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.

**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,
• 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 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 General subjects (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: 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.
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 for nine years 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 General and Applied 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: General and Applied 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>General or Applied subjects</td>
<td>Per course of 4 Units</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 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 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>Per course</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</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 Two-semester subject 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’ learning account. A Senior Statement is issued to all students completing Year 12.

QUEENSLAND ATAR RESULT NOTICE

A Queensland ATAR result notice is created and distributed by the Queensland Tertiary Admissions Centre (QTAC). It shows an eligible student’s ATAR (Australian Tertiary Admission Rank). These rankings are used to determine eligibility for admission to tertiary courses. See below for further information regarding ATARS.

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

   The assist access to a wide variety of subjects, 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. **Applied 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)
   - ICT20115 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 through 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.

   The Queensland Government provides VETiS funding to cover the cost of one Certificate I or II course per student. It is important that students consider carefully which course they use their VETiS funding on. Completion of a user-pay course does not impact on VETiS funding.

   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 ATAR 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 in the calculation of an ATAR.

   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.


**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](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](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.

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, 2019. 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>
<tr>
<td>Course name</td>
<td>Semester duration</td>
<td>Campuses</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
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</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>Alexandra 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 III 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, 2018.
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 2017 courses and may be higher for 2018 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.
From 2020, the Australian Tertiary Admission Rank (ATAR) will replace the Overall Position (OP) as the standard pathway to tertiary study for Queensland Year 12s.

The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student’s position relative to other students.

The ATAR will be introduced for students commencing Year 11 in 2019, who will graduate from the end of 2020 and seek entry to tertiary courses from 2021.

QTAC will calculate ATARs for Queensland school leavers.

The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student’s position overall relative to other students.

The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05.

ATARs below 30 will be reported as ‘30.00 or less’.

To be eligible for an ATAR, a student must have:

- satisfactorily completed an English subject
- completed five general subjects, or four general subjects plus one applied subject or VET course at AQF certificate III or above
- accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student’s best five subjects.

The ATAR will be calculated by combining a student’s best five subject scaled scores. Scaled scores will be derived from a student’s subject results as reported to QTAC by the Queensland Curriculum and Assessment Authority (QCAA), using a process of inter-subject scaling.

Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject.

If a student of a given ability studies an easier Maths subject they might get a 90/100. But if the same student studied a harder Maths subject they might only get a 70/100. However, if scaling works, they should end up with the same scaled score for inclusion in their ATAR calculation.

If subjects were not scaled, students could maximise their ATAR by studying what they believe are the easiest possible subjects to get the highest possible best five subject results to comprise their ATAR.

Inter-subject scaling will not enhance or diminish a student’s performance in their subjects. The student’s ranking relative to other students in their subjects does not change. Scaling simply allows for performances to be compared across all subjects, and then only for the purposes of including these in the calculation of a student’s ATAR.

Students should choose subjects that:

- they enjoy
- think they will achieve well in
- that are subject prerequisites for tertiary courses that they will be seeking entry to.

Each VET qualification level (certificate III or higher) will have a single scaled score that can be included in a student’s ATAR.

- For example, a Certificate III in Hospitality and a Certificate III in Laboratory Skills will each have the same scaled score; this will be regardless of the duration or area of study of the certificate III.
- It is expected that the scaled score for a completed VET diploma will be higher than that for a completed VET certificate IV, which in turn will be higher than the scaled score for a completed VET certificate III.
Bonuses will be added after ATARs are calculated, according to individual tertiary institution rules, when an applicant’s QTAC application is assessed.

ATARs are expected to be released in mid to late December each year. Students will be able to access their ATARs online and print a PDF version of their Queensland ATAR Result Notice. The result notice will be verifiable from a secure online facility.

For further information please visit the QTAC website - www.qtac.edu.au
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 ATAR (see above).

Within an ATAR 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 who complete Year 12 but do not qualify for an ATAR may still be eligible to apply through QTAC for some university courses and TAFE diplomas. The College Guidance officer will support relevant students through this process.

A good ATAR does not guarantee automatic entry to all those students seeking to study at a tertiary institution. Entry levels for courses may change annually depending on course demand.
SUBJECTS FOR YEARS 11 AND 12

Subjects in Years 11 and 12 are presented as a two year course of study with four 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.

From 2019, Queensland senior secondary schools operate new processes known as endorsement and confirmation will help to ensure the quality and comparability of school-based assessment. New syllabuses will also provide teachers with more specific parameters for developing school-based assessments in each subject. This will include the type of assessment, the conditions under which it should be administered and a common marking scheme.

School-based assessments will contribute 75% towards a student's final result in most subjects. In maths and science subjects, it will generally contribute 50%.

Endorsement

Assessors trained by the QCAA will endorse school-based assessment instruments before they are used with students.

Endorsement will ensure that these instruments provide sufficient opportunities for students to demonstrate syllabus requirements.

Confirmation

Confirmation involves trained assessors reviewing the grades teachers have assigned to student assessments.

Assessors are best able to judge the qualities of student work when they have received specialist training immediately prior to confirming or reviewing teachers’ judgments about the qualities in student work. For this reason, QCAA assessors will participate in confirmation training and calibration activities designed to fine-tune their capacity to make judgments about how well students have achieved against the standards prescribed in the syllabus.

External Assessment

A state wide, three week exam block will be held for Year 12 students from week three, term four each year. Each exam will be created and marked by an expert teaching team trained by the QCAA. The exam will count for 25% of the subjects overall mark. For Maths and Science subjects, the external exam will count for 50%. Depending on the subject, the exam will assess either Unit 4 or Units 3 and 4 from the syllabus.

Subject Selection

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 General subject. Alternative 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.
YEAR 10 SUBJECTS

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ACCOUNTING

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 or Certificate III 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>BSBCMM201</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>BSBITU101</td>
<td>Operate a personal computer</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
<td>Elective</td>
<td>BSBITU102</td>
<td>Develop keyboard skills</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, 2017) 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.
ENGLISH

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></td>
<td>Exam/Test - Response to stimulus exam 600 words 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>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 2: Reading and interpreting a novel</td>
<td>Unit 4: Responding to poetry 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>Unit 8: Evaluating representations of events or issues in news media texts</td>
</tr>
<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></td>
<td></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.
GEOGRAPHY

OBJECTIVES

The Year 10 Australian Curriculum: Geography aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

SUBJECT OUTLINE

The year 10 Geography course has two units of approximately 8-10 weeks each.

UNIT 1
Geographies of Human Wellbeing.

Throughout the unit, students investigate global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. Through examining different nations’ standards of living, students will identify the factors that contribute to national wealth, wellbeing and community.

Throughout the unit, all students have opportunities to develop their higher-order thinking skills.

UNIT 2
Environmental change and management

In this unit, students will investigate the following key inquiry questions:

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

By examining the environmental variations between nations, students will examine whether they are sustainable or likely to cause environmental damage. Students will examine how Governments’ manage environmental change and how cultural attitudes influence decisions which affect the global community.

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

This course will develop many key skills that directly relate to Humanities subjects in Years 11 and 12. In particular, it is a recommended prerequisite for students who choose Senior Geography. In Geography, the skills and knowledge acquired are relevant to many tertiary courses and occupational areas.
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 and Training Programs, Energy System, Sport and the Media and Biomechanics.
Practical units include Volleyball, Touch football and Aquatics.

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 for this subject is centred on the analysis of movement and the improvement of skill through this analysis. The influence of the Media is studied in depth as well as ethics and fair play. Written reports and in depth analysis form the majority of assessment items for this subject.

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.
HISTORY

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>Year level description</th>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>World War II (1939-45)</td>
<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>Rights and Freedoms (1945 – present)</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 synthesise 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.
INDUSTRIAL TECHNOLOGY STUDIES

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.
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.

Students wishing to study Mathematical Methods or Specialist Mathematics will need to successfully complete year 10 with excellent results. Typically A’s and B’s would be good indicators of success in senior school.

A modified course of study based on the national curriculum will be offered to those students wishing to follow an applied Mathematics pathway in Year 11 and 12 (Essential Mathematics)

SUBJECT OUTLINES

Essential Mathematics

Students develop foundation knowledge and skills necessary for success in the Essential Mathematics course in year 11. It focuses on the maths needed for everyday working life, during and after school, and is based on National Curriculum 10 course of study. Essential skills will be the focus so as to provide a sound basis for success in year 11 and 12.

Year 10 Core

Year 10 core students will focus their study around the main topics encountered in Years 11 and 12 General Mathematics. (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 Mathematical Methods and Specialist Mathematics (i.e. advanced geometry and algebra Vectors and Matrices).

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.