and application of cutting processes
• Materials selection and application
• Surface preparation and finishing

Assessment Methods
At completion of this course, students will be awarded an exit level of achievement from Very High Achievement (VHA) to Very Low Achievement (VLA). There are three criteria from which a student’s exit level of achievement is derived: Knowledge and Understanding, Applied Processes and Practical skills

During the course a variety of assessment techniques will be used comprising: Objective and Short-answer tests, Written responses, Oral presentations, Practical work and Teacher observation of student skills.

Work Placement
While it is not compulsory, it is recommended that students studying Building and Construction Skills undertake Work Placement in their school holidays. This is advantageous to the student and we suggest that students experience at least three different types of work experience for the duration of this course. Students must have their "Industry White Card" to undertake work experience.

Related Careers
The successful study of Engineering could lead to a career in areas such as:
• Building
• Carpentry
• Plumbing
• Landscaping
• Electrician
• Bricklaying
• Concreting

Costs
In order to meet Occupational Health and Safety requirements all students MUST supply their own hat and clear safety glasses.

Recommendation
It is recommended, but not compulsory, that students selecting Building Construction as a senior subject have successfully completed the Yr 10 Semester 2 unit: Trade Metal (TME) or Trade Wood (TWO).

Whom to see for More Information
Gary Hill (HOD—Technology)
EBITS offers students the opportunity to gain authentic workplace experience in a professional business environment while completing qualifications and practical structured work experience in business, tourism or health support services.

Located onsite at Boyne Shire Limited (BSL) the EBITS Program provides an alternative education pathway for Year 10, 11 and 12 students in the Gladstone region who want to gain experience in an authentic business environment. The EBITS office space is located amongst BSL professional suites, allowing access to BSL staff and BSL work experience opportunities and project support. EQIP students are provided opportunities for involvement in authentic workplace learning, active involvement in the community, and practical hands-on training aligned to the chosen career pathway.

Choose your career pathway

**BUSINESS**

Gain practical office administration skills while training in a professional authentic business environment. Students have opportunities to complete an enterprise project aligned to the business career pathway.

- Year 10 Certificate I in Business
- Year 11 Certificate II in Business (new students)
- Year 12 Certificate III / Diploma / Bachelor of Business (continuing or new students)

**TOURISM**

Develop skills and knowledge to begin a career in the tourism and travel industry. Students are equipped with relevant knowledge and skills and authentic workplace learning opportunities with tourism providers in the local community.

- Year 10 Certificate I in Business
- Year 11 Certificate III in Business
- Year 12 Certificate II in Tourism

**HEALTH**

This pathway reflects the role of workers who provide support for the effective functioning of health services. At this level students complete entry level tasks and procedures under supervision to work with others and communicate effectively in a health services environment.

- Year 10 Certificate I in Business
- Year 11 Certificate III in Business
- Year 12 Certificate II in Health Support Services

Develop valuable employability skills

Students are provided opportunities to draw the links between the following competency areas and the practical experience gained through the program.

- Communication
- Planning and organising
- Initiative
- Teamwork
- Adaptability
- Problem Solving
- Safety Awareness
- Resilience
- Innovation
- Leadership
- Cultural Awareness
- Information Technology

**Location**

EBITS Centre at Boyne Shire

**Duration**

Year 10: 1 day per fortnight in Semester 1
Year 11/12: 1 day per week all year

**2016 Enrolment**

Applications for Year 10 Semester 2 in 2016 are now open and will close on 3 June 2015

**2017 Enrolment**

Applications for the 2017 intake open on 13 July 2016 and will close on 9 September 2016

EQIP Gladstone Incorporated
PO BOX 260, Gladstone Q. 4680
www.eqipgladstone.com.au
p: (07) 4976 6124
e: admin@eqip.com.au
<table>
<thead>
<tr>
<th>YEAR 10 BSB31015: Certificate I in Business</th>
<th>SIT20112: Certificate II in Tourism</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit #</strong></td>
<td><strong>Course competency</strong></td>
</tr>
<tr>
<td>BSBITU11</td>
<td>Operate a personal computer</td>
</tr>
<tr>
<td>BSBITU12</td>
<td>Operate small ICT equipment</td>
</tr>
<tr>
<td>BSBITU22</td>
<td>Produce simple word processed documents</td>
</tr>
<tr>
<td>BSBITU23</td>
<td>Create and use e-assessments</td>
</tr>
<tr>
<td>BSBISUS22</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>BSBWHS22</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>The RTO is the Tannum Sands State High School (RTO 32029)</td>
<td>The RTO is the Centre for Tourism Industry Training (RTO 5507)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 12 BSB30115: Certificate III in Business</th>
<th>HLT21212: Certificate II Health Support Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit #</strong></td>
<td><strong>Course competency</strong></td>
</tr>
<tr>
<td>The RTO provider is Jim Crowe Training (RTO 3173)</td>
<td>The RTO provider is Jim Crowe Training (RTO 3173)</td>
</tr>
</tbody>
</table>

Upon successful completion of all units of competency in the course, students will be issued with a Certificate. Should a student not complete the entire course then a Statement of Attainment will be given for the units successfully completed.

**Recognition of Prior Learning (RPL):**
A student’s prior units of competency that were successfully completed in the Certificate I and/or Certificate II are taken into account. Successfully completed units of competency may be recognised using the national standards for Mutual Recognition or through Recognition of Prior Learning (RPL). Documentary evidence will be required.

**Application and Selection Process:**
EQIP undertake a rigorous and consistent recruitment and selection process to ensure that our students are the best fit for the program. When submitting the ‘Expression of Interest’ form, please attach a current student resume, teacher references and the latest report cards. While it is recommended that students have a pass in Maths and English, other factors are taken into account such as behaviour and previous work experience. Offers will be made in Term 4 of the current school year for the next year intake. Expression of Interest forms are available by visiting the EQIP website or contacting our office.

**Costs:**
Program student levies are reviewed on an annual basis to ensure that the fees are reasonable and can recover a portion of the costs that are incurred through delivery of EQIP Programs on campus or off-site at our specialised learning facilities. Refer to the EQIP website for the EQIP Fees and Payment Policy for course fees and enrolment conditions.

**Program Curriculum and VET Qualifications:**
Vocational Education and Training in Schools (VETIS) focuses on delivering qualifications to provide students with the skills and knowledge required for specific industries. From 1 July 2014, the VET Investment Budget provides funding for ONE (1) qualification (fee-free) in a skills shortage area for students enrolled in schools. VETIS is funded by the VET Investment Budget and enrolment to complete a VETIS qualification is fee-free for students. If the qualification is NOT listed on the Queensland Training Subsidies list students are required to pay full fees (fee-for-service). EQIP reserves the right to change program certificates and pathways to ensure alignment to available Vocational Education Training in Schools (VETIS) funded options and local business and industry employment needs.

<table>
<thead>
<tr>
<th>National Recognition Qualification</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP eligible</td>
<td>YES</td>
</tr>
<tr>
<td>VET qualifications</td>
<td>YES</td>
</tr>
<tr>
<td>QCE eligible</td>
<td>YES</td>
</tr>
<tr>
<td>Tertiary ranking</td>
<td>YES</td>
</tr>
</tbody>
</table>
EPMA enables students to develop valuable skills and qualifications that are marketable in the local community and to gain experience in authentic workplace learning environments. EPMA maximises the potential of securing a career in the chemical, hydrocarbons or refining sectors.

Our students are highly sought after in the region for the technical and non-technical skill development that is gained from participating in an EQIP Program. With our practical hands-on approach, EPMA students will attain certificate qualifications that have been designed to suit local industry needs and have the opportunity to engage with local industry partners to apply the learning in the field.

Build your career

Employment options in the chemical, hydrocarbons or refining fields may include roles as a process plant operator, chemical plant operator, trainee process technician or process technician in a production or manufacturing enterprise.

Pathway to operations or manufacturing

YEAR ONE (open to Year 11 and Year 12 students)
The Certificate II in Process Plant Operations meets local industry needs and is an entry level qualification delivered onsite at CQU.

- Students may learn weighing, measuring and mixing solids or liquids; maintaining and/or sterilising machinery; measuring physical or chemical properties; performing basic tests on products and production data recording skills.
- Students get hands-on, practical training from our industry partners at Queensland Alumina Ltd.
- Learn from industry qualified instructors who have practical experience in the field.

YEAR TWO (open to Year 12 students only who have completed Year One of the program)

Students participate in a structured work placement program with Gladstone Ports Corporation where they gain experience and skills across 3 sites within GPC. Students also participate in intensive Career Development Program training.

Develop valuable employability skills

EPMA students are equipped with valuable employability skills through our career preparation and guidance workshops. These are available to all students and include career mapping, resume writing, interview preparation, and business etiquette.

Career Development

Students are provided opportunities to develop and test skills in the following competency areas:

- Communication
- Planning and organising
- Initiative
- Teamwork
- Adaptability
- Problem Solving
- Safety Awareness
- Resilience
- Innovation
- Leadership
- Cultural Awareness
- Information Technology

Location

GCU City Campus and local industry partners

Duration

1 or 2 year program, 1 day per week on a Wednesday

2017 Enrolment

Applications for the 2017 intake open on 13 July 2016 and will close on 9 September 2016
EQIP Engineering Skills Centre (EESC)

EESC enables students to develop valuable skills and qualifications that are marketable in the local community and to gain experience in an authentic workplace learning environment. EESC maximises the potential of securing a career in the engineering and manufacturing trades.

Located on-site at NRG Gladstone Power Station, the award-winning EESC program offers a unique industrial ‘real work’ environment for Year 11 and 12 students who want to pursue a career in the engineering and manufacturing trades. EESC boasts a well-equipped workshop that provides a learning environment closely mirroring industry expectations, ethics and safety standards. Students remain enrolled at their base school and attend 1½ days at EESC, 1 day structured work placement, and 2½ days at their regular school to complete academic studies.

Build your career
Students develop their trade skills on industrial machinery, work towards completion of certificate competencies and gain work-ready skills that are highly sought after by employers. In 2014, 95% of graduating students gained an apprenticeship in the local community.

Pathway to engineering and manufacturing

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Studies</td>
<td>Certificate II in Engineering</td>
</tr>
<tr>
<td>Certificate I in Engineering</td>
<td></td>
</tr>
</tbody>
</table>

These qualifications are designed to provide an industry-recognised skills profile related to production work in the engineering and manufacturing trades. Assessment techniques include practical tasks (projects), objective and short answer tests, and safe working practices observed.

Develop valuable employability skills
EESC students are equipped with valuable employability skills through our career preparation and guidance workshops. These are available to all students and include career mapping, resume writing, interview preparation, and business etiquette.

Career Development

<table>
<thead>
<tr>
<th>My Career PASSPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Planning and organising</td>
</tr>
<tr>
<td>Initiative</td>
</tr>
<tr>
<td>Teamwork</td>
</tr>
<tr>
<td>Adaptability</td>
</tr>
<tr>
<td>Problem Solving</td>
</tr>
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</tr>
<tr>
<td>Leadership</td>
</tr>
<tr>
<td>Cultural Awareness</td>
</tr>
<tr>
<td>Information Technology</td>
</tr>
</tbody>
</table>

Nationally Recognised Qualification: YES
VET eligible: NO
QCE eligible: YES

2017 Enrolment
Applications open on 13 July 2016 and will close on 9 September 2016

Location
NRG Gladstone Power Station
MEM20105: Certificate I and II in Engineering

Students will receive a Statement of Attainment or a Certificate showing their level of competency.

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Course competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core units:</td>
<td></td>
</tr>
<tr>
<td>MEM13014A</td>
<td>Apply principles of O/HLS in a work environment</td>
</tr>
<tr>
<td>MEM14004A</td>
<td>Plan to undertake a routine task</td>
</tr>
<tr>
<td>MEM15037A</td>
<td>Work with others in a manufacturing, engineering or related environment</td>
</tr>
<tr>
<td>MEM15022A</td>
<td>Apply quality systems</td>
</tr>
<tr>
<td>MEM15024A</td>
<td>Apply quality procedures</td>
</tr>
<tr>
<td>Elective units:</td>
<td></td>
</tr>
<tr>
<td>MEM12024A</td>
<td>Perform computations</td>
</tr>
<tr>
<td>MEM0753B</td>
<td>Use workshop machines for basic operations</td>
</tr>
<tr>
<td>MEM03001B</td>
<td>Perform manual production assembly</td>
</tr>
<tr>
<td>MEM05003B</td>
<td>Perform routine manual metal welding</td>
</tr>
<tr>
<td>MEM05004C</td>
<td>Perform routine oxy acetylene welding</td>
</tr>
<tr>
<td>MEM05006B</td>
<td>Perform manual heating and thermal cutting</td>
</tr>
<tr>
<td>MEM05007C</td>
<td>Perform manual heating and thermal cutting</td>
</tr>
<tr>
<td>MEM05012C</td>
<td>Perform routine manual metal welding</td>
</tr>
<tr>
<td>MEM16006A</td>
<td>Interact with computer technology</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools/hand held operations</td>
</tr>
<tr>
<td>MEM05050B</td>
<td>Perform routine gas metal arc welding</td>
</tr>
<tr>
<td>MEM12023A</td>
<td>Perform engineering measurements</td>
</tr>
</tbody>
</table>

Automotive Studies (Authority Registered Subject)

- Industry Orientation
- Servicing
- Maintenance and repair
- Detailing

Recognition of Prior Learning (RPL):
A student’s prior units of competency that were successfully completed in the Certificate I are taken into account. Successfully completed units of competency may be recognised using the national standard for Mutual Recognition or through Recognition of Prior Learning (RPL). Documentary evidence will be requested.

Application and Selection Process

EQIP undertake a rigorous and consistent recruitment and selection process to ensure that our students are the best fit for the program. When submitting the Expression of Interest form, please attach a current student resume, teacher references and the latest report card. While it is recommended that students have a pass in Year 10 Maths and English, other factors are taken into account such as behaviour and effort. Offers will be made in Term 4 of the current school year for the next year intake. Expression of interest forms are available by visiting the EQIP website or contacting our office.

Costs

Student levies are reviewed on an annual basis to ensure that the fees are reasonable and can recover a portion of the costs that are incurred through delivery of EQIP Programs on campus or off-site at our specialised learning facilities. Refer to the EQIP website for the EQIP Fees and Payment Policy for course fees and enrolment conditions.

Program Curriculum and VET Qualifications

Vocational Education and Training in Schools (VETIS) focuses on delivering qualifications to provide students with the skills and knowledge required for specific industries. From 1 July 2014, the VET investment budget provides funding for ONE (1) qualification (fee-free) in a skills shortage area for students enrolled in subfields. If the qualification is NOT listed on the Queensland Training Subsidies list students are required to pay full fees (fee-for-service). EQIP reserves the right to charge program certificates and pathways to ensure alignment to available Vocational Education Training in Schools (VETIS) funded options and local business and industry employment needs.
ETCGR enables students to begin a career while maintaining their academic studies through the provision of an innovative educational and training program that maximises the potential of obtaining a school-based apprenticeship or traineeship.

ETCGR Year 11 and Year 12 students are enrolled at Gladstone State High School (GSHS) and are provided the opportunity to attend the purpose built college, which is detached from the main GSHS campus. Students are given access to GSHS student support services and can participate in some GSHS sporting and cultural activities, where work allows, and they are also included for invitations to the Senior Formal. Students are on a two-week rotation roster with two-weeks at ETCGR and two-weeks at a local employer.

ETCGR students are equipped with valuable employability skills through our career preparation and guidance workshops. These are available to all year levels and include career mapping, resume writing, interview preparation, and business etiquette.

**Choose your career pathway**

- **Pathway to Business**
  - Gain practical office administration skills and enhance your experience in a business environment – develop skills in customer service, working and communicating effectively, business technology, and health and safety.

- **Pathway to Hospitality**
  - Develop skills and knowledge in a range of activities and functions that are required to work in hospitality in areas such as restaurants, hotels, motels, catering operations, cafes, clubs, and coffee shops.

- **Pathway to Automotive/ Mechanical**
  - Increase skills and knowledge to perform a range of servicing operations on vehicles within an automotive service or repair business, to enhance opportunities for securing an apprenticeship in the automotive trades.

- **Pathway to Resources & Infrastructure**
  - Gain valuable skills for entry into the resources and infrastructure industry. Learn about health and safety, risk management, planning and preparing to undertake a task, hand and power tool operations, and measurements and calculations.

- **Pathway to Construction**
  - Develop skills suited to a range of construction occupations, such as joinery, shop fitting, carpentry and bricklaying. Learn about the industry, its culture, and workplace expectations.

All ETCGR students complete the following curriculum:
- Certificate I and II in Information, Digital Media and Technology
- Certificate II in Active Volunteering
- Maths A
- English Communication
- Life Skills
- Career Development Program

Two-week work placement rotations aligned to the chosen career pathway enhances the potential for a student to secure a school-based apprenticeship or traineeship and future employment opportunities.

- Nationally recognised Qualification: YES
- Remain OP-eligible: NO
- VET qualifications: YES
- GCE eligible: YES

EQIP Gladstone Incorporated
PO BOX 200, Gladstone Q. 4680
www.eqipna.com.au
p: (07) 4986 6624
e: admin@eqipgladstone.com.au