<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASE STUDY</td>
<td>3</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>4</td>
</tr>
<tr>
<td>ACCOUNTING</td>
<td>4</td>
</tr>
<tr>
<td>BUSINESS MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>CERTIFICATE I IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY (ICA 10111)</td>
<td>4</td>
</tr>
<tr>
<td>CORE DRAMA</td>
<td>4</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>4</td>
</tr>
<tr>
<td>FILM, TELEVISION AND NEW MEDIA</td>
<td>4</td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td>4</td>
</tr>
<tr>
<td>GRAPHICS</td>
<td>4</td>
</tr>
<tr>
<td>HEALTH AND PHYSICAL EDUCATION FACULTY</td>
<td>4</td>
</tr>
<tr>
<td>PHYSICAL RECREATION</td>
<td>4</td>
</tr>
<tr>
<td>HEALTH and PHYSICAL EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>HPE EXTENSION</td>
<td>4</td>
</tr>
<tr>
<td>HISTORY</td>
<td>4</td>
</tr>
<tr>
<td>HOSPITALITY</td>
<td>4</td>
</tr>
<tr>
<td>LEGAL STUDIES</td>
<td>4</td>
</tr>
<tr>
<td>MANUFACTURING</td>
<td>4</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>4</td>
</tr>
<tr>
<td>MUSIC</td>
<td>4</td>
</tr>
<tr>
<td>PHILOSOPHY AND REASON</td>
<td>4</td>
</tr>
<tr>
<td>ROBOTICS (UAV)</td>
<td>4</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>TOURISM</td>
<td>4</td>
</tr>
<tr>
<td>CORE VISUAL ART</td>
<td>4</td>
</tr>
<tr>
<td>EXTENSION VISUAL ART</td>
<td>4</td>
</tr>
<tr>
<td>QUEENSLAND CERTIFICATE OF EDUCATION</td>
<td>4</td>
</tr>
</tbody>
</table>
CASE STUDY

This case study is typical for students in either years 11 or 12. Please bear in mind that Year 10 students will be slightly different given that students will change electives at the end of Semester 1.

Suzie and Geoff are both in Year 11. They are studying the same subjects English, Mathematics, Science, Film, Television and New Media, Business Organisation and Management and History.

Suzie’s parents join the Calamvale Community College Resource Scheme. Geoff’s parents DO NOT. Here is a comparison of the cost to each family.

GEOFF

The Government text cheque is paid directly to the College and therefore Geoff would automatically get access to the Maths Text (refer to table on next page) and four English Texts ($34.00, $42.00, $42.00, $22.95) as well as some computer/internet access and access to library borrowing. Because Geoff is NOT in the Resource Scheme, his parents will need to purchase the remaining texts and resources for him to complete his studies in Year 11. The resource and their costs are in the table on the facing page.

TOTAL COST FOR GEOFF’S FAMILY WOULD BE APPROX $1080.00

SUZIE

Suzie joins the resource scheme to access the same texts and resources as Geoff. Her family would pay $180.00 plus an additional $65.00 levy for Film, Television and New Media and $225.00 to purchase the graphics calculator. By joining the College Resource Scheme, Suzie has assessed the full range of resources, GST Free.

TOTAL COST FOR SUZIE’S FAMILY WOULD BE $470.00.

(The cost of excursions would be additional for both Suzie and Geoff)
## ENGLISH

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Story Anthology</td>
<td>$23.00</td>
</tr>
<tr>
<td>‘Romeo and Juliet’</td>
<td>$17.95</td>
</tr>
<tr>
<td>‘Tomorrow when the war began’</td>
<td>$13.50</td>
</tr>
<tr>
<td>‘The Rabbits’</td>
<td>$13.25</td>
</tr>
<tr>
<td>Nelson QLD English 1</td>
<td>$40.00</td>
</tr>
<tr>
<td>Nelson QLD English 2</td>
<td>$40.00</td>
</tr>
<tr>
<td>Nelson QLD English 3</td>
<td>$40.00</td>
</tr>
<tr>
<td>Senior Skills Builder</td>
<td>$22.95</td>
</tr>
<tr>
<td>Various Films and Photocopies</td>
<td>$60.00 (approx.)</td>
</tr>
</tbody>
</table>

## GEOGRAPHY

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heinemann Geography 2</td>
<td>$57.00</td>
</tr>
<tr>
<td>Key Skills in Geography, 3rd Edition</td>
<td>$37.00</td>
</tr>
<tr>
<td>Heinemann Atlas, 5th Edition</td>
<td>$50.00</td>
</tr>
<tr>
<td>Practical Exercises on Contour Maps and Weather Maps</td>
<td>$28.00</td>
</tr>
</tbody>
</table>

## HISTORY

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>History Zone</td>
<td>$52.25</td>
</tr>
<tr>
<td>Heinemann History</td>
<td>$57.00</td>
</tr>
<tr>
<td>The Twentieth Century World</td>
<td>$31.30</td>
</tr>
<tr>
<td>Evidence of War</td>
<td>$41.20</td>
</tr>
</tbody>
</table>

## LEGAL STUDIES

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Concepts in Commerce</td>
<td>$65.00</td>
</tr>
<tr>
<td>New Concepts in Commerce Workbook</td>
<td>$45.00</td>
</tr>
</tbody>
</table>

## MUSIC

<table>
<thead>
<tr>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Music Aural Concepts</td>
</tr>
</tbody>
</table>

## DRAMA

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre Stage</td>
<td>$58.95</td>
</tr>
<tr>
<td>Performance A Practical Approach to Drama</td>
<td>$61.95</td>
</tr>
</tbody>
</table>

## FILM, TELEVISION AND NEW MEDIA

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Remix</td>
<td>$37.95</td>
</tr>
<tr>
<td>Photography Production and Appreciation 2E</td>
<td>$91.95</td>
</tr>
</tbody>
</table>
In order to study the above subjects students must meet or exceed the LOA of any subject listed as a pre-requisite subject. Recommended subjects are preferable but not mandatory. Any student who does not meet the Year 10 pre-requisite subject LOA will be unable to enrol in that subject in Year 11.*  
* Permission may be granted by the Principal upon application in writing under exceptional circumstances.
## SENIOR SCHOOL MODULE/SUBJECT CHARGES 2014

<table>
<thead>
<tr>
<th>MODULES (PER SEMESTER)</th>
<th>COST</th>
<th>SUBJECTS (PER YEAR)</th>
<th>COSTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 10</strong></td>
<td></td>
<td><strong>YEARS 11 and 12</strong></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>$20.00</td>
<td>Drama</td>
<td>$65.00</td>
</tr>
<tr>
<td>Film, Television &amp; New Media</td>
<td>$20.00</td>
<td>Film, Television &amp; New Media</td>
<td>$65.00</td>
</tr>
<tr>
<td>Hospitality</td>
<td>$40.00</td>
<td>Hospitality</td>
<td>$60.00</td>
</tr>
<tr>
<td>Industrial Technology (Manufacturing)</td>
<td>$40.00</td>
<td>Music</td>
<td>$65.00</td>
</tr>
<tr>
<td>Music</td>
<td>$20.00</td>
<td>Visual Art</td>
<td>$70.00</td>
</tr>
<tr>
<td>Robotics</td>
<td>$80.00</td>
<td>Aeroskills</td>
<td>$120.00</td>
</tr>
<tr>
<td>Visual Art</td>
<td>$30.00</td>
<td>Industrial Technology Studies (Manufacturing Furnishings)</td>
<td>$90.00</td>
</tr>
<tr>
<td>Visual Art Extension (must do Visual Art first)</td>
<td>$30.00</td>
<td>Industrial Technology Studies (Manufacturing Plastics)</td>
<td>$90.00</td>
</tr>
<tr>
<td>Certificate II Live Production &amp; Events Management</td>
<td></td>
<td></td>
<td>$80.00</td>
</tr>
<tr>
<td>Certificate II Music</td>
<td></td>
<td></td>
<td>$80.00</td>
</tr>
<tr>
<td>Certificate II Tourism</td>
<td></td>
<td></td>
<td>$55.00</td>
</tr>
<tr>
<td>Certificate II Visual Art &amp; Contemporary Craft</td>
<td></td>
<td></td>
<td>$70.00</td>
</tr>
<tr>
<td>Certificate III Hospitality in Food and Beverage (includes My.TAFE website access)</td>
<td></td>
<td></td>
<td>$165.00</td>
</tr>
<tr>
<td><strong>Dual Certificate in Hospitality</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate II/III in Hospitality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(includes My.TAFE website access)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Year of program</td>
<td></td>
<td></td>
<td>$290.00</td>
</tr>
<tr>
<td>2nd Year of Program</td>
<td></td>
<td></td>
<td>$165.00</td>
</tr>
<tr>
<td>QCS Test Preparation</td>
<td></td>
<td></td>
<td>$35.00</td>
</tr>
</tbody>
</table>
Year 10 in the Senior School at Calamvale Community College is designed as a year of transition between the Middle School and the Senior School. This transition takes into account the differing nature of the sub-schools, the curriculum and associated assessment, physical environment and overarching requirements of the two sub-schools.

Each subject articulates to one or more subjects in Years 11 and 12 and provides awareness and/or specific preparation for these subjects.

In the Senior School, Mathematics, English and Science are studied for two (2) Semesters with History and Physical Education each being studied for one (1) Semester. Students are asked to choose four (4) additional semester length subjects to be studied across the year.

**QCE REQUIREMENT**

The QCE is a school-based qualification awarded to young people who have achieved set standards in a significant amount of learning and met literacy and numeracy requirements. It operates in every Queensland Senior School and it has replaced the Senior Certificate from 2008.

The Queensland Government made a commitment to increase the number of young people completing Year 12. It has enacted new laws requiring students to be ‘earning or learning’ until they turn 17. In addition, the new senior qualification has been introduced to meet the needs of a much wider group of students. It allows recognition of a much wider range of learning options including academic subjects, vocational education and training, employment, community and other projects and university subjects.

The QCE aims to meet everyone’s needs, including those students who would normally have left school after Year 10. It is not a ‘one size fits all’ approach of learning – it is about tailoring a package of learning for the student i.e. what, when and how each individual student learns to meet their individual needs and aspirations.

A Queensland Certificate of Education will be awarded to young people only if their course of study satisfies some specific requirements: a significant amount of learning; an agreed standard of achievement, there is also a literacy and numeracy agreement. The Queensland Studies Authority has published fact sheets to help students and parents understand the new system. These have been included at the end of this booklet.

Please read these very carefully.
## CO-CURRICULA PROGRAMME

### Certificate I in Work Education (30626QLD)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENENP101B</td>
<td>Apply an enterprising approach in an approved project</td>
</tr>
<tr>
<td>GENIWR101B</td>
<td>Develop basic knowledge of workplace relations</td>
</tr>
<tr>
<td>GENJSI101B</td>
<td>Apply job search and interview skills</td>
</tr>
<tr>
<td>GENOH5101B</td>
<td>Follow fundamental OHS principles and procedures</td>
</tr>
<tr>
<td>GENPAS101B</td>
<td>Present a positive image in the workplace</td>
</tr>
<tr>
<td>GENPCD101B</td>
<td>Develop career and learning development plan</td>
</tr>
<tr>
<td>GENSWL101B</td>
<td>Participate in structured workplace learning</td>
</tr>
</tbody>
</table>

### Partnering for the Future

The College is in partnership with a variety of TAFE’s including Metropolitan South Institute of TAFE, Southbank Institute of TAFE, Bremer Institute of TAFE, Skills Tech which all offer a seamless training initiative which maximises students’ higher education opportunities while they are still at school. Students could enrol in a variety of Certificate Courses, e.g. Certificate III course in Fashion/Textiles at Metropolitan South Institute of TAFE – Mt Gravatt campus one or two days and attend school for the remainder of the week. Successful completion would give automatic entry into Diploma courses at Metropolitan South Institute of TAFE.

Metropolitan South Institute of TAFE also offers automatic entry into their courses for all Calamvale Community College senior graduates.

**PLEASE NOTE THAT THERE ARE MATERIAL COSTS ASSOCIATED WITH THESE COURSES.**

‘Start QUT’ is a programme offering early entry to Queensland University of Technology in selected courses for year 12 students. ‘GUEST’ is a similar programme at Griffith University.
Student Work Placements (Work Experience)

Calamvale Community College currently offers work experience to senior students on a case-by-case basis. Year 10 students are offered the opportunity to take part in a three-five (3-5) day block of work experience that coincides with Years 11 and 12 block exams. In each case, however, the block is arranged by the students themselves, and contributes to the minimum number of work experience hours required to complete the Certificate I in Work Education studied within the Career Education Programme.

In contract to some other high schools, the College does not currently arrange mandatory blocks of work experience for whole cohorts of students.

To date, the College has placed hundreds of students in valuable work experience across a multitude of industries. Most of the College’s School-based Apprenticeships and Traineeships have grown from this programme, and occasionally students pick up casual paid employment from the workplace they visit. It is an excellent way for a student to get their ‘foot in the door’ of the industry in which they are interested.

Work placements are primarily created for the students’ timetable, although many work experience arrangements take place outside school hours on other days of the week following the 1.00pm finish. Work experience can range from a one (1) day visit to a workplace. In most cases, students have experienced a satisfactory amount of contact with a workplace after ten (10) visits.

Work experience allows a student the opportunity to learn more about industries in which they are interested in working – in some cases, these experiences affirm the student’s enthusiasm for a particular job, while in other cases students realise that a particular job or industry is not for them. In both cases, the experience is successful.

Work experience places students in workplaces as representatives of the College, covered by Education Queensland’s insurance, and it is unpaid work. Students **MUST NOT ORGANISE ANY PAID OR UNPAID WORK DURING SCHOOL HOURS WITHOUT SEEING** the Head of Curriculum responsible for this.
The benefits for students involved in work experience are many:

- Receive hands on experience in the workplace.
- Are taught and assessed on the job.
- Work with future employers who treat them as an equal.
- Test out career choices whilst still at school.
- Gain knowledge, skills and attitudes that are relevant to and valued in the workplace before they leave school.
- Complete the Senior Phase of learning with credit towards further vocational education and training programmes, apprenticeships and traineeships.
- Make contacts that may lead to future job opportunities.
- Enjoy learning in a different way.
- Learn to get on well with a variety of other people.

Students can obtain work experience in two ways:

1. Make contact with a host employer and negotiate a period in which work experience can take place, then inform Mr Corey Thompson (Acting Senior Schooling HOC) and Mrs Bowes (Work Placement Coordinator) in the Senior Studies Building. Providing the host employer with the insurance information given above is a good way to calm any nerves about liability. Mr Thompson will then arrange the work experience, and the student will be issued with a Work Experience Agreement. **This agreement is the key to insurance cover. Without all the signatures on it before placement commences, the student is not covered for workers compensation or liability.** Students will also be given a letter to parents explaining the planned work experience, and a student work experience log book, which is to be filled out by the student and host employer.

2. Pick up a Work Experience Expression of Interest Form from Mrs Bowes (Room SS12, Senior Studies Building) complete it and return it. The student’s information submitted will go into a database, and in the event an employer approaches the school requesting work experience students, the student may be contacted. This is by far a much slower process, with no guaranteed results. The first approach described above is more proactive and often more successful.

**School-Based Apprenticeships and Traineeships**

School-based apprenticeships and traineeships allow students – typically years 10, 11 and 12 – to study for their Queensland Certificate of Education, (QCE) whilst **at the same time** undertaking government-approved and accredited training qualifications as paid employees.

An apprenticeship usually leads to a **trade**, while a traineeship usually leads to a **certificate qualification**.
Students not only receive their QCE or equivalent at the end of year 12, but they also train towards a qualification in their chosen career. This training may occur at a workplace, school, or with a Supervising Registered Training Organisation (SRTO) such as a TAFE institute or a private College (e.g. Moreton College, Sarina Russo, etc.).

Employment and/or training arrangement developed for the participant must impact on the student’s school timetable for the program to be considered ‘school-based’. (The Senior School’s 1.00pm finish on Mondays, Tuesdays, Thursdays and Fridays automatically allows any College students to meet this criterion).

For a school-based arrangement to be created, students must have the support of:

- a **host employer** at a workplace that allows the demonstration of relevant skills and knowledge
- the **College** (represented by Mr Thompson)
- a Supervising Registered Training Organisation (**SRTO**) that delivers training
- and their **parent/caregivers** who represent them while under the age of 18
- and a New Apprenticeship Centre (**NAC**) representative that draws up the training contract on behalf of the Australian Government.

While a huge number of apprenticeships and traineeships are possible, whether or not they are actually available to particular students relies on gaining support from each of these parties in each instance.

These parties come together at the “Sign-Up” to complete the training contract, and negotiate the student’s **Education Training and Employment Schedule (ETES)**. This schedule documents exactly when the student is at work, school and training and it is usually negotiated at the same time the **training contract** is signed. These are legal documents.

Students who do not complete their apprenticeship or traineeship whilst at school are required to convert to full-time or part-time arrangements when they finish their final day at school. Once converted to full-time or part-time arrangements, appropriate award wages and conditions apply.

How much of the full qualification or trade is gained whilst at school depends on the level of the training undertaken, and how fast the student progresses through the training. Training is competency-based, and therefore not determined by time. A student may progress as fast as they can demonstrate competency. However, acquiring competency at parts of the training may often require consistent demonstrations across a range of contexts.

Unlike other apprentices and trainees, school-based participants are **not paid for the time spent undertaking training** delivered by the supervising registered training organisation, and **do not accrue entitlements** to sick leave or recreation leave.
However, students are paid for the time spent working, including a loading to compensate for not receiving recreation and sick leave. This usually puts their wage at a higher-than-casual rate for the industry they work in. Host employers, SRTO's and the College, also receive financial incentives from the Australian Government for each new trainee.

Periods of paid employment for a school-based apprenticeship or traineeship must never fall below a minimum of forty-eight (48) days per year (roughly one (1) day per week, where eight (8) hours = one (1) day, or as appropriate to the industry). This minimum amount of forty-eight (48) days can however be compiled in various ways, including blocks during holidays. Any hour in which the student is employed at a workplace whilst under a training contract is considered part of their minimum hours.

Hours spent at the SRTO are unpaid, and do not contribute to the forty-eight (48) days per year minimum paid employment. Again, training can be delivered in a variety of ways, including weekly visits to an SRTO's campus, flexible delivery at home or on College grounds, by correspondence, or in blocks during school holidays.

The minimum hours set for school, workplace employment, and training are set in place by the ETES, and cannot be altered by any party without the consent of all other parties.

It is important for students entering into a school-based apprenticeship or traineeship see the process as an excellent training opportunity, with pay as an additional bonus. They are a commitment that helps a student’s pathway - not just a good way to get some paid work for spending money.

The benefits of doing a school-based apprenticeship or traineeship include:

- receiving both an education and a job
- being a step ahead of the competition for jobs upon completing schooling
- learning the latest knowledge and skills in industry
- getting paid while you learn
- working towards achieving a nationally recognised qualification
- gaining hand-on experience in a real job
- gaining the skills and experience to help you go on to further tertiary study
- experiencing a great way to move from school to work
- gaining a real sense of achievement
- contributing points towards the Queensland Certificate of Education

Doing a school-based apprenticeship or traineeship is a great start to a career!
FURTHER ADVICE

Prepare your SETPlan with care. Indicate your expression of interest for Subjects.

Attend the Course Selection Information Night

Make your choice
<table>
<thead>
<tr>
<th>Description</th>
<th>Accounting is an information system that provides financial and other information for making decisions and evaluating the success of business enterprises.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aims</td>
<td>This subject aims to allow students to develop:</td>
</tr>
<tr>
<td></td>
<td>• an understanding of the importance of accounting for effective business decision making</td>
</tr>
<tr>
<td></td>
<td>• an ability to record and interpret basic financial business information, process accounting data, produce reports and make decisions</td>
</tr>
<tr>
<td></td>
<td>• an awareness of the role of technology in accounting</td>
</tr>
<tr>
<td></td>
<td>• an ability to apply accounting knowledge and skills to their business, social and personal lives, both now and in the future.</td>
</tr>
<tr>
<td>Topics</td>
<td>Topics to be covered include:</td>
</tr>
<tr>
<td></td>
<td>• What is accounting all about?</td>
</tr>
<tr>
<td></td>
<td>• Basic Accounting principles</td>
</tr>
<tr>
<td></td>
<td>• Recording business transactions</td>
</tr>
<tr>
<td></td>
<td>• Have we made a profit?</td>
</tr>
<tr>
<td></td>
<td>• Using spread sheets for Accounting purposes</td>
</tr>
<tr>
<td></td>
<td>• Mind Your Own Business Accounting software (MYOB)</td>
</tr>
<tr>
<td>Assessment</td>
<td>Students will be assessed in two criteria:</td>
</tr>
<tr>
<td></td>
<td>• Knowledge, interpretation and evaluation</td>
</tr>
<tr>
<td></td>
<td>• Practical applications</td>
</tr>
<tr>
<td></td>
<td>Methods of assessment could include</td>
</tr>
<tr>
<td></td>
<td>• In class assignments</td>
</tr>
<tr>
<td></td>
<td>• Examinations</td>
</tr>
<tr>
<td></td>
<td>• Folio of work</td>
</tr>
<tr>
<td>Years 11 and 12 Links</td>
<td>Accounting</td>
</tr>
<tr>
<td>Description</td>
<td>This subject is an introduction to the management of business in Australia and internationally. The subject will examine the four key elements of business management – Human Resource Management, Financial Management, Operations Management and Marketing.</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Aims       | This module aims to:  
- Explain the different forms of business ownership in Australia  
- Recognise the significant role of business within Australia  
- Prepare students for business related Year 11 and 12 subjects. |
| Topics     | Topics to be covered include:  
- Public and Private sectors  
- Different forms of business ownership – Advantages and disadvantages of each  
- Management Practices  
- Entrepreneurship  
- Motivating Staff  
- Aims of marketing  
- Types of markets  
- Target markets  
- The Marketing Mix  
- Writing a marketing plan  
- Advertising  
- International Business |
| Assessment | Students will be assessed on three Criteria:  
- Knowledge and Understanding business  
- Applying and Analysing Management strategies  
- Evaluating and Communicating Management strategies  
Methods of assessment include:  
- The Nature of Business – Exam 70 minutes  
- Entrepreneurship Presentation 2 – 3 minutes  
- Marketing Plan – 500 – 600 words |
| Years 11 and 12 Links | Business Management |
Certificate I in Information, Digital Media and Technology is a subject designed to provide students with an operational knowledge of common programs such as Microsoft Word, Excel, PowerPoint and Internet browsers (see list of competencies below). The Certificate incorporates issues of workplace health and safety, ergonomics and other aspects of data management, as well as basic operating system functions and processes.

### Aims
At the end of this course students will be able to:
- Understand the functions and processes of a computer operating system
- Demonstrate their ability to use Microsoft Word, Excel, PowerPoint and Internet browsers effectively
- Install, configure and use a digital device (e.g. digital camera, flash drive)
- Understand and participate in workplace health and safety processes

### Topics
Units of competencies:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICAICT101A</td>
<td>Operate a personal computer</td>
</tr>
<tr>
<td>ICAICT102A</td>
<td>Operate word-processing applications</td>
</tr>
<tr>
<td>ICAICT103A</td>
<td>Use, communicate and search securely on the internet</td>
</tr>
<tr>
<td>ICAICT104A</td>
<td>Use digital devices</td>
</tr>
<tr>
<td>ICAICT105A</td>
<td>Operate spread sheet applications</td>
</tr>
<tr>
<td>ICAICT106A</td>
<td>Operate presentation packages</td>
</tr>
</tbody>
</table>

### Assessment
This is a competency based course where students will either demonstrate that they are competent or not yet competent in the six modules covered. These competencies will be demonstrated as folios of work, case studies, teacher questioning, observations with checklists and self-assessment and teacher observations. Students will have multiple opportunities to demonstrate competencies in each module.

### Years 11 and 12 Links
Certificate II in Information, Digital Media and Technology.
### Description

Students will be introduced to a range of skills and dramatic languages; working in the areas of **forming**, **presenting** and **responding**. Students will build on their skills of creating, presenting and analysis, through the formation of and the presentation of short scenes with high production values. Throughout the course, students will respond to work of their own, peers and professional artists.

### Aims

- The subject aims to assist students to develop the capacity to improvise
- stage a piece of drama in a studio situation and/or …
- stage a piece of drama in CPAC, using lighting and sound
- analyse a script and apply performance techniques to bring the script to life
- work within a team to develop short scenes/performances
- reflect upon personal talent and design a pathway for future development in Drama
- understand the nature of creativity
- participate in an artist-in-residency project

### Topics

- Physical Theatre/Puppetry
- Docudrama
- Realism
- Improvisation
- Elements of Drama
- Elements of Performance Skills

### Assessment

Students will be assessed using three criteria:
- Forming
- Presenting
- Responding

Methods of assessment may include:
- Scriptwriting or Improvisation
- Practical performance
- Analytical Essay

### Years 11 and 12 Links

Core Drama is a pre-quisite for Drama (Authority). The subject will also support learning in Film, Television and New Media, Certificate II in Live Production and Event Management

### Subject Levy

$20.00

### Additional Cost

Students may visit a performance and/or participate in an artist in residency (approximately $20 - $30)
<table>
<thead>
<tr>
<th>Description</th>
<th>English is the study of the language and its text. English offers opportunities to use language and texts for enjoyment and requires students to use a wide range of approaches to analyse, evaluate and appreciate English language texts.</th>
</tr>
</thead>
</table>
| Aims        | This subject aims to allow students to:  
  - develop and refine foundational skills required for Senior English  
  - analyse texts, opinions and perspectives  
  - analyse ideas information and images in texts  
  - examine representations of identities (individuals and/or groups), issues, times and/or places in texts  
  - examine language used to express the ideas, knowledge, values and practices that underpin texts  
  - communicate opinions and perspectives  
  - use ideas, information and images to influence audiences  
  - make representations of identities, issues, times and/or places  
  - use language to communicate the knowledge, ideas, values and practices that underpin texts. |
| Topics      | Topics to be covered include:  
  - Various novel studies – focus areas: the construction of youth in texts, Contemporary novel that deals with a moral, social and/or ethical issue,  
  - Shakespearean Play – ‘Romeo and Juliet’  
  - New Media  
  - Shakespearean Play – ‘Romeo and Juliet’ |
| Assessment  | Students will be assessed in:  
  - Knowledge  
  - Analysis and evaluation  
  - Communication  
  - Comprehension  
  - Imaginative  
  - Expository  
  - Analytical  
  - Imaginative |
| Years 11 and 12 Links | Authority English / English Communication |
## Description
Students explore photography, basic film languages and technologies to create many media products including a photographic portfolio, storyboards, film scripts, short films and in-camera edits.

## Aims
This subject invites students to explore the components of creating many forms of media and in turn work towards becoming media literate as well as creators and manipulators of media. Students learn to read imagery through an in-depth study of composition, storyboard and film languages. Students learn to make short in-camera edit films and are introduced to video and photographic editing techniques using advanced editing programs.

## Topics
Topics to be covered include:
- Composition
- Photograph portfolio
- Digital photography
- Scriptwriting
- Storyboarding
- Film languages
- Genre
- Film styles (Tim Burton)

## Assessment
Students will be assessed using three Criteria:
- Design
- Production
- Critique

Methods of assessment will include:
- Photographic portfolio
- Scriptwriting
- In-camera edit
- Textual Analysis exam (reading a film)
- Editing – Photoshop/blue screen technology

## Years 11 and 12 Links
NOTE: students may commence a Certificate III in Media (Computer Gaming) through Valhalla Studios (in Year 10). This can be arranged through the HOC – Performance and Senior Schooling HOC.

## Subject Levy
$20.00

## Additional Cost
Students may also visit the Gallery of Modern Art (Cinématèque) or participate in an artist in residency project.
### Description
Geography is the study of the earth’s landscapes, peoples, places and environments. Geography is unique in bridging the social sciences (human geography) with the natural sciences (physical geography). Geography puts this understanding of social and physical processes within the context of places and regions – recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and the links between them.

### Aims
In becoming geographically informed, students can observe, measure and describe places on the surface of the Earth, analyse and provide explanations for the complex interactions of human and physical phenomena, and make informal judgments to improve their community, region, nation and the world.

### Topics
#### Environmental change and management
This unit focuses on investigating environmental geography through an in-depth study of a specific environment. Students investigate a specific type of environment and environmental change in Australia and one other country.

#### Geographies of human wellbeing
This unit focuses on investigating global, national and local differences in human wellbeing between places. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives.

### Assessment
Students will be assessed according to the ACARA standards descriptors, and will be assessed via instruments that are reflective of those required of studies in Years 11 and 12.

Methods of assessment may include:

- Report
- Short Response Test
- Multimedia Presentations

### Years 11 and 12 Links
Modern History, English, Philosophy, Geography, Mathematics and Science
### Description
Graphics gives students the opportunity to become familiar with three separate software packages that are currently in industry. Graphics is a universal language and is recognised around the world in many different careers. This course gives students a brief look at content relevant to Senior Graphics.

### Aims
This module aims to:
- Introduce students to software that is used in industry and further graphics programs
- Develop knowledge and understanding of the fundamentals of graphical communication
- Help students think critically and purposefully about graphical communication with particular emphasis on problem solving
- Promote awareness of the importance of graphical languages as modes of communicating ideas and information
- Develop a knowledge and understanding of the application of mathematical concepts
- Generate skill in the application of technologies aids and systems to present graphical information
- Extend skills of collecting, selecting, organising and presenting information in graphical forms
- Prepare students for Senior Graphics in Years 11 and 12

### Topics
Topics to be covered include:
- Industrial design (Solid Works)
- Built Environment - Architectural Drafting (ArchiCAD)

### Assessment
Students will be assessed of three criteria:
- Knowledge and understanding — factual knowledge acquired in module
- Analysis and application
- Synthesis and evaluation

Methods of assessment may include:
- Formal tests
- Assignments
- Class work and homework

### Years 11 and 12 Links
Graphics, Manufacturing, Aero Skills, Mathematics, English, Physics
**ALL** year 10 students are required to select one (1) subject from the HPE faculty. Whilst students are required to indicate their preferences in the subject selection process, changes may be necessary dependent on demand.

### Description

Both Health and Physical Education (HPE) and Recreation are based on the Australian Curriculum and teach students how to enhance their own and others’ health, wellbeing and physical activity participation in varied and changing contexts. They offer students an experiential curriculum that is contemporary, relevant, challenging, enjoyable, and physically active.

### Aims

The Health and Physical Education curriculum is based on the following principles, which recognise that although young people have varying access to personal and community resources, they have the capacity to:

- be healthy, safe and active and move with competency and confidence
- enhance their own and others’ health and wellbeing and physical activity participation
- enrich and sustain healthy and active communities

### Topics

*Health and Physical Education* has two interrelated strands:

- Personal, social and community health
- Movement and physical activity

The two strands provide a balance between health and movement-related knowledge, understanding, and skills.

<table>
<thead>
<tr>
<th>Strands</th>
<th>Personal, social and community health</th>
<th>Movement and physical activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Ideas</td>
<td>• Being healthy, safe and active</td>
<td>• Moving our body</td>
</tr>
<tr>
<td></td>
<td>• Communicating and interacting for health and wellbeing</td>
<td>• Understanding movement</td>
</tr>
<tr>
<td></td>
<td>• Contributing to healthy and active communities</td>
<td>• Learning through movement</td>
</tr>
<tr>
<td>Contexts for learning</td>
<td>• Alcohol and drugs</td>
<td>• Challenge and adventure activities</td>
</tr>
<tr>
<td></td>
<td>• Food and nutrition</td>
<td>• Games and sports</td>
</tr>
<tr>
<td></td>
<td>• Health benefits of physical activity</td>
<td>• Health-related physical activities</td>
</tr>
<tr>
<td></td>
<td>• Mental health and wellbeing</td>
<td>• Rhythmic and expressive movement</td>
</tr>
<tr>
<td></td>
<td>• Relationships and sexuality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Safety</td>
<td></td>
</tr>
<tr>
<td><strong>Years 11 and 12 Links</strong></td>
<td>Physical Education, Certificate III in Fitness, Certificate II in Sport and Recreation</td>
<td></td>
</tr>
</tbody>
</table>
### PHYSICAL RECREATION

<table>
<thead>
<tr>
<th>Description</th>
<th>Physical Recreation uses a variety of physical activities to encourage students to be more physically active. The theory units will be based on the Personal, social and community health strand.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aims</td>
<td>Physical Recreation aims to provide opportunities for students to improve their own and others’ health, wellbeing and participate in a range of physical activities.</td>
</tr>
</tbody>
</table>
| Topics     | Sample topics based on the National Curriculum may include:  
  - Theory  
    - Anatomy  
    - Safe Partying – Drugs & Alcohol  
    - CPR 4 Life  
  - Physical Activities – may include:  
    - Badminton  
    - Fitness  
    - AFL |
| Assessment | Practical assessment  
  Ongoing during the term with an emphasis on participation, attitude and behaviour and as well as physical skill.  
  Theoretical assessment  
  - Written exam  
  - Multimodal presentations |
| Years 11 and 12 Links | Certificate II in Sport and Recreation, Certificate III in Fitness |

### HEALTH and PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Description</th>
<th>HPE prepares students who wish to study the Authority subject Physical Education in years 11 and 12. The theory units studied relate directly to the selected physical activity the students are participating in. There is an equal emphasis placed on theory and performance elements within this module.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aims</td>
<td>This subject focuses on physical activity in Australian society and involves learning in, through and about physical activity. The aim of the course is to provide students with the skills to understand human movement and how to improve performance, both physically and psychologically.</td>
</tr>
</tbody>
</table>
| Topics     | Topics will be based on the National Curriculum and may include  
  - Theory  
    - Biomechanics  
    - Exercise and Training  
    - CPR 4 Life  
  - Physical Activities  
    - Touch  
    - Volleyball  
    - Netball |
| Assessment | Students will be assessed on criteria in both theoretical and practical aspects of the course and both aspects are weighted equally.  
  **Practical assessment** will be ongoing during the term with an emphasis on participation, attitude and behaviour and as well as application of skill.  
  **Written / Research assessment:**  
    - Biomechanics exam  
    - Assignment – training programs |
| Years 11 and 12 Links | Physical Education (Authority), Certificate III in Fitness |
### Description

This subject is offered in Semester 2 ONLY for ADP students preparing them for Physical Education in years 11 and 12 and possibly Cert III Fitness.

The theory units studied relate directly to the selected physical activity. There is an equal emphasis placed on theory and performance elements within this subject.

### Aims

This subject is an extension from Semester 1 HPE and continues to focus on physical activity in Australian society. It involves learning in, through and about physical activity. The aim of the course is to provide students with the skills to understand human movement and how to improve performance, both physically and psychologically.

### Topics

Topics to be covered may include

**Focus Areas**

- Anatomy and the Science of Movement – basic anatomy and analysis of movement
- Figueroa’s Framework – Investigate the 5 levels and their impact on students’ participation in physical activity
- CPR 4 Life

**Physical Activities** – development of skills that are applied in a variety of performance environments

- Golf
- Netball
- Other physical activities as determined by teacher

### Assessment

Students will be assessed on criteria in both theoretical and practical aspects of the course and both aspects are weighted equally.

**Practical assessment** will be ongoing during the term with an emphasis on participation, attitude and behaviour and as well as application of skill.

**Written / Research assessment:**

- Anatomy exam
- Exam Essay – Figueroa’s framework

### Years 11 and 12 Links

Physical Education, Certificate III in Fitness
<table>
<thead>
<tr>
<th>Description</th>
<th>History is the study of humanity from the nineteenth century to current times. Through examining the influences of some outstanding people and events, History remembers the past, explains the present, and gives hope and interpretations for our future.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aims</td>
<td>Students will understand the role that history plays in shaping our lives; in the past, the present and in the future. They will investigate Australia’s Involvement in WWII, examine the Rights and Freedom Movement in Australia, and the impact that Migration Experiences have had on Australian politics and culture.</td>
</tr>
</tbody>
</table>
| Topics | **Topic A: World War II**  
- Examine the significant events of World War II and the experience of Australians  
- Investigate the impact of the war with particular emphasis on the home front  
**Topic B: Rights and Freedoms**  
- Investigate the struggles for human rights including how human rights have been ignored, demanded or achieved both in Australia and in the broader world context.  
**Topic C: Migration Experiences**  
- Examine the impact of the change in government policies on Australia’s migration patterns as well as the impact of significant world events such as the Vietnam war  
- Investigate the contribution of migration to Australia’s changing identity as a nation and to its international relationships. |
| Assessment | Students will be assessed according to the ACARA standards descriptors.  
Methods of assessment will include:  
- Objective short answer exam  
- Response to stimulus essay exam  
- Multi-media presentation including a research book |
| Years 11 and 12 Links | Modern History, English, Philosophy, Geography |
### Description
This subject is an introduction to the Hospitality Industry. It is designed to reflect the role of hospitality employees who perform a range of activities requiring basic operational knowledge and practical skills in a hospitality environment.

### Aims
This subject aims to:
- Develop knowledge and practical skills in the Hospitality field
- Introduce students to methods of food preparation and food and beverage service

### Topics
Topics to be covered include:
- Develop and update hospitality industry knowledge
- Basic kitchen skills
- Food presentation
- Workplace Health and Safety
- Working with colleagues and customers

### Assessment
Students will be assessed on three Criteria:
- Knowledge and Understanding
- Reasoning Processes
- Practical Performance

Using the three key organisers of:
- Products, processes and services
- Techniques and tools
- Impacts and consequences

Methods of assessment will include:
- Competency assignment
- Practical function and written plan

### Years 11 and 12 Links
Hospitality Studies, Certificate II in Hospitality (Food and Beverage), Certificate II/III in Hospitality

### Subject Levy
$40.00

### Additional Cost
Ingredients each week
<table>
<thead>
<tr>
<th><strong>Description</strong></th>
<th>Every day students face many legal, financial, consumer and employment choices. By studying this introductory unit in <em>Legal Studies</em>, it will help students make better informed and more responsible decisions as active citizens.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims</strong></td>
<td>Students will develop an understanding of how laws affect individuals and groups and regulate society. They will learn how to identify, research, and evaluate options when making decisions related to solving the problems and issues that confront consumers. Students will also learn by focusing on their options, rights and responsibilities in the work environment.</td>
</tr>
</tbody>
</table>
| **Topics** | Topics to be covered include:  
**Law and Society**  
- Reasons for laws  
- Origin of Australia’s laws  
- The legal system  
- The court structure: hierarchy  
- The role of court personnel  
- Juries  
- Areas of law: public, civil, criminal  
- How laws are made: common, statute  
- How a bill becomes a law  
- The relationship of laws to values, morals and ethics  
- How laws are changed  
- Accessing the law  
- Issues of fairness in using the law  
**Consumer Choice**  
- Commerce and choice  
- More decisions to make  
- Comparison shopping  
- Choosing where to buy  
- Key factors affecting consumer decisions  
- The need for consumer protection  
- Features of a simple contract  
- Legal rights and protective legislation for consumers  
- Organisations that provide assistance for consumers  
- The processes of consumer redress  
- Payment choices  
- Methods of keeping records  
- Changes over time and the impact of technology |
<table>
<thead>
<tr>
<th>Topics</th>
<th>Employment Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Types of employment</td>
</tr>
<tr>
<td></td>
<td>• Changing work patterns</td>
</tr>
<tr>
<td></td>
<td>• Benefits of education and training for employment</td>
</tr>
<tr>
<td></td>
<td>• Types of employment contract</td>
</tr>
<tr>
<td></td>
<td>• Unemployment</td>
</tr>
<tr>
<td></td>
<td>• Legal issues relating to the workplace</td>
</tr>
<tr>
<td></td>
<td>• The role of unions and employer groups</td>
</tr>
<tr>
<td></td>
<td>• Resolving disputes</td>
</tr>
<tr>
<td></td>
<td>• Taxation</td>
</tr>
<tr>
<td></td>
<td>• Superannuation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Students will be assessed using:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Knowledge and understanding the law</td>
</tr>
<tr>
<td></td>
<td>• Investigating legal issues</td>
</tr>
<tr>
<td></td>
<td>• Responding to the law</td>
</tr>
</tbody>
</table>

Students will be assessed using the following three methods:

- Non written presentation (2 – 3 minutes)
- Supervised in-class exam (70 minutes)
- Extended written response (800 words)

| Years 11 and 12 Links | Legal Studies                    |
### Description

Manufacturing develops life skills that directly apply to a technical or industrial field and that helps students adjust to the changing demands of society. This subject will give students the opportunity to sample skills that will help them to decide on a possible career in Australia’s rapidly expanding Manufacturing Industry.

### Aims

This module aims to:
- Give students the opportunity to work and manipulate a variety of materials
- Gains skills that will help with employment prospects in future life
- Introduce students to concepts and skills specific to the Manufacturing Industry
- Develop simple projects to fulfil specific tasks
- Generate skills in manufacturing simple products
- Prepare students for further Manufacturing in Years 11 and 12

### Topics

Topics to be covered include:
- Explore equipment and combine materials for meaningful purposes
- Select and use suitable equipment and techniques for manipulating and processing materials
- Operate hand tools, power tools and machinery
- Use specialized equipment and refined techniques to make quality products (timber manipulation, plastic fabrication)
- Program CNC Machines to perform cutting operations

### Assessment

Students will be assessed on three Criteria:
- Knowledge and Understanding – factual knowledge acquired in module
- Applied Process – how knowledge is applied, workshop practices and safety
- Practical Skill – demonstrated ability

Methods of assessment may include:
- Folio booklets
- Product made in class

### Years 11 and 12 Links

Manufacturing, Graphics, Aero Skills, Mathematics, English, Science

### Subject Levy

$40.00
Year 10 Mathematics studies the content strands of *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. These are assessed using the proficiency strands of *Understanding*, *Fluency*, *Problem Solving* and *Reasoning*. These proficiency strands describe how the content is explored or developed.

There are two tiers of Mathematics available in Year 10: **Mathematics Core** and **Mathematics Extension**. Students are placed in one of these tiers based on Year 9 results.

### Aims

The Mathematics curriculum aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

### Topics

The Mathematics curriculum is organised into eight units which are arranged under three strands:

- *Number and Algebra* (Money and Financial Mathematics; Algebra; Linear and Non-Linear Relationships)
- *Measurement and Geometry* (Measurement; Geometric Reasoning; Pythagoras and Trigonometry)
- *Statistics and Probability* (Chance; Data Representation and Interpretation)

Mathematics Extension students study the same material as Mathematics Core, with extra or extended work in most units.

### Assessment

Exam – 1 per term; Report/Assignment – 1 per semester

### Years 11 and 12 Links

Mathematics is a required pre-requisite for Senior Subjects:

- Mathematics A – minimum requirement – **C** in Mathematics Core
- Mathematics B – minimum requirement – **B** in Mathematics Extension OR **A** in Mathematics Core
- Mathematics C - minimum requirement – **B** in Mathematics Extension OR **A** in Mathematics Core
- Pre-Vocational Mathematics – no minimum requirements

Some Senior Science subjects also have Mathematics pre-requisites (Physics and Chemistry).
Music is a practical based subject. It is designed to develop the skills of performance (playing guitars/keyboards/own instrument/voice), skills of listening, and skills of composition. The emphasis of the course is to **learn through participation** and gain experience through involvement. A new aspect of study is the use of computer technology – Finale software – to create music.

### Aims
Through music students develop **audiation** which is the process by which the brain makes sense of what the ear hears; or **the ability to think in sound**. They apply their developing **audiation** through the study of three interrelated dimensions of listening, composing and performance.

### Topics
Learning experiences may include:
- Practical studies on guitar and keyboard
- Basic drum stick technique
- Use of computers in composition
- Listening and study of various styles of music
- Extending music notation and reading skills

### Assessment
**Performing** – group/individual practical tasks on guitar and keyboard, optional tasks include basic drumming technique along an ensemble and/or prepared small ensemble/solo performance (in any style).

**Composing** – writing and recording student’s own music for instruments, voice, or combinations of these.

**Listening** – basic notation skills (rhythm and pitch) may be tested in an exam situation, and basic music analysis skills may be tested through a class assignment or presentation project.

### Years 11 and 12 Links
Music and Certificate II in Music

### Subject Levy
$20.00
## Description
Philosophy and Reason is concerned with developing the ability to reason, and the role of reasoning in developing coherent world views. It includes the attainment of the knowledge, skills and processes of rational thought.

## Aims
Students will understand how to analyse and construct cohesive and well-researched arguments about a range of topical ethical issues.

## CONTENT:

**Topic A: ‘REASONING’**
- Develop inductive reasoning skills including identifying, classifying and analysing inductive and deductive arguments.
- Identify and construct generalisations, analogies and analysing their use in current arguments.
- Analyse and identify the fallacies that can arise when employing inductive arguments.

**Topic B: ‘PHILOSOPHY’**
- Acquire knowledge of the major philosophies and critically analyse these philosophies and their place in the modern world
- Examine topics such as “What is Truth”, and “Are we really free” and justify conclusions based on sound reasoning.

**Topic C: ‘ETHICS IN THE MODERN WORLD’**
- Discuss key ethical terms and concepts including: justice, utilitarianism, duty and the moral imperative.
- Analyse and discuss a contemporary ethical issue such as animal rights, genetic manipulation, crime and punishment and environmental responsibility.

## Assessment
Methods of assessment will include:
- Objective short answer exam
- Discussion paper (short response required)
- Written assignment including a research book

## Years 11 and 12 Links
Modern History, English, Philosophy
This module is to introduce students to the basic concept of UAV design, construction and flight in an interactive and fun way.

With a given Unmanned Aerial Vehicle (UAV) design constructed from depron, students work in pairs to redesign, and construct a functional electric powered aircraft. Students use electrical components such as computer radio, servos and motor speed controllers, which all make controlled flight possible.

Students will work in groups to achieve the desired product and each student will:

- Design and draw the UAV on a CAD drawing package.
- Investigate and utilise the internet to fulfil the assessment to explain the principles of electrical and computer technologies systems held within UAV aircraft.
- Cut and assemble the airframe from Depron and ply.
- Fit all electronic components to the airframe.
- Program the radio unit to control and trim the UAV.
- Perform training to fly their model to a satisfactory level of competency.

Produce a folio containing report investigations, sketches and procedures of the construction of the UAV and an appraisal of their finished product and flying skills.

Topics to be covered include:

- Industrial Systems and Control
- Graphical Communication
- Produce design and Manufacture

Students will be assessed on three criteria:

- Knowledge and Understanding – Drawing, Constructing, Electronic components and flying the UAV.
- Applied Process – Work booklet, workshop practices and safety
- Practical Skill – demonstrated ability

Methods of assessment may include:

- CAD Drawing
- Theory booklet
- Construction of the UAV
- Flying the UAV

Manufacturing, Aero Skills, AME, Mathematics, English, Physics

$80.00
<table>
<thead>
<tr>
<th>Description</th>
<th>In Year 10, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.</th>
</tr>
</thead>
</table>
| Aims | The Science curriculum aims to ensure that students develop:  
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions  
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims  
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions  
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge. |
| Topics | The Science curriculum is organised into four units:  
- Biological Science  
- Chemical Science  
- Physical Science  
- Earth and Space Science  
The three strands of Science Understanding, Science as a Human Endeavour, and Science Inquiry Skills are developed through each of these topics. |
| Assessment | Exams – 1 per term; Experimental Investigation and Scientific Report – 1 per semester. |
| Years 11 and 12 Links | Science is a pre-requisite subject for any of the Senior Sciences. Specifically:  
Biology: **C** in Science (Core or Extension)  
Chemistry: **B** in Science (Core) or **C** in Science (Extension)  
Physics: **B** in Science (Core) or **C** in Science (Extension)  
Science 21: **C** in Science (Core or Extension)  
Some Senior Science subjects also have Mathematics requirements (Physics and Chemistry). |
## Description
Tourism is a global phenomenon. Tourism is a customer focused business. Tourism employees at all levels interact with customers and aim to ensure that the customer’s holiday experience is enjoyable.

## Aims
This subject aims to assist students to develop:
- Knowledge and understanding of the tourist industry
- Understanding of world geography
- A range of research techniques to collect, analyse and represent tourism information
- Appreciation of the need for effective communication, interpersonal skills and teamwork with the work environment

## Topics
Topics to be covered include:
- **G’day! Enjoy your stay**
  - Students will develop skills important when working with customers and working in a socially diverse environment.
  - Students will develop an understanding of how to work effectively with others and the different expectations of tourists with different cultural backgrounds
- **Getaway and other tourism oriented media**
  - In this unit students will develop knowledge of world geography, capital cities and major towns, major attractions and current danger zones. Students will create a Getaway segment to sell the benefits of a destination and to educate potential visitors about that destination.

## Assessment
Students will be assessed using the following criteria:
- Knowledge and Understanding: the ability to recall previously learned material, and to show understanding by explaining concepts and ideas
- Reasoning, problem solving, analysis, decision making and evaluation
- Research and communication: researching information, spoken, written, graphic, audio-visual, electronic formats

Methods of assessment will include:
- Essays
- Exams
- Presentations
- Reports

## Years 11 and 12 Links
Certificate II in Tourism (Operations)
### Description

Students will develop practical skills and understanding, and theoretical knowledge of a selection of two dimensional and three dimensional art forms through making (practical) and appraising (theory). Several major practical projects will be completed.

### Aims

This subject aims to further develop prior knowledge of Visual Art, if previous studies of the subject have been undertaken, or introduce Core knowledge of the subject in both practical and theoretical areas.

- Develop practical skills and knowledge of art making processes.
- Further develop the language of visual literacy through appreciating, understanding, analysing and writing about art.
- Completion of several major practical artworks.

### Topics

Topics to be covered may include:

**Unit 1 – Body**
- Drawing
- Painting

**Unit 2 – Environment**
- Ceramics
- Printmaking

### Assessment

Student’s ways of working, knowledge and understanding will be assessed using two criteria:

- Making - visual literacy and application
- Appraising - knowledge and understanding of information

Methods of assessment will include:

- Written Tasks - short response, research and essay
- Practical - planning
  - Major Projects

### Years 11 and 12 Links

Visual Art (Authority)

### Subject Levy

$30.00
### Description
Core Visual Art is a pre-requisite for this subject. Students must have successfully completed Core Visual Art in Semester 1 to select this subject in Semester 2. It is expected that students taking this subject intend to take Visual Art as an authority subject in years 11 and 12. Several major practical projects will be completed.

### Aims
This subject aims to extend on Core Visual Art. It will introduce the concept of developing a Body of Work and provide students with the opportunity to explore a topic over an extended period using a variety of media. Written tasks will focus on developing the language of visual literacy through analysing artworks.
- To develop good practice in using visual diaries
- Extended exploration of a topic through creating a Body of Work in both two-dimensional and three-dimensional media.
- Development of visual literacy and analytical skills.

### Topics
Topics provided by teachers will provide students with opportunities to develop upon skills learnt in Core Art. Students will explore and manipulate using a broader scope of visual media and written analysis.

### Assessment
Student’s ways of working, knowledge and understanding will be assessed using two criteria:
- Making – visual literacy and application
- Appraising – knowledge and understanding of information

Methods of assessment will include:
- Written Tasks and oral presentation with a focus on art analysis
- Practical – Visual Diary Body of Work

### Years 11 and 12 Links
Visual Art (Authority)

### Subject Levy
$30.00
1. Introduction

The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification. It is a school-based qualification awarded to young people who are eligible at the completion of the senior phase of learning, usually at the end of Year 12.

The QCE confirms achievement in contributing studies of a significant amount of learning at a set standard and pattern while meeting literacy and numeracy requirements.

QCE Eligibility

- You need
  - 20 credits

- at a set standard
  - Sound Level of Achievement, Pass or equivalent

- in a set pattern
  - at least 12 credits from completed Core courses of study plus an additional 0 credits from a combination of any courses of study
  - but a maximum of 0 credits from Preparatory courses of study
  - and meet literacy and numeracy requirements

- to gain a QCE
The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of students who are on individualised learning programs. The QCIA adds to the suite of certificates that the QSA issues and ensures that the educational achievement of all students can be recorded on a quality certificate.

Every young Queenslander must be registered with the QSA during the year before the young person’s compulsory participation phase begins.

Generally, schools will register young people in Year 10.

1.1 How does the QCE work?

The QCE recognises broad learning options and offers flexibility in what is learnt, as well as where and when learning occurs. A wide range of learning can contribute towards the QCE, including senior school subjects, vocational education and training, workplace learning recognised by the QSA and university subjects undertaken while at school. Achievements in different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE. Students must have at least 20 credits in the required pattern, and fulfil other requirements to be awarded a QCE.

1.2 Planning for a QCE

The Senior Education and Training Plan (SET Plan) helps each student structure their learning around their abilities, interests and ambitions. The SET Plan then maps out what, where and how a student will study during their senior phase of learning. Usually Years 10, 11 and 12. The plan is agreed between the student, their parents or carers and the school. It should be finalised by the end of Year 10. Schools and individual students should review the SET Plan to monitor progress. The plan can be updated at any time.

1.3 Monitoring progress

When a student is registered with the QSA, an individual learning account is opened for them. The learning account records the learning undertaken during the senior phase of learning, as well as where and when the learning takes place, and the results achieved. Students may use their learning account to track their progress towards a QCE, vocational certificate or Queensland Certificate of Individual Achievement.

Students will be able to view their individual learning accounts through the Career Information Service <www.cis.qsa.qld.edu.au>.
1.4 Awarding a QCE

Normally, QCEs will be awarded to students at the completion of Year 12. If a student completes Year 12 without achieving a QCE, their learning account remains open, regardless of their age. Once they become eligible for the QCE, the QSA will issue the certificate in the following July or December.

Credits can accumulate in a learning account for up to 9 years after entering the compulsory participation phase (generally the beginning of Year 11). After this time, earlier credits will expire and the student will begin accumulating credit again for a period of a further 9 years, and so on.

The Senior Statement and Statement of Results are transcripts of the learning account, recording all contributing studies undertaken and the results achieved.

Students who complete Year 12 will receive a Senior Statement in December of that year.

Students leaving early (before the Year 12 finishing day) and eligible for the award of a QCE will receive a Statement of Results when the QCE is issued.

Students leaving early (before the Year 12 finishing day) without qualifying for the award of a QCE may apply for a Statement of Results after the quality assurance processes have been completed.

After finishing Year 12, students will automatically receive a Statement of Results if they undertake a Senior External Examination or become eligible for the award of a QCE.
2. Registration and the learning account

2.1 Registration

Who needs to register?

Students must be registered with the QSA prior to the start of their compulsory participation phase. Registration must occur in the preceding 12 months to the start of this phase. Young people arriving in Queensland from interstate or overseas can be registered after entering the compulsory participation phase. Registration opens a learning account for each young person.

Who registers young people and how?

Young people are registered by their main learning provider — state or non-state schools, registered training organisations (e.g. Technical and Further Education — TAFE) and other approved organisations.

Generally schools will register young people. The Director-General (Department of Education and Training) can open accounts for students registered for home schooling and in certain other situations.

Registration is complete once an Intended Learning Option (ILO) has been selected and entered into the learning account. Main learning providers can set a default ILO to simplify data entry. Students can have multiple ILOs.

To register young people, use the Senior Learning Information Management System, available at <https://slims.qsa.qld.edu.au>.

What happens after registration?

Upon registration, an individual web-based learning account is opened for each student, and they are assigned a learner unique identifier (LUI) and password that enables them to access their account.

As results are banked by learning providers into a learning account, a young person can monitor their progress towards a QCE, Certificate III, Queensland Certificate of Individual Achievement (QCA) or other Intended Learning Option.

Young people can access their learning accounts and view stored information through the Career Information Service (CIS) website <www.cis.qsa.qld.edu.au>.
2.2 The learning account

When a learning provider registers a student, the QSA opens an individual learning account and assigns access details (LUI and password).

How are course enrolments and results banked?

Using the young person's LUI, learning providers send information to the QSA. The information they supply is recorded in the young person's learning account using an appropriate interface. See Appendix 1 "Reporting student learning", which describes how learning providers can provide details of student achievement to the QSA.

Different types of learning attract different credit values towards the QCE. As young people enrol in courses and achieve results, their learning account grows, just like a bank account.

The learning account records enrolments and results of any completed studies in the different types of learning, regardless of whether the required standard is reached for gaining credit towards the QCE.

When a student leaves a learning provider

When a student leaves a learning provider, and therefore ceases enrolment in Authority or Authority-registered subjects, the learning provider must give provisional results for the completed semesters of work and enter these results using the Student Data Capture System (SDCS).

If the student does not continue studies in that subject, the result given when they leave the subject becomes the exit result after the appropriate quality assurance procedures have taken place.

If the student continues studies in a subject with a different learning provider, the final exit result will supersede the previous provisional result.

Award of a QCE

To be eligible for a QCE, a young person must complete 20 credits in the required pattern. At least one credit must be from Core studies completed while enrolled at a school.

If a student has not completed 20 credits by the end of Year 12, they may continue to work toward their QCE; their learning account will remain open. Once they have the 20 credits in the required pattern, and have met the literacy and numeracy requirements, the QCE will be awarded in the following July or December.

Credits can accumulate for up to 9 years. After this time, earlier credits will expire and the student will begin accumulating credit again for a period of a further 9 years, and so on.

Please note: A young person is not eligible for a QCE if they have previously been awarded a QCE, a Senior Certificate or equivalent interstate or overseas qualification. Repeat students enrolled on the last day of school will be issued a Senior Statement.

Students undertaking Senior External Examinations
Year 11 students are able to check their external examination results by accessing their learning accounts through the Careers Information Service website www.cis.qsa.qld.edu.au.

Year 12 students will have their external examination results recorded on their Senior Statement.

If they have not been awarded a QCE previously, candidates not enrolled in a school will automatically receive a Statement of Results showing their external examination results.

Where does a learning account lead?

A learning account stores information about the different types of learning that a student may undertake. The account records enrolments and achievements in contributing studies that may lead towards:

- a QCE
- a Senior Statement
- a Statement of Results
- a Vocational Education and Training (VET) certificate
- a Queensland Certificate of Individual Achievement (QCIA)
- a Tertiary Entrance Statement showing eligible student’s Overall Position (OP) and Field Positions (FPs).

Provisional Statements

In July and October of each year, schools will be sent a Provisional Statement for each Year 12 student. These statements will allow students to check the accuracy of enrolments, the achievements for completed courses and personal information such as address and the spelling of names.

Students should check their Provisional Statement carefully. The information appearing on them is the basis of the Senior Statement. Incorrect information may appear on the Senior Statement if it is not corrected at this stage.

- Schools should correct any of the students’ personal details in SDCS.
- For an explanation of how eligibility for OPs and FPAs is determined, students can contact their school or check the QSA website (from the home page www.qsa.qld.edu.au) select Tertiary entrance > OPs and FPAs.
- Students must contact the relevant learning provider regarding any incorrect or missing enrolments and results.

Provisional Statements will be provided to schools for Year 11 students in October.
Eligibility Reports

Eligibility Reports will be provided to schools for Year 12 students at the same time as the Provisional Statements. Eligibility Reports will be provided to schools for Year 11 students in October.

These Eligibility Reports will indicate whether a student will be eligible for a Senior Statement, Tertiary Entrance Statement, QCIA and/or QCE if they continue in their current pattern of enrolment (and provided they complete it at the set standard).

Schools can use these reports to check that students are listed under the appropriate categories and take remedial action if necessary. This could include:
- students completing a short course to meet literacy or numeracy requirements
- schools checking subjects for semesters at a “notional Sound” that would satisfy literacy and numeracy requirements
- students completing a VET certificate to meet the completed Core requirement.

Students who have been granted relaxations (e.g. the relaxation of the requirement for 12 credits from completed Core) will still appear as ineligible for the QCE on the Eligibility Report. Relaxation of requirements for a QCE will be applied by a QSA officer after final QCE calculations.

Death of a student

Learning providers must notify the QSA upon the death of a student.
To gain a QCE you need:

- 20 credits
- Sound level of achievement at a set standard
- In a set pattern
- At least 12 credits from completed core courses of study
- An additional 2 credits from a combination of any courses of study
- More literacy & numeracy requirements

**About the QCE**

The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification.
- Awarded to eligible students usually at the end of Year 12
- You can still work towards a QCE after Year 12 or if you leave school
- Learning options are grouped into four categories (see opposite)
- Offers flexibility in what, where and when learning occurs.

**How the QCE works**

To achieve a QCE you need 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
- You must achieve a Sound, Pass or equivalent to receive QCE credits
- Literacy and numeracy requirements must be met (see opposite).

**Planning your QCE pathway**

QCE planning usually starts in Year 10:
- A Senior Education & Training (SET) Plan is developed to map your future education and/or employment goals and your QCE pathway
- Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects done while at school, recognised workplace learning, certificates and awards
- Choose your own QCE pathway — there are hundreds of possible course combinations.

---

**Learning options and credit values**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE</strong></td>
<td></td>
</tr>
<tr>
<td>Core subjects usually undertaken by students in the senior phase of learning</td>
<td>At least 12 credits are required, at least 1 credit is awarded at each level</td>
</tr>
<tr>
<td>Authority registered subjects</td>
<td>Per course (times 4)</td>
</tr>
<tr>
<td>Vocational Certificate 3, 4, 5</td>
<td>Per course</td>
</tr>
<tr>
<td>Certificate IV &amp; Certificate III</td>
<td>Per course</td>
</tr>
<tr>
<td>School-based apprenticeships</td>
<td>Certificate II in Vocational Field</td>
</tr>
<tr>
<td>Tertiary programs</td>
<td></td>
</tr>
<tr>
<td>Recognised national programmes</td>
<td>Per course</td>
</tr>
</tbody>
</table>

| PREPARATORY courses generally used on entry or as the first year in further study |
| Certificate IV and Certificate III |
| Employment skills development programs approved under the VET Act 2000 |
| Management programs |
| Recognised certificates and awards |
| Short course in literacy or short course in numeracy developed by the QSA |
| ENVIRONMENT courses added to Core courses of study |
| Recognised certificates and awards |
| Recognised and accredited programs |
| Recognised workplace or community-based learning programs |
| Training projects — workplace, community, self-directed |
| Authority endorsed subjects, such as Englishblocco |
| School-based subjects |

**ADVANCED** courses go beyond senior secondary schooling
- A maximum of 2 credits can be awarded
- External subjects completed while enrolled at school
- Combinations contributing to skills or qualifications while enrolled at school
- Certificates and awards

**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 QSA-developed English and Mathematics subject
- At least a Sound Achievement in QSA-developed short courses in literacy and numeracy
- Competency in VET Vocational Literacy 3 (NLV 3395-QLD) and Numeracy 3 (NLV 3396-QLD)
- A Pass grade in a literacy and numeracy course recognised by the QSA
- At least C in the Queensland Core Skills Test
- At least a 3 for an International Baccalaureate examination in English and Mathematics

---

**What pathway will you take to your QCE?**

Visit [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) for more information on your QCE pathway options.