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The final years of Secondary Schooling (Years 10, 11 & 12) are vitally important in determining a young person’s future.

The selection of 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:

- entry to 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.

Historically Year 11 and 12 presents a challenge for most students due to a combination of:

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

As a result, Mossman State High School is providing a preparatory year in Year 10 with the aim to develop students’ pre-requisite knowledge and skills for our Year 11 & 12 courses.

It is important to note that if you do not select a subject in Year 10, you are not excluded from studying that subject in Years 11 and 12.

With careful subject selection and appropriate application to study during Year 11 and 12, our current Year 9’s can look forward to successfully graduating on completion of Year 12 in 2019.

Hopefully the information in this booklet will be a starting point in this journey.
SUBJECT SELECTION PROCESS

Students must complete the online survey on OneSchool to select the subjects they would like to study in Year 10.

Seven lines have been provided in this survey listing subjects the school is offering, each line indicating the subjects that will be running at the same time.

Students must select one (1) subject from each line.

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 from that line.

The availability of specialist rooms e.g. 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 INFORMATION

1. Students must select seven subjects (one from each line). This will ensure that students must study one ENGLISH subject (e.g., either English or English Communication) from line 1 and at least one MATHEMATICS subject (e.g., Pre-vocational Mathematics, Mathematics A or B) from line 2.

2. 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.
CHANGING SUBJECTS

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

Students wishing to change subjects should contact Mr Guthrie. 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 2016 were:

<table>
<thead>
<tr>
<th>Year 10 BASE RESOURCE SCHEME - $230.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELECTIVE PRACTICAL SUBJECT SCHEME</td>
</tr>
<tr>
<td>ART PREPARATION</td>
</tr>
<tr>
<td>FILM, TELEVISION &amp; MEDIA PREP</td>
</tr>
<tr>
<td>FOUNDATIONS FOR HOSPITALITY</td>
</tr>
<tr>
<td>INDUSTRIAL TECHNOLOGY PREP</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 (≥ 25 hours per week)
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 2017.
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 3 – 16 as above.
**Mossman State High School**  
**Subject Selection Structure - Yr 10 - 2017**

**Number of Lines:** 7  
**Additional Preferences:** 0

**Mandatory KLAs:**

**Student Instructions:**
1. Students must select 7 subjects, one from each line.
2. Subjects on Lines 1 to 6 have 3 x 70 minute lessons per week.
3. Subjects on Line 7 have 2 x 70 minute lessons per week.

<table>
<thead>
<tr>
<th>Line 1</th>
<th>* English</th>
<th>* English Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 2</td>
<td>* Mathematics Essential Preparation</td>
<td>* Mathematics General Preparation</td>
</tr>
<tr>
<td>Line 3</td>
<td>* Film, Television &amp; New Media Prep.</td>
<td>* Geography / Tourism Preparation</td>
</tr>
<tr>
<td>Line 4</td>
<td>* Physical Education Prep.</td>
<td></td>
</tr>
<tr>
<td>Line 4</td>
<td>* Agricultural Preparation</td>
<td>* Art Prep.</td>
</tr>
<tr>
<td>Line 5</td>
<td>* Physics Preparation</td>
<td></td>
</tr>
<tr>
<td>Line 6</td>
<td>* Industrial Technology Prep.</td>
<td></td>
</tr>
<tr>
<td>Line 6</td>
<td>* Drama</td>
<td>* Foundations for Hospitality</td>
</tr>
<tr>
<td>Line 7</td>
<td>* Physical Education Prep.</td>
<td></td>
</tr>
<tr>
<td>Line 7</td>
<td>* Foundations for Hospitality</td>
<td></td>
</tr>
<tr>
<td>KEY LEARNING AREA</td>
<td>Year 10 Subjects</td>
<td>Year 11 Subjects</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>• English (ENG)</td>
<td>• English</td>
</tr>
<tr>
<td></td>
<td>• English Communication (ECO)</td>
<td>• English Communication</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>• Mathematics General Preparation (MGP)</td>
<td>• Mathematics General</td>
</tr>
<tr>
<td></td>
<td>• Mathematics Methods &amp; Specialist (MSP)</td>
<td>• Mathematics Methods</td>
</tr>
<tr>
<td></td>
<td>• Mathematics Essential Preparation (MEP)</td>
<td>• Mathematics Specialist</td>
</tr>
<tr>
<td></td>
<td>• Mathematics General Preparation (MGP)</td>
<td>• Mathematics Essential</td>
</tr>
<tr>
<td></td>
<td>• Mathematics Methods &amp; Specialist (MSP)</td>
<td>• Mathematics Specialist</td>
</tr>
<tr>
<td></td>
<td>• Mathematics Essential Preparation (MEP)</td>
<td>• Mathematics Essential</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>• Chemistry Preparation (CHP)</td>
<td>• Chemistry</td>
</tr>
<tr>
<td></td>
<td>• Physics Preparation (PHP)</td>
<td>• Physics</td>
</tr>
<tr>
<td></td>
<td>• Biology Preparation (BSP)</td>
<td>• Biology</td>
</tr>
<tr>
<td>STUDY OF SOCIETY &amp; ENVIRONMENT</td>
<td>• History/Legal Studies Preparation (HLP)</td>
<td>• Ancient History</td>
</tr>
<tr>
<td>HISTORY</td>
<td>• Geography/Tourism Preparation (GTP)</td>
<td>• Legal Studies</td>
</tr>
<tr>
<td></td>
<td>• Agriculture Preparation (AGP)</td>
<td>• Geography</td>
</tr>
<tr>
<td></td>
<td>• History/Legal Studies Preparation (HLP)</td>
<td>• Tourism</td>
</tr>
<tr>
<td></td>
<td>• Geography/Tourism Preparation (GTP)</td>
<td>• Agricultural Practices</td>
</tr>
<tr>
<td></td>
<td>• Agriculture Preparation (AGP)</td>
<td></td>
</tr>
<tr>
<td>HEALTH &amp; PHYSICAL EDUCATION</td>
<td>• Physical Education Preparation (PEP)</td>
<td>• Physical Education</td>
</tr>
<tr>
<td></td>
<td>• Physical Education Preparation (PEP)</td>
<td>• Recreation</td>
</tr>
<tr>
<td></td>
<td>• Physical Education Preparation (PEP)</td>
<td>• Certificate III in Fitness</td>
</tr>
<tr>
<td></td>
<td>• Physical Education Preparation (PEP)</td>
<td>• Certificate III in Sport &amp; Recreation</td>
</tr>
<tr>
<td>THE ARTS</td>
<td>• Dance (DAN)</td>
<td>• Dance</td>
</tr>
<tr>
<td></td>
<td>• Drama (DRA)</td>
<td>• Drama</td>
</tr>
<tr>
<td></td>
<td>• Film, Television &amp; New Media (FTP)</td>
<td>• Film, Television &amp; New Media</td>
</tr>
<tr>
<td></td>
<td>• Art Preparation (ARP)</td>
<td>• Visual Art</td>
</tr>
<tr>
<td></td>
<td>• Dance (DAN)</td>
<td>• Media Arts in Practice</td>
</tr>
<tr>
<td></td>
<td>• Drama (DRA)</td>
<td>• Certificate II in Visual Arts</td>
</tr>
<tr>
<td></td>
<td>• Film, Television &amp; New Media (FTP)</td>
<td></td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td>• Business Education Preparation (BEP)</td>
<td>• Business Communication and Technology</td>
</tr>
<tr>
<td></td>
<td>• Industrial Technology Preparation (ITP)</td>
<td>• Business Studies</td>
</tr>
<tr>
<td></td>
<td>• Graphics (GPH)</td>
<td>• Technology Studies</td>
</tr>
<tr>
<td></td>
<td>• Foundations for Hospitality (HOP)</td>
<td>• Industrial Technology Skills</td>
</tr>
<tr>
<td></td>
<td>• Business Education Preparation (BEP)</td>
<td>• Graphics</td>
</tr>
<tr>
<td></td>
<td>• Industrial Technology Preparation (ITP)</td>
<td>• Hospitality</td>
</tr>
<tr>
<td></td>
<td>• Graphics (GPH)</td>
<td>• Hospitality Studies</td>
</tr>
<tr>
<td></td>
<td>• Foundations for Hospitality (HOP)</td>
<td>• Certificate II in Hospitality</td>
</tr>
</tbody>
</table>
VOCATIONAL EDUCATION & TRAINING (VET) – General Information

VET subjects are offered to Year 11 and 12 students through a Registered Training Organisation (RTO). For most VET courses offered by our school, Mossman State High School is the RTO. Four of our VET subjects are managed by another RTO.

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 Visual Arts (RTO – Mossman State High School)</td>
<td>4 points</td>
</tr>
<tr>
<td>♦ Certificate II in Hospitality (RTO – Careers Training Centre)</td>
<td>4 points</td>
</tr>
<tr>
<td>♦ Certificate III in Fitness (RTO – Binnacle Training)</td>
<td>8 points</td>
</tr>
<tr>
<td>♦ Certificate III in Sport &amp; recreation (RTO – Binnacle Training)</td>
<td>8 points</td>
</tr>
</tbody>
</table>

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.

VETiS funding covers the cost of training in a VETiS approved course. This funding is only available to students enrolled in a secondary school and may only be accessed once.

At Mossman State High School we support students to access this funding through the following opportunities:
- Supporting students to attend off-site training at TAFE North and Aviation Australia.
- Certificate II in Tourism offered through CTIA (external RTO) training and camp.

Students may need to consider which VETiS funded qualification best suits their current and future needs.

Recognition of Prior Learning

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.

Complaints and Appeals

All formal complaints and appeals must be in writing and addressed to the Principal, who will send a written acknowledgement of receipt. A committee will be convened to hear the complaint/appeal, and the complainant/appellant will be notified of the outcome within 60 days. If the complainant/appellant is not satisfied with the outcome, the Principal will refer them to the QCAA website for further information about complaints/appeals. Further details on these processes may be viewed in the VET Student Handbook or on the school’s website.

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.
ENGLISH (ENG)

AIMS
- To develop students’ abilities to compose and comprehend spoken and written English fluently and effectively, for a wide range of personal and social purposes.

COURSE CONTENT
- The course is structured around the Australian Curriculum for English.
- Each semester is based on a broad theme related to the texts under consideration.
- Students will be actively engaged in a range of texts including novels, poetry, drama and media.

ASSESSMENT
- Students’ assessment will be composed of a wide range of literary and non-literary genres including:
  - Short Story
  - Magazine Articles
  - Persuasive Speech
  - Analytical Exposition (Essay)
  - Play Performance
  - Poetry Anthology
  - Parody

LEVIES
- The levy for English is included in the Base Resource Scheme Levy. This covers entrance to Arts Council performances.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 - English & English Communication

ENGLISH COMMUNICATION (ECO)

AIMS
- The Year 10 English Communication course is a combination of elements of the Australian Curriculum for Year 10 English and preparatory elements of the Authority Registered subject, English Communication.
- Students selecting English Communication in Year 10 should do so with a view to continuing with the subject in Years 11 and 12.

COURSE CONTENT
- At Year 10, English Communication is designed to further develop students’ appreciation of language and literature; and also to focus on the communication skills required for work readiness.

ASSESSMENT
- In Communication Studies 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 Communication Studies undertake work experience as part of the program.

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

RELATED SUBJECTS IN YEAR 11 & YEAR 12 - English & English Communication
MATHEMATICS GENERAL PREPARATION (MGP)

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

COURSE CONTENT
- Students will study topics including
  » Consumer Arithmetic
  » Probability
  » Sequences
  » Trigonometry
  » Statistics
  » Algebra and Matrices
  » Linear Relationships
  » Shape and Measurement

ASSESSMENT
- Student achievement will be judged on three criteria –
  - Knowledge & Procedures
  - Modelling & Problem solving
  - Communication & Justification
- Assessment techniques will include –
  - Assignments
  - Supervised tests

PREREQUISITES
- Students should have attained at least a Sound Achievement in Year 9 Mathematics.

LEVIES
- The levy for this subject 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).

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – Mathematics General (replacing Mathematics A)

MATHEMATICS METHODS & SPECIALIST (MSP)

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

COURSE CONTENT
- Students will study topics including
  » Algebra – substitution, rearranging and solving equations and in-equations, expanding and factorising expressions – linear, quadratic and cubic
  » Graphs of functions and relations
  » Periodic functions and applications
  » Exponential & Logarithmic functions.
  » Introduction to Complex Numbers
  » Trigonometry
  » Probability & Statistics
  » Vectors
  » Sequences

ASSESSMENT
- Student achievement will be judged on three criteria –
  - Knowledge & Procedures
  - Modelling & Problem solving
  - Communication & Justification
- Assessment techniques will include –
  - Assignments
  - Supervised tests

PREREQUISITES
- Students should have attained at least a High Achievement in Year 9 Mathematics.

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

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – Mathematics Methods (replacing Mathematics B) and Mathematics Specialist (replacing Mathematics C)
MATHEMATICS ESSENTIAL PREPARATION (MEP)

AIMS
- 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 topics including:
  » Percentages & Rates
  » Measurement
  » Simple Algebra
  » Earth Geometry
  » Statistics
  » Graphing
  » Financial Maths
  » Probability

ASSESSMENT
- Student achievement will be judged on three criteria –
  - Knowledge & Procedures
  - Modelling & Problem solving
  - Communication & Justification
- Assessment techniques will include –
  - Assignments
  - Supervised tests

LEVIES
- The levy for this subject 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).

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – Mathematics Essential (replacing Pre-Vocational Mathematics)

CHEMISTRY PREPARATION (CHP)

AIMS
- To prepare students for senior Chemistry courses in 2018.

COURSE CONTENT
- The Year 10 Senior Chemistry Preparation course will be structured to acquaint students with the three assessment categories used in the senior sciences, namely:
  - Extended Experimental Investigations (EEI)
  - Supervised Assessments (SA)
  - Extended Response Tasks (ERT)

The content is based around the understanding of chemical science, and units are developed to be contextual in semester 1 and semester 2.

ASSESSMENT
- There will be a balance between supervised assessment (examinations), experimental investigations, and assignments (ERTs), as applicable to each unit.

LEVIES
- The levy for Senior Chemistry Preparation is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 - Chemistry, Physics.
PHYSICS PREPARATION (PHP)

AIMS
- To prepare students for senior Physics courses in 2018.

COURSE CONTENT
- The Year 10 Senior Physics Preparation course will be structured to acquaint students with the three assessment categories used in the senior sciences, namely:
  - Extended Experimental Investigations (EEI)
  - Supervised Assessments (SA)
  - Extended Response Tasks (ERT)
The content is based around the understanding of physical science, and units are developed to be contextual in semester 1 and semester 2.

ASSESSMENT
- There will be a balance between supervised assessment (examinations), experimental investigations, and assignments (ERTs), as applicable to each unit.

LEVIES
- The levy for Senior Physics Preparation is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 - Chemistry, Physics.

BIOLOGY PREPARATION (BSP)

AIMS
- To prepare students for senior Biology course in 2018.

COURSE CONTENT
The Year 10 Biology Course will be structured to acquaint students with the three assessment categories used in the senior sciences, namely:
- Extended Experimental Investigations (EEI)
- Supervised Assessments (SA)
- Extended Response Tasks (ERT)
The content is based around the understanding of biological science, and units will include classification, genetics, natural selection and cell biology.

ASSESSMENT
- There will be a balance between supervised assessment (examinations), experimental investigations, and assignments (ERTs), as applicable to each unit.

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

RELATED SUBJECTS IN YEAR 11 & YEAR 12 - Biology.
HISTORY / LEGAL STUDIES PREPARATION (HLP)

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.
- Gain an insight into a wide variety of societies throughout the ancient, medieval and modern world, dealing with issues of war, personal conflict, religious belief and technological advancement.
- Draw connections between beliefs and practices throughout the history of humans.
- Form opinions on the way in which culture develops and the impact that interaction between civilisations has on the formation of the current world.

COURSE CONTENT
Possible units for study include:

- **Study of the Legal System: How the legal system works**
  - Rules vs. laws, Why do we have laws? Sources of law
  - The Constitution and Separation of Power, Parliament and the making of legislation
  - Court hierarchy & Judges, Different types of law

- **Study of Crime and punishment:**
  - Current laws based around criminal law, power of the police, difference between civil and criminal law
  - Case studies – learning to apply the elements of a law to a hypothetical factual circumstance in order to advise whether a person would be convicted of a crime

- **Study of Religion** – possible topics could include – Mythology of Greece and Rome, Celtic Religion, Zoroastrianism, Buddhism etc

- **Study of Empires** – possible topics could include – Persia, Aztec, China, India etc

- **Study of United State of America** – possible topics include – American Revolution, American Civil War, Slavery, the Gulf War

- **Study of conflict** – possible topics include – French and English conflicts, the crusades, conflict of religion, WWII

- **Study of Ideas** – Popular Culture, Rights and Freedoms of people, human rights and refugees

Class activities may include document studies, case studies, role-plays, debates and discussions, visits and investigations within the community, interviews and surveys, statistics and data analysis, specialist speakers and multi-media presentations.

ASSESSMENT
→ Includes seminars, research assignments, essays, reports, stimulus response essays, oral presentation and examinations in a variety of formats.

PREREQUISITES

- A minimum of a sound level of achievement in Year 9 Study of Society and the Environment (S.O.S.E.) is desirable.

LEVIES

- The levy for Senior SSE Preparation (Legal studies/History) is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – Legal Studies, Ancient History

GEOGRAPHY / TOURISM PREPARATION (GTP)

AIMS
Students will:-

- Develop a broad understanding of the social, cultural, political and economic forces that shape the individual and society.
- Develop a broad understanding of the Tourism industry.
- Acquire the ability to contribute in a critical and informed manner to discussion concerning issues within society.
- Develop written, spoken, analytical and research skills to a high level.
- 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 the ability to investigate and participate effectively in the community.
- Develop analytical, written, spoken and communication skills to a high level.
- Identify elements of tourism within the region and analyse their needs and ability to attract tourists.
- Develop an understanding of different types of tourism around the world.
COURSE CONTENT
Possible themes include:

- **Study of Sustainability** – importance and need for sustainability, climate change, effect of humans on different environments
- **Study of Sustaining Australia** – examine indigenous systems, examining change Europeans brought on the environment, (studying mining boom, Murray Darling System, Australian Population)
- Study of Thana Tourism
  - What attracts tourists to destinations of destruction
  - Morals around tourism
  - Study various Thana tourist sites
- **Study of Tourism marketing**
  - How to market an industry or a country effectively
  - Analyse the reasons for tourists to visit Australia
  - Provide alternatives and suggestions for tourism within Australia

ASSESSMENT
Includes seminars, research assignments, essays, reports, stimulus response essays, oral presentation and examinations in a variety of formats

PREREQUISITES
✈ A minimum of a sound level of achievement in Year 9 Study of Society and the Environment (S.O.S.E.) is desirable.

LEVIES
✈ The levy for this subject is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – Geography, Tourism

**AGRICULTURE PREPARATION (AGP)**

**AIM**
Students will:-
- Develop a broad understanding of plants, soil and types of agricultural industries.
- Develop practical skills, farming a plot of land.
- Identify issues with agriculture e.g pests/diseases/environment.
- Examine local farming methods and business models.

**COURSE CONTENT**
Possible units for study include:

- **Study of plants**
  - Elements affect plant growth and different methods for improving crops
  - The science behind growing plants in a modern world
  - How does a worm farm increase production?
- **Development of a market garden**
  - Create a layout for a garden
  - Plant and monitor a vegetable crop from seed to harvest
  - Develop a worm farm and analyse the benefits of it on crops.
- **Study of Agribusiness**
  - Visit local farms
  - Analyse the farming model
  - Provide analysis of farming methods and apply it to a market garden.

**ASSESSMENT**
✈ Includes practical exercises, research assignments, reports, exams and oral presentations.

**LEVIES**
✈ The levy for Agriculture Preparation is $80
✈ Excursion costs may be incurred as part of the curriculum, payable at the time of the excursion.

RELATED SUBJECTS IN YEAR 11 & 12 – Tourism and Agriculture Studies
PHYSICAL EDUCATION PREPARATION (PEP)

AIMS
This subject provides all students with the opportunity to engage in foundation studies of the Senior Physical Education and Certificate III in Fitness and Sport and Recreation course content. Students will develop their foundation knowledge in a range of educational settings, where the theoretical concepts will be taught in both the classroom and practical sessions.

COURSE CONTENT
- Practical –
  Students will have the opportunity to engage in a range of physical activities relevant to Senior Physical Education and the Certificate III courses. These include:
  - Badminton
  - Volleyball
  - Track & Field
  - Fitness
  - Touch
  - Netball
  - Weight lifting

- Theory
  All students will study units of work that will prepare them for Senior Physical Education and the Certificate III courses. The following topics will be covered:
  - Body systems
  - Biomechanics
  - Energy systems
  - Fitness components
  - Skill Acquisition

ASSESSMENT
→ Practical work is assessed through demonstration of skills and abilities in both practice and practical environments.
→ Theory work is assessed by written tests, multi-modal presentations and assignments.
→ Students will be exposed to the assessment criteria of “Competence” and “Not Yet Competent” throughout the course.

LEVIES
- The levy for Physical Education Preparation is included in the Base Resource Scheme Levy.


DANCE (DAN)

AIMS
This subject aims to:
- Develop students awareness of Australian and international dance artists, companies and practices, expanding their understanding of the cultural dimensions of dance and informing their own compositions and performances
- Facilitate the development and expression of the individual – physically, intellectually, socially and emotionally
- 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 experiences through:
- Performing solo, duet and group dances to communicate ideas, experiences and artistic intentions for different purposes, contexts and audiences
- Choreography through developing and applying understanding of the processes of dance composition using a range of dance elements, genres, styles, techniques, conventions and practices
- Appreciating through using the language of dance to analyse and respond critically to a range of dance works

These experiences will be undertaken in the context of a range of dance genres and styles such as:
- Hip Hop and popular dance
- Commercial Jazz Dance
- Contemporary Dance
- Alvin Alley
- Musical Theatre
ASSESSMENT
Students have 3 types of assessment:
- Performance of taught choreography
- Devising of individual and group choreography
- Appreciation is assessed through written tasks and assignments

PREREQUISITES
- A sound level of achievement in Year 9 Dance and English is desirable.

LEVIES
- 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.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 - Dance

DRAMA (DRA)

AIMS
- To improve speaking and communication skills.
- To develop greater confidence and self-control.
- To foster creativity and the imagination.
- To develop observation and research skills, and the ability to analyse and critically evaluate dramatic texts as well as real life situations.
- To confidently speak and perform for an audience.
- To develop an appreciation of the performing arts.

Year 10
- **Semester 1**
  - Unit 1 Play Study: (performance of a scene)
  - Unit 2 Melodrama Script (individual creation) and Melodrama Performance (group creation)
  - Unit 3 Review of a Performance: (responding to a live performance)

- **Semester 2**
  - Unit 4 Political Theatre Performance: (creation of a documentary drama)
  - Unit 5 Independent Production Performance
  - Unit 6 Dramaturgy Program Notes (public performance)

ASSESSMENT
→ The achievement levels in Drama are mostly obtained from evaluating a student's practical performances. However a written assignment usually accompanies each practical task and poor achievement on the written tasks will adversely affect an overall result.
→ Assessment is usually carried out in pairs or in groups although each student is only assessed on the demonstration of individual skills and contributions.

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

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – Drama, Film, Television & New Media.
FILM, TELEVISION & NEW MEDIA (FTP)

AIMS
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;
- 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 and 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
- As a guide the levy for Film, Television and New Media in 2016 was $75.
- Excursion costs are incurred as part of the mandated curriculum, payable at the time of the excursion.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – Film, Television & New Media

ART PREPARATION (ARP)

This one year course amalgamates photography, practical art, conceptual art and subject specific careers.

AIMS
This course:
- provides opportunities for students to engage in artistic and photographic techniques;
- encourages students to make and study artworks with confidence; and
- gives students an understanding of the role of art and the artist in society.

COURSE CONTENT
- A range of skills and concepts will be explored; (drawing, design, printing, painting, ceramics, sculpture and photography).
- Practical and theoretical tasks are covered.

ASSESSMENT
- Practical: folios, exhibitions, digital and multimedia presentations.
- Theoretical: assignments, visual journals, evaluations.

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 levy for 2016 was $55.00.

BUSINESS EDUCATION PREPARATION (BEP)

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.
- To provide students with a basic understanding of computers and Information Technology to enable further study or on the job training.

COURSE CONTENT
- Who Wants to be a Millionaire? - Personal finance and investing
- Venturing into Business - Business concepts and record-keeping
- Marketing - Marketing analysis
- Entrepreneurs - Investigating real-life entrepreneurs and their qualities
- International Trade - Business from an international perspective
- Buyer Beware - Rights and responsibilities of consumers
- Connect with the World - Business communication
- World Wide Web – Online worlds, web design, digital imaging
- ICT in a World Context – Visual communication, media, the information age
- Programming – Animation, game design, basic computer programming

ASSESSMENT
→ A combination of practical and theoretical exams, assignments, project work and challenges

LEVIES
- The levy for Senior Business Education Preparation is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – Business Studies, Business Communication & Technologies.

INDUSTRIAL TECHNOLOGY PREPARATION (ITP)

This course is designed to give students an introduction to the INTAD curriculum offerings in the senior school (ie Technology Studies, Industrial Technology Studies). Current computer based technologies will be incorporated within the constraints of timetabling and facilities.

AIMS
To develop in students:-
- knowledge, understanding and skills related to industrial materials, equipment, processes and procedures;
- practical skills associated with tools and equipment;
- an appreciation of the role of industrial technology in society;
- problem solving techniques and the ability to design practical solutions to given problems;
- the ability to express and communicate ideas using sketches, diagrams, pictures and written forms; and
- responsible attitudes.

COURSE CONTENT
- Safety in workshop and industrial environments.
- Nature of industrial materials.
- Techniques for manipulating industrial materials.
- Elements and principles of design.
- Techniques for manipulating written and graphical information.

ASSESSMENT
→ Tests, practical work and research projects and reports.
→ Design folio.

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 levy in 2016 was $60.
- Students may be required to provide further funds to cover individual costs, depending on personal project choice.

GRAPHICS (GPH)

AIMS
➢ To develop students’ knowledge and understanding of:
  - graphical communication
  - the importance of graphical languages as a way of communicating
  - the use of mathematical concepts in graphics (eg space and measurement)
  - the use of technology to present graphical information
  - the design process.
➢ To develop students’ ability to:
  - solve problems
  - collect, select, organise and present information in graphical forms
  - work independently and as a team member
  - manage, plan and execute tasks efficiently and effectively

Graphics also promotes a student’s sense of self-worth and self-reliance

COURSE CONTENT
• Presentation methods
• 3 D viewing systems
• Diagrams, graphs & charts
• 2 D viewing systems
• Animations
• Surface development
• Field studies
• The design process

N.B. Computer Aided Drafting (C.A.D.) and multimedia equipment and techniques will be used extensively throughout the course in line with current industry practice

ASSESSMENT
→ Class work folio
→ Research projects/assignments
→ Tests

LEVIES
♦ The levy for Graphics is included in the Base Resource Scheme Levy.


FOUNDATIONS FOR HOSPITALITY (HOP)

AIMS
➢ To acquire food and beverage production skills which satisfy industry standards.
➢ To develop foundation Hospitality Industry knowledge.
➢ To gain an understanding of workplace health and safety issues.
➢ To develop improved time management skills in relation to food and beverage production.
➢ Develop the confidence to work in teams or individually.

COURSE CONTENT
• Students will study the following units over two semesters.
  - Term 1 – Introduction to hygiene in the Hospitality Industry.
  - Term 2 – Hospitality skills in action.
  - Term 3 – Sustainability and technology in the Hospitality Industry.
  - Term 4 – The influence of cultural foods on the Hospitality Industry.

ASSESSMENT
→ Practical production performances
→ Research investigations
→ Extended responses
→ Written examinations

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 2016 levy was $145.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – Hospitality Studies, Hospitality, Certificate II in Hospitality.
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 in 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 intrastate, interstate and overseas transfers
- conceded semesters for subjects exited at a Limited Achievement
- student learning accounts
- relaxation of completed Core requirements
- notional Sound in a subject for meeting literacy and numeracy requirements
- recognised studies.

Visit www.qcaa.qld.edu.au 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 courses: usually undertaken by students in the senior phase of learning undertaken while enrolled at a school.</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>Subjects assessed by a Senior External Examination</td>
<td>Certificate II</td>
</tr>
<tr>
<td>VET Certificate II, III or IV qualifications (includes school-based traineeships)</td>
<td>Certificate III</td>
</tr>
<tr>
<td>School-based apprenticeships in the Tertiary Education sector</td>
<td>Certificate III</td>
</tr>
<tr>
<td>School-based traineeships that incorporate on-the-job training</td>
<td>Certificate IV</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>Per course</td>
</tr>
<tr>
<td>Short course in literacy or short course in numeracy developed by the QCAA</td>
<td>Per course</td>
</tr>
<tr>
<td>RECOGNISATION courses: add value or complement Core courses of study</td>
<td>A maximum of 6 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>Learning projects — workplace, community, self-directed</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: A short course senior syllabus</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</td>
</tr>
<tr>
<td>Units of Competency contributing to VET diplomas or advanced diplomas while enrolled at a school</td>
<td>Two-semester subject</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</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 PSK20113 Certificate II in Skills for Work and Vocational Pathways
- completion of a VET course in Core Skills for Employment and Training — Communication, i.e. 39283QLO (Certificate II) or 39283QLO (Certificate II)
- completion of a VET course in Core Skills for Employment and Training — Numeracy, i.e. 39288QLO (Certificate II) or 39288QLO (Certificate II).
Senior Education Profile

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

Queensland Certificate of Education

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

Tertiary Entrance Statement

The Tertiary Entrance Statement shows an eligible student’s OP (Overall Position) and FPAs (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. FPAs 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). FPAs 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.