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The final two years of Secondary Schooling (Years 11 & 12) are vitally important in determining a young person’s future.

The selection of Senior Subjects and how well a student achieves can directly affect possible pathways which students can follow after finishing school.

Mossman State High School and the Far North Queensland Region is committed to ensuring that all students graduate as confident, healthy young Australians and achieve:

- an OP or enter university OR;
- a clear VET pathway or employment OR;
- alternative pathways for some students with special needs.

Mossman State High School is also committed to ensuring that all students graduating from our school are awarded a Queensland Certificate of Education (QCE).

Our school has a proven track record of catering for the interests and aspirations of our students and consistently achieving excellent academic outcomes.

Mossman State High School offers a wide range of subjects to cater for the diverse needs of our students and for the possible pathways such as tertiary study, VET training or paid employment they may follow after Year 12.

When selecting subjects, students need to take into account:

- future goals and career pathways
- past results, successes and interests

while remaining realistic about success.

Students also need to be aware that Year 11 and 12 may present a challenge due to a combination of:

- increased academic workload
- leadership roles within the school
- possible part time employment
- increase social and sporting activities

As stated previously, the selection of appropriate subjects is an essential first step. It is important that students

- review all relevant information including SET Plan
- consult with others and seek their opinions
- weigh up all options

before making an informed choice.

With careful subject selection and appropriate application to study during Year 11 and 12, our current Year 10’s can look forward to successfully graduating on completion of Year 12 in 2017.

The information in this booklet will be a starting point in this journey.
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<td>• Pre-Vocational Mathematics (PVM)</td>
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<td>SCIENCE</td>
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<td>• Chemistry (CHM)</td>
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<td>• Physics (PHY)</td>
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<td>• Tourism (TRM)</td>
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<td></td>
<td>• Legal Studies (LEG)</td>
<td>• Agricultural Practices (AGU)</td>
<td>Only available to students who select Tourism as an Authority Registered Subject</td>
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<td>• Study of Society (SOS)</td>
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<tr>
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<td>• Recreation (RST)</td>
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<td></td>
<td>• Recreation (RST)</td>
<td></td>
<td>• Certificate III in Sport &amp; Recreation (VSP)</td>
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<tr>
<td>THE ARTS</td>
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<td>• Creative Arts - Dance Studies (DST)</td>
<td></td>
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<td></td>
<td>• Drama (DRA)</td>
<td>• Photo Imaging Studies (PGT)</td>
<td>• Certificate II in Visual Arts (VVA)</td>
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<td></td>
<td>• Film, Television &amp; New Media (FTM)</td>
<td></td>
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<td></td>
<td>• Visual Art (ART)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td>• Business Communication and Technologies (BCT)</td>
<td>• Industrial Technology Studies (ITU)</td>
<td>• Certificate II in Business (VBN)</td>
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<tr>
<td></td>
<td>• Graphics (GPH)</td>
<td></td>
<td>• Certificate II in Information, Digital Media &amp; Technology (VDM)</td>
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<td></td>
<td>• Technology Studies (TST)</td>
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<td></td>
<td>• Hospitality Studies (HOS)</td>
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<td>• Certificate II in Hospitality (VHS)</td>
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<td></td>
<td>• Certificate II in Workplace Practices (VWP)</td>
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<tr>
<td>LANGUAGES</td>
<td>• Japanese</td>
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</table>
SUBJECT SELECTION PROCESS

The subjects offered in Year 11 and the subject lines will be determined by the subject preferences submitted by students.

The process used to determine subjects offered and subject lines is:

- students submit subject preferences
- subjects that only a small number of students wish to study will not be offered. Students who expressed a preference for one of these subjects would be asked to reselect.
- subjects are then grouped into timetable lines (groups of subjects which are timetabled at the same time). The grouping of subjects is determined by student preferences.
- students who have two or more of their subject preferences on the same timetable line will be asked to reselect.

The availability of specialist rooms eg computer rooms, kitchen, senior workshops may also determine whether a subject can be offered by the school.

If a subject is not offered by the school or clashes with another subject on the timetable lines, it may be possible for the student to study the subject by enrolling in Distance Education.

SUBJECT CLASSES AND TIMETABLE BLOCKS WILL BE CREATED BASED ON EACH STUDENT’S SUBJECT PREFERENCES.

IT IS IMPORTANT TO CHOOSE SUBJECTS CAREFULLY.

SUBJECT INFORMATION

1. Students must select six subjects.

2. Students must study one ENGLISH subject (eg either English or English Communication).

3. Students must study at least one MATHEMATICS subject (eg Pre-vocational Mathematics, Mathematics A or B).

4. Students studying Mathematics C must also study Mathematics B.

5. Students who select Tourism will automatically be enrolled in the Certificate II in Tourism subject which will form part of the course.

6. Other Subject Offerings – students may elect to study subjects NOT offered by the school that are offered by Schools of Distance Education. Students considering studying these subjects would need to be highly motivated with the ability to work independently. See Mr Guthrie for more information.

7. QCE – To be eligible for a Queensland Certificate of Education, a student must complete a minimum of 20 credit points. At least 12 credits must come from completed Core courses. (Refer to information in the Information booklet). A sound achievement (SA) in one semester of an English subject is required to satisfy the QCE Literacy requirement. A sound achievement (SA) in one semester of a Mathematics subject is required to satisfy the QCE Numeracy requirement.

8. OP - To be eligible for an Overall Position (OP) and hence Tertiary Entrance, a student must complete a minimum of 20 semester units of Authority subjects (i.e. study 5 Authority subjects) with at least three Authority subjects being studied for a full four semesters. Students should also consult the QTAC guide for potential pre-requisite subjects.
CHANGING SUBJECTS

When a subject is chosen, the student has contracted for a full semester's study in that subject. Students may change subjects at the end of each semester.

Mid Semester subject changes will only be considered following Term I of Year 11 if results indicate that an inappropriate subject choice has been made.

Students wishing to change subjects should contact Mr Guthrie or the Guidance Officer. Parental permission will be required.

SUBJECT LEVIES

Mossman State High School is committed to providing quality curriculum programs for all students. To support the programs the P&C Association and school staff set subject levies each year to ensure adequate resources are available. These levies are set as part of the consultative budget process.

The levies provide resources for students which enable them to achieve quality outcomes in the subjects that they choose to study.

As a guide, the subject levies in 2015 were:

<table>
<thead>
<tr>
<th>YEAR 11 BASE RESOURCE SCHEME</th>
<th>$230.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELECTIVE PRACTICAL SUBJECT SCHEME</td>
<td></td>
</tr>
<tr>
<td>CERTIFICATE III IN FITNESS</td>
<td>$240.00</td>
</tr>
<tr>
<td>CERTIFICATE III IN SPORT &amp; RECREATION</td>
<td>$240.00</td>
</tr>
<tr>
<td>RECREATION</td>
<td>$40.00</td>
</tr>
<tr>
<td>HOSPITALITY STUDIES</td>
<td>$140.00</td>
</tr>
<tr>
<td>INDUSTRIAL TECHNOLOGY STUDIES</td>
<td>$100.00</td>
</tr>
<tr>
<td>PHOTO-IMAGING (DIGITAL)</td>
<td>$55.00</td>
</tr>
<tr>
<td>TECHNOLOGY STUDIES</td>
<td>$100.00</td>
</tr>
<tr>
<td>FILM, TELEVISION &amp; MEDIA</td>
<td>$75.00</td>
</tr>
<tr>
<td>ART</td>
<td>$80.00</td>
</tr>
<tr>
<td>VISUAL ART</td>
<td>$80.00</td>
</tr>
<tr>
<td>AGRICULTURAL STUDIES</td>
<td>$50.00</td>
</tr>
<tr>
<td>CERTIFICATE II IN VISUAL ARTS</td>
<td>$80.00</td>
</tr>
</tbody>
</table>

If you have any questions regarding subject levies, please contact the school.

ATTENDANCE REQUIREMENTS

From 2006, the Youth Participation in Education and Training Act 2003 has made it compulsory for young people to remain at school until they finish Year 10 or turn 16, whichever comes first.

Young people who have finished Year 10 or turned 16 will then be required to participate in education and training for:

- A further two years, OR
- Until they have gained a Senior Certificate/Q.C.E., OR
- Until they have gained a Certificate III vocational qualification, OR
- Until they have turned 17.

UNLESS THEY ARE IN FULL-TIME WORK.
VOCATIONAL EDUCATION & TRAINING (VET) – General Information

VET subjects are offered through a Registered Training Organisation (RTO). The VET courses offered at our school are provided either by Mossman State High School as RTO; or by external providers. You will find the specific information about providers in the course/subject description.

Our National Registration Number is 31760.

VET Courses offered by the school are –

<table>
<thead>
<tr>
<th>VET COURSES</th>
<th>QCE CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Certificate II in Business (RTO-Mossman State High School)</td>
<td>4</td>
</tr>
<tr>
<td>♦ Certificate II in Information, Digital Media &amp; Technology (RTO-Mossman State High School)</td>
<td>4</td>
</tr>
<tr>
<td>♦ Certificate II in Visual Arts (RTO-Mossman State High School)</td>
<td>4</td>
</tr>
<tr>
<td>♦ Certificate II in Workplace Practices (RTO-Mossman State High School)</td>
<td>4</td>
</tr>
<tr>
<td>♦ Certificate II in Tourism (RTO – Career Training Institute of Australia)</td>
<td>4</td>
</tr>
<tr>
<td>♦ Certificate II in Hospitality (RTO – Careers Training Centre) VETiS funding available</td>
<td>4</td>
</tr>
<tr>
<td>♦ Certificate III in Fitness (RTO-Binnacle Training)</td>
<td>8</td>
</tr>
<tr>
<td>♦ Certificate III in Sport &amp; Recreation (RTO-Binnacle Training)</td>
<td>8</td>
</tr>
</tbody>
</table>

NOTE: VETiS funding covers the cost of training in a VETiS approved course. This funding may only be accessed ONCE by students, either at school or externally.

The VET offered at this school gives students the opportunity to gain nationally recognised qualifications. The skills and knowledge gained in these qualifications link directly to employment pathways.

VET assessment is ongoing and takes many forms including observation checklists, written responses, role plays, journals etc. Assessors are looking for evidence that demonstrates that a student is competent. Students have the opportunity to show competence in each unit more than once.

Recognition of Prior Learning (RPL) is available to students who believe that they have acquired the knowledge and skills for certain units. Evidence is required to support student claims and the evidence is mapped to ensure that it matches the current units of study. To access RPL, students must obtain the RPL request form from the VET coordinator and produce evidence as requested.

SERVICE AGREEMENT: The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.
AIMS
➢ To develop students’ abilities to compose and comprehend spoken and written English fluently, appropriately and effectively, for a wide range of personal, social and academic purposes.

COURSE CONTENT
▪ Students in English will be actively engaged in a range of literary and non-literary texts including novels, poetry, drama and media.
▪ Curriculum is derived and moderated according to the QCAA (Queensland Curriculum and Assessment Authority).

ASSESSMENT
➢ Assessment consists of a combination of assignments and exams. Some of the assessment tasks include personal/imaginative writing, written and spoken responses to poetry, prose, drama and media, group speaking and artistic speaking.

LEVIES
➢ The levy for English is included in the Base Resource Scheme Levy.

ENGLISH COMMUNICATION (ENC)  

AIMS
The study area specification in English Communication aims to develop in students:
➢ a sense of individual and cultural identity;
➢ self-confidence as speaker/signer, writer and reader;
➢ a respect for other people and an appreciation of Australia’s cultural heritages;
➢ an appreciation of language as used in literature, drama, film and television productions;
➢ a desire to communicate appropriately and effectively using non-discriminatory language;
➢ a desire to plan and work as a member of a group and to accept responsibility for standards; and
➢ a desire to engage in life-long learning.

COURSE CONTENT
English Communication is designed to assist students in Years 11 and 12 to improve their potential for effective participation in fundamental life roles; that is, those related to work, to personal community life and to leisure and recreation.
Students will develop abilities to compose and comprehend English language texts which:
▪ are directly related to workplace competencies e.g. business letters, directories, manuals, schedules and compendiums;
▪ provide information and opinion on matters of current community and national interest e.g. newspapers, magazines, documentaries, nonfictional prose; and
▪ provide enjoyment e.g. film, television, radio, drama, prose fiction and biographies, magazines, song lyrics and poems.

ASSESSMENT
➢ In English Communication between 50 percent and 70 percent of the tasks contributing to summative assessment are to be predominantly spoken/signed and/or practical; and 30 percent to 50 percent predominantly written.
➢ WRITTEN
   Short answer questions, personal records/logs, work related documents, responses to stimuli - maximum 400 words.
➢ NON-WRITTEN
   These include all non-written techniques stipulated in the study area core communication module. They may also include:
   Presentation and demonstrations, role plays, interviews, discussions, use of communication technology, giving/receiving and acting upon instructions, pictorial or graphical illustration, combinations of the above.
➢ WORK EXPERIENCE
   It is recommended that all students enrolled in English Communication undertake work experience as part the program.

LEVIES
The levy for English Communication is included in the Base Resource Scheme Levy.
MATHEMATICS A (MAA)  

AIMS
To provide students with knowledge and skills which will equip them to deal with most situations involving mathematical application in a wide range of occupations.

COURSE CONTENT
- Students will study topics including
  - Managing Money
  - Linking 2 and 3 dimensions
  - Exploring & Understanding
  - Operational Research – Network and Queuing
  - Elements of Applied Geometry
  - Data Collection & Presentation
  - Maps and Compasses

ASSESSMENT
→ Student achievement will be judged on three criteria –
  - Knowledge & Procedures
  - Modelling & Problem solving
  - Communication & Justification
→ Assessment techniques will include –
  - Extended modelling & problem solving tasks
  - Reports
  - Supervised tests

PREREQUISITES
- Students should have attained at least a Sound Achievement in Year 10 Mathematics.

LEVIES
- The levy for Mathematics A is included in the Base Resource Scheme Levy.
- A scientific calculator is required and may be purchased from the school office for $22.00 (inc GST).

MATHEMATICS B (MAB)  

AIMS
➢ To develop students’ mathematical knowledge skills, understanding and use of data and information to model.
➢ To provide access to a wide range of career opportunities requiring an appropriate level of mathematical competence such as: health, environmental science, economics and management.

COURSE CONTENT
- Students will study the topics below in both life related and purely mathematical contexts
  - Introduction to Functions
  - Rates of change
  - Periodic Functions and Application
  - Exponential and Logarithmic Functions and Applications
  - Introduction to Integration
  - Applied Statistical Analysis
  - Optimisation

ASSESSMENT
→ Student achievement will be judged on three criteria –
  - Knowledge & Procedures
  - Modelling & Problem solving
  - Communication & Justification
→ Assessment techniques will include –
  - Extended modelling & problem solving tasks
  - Reports
  - Supervised tests

PREREQUISITES
- Students should have attained at least a High Achievement in Year 10 Mathematics.

LEVIES
- The levy for Mathematics B is included in the Base Resource Scheme Levy.
- A scientific calculator is required and may be purchased from the school office for $22.00 (inc GST).
AIMS
- To encourage students to model mathematically, to work systematically and logically, to conjecture and reflect and to communicate with and about mathematics.
- To raise students’ level of competence and confidence in using mathematics, through aspects such as analysis, proof and justification, rigour, mathematical modelling and problem solving.
- To develop students’ higher order thinking and technological skills.
- To provide students’ with access to a range of career opportunities requiring and/or benefiting from an advanced level of mathematical expertise such as: Health and Life Sciences, Biotechnology, Environmental Science, Economics and Business, while remaining crucial in such fields as the Physical Science, Engineering, Computer Science and the Information Technology areas.

COURSE CONTENT
- Students will study the topics below in both life related and purely mathematical contexts.
  » Real and Complex Number Systems
  » Matrices and Applications
  » Introduction to Groups
  » Dynamics

ASSESSMENT
- Student achievement will be judged on three criteria –
  - Knowledge & Procedures
  - Modelling & Problem solving
  - Communication & Justification
- Assessment techniques will include –
  - Extended modelling & problem solving tasks
  - Reports
  - Supervised

PREREQUISITES
- Students should have attained at least a High Achievement in Year 10 Mathematics.
- Students must also enrol in Mathematics B.

LEVIES
- The levy for Mathematics C is included in the Base Resource Scheme Levy.
- A scientific calculator is required and may be purchased from the school office for $22.00 (inc GST).

PRE-VOCATIONAL MATHEMATICS (PVM)

AIMS
- Students will gain the confidence to use mathematics to meet the general demands of life at home, in paid work and for participation in community and civic life.
- Improve students’ preparedness for entry to work, apprenticeships, traineeships or further study.
- Develop skills such as general numeracy, estimating, measuring, locating, organisation, communicating, problem solving, informed decision making and the ability to work both individually and as part of a team.
- Develop students’ ability to use a range of relevant technologies.

COURSE CONTENT
- Students will study the mathematical topics of: Number, Data, Location & Time, Measurement and Finance. The work will be delivered in contexts that relate to the world of work.
- Contexts may include the following trades and industries:
  ● Automotive
  ● Carpentry
  ● Electrical
  ● Plumbing
  ● Travel
  ● Hospitality
  ● Retail

ASSESSMENT
- Student achievement will be judged on three criteria:
  - Knowing
  - Applying
  - Explaining
- Assessment techniques will include:
  - written tests
  - participation in practical activities
  - model constructions
  - assignments/projects
  - course books
  - oral presentations / poster

LEVIES
- The levy for Pre-Vocational Mathematics is included in the Base Resource Scheme Levy.
- Excursions are part of the course and will often lead into assessment for the particular unit. Costs for the excursions will vary.
- A scientific calculator is required and may be purchased from the school office for $22.00 (inc GST).
BIOLOGY (BSC)  

AIMS  
Biology provides learning experiences which will further develop in students:  
- a knowledge and understanding of the living world  
- the capacity to identify, gather, manipulate and process information in the context of biological endeavours (including field investigation)  
- an appreciation of all organisms, with a sense of responsibility for stewardship of the environment an ability to apply biological understanding, skills and reasoning.

COURSE CONTENTS  
Six contextual units are covered  
- The Cell  
- Structure & Function  
- Carrying On! (genetics)  
- Keeping the Balance  
- Regulation & Response  
- Change (evolution)

ASSESSMENT  
→ field work (mandated)  
→ extended response tasks  
→ written tasks  
→ extended experimental investigations

PREREQUISITES  
학생 should have attained at least a Sound Achievement in Year 10 Science.

LEVIES  
- Enrolment in this course is conditional upon payment of a levy during Term 1 to help offset cost of materials.  
- Students will be required to participate in a number of field trips as part of the course requirements. As a guide, in 2015, this totalled $174.00 in Year 12.

CHEMISTRY (CHM)  

AIMS  
Chemistry provides learning experiences which will further develop in students:  
- a knowledge and understanding of chemical concepts  
- the capacity to identify, gather, manipulate and process information in the context of chemistry  
- an ability to evaluate and draw conclusions as they relate to the nature and properties of natural and synthetic materials.

Note – Chemistry is required for many tertiary courses.

COURSE CONTENT  
The course involves theory and practical work based around a variety of key concepts and set in contexts. The two themes of atomic structure and chemical reactions are revisited frequently through the contexts of:  
- where do elements come from?  
- consumer chemistry  
- wine analysis  
- crystals  
- corrosion at a cost  
- forensic chemistry  
- flavours and odours  
- electrochemistry  
- industrial chemistry  
- the air we breathe  
- energy supply  
- food production  
- corrosion at a cost  
- energy supply  
- food production

The course involves theory and practical work

ASSESSMENT  
→ Supervised assessment including examinations  
→ Extended Response Tasks – including written & oral presentations  
Extended Experimental Investigations

PREREQUISITES  
Students should have attained at least a Sound Achievement in Year 10 Science.

LEVIES  
- Enrolment in this course is conditional upon payment of a levy during Term 1 to help offset cost of materials.  
A field trip to Shannonvale Winery is organised – as a guide this costs approximately $15 for the bus.
PHYSICS (PHY)

AIMS
Physics provides learning experiences which will further develop in students:
- a knowledge and understanding of physics concepts
- the capacity to identify, gather, manipulate and process information in the context of physics
- an ability to evaluate and draw conclusions as they relate to physical phenomena.

Note - Physics is recommended or required for some tertiary courses such as Engineering.

COURSE CONTENT
The course involves theory and practical work based around a variety of key concepts and set in contexts. The three themes of
- forces
- energy (including electricity and nuclear physics)
- motion
will be revisited frequently.

ASSESSMENT
→ Supervised assessment including examinations
→ Extended Response Tasks – including written & oral presentations
→ Extended Experimental Investigations

PREREQUISITES
✓ Students should have attained at least a Sound Achievement in Year 10 Science.

LEVIES
• Enrolment in this course is conditional upon payment of a levy during Term 1 to help offset cost of materials.

GEOGRAPHY (GEG)

AIMS
Students will:
- gain a greater appreciation and understanding of the environment and the ways humans interact with it;
- develop practical skills in gathering, analysing and presenting information;
- develop analytical, written, spoken and communication skills to a high level; and
- develop the ability to investigate and participate effectively in the community.

COURSE CONTENT
Themes include:
- Managing the natural environment
  - Responding to natural hazards
  - Managing catchments
- Social environments
  - Sustaining communities
  - Connecting people and places
- People and development
  - Feeding the World’s people
  - Geography of disease
- Resources and environment
  - Sustaining biodiversity
  - Living with climate change

Class activities may include case studies, role-plays, debates and discussions, visits and investigations within the community, interviews and surveys, statistics and data analysis, specialist speakers and computer interaction learning activities using GIS (Geographic Information Systems) and multi-media presentations.

ASSESSMENT
Short response tests, practical exercises, stimulus response essays, reports and non-written presentations.

PREREQUISITES
✓ A minimum of a sound level of achievement in Year 10 Study of Society and the Environment (S.O.S.E.) is desirable.

LEVIES
• The levy for Geography is included in the Base Resource Scheme Levy.
• Fieldwork excursions are compulsory and mandated by Queensland Studies Authority (QSA) requirements. Costs will be incurred with these.
LEGAL STUDIES (LEG)  

AIMS
Students will:-
- develop a broad understanding of the law and legal system;
- contribute as informed citizens to critical discussion about the law and legal systems of our society; and
- develop written, spoken, analytical and research skills to a high level.

Note - Legal Studies is not a prerequisite for entry to tertiary law courses.

COURSE CONTENT
• Units for study include

  Foundation Studies
  1. The Legal System
  2. Crime and Society

  Living with the Law Studies
  5. The Family
  6. Renting and Buying a Dwelling
  7. Jobs and the Law
  8. Consumers and the Law

  Integrating Studies
  13. Research Studies

Class activities will include case studies, mock trials, role-plays, debates and discussions, visits and investigations within the community, interviews and surveys, statistics and data analysis, specialist speakers and computer interaction learning activities.

ASSESSMENT
→ research and project reports, oral presentations, debates, hypothetical case studies, short answer questions and essays

PREREQUISITES
✓ A minimum of a sound level of achievement in Year 10 English and Study of Society and the Environment (S.O.S.E.) is desirable.

LEVIES
• The levy for Legal Studies is included in the Base Resource Scheme Levy.
• Excursion costs are incurred if part of the mandated curriculum, payable at the time of the excursion.

STUDY OF SOCIETY (SOS)  

AIMS
Students will:
- develop a broad understanding of the social, cultural, political and economic forces that shape the individual and society;
- acquire the ability to contribute in a critical and informed manner to discussion concerning issues within society; and
- develop the written, spoken, analytical and research skills necessary to go on and study or work in fields demanding a high level of investigative and expressive skills.

COURSE CONTENT
Units of study include:
1. What shapes the individual? (social influence, eg media, culture, peers, formal education)
2. How do people view social behaviour? (Cultural difference and perceptions)
3. Who gets what and why? (Distribution of wealth within society and explanations for inequality)
4. Who is in control? (Political and legal issues within society, Globalisation)

Issues relevant to socialisation and human development
Cross cultural studies

Class activities will include case studies, debates, visits and investigations within the community, specialist speakers, interviews and surveys, role plays and discussion.

ASSESSMENT
→ research reports, spoken presentations, short answer and essay examinations

PREREQUISITES
✓ A minimum of a sound level of achievement in Year 10 Study of Society and the Environment (S.O.S.E.) is desirable.

LEVIES
• The levy for Study of Society is included in the Base Resource Scheme Levy.
• Excursion costs are incurred if part of the mandated curriculum, payable at the time of the excursion.
AIMS
Students will:
- Gain a greater appreciation and understanding of the tourism industry, in a variety of different roles and locations.
- Develop skills that apply to a range of tourism contexts.
- Gain an understanding of the cultural and ecological issues with tourism.
- Develop skills to be able to assess case studies and provide alternatives to improve tourism within that community or business.

COURSE CONTENT
Themes include:
- The nature of tourism
  - What is tourism, who are tourists and what is it to be a sustainable tourism location.
- Tourism information
  - Analysis of tourism data, what are the statistics for tourism across the world, Australia, the local community.
  - How to market tourism, how do potential tourists decide on a location?
- Tourism as a Business
  - Structure and ownership of businesses.
  - Profit and productivity.
  - Employment in tourism.

ASSESSMENT
- Short response tests, practical exercises, stimulus response essays, reports and non-written presentations.

CERTIFICATE II IN TOURISM
Students completing Tourism will have the opportunity to complete a Certificate II in Tourism through Career Training Institute of Australia (CTIA). This Certificate is fully funded through VETiS (for eligible students) allowing students to complete the course without extra fees. The Certificate II in Tourism takes the form of several days of training before and after a fully funded camp to Tully.

LEVIES
- The levy for Tourism is included in the Base Resource Scheme Levy.
- Excursion costs may be incurred as part of the curriculum, payable at the time of the excursion.

AGRICULTURAL PRACTICES (AGU)
AIMS
Students will:
- Gain theoretical knowledge about plants, their lifecycle, productivity and nutrient requirements for maximum output.
- Develop practical skills to build infrastructure associated with agriculture, including garden beds and hydroponics, as well as developing strategies and implementing them to maintain plant health from seed to harvest, including nutrient and environmental needs.
- Gain theoretical knowledge about agricultural businesses, including the requirements legally, economically and environmentally to run a sustainable and successful business.
- Develop a business strategy and implement those to create an agricultural business in the form of a market garden.

COURSE CONTENT
Themes include:
- Plant Industries
  - Fundamental information for successful industries e.g. location, proximity to markets, environmental considerations etc.
  - Employment opportunities and the qualifications needed.
  - Nutritional and environmental requirements of plants e.g. nutrients, factors effecting growth rate, growing systems, soil type.
  - Maintaining plant health e.g. characteristics of healthy plants, causes of ill health, strategies to prevent, control and treat ill health.
- Infrastructure
  - Water infrastructure e.g. irrigation and hydroponics.
  - Additional infrastructure e.g. trellises, shade houses, climate control etc.
• Production
  o Selection of plants for purpose, location and market
  o Propagation systems e.g. sexual and asexual reproduction, plant breeding technologies, types of planting methods
  o Study of soil composition to promote growth and health of plant

• Agribusiness
  o Identification of plants that can produce specific products
  o Storage, packaging, handling and transportation requirements for market
  o Value-adding processes such as preserving, drying fruit, making sauces and relishes to improve business practices
  o Business strategies e.g. production costs and returns, keeping records, innovations in agriculture

ASSESSMENT
→ Practical exams, short response tests, reports, and non-written presentations.

PREREQUISITES
✓ None

LEVIES
✓ The levy for Agricultural Studies is $50.
✓ Excursions costs may be incurred as part of the curriculum, payable at the time of the excursion.

CERTIFICATE II IN TOURISM

COURSE CODE – SIT20112
DURATION OF THE COURSE – 3 training days and 3 day camp
RTO – Career Training Institute of Australia (CTIA) Provider Number: 6517
ENTRY REQUIREMENTS – There are no entry requirements for this qualification.
QUALIFICATION PACKAGING RULES – Total number of units = eleven (11).
QUALIFICATION DESCRIPTION – This qualification prepares students for various positions including retail travel agencies, tour wholesalers, tour operators, attractions, visitor information centres, cultural and heritage sites and any small tourism business requiring multi-skilled employees.

COURSE CONTENT - The units that will be studied include:
  BSBWHS201 - Contribute to health and safety of self and others
  BSBWOR202 - Organise and complete daily work activities
  BSBCCM201 - Communicate in the workplace
  BSBWOR203 - Work effectively with others
  BSBWOR204 - Use business technology
  BSBINM201 - Process and maintain workplace information
  ICTICT307 - Customise packaged software applications for clients
  BSBITU201 - Produce simple word processed documents
  BSBITU202 - Create and use spreadsheets
  BSBUSUS201 - Participate in environmentally sustainable work practices
  BSBITU303 - Design and produce text documents
  BSBITU302 - Create electronic presentations

LEARNING EXPERIENCES
A range of teaching and learning strategies will be used to deliver the competencies. These include:
• Practical exercises
• Direct observation
• Questions & answers
• Case studies

ASSESSMENT
→ Assessment is competency based and therefore no levels of achievement are awarded.
→ Assessment for this qualification is continuous.

PATHWAYS
After achieving this, students may undertake SIT30112 – Certificate III in Tourism

LEVIES
✓ The levy for Certificate II in Tourism may be covered by VETiS funding if student is eligible.
✓ The levy for self-funded students is to be advised.

ENROLMENT
Students who enrol after the commencement of the course may not achieve the full qualification. In this case, students would receive a Statement of Attainment listing units that have been successfully completed.
AIMS
Students will:
- gain an insight into societies throughout the ancient and medieval world dealing with issues of war, personal conflict, religious beliefs and technological advancement.
- see how many contemporary ideas and practices have evolved over time from ancient origins;
- form opinions on the way in which culture develops and the impact that interaction between civilisations has on the formation of the current world; and
- develop analytical, written, spoken and communication skills to a high level.

COURSE CONTENT
Investigations examine:-
- archaeology, funerary practices, conflict, political structures, technology, innovations and inventions in various ancient societies including:-
  - Egypt
  - Greece
  - Medieval Europe
  - China
  - Rome
  - And other ancient civilisations
- the contributions of particular individuals and groups in these societies; and
- the achievements of these civilisations in philosophy, science and technology, political organisation and warfare.

Class activities could include document studies, role-plays, debates and discussions, visits and investigations within the community, statistics and data analysis, specialist speakers and computer interaction learning activities.

ASSESSMENT
- includes seminars, research assignments, essays, oral presentations and examinations in a variety of formats.

PREREQUISITES
- As there is a high level of reading, comprehension and writing, a minimum of a sound level of achievement in Year 10 Study of Society and the Environment (S.O.S.E.) is recommended.

LEVIES
- The levy for Ancient History is included in the Base Resource Scheme Levy.
- Excursion costs are incurred if part of the mandated curriculum, payable at the time of the excursion.

NOTE – Depending on a minimum requirement of numbers per class, Ancient History students may be offered Modern History as an alternative.

PHYSICAL EDUCATION (PED)
AIMS
Students may be considered physically educated when they are able to
- demonstrate performance in physical activities which reflect an ability to implement tactical principles and skills
- apply and evaluate movement concepts and principles
- critically reflect upon physical activity in social, scientific and cultural contexts
- experience the enjoyment, challenge, self-expression and social interaction that is possible through engagement and informed performance in physical activity.

COURSE CONTENT
- Written, oral and performance learning experiences are integrated throughout the course of study
- The following sports will be studied:
  - Volleyball
  - Tennis OR Badminton
  - Netball OR Touch
  - Golf OR Olympic Weightlifting
- Via these, content such as biomechanics, sports psychology, exercise physiology and sociology are explored.
- Note – Students need to be aware that that sports studied are accompanied with a high degree of complex written work which thoroughly examines the activity.

ASSESSMENT
- Written work is assessed through a variety of reports, written essays and multi-model presentations.
- Performance activities are assessed through individual acquisition of skills, application of these to complex environments and an evaluation of their effectiveness.

PREREQUISITES
- A sound level of achievement in Year 10 English, Physical Education or Dance is recommended.

LEVIES
- The levy for Physical Education is included in the Base Resource Scheme Levy.
- Each year, students may be required to participate in a golf unit. As a guide, in 2015, the cost for several trips to the driving range, the golf course and golf membership was approximately $90.
AIMS
- To provide training and knowledge within a recreation and sport context

COURSE CONTENT
- Course content may include Nutrition, Community Health, Event Organisation, Training Program, Sports Injury Prevention and Management.
- All students will complete the Provide First Aid qualification in Year 12.
- A minimum of four and a maximum of eight physical activities will be explored. These activities may include – volleyball, badminton, weight lifting, touch, netball, athletics, orienteering and practical first aid skills.

ASSESSMENT
- Theory is assessed through written tests and assignments.
- Practical work is assessed via performance against set criteria in each practical area under study.

PREREQUISITES
- Enthusiasm towards participation in all areas of this subject and a willingness to work within group activities.

LEVIES
- Students will have a $40 Subject Levy in Year 12 to cover the cost of the Provide First Aid qualification.
CERTIFICATE III IN FITNESS (CTF)  VOCAATIONAL EDUCATION & TRAINING COURSE

COURSE CODE - Qualification Code: SIS30313 – “Fitness in Schools”
DURATION OF COURSE – 2 years
RTO – Binnacle Training
ENTRY REQUIREMENTS – A minimum of a sound in Year 10 English and Health & Physical Education is recommended.
QUALIFICATION DESCRIPTION
This training program is offered to Year 11 and 12 students wishing to
➢ Seek skills and an entry-level qualification for the fitness and sport industries
➢ Use the qualification as an articulation into
  ▶ A higher certification (e.g. Certificate IV in Fitness)
  ▶ University (e.g. Bachelor of Sport & Exercise Science)

COURSE CONTENT
A range of teaching/learning strategies will be used to deliver the competencies. These include:
➢ Practical tasks
➢ Range of hands-on activities involving adult and older adult clients (over 60 years old)
➢ Group work
➢ Work experience within the school gym

This course is focussed on instructing various clientele, not on practically doing fitness themselves. Units of competency studied include:

- SISFFIT301A  • Provide fitness orientation and health screening
- SISFFIT302A  • Provide quality service in the fitness industry
- SISFFIT303A  • Develop and apply awareness of specific populations to exercise delivery
- SISFFIT305A  • Provide first aid
- SISFFIT306A  • Provide healthy eating information to clients in accordance with recommended guidelines
- SISXFAC207  • Maintain sport and recreation equipment for activities
- SISXIND101A  • Work effectively in a sport and recreation environment
- SISXOHS101A  • Follow occupational health and safety policies
- SISXRISK301A  • Undertake risk analysis of activities
- HLTAID003  • Provide first aid
- SISFFIT304A  • Instruct and monitor fitness programs
- SISFFIT307A  • Undertake client health assessment
- SISFFIT308A  • Plan and deliver gym programs
- SISFFIT311A  • Deliver approved community fitness programs
- SISXSSPT303A  • Conduct basic warm-up and cool-down programs

* Elective units are subject to change prior to the commencement of the 2016 school year. This is to ensure a) school delivery, and b) alignment to current industry practices, is at its optimum.

ASSESSMENT
♦ Assessment and training will be conducted at the school. Under supervision, students will conduct a range of fitness programs. Adult and older adult clients are needed for Year 11, Term 4 and Year 12, Term 2 & 3 and are the students responsibility to organise.
♦ Evidence contributing towards competency will be collected throughout the course forming the basis to assess competency in a holistic approach that integrates a range of competencies. Students will be assessed as ‘Competent’ or ‘Not yet Competent’. Students will not receive a Level of Achievement on their report cards.
♦ Students will also complete their Provide First Aid Certificate for an extra QCE credit point.

LEVIES
The cost of registration of students with Binnacle Training is $350 and payable in Year 11. This cost covers the program fee for the Certificate III and Provide First Aid courses. Additional excursion costs may apply in Year 11 & 12.

ENROLMENT
Students who enrol after the commencement of the course may not achieve the full qualification. In this case, students would receive a Statement of Attainment listing units that have been successfully completed.

Students cannot enrol into this subject after 30th June in Year 11 according to Binnacle Training’s Enrolment Policy.
CERTIFICATE III IN SPORT & RECREATION (VSP)

VOCATIONAL EDUCATION & TRAINING COURSE

COURSE CODE - National Qualification Code: SIS30513 – “Sport in Schools”

DURATION OF THE COURSE – 2 years

RTO – Binnacle Training

ENTRY REQUIREMENTS – A minimum of a sound in Year 10 English and Health & Physical education is recommended.

QUALIFICATION DESCRIPTION

This training program is offered to Year 11 and 12 students wishing to:

➢ Participate in the delivery of a range of sport activities within the school, such as preparing and conducting sport/fitness coaching sessions, providing quality customer service, managing conflict and conducting risk assessments.

➢ Use the qualification as an articulation into:
  ▶ A range of career pathway options including an alternative entry into university
  ▶ A higher certification (e.g. Certificate IV in Sport & Recreation or Certificate IV in Fitness)

COURSE CONTENT

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

• Practical tasks
• Range of hands-on activities involving clients
• Group work
• Work experience within the school sporting programs (athletics and swimming carnivals, cross-country, primary

Units of competency studied include:

BSBCRT301A  Develop and extend critical and creative thinking skills
BSBWOR301B  Organise personal work priorities and development
HLTAID003    Provide first aid
ICAWEB201A    Use social media tools for collaboration and engagement
SISXCAI303A   Plan and conduct sport and recreation sessions
SISXCCS201A   Provide customer service
SISXEMR201A   Respond to emergency situations
SISXWHS101    Follow work health and safety policies
SISXRSK301A   Undertake risk analysis of activities
SITXCOM401    Manage conflict
SIXFAC207     Maintain sport, fitness and recreation equipment for activities
SISSSCO101    Develop and update knowledge of coaching practices
SISSSDE201    Communicate effectively with others in a sport environment
SISSSOF101    Develop and update officiating knowledge
SISSSPRT303A  Conduct basic warm-up and cool-down programs

* Elective units are subject to change prior to the commencement of the 2016 school year. This is to ensure a) school delivery, and b) alignment to current industry practices, is at its optimum.

ASSESSMENT

♦ Assessment and training will be conducted at the school. Under supervision, students will conduct a range of fitness programs.

♦ Evidence contributing towards competency will be collected throughout the course forming the basis to assess competency in a holistic approach that integrates a range of competencies. Students will be assessed as ‘Competent’ or ‘Not yet Competent’. Students will not receive a Level of Achievement on their report cards.

♦ Students undertake a Recreation Short Course and Provide First Aid Certificate for extra QCE credit points.

LEVIES

The cost of registration of students with Binnacle Training is $350 and payable in Year 11. This cost covers the program fee for the Certificate III and Provide First Aid courses. Additional excursion costs may apply in Year 11 & 12.

ENROLMENT

Students who enrol after the commencement of the course may not achieve the full qualification. In this case, students would receive a Statement of Attainment listing units that have been successfully completed.

Students cannot enrol into this subject after 30th June in Year 11 according to Binnacle Training’s Enrolment Policy.
AIMS
A course in senior Dance aims to:
- facilitate the development and expression of the individual – physically, intellectually, socially and emotionally
- foster an appreciation of a range of cultural contexts within Australia and the rest of the world
- enable students to value the human body as an instrument of communication through awareness and control of physical movement
- explore and develop abilities and skills appropriate to a range of work and other life paths

COURSE CONTENT
Students will undertake learning experience in:
- CHOREOGRAPHY – by exploring, selecting and manipulating dance components and skills
- PERFORMANCE – by employing the technical and expressive skills of dance for communication and interpretation of intent
- APPRECIATION – by building knowledge and understanding of dance in its contexts and learning the skills of analysis, interpretation, evaluation and research

These experiences will be undertaken in the context of a range of dance styles such as
- Hip Hop
- Ballet
- Dance & Technology
- Contemporary
- Musical Theatre

ASSESSMENT
- Practical work is assessed via “Performance” and “Choreography” against a set criteria.
- Dance analysis through “Appreciation” against a set criteria

PREREQUISITES
A sound level of achievement in Year 10 Dance and English is recommended.

CREATIVE ARTS DANCE STUDIES (DST)

AIMS
Students should:
- create and perform dance works for particular purposes, eg Artistic Expressions, Eisteddfods etc.
- value themselves as artists through emerging self-worth and self-confidence.
- operate in one or more of the practitioners’ roles (maker, performer/presenter, technician, manager)
- build practical skills and techniques that may lead to further engagement in the arts – industry, education or leisure
- increase their confidence and skills to work independently.

COURSE CONTENT
Students will undertake learning experience in:
EXPRESSING – involves the performance of the technical and expressive requirements of a variety of genres and styles in a range of contexts
KNOWING – involves the ability to carry out production duties and follow safe practices
EXPLORING – involves the choreographic processes and skills through “problem solving” and applying the appropriate choices to communicate purpose(s) through dance works

These experiences will be undertaken in the context of a range of practitioner roles:
- Performer, eg Hip Hop performance
- Production manager, eg costume design, rehearsal schedule, event advertising
- Technician, eg sound track, lighting, film, use of technology
- Maker, eg choreographing works for Year 7 – 10 students to perform at school events.

ASSESSMENT
- Practical work is assessed via “Expressing” and “Exploring” against a set criteria.
- Theory work is assessed via “Knowing” against a set criteria.

PREREQUISITES
- An interest in Performing Arts.

LEVIRES
- The levy for Senior Dance is included in the Base Resource Scheme Levy.
- Students may be required to provide costumes, attend workshops and live performances where an additional cost will be involved.
AIMS
- Building confidence, self-discipline and personal communication skills
- Fostering creativity, imagination and expressing yourself as an individual
- Developing an awareness of yourself, the community and world we live in
- Building the ability to work as an individual and as part of a group, including time management skills, negotiation and responsibility
- Develop research skills and the ability to analyse and critically evaluate dramatic texts
- Develop an ability to analyse and critically evaluate dramatic performance
- To confidently speak and perform for an audience
- Develop an appreciation of the performing arts.

COURSE CONTENT
- HERITAGE DRAMA – Styles that arise from historical and cultural characteristics. Areas of study include Commedia dell’Arte, Elizabethan Theatre, Realism and Epic Theatre.
- CONTEMPORARY DRAMA – Styles that reflect the changing conditions in the world, in texts written and created after 1980. Styles include collage drama, physical theatre and forum theatre.

ASSESSMENT
Students will be assessed in three key areas:
→ FORMING - the ability to understand, create, shape and manage the elements of drama. This will be assessed by practical performances and written tasks eg scriptwriting, improvisation, directing.
→ PRESENTING - the ability to present performances and demonstrate acting skills. This will be assessed by practical performances.
→ RESPONDING - the ability to understand, analyse, evaluate and respond to drama. This will be assessed by written tasks, including assignments and rehearsal folios. Students will view professional performances to review.

LEVIES
- The levy for Drama is included in the Base Resource Scheme Levy.

FILM, TELEVISION & NEW MEDIA (FTM)

AIM
Students will -
- develop a broad knowledge and understanding of media and moving-image design, production and critique;
- generate and experiment with ideas by using technologies to express themselves as citizens, consumers, workers and imaginative beings;
- develop higher-order cognitive and critical literacy skills related to moving-image media production and use;
- and develop an ethical and sensitive approach to producing and using moving-image media across a range of cultures.

COURSE CONTENT
- Five key concepts are used to study products and their contexts of production and use: Technologies, Representations, Audiences, Institutions, Languages.
- Example units: New methods of media and the impact of interactive technologies; Challenging, subverting or reinterpreting representations of stereotypes; Moving-image usage – a study of new media (e.g. Podcasts, Mobile phone short films, SecondLife); Advertisements – production formats (e.g. product placement, pop-ups, merchandising, interactive advertising); Moving-image media institutions – production, roles, ownership and content (e.g. a comparison of public service broadcasters with commercial media networks); and Language codes – film and TV genres (e.g. students use a video camera to record images reflecting certain technical, symbolic and narratives codes).
- Class activities may include film and media critiques, experimentation with new media technologies, group design, production of media (e.g. DVD documentaries), textual analysis, content analysis, case studies, practical work, translations and adaptations of media genres, specialist speakers and computer interaction learning activities.

ASSESSMENT
- Includes assessment of design, production and critique objectives. For example, character analysis of a popular TV show, storyboarding and production of a music video, film soundtrack design, Hollywood genre film production, game design, animations, media analysis, essay and report writing, designing podcasts.

PREREQUISITES
- A minimum of a sound level of achievement in English is desirable.

LEVIES
- The levy for Film, Television and New Media is $75.
- Excursion costs are incurred as part of the mandated curriculum, payable at the time of the excursion.
AIMS
Senior Visual Art encourages students to:
- make and appraise artworks with confidence and individuality
- evolve a personal aesthetic through a number of “Bodies of Work”
- understand the diverse role of art workers in cultures past and present.
- make informed opinions and gain inspiration in making own artworks.

COURSE CONTENT
- a range of areas and concepts will be explored and built upon in Year 11 and 12.
- drawing and design, printing, painting, ceramics, sculpture, photography and performance art are some of the media areas that students will be involved in.
- both practical and theoretical work will relate to given concepts and focuses
- in Year 12 students will work independently on a concept with two different focuses.

ASSESSMENT
→ progressive
→ several bodies of work
→ power point presentations of a body of work relating to concept and focus
→ oral presentations
→ critiques
→ extended written responses (essays)

LEVIES
♦ Enrolment in this course is conditional upon payment of a levy to help offset the cost of materials and equipment. As a guide the 2015 levy was $80.00.

PHOTO-IMAGING STUDIES (PGT)
Students are expected to have access to their own quality digital camera. (Compact or full size SLR cameras are ideal.) This will allow for out of school photographic opportunities.

AIMS
This course -
- gives students a detailed knowledge of techniques in operating digital & 35 mm SLR cameras and compact digital cameras
- teaches students the necessary skills to shoot, edit, manipulate, present and promote photographic imagery.
- provides an opportunity to produce a portfolio that meets industry standards
- provides opportunities to work alongside businesses and professionals in the community.
- provides opportunities for students to develop competence in both film and digital darkroom processes and techniques.

Students will receive the relevant level of achievement for Photo Imaging Studies on their Queensland Certificate of Education.

COURSE CONTENT
- Theoretical and practical knowledge of a range of film and digital cameras
- Technical and creative opportunities in the use of digital imaging software
- Creative opportunities in black and white (film) and digital darkroom processes
- Development of skills and confidence in composition, print quality and presentation methods of photographic imagery through a range of thematic units of work
- Exposure to opportunities to explore the wider use of photographic imagery in items such as – calendars, postcards, digital presentations and gifts.

ASSESSMENT
→ practical – folios, exhibitions, digital and multimedia presentations
→ theoretical – assignments, visual journals, oral reports

LEVIES
♦ Enrolment in this course is conditional upon payment of a levy to help offset cost of materials such as paper and card, visual diary, portfolio and matte board. The levy for Photo-imaging Studies will be $55.00
CERTIFICATE II IN VISUAL ARTS (VVA)  VOCATIONAL EDUCATION & TRAINING COURSE

COURSE CODE – CUV20111
DURATION OF THE COURSE – 2 years
RTO – Mossman State High School
ENTRY REQUIREMENTS – There are no entry requirements for this course.
QUALIFICATION PACKAGING RULES – Total number of units = nine (9). Four (4) core units plus five (5) elective units.

QUALIFICATION DESCRIPTION - This qualification is a Certificate II in Visual Arts and Contemporary Craft. It is aimed at developing and articulating concepts for own work interests with the content integrated into holistic studio practices. There are no direct job outcomes from this qualification.

COURSE CONTENT
The four core units that must be studied include:
- BSB0HS201A – Participate in OHS processes
- CUVACD101A – Use basic drawing techniques
- CUVPRP201A – Make simple creative work
- CUVRES201A – Source and use information relevant to own arts practice

Elective units are from the following areas:
- Aboriginal & Torres Strait Islander cultural arts
- Information technology
- Professional practice
- Creative thinking
- Industry capability
- Sustainability
- Design
- Innovation
- Visual communication
- Industry capability
- Micro business
- Workplace effectiveness

LEARNING EXPERIENCES
A range of teaching and learning strategies will be used to deliver the competencies. These include:
- Practical tasks
- Group work

ASSESSMENT
→ Assessment is continuous and competency based and therefore no levels of achievement are awarded.

FEES
• The levy for Certificate II in Visual Arts is $80.
• Continued participation in this course is subject to the payment of course levies.

ENROLMENT
Students who enrol after the commencement of the course may not achieve the full qualification. In this case, students would receive a Statement of Attainment listing units that have been successfully completed.

BUSINESS COMMUNICATION AND TECHNOLOGIES (BCT) AUTHORITY SUBJECT

AIMS
➢ To provide students with the knowledge, reasoning processes, practical skills and attitudes necessary for efficient functioning in a variety of business contexts, both locally and globally.
➢ To equip students with the ability to communicate effectively and to interact confidently through and within a business environment and to use a range of business related situations and transactions.

COURSE CONTENT
The two-year course is organised on the basis of six topics of study. These are:
- Managing people
- Workplace Health, Safety and Sustainability
- Business environments
- Managing workplace information
- International Business Communication
- Organisation and work teams

ASSESSMENT
In Business Communication & Technologies, students are assessed on:
→ their knowledge of previously learned factual information and their ability to demonstrate understanding of that information;
→ their ability to use reasoning processes to critically reflect in issues that are significant to business environments;
→ their ability to complete a variety of tasks using appropriate technologies and presentation skills and to record business procedures either manually or electronically.
→ Assessment will take the form of: short written responses items, extended written responses, response to stimulus material, research and integrated project work, non-written presentations, practical tasks and the procedural applications associated with the recording of business procedures and financial transactions.

LEVIES
• The levy for Business Communication & Technology is included in the Base Resource Scheme Levy.
• Each of these topics is studied in a business context. Learning and assessment includes the underpinning practices of business communication and business technologies.
CERTIFICATE II IN BUSINESS (VBN)  VOCATIONAL EDUCATION & TRAINING COURSE

COURSE CODE – BSB20107
DURATION OF THE COURSE – 2 years
RTO – Mossman State High School
ENTRY REQUIREMENTS – There are no entry requirements for this qualification.
QUALIFICATION PACKAGING RULES – Total number of units = twelve (12).
QUALIFICATION DESCRIPTION – This qualification prepares student to perform routine business tasks and demonstrate fundamental operational knowledge working under direct supervision. Job roles include administration assistant, receptionist and office junior.

COURSE CONTENT
The units that must be studied include:

LEARNING EXPERIENCES
A range of teaching and learning strategies will be used to deliver the competencies. These include:
- Practical tasks
- Group work
- Activities in simulated work environments

ASSESSMENT
→ Assessment is competency based and therefore no levels of achievement are awarded.
→ Assessment for this qualification is continuous and units of competency have been clustered into groups and assessed this way.
→ Assessment includes observation, portfolios, questioning and feedback from workplace supervisors.

PATHWAYS
After achieving this, students may undertake BSB30107 Certificate III in Business.

LEVIES
• The levy for Certificate II in Business is included in the Base Resource Scheme Levy.

ENROLMENT
Students who enrol after the commencement of the course may not achieve the full qualification. In this case, students would receive a Statement of Attainment listing units that have been successfully completed.
CERTIFICATE II IN INFORMATION, DIGITAL MEDIA & TECHNOLOGY (VDM)  
VOCATIONAL EDUCATIONAL & TRAINING COURSE

COURSE CODE – ICT20115
DURATION OF THE COURSE – 2 years
RTO – Mossman State High School
ENTRY REQUIREMENTS – There are no entry requirements for this qualification.
QUALIFICATION PACKAGING RULES – Total number of units = fourteen (14) units of competency must be achieved consisting of
  • Seven (7) core units
  • Seven (7) elective units
QUALIFICATION DESCRIPTION – This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry.

COURSE CONTENT
Core units that must be studied include
  BSBOHS201A – Participate in OHS processes
  BSBSUS201A – Participate in environmentally sustainable work practices
  ICAICT201A – Use computer operating systems and hardware
  ICAICT202A – Work & communicate effectively in an IT environment
  ICAICT203A – Operate application software packages
  ICAICT204A – Operate a digital media technology package
  ICAWEB201A – Use social media tools for collaboration & engagement

Seven (7) elective units of competency from the following:
  CUFCAM201A – Assist with a basic camera shoot
  CUFDIG201A – Maintain interactive content
  CUFDID303A – Produce and prepare photo images
  CUFPOS201A – Perform basic vision and sound editing
  CUFSON204A – Perform basic sound editing
  ICAICT205A – Design basic organisational documents using computing packages
  ICAICT206A – Install software applications
  ICAICT207A – Integrate commercial computing packages
  ICAICT208A – Operate accounting applications
  ICAICT209A – Interact with ICT clients
  ICAICT210A – Operate database applications
  ICAICT211A – Identify and use basic current industry-specific technologies
  ICAICT212A – Incorporate Indigenous needs and perspectives into IT environment

ICASAS201A – Maintain inventories for equipment, software and documentation
ICASAS202A – Apply problem-solving techniques to routine IT malfunctions
ICASAS203A – Connect hardware peripherals
ICASAS204A – Record client support requirements
ICASAS205A – Maintain IT system integrity
ICASAS206A – Detect and protect from spam and destructive software
ICASAS207A – Protect and secure information assets
ICASAS208A – Maintain IT equipment and consumables
ICASAS209A – Connect and use a home-based local wireless network
ICASAS210A – Incorporate Indigenous needs and perspectives into IT environment
ICPM321C – Capture a digital image

LEARNING EXPERIENCES
A range of teaching and learning strategies will be used to deliver the competencies. These include:
  • Practical tasks
  • Group work
  • Activities in simulated work environments

ASSESSMENT
  → Assessment is competency based and therefore no levels of achievement are awarded.
  → Assessment for this qualification is continuous and units of competency have been clustered into groups and assessed this way.
  → Assessment includes observation, portfolios, questioning and feedback from workplace supervisors.

PATHWAYS
The Certificate II in Information, Digital Media & Technology offers entry level training for ICT industries. Employment outcomes targeted by this qualification include office assistance, records assistant, junior office support and further ICT qualifications, such as a Certificate II in Information, Digital Media & Technology.

LEVIES
  • The levy for Certificate II in Information, Digital Media & Technology is included in the Base Resource Scheme Levy.

ENROLMENT
Students who enrol after the commencement of the course may not achieve the full qualification. In the case students would receive a Statement of Attainment listing units that have been successfully completed.
AIMS
As you study Graphics, you will learn to:

- Use design processes in graphics contexts
- Formulate design ideas and solutions using the design factors, which include
  - user-centred design
  - design elements and principles of design technologies
  - legal responsibilities
  - design strategies
  - project management
  - sustainability and materials
- Create and communicate design solutions in the form of graphical representations, including a range of sketches and drawings
- apply industry conventions where applicable
- Develop design solutions for a range of audiences, including corporate clients and end-users.

COURSE CONTENT
As you develop and present graphical representations of ideas and solutions for design problems you will:

- Sketch and draw freehand
- Develop spatial cognition and visualisation
- Produce technical graphical representations in 2-D and 3-D formats
- Use existing and emerging technologies (esp. Computer Aided Drafting (C.A.D.) and multimedia equipment and techniques).

You will plan and produce graphical representations in simulated real-world contexts. To do this, you will interpret, generate and create visual communications for particular purposes and audiences. You will then make judgments and justify decisions about the graphical representations you produce.

ASSESSMENT
→ Design folios that record the design process you have used to solve a design problem. These folios will contain some written information, but will mostly consist of graphical representations of your ideas and solutions.
→ Examinations that mostly require you to sketch and draw ideas and solutions in response to small design problems or aspects of larger ones.

PREREQUISITES
- Junior Graphics recommended, but not essential.

LEVIES
- The levy for Graphics is included in the Base Resource Scheme Levy.
- As this subject involves a lot of computer usage, students would benefit from access to a personal computer.
TECHNOLOGY STUDIES (TST)

AIMS
Students will:-
- develop the ability to design practical solutions to given problems
- develop problem solving techniques
- develop awareness of safety and its importance in everyday life
- develop ability to express and communicate ideas using sketches, diagrams, pictures and written forms
- develop practical skills associated with tools and equipment
- be provided with a broad range of technological experiences

COURSE CONTENT
MANDATORY TOPICS
- Design Process & Strategies
- Communication – visual & written project management
- Safety
- Manufacturing technologies
- Materials

ASSESSMENT
- design folio
- practical projects

PREREQUISITES
- Industrial Technology, Industrial Technology & Design or Graphics are an advantage but not essential.

LEVIES
- Enrolment in this course is conditional upon payment of a levy to help offset the cost of materials such as personal protective equipment, various timber, metal, plastic (etc) materials necessary to complete projects/exercises. As a guide the 2015 levy was $100.
- Students may be required to provide further funds to cover individual costs, depending on personal project choice.
- As this subject involves a lot of computer usage, students would benefit from access to a personal computer.

INDUSTRIAL TECHNOLOGY STUDIES (ITU)

AIMS
To develop in students:
- knowledge, understanding and skills related to industrial materials, equipment, processes & procedures
- safety awareness
- problem solving techniques
- a technical vocabulary
- an appreciation of the role of industrial technology in society
- the foundation to achieve in a wide range of future vocations
- responsible attitudes
- self reliance
- a sense of personal worth

COURSE CONTENT
- Core study unit – Safety and Technological Processes
- Units of work chosen from:
  - Aero skills Studies
  - CADD Studies
  - Engineering Studies
  - Automotive Studies
  - Building & Construction Studies
  - Furnishing Studies
  - Industrial Technology Studies
  - Plastics Studies

ASSESSMENT
- Tests, practical work & research projects/reports

LEVIES
- Enrolment in this course is conditional upon payment of a levy to help offset the cost of materials such as personal protective equipment, various timber, metal, plastic (etc) materials necessary to complete chosen projects/exercises. As a guide the 2015 levy was $100.
- Students may be required to provide further funds to cover individual costs, depending on personal project choice.
AIMS
- To develop hospitality industry knowledge
- To develop professional skills in food and beverage preparation, presentation and service
- To develop understanding of workplace health and safety practices as well as effective teamwork skills
- To provide opportunities for students to engage in inquiry and decision making regarding hospitality issues
- To develop an awareness of the ethical issues associated with working in this industry

COURSE CONTENT
Students will study 3 topic areas over the two year course of study; each of which reflects the sectors of the hospitality industry.
- Semester 1: The impact of poor hygiene practices on hospitality establishments
- Semester 2: The impact of changing dining trends including the obesity epidemic on hospitality establishments
- Semester 3: The impact of Responsible Service of Alcohol legislation on hospitality establishments
- Semester 4: The impact of cultural diversity on hospitality establishments.

ASSESSMENT
- short responses
- extended written response to stimulus and
- practical performance.

LEVIES
- Enrolment in this course is conditional upon payment of a levy during Term 1 to help offset cost of materials and ingredients.
- As a guide the 2015 levy was $140.

CERTIFICATE II IN HOSPITALITY

COURSE CODE – SIT20213
DURATION OF THE COURSE – 2 years
RTO – CAPTA Group Pty Ltd Career Training Centre Provider Number: 40557
ENTRY REQUIREMENTS – There are no entry requirements for this qualification.
QUALIFICATION PACKAGING RULES – Total number of units = twelve (12).
QUALIFICATION DESCRIPTION – This qualification prepares students for various positions within the Hospitality Industry including service of food and beverage, responsible service of alcohol, barista and processing financial transactions.

COURSE CONTENT
The units that will be studied include:
- BSBWOR203 - Work effectively with others
- SITHIND201 – Source and use information on the hospitality industry
- SITHIND202 – Use hospitality skills effectively
- SITXCOM201 – Show social and cultural sensitivity
- SITXCCS202 – Interact with customers
- SITXWHS101 – Participate in safe work practices
- SITXFS101 – Use hygienic practices for food safety
- SITHFAB206- Serve food and beverage
- SITHFAB201 – Provide responsible service of alcohol
- SITHFAB204 – Prepare and serve espresso coffee
- BSBCCM201A – Communicate in the workplace
- SITXFIN201 – Process financial transactions.

LEARNING EXPERIENCES
A range of teaching and learning strategies will be used to deliver the competencies. These include:
- Practical exercises
- Direct observation
- Questions & answers
- Case studies

ASSESSMENT
- Assessment is competency based and therefore no levels of achievement are awarded.
- Assessment for this qualification is continuous.
PATHWAYS
The Certificate II in Hospitality offers entry level training for Hospitality industries.

LEVIES
- The levy for Certificate II in Tourism may be covered by VETiS funding if student is eligible.
- The levy for self-funded students is to be advised.

ENROLMENT
Students who enrol after the commencement of the course may not achieve the full qualification. In this case, students would receive a Statement of Attainment listing units that have been successfully completed.

CERTIFICATE II IN WORKPLACE PRACTICES (VWP)  
VOCATIONAL EDUCATION & TRAINING COURSE

COURSE CODE – 30981QLD
DURATION OF THE COURSE – 2 years
RTO – Mossman State High School
ENTRY REQUIREMENTS – There are no entry requirements for this qualification.
QUALIFICATION PACKAGING RULES – To quality for the certificate, students must successfully complete seven (7) CORE units.
QUALIFICATION DESCRIPTION - This qualification aims to maximise young people’s employability potential in small, medium or large enterprises by equipping them with knowledge, skills, generic and specific competencies that enable them to:
- meet the demands of the workplace as a proficient worker; and
- plan and manage their own skills development and employment options.

COURSE CONTENT
The seven (7) core units that must be studied include:
- BSBCMM201A – Communicate in the workplace
- BSBIND201A – Work effectively in a business environment
- BSBOHS201A – Participate in OHS processes
- GENENP201C – Undertake an individual or team enterprise project
- GENJAS201C – Manage personal employment options
- GENPCD201C – Manage career planning and further learning
- GSNSWL201C – Participate in structured workplace learning.

ASSESSMENT
→ All required work and assessment is conducted during class time
→ Students are required to demonstrate competency and meet the evidence requirements for each of the 10 units listed above before they can be awarded the certificate.
→ Assessment styles include but are not limited to: written response, observation checklists, role-plays, journals, industry evaluations, self evaluations
→ Structured Workplace Learning is a very important part of the certificate. During this, students undertake 80 hours of work-experience (one block of 40 hours is completed in Year 10 and the other in Year 11); and their journals form a major part of their assessment.

LEVIES
- The levy for Certificate II in Workplace Practices is included in the Base Resource Scheme Levy.

ENROLMENT
- Students who enrol after the commencement of the course may not achieve the full qualification. In this case, students would receive a Statement of Attainment listing units that have been successfully completed.
- This qualification is in a phase out period. This means that students may enrol up until 28/11/2016; and then have a two year transition period until 28/11/2018 to finalise the qualification. (NB: MSHS will provide training and assessment over a two year period, 25/01/16 – 28/11/17)
AIMS
- to communicate in Japanese;
- to increase awareness of other cultures and races, and broaden world views;
- to acquire language-learning strategies that can be applied in further formal and informal studies; and
- to enhance post-school options and meet the growing needs of industry for language skills and cultural understanding.

COURSE CONTENT
- The course is taught in a communicative context and centres around specific topics based on the four general themes of family & community, leisure & recreation, school & post-school options and social issues.
- Topics include: student exchanges, celebrations, interests and entertainment, the environment, travel, tourism and hospitality, future plans and working in Japan.
- Over the course of study the four macro-skills - reading, writing, listening and speaking are developed equally.
- Approximately 120 Kanji will be learnt for recognition and reproduction.
- Students have the opportunity to participate in student exchange programs, speaking competitions, essay competitions and if circumstances permit, a trip to Japan.

ASSESSMENT
- Assessment involves formal testing in the four macro skills (reading, writing, listening, speaking) - at least three formal tests in each macroskill each year.

PREREQUISITES
- Junior Japanese

LEVIES
- The levy for Japanese is included in the Base Resource Scheme Levy.
Mossman State High School
Subject Selection Structure - Year 11 2016

Number of Subjects to Select: 6  Additional Preferences: 0

Mandatory KLAS:

Student Instructions:
1. Students must select six subjects.
2. Students must study one ENGLISH subject (eg English or English Communication).
3. Student must study at least one MATHEMATICS subject (eg Pre-Vocational Mathematics, Mathematics A or Mathematics B).
4. Students studying Mathematics C must also study Mathematics B.
5. Students who select Tourism will automatically be enrolled in the Certificate II in Tourism subject which will form part of the course.
6. Other subject offerings - students may elect to study subjects NOT offered by the school that are offered by Distance Eduction. Students considering studying these subjects would need to be highly motivated with the ability to work independently. See Mrs Toft or Ms Storry for more information.
7. Please refer to information regarding QCE, OP and tertiary prerequisites when selecting subjects.

<table>
<thead>
<tr>
<th>Category</th>
<th>Subject Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>☐ English  ☐ * English Communication</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>☐ Mathematics A  ☐ Mathematics B  ☐ Mathematics C</td>
</tr>
<tr>
<td></td>
<td>☐ * Prevocational Mathematics</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>☐ * Agricultural Practices  ☐ Biology  ☐ Chemistry</td>
</tr>
<tr>
<td></td>
<td>☐ Physics</td>
</tr>
<tr>
<td><strong>HUMANITIES AND SOCIAL SCIENCES</strong></td>
<td>☐ Ancient History  ☐ Geography  ☐ Legal Studies</td>
</tr>
<tr>
<td></td>
<td>☐ Study of Society  ☐ * Tourism</td>
</tr>
<tr>
<td><strong>HPE</strong></td>
<td>☐ Physical Education  ☐ * Recreation Studies</td>
</tr>
<tr>
<td><strong>THE ARTS</strong></td>
<td>☐ Dance  ☐ * Dance Studies  ☐ Drama</td>
</tr>
<tr>
<td></td>
<td>☐ Film, Television and New Media  ☐ * Photo-Imaging Studies  ☐ Visual Art</td>
</tr>
<tr>
<td><strong>TECHNOLOGIES</strong></td>
<td>☐ Business Communication and Technologies  ☐ Graphics  ☐ Hospitality Studies</td>
</tr>
<tr>
<td></td>
<td>☐ * Industrial Technology Studies  ☐ Technology Studies</td>
</tr>
<tr>
<td><strong>LANGUAGES</strong></td>
<td>☐ Japanese</td>
</tr>
<tr>
<td><strong>Other - KLA</strong></td>
<td>☐ * Certificate II in Business  ☐ * Certificate II in Hospitality  ☐ * Certificate II in Information, Digital Media &amp; Technology</td>
</tr>
<tr>
<td></td>
<td>☐ * Certificate III in Sport &amp; Recreation</td>
</tr>
</tbody>
</table>
HOW TO ENTER SUBJECT PREFERENCES ON ONESCHOOL

From School -

1. Log on using your username and password.
2. Double click on the OneSchool Icon.
3. Click on the [My Education Plan] Tab.
4. Click on the [Surveys] Tab.
5. Answer the question relating to your attendance in 2016.
6. If you answer NO – subject selections are not required.
7. Save.
8. Click on the [Subject Selection] Tab.
9. If it is the first time you have attempted to select subjects, the following message “You currently have no subject selection model selected. Click [here] to select a new model”.
10. Click on [here] to select a new model
12. Save.
13. Click on [Edit] Tab.

- The Subject Selection Form will appear.

15. Add any notes regarding your subject selection.
16. Save.
17. Check that you have saved successfully. (If not error messages will appear at the top of the screen in red.)

From Home –

1. Open Internet Explorer.
2. Type in the address – https://oslp.eq.edu.au
3. Enter.
4. Enter your username and password as requested.
5. Follow steps 4 – 16 as above.
Planning QCE pathways
Working towards a QCE

About the QCE

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

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

How the QCE works

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

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

Planning a QCE pathway

QCE planning usually starts in Year 10.

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

For more information

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

- The QCE Handbook provides information about:
  - credit for partial completion of courses of study
  - credit transfer for interstate, interstate and overseas transfers
  - conceded semesters for subjects failed at a Limited Achievement student learning account
  - relaxation of completed Core requirements
  - optional Sound in a subject for meeting literacy and numeracy requirements
  - recognised studies.

Visit www.qcaa.qld.edu.au for a copy of the handbook.

Learning options and credit values

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

Literacy and numeracy requirements

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

- at least a Sound Achievement in one semester of a QCAA-developed English and Mathematics subject
- at least a Sound Achievement in QCAA-developed short courses in literacy and numeracy
- a Pass grade in a literacy and numeracy course recognised by the QCAA
- at least a C on the Queensland Core Skills (QCS) Test
- at least a 4 for an International Baccalaureate examination in English and Mathematics
- completion of FSR20113 Certificate II in Skills for Work and Vocational Pathways
- completion of a VET course in Core Skills for Employment and Training — Communication, I.e. 39282QLD (Certificate IV) or 39283QLD (Certificate III)
- completion of a VET course in Core Skills for Employment and Training — Numeracy, I.e. 39288QLD (Certificate II) or 39289QLD (Certificate III).
Senior Education Profile

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

Queensland Certificate of Education

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

Tertiary Entrance Statement

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

Senior Statement

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

Queensland Certificate of Individual Achievement

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

Statement of Results

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

Queensland Curriculum & Assessment Authority
Queensland Government
UNDERSTANDING THE BASICS

What is an OP?

An OP (Overall Position) is a student’s position in a statewide rank order based on overall achievement in Queensland Curriculum and Assessment Authority (QCAA) subjects. It is used for tertiary entrance purposes only, and indicates how well a student has done in comparison to all other OP-eligible students in Queensland. Students are placed in one of 25 OP bands from 1 (highest) to 25 (lowest).

How do I get an OP?

To get an OP you must study a certain number of Authority subjects and satisfy other requirements including completion of Year 12 and the Queensland Core Skills (QCS) Test. The basic eligibility requirement is 20 semester units of credit in Authority subjects with at least three subjects taken for four semesters. Authority subjects are based on syllabuses that have been approved and issued by the QCAA.

How is my OP calculated?

The calculation of your OP begins with the results you get in the subjects you study in Year 12. These results are reported on your Senior Statement in terms of five levels of achievement: Very High Achievement, High Achievement, Sound Achievement, Limited Achievement and Very Limited Achievement. These levels of achievement alone are too broad to calculate OPs. Finer grained comparisons of student achievement are made using subject achievement indicators (SAIs). SAIs are numbers from 200 to 400, assigned by teachers to OP-eligible students. They show your achievement compared with the achievement of other students in each subject you study in your school.

YOUR OP QUESTIONS ANSWERED

My friend and I both got five VHAs. Why did we get different OPs?

Although you both achieved great results, you won’t necessarily have the same OP because you did not compete against other students to achieve these results. Not all students awarded VHAs are at the same standard. Some students may be ranked at the top of the VHA range, while others may be doing just well enough to get a VHA. Your OP and Field Positions (FPs) are based on comparisons with other students. These differences are reflected in your SAIs, which are allocated by your teachers and sent to QCAA at the end of the year as crucial input for OP calculations. It is important that you check your SAIs to ensure they represent your position in the rank order fairly.

If I get five SAIs of 400 will I get an OP1?

Not necessarily. In fact, usually not. An SAI of 400 only indicates that you are the school’s highest achieving student in a particular subject. You may not be the best student overall in the school, nor among the top students in Queensland.

Does Year 11 count towards my OP?

In most cases, Year 11 does not count towards your OP. Year 11 focuses mainly on formative assessment which aims to provide feedback on your progress as you develop skills and knowledge in your subjects. However, each subject has its own assessment pattern and even if you exit a subject in Year 11, those results might still be used in the calculation of your OP. You can find out how each subject is assessed by checking your school’s QCAA-approved work program. If you’re aiming for an OP, you should do your best in every subject during both years. However, even if you had lower results in Year 11 than you would have liked, you can improve these results by working hard in Year 12 and improving your ranking in each of your subjects.

How should I choose my subjects to get a good OP?

The QCAA recommends that you choose the subjects you enjoy and are good at. If you do your best then you will achieve the OP you have earned.
Are high achievers disadvantaged in a lower achieving subject-group?

High achievers are not disadvantaged provided they demonstrate considerably better achievement compared to the other students in that subject. A student who wants a good OP must consistently demonstrate outstanding achievement in all subjects. In a low-achieving subject-group, this would be reflected in a large gap between one student’s SAI and the SAI of other students. OP calculations take into consideration both the average and the spread of the subject-group’s QCS Test performance. Low achievers may reduce the average but having a much higher achiever in the group increases the spread, therefore ensuring there is no disadvantage.

Which subjects are used to calculate my OP?

Your best 20 semesters are used in the calculation of your OP. These are determined after your SAIs have been scaled, so they might not be the subjects you expect.

Are some subjects worth more than others?

All QCAA subjects are treated equally in OP calculations. What matters in OP calculations is not the subject that you study but how well you do in relation to the competition in that subject. A student can achieve an OP1 or an OP25 studying any combination of subjects.

Is there a bias in favour of certain schools?

Students, not schools, are awarded OPs. The procedures followed for the calculation of OPs are exactly the same for students in every school. The quality, application and performance of students are unevenly distributed across schools so different performances at different schools are to be expected.

Are students in a small group or a small school disadvantaged?

The QCAA has special procedures in place for small groups and small schools to ensure students are not disadvantaged or advantaged. SAIs are assigned differently and the scaling processes are adjusted to make sure that OPs reflect student performances fairly.

Does the QCAA allocate the number of OP1s for each school in advance?

The QCAA does not set a quota of OP1s (or any other OP rank) for a school. OPs and FP1s compare students (not schools) across the state, providing a statewide rank order of students for that year. The number of OP1s achieved by students at a particular school can vary from year to year depending on the level of student achievement and how they rank compared with students across the state that year. If there is a large number of OP1s in your school in a particular year, it’s simply because a large number of high-achieving students attended your school.

If I do badly on the QCS Test, how will this affect my OP?

Your OP is not based on your individual QCS Test result. QCS Test results contribute to group data used in the scaling processes in OP calculations. While it is very important that you do your best on the QCS Test, it is how well you achieve in your Authority subjects that is most important.

Do students with five or more VHAs in Authority subjects and an A on the QCS Test automatically get an OP1?

Not all students awarded VHAs are at the same standard. Some students may be ranked at the top of the VHA range, while others may be just well enough to get a VHA. There are more students with five VHAs than there are OP1s. Historically, students who achieve nothing lower than a VHA in all their subjects usually receive an OP between 1 and 6.

There are a lot of Visa students in my subject. Will my OP calculations be disadvantaged as a result?

Visa students are not included in OP rankings. Instead, they are given an Equivalent OP. The QCAA has special procedures in place to ensure that domestic students are not disadvantaged in subject-groups and school-groups with a high number of Visa students. These procedures also ensure that there is comparability between Equivalent OPs and OPs. (Visa students live temporarily in Australia under a short-term visa or a similar authority issued by the Australian Government.)
YOUR OP QUESTIONS continued ...

If I am OP-ineligible and I sit for the QCS Test, will I bring down the results of the students at my school?

If you are OP-ineligible your QCS Test result will not contribute to group results for calculating OPs for your school. Only the results of OP-eligible students are used in OP calculations. Your QCS Test result will appear on your Senior Statement and will be used towards your Queensland Tertiary Admissions Centre (QTAC) Tertiary Selection Rank if it improves your rank.

If I’ve completed a Certificate IV will I get a better OP?

Vocational education and training (VET) certificates do not contribute to the calculation of your OP. If you are OP-eligible and you complete a Certificate IV, it will not be combined with your OP or boost your OP. You will receive an OP from your Authority subjects and a QTAC Tertiary Selection Rank for your additional qualification. This rank can be considered in addition to your OP but it does not affect or change your OP.

If I am the school dux, will I receive the highest OP in my school?

While being named dux at your school is a significant achievement, it does not indicate your position in the statewide rank order. Rather, it is an indication of the way that your school sees your achievements in relation to other students at your school. The selection of the school dux does not include QCS Test data used in the calculation of OPs. So the dux of a school will not necessarily receive the highest OP at that school.

Last year my school predicted a student would get an OP2 but they got an OP4. How come?

Although it’s important when deciding on tertiary preferences to have a realistic idea of the range of OPs you might receive, the QCAA advises schools against giving precise predictions. The QCAA does not know what method your school used to predict the OP so we cannot comment on the accuracy or otherwise of its calculations. However, the fact that their prediction was not what was achieved does not indicate there is a flaw in the calculation of the OP. It is important to remember that information about student performances on the QCS Test is not available to your school until after they have made decisions about the SAIs. Therefore they do not have the precise information needed to calculate an OP until after it has been calculated by the QCAA.

If I’m sick during Year 12, can I have my OP reviewed and lifted?

When a student is experiencing difficulty completing their assessment because of illness or particularly difficult circumstances, they can apply for special provision. If this is granted, your school will be required to make special arrangements to ensure you have equal opportunity to achieve. The QCAA, however, does not adjust an OP on the basis that if you had studied under different circumstances you would have achieved a better result. In fairness to all students, the Queensland Certificate of Education and the Tertiary Entrance Statement must show demonstrated achievement, not achievement that might have been demonstrated in other circumstances. Another form of special consideration may be offered by QTAC in relation to tertiary entrance. It is best to contact QTAC to inform them of your circumstances and request consideration.

FIND OUT MORE

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