Successful learning outcomes for all young people through flexible pathways
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INTRODUCTION

Whites Hill State College is a state Prep to Year 12 College nurturing the development of the individual through all phases of learning. It is the aim of the College to offer a caring and supportive approach coupled with high expectations in performance and behaviour to provide the form of education many families are seeking for their young people.

We are united in our pursuit of Excellence @ Whites Hill SC in order to Engage students in learning whilst Achieving at or beyond expectations and instilling Confidence in our community . . . . A – C – E.

Senior Secondary students at Whites Hill State College are given greater responsibility for their own future development. As well as finalising a course of study appropriate to their current career goals, they are expected to perform as independent learners, to demonstrate initiative and maturity by participating in leadership and community service activities and to continue to model the appropriate CARES behaviour for attendance, work habits, conduct, attitude, presentation and attainment. They are expected to work as part of the Year group and achieve their very best.

The Senior Secondary phase of learning aims to support students in the achievement of the College motto Imagine, Believe, Achieve. The College will challenge students at all levels, support them in setting and attaining realistic personal academic goals and remain committed to excellence at all times. Students will be guided in selecting and attaining credentials from a variety of pathways and types of learning.

All students will be supported by College staff in their education and training pursuits while they are committed to working towards their QCE and pathways by the end of Year 12. We recognise that every student can achieve academic success. We will share the responsibility with families and students for assisting each student in attaining his/her educational goals.

OBLIGATIONS FOR A SENIOR SECONDARY STUDENT

PERFORMANCE AND ATTENDANCE: It is the responsibility of each Senior Secondary student to successfully meet the effort, attendance and work ethic requirements of their Queensland Certificate of Education commitments in order to continue their enrolment at WHSC and be entitled to attend any non-compulsory College activity (for example, receive an invitation to attend the Senior Formal).

Senior Secondary students must be prepared to accept that they are returning to education with the expectations and obligations that go with College attendance and successful achievement. An Education and Career Planning Performance Review of each Year 11 and 12 student is undertaken each term to check that a student:

- attends school all day, every day, unless absent due to a medical condition or other reasonable circumstance verified by your parent/carer,
- completes all assessment for each subject to the best of your ability, and on time,
- fulfills the College CARES expectations for high-quality effort and behaviour.

While subject teaching and learning time takes up the majority of the week, the other times for Academies (including interschool sport), assemblies, one lesson each week for QCS Test preparation or other study options, and the Personal Development Program are part of the total educational program, and attendance is compulsory.

Students will be expected to approach their studies in a diligent manner, access available support services if needed, and be accountable for their actions. Study and homework are important aspects of a student’s life and while a balance is necessary between family, social and work obligations, commitment to education is essential to success in Senior Secondary.

Student responsibilities in Senior Secondary are outlined in the Student Diary which is distributed to, and discussed with, students at the beginning of each year. Students and parents/carers should familiarise themselves with the policies and procedures in the diary, and the Education Agreement for Seniors which is presented with the final Year 10 Subject Selection form and Year 11 Learning Pathway form.
Failure to comply with the above expectations will be considered a breach of College practice and could lead to the College Principal reviewing and reconsidering the student's enrolment.

COURSE OF STUDY

The College will provide a range of high quality academic and vocational studies options in order to provide flexible opportunities for students to exit Year 12 with the Queensland Certificate of Education (QCE) and a pathway to work, an apprenticeship, TAFE or university. All students will be supported by College staff in their education and training pursuits while they are committed to working towards their QCE and pathways by the end of Year 12.

The College will provide opportunities for students to re-negotiate their program of study based on their pathway needs. In addition to its ongoing support and advice the College will implement, in consultation with the student and their family, a targeted support plan for students who achieve less than a "C" grade (or VET equivalent) in any senior subject, at the end of a semester. If a student does not achieve the agreed outcomes of the plan, the College may require the student to amend or change subjects or courses.

It is important for students to choose learning options that they will succeed in. Senior Phase is much more demanding and all students will need a regular study program to succeed. Students are advised to select studies within their capabilities (as measured in their report results and the advice given by teachers), interests and current career goals. The Year 10 Subject Selection Form and Year 11 Learning Pathway Form give details of the sets of learning options available to students.

Students are given assistance to make choices through a Career Education program comprising of Year 10 Certificate II in Business, guest speakers in the Personal Development Program, Guidance Officer and subject talks, recommendations by class teachers and, in Year 10, the completion of an individual Senior Education and Training (SET) Plan.

In Year 10, different subjects are offered each semester to enable students to sample various options and thus make more informed choices about their final selection in Years 11 and 12 for the course of study they will choose for their QCE and other pathways.

During Year 10, English and Mathematics classes will cater for students’ individual needs so that, by the end of the year, students are ready for the transfer to appropriate Year 11 literacy and numeracy discipline subjects to ensure they will experience success.

All students will need to have a pass in Year 10 English, Maths and Science to be recommended for a Year 11 OP subject (needed for entry to university). Alternatively, entry to the Year 11 subject may occur provided a consultation and agreement with the relevant subject Head of Department and Guidance Officer has taken place.

Subjects are offered at the College where reasonable numbers enrol. If there are insufficient numbers in a subject it will not be offered, but arrangements can be made for the student to study the subject through the Brisbane School of Distance Education.

Also, numbers for subjects are limited and those students who put in their preferences first will be considered first. Students should consider a second choice in the event that their first selection is unavailable because of late decisions.

The College accepts that students may not have made firm decisions about the subjects that they prefer and for this reason students are given the opportunity to change subjects during the first two weeks of each semester.
ASSISTANCE

If you have any queries with regard to matters raised in this Senior Secondary Curriculum Prospectus please contact any of the following staff in their office for assistance:

• Guidance Officer: Mrs Kylie Robertson, in the Guidance Officer’s room in B1,
• Head of Department, Maths/HPE: Mr Peter Burow in J1,
• Head of Department, English/SOSE: Mrs Amanda Evans in G1,
• Head of Department, Science/ICT: Ms Liz Garnier in H5,
• Head of Department, The Arts/LOTE: Mrs Gerri Courtney in The Arts and Asia Learning Centre,
• Head of Department, Senior Schooling, Business and Technology: Mrs Maryanne Galbraith in D3.

Families are welcome to contact the Head of School – Secondary, Mr Ben Ward, by phoning (07) 3900 8333 or by email at bward11@eq.edu.au at any time.
THE SENIOR SECONDARY PHASE OF LEARNING

LEARNING OR EARNING

The Queensland law requires young people to stay at school until they finish Year 10 or turn 16, whichever comes first. After that, if they aren’t working at least 25 hours a week, a young person will need to:

- stay in education or training for a further 2 years, or
- get a QCE, or
- get a Certificate III vocational qualification or higher, or
- turn 17 . . . whichever comes first.

At the end of Year 12, a student receives a Student Education Profile, which consists of:

- Queensland Certificate of Education (QCE), if eligible,
- Senior Statement,
- Tertiary Entrance Statement, if eligible.

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

The QCE is Queensland’s senior school-based 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, to a set standard and in a set pattern, while meeting literacy and numeracy requirements.

To be entitled to a QCE, a student must initially be enrolled with a school and be registered with the QCAA - Queensland Curriculum and Assessment Authority. Schools register students in Year 10. After a young person is registered, an individual, online learning account is automatically opened and a Learner Unique Identifier (LUI) is allocated to each student. Young people can access their learning account via the QCAA website (www.qcaa.qld.edu.au). Learning providers report details of the learning undertaken and the achievements obtained to the QCAA. This information is then banked into the student’s learning account and grows to record each person’s progress towards a QCE. Not all young people will necessarily have completed the requirements to gain a QCE by the end of Year 12. However, their learning account remains open and can be added to in order to complete the requirements of the QCE.

The QCE is not used to gain entry to tertiary study courses.

To be eligible for a QCE, a young person must:
✓ Complete 20 credits,
✓ Reach the required standard of achievement, and
✓ Meet literacy and numeracy requirements.

A significant amount of learning includes:
✓ A minimum of 12 credits from completed core courses of study,
✓ With the remaining 8 credits from a combination of core, preparatory, enrichment and advanced courses of study.

Up to two semesters of Authority and Authority-registered subjects at Limited Achievement (D semester rating) can be conceded towards the awarding of a QCE providing the student has exited the subject(s) after the first or second semester of the two year course of study.

The required standard of achievement is:
✓ Sound: Authority and Authority-registered subjects at exit,
✓ Competence: VET certificates: Certificate I completed; Certificates II, III, IV credit awarded in increments of 25% of total competencies completed,
✓ Pass or completion: Other courses of study recognised or approved by the QCAA.

Meet the literacy and numeracy requirements by satisfying one of the following:
✓ 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,
Pass grade in a literacy and numeracy course recognised by the QCAA,
At least a “C” on the Queensland Core Skills Test,
At least a “4” for an International Baccalaureate examination in English and Mathematics,
Completion of 39282QLD Certificate I in Core Skills for Employment and Training — Communication,
Completion of 39288QLD Certificate I in Core Skills for Employment and Training — Numeracy,
Completion of FSK20113 Certificate II in Skills for Work and Vocational Pathways.

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

SENIOR STATEMENT

This is an official record of the studies and results captured in a student’s learning account. A Senior Statement is issued to all students completing Year 12.

TERTIARY ENTRANCE STATEMENT

The Tertiary Entrance Statement shows an eligible student’s OP (Overall Position) and FPs (Field Positions). These rankings are used to determine eligibility for admission to tertiary courses. 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 QCE Test. FPs indicate a student’s rank based on overall achievements in Authority subjects in up to five fields (areas of study that emphasise particular knowledge and skills). FPs are calculated only for OP-eligible students.

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT

The Queensland Certificate of Individual Achievement (QCIA) recognises the schooling achievements of students who complete Year 12 on individualised learning programs. Students eligible for a QCIA are those who have impairments or difficulties in learning.

For more information about the Queensland Certificate of Education (QCE) visit the QCAA website at www.qcaa.qld.edu.au or email qce@qcaa.qld.edu.au or telephone on (07) 3864 0299.
The College offers a variety of pathways, and types of learning, to students in order to meet the needs of young people, the conditions of the QCE and tertiary entrance requirements.

1. **Authority subjects** provide students with analytical and critical working skills. These subjects are demanding, having a higher theory component than Authority-registered subjects. They are used for university entrance purposes and may be prerequisites for tertiary courses.

   Chinese is offered at the College as a Virtual School Subject (VSS) by the Brisbane School of Distance Education (BSDE).

   The College can arrange for students to
   - Study a subject through BSDE if the subject is not offered at the College or if it clashes with another subject that the student needs to study, or
   - Undertake Senior External Examinations (for example, Korean students can take the Korean exam).

2. **Authority-registered subjects** offer more practical opportunities for students.

3. **Vocational Education and Training (VET) Certificates**. The College offers a variety of VQF qualifications at various levels.
   - CPC10111 Certificate I in Construction (through Blue Dog Training)
   - SIT20316 Certificate II in Hospitality (through Training Direct)
   - ICA20115 Certificate II in Information, Digital Media and Technology
   - SIT20116 Certificate II in Tourism
   - BSB30115 Certificate III in Business (through Binnacle Training)
   - SIS30513 Certificate III in Sport and Recreation (through Binnacle Training)
   - SIS30315 Certificate III in Fitness (through Binnacle Training)

   Most VET qualifications require structured work placement, thus students are learning and practising their knowledge and skills in the workplace. Some of the qualifications are available as a result of the College’s partnership with other Registered Training Organisations (RTOs). As a result, there is an additional cost for these qualifications. See the Prospectus subject description for these details.

   **Vocational Education and Training courses** are also offered through private providers and TAFE colleges. Students usually attend these studies for one day a week. The qualifications gained from Vocational Education and Training courses are nationally accredited. The skills gained allow a young person to enter the workforce and/or to move on to further vocational or academic studies.

   See HOD Senior Schooling in D3 or the Guidance Officer in B1 for details and read further on the next page.

4. **School-based apprenticeships and traineeships** (SATs) are also available to students. These are accredited training packages, based on industry standards that can lead to nationally recognised qualifications under the Australian Qualifications and Training Framework (AQTF). SATs allow students to work in their chosen field usually for one day a week. They are paid a training wage for this day’s work. Students will also receive ‘theory’ training either at a TAFE or by a private provider. A school-based apprenticeship provides a head start into a full-time or part-time apprenticeship and career. It is possible to complete up to a third of an apprenticeship while at school. After school this can be converted to a full-time arrangement.

   Students can do a SAT and an OP course at the same time, and many young people do. Results from vocational education and training undertaken as part of a SAT can be used by students who are Rank-eligible to gain a Selection Rank for university entrance.

   See the Industry Liaison Officer in D3 who will initially organise work experience to confirm a student’s aptitude and interest in the industry area.
5. An optional 1 or 2 semester university subject is available for Year 12 students at UQ, QUT or GU, fee-free as outlined below.

The UQ Enhanced Studies Program provides students with an opportunity to extend their knowledge, skills and abilities by completing one university subject during Year 12. Key benefits are listed below.

- The Program prepares students for university study by experiencing classes, completing assessment and enjoying campus life.
- Students enjoy all the advantages associated with being at UQ, including access to UQ libraries, student services, guest lectures and seminars, and use of UQ sporting facilities.
- No tuition fees. ESP students may be required to purchase additional resources (eg. text books, lab coats, field trips).
- Students who successfully complete ESP will be eligible to receive one bonus point towards their UQ entrance rank through the UQ Bonus Rank Scheme.
- ESP students who later enrol in a relevant UQ degree may receive credit for their completed course.
- ESP study counts towards a student’s Queensland Certificate of Education (QCE). Further information is available at QCE Advanced studies.

Website is http://www.uq.edu.au/esp/

START QUT gives students the opportunity to study one or two university units, one each semester, in the same classes as current QUT students, while they are completing Year 12. Students can select two units from across the university. If a student is unsure what they want to study after high school this is a great opportunity to try out different areas.

If the student pass the START QUT unit/s and completes Year 12, they’ll receive
- Credit for these units towards a related bachelor degree at QUT
- Up to two bonus QTAC entry ranks, one for each START QUT unit successfully completed, added to the OP or rank through QUT Entry Bonus Scheme
- Up to four credit points towards the Queensland Certificate of Education (QCE) if applicable.

START QUT is a scholarship so QUT will cover the cost of tuition fees. However students will be responsible for any other incidental costs such as textbooks, photocopying and transport.

Website is https://www.qut.edu.au/study/high-school-programs/start-qut

Through the Griffith University Early Start to Tertiary Studies (GUESTS) Program, motivated students can study a university course (subject) while at high school. They can experience the challenge and excitement of university life, and have the chance to receive guaranteed entry into Griffith University.

As a GUESTS student, they will attend class with undergraduate students. Students will be enrolled as a non-award Griffith University student and receive a student ID card. they will also have access to a range of resources and services including libraries, online learning resources, careers advice and learning skills workshops. Griffith University sponsors GUESTS students, so students won’t need to pay tuition fees or student contribution charges while studying through the program. Personal study costs such as textbooks, stationery and photocopying will be the responsibility of the student.

GUESTS students who complete one university course and achieve a Pass grade or better are eligible to receive a Guaranteed Offer of Entry to a wide range of undergraduate degree programs at GU.

GUESTS students receive one bonus admission rank towards other GU degree program preferences when applying through QTAC or the NSW Universities Admissions Centre (UAC).

When students enrol in a Griffith degree, they’ll receive credit for any courses successfully completed through the GUESTS program.

NOTE: Some programs are exempt from guaranteed entry and full details of the program together with application forms can be found on the Guaranteed offer exemptions webpage.

Website is https://www.griffith.edu.au/pathways/guests-program

Applications open in August. See the Guidance Officer in B1 for more information.
TAFE Queensland, Brisbane offers a TAFE at School Program which allows senior students to complete a TAFE qualification while studying Year 11 and 12 at school. This TAFE at School Program offers students a head-start across a range of programs, to accelerate completion of a Diploma qualification and complement students’ senior studies and achievement of their QCE. Over one-two years (Years 11–12) students are offered an on-campus experience, attending class up to one day per week, gaining study credits toward a guaranteed place in the Diploma following school, and up to 8 points towards their QCE. Following Year 12, TAFE at School students have a guaranteed pathway in to full-time studies with TAFE Queensland.

On completion of a Diploma qualification completed at TAFE Queensland, Brisbane students will have an equivalent OP score of between 9 and 11 which will provide students with the opportunity to apply for university courses.

HOW TO APPLY

- See HOD Senior Schooling in D3 and complete an Expression of Interest Form.
- When the online application portal is open, the HOD Senior Schooling will advise all interested students and will assist with the online application process.
- Students will be given a Parent Consent form to take home for completion and signature. This will need to be returned to HOD Senior Schooling to be forwarded to TAFE.
- Once the online application process has been completed, enrolments packs will be sent out to all successful applicants.

KEY DATES – TO BE ADVISED

See HOD Senior Schooling in D3 to register your interest in applying. Important dates will be advised as soon as they are available.

AVAILABLE COURSES IN 2018

The following are an example of the courses being offered for commencement in Year 11, 2018. These courses are correct at the time of publication, however, may be changed by TAFE Queensland prior to the enrolment process.

<table>
<thead>
<tr>
<th>Course name</th>
<th>Semester duration</th>
<th>Campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate III in Early Childhood Education and Care</td>
<td>4</td>
<td>Alexandra Hills, Southbank, Logan</td>
</tr>
<tr>
<td>Certificate III in Design Fundamentals – Graphics</td>
<td>3</td>
<td>Mt Gravatt, Southbank</td>
</tr>
<tr>
<td>Certificate III in Design Fundamentals - Photoimaging</td>
<td>3</td>
<td>Southbank</td>
</tr>
<tr>
<td>Certificate II Telecommunications Technology (Networking)</td>
<td>2</td>
<td>Mt Gravatt, Southbank</td>
</tr>
<tr>
<td>Certificate III in Media (Film and TV or Multimedia)</td>
<td>3</td>
<td>Mt Gravatt, Southbank, Logan</td>
</tr>
<tr>
<td>Certificate III in Music Business</td>
<td>2</td>
<td>Southbank</td>
</tr>
<tr>
<td>Certificate III in Music</td>
<td>2</td>
<td>Southbank</td>
</tr>
<tr>
<td>Certificate II in Millinery (Fashion Design and Hat Making)</td>
<td>2</td>
<td>Mt Gravatt</td>
</tr>
<tr>
<td>Certificate III in Beauty Therapy</td>
<td>3</td>
<td>Southbank</td>
</tr>
<tr>
<td>Certificate II in Retail Makeup and Skin Care</td>
<td>3 terms</td>
<td>Southbank</td>
</tr>
<tr>
<td>Certificate III in Fitness (inc Certificate II in Sport and Recreation)</td>
<td>3</td>
<td>Southbank</td>
</tr>
<tr>
<td>Certificate III in Hospitality (inc Certificate II in Kitchen Operations)</td>
<td>2</td>
<td>Southbank, Logan</td>
</tr>
<tr>
<td>Certificate III in Hospitality (inc Certificate II in Hospitality)</td>
<td>2</td>
<td>Southbank, Logan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course name</th>
<th>Semester duration</th>
<th>Campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate III in Events (inc Certificate II in Tourism)</td>
<td>2</td>
<td>Southbank</td>
</tr>
<tr>
<td>Certificate II in Horticulture</td>
<td>2</td>
<td>Mt Gravatt, Logan</td>
</tr>
</tbody>
</table>
Certificate II in Rural Operations (Horticulture and Animal Studies) 2  Alexandra Hills, Logan
Certificate II in Health Support Services 2  Alexandra Hills, Southbank, Logan
Certificate III in Health Services Assistance 2  Alexandra Hills, Southbank, Logan
Certificate II in Sport and Recreation 2  Alexandra Hills
Certificate III in Interior Design 3  Southbank
Certificate IV in Justice Studies 3  Southbank
Certificate III in Business Administration 2  Alexandra Hills, Southbank, Logan
Certificate III in Fashion Design and Technology 4  Mt Gravatt, Southbank

NOTE: See HOD Senior Schooling in D3 for information about costs associated with these courses.

**BENEFITS**

Bypass QTAC with a guaranteed position: On completing Year 12, TAFE in School students will be offered full credit for their completed units and a guaranteed position within the Diploma pathway they’ve been studying. The TAFE in School Program provides alternative entry to full time studies at TAFE Queensland.

Earn credit toward the QCE: Vocational Education and Training (VET) can contribute up to 8 points toward a student's Queensland Certificate Education (QCE).

Fast-track completion of a Diploma: By beginning a qualification as part of school studies, students are able to accelerate completion of a Diploma qualification. Whether it is continued university study or a start in industry, completion of a diploma offers the opportunity to enter chosen professions sooner.

Be 'work ready' sooner: Diplomas are industry recognised throughout Australia. Pay less for a diploma: TAFE in School offers students an affordable start to their tertiary studies with students paying only material fees while at school (e.g. resources, text books, stationery). Tuition fees are subsidised by the Queensland State Government, during the school component of their studies.

**SKILLS TECH AUSTRALIA**

Skills Tech has campuses at Acacia Ridge, Alexandra Hills and Eagle Farm and is a “TAFE made for tradies”. Skills Tech offers a VET in Schools Program which allows students in Years 11 and 12 to attend trade courses one day each week for either one or two years in programs such as:

- Plumbing
- Electrotechnology
- Construction
- Engineering (Diesel Fitting)
- Engineering (Sheet Metal)
- Automotive Mechanical
- Furniture Making
- Computer-Aided Drafting

Completion of competencies and qualifications at Skills Tech will contribute towards a student's QCE.

**HOW TO APPLY**

- See HOD Senior Schooling in D3 to complete an Expression of Interest which is then sent to Skills Tech.
- Skills Tech sends an application for enrolment to student.
- Student must enrol in early Term 4, 2017.

**BENEFITS**

Queensland school students who undertake nationally recognised VET training at SkillsTech Australia as part of their senior studies may be eligible for government subsidies to cover course costs.

Completion of a trade course at Skills Tech during Years 11 and 12 gives students a head-start in a post-Year 12 apprenticeship.
SCHOOL-BASED TRAINEESHIPS

Another option available to students in Years 11 and 12 are school-based traineeships (SATs). SATs allow students to attend the workplace one day each week where they will be trained ‘on the job’ and they will be paid and complete a certificate qualification at the same time. SATs contribute credit points towards a student’s QCE depending on the qualification level (4 credit points for a Certificate II and up to 8 credit points for a Certificate III).

HOW TO APPLY

• See the industry Liaison Officer in D3 to find out what SATs are available. Complete an application form and submit with a current resume.
• Attend a job interview with the prospective employer.
• If successful, the student and parent need to attend an official ‘sign-up’ to complete legal documentation for the SAT.
An Overall Position or OP is only used for entry to a university course.

An OP indicates a student’s position based on overall achievement in Authority subjects. To be eligible for an OP a student must have studied a minimum of 20 semesters of Authority subjects, that is, 5 Authority subjects. The student must study at least three of these subjects for all four semesters, and sit for the QCS (Queensland Core Skills) Test.

The College will provide a comprehensive and rigorous QCS Test preparation program. Students, for whom this program is appropriate, will be required to participate diligently in all aspects of the program. Each authority subject will also specifically target strategies to assist students to improve QCS Test results.

The QCS Test is a state-wide achievement (not intelligence or aptitude) test for Queensland Year 12 students. It offers individual results on a five-point scale from A (highest) to E (lowest). It also provides group results for calculating OPs.

These steps are followed to calculate an OP for a typical eligible student in a typical school:

- achievement at school;
- the school determines a student’s SAIs (Subject Achievement Indicators);
  You are assigned an SAI by your school for each Authority subject you study. You are placed on a scale (like a rung on a ladder). From your place on the ladder, you can see where you are placed in relation to other students in the same subject in your school.
- sit the QCS Test;
- allocated SAIs for each subject are scaled based on the QCS Test results of each group of students at that school;
- the best five scaled SAIs are determined and averaged to give an overall achievement indicator (OAI);
- the OAI is scaled using the school’s overall QCS Test results;
- the student’s scaled OAI is determined;
- the scaled OAI is ranked with all other OP eligible students across the state and banded into one of 25 OP bands. The band a student falls into is their OP.

In other words, the QCAA uses a student’s SAIs and the QCS Test results for the subject-groups and school-group the student belongs to as the basis for calculating their OP.

A student’s OP, together with subject prerequisites and other requirements, such as portfolios and interviews, is very important in determining which tertiary courses they could gain entry to.

Any student in any Queensland school can gain an OP 1 regardless of which Authority subjects they have studied. To get the best possible OP, a student should study those Authority subjects in which they achieve the best results and which they enjoy.

An eligible student’s OP is reported as one of 25 bands from 1 (highest) to 25 (lowest). The approximate distribution of students across the bands is:

<table>
<thead>
<tr>
<th>OP</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 1</td>
<td>About 2%</td>
</tr>
<tr>
<td>OP 2 – 6</td>
<td>About 15%</td>
</tr>
<tr>
<td>OP 7 – 21</td>
<td>About 70%</td>
</tr>
<tr>
<td>OP 22 – 24</td>
<td>About 11%</td>
</tr>
<tr>
<td>OP 25</td>
<td>About 2%</td>
</tr>
</tbody>
</table>
Entry to the majority of tertiary courses in Queensland is made through the Queensland Tertiary Admissions Centre (QTAC) which acts on behalf of participating universities, TAFE Queensland and tertiary colleges to publish course information and entry requirements, to provide application materials, and to receive and process applications.

Online services are at [www.qtac.edu.au](http://www.qtac.edu.au).

Most Queensland Year 12 applicants are selected on their Overall Position (OP) which is the measure of overall student achievement. OPs are reported in one of 25 bands, from 1 (the highest) down to 25 (the lowest). All eligible applicants with OP 1 are selected before those with OP 2 and so on.

Within an OP band, if the number of eligible applicants exceeds the number of places for a course, consideration of Field Positions may be used to produce a finer ranking for selection purposes. Field Positions (FP) are a measure of student achievement in areas of study which emphasise particular knowledge and skills. FPs are reported in ten bands from 1, the highest, to 10.

The five fields are:

**Field A** extended written expression involving complex analysis and synthesis of ideas,

**Field B** short written communication involving reading, comprehension and expression

In English or a foreign language,

**Field C** basic numeracy involving simple calculations and graphical and tabular interpretation,

**Field D** solving complex problems involving mathematical symbols and abstractions,

**Field E** substantial practical performance involving physical or creative arts or expressive skills.

Students are OP-eligible if they have studied a minimum of five (5) Authority subjects, three (3) of which were studied for a full two (2) years, and sat for the Queensland Core Skills Test. All subjects studied for at least one semester will contribute to an OP.

Students who complete Year 12 but do not qualify for an OP may still be eligible to apply through QTAC for some university courses and TAFE diplomas. These students are allocated a QTAC Selection Rank on the basis of results in their best 20 semester units of Authority and Authority-registered subjects and VET units of competency/modules recorded on the Senior Statement and, if available, their results in the QCS Test.

Selection Ranks are calculated by QTAC from specially formulated tables, called Schedules, which have been approved by the institutions, and are expressed as a scale from 99 (the highest) to 1 (lowest).

A good OP does not guarantee automatic entry to all those students seeking to study at a tertiary institution.
SUBJECTS FOR YEARS 11 AND 12

Subjects in Years 11 and 12 are presented as a two year course of study with semester units of learning. These are SENIOR subjects – not year level specific. Vertical timetabling with multi-aged classes is a feature of the Senior Phase offering versatility and flexibility to student choices and pathways.

Queensland senior secondary schools operate a system of continuous, school-based assessment, moderated by the work of Review Panels. Review Panels consist of experienced practising teachers who are experts in their subject areas.

Moderated school-based assessment is a form of internal assessment. There are no external examinations for students enrolled in full-time school-based subjects.

Schools plan and manage their own assessment, supported by work programs, designed to meet the needs of the students in that subject at that school, based on QCAA syllabuses, and approved and certified by QCAA.

Teachers use a variety of assessment instruments (e.g. assignments, practicals, non-written presentations, examinations) to make their judgments about students’ levels of achievement.

For fairness and comparability of standards, there has to be considerable consultation and communication between schools and Review Panels set up by the QCAA.

The QCAA must be satisfied that comparability has been achieved, and that levels of achievement provided by schools can be justified, before exit results are issued to students. There are three state-wide meetings of Review Panels to validate school decisions – Monitoring, at the end of Year 11, Verification, at the end of Term 3 of Year 12, and Certification, at the end of Year 12.

Subjects will be presented on lines, in groups, from which students choose six (6) learning options, including a recommendation for an English and a Mathematics discipline subject.

During Year 10, English and Mathematics classes cater for students’ individual needs so that, by the end of the year, students are ready for the transfer to appropriate Year 11 literacy and numeracy discipline subjects to ensure they will experience success.

All students will need to have a pass in Year 10 English to be recommended for a Year 11 OP subject (needed for entry to university). Alternatively, entry to the subject may happen provided a consultation and agreement with the Head of Department, English and the relevant subject teacher has occurred.

Each young person at Whites Hill State College will be offered a flexible pathway to match their SET Plan goal and provide for successful learning outcomes through the study of Authority subjects, Authority-registered subjects, VET certificates, TAFE studies, first year university subjects, traineeship/apprenticeship and/or an individually negotiated option.
# YEARS 11 AND 12 SUBJECTS

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ACCOUNTING

OBJECTIVES

Accounting is an information system that provides financial and other information for making and evaluating decisions about the allocation of resources. It is a system of recording, reporting, analysing and interpreting the financial information of an accounting entity and conveying the relevant information to interested users.

The study of Accounting enables students to understand the processes involved in generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for planning, control and effective decision making. The skills and attitudes gained in this course will prepare students for a variety of entry points to employment in both employee and employer roles, as well as preparing the students for continuing study at tertiary level. Students are provided with opportunities to develop skills in managing financial resources that they can apply at a personal level and in the business environment.

PREREQUISITES

All students will need to have a pass in Year 10 English to be recommended for a Year 11 OP subject (needed for entry to university). Alternatively, entry to the subject may occur provided a consultation and agreement with the Head of Department, English and the relevant subject HOD has occurred.

SUBJECT OUTLINE

The following topics are studied over the two-year course:

- Accounting Process to Trial Balance
- End of Year Reports – preparation, analysis and interpretation
- Accounting for Cash, Accounts Receivable and Non-current Assets
- Cash Budgets
- Cash Flow Statements
- MYOB Computerised Accounting Package
- Personal Financing and Investing
- Analysis and Interpretation of Financial Reports
- Internal Controls

Several topics also incorporate advanced Excel spread-sheeting skills.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student, including a calculator.

ASSESSMENT

70% practical, 30% theoretical: Each semester will include mid and end semester tests of short answer, extended response and practical work including computer assignments. Students will have access to computers and relevant software in class time.

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY

Personal financial affairs
Employment in banks, offices, accountancy firms
TAFE courses in Business, Business Administration, Accounts Administration and Accounting (Certificate and Diploma courses)
Bachelor of Business (Accountancy)
Bachelor of Business Administration
Bachelor of Commerce (Accounting)
ANCIENT HISTORY

OBJECTIVES
Ancient History aims to expand students’ awareness and understanding of themselves and others by exposure to various historical events and themes that span the course of several millennia in Ancient Eastern (Japan, China and India) and Western (Egypt, Greece and Rome) civilizations.

By doing this, Ancient History also helps students to:
- Identify and discuss similarities and differences between the problems, challenges and solutions confronting the world today and in millennia past.
- Explain the relevance of the events experienced in Ancient Civilizations to a myriad of problems confronting the world today.
- Acquire or improve upon communication (written and oral) and critical analytical skills that are transferable and relevant to: other school subjects, post-secondary study and employment opportunities.

PREREQUISITES
All students will need to have a pass in Year 10 English to be recommended for a Year 11 OP subject (needed for entry to university). Alternatively, entry to the subject may happen provided a consultation and agreement with the Head of Department, English and the relevant subject HOD has occurred.

Students must always come to class with a desire to participate, an open mind and a willingness to expand their mental horizons.

SUBJECT OUTLINE
During this two-year course, students will be exposed in equal measure to Ancient Civilizations in the East and the West. When focusing on the Ancient East, attention is given to Japan, China and India via four themes, namely: archaeology, political structures, religion and conflict. By the end of this year, students will know about issues including: Chinese Terra Cotta Warriors; Samurai in Japan; connections between games such as, World of Warcraft (WOW) and the creation myths in the Ancient East; Mongol Invasions and Chinese and Indian interpretations of Buddhism as seen in Monkey Magic.

When focusing on Western civilizations, attention is given to Egypt, Greece and Rome via four themes: archaeology, political structures, religion and conflict. By the end of this year, students will know about issues like Pyramids and Mummies in Egypt; similarities and differences in the movie, 300 (“This is Spartal!”) and Spartan way of life; and the evolution of the Rome from a city state to the capital of the largest Empire the world has seen.

COSTS
The current Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student.

Some costs may be incurred in visiting relevant displays or taking part in excursions.

ASSESSMENT
Students complete 5 pieces of assessment each year.
- Semester 1: short answer test; research assignment and essay.
- Semester 2: oral presentation and an essay. For the research assignment and the oral presentation, students get to choose for themselves what topic they want to focus on. This flexibility is seen by many as highly desirable.

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY
Ancient History helps a student develop communication and critical analytical skills that are highly sought after in tertiary courses: Business, Commerce, Anthropology, Archaeology, Journalism, Architecture, Art, Economics, Education, Music, Law, Medicine, and Psychology. These skills are needed by business managers, public servants, researchers, PR consultants, doctors, lawyers, journalists, social workers, travel consultants, sales people.
OBJECTIVES

Biology is the study of life in its many manifestations. It encompasses studies of the origin, development, diversity, functioning and evolution of living systems and the consequences of intervention in those systems.

The study of Biology provides students with opportunities to: gain insight into the scientific manner of investigating problems pertaining to the living world, experience the processes of science, and that leads to the discovery of new knowledge, and to develop a deeper understanding and aesthetic appreciation of the living world.

PREREQUISITES

All students will need to have a pass in Year 10 English to be recommended for a Year 11 OP subject (needed for entry to university). Alternatively, entry to the subject may happen provided a consultation and agreement with the Head of Department, English and the relevant subject HOD has occurred.

Students should preferably have at least a “B” rating at Year 10 in both English and Science. A number of assessment tasks require extensive written reports so students need to be very proficient in the English language.

SUBJECT OUTLINE

The Biology course covers the areas of ecology, genetics, evolution, cell biology, human body systems and the future of biology in the scientific community. The focus of this course is animal biology with an emphasis on human biology. Independent and extended experimental investigations are carried out in both years so students need a high ability to work independently and meet timelines.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student.

Students are required to undertake a minimum of 10 hours’ field study in this course. This may take the form of a field camp or a number of shorter field trips. In any case, the total cost of these excursions could be approximately $350 across the two year course of study.

ASSESSMENT

Assessment consists of

- written exams or
- extended assignment work.

In general, there is one major piece of assessment per term.

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY

The Senior Biology course will provide a foundation for students who will proceed to tertiary level courses in science or allied health fields.

Professions which benefit from a knowledge of Biology are doctors, dentists, optometrists, veterinarians, agricultural scientists, nurses, paramedics, massage therapists, psychologists, dieticians, sports scientists, sporting coaches, fitness instructors, dance students, traditional and non-traditional health care professionals, marine biologists, animal trainers, animal carers and many more.
BUSINESS COMMUNICATION AND TECHNOLOGIES

OBJECTIVES

Universally people engage in business activities to design, produce, market, deliver and support goods and services. So that young people can contribute to the dynamic and constantly changing business environment, and make informed and reasoned decisions, they need business knowledge, skills and strategies.

Business Communication and Technologies offers students opportunities to engage in and understand a range of administrative practices through real-life situations and business simulations. A significant feature of Business Communication and Technologies is its relevance to future pathways, as it provides useful knowledge and competencies for life. Through the analysis of business issues, the course of study provides rigour and depth and lays an excellent foundation towards tertiary study and for future employment.

PREREQUISITES

All students will need to have a pass in Year 10 English to be recommended for a Year 11 OP subject (needed for entry to university). Alternatively, entry to the subject may occur provided a consultation and agreement with the Head of Department, English and the relevant subject HOD has occurred.

Students will need to be proficient in the English language to undertake the written components of the course.

SUBJECT OUTLINE

The course includes a number of topics of study which will be undertaken in an appropriate business context, providing a focus for authentic and relevant learning experiences. Topics include:

- Business Environments
- Managing People
- Industrial Relations
- International Business
- Organisation and Work Teams
- Events Administration
- Workplace Health, Safety and Sustainability
- Social Media

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student.

ASSESSMENT

Assessment instruments will include extended research written and multimodal responses, short and extended response tests.

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY

Employment and traineeships in Business Administration, Events Administration
TAFE Certificate and Diploma studies
University degrees in Business, Business Management, Accounting, Events Management, Human Resources and Marketing
OBJECTIVES

Chemistry is the study of matter. The study of Chemistry engages students in an investigation of the material universe in which we live. Chemistry helps in understanding the links between the macroscopic properties of the world and the sub-atomic particles and the forces that account for those properties. The application of Chemistry enables us to make sense of the physical world.

Chemistry is intimately involved in extractive, refining and manufacturing industries, which provide our food, clothing and the many objects we use daily. Understanding and applying chemical concepts, models, procedures and processes aids in humankind’s management of the planet’s limited resources and could provide the key to our continuing survival.

The study of Chemistry provides students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills and a stepping-stone for further study in a wide range of vocations.

PREREQUISITES

All students will need to have a pass in Year 10 English to be recommended for a Year 11 OP subject (needed for entry to university). Alternatively, entry to the subject may happen provided a consultation and agreement with the Head of Department, English and the relevant subject HOD has occurred.

Students should preferably have at least a ‘B’ rating at Year 10 in Science, English and Mathematics. A number of the assessment tasks will require extensive written reports and so a high proficiency in written English is essential for success in Chemistry.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student, including a scientific calculator.

SUBJECT OUTLINE

The subject matter of Chemistry is derived from a number of key concepts which are organised under the two main headings of Structure and Reactions.

Structure

- Atomic structure
- Properties and structure of materials
- Chemical bonding

Reactions

- Types of chemical reactions (redox, precipitation, acid-base, polymerization)
- Energy changes in chemical reactions
- The concept of the mole as the measure of quantity of chemical substances
- Quantitative relationships in gases, solutions and chemical reactions
- Techniques used in qualitative and quantitative chemical analysis
- Rate of chemical reactions
- Reversible chemical reactions and chemical equilibrium

The course is organised around a number of everyday contexts and students will study the chemical concepts relevant to these contexts.

- Chemistry in your Car
- Consumer Chemistry
- Atmospheric Chemistry
- Industrial Chemistry
- Water – the Essence of Life
- Party Drinks
- Environmental Chemistry
ASSESSMENT

Students will be assessed by three criteria:

- Knowledge and conceptual understanding
- Investigative processes
- Evaluating and concluding

Assessment tasks will include:

- Written tests
- Extended experimental investigations (involving the investigation of a hypothesis or the answer to a practical research question)
- Extended response tasks (involving the writing of scientific articles concerning the applications of chemistry in finding solutions to problems – for example the recycling of waste water and alternative fuels for cars).

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY

The Senior Chemistry course will provide a foundation for students who will proceed to tertiary level courses in science, engineering and health sciences.

Professions which benefit from the knowledge of Chemistry are industrial chemists, research chemists, biochemists, engineers, doctors, dentists, nurses, pharmacists, astronomers, meteorologists, veterinarians, agronomists, laboratory technicians and forensic investigators.
OBJECTIVES

This course is offered through the Brisbane School of Distance Education, with a Chinese teacher as coach at WHSC.

The study of languages is an integral part of a general education, and the importance of knowing additional languages is recognised in The Adelaide Declaration on National Goals for Schooling in the 21st Century (1999) and the National Statement for Languages Education in Australian Schools 2005–2008.

Learning additional languages widens horizons, broadens cognitive and cultural experience, develops communicative and intercultural competence and opens up new perspectives for learners, as well as for their own language and cultural practices. Learning another language extends, diversifies and enriches learners' cognitive, social and linguistic development. Information and communication technologies (ICTs), trade and commerce have brought Australians into closer relationships and more frequent interactions with people of other cultures, countries and communities. In such an environment, learning another language takes on a sense of necessity and urgency.

PREREQUISITES

Students must have completed Year 10 Chinese or an equivalent course, preferably with a ‘C’ rating.

SUBJECT OUTLINE

By the conclusion of the two-year course, students should be able to communicate in Chinese. Communication in Years 11 and 12 is receptive, involving listening and reading, as well as productive, involving speaking and writing. These are the four macro skills.

The course is developed around the following elements:
- cultural context
- settings
- themes and topics
- language functions
- language features
- text types.

COSTS

Nil.

ASSESSMENT

The course of study gives equal emphasis to all four macro skills and students perform tasks set in communicative contexts. A communicative task may involve more than one macro skill, for example, a conversation involves listening and speaking, answering a letter involves reading and writing.

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY

Why study Senior Chinese?

For Australia, the countries of the Asian region are of critical importance. They are our closest neighbours and major trading partners. They represent the cultural heritage of a growing number of Australians, and their rich traditional and contemporary cultures provide opportunities for our social, creative and intellectual development. (National Statement for Engaging Young Australians with Asia in Australian Schools, 2006)

To enable students to engage with Asia, the ability to communicate in one or more Asian languages is seen as a necessary skill. The national policy statement also identifies the ability to interact effectively and confidently with Asian people within and outside Australia, as a goal for the end of young people’s schooling.
OBJECTIVES
In the subject Drama, students have opportunities to learn about a range of forms and styles of the dramatic art form and gain understandings of human experience in different cultures, times and places. Drama connects students to creative, technical and other cognitive processes and provides opportunities for them to imagine and explore beliefs, feelings, behaviours and relationships across many situations and contexts. Engaging in drama promotes imagination, critical and creative thinking, problem solving, cultural engagement and communication, and provides opportunities to share ideas with others through informal and formal performances. Students engage in learning experiences that integrate oral, kinaesthetic and visual communication to create aesthetic and artistic meaning.

PREREQUISITES
All students will need to have a pass in Year 10 English to be recommended for a Year 11 OP subject (needed for entry to university). Students who have completed Year 10 drama should have passed overall with a ‘B’ rating to cope with this course. Alternatively, entry to the subject may occur provided a consultation and agreement with the Head of Department, English and the relevant subject HOD has occurred.

SUBJECT OUTLINE
The following topics are studied over the two-year course:

<table>
<thead>
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<th>Unit Title</th>
<th>Dramatic Style</th>
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<td>Realism</td>
</tr>
<tr>
<td>A2: An imagine tells a thousand tales</td>
<td>Visual theatre/Object theatre</td>
</tr>
<tr>
<td>A3: The land of hidden stories</td>
<td>Australian Gothic</td>
</tr>
<tr>
<td>A4: The critic</td>
<td>Live theatre (depending on style of performance)</td>
</tr>
<tr>
<td>A5: Just for laughs</td>
<td>Comedy of manners</td>
</tr>
<tr>
<td>B1: The director’s eye</td>
<td>Realism</td>
</tr>
<tr>
<td>B2: Classic texts in a modern world</td>
<td>Elizabethan theatre</td>
</tr>
<tr>
<td>B3: A cup of controversy</td>
<td>Epic theatre</td>
</tr>
<tr>
<td>B4: The critic</td>
<td>Live theatre (depending on style of performance)</td>
</tr>
<tr>
<td>B5: The final curtain call</td>
<td>One-person show</td>
</tr>
</tbody>
</table>

COSTS
There will be a subject fee to cover the cost of consumable items and professional workshops associated with this subject, this will be advised as soon as possible.

It is anticipated that students will attend live performances outside of school time, when completing their responding to live theatre assessment tasks. Students should anticipate a cost of $60 each year.

ASSESSMENT
Assessment in Drama gives you opportunities to demonstrate your knowledge, understandings and skills in creating drama, performing as an actor, and critiquing professionally produced drama performances in a variety of forms and styles.

- Forming (Practical/Non-Practical)
- Presenting (Individual/Group)
- Responding (Written Essay)

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY
A course of study in Drama can establish a basis for further education and employment in the fields of theatre and the broader arts industry, and in education. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives on a variety of subjects and issues, and to communicate meaning in imaginative, aesthetic and artistic ways. This subject contributes four credits towards the Queensland Certificate of Education (QCE).
OBJECTIVES

The general objectives build on students’ prior learning, including that gained in the ten years of compulsory schooling, and extend their knowledge, understanding and control of texts and language.

The general objectives of this syllabus are defined as:

Affective objectives
While these are not formally assessed for summative purposes, it is important that students develop positive attitudes in relation to texts, language and literate practices.

Knowledge and control of texts in their contexts
Individually and working with others, students develop knowledge about texts in their contexts, interpret texts and construct their own texts, taking account of the way that meanings in texts are shaped by purpose, cultural context and social situation.

Knowledge and control of textual features
Through reading, viewing, writing, shaping, listening and speaking/signing, students develop specific and detailed knowledge of how language systems work (written, visual, spoken/signed, nonverbal, and auditory).

Knowledge and application of the constructedness of texts
Through reading, viewing, writing, shaping, listening and speaking/signing, students develop and apply knowledge of the ways in which texts are selectively constructed and read. In interpreting texts and producing their own texts, students demonstrate their knowledge and application of the constructedness of texts.

PRE-REQUISITE

All students will need to have a pass in Year 10 English to be recommended for a Year 11 OP subject (needed for entry to university). Alternatively, entry to the subject may happen provided a consultation and agreement with the Head of Department, English and the relevant subject HOD has occurred.

SUBJECT OUTLINE

Year 11

Spoken English:
- Analytical Expository (Australian Poetry)
- Imaginative (Shakespeare: A Tale Told by an Idiot)
- Persuasive (ANZAC Day Address).

Written English:
- Analytical exposition (The Australian Novel)
- Imaginative (The Australian identity: Short Story)
- Persuasive (Play Critique)

Year 12

Spoken English:
- Analytical/Expository (I Met a Traveller from an Antique Land)
- Imaginative (To the Neon God)
- Persuasive (Discussion Forum)

Written English:
- Analytical Exposition (Novel Study)
- Imaginative (Short Story)
- Persuasive (Shakespeare: The Crown v Macbeth)
Following Year 12 verification of an interim level of achievement, students will present a persuasive or reflective oral.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject.

ASSESSMENT

See Subject Outline for the range of assessment tasks.

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY

English is used by most Australians to communicate with others in our culturally diverse communities. As a major international language, it has power and influence in the world context. Proficiency in English for all Australians enables them to share in and contribute to current and future local, national and global communities and cultures.
ENGLISH FOR ESL LEARNERS

OBJECTIVES

This course is specifically designed for students for whom English is their Second Language.

As a major international language, English has significant influence in the world context. Proficiency in written and spoken English enables students to share in and contribute to English-speaking communities and participate in international contexts that use English.

English for ESL Learners explicitly teaches knowledge about English language. It assists students to gain the knowledge and skills to enable them to succeed academically in an English language context. The study of English for ESL Learners provides students with the listening, speaking, reading and writing skills.

PREREQUISITES

All students will need to have a pass in Year 10 English to be recommended for a Year 11 OP subject (needed for entry to university). Alternatively, entry to the subject may happen provided a consultation and agreement with the Head of Department, English and the relevant subject HOD has occurred.

Students are eligible to undertake the course in English for ESL Learners if English is not their home language and they enter senior schooling with:

- Not more than a total of five years of full-time schooling where the medium of instruction is English, or
- More than a total of five years of full-time schooling where the medium of instruction is English but a restricted knowledge of English.

Aboriginal students and Torres Strait Islander students from Indigenous communities in which Standard Australian English is not the first language of their local community may also be eligible for this course.

SUBJECT OUTLINE

The course consists of three mandatory areas of study. Each area of study contains a number of mandatory elements.

- **Language for academic learning**: skills in research, writing, speaking and listening;
- **Language of literature**: prose, drama, poetry;
- **Language of the media**: media, contemporary issues.

In all areas of study it is expected that students will learn to read critically.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student.

ASSESSMENT

There will be written and spoken assessment techniques used to evaluate the criteria of:

- Knowledge about language,
- Cognitive processes,
- Communication skills.

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY

English is used by most Australians to communicate with others in our culturally diverse communities. As a major international language, it has power and influence in the world context. Proficiency in English for all Australians enables them to share in and contribute to current and future local, national and global communities and cultures.
OBJECTIVES

Information Processing and Technology helps to prepare academically minded students to meet the rapid change in Australian society and be responsive to emerging technologies and trends.

It also provides students with the opportunity to develop skills for areas of employment seeking skilled information technology workers.

PREREQUISITES

All students will need to have a pass in Year 10 English to be recommended for a Year 11 OP subject (needed for entry to university). Alternatively, entry to the subject may happen provided a consultation and agreement with the Head of Department, English and the relevant subject HOD has occurred.

Students should have a good knowledge of English and Mathematics, definitely a minimum of a ‘C’ and preferably a minimum of a ‘B’ rating in each of these subjects at Year 10.

SUBJECT OUTLINE

The subject matter will be organised into the following topics:

- Social and Ethical issues
- Human-Computer interaction
- Information and Intelligent systems
- Software and Systems Engineering

Topics covered include databases (a major I.T. component of businesses today), programming, web sites, computer security, legal issues in computing and finally, artificial intelligence.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student.

ASSESSMENT

There will be mid and end of semester examinations as well as written assignments and computerised projects. Student performance will be judged on various criteria.

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY

This subject provides a foundation for students studying computing in many tertiary courses such as accounting, computer studies, science, programming, software engineering and database analysis.
OBJECTIVES

The aim of the course is to promote communicative proficiency in the language, as well as to broaden students’ horizons and foster the notion of a multi-racial, multilingual society and world. Students should also acquire learning strategies that can be applied in further formal and informal studies.

PREREQUISITES

Students must have completed Year 10 Japanese or an equivalent course, preferably with a ‘C’ rating.

SUBJECT OUTLINE

Students will study a range of topics, including popular culture in Japan; geography of Japan; leisure time activities; environmental issues; transport and travel in Japan; health care and fitness; advertising; adolescence; gender roles in family and society; celebrations and rituals; accommodation; and popular sports in Japan.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student.

ASSESSMENT

Students are tested approximately three times in the skills throughout the year:

Comprehending: Listening and Reading
Composing: Speaking and Writing.

All test items are assessed on a criteria basis and are equally weighted.

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY

Possession of proficiency in the language may lead to opportunities in the fields of tourism and hospitality, teaching, business, law, overseas trade, science, industry, immigration or diplomatic relations.
LEGAL STUDIES

OBJECTIVES

Students who undertake this course will acquire a general understanding of legal principles and an informed appreciation of our legal system. They will develop competencies, skills, processes, attitudes and values that will enhance their awareness of and ability to participate as more informed, supportive, critical and active members of our democratic society.

Students will be encouraged to understand the impact of the law, legal system and legal processes on their daily lives. They should not see the law simply as a set of rules or sanctions that they must follow or unquestionably obey. They should be able to make constructive assessment and commentaries on the law from practical and critically social perspectives.

PREREQUISITES

All students will need to have a pass in Year 10 English to be recommended for a Year 11 OP subject (needed for entry to university). Alternatively, entry to the subject may happen provided a consultation and agreement with the Head of Department, English and the relevant subject HOD has occurred.

Students will need to be proficient in the English language to undertake the written components of the course.

SUBJECT OUTLINE

The following topics will be studied over the two-year course:

- The Legal System
- Criminal Law
- Introduction to Civil Obligations (Negligence and Contract Law)
- Housing and the Law
- Family Law
- Human Rights
- Indigenous Australians and the Law

In Year 12, students are required to undertake an Independent Inquiry task, on a topic of their choice, in relation to a current issue of importance to Australia.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student.

One excursion to the Supreme Court and/or Parliament House will require a bus fare.

ASSESSMENT

Assessment techniques used in Legal Studies include Examinations (short and extended responses) and Extended Responses (research assignments).

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY

Employment in the criminal justice system, such as the Police, court system or Attorney-General’s department
TAFE courses in Justice Studies (Certificate and Diploma courses)
Bachelor of Laws, Business, Commerce or Journalism
Bachelor of Criminology and Criminal Justice
Bachelor of Justice
MATHEMATICS A

OBJECTIVES
The emphasis in this subject is the development of positive attitudes towards the students’ involvement in mathematics. This development is encouraged by an approach involving problem solving and applications, working systematically and logically, and communicating with and about mathematics.

PREREQUISITES
Students should have gained a ‘C’ rating in Year 10 C2C Mathematics or a minimum standard of ‘D’ in C2C 10A strand to be able to cope with this subject. Mathematics A students cannot study Mathematics B or C.

SUBJECT OUTLINE

COSTS
Students will require a scientific calculator.

ASSESSMENT
Student performances will be judged on three criteria:

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

Each semester there will be a mid-semester test, an end-semester test and an assignment or project.

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY
Mathematics A provides a sound understanding of mathematics for students seeking employment as well as a broad knowledge of Mathematics for students continuing their studies in areas that don’t involve a high level of Mathematics.
OBJECTIVES
The subject is designed to raise the level of competence in the Mathematics required for intelligent citizenship, to increase students’ confidence in using Mathematics to solve problems and to provide the basis for further studies.

PREREQUISITES
An ‘A’ rating in Year 10 C2C Mathematics or a minimum “C” standard in Year 10 C2C 10A extension Mathematics is recommended.

SUBJECT OUTLINE
The subject matter has been organised into the following topics: Applied Geometry, Functions, Rates of Charge, Optimisation, Financial Mathematics, Integration and Applied Statistical Analysis. These topics are integrated in a spiral approach over two years.

COSTS
Students will require a T1 83 plus graphic calculator. These may be hired from the College.

ASSESSMENT
Student performances will be judged on three criteria:
• Communication and Justification
• Knowledge and Procedures
• Modelling and Problem Solving.

Each semester there will be a mid-semester test, an end-semester test and an assignment or project.

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY
Mathematics B is a pre-requisite for a number of university subjects including some sciences and engineering. It also provides a sound mathematical basis for students continuing their studies in other areas.
OBJECTIVES
This subject gives students the opportunity to extend their mathematics knowledge into new areas. It provides an excellent preparation for the further study of mathematics in a wide variety of fields.

PREREQUISITES
Students must study Mathematics B.

SUBJECT OUTLINE
The core topics consist of Groups, Real and Complex Number Systems, Matrices, Vectors, Calculus, and Structures and Patterns. The optional topics are Geometry and Dynamics.

COSTS
Nil

ASSESSMENT
Student performances will be judged on three criteria:
• Communication and Justification
• Knowledge and Procedures
• Modelling and Problem Solving.

Each semester there will be a mid-semester test, an end of semester test and an assignment or project.

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY
Students who plan to continue their studies in Mathematics, Science or Engineering will benefit from studying this subject.
MODERN HISTORY

OBJECTIVES

Modern History aims to expand students’ awareness and understanding of themselves and others by exposure to various historical events and themes during the last century globally (Japan and China) and locally (Australia).

Modern History helps students to:
- Identify and discuss similarities and differences between the problems, challenges and solutions confronting the world today and over the last century.
- Explain the relevance of the events experienced in the last century to a myriad of problems confronting the world today.
- Acquire or improve upon communication (written and oral) and critical analytical skills that are transferable and relevant to other subjects, tertiary study, employment opportunities.

PREREQUISITES

All students will need to have a pass in Year 10 English to be recommended for a Year 11 OP subject (needed for entry to university). Alternatively entry to the subject may happen provided a consultation and agreement with the Head of Department, English and the relevant subject HOD has occurred.

Students must always come to class with a desire to participate and an open mind.

SUBJECT OUTLINE

During this two year course, students will be exposed in equal measure to global and local perspectives towards events that have arisen over the last century approximately. When focusing on a global perspective, attention is given to Japan, China, Russia and Australia via three themes, namely: historians, global issues and ideas and beliefs. By the end of this year, students will know about issues including: the Meiji Restoration, the Russian Revolution, the Boxer Rebellion, the Pacific War, Atomic Warfare, Australian involvement in the Vietnam War and the role of economics in political policy making after the end of the Cold War.

Via the themes of historians, hope and local history, a local perspective for Modern History involves examining the issues underlying the concept of human rights in all its guises.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student.

Some costs may be incurred in visiting relevant displays or taking part in excursions.

ASSESSMENT

Students do 5 pieces of assessment each year.
- Semester 1: short answer test; research assignment and essay.
- Semester 2: oral presentation and an essay. For the research assignment and the oral presentation, students get to choose for themselves what topic they want to focus on. This flexibility is highly desirable.

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY

Modern History helps a student develop communication and critical analytical skills that are highly sought after in tertiary courses: Business, Commerce, Anthropology, Archaeology, Journalism, Architecture, Art, Economics, Education, Music, Law, Medicine, and Psychology. These skills are needed by business managers, public servants, researchers, PR consultants, doctors, lawyers, journalists, social workers, travel consultants, sales people.
OBJECTIVES

The course aims to develop each student’s abilities in the areas of Analysing repertoire, Performance and Composition and to provide them with an awareness of the global significance and applications of music. Music is helpful in developing interpersonal skills, communication skills, self-expression and team-building skills. The study of Senior Music is advisable if the student is seeking to undertake further studies in music at a tertiary level. The course is divided into three major stands of study.

**Analysing Repertoire** – This includes deconstructing repertoire, identifying musical elements and compositional devices and general music knowledge.

**Composing** – Writing original scores in various styles, arranging music repertoire to suit a variety of instruments and using music computer software to aid composition.

**Performing** – Performance skills will be developed, in small ensemble groups and solo performance. Students are given the opportunity to specialise on a particular instrument or voice.

PREREQUISITES

All students will need to have a pass in Year 10 English to be recommended for a Year 11 OP subject (needed for entry to university). Alternatively, entry to the subject may happen provided a consultation and agreement with the Head of Department, English and the relevant subject HOD has occurred.

- It is a requirement that any students wishing to study Music in Years 11 and 12 will have studied and passed Music in Years 9 and 10 or have obtained equivalent qualification.
- Students must have an understanding of the treble and bass clef and be able to read and write music.
- The ability to play an instrument (whether it be an orchestral instrument, guitar and/or voice) is an advantage and is essential if the student wishes to pursue Music Extension studies.
- Students must be prepared to commit to regular practice of their instrument in conjunction with the general course workload.

SUBJECT OUTLINE

The course is structured into eight units of study. It is designed to cater for a two-year rotation. The units that will be studied are as follows:

**Year A:**

SOUND SONGS – This unit will focus on the history of song from the Renaissance to contemporary popular song forms.

KEYBOARD: A GRAND EVENT – This unit will focus on the evolution of the keyboard instrument, the subsequent development of composition techniques for the keyboard and the importance of the keyboard as a tool for the great composers.

JAZZ – This unit will focus on the history of JAZZ styles, musicianship and improvisation performance technique.

RECORD IT – This unit will focus on the history of music technology and the influence the electronic age has had on performing, composing and musicology.

**Year B:**

TIME ZONE – This unit will focus on the stylistic features of Western Art Music from the Renaissance through to the 21st Century.

WORLD MUSIC – This unit will focus on the stylistic features of music from other cultures and the way performers and composers have borrowed from other cultures to create their own works.
AUSTRALIA: A FESTIVAL – This unit will focus on the popularity of Music festivals in Australia and examine the styles of music being presented at these festivals.

ALL AROUND ME MUSIC – This unit will focus on the music that surrounds students in every day life. An iPod play list to mobile phone ring tones - it will all be explored!

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student.

- Students are expected to have access to their own instrument for rehearsal at home.
- While WHSC offers tuition on a variety of instruments students may opt to have private tuition on their main instrument outside of school with a specialist teacher.
- Students may also be required to pay for occasional specialist workshops or excursions organised throughout the year.

ASSESSMENT

Students will be required to complete a range of assessment including composition, exams, assignments and performance. Students will be assessed four times throughout the year. One item for each of the core stands of study and a fourth item in a student-teacher negotiated strand.

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysing Repertoire</td>
<td>incorporates written tests, research assignments and presentations</td>
</tr>
<tr>
<td>Composing</td>
<td>functional compositions, song writing compositions, and instrumental ensemble pieces incorporating specific compositional techniques</td>
</tr>
<tr>
<td>Performing</td>
<td>group and solo performing tasks</td>
</tr>
</tbody>
</table>

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY

Music would be helpful in the following areas:

Musician, composer, musical director, conductor, dancer, dance teacher, dramatist, singer, tertiary lecturer, orchestrator, music therapist, music administrator, publisher, music critic, lyric/songwriter, accompanist, film and television producer, audio technician, instrument repairer/maker, sound editor, music librarian and piano technician/tuner, primary music teacher, secondary music teacher, early childhood teacher, music specialist teacher.
OBJECTIVES

Music Extension is designed to offer more challenge than Senior Music and the course is studied for the two semesters of Year 12, in conjunction with Senior Music. Music Extension caters for students with specific abilities in music and is designed for students interested in exploring in greater depth, one of the following three areas of study:

Composition – analysing works, experimenting with musical elements, contexts, genres and styles, creating and documenting musical works, reflecting on and evaluating the developing work.

Musicology – researching contexts, genres and styles, studying scores, audio and visual recordings and performances, experiencing live performances, analysing works, experimenting with ideas, developing and practising techniques and reflecting on and evaluating the developing work.

Performance – performing in a variety of contexts, genres and styles, experimenting with musical elements, contexts, genres and styles, studying scores, recording and performances, developing instrumental, vocal and conducting techniques, developing rehearsal skills, developing and applying performance skills, reflecting on and evaluating the developing work.

PREREQUISITES

• It is a requirement that any student wishing to study Music Extension in Year 12 will have studied and passed Music in Years 10 and 11.
• Students must be able to read and write music at a high level.
• The ability to play an instrument (orchestral, guitar and/or voice) is essential (specifically if choosing the Performing specialisation). An audition will be required before admittance into this course is granted.

SUBJECT OUTLINE

Music Extension encourages self-directed, independent learning. The primary objectives are:

• Investigation of music sources – the student researches, analyses and synthesises evidence from music sources and presents their findings
• Realisation of the work - demonstration of technique and skill, applying musical elements relevant to the selected specialisation
• Attitudes and values – this objective is not formally assessed, though does play an important part in shaping a students’ learning experiences.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student.

Students may also be required to pay for specialist workshops and/or excursions organised throughout the year.

ASSESSMENT

Students will be assessed continuously throughout the school year and are required to complete a range of assessment depending on their chosen specialisation. The assessment items may include the following:

• Investigation of music sources (all specialisations) – extended written response, multimedia presentations or oral presentations (one only)
• Composition – two compositions submitted
• Musicology – extended written task, oral or multimedia presentations (two items)
• Performance – solo performance, ensemble performance, improvisation, conducting (two performances).
RELEVANCE TO FURTHER STUDY

Whether for career, commercial or leisure needs, students will have the opportunity to gain the basis for a lifelong engagement with music.

Music Extension will be helpful in the following areas: primary music teacher, secondary music teacher, primary classroom teacher, early childhood teacher, music teacher, composer, music director, conductor, dramatist, dancer, singer, tertiary lecturer, orchestrator, music therapist, music administrator, musician, publisher, music critic, lyric/songwriter, film and television producer, instrument repairer/maker, sound editor, music librarian and piano technician/tuner.
PHYSICAL EDUCATION

OBJECTIVES
Physical Education is an integrated approach to the study of physical activities. Students will acquire knowledge, apply concepts and evaluate their performance in a diverse range of units.

PREREQUISITES
All students will need to have a pass in Year 10 English to be recommended for a Year 11 OP subject (needed for entry to university). Alternatively, entry to the subject may happen provided a consultation and agreement with the Head of Department, English and the relevant subject HOD has occurred.

Year 10 Physical Education is helpful, although not mandatory. Students should have a ‘C’ rating in Year 10 English and a desire to perform physically in a range of physical activities.

SUBJECT OUTLINE
Four physical activities serve as a source of content and data, as well as a medium for learning. These activities are:

- Touch Football: Direct interceptive activity in which opponents occupy the same area of play.
- Volleyball and Badminton: An indirect interceptive activity in which body contact does not generally occur.
- Athletics (field/track events): Performance activities.

COSTS
Where possible, activities and learning experiences will be based on existing resources and facilities within the school. It may be possible to incorporate guest speakers or take students on relevant excursions.

These activities greatly enhance the course of study. Any associated costs will be communicated to parents/caregivers in advance and kept to a minimum.

Students may be required to provide personal equipment for specific activities such as athletics (spike shoes).

Proper footwear and clothing (as per sports uniform requirements) is mandatory for the safety and comfort of students in physical activities.

ASSESSMENT
Performance in physical activities will constitute 50% of course time and assessment, and a critical aspect of assessment relates to the continual use of videotaped student performances. Theoretical work relating to the physical activities makes up 50% of the assessment course content. A variety of assessment techniques will allow each student an opportunity to explore a range of written, oral and physical tasks throughout the two (2) year course of study.

Possible assessment tasks will include a selection from:

- Exam essays, research assignments/reports, journals, objective and/or short answer questions, oral presentations, physical tasks – performance of skills and tactics/game play.

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY
Physical Education is an excellent stepping-stone for a career in the fields of recreation and health, leisure studies, tertiary study such as TAFE, human movement studies, physiotherapy (and other therapies), education and teaching courses, the health and fitness industry and coaching.
OBJECTIVES

Physics is the study of the laws that govern natural phenomena – the motion of the planets, the apple that falls to the ground, the lodestone that always points north, the electricity that powers our appliances, the rainbow in the sky, etc.

The development of our understanding of physical phenomena occurs in Physics by means of inquiry that has been refined over the past three hundred years. Physicists value precise measurements obtained in careful experiments and using powerful mathematical relationships. Today, these methods continue to contribute to the development of new information, ideas and theories to explain observations and experiences. This has led to developments in technology which have a profound impact on society.

The study of Physics provides students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills and a stepping-stone for further study in a wide range of vocations.

PREREQUISITES

All students will need to have a pass in Year 10 English to be recommended for a Year 11 OP subject (needed for entry to university). Alternatively, entry to the subject may happen provided a consultation and agreement with the Head of Department, English and the relevant subject HOD has occurred.

Students should preferably have at least a ‘B’ rating at Year 10 in Science, Mathematics and English. Success in Physics relies heavily on a student’s ability to solve mathematical problems using algebraic techniques and so a high achievement in Mathematics is essential. In addition, a number of the assessment tasks will require extensive written reports and so a high proficiency in written English is also essential.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student.

Students will require a scientific calculator.

SUBJECT OUTLINE

The subject matter of Physics is derived from a number of key concepts which are organised under the three main headings:

• Forces – how objects interact
• Energy – the capacity of an object to do work
• Motion – the many different ways an object can move

The course is organised around a number of everyday contexts and students will study the physics concepts relevant to these contexts.

• Let there be Light
• Making Waves
• Structures and Machines
• Power Supply and Consumption
• On the Move
• Space – The Final Frontier
• Heating and Cooling in the Home
• Nuclear Technology
ASSESSMENT

Students will be assessed by three criteria:

- Knowledge and conceptual understanding
- Investigative processes
- Evaluating and concluding

Assessment tasks will include:

- Written tests
- Extended experimental investigations (involving the investigation of a hypothesis or the answer to a practical research question)
- Extended response tasks (involving the writing of scientific articles concerning the applications of physics now and into the future – for example photovoltaic and manned space flight).

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY

The Senior Physics course will provide a foundation for students who will proceed to tertiary level courses in science or engineering.

Professions which benefit from a knowledge of Physics are engineers (all types), doctors, dentists, optometrists, astronomers, meteorologists, pilots (both aero and marine), veterinarians, agricultural scientists, electricians, auto engineers, technicians in communications, electronics and information technology, defence personnel, police, nurses, paramedics, and many more.
OBJECTIVES

The Visual Art course develops the students’ creative thinking, critical analysis and problem-solving processes involved in producing, displaying and appreciating artworks. In accordance with the Visual Art Syllabus, this course also aims to foster the acquisition of knowledge, the development of positive attitudes and the exploration of values, experiences and feelings.

PREREQUISITES

All students will need to have a pass in Year 10 English to be recommended for a Year 11 OP subject (needed for entry to university). Alternatively, entry to the subject may happen provided a consultation and agreement with the Heads of Department from both English and The Arts along with the Art teacher has occurred.

Students also need
- A natural ability and/or the desire to manipulate art media
- Personal initiative for researching, developing, investigating and reflecting
- The preparedness to independently maintain a journal, which will require a minimum of 3 hours homework per week.

SUBJECT OUTLINE

Students follow the Inquiry Learning Model and the processes of Researching, Developing, Resolving and Reflecting. This two-year course of study consists of a year of Diversification in Year 11 with three set focuses and a year of Specialization in Year 12 with two bodies of work to be completed following student-directed focuses. Each focus comprises a Making folio and an Appraising folio.

Making artworks require students to solve problems when creating and displaying artworks that communicate thoughts, feelings, ideas, experiences and observations through cognitive and sensory modes.

Appraising tasks involve the critical analysis of artworks in diverse contexts, investigating artistic language and expression, directly related to selected concepts, focuses and media areas.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student.

Stationery requirements: an Art pencil case containing a range of lead pencils (including 2B, 6B and HB), sharpener, plastic eraser, black fine-line pen, highlighters, glue stick, ruler and scissors.

ASSESSMENT

The various assessment instruments applied over the two-year course will address criteria in either the Making or Appraising areas.

<table>
<thead>
<tr>
<th>Making</th>
<th>Appraising</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual Literacy</strong> - the creation and communication of meaning through the use/manipulation of visual forms.</td>
<td>The analysis, interpretation, evaluation and synthesis of information about visual language, expression and meanings in artworks. This criterion also involves the students’ justification of a viewpoint through researching, developing, investigating and reflecting.</td>
</tr>
<tr>
<td><strong>Application</strong> - the use/exploitation of materials, techniques, technologies and art processes to construct and communicate meaning.</td>
<td></td>
</tr>
</tbody>
</table>
Year 11  
*Formative*

**Making**  
Three experimental folios – e.g. drawing, printmaking, sculpture, painting and documentation of research, development, resolution and reflection (such as Visual Journal support material)

**Appraising**  
Critique/review, oral presentation and analytical essay

Year 12  
*Summative (constitutes the Exit Level of Achievement)*

**Making**  
Two Bodies of Work – e.g. installation, drawing, printmaking, sculpture, mixed media as well as documentation of research, development, resolution of artworks and reflection (such as Visual Journal support material)

**Appraising**  
Exam, analytical essay and oral presentation

**RELEVANCE TO EMPLOYMENT AND FURTHER STUDY**

Students develop social and personal skills that promote confidence, responsibility, working together in teams, group cooperation, and an informed lifelong engagement and enjoyment of the visual arts. Art students develop creative problem solving skills, which are beneficial life skills that may be applied to numerous possible careers. Furthermore, Visual Art can provide the necessary foundation knowledge and artworks suitable for inclusion in folio applications for further art related courses.
ENGLISH COMMUNICATION

OBJECTIVES

English Communication is an Authority-registered Subject designed for students who do not wish to pursue the traditional Authority English.

The subject is practical, useful and relevant and provides students with the essential knowledge, communication and language skills to allow them to prepare for future employment and to enhance their career prospects.

Students will be assessed under the following objectives:

- Knowledge of contextual features
- Knowledge of textual features
- Knowledge and understanding of texts
- Affective objectives.

PREREQUISITES

Nil

SUBJECT OUTLINE

The study area core (work, community and leisure) is built into all the units of work.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1  Popular culture</td>
<td>Unit 7  The world is my oyster</td>
</tr>
<tr>
<td>Unit 2  Opinions, views and issues</td>
<td>Unit 8  Music melody or disharmony</td>
</tr>
<tr>
<td>Unit 3  Light reading in a visual world</td>
<td>Unit 9  Reality in an unreal world</td>
</tr>
<tr>
<td>Unit 4  Working environment</td>
<td>Unit 10  Let’s go to work</td>
</tr>
<tr>
<td>Unit 5  Fair go</td>
<td>Unit 11  Grown up and graduated</td>
</tr>
<tr>
<td>Unit 6  Drama in Verona</td>
<td></td>
</tr>
</tbody>
</table>

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student.

ASSESSMENT

Assessment in English Communication is criteria based. A wide range of tasks determines a student’s level of achievement. They may include: written proposals, oral presentations, real life interviews, journals, folio presentations, group research and designing surveys.

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY

English is used by most Australians to communicate with others in our culturally diverse communities. As a major international language, it has power and influence in the world context. Proficiency in English for all Australians enables them to share in and contribute to current and future local, national and global communities and cultures.
Prevocational Mathematics provides opportunities for students to improve their numeracy, to assist them in pursuing a range of vocational and personal goals. It develops not only students’ confidence and positive attitudes towards mathematics, but also their mathematical knowledge and skills through the general objectives of ‘knowing and applying’, and their communication skills through the general objective of ‘explaining’.

PREREQUISITES
Nil

SUBJECT OUTLINE
The course of study develops five topic areas:
• Mathematics for interpreting society: number (study area core)
• Mathematics for interpreting society: data
• Mathematics for personal organisation: location and time
• Mathematics for practical purposes: measurement
• Mathematics for personal organisation: finance.

COSTS
Calculator and field trip expenses.

ASSESSMENT
In Prevocational Mathematics, judgments made about student achievement in the general objectives of knowing, applying and explaining contribute to the exit level of achievement. To achieve this, students will sit for class tests and work on assignment topics of their choice. Group and individual tasks will also contribute to overall assessment.

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY
The course provides a sound basis in Mathematics for students seeking employment or going to a TAFE College.

This subject develops essential numeracy skills for living. The course is designed to foster an attitude of success for students who find current mathematical courses not entirely suited to their needs. At the same time, the subject provides suitable challenge to students who prefer learning through practical activities and real life applications.
CPC10111 CERTIFICATE I IN CONSTRUCTION

RTO: Blue Dog Training national provider number 31193

DESCRIPTION

This qualification provides an introduction to the construction industry culture, its occupations, job roles and workplace expectations. The course covers essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning and basic use of tools and materials. Blue Dog Training provides a free construction industry “white card” for all students completing the course.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>National Code</th>
<th>11 Units of Competency</th>
<th>8 Core / 3 Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCOHS2001A</td>
<td>Apply OHS requirements, policies and procedures in the construction industry</td>
<td>core</td>
</tr>
<tr>
<td>CPCCWHS1001</td>
<td>Prepare to work safely in the construction industry</td>
<td>core</td>
</tr>
<tr>
<td>CPCCC1012A</td>
<td>Work effectively and sustainably in the construction industry</td>
<td>core</td>
</tr>
<tr>
<td>CPCCC1014A</td>
<td>Conduct workplace communication</td>
<td>core</td>
</tr>
<tr>
<td>CPCCC1013A</td>
<td>Plan and organise work</td>
<td>core</td>
</tr>
<tr>
<td>CPCCC1015A</td>
<td>Undertake a basic construction project</td>
<td>core</td>
</tr>
<tr>
<td>CPCCC2005B</td>
<td>Use construction tools and equipment</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCC2004A</td>
<td>Handle construction materials</td>
<td>elective</td>
</tr>
<tr>
<td>CPCCC1015A</td>
<td>Carry out measurements and calculations</td>
<td>elective</td>
</tr>
<tr>
<td>CPCCC1011A</td>
<td>Undertake basic estimation and costing</td>
<td>elective</td>
</tr>
</tbody>
</table>

CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION

The qualification contains 11 units of competency and completion of all 11 units will earn a student 3 credit points towards their Queensland Certificate of Education. Students will receive a Statement of Attainment for partial completion of the qualification or a Certificate if all units are satisfactorily completed. Statements of Attainment and Certificates will be issued by Blue Dog Training.

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY

The skills achieved will assist in successfully undertaking a Certificate II pre-vocational program or job outcome qualification, or will facilitate entry into an Australian Apprenticeship.

COST

- For eligible students, the Queensland Government Department of Education and Training can fund this training.
- Students that are eligible for VETIS funding - No Fee to Student.

Correct at time of publication (August, 2017) but subject to change
# BSB30115 CERTIFICATE III IN BUSINESS

<table>
<thead>
<tr>
<th>IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This Subject Outline is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REGISTERED TRAINING ORGANISATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Binnacle Training (RTO Code: 31319)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Education and Training</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nationally Recognised Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSB30115: CERTIFICATE III IN BUSINESS PLUS optional embedded qualification:</td>
</tr>
<tr>
<td>– BSB20115 Certificate II in Business</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons to Study the Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Binnacle’s Certificate III in Business ‘Business in Schools’ program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service, personal management, critical and design thinking and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored.</td>
</tr>
<tr>
<td>QCE Credits: Successful completion of the Certificate III in Business contributes eight (8) credits towards a student’s QCE. Successful completion of the Certificate II in Business (optional embedded qualification) contributes an additional four (4) credits towards a student’s QCE.</td>
</tr>
<tr>
<td>Graduates will be able to use their Certificate III in Business</td>
</tr>
<tr>
<td>• as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer);</td>
</tr>
<tr>
<td>• to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business); and</td>
</tr>
<tr>
<td>• to improve their chances of gaining tertiary entrance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRE-REQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must have a passion for and/or interest in working the Business Services industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in a range of projects.</td>
</tr>
</tbody>
</table>
### Topics of Study

#### YEAR 11

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction to the Business Services industry</td>
<td>• Workplace Health and Safety: legislations, risk assessment</td>
<td>• Leadership: Promote innovation in a team environment</td>
<td>• Innovation: Enterprise and entrepreneurs</td>
</tr>
<tr>
<td>• Develop an e-learning plan and undertake e-learning</td>
<td>• Customer Service: Products and services; meeting customer needs</td>
<td>• Research a small business; identify products and services</td>
<td>• Work in teams</td>
</tr>
<tr>
<td>• Knowledge of the Australian Financial System</td>
<td>• Deliver a service</td>
<td>• Financial Literacy Short Course – Be MoneySmart</td>
<td>• Communication</td>
</tr>
</tbody>
</table>

**Finalisation of Certificate II in Business (if applicable)**

#### YEAR 12

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Critical and creative thinking</td>
<td>• Personal Management: Organise priorities</td>
<td>• Financial Literacy Short Course – First Business</td>
<td></td>
</tr>
<tr>
<td>• Micro/Small Business: Identify micro business opportunities</td>
<td>• Develop business documents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Personal Management: Develop project plan</td>
<td>• Major Project: Prepare a business proposal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Major Project: Design and plan for a new service</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Finalisation of Certificate III in Business**

### Learning Experiences

- Solving interesting problems
- Leadership
- Innovation and teamwork
- Undertaking e-Learning
- Organising work priorities and personal development
- Assessing risks
- Delivering a service to customers
- Recommending products and services
- Designing and producing business documents
- Examining micro business opportunities
- Financial literacy – Be MoneySmart, First Business
**Learning and Assessment**

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Coordinator) – incorporating delivery of a range of projects and services within their school community. This includes participation in R U OK Mental Health Awareness Week – Team Project and a Major Project where students design and plan for a new product or service.

Students may also be exposed to the EarthMovers Foundation - a project that helps young teenagers to create solutions to local and global issues.

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

- Practical tasks / experience
- Hands-on activities involving customer service
- Group projects
- e-Learning projects

Evidence contributing towards competency will be collected throughout the program. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.

**NOTE:** From time to time, project delivery may require a mandatory ‘outside subject’ component (e.g. before or after school).

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**Pathways**

The Certificate III in Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example:

- Business Owner
- Business Manager
- Customer Service Manager

**Students completing their Certificate III may be able to upgrade their QTAC selection rank.**

* Certificate III = rank of 68 (approximately equivalent to an OP 15 depending on the year).

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**Cost**

- **$210.00** = Binnacle Training Fees
- **Year 11** = Excursions to other outside venues to participate in and to conduct business activities.
- **Year 12** = Excursions to other outside venues to participate in and to conduct business activities.

*Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to the excursion date.*

- All texts and reprographics are provided by the school.

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For further information, contact the Head of Department – Senior Schooling

Correct at time of publication (August, 2017) but subject to change
SIT20316 CERTIFICATE II IN HOSPITALITY

RTO: Training Direct Australia national provider number 32355

DESCRIPTION

SIT20316 Certificate II in Hospitality is a great foundation for a career in the Hospitality Industry. It provides students with the basic operational knowledge and practical work skills to perform a variety of food and beverage activities in a wide scope of hospitality related positions.

An essential requirement of the Certificate II is for students to complete twelve shifts of work experience over the two-year course of study. This may include part-time, paid, or unpaid work. Work experience allows students to gain knowledge directly with those working in the Industry. It provides opportunities for students to be involved in realistic situations that will allow them to apply the underpinning skills and knowledge they have learnt during the course.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>National Code</th>
<th>12 Units of Competency</th>
<th>6 Core/ 6 Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
<td>Core</td>
</tr>
<tr>
<td>SITHIND002</td>
<td>Source and use information on the hospitality industry</td>
<td>Core</td>
</tr>
<tr>
<td>SITHIND003</td>
<td>Use hospitality skills effectively</td>
<td>Core</td>
</tr>
<tr>
<td>SITXCCS003</td>
<td>Interact with customers</td>
<td>Core</td>
</tr>
<tr>
<td>SITXCOM002</td>
<td>Show social and cultural sensitivity</td>
<td>Core</td>
</tr>
<tr>
<td>SITXWHS001</td>
<td>Participate in safe work practices</td>
<td>Core</td>
</tr>
<tr>
<td>SITXFSA001</td>
<td>Use hygienic practices for food safety</td>
<td>Elective</td>
</tr>
<tr>
<td>SITHCCC003</td>
<td>Prepare and present sandwiches</td>
<td>Elective</td>
</tr>
<tr>
<td>SITHFAB007</td>
<td>Serve food and beverage</td>
<td>Elective</td>
</tr>
<tr>
<td>SITHFAB002</td>
<td>Provide responsible service of alcohol</td>
<td>Elective</td>
</tr>
<tr>
<td>SITHFAB004</td>
<td>Prepare and serve non-alcoholic beverages</td>
<td>Elective</td>
</tr>
<tr>
<td>SITHFAB005</td>
<td>Prepare and serve espresso coffee</td>
<td>Elective</td>
</tr>
</tbody>
</table>

CREDIT FOR THE QUEENSLAND CERTIFICATE OF EDUCATION

The qualification contains 12 units of competency and completion of all 12 units will earn a student 4 credit points towards the Queensland Certificate of Education (QCE). Credits awarded for partial completion of the Certificate II will be based on the percentage of competencies attained (25%, 50%, and 75%). Students will receive a Statement of Attainment for partial completion of the qualification or a Certificate if all units are satisfactorily completed.

COST

- For eligible students, the Queensland Government Department of Education and Training can fund this training.
- Students that are eligible for VETIS funding - No Fee to Student.
- Students that are not eligible for funding - $65 per unit. Maximum cost of $780.00.
ASSESSMENT

A range of assessment strategies will be used to determine competency of a student in each of the listed units.

These include:

• practical tasks
• written exams
• oral questioning
• written tasks
• activities in a simulated work environment
• 12 Shift work experience

Students will be required to participate in practical functions to complete assessment tasks outside scheduled classroom hours.

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Possible job titles include:

• bar attendant
• bottle shop attendant
• café attendant
• catering assistant
• food and beverage attendant
• front office assistant
• gaming attendant
• porter
• room attendant.

For students aspiring to complete further study, the Certificate II may be used as credit towards courses such as a Certificate III in Hospitality and a Diploma of Hospitality.

Correct at time of publication (August, 2017) but subject to change.
ICT20115 CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

RTO: Whites Hill State College national provider number 30252

DESCRIPTION

ICT20115 Certificate II in Information, Digital Media and Technology provides the knowledge and skills required to work in the information technology industry. It also provides job skills and general computing skills, both of which should be an advantage in most future courses of study or employment.

Students need a basic understanding of the functioning of computers. An interest in improving your skills in using a computer (important for today’s world) and an ability to complete tasks (sometimes in collaboration with others) would also be advantageous for students.

COURSE OUTLINE

The qualification provides foundation general computing and employment skills that enable participation in an information technology environment in any industry.

<table>
<thead>
<tr>
<th>National Code</th>
<th>14 Units of Competency</th>
<th>7 Core / 7 Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>Core</td>
</tr>
<tr>
<td>BSBSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT201</td>
<td>Use computer operating systems and hardware</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT202</td>
<td>Work and communicate effectively in an ICT environment</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT203</td>
<td>Operate application software packages</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT204</td>
<td>Operate a digital media technology package</td>
<td>Core</td>
</tr>
<tr>
<td>ICTWEB201</td>
<td>Use social media tools for collaboration and engagement</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT205</td>
<td>Design basic organisational documents using computing packages</td>
<td>Elective</td>
</tr>
<tr>
<td>ICPDMT321</td>
<td>Capture a digital image</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTICT207</td>
<td>Integrate commercial computing packages</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTICT206</td>
<td>Install software applications</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTSAS208</td>
<td>Maintain IT equipment and consumables</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTICT209</td>
<td>Interact with ICT clients</td>
<td>Elective</td>
</tr>
</tbody>
</table>

CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION

The completed qualification will earn a student 4 credit towards their Queensland Certificate of Education. Partial completion of the Certificate II will be based on the percentage of competencies attained (25%, 50%, and 75%). Students will receive a Statement of Attainment for partial completion of the qualification or a Certificate if all units are satisfactorily completed.

COSTS

The current Resource Scheme in operation at the College covers the costs in this subject. Stationery requirements will need to be purchased by the student.

A memory stick would be an advantage for transporting files, as would a home computer and printer.
ASSESSMENT

Assessment is competency based, which means that students must demonstrate competency in performance criteria. These can be demonstrated through assignments, web conferencing, scheduled lessons, competency conversations and work placement.

RELEVANCE TO EMPLOYMENT AND FUTURE STUDY

Using a computer well is a great aide to working in any industry. Time saved through good use of the skills you learn in this course, should make your job more satisfying for you.

Further study might include relevant Certificate III, Certificate IV and Diploma Courses at TAFE. Any other further study, whatever it may be, will require good computer use skills and this course is a great start to providing you with those attributes.

Correct at time of publication (August, 2017) but subject to change
## SIS30513 CERTIFICATE III IN SPORT AND RECREATION

| IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS) | This Subject Outline is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: [http://www.binnacletraining.com.au/rto.php](http://www.binnacletraining.com.au/rto.php) and select ‘RTO Files’. |
| REGISTERED TRAINING ORGANISATION | Binnacle Training (RTO Code: 31319) |
| Subject Type | Vocational Education and Training (VET) Qualification |
| Qualification | SIS30115 Certificate III in Sport and Recreation  
PLUS embedded qualification: SIS20115 Certificate II in Sport and Recreation |
| Course Length | 2 years |
| Reasons to Study the Subject | Binnacle’s Certificate III in Sport and Recreation ‘Sport in Schools’ program is offered as a senior subject where students participate in the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – including officiating games or competitions, coaching beginner participants to develop fundamental skills, communication and customer service in sport and using social media tools for participant engagement.  
QCE Credits: Successful completion of the Certificate III in Sport and Recreation contributes seven (7) credits towards a student’s QCE. Successful completion of the Certificate II in Sport and Recreation (embedded qualification) contributes an additional four (4) credits towards a student’s QCE.  
This program also includes the following:  
- First Aid qualification and CPR certificate.  
- Officiating accreditation (plus optional sport-specific accreditation)  
- Coaching accreditation (plus optional sport-specific accreditation)  
- A range of career pathway options including an alternative entry into university  
- Direct pathway into Certificate IV in Sport and Recreation (or Certificate IV in Fitness). |

## ENTRY REQUIREMENTS
Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

Each student must obtain a (free) ‘Working with Children’ Student Blue Card (application completed as part of
enrolment process). A student’s official enrolment is unable to be finalised until their Student Blue Card has been issued.

<table>
<thead>
<tr>
<th>Topics of Study</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TERM 1</td>
<td>TERM 2</td>
</tr>
<tr>
<td></td>
<td>• Communication in sport</td>
<td>• Customer service</td>
</tr>
<tr>
<td></td>
<td>• Health and safety in sport</td>
<td>• Risk assessment</td>
</tr>
<tr>
<td></td>
<td>• Officiating general principles</td>
<td>• Officiating practices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Experiences</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TERM 1</td>
<td>TERM 2</td>
</tr>
<tr>
<td></td>
<td>• Following health and safety standards in the workplace.</td>
<td>• Plan, conduct and evaluate programs</td>
</tr>
<tr>
<td></td>
<td>• Developing creative thinking skills.</td>
<td>• Facilitate groups</td>
</tr>
<tr>
<td></td>
<td>• Organising personal work schedules.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Using social media tools for collaboration and engagement.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Responding to emergency situations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Managing conflict</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Conducting a risk analysis</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning and Assessment</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program delivery will combine both class-based tasks and practical components in a real sport environment at the school. This involves the delivery of a range of sport programs to real participants within the school community (high school and primary school students). A range of teaching/learning strategies will be used to deliver the competencies. These include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Practical tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hands-on sessions with participants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Group work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Practical experience within the school sporting programs (officiating and coaching games and competitions e.g. primary school sport).</td>
<td></td>
</tr>
<tr>
<td>Evidence contributing towards competency will be collected throughout the course. This process</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies. Practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (minimum 20 hours).

### Pathways

The Certificate III in Sport and Recreation will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a community coach, sports coach, athlete, volunteer or activity assistant.

**Students completing their Certificate III may be able to upgrade their QTAC selection rank.**

* Certificate III = rank of 68 (approximately equivalent to an OP 15 depending on the year).

Students may also choose to continue their study [e.g. by completing the Certificate IV or Diploma (e.g. Sport or Fitness)] with **Australian Institute of Personal Trainers (AIPT)** or **Foundation Education** for a Binnacle-exclusive price offer.

### Cost

- **$260.00** = Binnacle Training Certificate III Fees
- **$40.00** = First Aid Certificate costs
- **Year 11** = Optional: Sport-specific accreditation, Excursions
- **Year 12** = Optional: Sport-specific accreditation, Excursions

*Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to the excursion date.*

• All texts and reprographics are provided by the school.

**For further information, contact the Head of Department – Senior Schooling**

Correct at time of publication (August, 2017) but subject to change
SIT20116 CERTIFICATE II IN TOURISM

RTO: Whites Hill State College national provider number 30252

DESCRIPTION

The tourism industry is a dynamic and exciting industry in which to work and Queensland offers many of the best tourist destinations in the world.

This qualification is offered to students in the senior phase of learning who have an interest in the Tourism Industry. It will provide students with a range of skills and the opportunity for employment or further study. The delivery and assessment may be in a simulated work or industry environment with a high degree of supervision. The units are suitable for the school to contextualise to local tourism industry activities.

COURSE OUTLINE

This course will be delivered:

Through integration with other units of competency, rather than as a stand-alone learning program.
As a stand-alone VET certificate course delivered by qualified teachers at the school.
Through class-based tasks that will simulate the tourism industry environment. In addition, students will be required to undertake work experience over the two years, as working in the industry is a requirement for some units of competencies.

<table>
<thead>
<tr>
<th>National Code</th>
<th>11 Units of Competency</th>
<th>4 Core/7 Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITTIND001</td>
<td>Source and use information on the tourism and travel industry</td>
<td>Core</td>
</tr>
<tr>
<td>SITXCCS003</td>
<td>Interact with customers</td>
<td>Core</td>
</tr>
<tr>
<td>SITXCOM002</td>
<td>Show social and cultural sensitivity</td>
<td>Core</td>
</tr>
<tr>
<td>SITXWHS001</td>
<td>Participate in safe work practices</td>
<td>Core</td>
</tr>
<tr>
<td>SITXCOM001</td>
<td>Source and present information</td>
<td>Elective</td>
</tr>
<tr>
<td>SITXCOM003</td>
<td>Provide a briefing or scripted commentary</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU202</td>
<td>Create and use spreadsheets</td>
<td>Elective</td>
</tr>
<tr>
<td>SITXCCS001</td>
<td>Provide customer information and assistance</td>
<td>Elective</td>
</tr>
<tr>
<td>SITXCCS002</td>
<td>Provide visitor information</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBCCMM201</td>
<td>Communicate in the workplace</td>
<td>Elective</td>
</tr>
</tbody>
</table>

CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION

The qualification contains 11 units of competency and completion of all 11 units will earn a student 4 credit points towards their Queensland Certificate of Education. Partial completion of the Certificate II will be based on the percentage of competencies attained (25%, 50%, and 75%). Students will receive a Statement of Attainment for partial completion of the qualification or a Certificate if all units are satisfactorily completed.
COSTS

Resource levy
Work placement costs – current cost is $50
Transport costs to travel to local tourist destinations which will include the cost of the College bus (approximately $20 per year) and entry into local tourist destinations (approximately $100 over the two-year course).

ASSESSMENT

A range of assessment strategies will be used to determine competency of a student in each of the listed units.

These include:

• practical tasks
• role plays
• written exams
• oral questioning
• written tasks
• activities in simulated work environments

RELEVANCE TO EMPLOYMENT AND FURTHER STUDY

Possible job titles include:
documentation clerk for a tour wholesaler or travel agency
museum attendant
office assistant for a tour operator
receptionist and office assistant for a professional conference organiser or event management business
receptionist and office assistant in a travel agency
retail sales assistant in an attraction
ride attendant in an attraction

Further study might include relevant Certificate III, Certificate IV and Diploma Courses at TAFE in the Tourism, Hospitality or Events Industry.

Correct at time of publication (August, 2017) but subject to change
## SIS30315 CERTIFICATE III IN FITNESS

<table>
<thead>
<tr>
<th>IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This Subject Outline is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the ‘Partner School’ (i.e. the delivery of training and assessment services). To access Binnacle’s PDS, visit: <a href="http://www.binnacletraining.com.au/rto.php">http://www.binnacletraining.com.au/rto.php</a> and select ‘RTO Files’.</td>
</tr>
</tbody>
</table>

### REGISTERED TRAINING ORGANISATION

Binnacle Training (RTO Code: 31319)

<table>
<thead>
<tr>
<th>Subject Type</th>
<th>Vocational Education and Training (VET) Qualification</th>
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</thead>
<tbody>
<tr>
<td>Qualification</td>
<td>SIS30315 Certificate III in Fitness PLUS optional embedded qualification:</td>
</tr>
<tr>
<td></td>
<td>- SIS20115 Certificate II in Sport and Recreation</td>
</tr>
<tr>
<td>Course Length</td>
<td>2 years</td>
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</tbody>
</table>

### Reasons to Study the Subject

Binnacle’s Certificate III in Fitness ‘Fitness in Schools’ program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.

**QCE Credits:** Successful completion of the Certificate III in Fitness contributes eight (8) credits towards a student’s QCE. Successful completion of the Certificate II in Sport and Recreation (optional embedded qualification) contributes an additional four (4) credits towards a student’s QCE.

This program also includes the following:

- **First Aid** qualification and **CPR** certificate; **plus** optional sport-specific coach/official accreditation.
- A range of career pathway options including an alternative entry into university.
- Direct pathway into Certificate IV in Fitness (Personal Trainer) with [Australian Institute of Personal Trainers (AIPT)](https://www.aipt.com.au/).  

### ENTRY REQUIREMENTS

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.
Each student must obtain a (free) ‘Working with Children’ Student Blue Card (application to be completed as part of the enrolment process). A student’s official enrolment is unable to be finalised until their Student Blue Card has been issued.

<table>
<thead>
<tr>
<th>Topics of Study</th>
<th>YEAR 11</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>TERM 1</td>
<td>TERM 2</td>
<td>TERM 3</td>
<td>TERM 4</td>
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<tr>
<td>• Health, Safety and Law in the Sport, Fitness and Recreation industry</td>
<td>• Assist with activity sessions</td>
<td>• Screening and assessing clients and group fitness</td>
<td>• Exercise Science – Anatomy and Physiology (continued)</td>
<td></td>
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<tr>
<td>• Customer service</td>
<td>• Deliver a community fitness program</td>
<td>• Exercise Science - Anatomy and Physiology</td>
<td>• Group fitness</td>
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<tr>
<td>• Coaching practices</td>
<td></td>
<td></td>
<td>• First Aid (Cert II finalisation)</td>
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</table>

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<tr>
<th>YEAR 12</th>
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</thead>
<tbody>
<tr>
<td>TERM 1</td>
<td>TERM 2</td>
<td>TERM 3</td>
<td>TERM 4</td>
</tr>
<tr>
<td>• Programming and instruction</td>
<td>• Specific populations</td>
<td>• Training older clients</td>
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<tr>
<td>• Introduction to specific populations</td>
<td>• Nutrition and performance</td>
<td>• First Aid qualification and CPR certificate</td>
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<td></td>
<td>• Advanced group training</td>
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<tr>
<th>Learning Experiences</th>
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<tbody>
<tr>
<td>• Learning about the sport, fitness and recreation industry.</td>
<td>• Providing healthy eating information to clients.</td>
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<tr>
<td>• Following health and safety standards in the workplace.</td>
<td>• Instructing and monitoring fitness programs.</td>
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<tr>
<td>• Providing quality customer service.</td>
<td>• Delivering warm-up and cool-down sessions</td>
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<tr>
<td>• Using and maintaining fitness and sport equipment.</td>
<td>• Planning and delivering gym programs.</td>
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<tr>
<td>• Delivering community fitness programs.</td>
<td>• Working with specific population clients, including older adults.</td>
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<tr>
<td>• Developing coaching and officiating skills</td>
<td>• Developing skills in exercise science, including anatomy and physiology.</td>
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<tr>
<td>• Conducting a risk assessment on fitness activities.</td>
<td>• Industry-recognised First Aid qualification and CPR certificate.</td>
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<td></td>
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<tr>
<td>• Providing client screening and health assessments.</td>
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<table>
<thead>
<tr>
<th>Learning and Assessment</th>
<th>Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff). A range of teaching/learning strategies will be used to deliver the competencies. These include:</th>
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<tbody>
<tr>
<td></td>
<td>• Practical tasks</td>
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</table>
• Hands-on activities involving participants/clients
• Group work
• Practical experience within the school sporting programs and fitness facility
• Log Book of practical experience

Evidence contributing towards competency will be collected throughout the course. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.

**NOTE:** This program involves a mandatory ‘outside subject’ weekly component as follows:

- **TERM 6:** 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.
- **TERM 7:** A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.

All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (approximately 40 hours).

### Pathways

The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:

- Exercise Physiologist
- Teacher – Physical Education
- Sport Scientist

Students completing their Certificate III may be able to upgrade their QTAC selection rank.*

* Certificate III = rank of 68 (approximately equivalent to an OP 15 depending on the year).

Students may also choose to continue their study by completing the Certificate IV in Fitness with Australian Institute of Personal Trainers (AIPT) for a Binnacle-exclusive price offer.

### Cost

- **$290.00** = Binnacle Training Fees
- **$40.00** = First Aid Certificate costs

**Year 11** = Excursions to other outside venues to participate in and to conduct fitness activities.

**Year 12** = Excursions to other outside venues to participate in and to conduct fitness activities.

*Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to the excursion date.*

All texts and reprographics are provided by the school.

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For further information, contact the Head of Department – Senior Schooling

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