SENIOR SECONDARY
(Year 10)

CURRICULUM
PROSPECTUS

2017
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Correct at time of publication but subject to change

WHITES HILL
STATE COLLEGE

Successful learning outcomes for all young people through flexible pathways
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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.

3 YEAR SENIOR – FLEXIBLE PATHWAYS

The College is committed to offering a breadth of opportunities and programs to students in Years 10, 11 and 12 in order to meet the needs of young people, the conditions of the Queensland Certificate of Education (QCE) and tertiary entrance requirements.

At Whites Hill State College, Year 10 students begin a three-year Senior Program.

The purpose of Year 10 is to provide students with a Senior Foundation Course that will enable them to practise and enhance skills and concepts that are taught in senior subjects. They will be able to develop academic and organisational abilities in preparation for the arduous workload and study practices that will be expected of them in the next three years.

In this way students have the opportunity to
- undertake certificate courses,
- start a traineeship or apprenticeship, and
- sample senior subjects.

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,
- fulfils 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, Friday’s lesson for Core Skills 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 Workplace Practices, 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 happen provided a consultation and agreement with the relevant subject Head of Department and Guidance Officer has occurred.

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, during the school day if desired, 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: Mr Neville Fedley 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><strong>CORE</strong></td>
<td></td>
</tr>
<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></td>
<td>Certificate III and IV - 5, 6, 7 or 8</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></td>
<td>On-the-job component - 4</td>
</tr>
<tr>
<td>Tailored training programs</td>
<td>4</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>4</td>
</tr>
<tr>
<td><strong>PREPARATORY</strong></td>
<td></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><strong>ENRICHMENT</strong></td>
<td></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><strong>ADVANCED</strong></td>
<td></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>Two-semester subject</td>
<td>4</td>
</tr>
<tr>
<td>Units of Competency contributing to VET diplomas or advanced diplomas while enrolled at a school</td>
<td>Up to 8 credits (1 credit per competency)</td>
</tr>
<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>Credit predetermined by agreement</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 QCS Test. FPs indicate a student’s rank based on overall achievements in Authority subjects in up to five fields (areas of study that emphasise particular knowledge and skills). FPs are calculated only for OP-eligible students.

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)
   - CHC20212 Certificate II in Active Volunteering (through Volunteering Queensland)
   - SIT20316 Certificate II in Hospitality
   - ICA20115 Certificate II in Information, Digital Media and Technology
   - SIT20112 Certificate II in Tourism
   - BSB30115 Certificate III in Business (through Binnacle Training)
   - SIS30513 Certificate III in Sport and Recreation (through Cairns Training Academy)
   - CHC30113 Certificate III in Early Childhood Education and Care (through Cairns Training Academy)
   - 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, 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 (e.g., textbooks, 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 QTAC 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

Due to a change in the structure of all TAFE institutions in Queensland, Southbank Institute of TAFE, Brisbane North Institute of TAFE and Metropolitan South Institute of TAFE now come under one banner, TAFE Queensland, Brisbane.

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 2016

The following are an example of the courses being offered for commencement in Year 11, 2017. 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</td>
<td>2</td>
<td>Southbank</td>
</tr>
<tr>
<td>Certificate III 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>
<tr>
<td>Course name</td>
<td>Semester duration</td>
<td>Campuses</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
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<td>----------------------------------------------</td>
</tr>
<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>
<tr>
<td>Certificate II in Rural Operations (Horticulture and Animal Studies)</td>
<td>2</td>
<td>Alexandria Hills, Logan</td>
</tr>
<tr>
<td>Certificate II in Health Support Services</td>
<td>2</td>
<td>Alexandra Hills, Southbank, Logan</td>
</tr>
<tr>
<td>Certificate II in Health Services Assistance</td>
<td>2</td>
<td>Alexandra Hills, Southbank, Logan</td>
</tr>
<tr>
<td>Certificate II in Sport and Recreation</td>
<td>2</td>
<td>Alexandra Hills</td>
</tr>
<tr>
<td>Certificate III in Interior Design</td>
<td>3</td>
<td>Southbank</td>
</tr>
<tr>
<td>Certificate IV in Justice Studies</td>
<td>3</td>
<td>Southbank</td>
</tr>
<tr>
<td>Certificate III in Business Administration</td>
<td>2</td>
<td>Alexandra Hills, Southbank, Logan</td>
</tr>
<tr>
<td>Certificate III in Fashion Design and Technology</td>
<td>4</td>
<td>Mt Gravatt, Southbank</td>
</tr>
</tbody>
</table>

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, 2016.

**Benefits**

Queensland school students who undertake nationally recognised VET training at SkillsTech Australia as part of their senior studies are not charged tuition fees. Students will be charged a small fee for materials used as part of the program, as specified in the program information. A yearly administration fee of $35 must
be paid by students. (This is the fee charged for 2015 courses and may be higher for 2016 courses.) The charge covers administration costs and a student ID card. It is paid on enrolment and is non-refundable.

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 10, 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% of students</td>
</tr>
<tr>
<td>OP 2 – 6</td>
<td>About 15% of students</td>
</tr>
<tr>
<td>OP 7 – 21</td>
<td>About 70% of students</td>
</tr>
<tr>
<td>OP 22 – 24</td>
<td>About 11% of students</td>
</tr>
<tr>
<td>OP 25</td>
<td>About 2% of students</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.

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,
  - In English or a foreign language,
- **Field B**: short written communication involving reading, comprehension and expression
- **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.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCOUNTING</td>
<td>16</td>
</tr>
<tr>
<td>ART</td>
<td>17</td>
</tr>
<tr>
<td>BSB20115 CERTIFICATE II IN BUSINESS</td>
<td>18</td>
</tr>
<tr>
<td>ICT10115 CERTIFICATE I IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY</td>
<td>19</td>
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<tr>
<td>CHINESE</td>
<td>20</td>
</tr>
<tr>
<td>DRAMA</td>
<td>21</td>
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<tr>
<td>EARLY CHILDHOOD PRACTICES</td>
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<td>ENGLISH</td>
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<td>HEALTH AND PHYSICAL EDUCATION</td>
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<td>HISTORY</td>
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<td>INDUSTRIAL TECHNOLOGY STUDIES</td>
<td>27</td>
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<tr>
<td>INTRODUCTION TO HOSPITALITY</td>
<td>28</td>
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<td>JAPANESE</td>
<td>29</td>
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<tr>
<td>LEGAL STUDIES</td>
<td>30</td>
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<tr>
<td>MATHEMATICS</td>
<td>31</td>
</tr>
<tr>
<td>MUSIC</td>
<td>32</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>33</td>
</tr>
</tbody>
</table>
OBJECTIVES

This is an introductory course designed to provide a foundation in Accounting. It will provide information to assist in understanding financial transactions and planning in everyday life. Students are provided with opportunities to develop skills in managing financial resources which can be applied at a personal level and in the business environment. They are encouraged to think logically, to apply accounting principles in a consistent and effective manner, and to become independent learners. Students will use information technology to apply the accounting process in business.

SUBJECT OUTLINE

Accounting Equation
- Income Statement/Balance Sheets
- Analysing Transactions
- Double-entry accounting
- Three-column ledger accounts

The Accounting Process
- Journals
- Ledgers
- Trial Balance

Accounting for Cash
- Bank Reconciliation
- Petty Cash
- Cash Book

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

A range of assessment items may be used including practical assessment, short response and extended response questions, report writing.

RELEVANCE TO FURTHER STUDY

This subject will assist students who wish to study Accounting in Years 11 and 12. It will also provide useful information and concepts to students who wish to study Business Communication and Technologies or Certificate II in Business in Years 11 and 12.
OBJECTIVES

The College’s Senior Foundation Course offers the subject Art, which offers students practical experiences in design and fine art activities. It is a dynamic course designed to develop students’ self-confidence, understanding of visual art processes and general appreciation of the visual world.

Studies at this level will develop students’ individual creativity as well as their knowledge and understanding of art procedures, terms of reference and skills with various media, which will form a practical background for students wishing to pursue the senior Art course, Visual Art (an Authority subject contributing to a student’s Overall Position).

SUBJECT OUTLINE

The Art course comprises a Body of Work with each of the concepts Forests and Identity. Students will make artworks across a range of contexts: sociocultural, geographical, psychological and historical. The particular points of focus will be conservation, observation, symbolism and personal style. The Art course has two assessable components – Making and Appraising.

Making - involves the creation of artworks and could possibly incorporate:-
- Drawing: collage, graphite, charcoal, pastel, wax crayons, ink
- Painting: aquarelle pencils, tempera discs, acrylic paint
- Printmaking: lino relief, dry point etching, screen-printing
- Sculpture: clay, plaster, assemblage, modelling

Appraising - involves the investigation and appreciation of art from various cultures and art movements, and could possibly include the study of: Poster Art, Impressionism, Fauvism, De Stijl, Cubism, Futurism, Fantasy Art, Expressionism, Surrealism, Op Art, Post-Modernism, Symbolism and Primitive Art.

COSTS

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

Students are required to provide an A4 bound cartridge visual diary, plastic display folder and a pencil case containing a range of lead pencils, including 2B, 6B and HB, sharpener, plastic eraser, black fine-line pen, highlighter, glue stick, ruler and scissors.

ASSESSMENT

Making folios: Developmental tasks and resolved artworks will be completed as students make and display artworks. The assessable criteria are Visual Literacy and Application.

Appraising folios: A journal will be maintained to document: technical information, research, responses and reflections. Students will also complete an in-class assignment, which will be assessed against the Appraising criterion.

RELEVANCE TO FURTHER STUDY

Students of Art practise creative problem solving and developing initiative. These traits are fundamental life skills and would be beneficial for any student’s personal growth. Furthermore, the Senior Foundation Program’s Art course provides the necessary basic knowledge and skills for further art related study.

This course would be of particular value to students interested in career paths related to: advertising, animation, architecture, craft, drafting, fashion, film, floristry, galleries and museums, graphic design, hair and beauty, illustration, industrial design, interior design, landscape design, photography, printing, teaching and theatre.
BSB20115 CERTIFICATE II IN BUSINESS

RTO: Whites Hill State College national provider number 30252

DESCRIPTION

BSB20115 Certificate II in Business reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

An essential requirement of the Certificate II is for students to complete work experience over the course of study including 1 core unit (BSBWHS201 Contribute to health and safety of others) and 11 elective units.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>National Code</th>
<th>12 Units of Competency</th>
<th>Core / Electives</th>
<th>National Code</th>
<th>12 Units of Competency</th>
<th>Core / Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>Core</td>
<td>BSBITU202</td>
<td>Create and use spreadsheets</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBCM201</td>
<td>Communicate in the workplace</td>
<td>Elective</td>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBCUS201</td>
<td>Deliver a service to customers</td>
<td>Elective</td>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBIND201</td>
<td>Work effectively in a business environment</td>
<td>Elective</td>
<td>BSBWOR204</td>
<td>Use business technology</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBINM201</td>
<td>Process and maintain workplace information</td>
<td>Elective</td>
<td>BSBITU303</td>
<td>Design and produce text documents</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
<td>Elective</td>
<td>ICAICT207</td>
<td>Integrate commercial computing packages</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.

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

A range of assessment strategies will be used to determine competency of a student in each of the units. These include practical tasks, role plays, written exams, oral questioning, written tasks and activities in simulated work environments.

Correct at time of publication (November, 2016) but subject to change.
RTO: Whites Hill State College national provider number 30252

DESCRIPTION

This qualification provides the skills and knowledge for individuals to safely perform foundation digital literacy tasks using a personal computer and a range of software applications and digital devices. Completing ICT10115 Certificate I in Information, Digital Media and Technology will provide students with the basic skills and knowledge to work in a digital environment.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>National Code</th>
<th>6 Units of Competency</th>
<th>4 Core/ 2 Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICTICT101</td>
<td>Operate a personal computer</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT102</td>
<td>Operate word-processing applications</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT103</td>
<td>Use, communicate and search securely on the internet</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT104</td>
<td>Use digital devices</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT105</td>
<td>Operate spreadsheet applications</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTICT108</td>
<td>Use digital literacy skills to access the internet</td>
<td>Elective</td>
</tr>
</tbody>
</table>

CREDIT FOR THE QUEENSLAND CERTIFICATE OF EDUCATION

The qualification contains 6 units of competency and completion of all 6 units will earn a student 2 credit points towards the Queensland Certificate of Education (QCE). Students will receive a Statement of Attainment for partial completion of the qualification or a Certificate if all units are satisfactorily completed.

COSTS

NIL

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, oral questioning and written tasks.

This qualification can complement other career qualifications by validating you have up to date Computer Technology skills to work effectively in a business or office environment.

You may find work in junior ICT support roles such as:
- PC and server installation and support
- Programming
- Web page design
- Games development.

Correct at time of publication (2 September, 2015) but subject to change
OBJECTIVES

Chinese aims to ensure that students interpret language, ideas and information and apply that language to communicate in spoken and written texts. Students are expected to reflect on their language learning and relate their learning to their own lives to foster and demonstrate intercultural understanding.

PREREQUISITES

At least a "C" level in Year 9 Japanese is desirable.

SUBJECT OUTLINE

The course is structured around the 4 macro skills:

- Speaking
- Listening
- Reading
- Writing

The focus is on communication in Chinese and the course cover a wide range of situations encountered by young people in day-to-day life.

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 complete work during each lesson and send the tasks to their teacher for detailed comment and further teaching. Students complete one summative test per semester in which the four skills, Listening, Speaking, Reading and Writing are tested. These are used to determine the exit rating from the course.

RELEVANCE TO FURTHER STUDY

It is necessary for students to select this elective if they intend studying Senior Chinese in Years 11 and 12.
OBJECTIVES
Drama explores dramatic forms and styles, and the ways they are used to express and communicate human experience in different cultures, times and places. Students will use and develop your creativity, thinking skills and technical understandings about drama to imagine and explore behaviour, relationships, emotions and beliefs in different situations and contexts.

Year 10 Drama aims to equip students with the skills, abilities and confidence to engage in the Senior Drama course. It aims to foster a love of Drama and the Arts, and it helps with the development of communication skills, self-confidence and self-expression through the exploration of dramatic activities and the world around them.

SUBJECT OUTLINE

Unit Title: Stagecraft and Performance Skills
This unit has been designed to allow students to revisit and extend their knowledge of the dramatic languages and performance skills required in drama. After completing this unit they will be prepared for their major work during the following unit.

Unit Title: Taking Action
During this unit students will learn how to devise an original documentary drama using a current or historical document as a stimulus. Through practical exploration and classroom activities students learn and explore the techniques and conventions of Epic Theatre (Political theatre) and learn how they can successful provoke audiences to think about important issues. When devising students will use transcripts, letters, oral histories and other documents as material for their performances. They will explicitly learn how to structure and perform non-realistic and factual scenes to create statements and encourage audiences to be objective about the issues in a performance rather than to become emotionally involved in the drama. Students will consider historical and cultural viewpoints when creating and presenting their work.

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 $20 each for the 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.
OBJECTIVES

Learning associated with Early Childhood Practices is designed to equip students with the knowledge, skills and attitudes to act as caregivers to young children. The course is both practical parenting education and pre-vocational.

SUBJECT OUTLINE

The course is organised into units of study:

Unit 1 – Introduction to Early Childhood Practices: this unit looks at the various contexts for childcare in industry and in the home.

Unit 2 – Providing Care for a Baby: this unit emphasises the importance of babies receiving high quality care both during pregnancy and after the birth. It also considers the many responsibilities ofparenthood.

Unit 3 – Baby-Think-It-Over: this unit involves the use of the simulated model baby (Baby-Think-It-Over) to understand the responsibilities of parenthood.

Unit 4 – Learning through Play: this unit studies the relationship between play and the development of the child.

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.

A4 ring binder and plastic sheet protectors
Craft materials
4 x AA batteries

ASSESSMENT

Work is assessed against criteria:

- Mid and end semester tests
- Written reports
- Folio task

RELEVANCE TO FURTHER STUDY

Early Childhood Practices in Year 10 is designed to introduce students to the senior course of study.

The Years 11 and 12 program is a complete Certificate III in Early Childhood Education and Care (CHC30113) which meets entry level requirements for a career in a childcare centre.
OBJECTIVES

The Australian Curriculum: English aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency, purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

PRE-REQUISITES

All students will need to have at least a “C” result 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

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students’ growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- **Language**: knowing about the English language
- **Literature**: understanding, appreciating, responding to, analysing and creating literature
- **Literacy**: expanding the repertoire of English usage.

<table>
<thead>
<tr>
<th>Unit 1: Understanding and analysing satire in texts</th>
<th>Unit 3: Reading and responding to literary texts exploring social issues in Australia</th>
<th>Unit 5: Written - Analytical response: evaluating an interpretation of literature text 600 words</th>
<th>Unit 7: Exploring representations of events and issues in news media texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Unit 1: Essay - Analysing satire 600 words</td>
<td>Transformation — tell part of a story from a different character’s perspective OR fill a gap in a story</td>
<td>Exam/Test - Response to stimulus exam 600 words</td>
<td>10 minutes perusal 2 hours working time across two lessons</td>
</tr>
<tr>
<td>Essay Length: 600 words</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2: Reading and interpreting a novel</th>
<th>Unit 4: Responding to poetry</th>
<th>Unit 6: Responding to a Shakespearean play</th>
<th>Unit 8: Evaluating representations of events or issues in news media texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no summative assessment of student learning in this unit. Monitor student understanding and skills throughout the unit to inform teaching and learning. Monitoring - Literary Analysis</td>
<td>Spoken imaginative power point presentation based on a personal poem created and analysed.</td>
<td>Unit 5 and 6: Written - Film Review 600-800 words</td>
<td>Multimodal presentation</td>
</tr>
</tbody>
</table>

Students will undertake sample study units that reflect work that they will experience in Years 11 and 12. Key areas of language skill work and literacy will be integrated into the general scope and sequence of English.

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 in Year 10 will be expected to complete six (6) tasks during the year – see table above.

RELEVANCE TO FURTHER STUDY

The ability to communicate well and effectively in our society is a mark of civilisation. Students will be directed into an appropriate Year 11 literacy discipline subject at the end of Year 10.
HEALTH AND PHYSICAL EDUCATION

OBJECTIVES

Health and Physical Education in Year 10 focuses on an integrated approach to the theory and practical skills. Students will be involved in learning experiences in, about and through physical activities that comprise a complete process of learning. Students will be required to acquire knowledge, apply concepts and evaluate their performance in a range of units.

SUBJECT OUTLINE

Theory Units studied include Fitness (the components of fitness and principles of training) and Sociology (women in sport).

Practical units include Volleyball and Touch.

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 assessment of performance in physical tasks and research assignments.

RELEVANCE TO FURTHER STUDY

Health and Physical Education is an excellent stepping-stone for a career in the fields of recreation and health, leisure studies, human movement studies, physiotherapy, education, the fitness industry and coaching.
OBJECTIVES

The *Australian Curriculum: History* aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts such as evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

The Modern World and Australia

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region and its global standing.

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way.

Students’ historical knowledge, understanding and skills are developed by inquiry questions, through the use and interpretation of sources. The key inquiry questions for Year 10 are:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

Depth Studies

There are three depth studies for this historical period. For each depth study, classes will focus on a particular society, event, movement or development.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>World War II</strong> (1939-45)</td>
<td><strong>Rights and Freedoms</strong> (1945 – present)</td>
</tr>
<tr>
<td>Students investigate wartime experiences through a study of World War II including a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement.</td>
<td>Students investigate struggles for human rights including how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.</td>
</tr>
</tbody>
</table>
## Unit 3

Students investigate ONE major global influence (as selected by teacher for focus) that has shaped Australian society in depth, including the development of the global influence during the twentieth century.

<table>
<thead>
<tr>
<th>Popular Culture</th>
<th>Migration Experiences</th>
<th>The Environment Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1945 – present)</td>
<td>(1945 – present)</td>
<td>(1960s – present)</td>
</tr>
</tbody>
</table>

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to **explain** patterns of change and continuity over time. They **analyse** the causes and effects of events and developments and **explain** their relative importance. They **explain** the context for people’s actions in the past. Students **explain** the significance of events and developments from a range of perspectives. They **explain** different interpretations of the past and **recognise** the evidence used to support these interpretations.

Students **sequence** events and developments within a chronological framework, and **identify** relationships between events across different places and periods of time. When researching, students **develop**, **evaluate** and modify questions to frame a historical inquiry. They **process**, **analyse** and **synthesize** information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students **analyse** sources to **identify** motivations, values and attitudes. When evaluating these sources, they **analyse** and **draw** conclusions about their usefulness, taking into account their origin, purpose and context. They **develop** and **justify** their own interpretations about the past. Students **develop** texts, particularly explanations and discussions, incorporating historical terms and concepts, evidence identified in sources, and they reference these sources.

### 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 will complete an assessment task or tasks for each unit that provides evidence of their learning and represents their historical knowledge and understanding and historical skills, relevant to the unit. A range of assessment items may be completed, including written and spoken tasks, under a range of conditions.

### RELEVANCE TO FURTHER STUDY

The study of History develops many key skills that directly relate to humanities subjects in Years 11 and 12, including Ancient History and Modern History. In both the skills and knowledge acquired, it has relevance and applications to many tertiary courses and occupational areas.
OBJECTIVES

This program is relevant to all students as they seek to develop:

- an understanding of industrial technology and its application to industry;
- preparation for vocational employment;
- a capacity to cope with and contribute to life in a technological society;
- a sense of problem-solving abilities and leadership development skills building;

In general, all students should be able to use their creativity and derive satisfaction from working with materials, tools and machines while they acquire the competencies required to prepare them for future employment as well as recreation and leisure activities.

SUBJECT OUTLINE

The course is designed as a project-based program of study in a workshop environment. Students will be involved with the nature of, application of and working of, materials used in designing, making and appraising a personal project. Learning experiences would include the following activities:

- Designing projects to be fabricated from either metal or wood;
- working with metal or wood by hand and machine;
- fabricating in wood and or metal;
- investigating the properties and uses of metal and wood;
- investigating means of producing components in numbers to a high level of accuracy and speed.

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

The assessment program for the semester will consist of a selection of the following:

- Project designing
- Class projects

RELEVANCE TO FURTHER STUDY

This course will develop the necessary skills, and outcomes generic to technology education. These skills, together with the safety awareness acquired, will relate to and form a framework for the easy transition into the Years 11 and 12 Certificate I in Construction subject. Many skills developed will also be directly usable in non employment settings especially safety relating to machinery and equipment.
INTRODUCTION TO HOSPITALITY

OBJECTIVES

Introduction to Hospitality aims to provide students with a variety of thinking, operational and workplace skills associated with food preparation and presentation. Student literacy skills are developed through a focus on report and procedural writing and speaking skills for presentations. This subject is suitable for students who:

- Will seek employment in the hospitality industry;
- Have a full academic load but require hospitality skills to enhance part-time employment;
- Want to continue study in hospitality at a tertiary level;
- Enjoy cooking.

SUBJECT OUTLINE

The course is organised into units of study:

**Unit 1**  *Introduction to Hospitality:* characteristics of the industry and the worker, safe work environments and work schedules.

**Unit 2**  *Coffee Shop Cookery:* preparation and service of contemporary coffee shop style foods.

**Unit 3**  *Mocktails:* preparation and service of non-alcoholic drinks and skills in designing new products, calculating costs, developing marketing strategies.

**Unit 4**  *Pasta Perfection:* fresh pasta and pasta sauce production.

**Unit 5**  *Food Service and Menu Writing:* how to plan, organise and implement a catered function.

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 - A4 ring binder, plastic sheet protectors. Cookery ingredients are to be supplied from home for compulsory weekly practical lessons (costs vary and some choice is offered).

ASSESSMENT

There will be a written report, oral demonstration, practical function, progressive weekly practical cookery and an end of semester written exam.

RELEVANCE TO FURTHER STUDY

Introduction to Hospitality in Year 10 is designed to introduce students to the senior course of study. *SIT20316 Certificate II in Hospitality* is offered in Years 11 and 12 and is worth 4 credit points towards the QCE.

Career opportunities available include:

Events manager, food and beverage (bartender, waiter);
Food production (chef, pastry chef, cook, caterer, barista);
Hospitality management (hotel manager, restaurant manager, café manager);
Hotel employment (housekeeping, concierge, porter, marketing and sales);
Tourism (croupier, casino worker, tour guide);
Education (hospitality teacher, home economics teacher).
OBJECTIVES

Study of a foreign language is a key learning area and the Year 10 course further highlights the cognitive, cultural and economic benefits of learning a language other than English.

The course further develops the skills of prior language learning, enabling the student to communicate effectively in a variety of ways with Japanese people.

PREREQUISITES

At least a "C" level in Year 9 Japanese is desirable.

SUBJECT OUTLINE

This is a task-based course, addressing cross-curricular priorities of literacy, numeracy, life skills and a futures perspective.

Possible topics of study could include:

- Health and Etiquette – includes phraseology appropriate to tourism, hospitality plus medical vocabulary.
- Our World – examining issues relevant to teenagers.
- Personal and Community Life – examining current routines, future prospects and relationships.
- Leisure, Recreation and Imagination – leisure in the past, present and future, music matters or legends, popular culture.
- Functional Japanese for tourism and travel, shopping; geography of big cities and their characteristics.

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

Uses an outcomes based, task-oriented approach. Students may be required to complete short formal tests in the areas of Composing – oral and written Japanese, and Comprehension – listening to and reading Japanese.

In some cases an assignment in Japanese and/or English may suit the angle of study within the topic.

RELEVANCE TO FURTHER STUDY

Foreign language study helps to develop a range of skills valued by employers – skills such as comprehension, reasoning, deduction, appreciation, communication and confidence. Studying Japanese may be relevant to careers in travel, tourism, hospitality, law, commerce, teaching and advertising. Apart from some selected courses, secondary school Japanese is a pre-requisite for tertiary Japanese studies. Previous study of the subject at year 9 level is preferable.
LEGAL STUDIES

OBJECTIVES

Legal Studies aims to provide students with the necessary legal knowledge to operate effectively in our society. It emphasises the rights and responsibilities of young people in particular which enables them to gain knowledge of how our society operates.

SUBJECT OUTLINE

Students who study this elective will learn about the way law in our society protects the rights of the individual whilst, at the same time, allowing our country to be a place where everyone feels safe and secure.

The subject will cover topics such as:

- Law and government
- Crime
- Employment law
- Juvenile justice
- Driving laws
- Drugs and the law

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.

It is possible that an excursion to the local Magistrate’s Court will involve a minimal cost.

ASSESSMENT

A range of assessment items may be used including short and extended response questions, research assignments and oral presentations.

RELEVANCE TO FURTHER STUDY

It is recommended that students select this elective if they intend studying Legal Studies in Years 11 and 12, or if they want to increase their knowledge of how our legal system works for everyday use.
MATHEMATICS

OBJECTIVES

The Year 10 Mathematics courses of study are based on the national curriculum offerings of general year 10 (core) and advanced strand 10A (extension) courses.

Students will be stranded into appropriate level classes based on Year 9 results and their performance in the first term of year 10. However, they can move to other levels of maths depending on their performances throughout Year 10.

Students wishing to study Mathematics B or Mathematics C will need to successfully complete the year 10A extension course.

A modified course of study based on the national curriculum will be offered to those students wishing to follow a Prevocational Mathematics pathway in Year 11 and 12.

SUBJECT OUTLINES

Mathematics for Life

Students develop foundation knowledge and skills essential for Prevocational Mathematics. It focuses on maths needed for everyday working life during and after school and is based on National Curriculum 10 course of study. Essential skills will be focuses on so as to provide a sound basis for success in year 11 Prevocational Maths.

Year 10 Core

Year 10 core students will focus their study around the main topics encountered in Years 11 and 12 Mathematics A (i.e. practical geometry, finance, statistics and probability, navigation and operations research).

Year 10 Extension

Year 10 extension students will focus their study around the main topics encountered in Years 11 and 12 Mathematics B and C (i.e. advanced geometry and algebra).

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.

All students will require a scientific calculator.

ASSESSMENT

Each semester students will have a number of tests. Assignments may be set where appropriate.
OBJECTIVES

This subject enables students to develop practical and creative experiences in music making and develop an understanding of the historical influences and musicianship processes employed by composers to create musical works. Studies at this level will develop students’ knowledge and understanding of three criteria explored in Senior Music.

**Performing** is the vocal and/or instrumental performance skills developed by soloists and small ensemble groups.

**Composing** is the writing of original music in various styles, arranging music repertoire to suit a variety of instruments and the use of music computer software to aid these compositions.

**Analysing Repertoire** is the deconstruction of repertoire through the identification of musical elements and compositional devices in musical scores, recordings and live performance.

SUBJECT OUTLINE

The Music course comprises of an *Exploration of Film Music* with a focus on each of the following intentions:

- Creating Mood or Atmosphere
- Expressing Emotion
- Evoking a Time and Place
- Conveying a Character

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 is based on the three criterions in Senior Music:

- **Analysing Repertoire** - incorporates written tests, research assignments, presentations
- **Composing** - song writing, instrumental composition techniques and recording
- **Performing** - group/solo performing tasks

RELEVANCE TO FURTHER STUDY

Music develops creative thinking and problem solving skills and improves public performance abilities. The subject provides the foundation knowledge and skills for further studies in the subject Music.

The course would be of particular value to students interested in a career path relating to: composer, musical director, conductor, dancer, dance, historian, dramatist, singer, music therapist, musician, publisher, music critic, lyric/songwriter, film and TV producer, audio technician, sound editor, music librarian, primary/secondary music teacher, primary class teacher, early childhood teacher, instrumental music teacher.
OBJECTIVES

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

SUBJECT OUTLINE

The Australian Curriculum: Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three strands of the science curriculum provide students with the understanding, knowledge and skills through which they can develop a scientific view of the world.

Science Understanding – evident when a person selects and integrates appropriate science knowledge to explain and predict phenomena, and applies that knowledge to new situations. The Science Understanding strand comprises four sub-stands – Biological sciences, Chemical sciences, Earth and space sciences and Physical sciences

Science as a Human Endeavour – highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving.

Science Inquiry – involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings.

Units studied:
- Genetics and evolution
- Chemistry of reactions
- Physics of motion
- Experimental Investigation
- The universe

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.

If a field excursion is to be offered, there will be some cost involved.

ASSESSMENT

Assessment tasks will include written tests, assignments and projects, and written reports of experimental investigations.

RELEVANCE TO FURTHER STUDY

Increased scientific literacy enables informed decision-making about local, national and global issues. Science leads to studying one or more of the senior science courses – Biology, Chemistry and Physics.

Students will need a “B” result in Year 10 Science to be recommended for Chemistry or Physics in Years 11 and 12.

Students will need a “C” result in Year 10 Science to be recommended for Biology in Years 11 and 12.