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MESSAGE FROM THE PRINCIPAL

Dear Parents and Students

The ultimate aim of our school is to maximise the opportunities and pathways for our students, irrespective of destination. Our aim is to work together to provide quality learning experiences and successful outcomes for all of our students. We are able to provide the opportunity for students to select from a very broad variety of subjects so that they can put together a program of study which will best assist them to meet their goals.

When making their choice of subjects, I encourage all students to consider their ability, their performance in the Junior Secondary School, their future career goals and aspirations and the required subject selection pathway necessary to set them on the journey to success. Students, your choice should be realistic and at the same time, challenging. It should be a blend of interest, vocational need and general education – so that your future options remain open and you continue to develop skills for positive and productive citizenship.

Quality senior education requires responsibility, self-discipline, commitment and a desire to achieve your personal best. Graduates from Kenmore High should be people with positive attitudes, the ability to think, the desire to learn and a willingness to work as part of our team.

My very best wishes with your subject choices. School personnel will be able to assist you and teachers will monitor subject choices. Please do not hesitate to ask for assistance should be required.

We look forward to welcoming you to the Senior School and wish you every success in Years 10, 11 and 12.

With best wishes

John Fitzgerald
Executive Principal
SENIOR SCHOOL CONTACTS

Michael Rogers  
Deputy Principal

Paul Stronach  
Head of Department

Anthony Lutz  
Guidance Officer

Glyn Davies  
Guidance Officer

Clair Doevedans  
VET Co-ordinator
ENTERING THE SENIOR SCHOOL – YEAR 10

Study at Year 10 level sets the scene for successful study in the senior school. Throughout Year 10, students receive information on careers and vocational and academic pathways. Year 10 students have the opportunity to choose specialisation subjects in areas of interest, enabling them to sample some of the subject types for senior studies.

In 2017, all mainstream students in Year 10 study English, Mathematics, Science, History, Health and Physical Education and four specialisation subjects. Students in signature programs will study their signature subject (German, Music Extension) in the place of one or two of these specialisations.

When selecting subjects, students should be aware of the indicators for success. For example, a student wishing to study Physics, Chemistry or Biology should be aiming for a high level of achievement in Year 10 science. Students wishing to study Maths B in Year 11 will be required to achieve at a high level in Mathematics in Year 10.

THE SENIOR SCHOOL – YEAR 11

Subjects are grouped into three categories:

AUTHORITY SUBJECTS These subjects, when studied in sufficient quantity, contribute to the Overall Position (OP) for OP eligible students. Work in Authority subjects is based on senior syllabuses which have been quality assured and accredited by the Queensland Curriculum and Assessment Authority (QCAA). These subjects incorporate two main types of assessment - Formative Assessment and Summative Assessment. Formative Assessment generally occurs during Year 11 when students are building understanding of criteria and assessment styles. Summative Assessment generally occurs during Year 12 when students are familiar and more skilled with the assessment techniques and subject content. It is important to note, however, that Formative Assessment may become Summative Assessment if students exit the subject before the completion of four semesters of study or if special circumstances need to be considered.

AUTHORITY REGISTERED SUBJECTS These subjects do not contribute to the calculation of your OP. They follow accredited Study Area Specifications (SAS) from the QCAA. By nature of the subject, they are less academically rigorous than the suite of Authority Subjects. Successful completion of these subjects can provide credit towards a Queensland Certificate of Education (QCE).

VOCATIONAL SUBJECTS These subjects are provided with either Kenmore State High School as the Registered Training Organisation (RTO) or with an external RTO. These subjects do not contribute to the calculation
of your OP. Results for successful completion of the VET modules are recorded as Competent. Successful completion provides credit towards a QCE.

Students are able to study a full timetable of Authority subjects, or a full timetable of Authority Registered/Vocational subjects or a combination of both. Students and parents are urged to consider subject selection and future pathways very carefully before selecting a combination of both of these pathways. Subject choice counselling is available at SET Plan Interviews in September and during the year at other times by appointment with one of the Guidance Officers.
SELECTING YOUR SUBJECTS

When choosing your subjects for study in Years 11 and 12, above all consider choosing a combination of subjects that you enjoy, that you achieve well in and that cover any pre-requisite knowledge that may be required by a tertiary institution. Choose subjects that are suitable to your developing abilities. Choose subjects for which you have the indicators for success ie. solid/high achievement at year 10, particularly in English, Mathematics and Science.

The Education Queensland website offers information guides on careers, jobs, tertiary study, choosing subjects and pathways. Handouts and guides can be accessed at:


Remember that subjects offered for selection consideration will only run where sufficient student numbers to form a class are achieved.

GENERAL INFORMATION – SUBJECT SELECTION

- All students study 6 subjects during Year 11 and 12. There is no option to study 5 subjects and have a “spare line”
- Students who are undertaking a School Based Apprenticeship or Traineeship may be able to select ILC (Independent Learning Centre) as one subject in Year 11 and Year 12. As a general rule, students undertaking these apprenticeships/traineeships at Kenmore State High School will be those not on a tertiary education pathway.
- Decisions about electing ILC as one of the subjects will be made after the commencement of the school year and upon confirmation of enrolment at TAFE/Apprenticeship/Traineeship. All students not currently undertaking a traineeship at subject selection time are required to select 6 subjects.
- All students must study English or English Communication
- All students must select a Mathematics subject at the commencement of Year 11
- Students who select to study Mathematics C (and who have the indicators for success) must also select to study Mathematics B at the same time. Mathematics B can be studied alone; Mathematics C cannot be studied alone.
- Students in the German Immersion Program complete Year 12 German at the end of Year 11 and are then enrolled in German Extension for Year 12. See Mr Barker (F Block) for more information.
- Students in the Music Extension Program can elect to study Music Extension in tandem with Year 12 Music. See Ms Levien (G Downstairs Staffroom) for more information.
- Don’t choose subjects “because your friend is taking the subject”. You won’t necessarily be in the same class and you won’t necessarily have the same ambitions and needs.
- Don’t choose subjects “because a friend told you it was fun”. It may be enjoyable and suitable for them, not necessarily for you.
- Don’t choose subjects “because of the teacher”. There is no guarantee who will teach the classes at subject selection time. At Kenmore SHS all teachers teach within the Dimensions of Learning Framework. Exposure to a variety of teachers and teaching styles will set you up well for further study.
• Don’t choose a subject “because people say it is not as much work as others”. The academic rigour in Authority subjects is consistent across subjects. All Year 11 students should be setting themselves up for success by dedicating 1 ½ hours of homework and review per night.
• You will be asked initially to select 6 subjects you wish to study and nominate another 2 back up options. From these indications, timetable lines will be formed for you to make your final selections from.
• Remember that subjects offered for selection consideration will only run where sufficient student numbers to form a class are attained.
• Where a subject has too many students electing to study it and resources are such that a single class is necessary, Heads of Department will look at the indicators of success to determine the class grouping.
STUDENT EDUCATION PROFILE

The Student Education Profile (SEP) is issued by the QCAA and is made up of the following:

- Senior Statement
- Queensland Certificate of Education (QCE)
- Tertiary Entrance Statement
- Queensland Certificate of Individual Achievement (QCIA) – for students on individualised learning programs. Issued by the QCAA, eligible students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

For more online information on the Senior Education Profile for Year 12 students, the guide can be accessed at:


SENIOR STATEMENT

The Senior Statement is a transcript of the learning account for all students completing Year 12 at a Queensland School. The Senior Statement shows all studies and the results achieved that may contribute to the award of a QCE or a Tertiary Entrance Statement.

The QCAA will issue the Senior Statement if a student has met the requirements for the QCE; or is attending a state or non-state school; and has banked at least one achievement in their Learning Account; and is enrolled at a school until the end of Year 12.

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

The QCE is Queensland’s senior school qualification which is awarded to eligible students, usually at the end of Year 12. The QCE attests to: a significant amount of quality assured learning; learning at a set standard of achievement (Sound Achievement/Pass or equivalent); meeting literacy and numeracy requirements.

To be eligible, students must bank at least 20 credits in their Learning Account. You will find the table on the QCE useful in clarifying this. If there are less than 20 credits in a student’s Learning Account at the end of Year 12, it will remain open and the student can continue to bank credits.

For further online information on Learning Accounts visit: http://www.qcaa.qld.edu.au/3169.html

For further online information on the QCE visit: http://www.qcaa.qld.edu.au/downloads/senior/qce_brochure.pdf
Working towards a QCE

About the QCE

- The Queensland Certificate of Education (QCE) is the standardised senior secondary education qualification.
- The QCE allows for multiple pathways in Year 12, which can lead to different post-school careers.
- Subject choices in Years 11 and 12 form the basis for the QCE.
- Learning outcomes are grouped into four categories: core, application, performance, and creative.
- The QCE provides options for students interested in different fields.

How the QCE works

- The QCE is a modular system with 8 credit units.
- Subject choices must be completed to obtain a QCE.
- Additional units can be completed to earn more credits.
- The QCE is designed to prepare students for further education and career paths.

Planning a QCE pathway

- The QCE pathway is designed to help students achieve their education and career goals.
- Learning options include a wide range of subjects, ensuring students are well-prepared for their future.
- Students are encouraged to explore different pathways and choose subjects that align with their interests and goals.

For more information

Visit www.qca.qld.edu.au for a copy of the handbook

Learning options and credit values

<table>
<thead>
<tr>
<th>Credit Unit</th>
<th>Description</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Units</td>
<td>Usually selected by students in Year 11 based on strengths, interests, and future career pathways.</td>
<td>Completes 4 core units (at least 2 are at band 5 or higher).</td>
</tr>
<tr>
<td>Application Units</td>
<td>Focus on practical, hands-on learning experiences.</td>
<td>At least 2 application units at band 4 or higher.</td>
</tr>
<tr>
<td>Performance Units</td>
<td>Focus on creative and artistic expression.</td>
<td>At least 1 performance unit at band 4 or higher.</td>
</tr>
<tr>
<td>Creative Units</td>
<td>Focus on creative and innovative thinking.</td>
<td>At least 1 creative unit at band 4 or higher.</td>
</tr>
</tbody>
</table>

Literacy and numeracy requirements

- A student must achieve a minimum band of 3 in English and 3 in Mathematics for a QCE to be awarded.
- Students may choose from a range of subjects to meet the literacy and numeracy requirements.
- Completion of both English and Mathematics is mandatory for a QCE to be awarded.

June 2015

Queensland Studies Authority
VOCATIONAL EDUCATION & TRAINING

WHAT IS VET?

Vocational education and training (VET) assists in the learning of practical workplace skills to prepare for employment. VET links hands-on learning with theoretical understanding. In the past ten years Australia has more than doubled the number of people doing VET. Nearly half of all teenage full-time employees are now completing some form of training leading to a recognised qualification.

WHY DOES VET EXIST?

VET exists to give people better skills and more opportunities. No matter what type of skills you need or what job you’re interested in, you can get the training you want and deserve. VET qualifications are recognised by employers Australia wide. Your qualification proves that you are competent to do the job. VET is a great way to build your career in almost any industry you can think of. VET can take place within an Australian Apprenticeship, at school, at a Registered Training Organisation such as TAFE, or in the workplace.

Kenmore State High School is registered for the delivery of vocational courses (RTO Code 30071) under ASQA’s jurisdiction and must meet the requirements of the VET Quality Framework (VQF).

SCOPE OF REGISTRATION

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Qualification Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSB10115</td>
<td>CERTIFICATE I in BUSINESS</td>
</tr>
<tr>
<td>CUA10315</td>
<td>CERTIFICATE I in VISUAL ARTS</td>
</tr>
<tr>
<td>CUF10107</td>
<td>CERTIFICATE I in CREATIVE INDUSTRIES</td>
</tr>
<tr>
<td>CUF20107</td>
<td>CERTIFICATE II in CREATIVE INDUSTRIES (MEDIA)</td>
</tr>
<tr>
<td>CUA20215</td>
<td>CERTIFICATE II in CREATIVE INDUSTRIES</td>
</tr>
<tr>
<td>FSK20113</td>
<td>CERTIFICATE II in SKILLS FOR WORK AND VOCATIONAL PATHWAYS</td>
</tr>
<tr>
<td>SIT20112</td>
<td>CERTIFICATE II in TOURISM</td>
</tr>
<tr>
<td>SIT20116</td>
<td>CERTIFICATE II in TOURISM</td>
</tr>
<tr>
<td>SIT10213</td>
<td>CERTIFICATE I in HOSPITALITY</td>
</tr>
<tr>
<td>SIT10216</td>
<td>CERTIFICATE I in HOSPITALITY</td>
</tr>
<tr>
<td>SIT20213</td>
<td>CERTIFICATE II in HOSPITALITY</td>
</tr>
<tr>
<td>SIT20316</td>
<td>CERTIFICATE II in HOSPITALITY</td>
</tr>
<tr>
<td>ICT10115</td>
<td>CERTIFICATE I in INFORMATION, DIGITAL MEDIA AND TECHNOLOGIES</td>
</tr>
<tr>
<td>CHC40115</td>
<td>CERTIFICATE I in ACTIVE VOLUNTEERING</td>
</tr>
<tr>
<td>SIS10113</td>
<td>CERTIFICATE I in SPORT &amp; RECREATION</td>
</tr>
<tr>
<td>SIS10115</td>
<td>CERTIFICATE I in SPORT &amp; RECREATION</td>
</tr>
<tr>
<td>SIS20113</td>
<td>CERTIFICATE II in SPORT &amp; RECREATION</td>
</tr>
<tr>
<td>SIS20115</td>
<td>CERTIFICATE II in SPORT and RECREATION</td>
</tr>
</tbody>
</table>

The VET programs offered by this School can lead to a nationally recognised Certificate if you complete all of the requirements of the qualification, or a Statement of Attainment for those parts that you do successfully complete (if you do not complete the full qualification). This Certificate / Statement of Attainment will be recognised in all eight States / Territories of Australia.

There are 12 different types of qualification you can obtain. They are shown in the diagram below.

AQF Qualifications by Educational Sector

| Schools Sector | Vocational Education and Training Sector (eg TAFE, Private RTOs) | Higher Education Sector (eg Universities) |
At Kenmore State High School, the focus of training should not only cover the vocational training requirements but should also assist a student to develop the personal qualities of independence, initiative and self-determination which will benefit them in employment and life.

**SCHOOL-BASED APPRENTICESHIPS & TRAINEESHIPS**

Students in Year 10, 11 or 12 are able to take part in a School-Based Apprenticeship or Traineeship while completing their Senior Phase of Learning.

The School-based Apprenticeship & Traineeship (also known as a SAT) allows a student to complete all or part of a traineeship or apprenticeship while continuing as a student at school and gaining a Queensland Certificate of Education (QCE). The student is considered an employee while in the work place, and is paid a wage in accordance with the payment set for that industry.

The student will attend the workplace for a period of time, usually between eight and twelve hours per week. This may represent one day a week, with weekend work, some evening or some work during the school term, with extra work during school vacations.

The training aspect of the program may be done on-the-job, as a second day at TAFE or College or in a block of time during school holidays.

The traineeship/apprenticeship is formalised through the signing of a training agreement. This is a legal document, and so should be carefully considered before signing. Flexible Timetable arrangements can then be negotiated by students dropping a subject to accommodate the work and training required.

Successful completion of a Qualification can contribute between 4-8 credit points towards a student’s QCE.

For more information on Qualifications that are supported through school based training visit the Apprenticeships Info website at [http://apprenticeshipsinfo.qld.gov.au/school-based/index.html](http://apprenticeshipsinfo.qld.gov.au/school-based/index.html) or by contacting the school’s VET Co-ordinator – Clair Doevendans. Information on school-based apprenticeships and traineeship vacancies can be found on the senior schooling bulletin, emailed to senior school students, and in the parent e-newsletter.
EXTERNAL COURSE OFFERINGS

Students may wish to broaden their knowledge and start working towards a qualification that is directly linked to their chosen career. They can achieve this by enrolling in a Qualification offered through TAFE or a Private College/Provider through a TAFE in Schools program.

Kenmore students currently enrol in accredited Certificate courses at TAFE Qld South West (Bundamba & Springfield Campuses) TAFE Qld Brisbane (Southbank and Mt Gravatt Campuses) and TAFE Qld Skills Tech (Acacia Ridge & Eagle Farm). Students can study a range of Certificate I & II Courses that lead to a Workforce Pathway, Certificate III Courses (Full Fee) or Accelerated Courses (Diploma Level and VET Fee-Help)

FULL COURSE DETAILS ARE AVAILABLE AT EACH TAFE’S WEBSITE OR BY CONTACTING KENMORE’S GUIDANCE OFFICERS.

Year 10 students are offered the opportunity to attend TAFE Open days to sample courses that are offered. Expressions of Interest to enrol in these courses are Open at the end of Term 2/Beginning of Term 3. They are advertised on Assembly, through Notices and the Senior Schooling Bulletin.

Enrolments for the TAFE in Schools Courses take place in Semester 2, Year 10. Students need to be committed to completing the courses which cover one day a week for 1 year in year 11 or 12. They must also be prepared to pay tuition and material costs and organise their own transport to and from TAFE.

Flexible Timetable arrangements can then be negotiated by students dropping a subject to accommodate the training required. Successful completion of a Qualification can contribute between 4-8 credits towards a student’s QCE.

Minimum requirements by some of the TAFE campuses require students to have a pass in year 10 English and Maths.

See the VET Co-ordinator for further information.

FROM THE GUIDANCE OFFICERS

Much of the enjoyment and success in these final years of schooling will depend on the choices you make now. It is essential that you put time and thought into making the best decisions possible. When selecting your subjects, you should consider the following:

Past Achievement:
If you have done well in a subject previously, you are more likely to succeed in the same or a related subject in the senior school.

Pre-Requisites:
These are the minimum requirements of achievement to indicate a measure of success in these subjects.

Interest:
For most of you it will be easier to succeed in subjects that you find interesting and enjoyable.

Future Requirements:
Many tertiary institutions have specific subject requirements (prerequisites) for entry into some courses. For those of you who are planning on employment rather than study after Year 12, there are subjects that will provide useful background knowledge for various careers. Your choice of subjects is also important in relation to the Queensland Certificate of Education.

Options
Based on previous statistics from Kenmore High, it is likely that many of you will be aiming for university entrance after school. If this is your goal, then you should select a suite of subjects that give you OP eligibility. The OP is the measure most widely used to select Year 12 students for undergraduate university entry.

There are multiple pathways to university, for example, through successful completion of a diploma level course at TAFE. It should be noted that an OP score is not essential for entry into TAFE courses. If you are not OP eligible you will be assigned a rank, calculated on the basis of your achievement in both Authority, Authority-registered and VET subjects. Authority, Authority-registered and VET subjects will also contribute to your eligibility to receive the Queensland Certificate of Education.

Tertiary study after Year 12 is only one option. There are many others available to you including:

- certificate/advanced certificate courses
- apprenticeships/traineeships
- short vocational and training courses
- employment

In summary, successful senior study is likely to have a significant impact on whether or not you attain your post-school goals. In turn, your achievement outcomes in Years 11 and 12 will be influenced by the subject choices you make in Year 10.
You and your parents are very welcome to discuss any subject selection issues with us. Appointments can be made by contacting either of us directly or through the main school office.

Anthony Lutz
3327 1512
alutz2@eq.edu.au

Access

The Access program in the Senior School, equips students with a range of necessary skills to complete senior schooling at Kenmore SHS. Senior students will engage in the Access program which is delivered one lesson per week. The focus for each year level in the senior school supports the stage of senior schooling.

**Year 10**
- Careers and pathways including subject selection for years 11 and 12

**Year 11**
- Certificate I in Information, Digital Media and Technologies, BRAKE driving program and Study Skills
- Certificate I in Active Volunteering including 20 hours of volunteering

**Year 12**
- QCS preparation
- Tutorial
Certificate I in Information, Digital Media and Technologies

ICT10115 Stand Alone VET
KSHS RTO 30071

WHAT IS CERTIFICATE I IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGIES?

Certificate I IDMT is a semester standalone VET subject offered in Year 11 Access. It gives students National Industry recognition and contributes 2 QCE credit points.

Why study Certificate I IDMT?

The certificate course confirms the knowledge and skills that students already have to perform foundation digital literacy tasks using a personal computer and a range of software packages and digital devices. Students will learn additional skills using software such as Microsoft Word, Excel and Powerpoint.

Course outline

The course includes the following five competencies that students must achieve in order to complete the certificate.

- ICTICT101A Operate a Personal Computer
- ICTICT102A Operate Word-Processing Applications
- ICTICT103A Use, Communicate and Search Securely on the Internet
- ICTICT104A Use Digital Devices
- ICTICT105A Operate Spreadsheet Applications
- ICTICT106A Operate Presentation Packages

Learning Experiences

Certificate I in IDMT is a practical course with students using their computer to perform a range of tasks. Students will also be asked to demonstrate computer/software functions in order to be deemed competent.

Assessment

Students will be assessed through submitting a range of practical tasks including Powerpoint presentations, Excel spreadsheets and Word documents. Students will also be observed conducting a range of computer functions in order to be deemed competent.

FUTURE OPTIONS

The skills gained from Certificate I in Information, Digital Media and Technologies will be relevant in a range of occupations that utilise digital devices. Particular IT pathways can include Computer Systems Technology, Digital and Interactive Games, Digital Media Technologies and Information, Technology and Support.
Certificate I in Active Volunteering  Stand Alone VET

CHC14015  Volunteering Queensland RTO Code 6020

WHAT IS CERTIFICATE I IN ACTIVE VOLUNTEERING?

Certificate I in Active Volunteering is a yearlong standalone VET subject offered in Year 11 Access. It gives students National Industry recognition and contributes 2 QCE credit points. Active Volunteering allows students to gain the necessary information and skills to be an effective volunteer in the community. The program will allow students to explore their interests through a volunteering role which can be a rewarding experience. The certificate course is administered through Volunteering Queensland.

Why study Certificate I in Active Volunteering?

Students will understand that volunteering is about making a difference in the community as well as personal benefits such as:

- Acting on values, passions and interests
- Making new friendships and creating professional networks
- Gaining work experience and learning new skills
- Enjoying new social and cultural experiences
- Developing personally and building confidence

Course outline

The course includes the following five competencies that students must achieve in order to complete the certificate.

- CHCDCIV001 - Work with diverse people
- CHCVOL001 - Be an effective volunteer
- HLTWHS001 - Participate in workplace health and safety
- HLTAD003 - Provide first aid
- BSBCOMM201 - Communicate in the workplace
- 20 hours volunteering

Learning Experiences

Certificate I in Volunteering combines practical and theory work to assess the five competencies. Students may also participate in role plays of skills, observe and report on workplace situations, practice communication skills and many others.

Assessment

Students will be assessed through submitting a range of workbooks as well as observation. The host employer may be asked to assess the student’s skill during work placement and report back to the school.

Cost

The course is delivered by Volunteering Queensland who play an integral role in volunteering. The cost of the course is $118 and includes a First Aid Course which is current for 12 months.

FUTURE OPTIONS

The skills gained from Certificate I in Active Volunteering will transfer to a range of workplaces and equip students with skills that are sought after by employers. Volunteering also has a positive impact on a student’s resume when applying for jobs in the future. Students may also choose to study Certificate II, III or IV in Active Volunteering in the future.
BUSINESS EDUCATION AND INFORMATION TECHNOLOGY

Digital Technologies & Web Programming

Yr 10

Legal Studies

Yr 10

Economics and Business

Yr 10

Certificate I in Business

Yr 10

IPT

Year 11/12

Legal Studies

Year 11/12

Economics

Year 11/12

Accounting

Year 11/12

Cert III in Business

Year 11/12

Business Management

Year 11/12
## Business – Year 10

### Legal Studies – Year 10

<table>
<thead>
<tr>
<th>Code</th>
<th>BLE</th>
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#### Description

The aim of this course is to provide students with information about Australian democracy, the legal system and their rights, obligations and duties within the community. Students are expected to investigate and evaluate legal and civic situations in a range of contexts.

This course is designed for students to acquire an understanding of the structure and operation of Australia’s democratic systems, enabling them to participate as informed and responsible community members; an awareness of their legal rights and responsibilities; knowledge of the interrelationship among individuals, society and the law; develop strategies to examine social and legal issues; an understanding of the legal implications of social issues through classroom and community-based learning experiences; and an appreciation of legal issues in local, national and global communities.

#### Learning Experiences

A student-centred approach will be taken towards the three units of work over the semester. This will include discussion, debate, role-play, group / pair work and case studies. Opportunities for students to develop an active voice where they are to justify their opinions are emphasised.

**Australian Democracy**

- Inquiry into:
  - The key features and values of Australia’s system of government
  - The role of the High Court and the Australian and Queensland court hierarchy
  - The challenges to and ways of sustaining a resilient democracy and cohesive society
  - Evaluation of case outcomes, that is, whether case decisions are fair, just and equitable and in the best interests of society
  - Limitations and complexities of the legal system
  - Research, extended writing and higher order thinking skills
  - Appreciating a range of stakeholder viewpoints on legal issues

**Global Citizens**

- Inquiry into:
  - Aims and ideals of the law v the reality of its operation
  - Australian Government role and responsibilities at a global level. Eg. Provision of foreign aid, peacekeeping and the UN
  - How Australian international legal obligations shape Australian law..

#### Assessment

Criteria - students will be assessed on four criteria

- Knowledge & Understanding
- Questioning & Research
- Analysing & Interpreting
- Communicating
Certificate I in Business – Year 10

BSB10115

<table>
<thead>
<tr>
<th>Code</th>
<th>QCB/VCB</th>
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</thead>
</table>

**Description**

VCB is a six month VET subject offered in Year 10. It gives students national industry recognition and does contribute to 2 QCE credit points in Senior Years.

The aim of this course is to provide students with the opportunity to experience running their own business and the highs and lows associated with decision making and team work. They will form partnerships to generate ideas and communicate these in the form of a business plan that indicates an understanding of all the necessary factors that need to be considered when developing their business ideas.

Students who undertake this course investigate the local environment to develop a school-based venture. They will then implement their business plan within the school environment, while managing, evaluating and completing business and financial records associated with their venture. Students are given the opportunity to obtain competencies to achieve Certificate I in Business BSB10115 QCB/VCB.

### Learning Experiences

**Entrepreneurship**
- Profiles of successful entrepreneurs
- Ideas of brainstorming

**Small Business Establishment**
- Legal Structures

**Small Business Functions**
- Marketing/advertising
- Production processes
- Human resource management
- Finance/basic accounting principles
- Workplace health and safety

**Teamwork**
- Meeting procedures
- Report writing
- Record keeping

### Pathway to Senior Subjects

- Business Management (BMN)
- Legal Studies

### Career Pathways

- Law – Solicitor / Barrister
- Police Force
- Business Ownership
- Justice Studies
- Social Work
- Corrective services
Assessment Techniques include completion of four assignment tasks about the organising and running of the business itself, including written tasks, demonstration, observations, self and peer evaluations. The tasks are completed in class and at home.

Pathway to Senior Subjects
- Business Management (BMN)
- Accounting
- Legal Studies
- Certificate II and III in Business

Career Pathways
Run Your Own Business prepares students who are interested in owning a small business and/or university or TAFE study in the areas of commerce, business or accounting.

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>BSBIND201</td>
<td>Work effectively in a business environment</td>
</tr>
<tr>
<td>BSBCCMM101</td>
<td>Apply task communication skills</td>
</tr>
<tr>
<td>BSBITU101</td>
<td>Operate a personal computer</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
</tr>
</tbody>
</table>

**Economics & Business – Year 10**

<table>
<thead>
<tr>
<th>Code</th>
<th>ECB</th>
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</table>

**Description**
The aim of this course is to provide students with an overview of economic decision making by individuals, businesses and government. Students will explore how governments manage economic performance to improve living standards and be introduced to factors that influence major consumer and financial decisions and business performance. This course will develop and extend students’ analysis and critical reasoning skills through the examination of case studies, media analysis, research and cost-benefit analysis.

Through undertaking this course students will be in a position to better engage with the consequences of change in the business and economic environment and enhance their ability to be active and informed citizens.

**Learning Experiences**
- Consumer decision making
  - External and internal factors that influence outcomes of making purchases
- Business environments
  - Feasibility studies
  - Examination of workforce choices
- Resource allocations
  - Cross-country comparisons
  - Evaluation of policy alternatives
  - Research inquiry process

**Assessment**
Assessment Techniques include short response examinations, extended response and research assignments.

Pathway to Senior
**Subjects**
- Business Management (BM)
- Economics

**Career Pathways**
Economics and Business prepares students who are interested in understanding the drivers of individual, business and government decisions and engage in university or TAFE study in the areas of commerce, economics and public policy.
# Digital Technologies and Web Programming – Year 10

<table>
<thead>
<tr>
<th>Code</th>
<th>DTW</th>
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</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Students will complete a culminating task, where they use algorithms and an object oriented programming language to design and create a responsive web app to solve an identified problem, for example an app to locate the best surfing spots in Queensland.</td>
</tr>
<tr>
<td>Concepts of data representation, data compression, operating systems, data collation and visualisation, defining and decomposing problems, designing algorithms and interfaces, implementing programs using HTML and CSS, and evaluating solutions will be covered throughout this unit.</td>
<td></td>
</tr>
<tr>
<td><strong>Units of Study:</strong></td>
<td></td>
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<tr>
<td>1. Data in digital systems and solutions</td>
<td></td>
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<tr>
<td>2. Defining and managing projects</td>
<td></td>
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<tr>
<td>3. Designing – Algorithms and User Experience</td>
<td></td>
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<tr>
<td>4. Implementing and evaluating</td>
<td></td>
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<tr>
<td><strong>Learning Experiences</strong></td>
<td>Students will:</td>
</tr>
<tr>
<td>• Define and decompose complex problems.</td>
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<tr>
<td>• Identify stakeholder needs.</td>
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<tr>
<td>• Share and collaborate ideas online.</td>
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<tr>
<td>• Design the user experience of a digital system.</td>
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<tr>
<td>• Evaluate designs against criteria including functionality, accessibility, usability, and aesthetics.</td>
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<tr>
<td>• Design algorithms and validate them through tracing and test cases.</td>
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<tr>
<td>• Acquire and validate data, before analysing and visualising the data to create information.</td>
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<tr>
<td>• Implement programs, applying selected algorithms and data structures, using HTML and Cascading Style Sheets (CSS).</td>
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<tr>
<td>• Examine existing apps and websites to critically evaluate how well developed solutions meet needs.</td>
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</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Project Folio</td>
</tr>
<tr>
<td>• Students apply their knowledge and understanding of digital systems and data representation and create an interactive data visualisation app or website using processes and production skills including defining, designing, implementing and evaluating.</td>
<td></td>
</tr>
<tr>
<td><strong>Pathway to Senior Subjects</strong></td>
<td>Information Processing and Technology</td>
</tr>
<tr>
<td><strong>Career Pathways</strong></td>
<td>• Web programming</td>
</tr>
<tr>
<td></td>
<td>• Software Development</td>
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<tr>
<td></td>
<td>• Information Technology</td>
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</table>
BUSINESS MANAGEMENT – Year 11 and 12

WHAT IS BUSINESS MANAGEMENT?
Business Management prepares students for establishing and/or managing a business. In Business Management, you explore the main functions of businesses and the ways these functions work together to achieve business goals. You will work in partnerships, small groups and teams as you navigate through the decisions that business managers often face.

WHY STUDY BUSINESS MANAGEMENT?
Business Management equips students with...
- An understanding of the local, national and global markets and the key issues that impact businesses.
- An appreciation and understanding of the how businesses (small-to-medium enterprise, industry-specific and not-for-profit) are managed and the important role managers play in a business.
- An understanding of the ways different business departments (marketing, production, human resources and finance) work together to achieve business goals
- The skills required to develop communication and management strategies which are essential for business managers
- The skills required to develop feasibility studies and undertake business ventures

COURSE OUTLINE
Topics of study include: management practices, marketing management, operations management, human resource management, finance management and business development

Learning Experiences

Students will participate in a variety of learning activities including:

Case studies based on local, national and global business contexts
Analysing trends and their impact on a business’s management strategies
Individual and group research assignments
Excursions e.g. Dreamworld & UQ Business School
Guest Speakers

Assessment

Criteria - students will be assessed on:

Knowing and understanding business management
Applying and analysing management strategy
Evaluating and communicating management

Business Management assessment includes: feasibility studies extended written responses, examinations and oral presentations.

FUTURE OPTIONS

The study of Business Management (BM) is beneficial for students who wish to undertake tertiary courses in Business, Commerce or Management at either university or TAFE level as BM covers numerous introductory subjects that will be studied in these courses. Business Management also equips students with the necessary skills to run their own business and provides a general understanding of how a business operates in the corporate world.

INFORMATION PROCESSING & TECHNOLOGY – Year 11 and 12 Authority IPT

WHAT IS IPT?

- IPT is a course of study that provides students with knowledge, skills, processes and understanding of information technology.
- It emphasises problem identification and solution, covering information systems, algorithms, software programming, human–computer interaction, and the social and ethical issues associated with the use of information technology.

WHY STUDY IPT?

- IPT will help students engage with the rapid rate of change associated with information technology and to appreciate its advantages and disadvantages.
- Students develop higher order processes of analysis, synthesis and evaluation, and will be equipped to communicate their understandings of concepts integral to information technology.
- IPT touches many business and industry aspects of human life and finds itself drawing on and being applied to diverse fields of study.
- Students will be exposed to a variety of intellectual challenges involving distinctive approaches to problem solving, communication and a range of associated practical skills.
- With a strong focus on problem solving, IPT is an excellent choice for students who enjoy, or who show ability for, a structured approach to problem solving. The course will allow them to design, develop and evaluate solutions using computers.

COURSE OUTLINE

Topics to be covered include:

- Algorithms
- Computer Programming
- Software development – Computer Game
- Structured Queries Language
Information System Design  Database Development
Expert Systems  Artificial Intelligence

Learning Experiences
IPT is both a **practical** and **theoretical** subject - solutions to problems need to be first planned and designed **before** they are implemented using the computer. Students will work on a number of projects that involve individual contributions and group participation.

**PREFERRED PRE-REQUISITES** – Minimum HA in Mathematics and English.

**Assessment**
Criteria - students will be assessed on:
- Knowledge and Application
- Analysis and Synthesis
- Evaluation and Communication

The following topics will be covered and assessed:
- Human-computer interaction, algorithms, software programming, structured query language, relational information systems, intelligent systems and social & ethical issues.
- Students will be involved in the planning, design, implementation and evaluation of Information Systems, Computer Games and Expert Systems.
- Assessment will include: Exams, Practical Exercises, Writing Tasks and both ‘Major’ and ‘Minor’ Projects

**FUTURE OPTIONS**
Information Technology has permeated a wide range of disciplines, including:
- **Business**: Management, Accounting, Law
- **Maths and Science**: Engineering, Science
- **Humanities/Social Science**: Informatics, Technical Writing, Science/Law.

IPT provides students with the computing and problem solving skills necessary to adapt and survive in our ever changing society where information and technology are key factors.
LEGAL STUDIES – Year 11 and 12

LEG

WHAT IS LEGAL STUDIES?

In Legal Studies, students develop an understanding of the ways in which the legal system can affect the lives of Australian citizens. By examining historical and social factors that have influenced the Australian legal system, students develop knowledge and understanding of the frameworks that regulate and shape our society. Legal Studies enables students, through inquiry, analysis, evaluation and problem solving, to make decisions which may benefit themselves and the community now and in the future.

WHY STUDY LEGAL STUDIES?

Legal Studies provides:

• Provides a basic understanding of the origin and operation of our legal system and the rights and responsibilities it imposes.
• Assists in the development of analytical problem solving skills
• Encourages students to make constructive judgements and informed commentaries on the operation of the law.
• Helps students to develop appropriate life skills

COURSE OUTLINE

The areas of study include:

• The Legal System
• Introduction to Civil Obligations
• Family and the Law
• International Law
• Human Rights
• Criminal Law
• Technology and the Law

The course also includes an independent inquiry, which involves students undertaking an independent, self-directed, in-depth investigation of a topical legal issue facing Australian society.

Learning Experiences

Learning experiences involved in Legal Studies reflect the active and practical nature of the course and focus on developing students’ abilities to understand, analyse and evaluate realistic legal situations. Experiences students can expect to encounter include: undertaking practical legal problem solving; developing oral and written argument through debates and mock trials; undertaking independent research on a relevant topic of choice; visiting law courts; visiting university law schools and interacting with guest lecturers.

Pre-Requisites

A sound achievement in English is required due to the heavy language component in this course.
Assessment

Dimensions – students will be assessed on:

- Knowing and understanding the law
- Investigating legal issues; and
- Responding to the law.

Assessment techniques include examinations (short and extended response tests) and extended response assignments, research essays, reports and multimodal presentations.

FUTURE OPTIONS

A course of study in Legal Studies can establish a basis for further education and employment in the fields of:

- Law
- Criminology
- Social Work
- Corrective Services
- Education
- Law Enforcement
- Justice Studies
- Government
- Business
- Economics and Politics
ACCOUNTING – Year 11 and 12

WHAT IS ACCOUNTING?
Accounting gives you the tools to understand how and why key business decisions are made, and how to have input into those decisions.

WHY STUDY ACCOUNTING?
Accounting...
- Develops foundation skills and knowledge in the discipline of accounting
- Introduces students to computer packages such as MYOB
- Helps students appreciate the necessity for accuracy and high quality work
- Promotes the development of numeracy, effective communication and logical reasoning
- Provides information and skills to individuals useful in the management of their personal financial affairs
- Prepares students for further education, training and employment

COURSE OUTLINE:
- Principles of double-entry accounting
- Cash flow statements
- Accounting packages (MYOB) and spreadsheets (EXCEL)
- Managerial decision making
- Analysis, interpretation and evaluation of reports in order to make decisions and recommendations
- Preparation of accounting records and reports
- Budgeting including accounting for GST
- Controls over cash, credit, inventories and non-current assets
- Accounting for non-current assets, inventories and cash

Learning Experiences
- Practical tasks – manual and computerised
- Interpreting and analysing financial information
- Video Analysis
- Inquiry Learning
- Practical Case Studies
- Report Writing
- Online Activities
- Accounting Forum at QUT

Preferred Pre-Requisites
There are no preferred pre-requisites to Accounting although studying Year 10 Accounting would be an advantage. A sound achievement in English is desirable for the language component of the course and also a sound ability in mathematics.

Assessment
Criteria - students will be assessed on:
Accounting students will be assessed on accounting theory and practical applications by a variety of supervised tests and assignments either written or computer generated.

**FUTURE OPTIONS**

*Accounting prepares students for further education, training and employment in the fields of:*

- Financial services & banking
- E-commerce
- Management
- Business Risk Analysis
- Information Technology
- International Business
- Forensic Accounting
- Marketing
- Economics
- Auditing & Taxation
- Human Resource Management
- Running your own business
- Accountant (various fields)
CERTIFICATE III IN BUSINESS – Year 11 and 12

BSB30112

WHAT IS CERT III IN BUSINESS?

Business is a two year stand alone VET subject, offered in Years 11 and 12. It gives students National Industry recognition and does contribute to 8 QCE credit points upon successful completion of the certificate.

WHY STUDY CERT III IN BUSINESS?

The area of Business is a strong area for employment. Students studying this course will gain concrete skills for practical application in the workforce. Successful completion of the course can provide a pathway to higher level studies such as diploma and degree level. Certificate III is a nationally recognised qualification.

COURSE OUTLINE

The course is organised into 12 units of competency over 4 semesters. All units can be accessed on line by students and are provided by an External partner. Computer access is available each lesson to assist students with their learning.

Students will study the following units;

- BSBADM302B Produce text from notes
- BSBITU201A Produce simple word processed documents
- BSBITU304A Produce spreadsheets
- BSBITU306A Design and produce business documents
- BSBPRO301A Recommend products and services
- BSBWRT301A Write simple documents
- BSBWOR301B Organise personal work priorities and development

COST OF THE COURSE OF STUDY

Students who take part in this course will be required to pay fees for the course provided by the External RTO.

Preferred Pre-requisites

No pre-requisites are set for this course, however, very good skills in reading, comprehension and writing ability is vital for successful completion of this course.

Work Placement

This subject involves industry placements where students obtain first-hand experience in business and customer service. This experience provides the link between the theory and practical aspects of the competencies necessary for work in business settings.

Work placement is a mandatory part of the course.

Students are required to complete approximately 100 hours of work placement to obtain a complete Certificate III over the two years of the course.

Assessment

Business students will be assessed by a variety of techniques:

- Work placement
- Unit Competency completion
- Written reports/tests as part of units

FUTURE OPTIONS
Obtaining a Certificate III in Business makes students immediately employable in the business industry and provides opportunity for higher level studies such as diploma or degrees.
## FOOD and TEXTILE TECHNOLOGY

- **Celebrating Food**  
  Yr 10

- **Fashion Design**  
  Yr 10

- **Cert II in Hospitality**  
  Year 11/12

- **Home Economics**  
  Year 11/12

- **Cert II in Tourism**  
  Year 11/12

- **Cert III Children’s Services**  
  Year 11/12
## Food and Textile Technology – Year 10

### Celebrating Food – Year 10

<table>
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#### Description

Celebrate food in its full diversity. Create multicultural foods and foods to nourish the body. Learn the meaning of multicultural foods through practical workshops. Investigate foods used to celebrate modern Australian lifestyle.

This is a subject for anyone who loves cooking, applying new techniques and learning about the importance of nutrition for good health. It also provides a strong practical skill base for everyday living. This unit develops strong practical techniques, self-management, reasoning and an understanding of basic nutrition that prepares students for the theoretical and practical components of Senior Studies in Home Economics, Children’s Services Certificate III and Hospitality Certificate II.

#### Learning Experiences

Topics to be covered include:
- Develop skills in food preparation and presentation
- Understand why we eat the food we eat and influences on food choices
- Nutrition for good health.
- Investigate multiculturalism and food from different cultures
- Develop food safety and hygiene practices
- Explore the role of food in our social life for significant events and transitions
- Study a variety of countries – their cultures, eating patterns, specific foods Preparation techniques

#### Assessment

Students will be assessed in various ways:
- Knowledge and understanding – written test
- Investigating and design – assignment
- Producing weekly practical tasks
- Evaluating and reflecting weekly practical tasks

#### Pathways to Yrs 11 & 12

- Hospitality Certificate II
- Home Economics (Authority)

#### Risk Assessment

In an effort to maintain the quality of safety education in this Faculty we have implemented several WH&S procedures that are linked closely to those of Industry practices. Students are obligated to participate in a WH&S “Introduction to Workplace Safety” program, followed by informed instruction, workshop demonstrations and close supervision of safe working practices within all practical workspaces.

It is extremely important for parents to be aware of their students’ obligations to be safe around themselves and others. Failure of students to comply unfortunately means that departmental WH&S concerns may exclude them from the practical environment for a time.

**Mandatory Personal Protective Equipment (PPE) students must have shoes with leather uppers to participate in practical workspaces.**

### Food

Students are to provide their own food for recipes, tea towel and container. The school may provide small amounts of pantry goods eg. Herbs and spices.

### Career Pathways

This subject may be beneficial for students wishing to work or study in the following fields
- Chef
- Nutritionist
- Food Technology
- Restaurant Manager
- Events coordinator
- Caterer
## Fashion Design – Year 10

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### Description
Fashion Design stimulates creative thinking to produce innovative designs. The emphasis in this subject is on a problem based approach to solving design dilemmas, which helps to develop practical techniques, self-management skills and thinking strategies, while developing new, creatively designed individualized fashion items. The students have the opportunity to create a portfolio of designs that can form part of their entry requirement portfolio for Tertiary fashion studies. This subject provides a strong, but not compulsory foundation for Senior studies in Home Economics.

### Learning Experiences
Areas to be covered include:
- Participate in a workshop to turn fabrics into modern useable fashion items.
- Critically evaluate suitability of fabrics, construction and creativity of design item to purpose
- Develop patterns and toile for fashion items from fabric using a problem based approach
- School patterns may be modified to produce fashion garments
- Elements and principles of design are studies to create a portfolio of designs to suit lifestyle and image
- Develop skills using computerized fashion design equipment and processes
- Recycle an existing item to improve fit, thereby individualizing and creating a fashion item quickly
- It is anticipated that a fashion designer will visit classes to stimulate creativity and provide insights into the skills and possible pathways to a professional fashion designer.
- Individualise items with embellishments such as fabric painting, appliqué, etc or creative design
- Research clothing from previous eras for trends and ideas and modify some designs to produce modern trendy outfits

### Assessment
Students will be assessed on knowledge and understanding, reasoning and practical performance. Assessment includes:
- Written test
- Journal
- Practical performance

### Pathways to Yrs 11 & 12
Home Economics (Authority)

### Career Pathways
Fashion Designer, QUT degree, TAFE advanced diploma, Business fashion, project management, interior design

### Risk assessment
Due to the practical nature of this subject students will need to be inducted into health and safety procedures when working in the Textile classroom. In addition to this both students and parents need to be aware of requirements of this subject. Students are to maintain a responsible attitude in the classroom and apply the safety standards at all times.
CERTIFICATE I IN HOSPITALITY – Year 11 and 12

Stand Alone VET

KSHS RTO 30071

WHAT IS HOSPITALITY?

Hospitality is a two year standalone VET subject offered in Years 11 and 12. It gives students National Industry recognition and does contribute up to 6 QCE credit points.

Why study Hospitality?

The areas of Hospitality and Tourism are growth areas for employment.

Certificate I is a nationally recognized qualification. The skills are recognizable internationally. Students may use this qualification to obtain employment in the hospitality industry or to further their education. Certificate I enables students undertaking apprenticeships in hospitality may be granted credit transfer for some units.

Course outline

The course includes units from the National Hospitality Training Package and will consist of 5 core units and 6 electives.

Core Units

- BSBWOR203 Work effectively with others
- SITXCCS001 Provide customer information and assistance
- SITXWHS001 Participate in safe work practices
- SITHCCC002 Prepare and present simple dishes
- SITHCCC003 Prepare and present sandwiches
- SITXFSA001 Use hygienic practices for food safety
Learning Experiences

- Excursions to hospitality venues
- Working in commercial kitchens
- Participation in food production each week
- Catering and serving at internal and external functions

Cost of the Course of Study

The cost for this course is anticipated to be:

- Uniform $60 (chefs pants, jacket, hat)
- Kitchen Safety Footwear $60 (clogs, shoe, boots)
- Estimated food cost $80 per semester
- Hospitality Kitchen Skills Recipe/Work plan booklet $35 (available to purchase from book room)

Special & Safety Requirements

- It is preferred that students entering this subject must commence this subject at the beginning of Year 11
- Be prepared to participate in practical food production lessons each week by bringing own ingredients, tea towel and container.
- **Wear FULL Hospitality uniform for all practical lessons**
- Special start time of 8am for practical lessons
- Have a serious commitment to the Hospitality industry and a strong work ethos
- Hospitality students will be assessed by a variety of techniques
- Completion of practical units
- Completion of Core Units through theory tests and assignments
- Successful participation in practical and team work events, including school functions
- Students must be willing to actively participate in all aspects of the work

Future Options

- It is envisaged that students undertaking this subject will engage in
- Work in the rapidly expanding area of hospitality in Australia and overseas
- Work casually in the hospitality industry such as waiting and bar work whilst studying. **Assessment** Hospitality students will be assessed by a variety of techniques:
  - Completion of practical units
  - Completion of Core Units through theory tests and assignments
  - Successful participation in practical and team work events, including school functions.
  - Students must be willing to actively participate in all aspects of the work.

FUTURE OPTIONS

It is envisaged that students undertaking this subject will engage in:

- Work in the rapidly expanding area of hospitality in Australia and overseas
- Work casually in the hospitality industry such as waiting and bar work whilst studying at university
- Apprenticeships – many scholarships are available for chefs at TAFE or at Registered Training Organisation
- Hospitality Management at UQ
**CERTIFICATE II IN HOSPITALITY – Year 11 and 12**

**SIT20216**

**WHAT IS HOSPITALITY?**

Hospitality is a two year stand-alone VET subject offered in Years 11 and 12. It gives students National Industry recognition and does contribute to 6 QCE credit points. The course is delivered by Kenmore State High School teachers in the usual 3 x 70 minute lesson format. However, Blueprint are the issuing Registered Training Organisation.

**Why study Hospitality?**

The areas of Hospitality and Tourism are growth areas for employment. Certificate I is a nationally recognized qualification. The skills are recognizable internationally. Students may use this qualification to obtain employment in the hospitality industry or to further their education. Certificate II enables students undertaking apprenticeships in hospitality may be granted credit transfer for some units.

**Course outline**

The course includes units from the National Hospitality Training Package and will consist of 5 core units and 6 electives.

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Elective Units</th>
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</thead>
<tbody>
<tr>
<td>• BSBWOR203B Work effectively with others</td>
<td>• SITHCCC102 Prepare simple dishes</td>
</tr>
<tr>
<td>• SITHIND201 Source and use information on the Hospitality industry</td>
<td>• SITHCCC103 Prepare sandwiches</td>
</tr>
<tr>
<td>• SITHIND202 Use Hospitality skills effectively</td>
<td>• SITHFAB201 Provide responsible service of alcohol</td>
</tr>
<tr>
<td>• SITXCCS202 Interact with customers</td>
<td></td>
</tr>
<tr>
<td>• SITXOM201 Show social &amp; cultural sensitivity</td>
<td></td>
</tr>
<tr>
<td>• SITXWH5101 Participate in safe work practices</td>
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</tbody>
</table>
Learning Experiences
- Excursions to hospitality venues
- Working in commercial kitchens
- Participation in food production each week
- Catering and serving at internal and external functions

Cost of the Course of Study
The cost for this course is anticipated to be:
- Uniform $60 (chef’s pants, jacket, hat)
- Kitchen Safety Footwear $60 (clogs, shoe, boots)
- Estimated food cost $80 per semester
- Hospitality Kitchen Skills Recipe/Work plan booklet $35 (available to purchase from book room)

Special & Safety Requirements
- It is preferred that students entering this subject must commence this subject at the beginning of Year 11
- Be prepared to participate in practical food production lessons each week by bringing own ingredients, tea towel and container.
- Wear FULL Hospitality uniform for all practical lessons
- Special start time of 8am for practical lessons
- Have a serious commitment to the Hospitality industry and a strong work ethos
- Participate in 12 service shifts at work or placement in industry at local establishments (mandatory).

Attaining a Certificate I or II
- If students do not complete the electives or practical component successfully, it is possible to receive a Certificate I in Hospitality providing the core units are completed successfully.
- Risk Assessment guidelines are to be practiced and closely adhered to by every student. Failure of students to comply would mean they may be excluded for part of the practical lesson.

- SITHFAB203: Prepare and serve non-alcoholic beverages
- SITHFAB204: Prepare and serve espresso coffee
- SITXFSA101: Use Hygiene Practices for Food Safety
Assessment

Hospitality students will be assessed by a variety of techniques:

- Completion of practical units
- Completion of Core Units through theory tests and assignments
- Successful participation in practical and team work events, including school functions.
- Students must be willing to actively participate in all aspects of the work.

FUTURE OPTIONS

It is envisaged that students undertaking this subject will engage in:

- Work in the rapidly expanding area of hospitality in Australia and overseas
- Work casually in the hospitality industry such as waiting and bar work whilst studying at university
- Apprenticeships – many scholarships are available for chefs at TAFE or at Registered Training Organisation
- Hospitality Management at UQ
CERTIFICATE II IN TOURISM – Year 11 and 12

WHAT IS TOURISM?

This course involves the chosen units of competency of the Certificate II in Tourism being delivered across the two years of study. To complement the underpinning knowledge which is delivered in the classroom environment students will be involved in a number of industry visit activities. The units of competency will be delivered in a number of different contexts to allow the students to understand the diverse range of employment which make up the tourism industry.

WHY STUDY TOURISM?

The aim of this course is for students to develop an understanding and appreciation of tourism from a local and global perspective. The inter-relationship between the social, environmental and economic impacts of tourism is included in the course. Not all Queenslanders are directly involved in the tourism industry, but every Queenslander will be affected by tourism in some way.

Core Units of competency

SITTIND001 Source and use information on the tourism and travel industry
SITXCCS003 Interact with customers
SITXCOM002 Show social and cultural sensitivity
SITXWHS001 Participate in safe work practices

Elective Units of Competency

SITXCCS002 Provide visitor information
SITXCOM001 Source and present information
SITTTSL002 Access and interpret product information
BSBITU201 Produce simple word processed documents
SITTTSL004 Provide advice on Australian destinations
BSBITU302 Create electronic presentations
Attaining a Certificate II

If a student becomes competent in a unit it will appear on their Senior Certificate. A Certificate II will be achieved if a student gains competency in all 4 core and 7 of the elective units by the completion of the course.

Preferred Pre-Requisites

There are no pre-requisites, however students are advised that ability, interest and willingness to undertake study in all core areas and participate in practical activities is necessary.

Assessment

Tourism students will be assessed by a variety of techniques:

- Short response written tests
- Research/field reports
- Folios and documents
- Multi-modal presentations
FUTURE OPTIONS

There are many registered training organizations including TAFE at which students can pursue a course of study at a certificate III or Diploma level.

If commencing one of these courses the students may receive possible credit transfers if he/she has achieved competency in one or more units of competency during their school studies.

INDUSTRY VISITS

- Dreamworld
- Brisbane Airport Corporation
- Optional – Seaworld Nara Resort (Hotel school)
- Optional - Queensland College of Wine Tourism
- (Aussie Host program)
- Attractions (Australia Zoo)
- Optional—work placement (Strongly recommended)
CERTIFICATE III IN EARLY CHILDHOOD EDUCATION & CARE – Year 11 and 12

CHC30113

Stand Alone VET

Cairns Training Academy

WHAT IS CHILDREN’S SERVICES?

Children’s Services is a two year course of study that aims at developing an understanding of the social, emotional, physical and intellectual needs of children from birth to age six years and promotes the well-being of young children.

WHY STUDY CHILDREN’S SERVICES?

This subject provides students with the opportunity to explore early childhood and gain qualifications that are nationally recognised. By successfully completing this course, the student will be equipped for entering the wonderful world of childcare.

Course Outline

The course is organised into 15 self-paced units over 4 semesters and all units can be accessed online by students. Computer access is available each lesson to assist students with their self-paced learning.

<table>
<thead>
<tr>
<th>CLUSTER</th>
<th>UNIT TITLES</th>
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<tbody>
<tr>
<td>NO.1 - LEGAL</td>
<td></td>
</tr>
<tr>
<td>CHCCS400C</td>
<td>Work within a legal and ethical framework</td>
</tr>
<tr>
<td>CHCPRT001</td>
<td>Identify and respond to children and young people at risk</td>
</tr>
<tr>
<td>NO. 2 - WHS</td>
<td></td>
</tr>
<tr>
<td>HLTWH5001</td>
<td>Participate in workplace health and safety</td>
</tr>
<tr>
<td>CHCORG303C</td>
<td>Participate effectively in the work environment</td>
</tr>
<tr>
<td>NO. 3 - CULTURE</td>
<td></td>
</tr>
<tr>
<td>HLTHIR404D</td>
<td>Work effectively with Aboriginal and or Torres strait Islander people</td>
</tr>
<tr>
<td>CHCECE001</td>
<td>Develop cultural competence</td>
</tr>
<tr>
<td>HLTHIR403C</td>
<td>Work Effectively with culturally diverse clients and co workers</td>
</tr>
<tr>
<td>NO. 4 - DEVELOPMENT 1</td>
<td></td>
</tr>
<tr>
<td>CHCECE006</td>
<td>Support behaviour of children and young people</td>
</tr>
</tbody>
</table>
CHCECE11  Provide experiences to support children’s play and learning
CHCECE12  Support children to connect with their world
CHCECE13  Use information about children to inform practice

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<tr>
<th>No. 5 - CARE</th>
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<tbody>
<tr>
<td>CHCECE002</td>
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<td>CHCECE004</td>
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<td>CHCECE003</td>
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<td>CHCECE005</td>
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<tr>
<th>No. 6 – DEVELOPMENT 2</th>
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<tr>
<td>CHCECE007</td>
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<tr>
<td>CHCECE10</td>
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<tr>
<td>CHCECE009</td>
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**Blue Card**
By law students who take part in this subject will be required to apply for a blue card through the Department of Child Safety.

**Preferred Pre-Requisites**
No pre-requisites are set for this course, but a good reading, comprehension and writing ability is vital for successful completion of this course.

**Work Placement**

- This subject involves industry placements in local childcare centers where students obtain first-hand experience in early childhood development and interaction. This experience provides the link between "in class" learning and the acquisition of key competencies necessary for work in childcare settings.
- Work placement is a **mandatory** part of the course.
- Students are required to complete up to 220 hours of work placement to obtain a complete certificate III over the two years of the course.

**ASSESSMENT**

Children’s Services students will be assessed by a variety of techniques:
Field Observations with Log Compilation recorded in their Student Record Book.
- Extended writing
- Oral report

Industry placement and produce a folio of resources

**FUTURE OPTIONS**

- Obtaining a Certificate III in Children’s services may allow students to attain a rank equivalent of an OP15
- A certificate III in Children’s Services makes students immediately employable in the childcare industry.
- Opens Diploma opportunities in Early Childhood
- Opportunities to be employed as a nanny
- Certificate III reduces the Bachelor Education in Early Childhood Studies by 6 months
HOME ECONOMICS – Year 11 and 12

WHAT IS HOME ECONOMICS?
Home Economics is an OP subject which is based on the study of Nutrition and Food, Textiles in Fashion and Individuals, families and communities. As a field of study located in the human sciences, Home Economics draws from a range of disciplines in order to inform optimal and sustainable living for individuals, families and communities, synthesising the multiple disciplines through the process of inquiry and production. Home Economics offers students opportunities to discover and further develop their critical thinking and creative capabilities that enhance individual and family wellbeing.

Why study Home Economics?
This subject provides balance between theoretical understandings and practical capacities. Students must be prepared to participate in practical tasks as every unit has a practical component. Assessment involves knowledge, understanding, independent, critical and creative thinking; problem solving, practical performance and reasoning process.

Course Outline

This subject consists of the following compulsory areas.

Individuals, families and Communities
Nutrition and Food
Textiles and Fashion

This course of study has been divided into four semesters.

Semester 1 Year 11
Nutrition and Food integrated with Individuals, families and communities.

Semester II Year 11
Textiles and Fashion integrated with Individuals, families and communities

Semester III Yr 12
Textiles and Fashion

Semester IV Yr 12
Nutrition and Food integrated with Individuals, families and communities.

Nutrition and Food
- Knowledge of nutrition
- Use of food selection models
- Nutrition and Food choices which impact on wellbeing and sustainable food futures
- Use and development of a wide variety of practical skills

**Fashion and Textiles**
- Physical properties of textiles and their effect on end use.
- Textile and the fashion industry and consumers have rights and responsibilities.
- A wide variety of practical skills and problem solving is necessary to developing viable, purposeful and innovative textile products.
Individuals, families and communities
- Action that enhances living environments, improves relationships, manages change and supports wellbeing.
- Housing choices influence wellbeing of families and communities.

Preferred Pre-Requisites
A sound in English is required. Students are advised that interest and willingness to undertake study in all areas of theory and practical work is necessary.

Assessment
Home Economics students will complete three assessment tasks during each semester.

These will include:
- Research assignment applying reasoning to a topical issue
- Practical performance and journal showing designing, reasoning and decision making used in the refinement and production in both food and textiles.
- Theory test assessed on knowledge, understanding and reasoning.

Future Options
Studies in Home Economics prepare students for a diverse range of University and TAFE courses as well as for life.

Careers include:
- Dietician
- Teaching
- Food Design
- Quality Control Officer
- Health Promotion Officer
- Fashion Designer
- Fashion Buyer
- Interior Designer
- Food Scientist
- Home Economist

Risk Assessment

It is extremely important for parents to be aware of their students’ obligations to be safe around themselves and others is of great importance.
DESIGN & TECHNOLOGY

Design Technology
Yr 10

- Industrial Technology
  Year 11/12
- Graphics
  Year 11/12
- Technology Studies
  Year 11/12
# Design Technology – Year 10

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<th>Code</th>
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<tr>
<td><strong>Descriptions</strong></td>
<td>This subject focuses on the theory of the design process, design ethics and manufacturing. With this knowledge students will research and design solutions in response to a particular situation or problem. These solutions will be displayed within a design folio and a product prototype. Students will investigate existing designs, materials, manufacturing techniques and safe work practices to devise economical viable solutions and products. Students will work with different types of systems such as structural (buildings, bridges), mechanical (levers, cams, gears, springs), electrical (switches, motors, lights) and electronic (sensors, solar).</td>
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</tbody>
</table>
| **Learning Experiences** | A range of topics essential to developing practical and manipulative skills for school and beyond will be delivered in this course.  
- Safety in workshop and manufacturing environments  
- The properties of materials  
- Application and techniques for manipulating materials  
- Application and techniques for manipulating machinery, hand tools and equipment  
- Design Folio  
- Logbook of Production  
- Appraisal  
- Designing and making practical projects |
| **Assessment** | Students will be assessed on knowledge and understanding processes and production. Knowledge and understanding describes essential concepts, facts and procedures. |
In an effort to improve the quality of safety education in the Life Sciences & Design Faculty we have implemented several WH&S procedures that are linked closely to those of Industry practices.

Under Sections 28 – 36 of the Workplace Health and Safety Act both teachers and students have obligations. Teachers are obligated to provide students with a WH&S “Introduction to Workplace Safety” program, followed by informed instruction, workshop demonstrations and close supervision of safe working practices within all practical workspaces.

Due to the practical nature of this technology subject, students will need to be inducted into health and safety procedures when working in the technology buildings and sign a risk assessment agreement.

This subject will aid progress to higher levels in Senior Graphics, Technology Studies and Industrial Technology and Design.

- architecture
- engineering
- industrial design
- engineering and manufacturing trades in metals, plastics, electronics and automotive
- secondary teaching
- vocational and adult education
- building and construction trades

**GRAPHICS – Year 11 and 12**

**WHAT IS GRAPHICS?**

Graphics is a course of study that provides an opportunity for students to gain an understanding of graphical communication across a broad spectrum of applications. The course draws upon the elements and principles of graphical communication, design and elements of presentation. Students learn the skills, methods and processes that form the knowledge of communicating through graphical imagery.

Students learn about the efficiency and effectiveness of graphical communication and its ever-increasing use in our technological society. Through the structured medium of visual imagery, students learn the ability to communicate and express information with clarity and precision.

Students are encouraged to be imaginative and creative through problem solving and designing, whether working individually or as part of a team. They develop real-life skills for visualising, investigating, analysing, synthesising and evaluating technical problems. They will learn how to utilise a number of CAD programs to create visual solutions in order to convey the outcomes of their research in a visually appealing form.
WHY STUDY GRAPHICS?

Graphics contributes to the development of technological literacy and develops the communication and problem-solving skills required for a large number of educational and vocational aspirations to specific situations.

Graphics provides the opportunity to express simple and complex information through visual imagery and representations, encouraging clearer and more efficient communication. It provides a solid foundation to careers in industrial design, graphic design, architecture, drafting and design. The study has developed from technical drawing through art and animation into 3D modelling and video, which are vital components in many professions and vocations.

Course Outline
The course is based around a design process where students are required to create graphical solutions to real-world situations.

The delivery of the course of study is through three contextual units listed below:

- Built Environment
- Industrial Design
- Graphic Design

Students will study:
- Principles underlying the forms of graphical representation
- Facts and terms associated with graphical communication
- Techniques associated with the production and presentation of graphical representations
- Investigate graphical principles and procedures
- Collection, analysis and organization of information
- Computation through measuring, calculating and applying formulae
- Evaluation and make judgments of graphical representations
- Selection, planning and organization of resources
- Use equipment in the production of graphical representations.
- Apply relevant Australian Standards and conventions.
- An awareness of the value and importance of graphics as communication
- An appreciation of the need for excellence in effective graphical communication
- An aesthetic appreciation of quality processes and products
- A capacity to apply affective criteria to judging and critically evaluating processes used and products achieved.

Learning Experiences
- The Contextual units have been designed to integrate, expand upon and apply the underlying principles of graphics in situations that are as close to industry practice as possible. This is reinforced through the use of CAD packages.

Preferred Pre-Requisites
- A sound or higher in Mathematics and English would be advantageous.

Assessment
Criteria – students will be assessed on:

- Knowledge and Understanding
- Analysis and Application
- Synthesis and Evaluation

Graphics students will be assessed by a variety of techniques:

- Classwork drawings and research
- Homework drawings and research
- Formal Tests
- Class Design Problems

Future Options

Occupations include:

- architectural designer,
- builder,
- cartographer,
- commercial artist,
- design/project engineer,
- electronic media/illustrator,
- environmental designer,
- geological drafting technician,
- graphic designer publishing/advertising,
- industrial designer,
- interior designer,
- landscape designer,
- mechanical/electrical designer,
- technical illustrator,
- technology teacher,
- Town planner.
TECHNOLOGY STUDIES – Year 11 and 12

WHAT IS TECHNOLOGY STUDIES?

Technology Studies is a design based practical subject that investigates the nature and functions of available resources through the application of inquiry, design and problem-solving methodologies. It requires students to identify and understand a problem or need, select appropriate resources and strategies that may solve that problem, implement a plan and evaluate the outcomes.

WHY STUDY TECHNOLOGY STUDIES?

Technology Studies involves students in designing, engineering and producing innovative and creative products. These products encompass artefacts, processes, systems and environments.

It is a course that encourages knowledge and application of available resources, systems and practices through inquiry, design and problem-solving methodologies. The subject helps students understand and use past, present and future industrial technologies to meet the demands and needs of the 21st century, and to be responsive to current and emerging economic, industrial, social and technological changes.

Technology Studies offers a variety of perspectives and depth of study oriented towards work, training and university pathways. The course aims to prepare students for careers in, for example, the building and service professions (architecture, surveying, engineering), industrial design, environmental design and manufacturing design.

What is studied in Technology Studies?

Over two years, three areas of study are to be covered:

- Foundations of Technology
- Safety
- Manufacturing Resources.

Foundations of Technology requires students to understand the impact of technology, industry, society and sustainability on product design. Students learn about the interrelationships of technology, industry and society; principles and elements of design, the product design sequence, and sustainability.

Safety is incorporated into all activities associated with the design and development of a product and students are encouraged to transfer the need for safety into real-life situations. Students learn about current compliance standards, safe workshop practices, personal safety, and safety standards.
Manufacturing Resources requires students to understand and apply the expanding development of resources used in manufacturing and industry. Students learn about materials, tools, processes and systems.

How are students assessed?

Year 11 is a developmental year in which students are involved in a variety of diverse situations relating to design and production. Students complete a minimum of three design tasks, each focused on a different context; for example, community, leisure and recreation, engineering, environment, health and welfare. Year 12 extends and refines the student’s involvement in the planning, development and production of products and the preparation and presentation of the supporting documentation. Students complete at least two design tasks, each of which includes a design folio, design realisation (the actual production of the product) and a project appraisal. A written investigative analysis on an area related to the contexts is also required.

The achievement level awarded to each student on exit from the course will be based on the fullest and latest information about student performance in the criteria of Knowledge and application, Reasoning processes, and Production.

Preferred Pre-Requisites

Sound Achievement (C) result in English and Mathematics.

Special Safety Requirements

- While some instructional materials will be provided, students will be required to provide their own materials for design projects
- Students will be required to have suitable steel capped footwear, safety glasses and ear protection.
- Students will require overalls or long sleeve shirt and long trousers, if constructing practical projects in Metals area.

Technology Studies students will be assessed by a variety of techniques:

- Design folio
- Projects
- Oral presentation
- Practical exercises
- Written report

Future Options

The course provides students with multiple career and study options after Year 12:

- engineering
- industrial design
- secondary teaching
- vocational and adult education
- building and construction trades
- engineering and manufacturing trades in metals, plastics, electronics and automotive
**INDUSTRIAL TECHNOLOGY – Year 11 and 12**

**ITU**

**WHAT IS INDUSTRIAL TECHNOLOGY?**

Industrial Technology has been designed as a project-based or activity based course of study with the emphasis on using current industry practice and safe technological processes to solve problems or complete tasks in a workshop or simulated workplace environment.

**WHY STUDY INDUSTRIAL TECHNOLOGY?**

Students will be introduced to workshop practice and achieve a basic understanding of the skills and attitudes that underpin employment in the industrial sector. It consists of the core principles of manufacturing, safety and technological processes. It encompasses a problem-solving approach to project development and provides a basis for acquiring the underpinning skills and understanding related to the manufacturing industries.

**Course Outline**

**Study area core:**

The study core is designed to equip students with a basic understanding of the following skills and practices:

- Occupational health and safety
- Communication skills
- Mathematical skills
- Manipulative skills
- Organizational skills
- Collaborative skills
- Problem-solving skills

**Strands:**

The delivery of the course of study is through the strands listed below:

- Building and Construction Studies
- Engineering Studies

**Units of study:**

- Industry orientation
- Outdoor construction
- Indoor construction
- Cutting and joining materials
- Machining Materials
- Fabrication

**Students will study:**

- Introduction to the building industry
- Safety in the building and construction workplace
- Selection and application of hand and power tools
- Drawing, interpretation and site set-out
- Selection of materials and construction applications
- Fabrication and assembly of construction-based projects
- Safety in the engineering workplace
- Materials selection and application
- Selection and application of static machinery
- Surface preparation and finishing
Learning Experiences
- Industrial Technology can be described as a *practical* subject

Preferred Pre-Requisites
- Previous study in Wood and Metal Technology.

Special Requirements
- Equipment and texts listed in the subject guide and stationery list.
- Students will be required to have suitable steel capped footwear, overalls or long sleeve shirt and long trousers, safety glasses, ear protection and sun protection for outdoor construction.
- Where necessary be prepared to purchase and deliver their own materials for some project/s.
- **Mandatory** white card safety training attendance
- **Mandatory** Outdoor construction program attendance.
- Under Sections 28 – 36 of the Workplace Health and Safety Act both teachers and students have obligations.
- It is extremely important for parents to be aware of their students’ obligations to be safe around themselves and others. Failure of students to comply unfortunately means that departmental WH&S concerns may exclude them from the Life Sciences & Design practical environment.

Possible Activities/Projects
- Undertake safety induction course
- Slabs and footings
- Framing
- Roofing
- Brick/block laying
- Mitre Box
- Tool Box
- Saw stool
- Welding/Soldering
- Oxy Cutting
- Sheetmetal work
- Folding Shovel

Assessment

*Criteria – students will be assessed on:*
- Knowledge and Understanding
- Applied processes
- Practical skills

*Industrial Technology students will be assessed by a variety of techniques:*
- Product design, development and construction
- Objective and short-answer tests
- Oral presentation
- Practical work
- Teacher observation of student skills

Future Options
Students studying this subject would be eligible for TAFE Pre-Vocational Studies in skilled Trade Areas, as well as having an excellent foundation in work skills required for non-skilled trades and Do-it-Yourself DIY work/activities.
### English – Year 10

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**Description**

In Year 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. The range of literary texts for foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

**Learning Experiences**

By the end of Year 10, students listen to, read and view a range of spoken, written and multimodal texts, identifying and explaining values, attitudes and assumptions. They select appropriate textual evidence to support interpretations, recognising what is stated explicitly in the text and what is implied. They compare and contrast structural features and key ideas in oral, visual and written texts, and synthesise information from various sources to reach considered conclusions. They analyse and debate others’ interpretations, and evaluate the evidence to support these interpretations. They offer reasoned explanations of the varied impact and influence of language choices in oral and written texts on audience responses. They identify and evaluate strategies used by speakers to respond to and influence audience expectations.

Students create a wide range of coherent and sustained written, spoken and multimodal texts to articulate complex ideas and to explore social issues of global and local concern. They engage in discussions that build on others’ ideas, solve problems, justify opinions and develop and expand arguments in novel ways. They choose appropriate language to establish relationships with different audiences in a variety of contexts. They take into account the demands of purpose and audience in constructing imaginative texts and cohesive and logical arguments that address different viewpoints, attitudes and perspectives. In constructing longer spoken, visual and written texts, they logically sequence and organise content to manage the flow of information and ideas, to engage audiences and generate aesthetic and emotional appeal. Students vary vocabulary choices and sentence structures for impact, and correctly use appropriate punctuation when creating complex sentences and complex texts for formal purposes.

**Assessment**

In keeping with the above purposes, students will undertake the development of their skills in reading, writing, listening, speaking and viewing through both literature and language.

**Pathway to Senior Subjects**

It is advisable that only those students maintaining a High Level of Achievement or higher in Year 10 study Senior English. Students achieving a Sound Level of Achievement in Year 10 should consult with their teacher before choosing this pathway. It is recommended that Year 10 students who do not achieve a Sound Level of Achievement study English Communication in Years 11 and 12.
| Career Pathways | English leads directly to tertiary study in areas such as Communication Studies, English, Journalism, Cultural Studies, Media Studies and Primary and Secondary Teaching. This subject is relevant for a very wide range of future life experiences that require self-expression, communication in spoken and written English and participation in the life of the community. |
### English Extension (Creative Writing) – Year 10

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<tr>
<td><strong>Description</strong></td>
<td>English Extension is a one semester course available in Year 10. It is based on reading and writing workshops. It is designed to cater for students who wish to explore reading that is wider in scope than that covered in Year 10 English. Through encouraging students’ own choices, this subject fosters a community involved in creative writing.</td>
</tr>
<tr>
<td><strong>Learning Experiences</strong></td>
<td>The reading/writing workshops have 3 components:</td>
</tr>
<tr>
<td></td>
<td>1. independent fiction reading based on individual choice</td>
</tr>
<tr>
<td></td>
<td>2. peer and teacher/ student written and oral dialogues about what is written and read</td>
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<tr>
<td></td>
<td>3. on-going creative writing based on students’ individual choices.</td>
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<td></td>
<td>The extent of work covered each semester will be determined by the length of the semester. However, each lesson may comprise the following:</td>
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<tr>
<td></td>
<td>• a focus mini-lesson on skills and reading/writing models (teacher input)</td>
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<tr>
<td></td>
<td>• observation and recording (students and teacher)</td>
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<tr>
<td></td>
<td>• sustained silent reading (students)</td>
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<tr>
<td></td>
<td>• in-class and peer/teacher dialogues</td>
</tr>
<tr>
<td></td>
<td>• sharing (students and teacher)</td>
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<tr>
<td><strong>Preferred Prerequisites:</strong></td>
<td>Preferred Prerequisites:</td>
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<tr>
<td></td>
<td>A genuine interest in reading is desirable. A desire to write creatively, in both fiction and non-fiction genres, is required. The ability to work independently and share with peers, would be advantageous.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Assessment will include:</td>
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<tr>
<td></td>
<td>• Written and spoken communication based on the student’s reading experiences</td>
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<tr>
<td></td>
<td>• Compiling a folio of the student’s writing</td>
</tr>
<tr>
<td></td>
<td>• Participation in an end-of-course presentation where the students will share readings from their folios</td>
</tr>
<tr>
<td><strong>Pathway to Senior Subjects</strong></td>
<td>It is advisable that only those students maintaining a Sound Level of Achievement or higher in Year 10 Extension English study Senior English. It is recommended that Year 10 students who do not achieve a Sound Level of Achievement consult with their teacher before choosing either English or English Communication.</td>
</tr>
<tr>
<td><strong>Career Pathways</strong></td>
<td>English leads directly to tertiary study in such areas as Communication Studies, English, Journalism, Cultural Studies, Media Studies and Primary and Secondary Teaching. Students may pursue a career in the Creative Writing industries.</td>
</tr>
</tbody>
</table>
ENGLISH – Year 11 and 12

ENG

OVERVIEW

In the senior years, the subject English focuses on the study of language and texts. Students focus on developing their understanding of English and how to use it accurately, appropriately and effectively for a variety of purposes and different audiences. English offers students opportunities to enjoy language and be empowered as purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. Senior English is mandatory at Kenmore State High School, except for students enrolled in English Communication.

COURSE OUTLINE

YEAR 11

Year 11 is formative and the range of texts and assessment conditions supports, reflects and prepares students for learning experiences and assessments they will encounter in Year 12. Students will undertake five units of work.

Representations in Literature:

a) Novel Study: This unit provides opportunities for student enjoyment of the novel and to explore character through creative writing. It also seeks to deepen students’ understandings of how texts represent the world. Students will undertake a second assessment item on the novel by way of an analytical essay examining themes.

b) Poetry: Students will gain knowledge and understanding of the different ways Australian and international poets respond to their world. They will critically evaluate different representations of love, in response to a range of poetry texts, which reflect different cultural and social contexts.

Representations in Literature: This unit focuses on the study of print advertising in magazines. Students will learn to identify persuasive features and the ways in which print advertisements target particular demographics.

Reflections on Literature: In this unit students will undertake an in-depth study of a complete literary text – one of Shakespeare’s plays, “Macbeth”

YEAR 12

Year 12 is summative and further develops the skills and knowledge developed in Year 11. Students will undertake six units of work.

Texts and Australian Society:

Poetry: A range of Australian poets and poems will be studied to explore different cultural assumptions, values, attitudes and beliefs that operated in society over time.

Reflections on Life: This unit provides opportunities for students enjoyment of the novel and to explore character. It also seeks to deepen students’ understandings of how texts represent the world. Students will undertake a second assessment item on the novel by way of an analytical essay examining themes.

Reflections on Society: The Documentary: Students will undertake an in-depth study of a documentary film. Students will examine how the genre is not only constructed to position viewers to accept a particular viewpoint, but are an exchange of values and beliefs between their creators and their audiences.

Issues and Persuasion:

a) Persuasive Speech: Students study a range of persuasive techniques in order to influence a public audience on a chosen ethical issue

b) “The Crucible”: Students will undertake an in-depth study of Arthur Miller’s, “The Crucible”
Preferred Pre-Requisites

It is advisable that only those students maintaining a High Level of Achievement or higher in Year 10 study Senior English. Students achieving a Sound Level of Achievement in Year 10 should consult with their teacher before choosing this pathway.

Assessment

Students in Year 11 and 12, undertake a range of assessment in expository, persuasive, reflective and imaginative genres. Students will experience a range of conditions, including spoken tasks, assignments, and examinations.

FUTURE OPTIONS

This subject is relevant for a very wide range of future life experiences that require self-expression, communication in spoken and written English and participation in the life of the community.

Most professions require students to have a very sound level of report writing skills, oral presentation skills and analytical comprehension skills.

English leads directly to tertiary study in such areas as Communication Studies, English, Journalism, Cultural Studies, Media Studies and Primary and Secondary Teaching.

A “Sound Achievement” in English is necessary for entry into most Universities and many TAFE courses.
ENGLISH EXTENSION – Year 12 only

OVERVIEW

English Extension builds on the literature study students undertake in Senior English, providing students with the opportunity to specialise in the theorised study of literature for two semesters. It offers advanced students a unique opportunity to develop higher-order thinking skills in an environment that prepares them for tertiary studies in any discipline. Students focus on different literary theoretical approaches to literary texts and explore the relationship between writing practices and reading positions. It involves investigating the invited reading of texts chosen by the students to construct alternative meanings using a minimum of two different theoretical approaches.

Senior English Extension is not mandatory at Kenmore State High School. It will be offered to those students whom at the end of Year 11 have shown a remarkable aptitude for Authority English.

COURSE OUTLINE

Year 12 Extension English is summative. The range of texts and assessment conditions support, reflect and prepare students for University. Students will undertake three units of work.

1. Readings and defences

This unit focuses on building students’ knowledge and understanding of different theoretical approaches and the application of these approaches to literary texts to produce individual readings. In a reading, students make meanings of a student selected text by applying interpretive strategies associated with particular theoretical approaches. Students also learn to produce a defence to support their readings. In a defence, students analyse the reading they have produced, explaining how the theoretical approach used has allowed them to make meanings of the text in particular ways.

2. Complex transformation and defence

This unit builds on students’ learning in Unit 1 by exploring the relationship between writing practices and reading positions. This involves students investigating the invited reading of texts and constructing alternative meanings by intervening in those texts. These investigations will involve a consideration of particular textual features that could be manipulated to produce alternative meanings. These meanings are to be constructed and defended in terms of text-centred and world-centred theoretical approaches. Students will examine short stories from a range of social and historical contexts and from a range of authors representing different cultural perspectives.

3. Exploration and evaluation

This unit builds towards students evaluating their learning throughout the course of study, offering them opportunities for in-depth exploration of texts they find particularly interesting and evaluation of how texts and theoretical approaches can work together to produce close readings. Students develop focus questions to define and
scope their exploration and evaluation. Focus questions need to allow opportunities to explore the strengths and weaknesses of theoretical approaches and how they can complement one another and/or clash in producing close readings of literary texts.

In this unit, students will develop an understanding of the nature, purpose and iterative process of designing a suitable focus question. This will lead the student to develop a focus question which will allow them to pursue their exploration and evaluation within time and length guidelines.

**Preferred Pre-Requisites**

Students whom have maintained an A grade average in Year 11 English will be offered the opportunity to undertake Senior English Extension.

**Assessment**

**Readings and defences**

Students apply either a reader-centred or author-centred theoretical approach to an approved student selected text to produce a written reading and an accompanying written defence justifying the theoretical approach.

**Complex transformation and defence**

Literary theory based complex transformation of a student selected short story text, and a defence of the transformation which explains and evaluates how theoretical approaches have been applied to rewrite the text, to offer readers an alternative position.

**Exploration and evaluation**

Students produce a literary theory based extended analytical response to a student selected text which evaluates the ways at least two theoretical approaches may be applied to produce a close reading of the select text/s to explore a focus question and evaluate how effective these approaches are in producing this reading. Students develop the focus question.

**FUTURE OPTIONS**

Extension English offers opportunities of accelerated independent learning, an increase in cognitive demands and the development of higher order thinking skills, through learning to understand, evaluate and apply competing literary theories to determine their usefulness. These are all thinking skills required within any academic discipline at the tertiary level.
ENGLISH COMMUNICATION – Year 11 and 12

ENC

OVERVIEW

English Communication is offered as an alternative to Authority English. It has been developed for students who plan to enter TAFE or paid employment on completion of Year 12. It is recommended that Year 10 students who do not achieve a Sound Level of Achievement study English Communication in Years 11 & 12.

The main purposes of the course are:

- to improve student communication skills, especially those related to the workplace
- to enhance student understanding of communications within the community, particularly those related to the media
- to encourage student understanding and enjoyment of a wide range of literary and media experiences, such as plays, novels, films and television programs.

Organisation / Learning Experiences

The course is divided into three major strands.

1. Work

Students will learn and enhance communication skills related to paid employment such as:

- gathering, recording and reporting information
- giving and following instructions
- preparing and writing work related documents
- investigating career opportunities
- using appropriate technologies

2. Community

Students will enhance their roles as active and informed citizens through the study of current events, and the media's representations of these. Some activities might include:

- keeping a log of current events
- inviting guest speakers
- debating topical issues
- writing letters to the editor
- assessing media representations

3. Leisure

Students will participate in a variety of language activities designed to enhance their leisure time, such as:

- acquiring some appreciation of language as an art form
- literature appreciation
- using the language of their interest areas, eg. games, hobbies
- using and/or demonstrating equipment related to interest areas, eg. computers, cameras, sports equipment

Integrated Units of Work

As part of this Study Area Specification, students have the opportunity to complete units in:
Becoming independent
Where am I going and how will I get there
The Mass Media
Conflict Resolution
Soap operas and Sitcoms – truth and illusion
Knowing the Law
Literature appreciation

Assessment

Students will be assessed through a variety of in-class tasks. Modules require criteria based assessment. All students will be required to complete formal, written language, spelling, grammar and comprehension from the texts: *Go Grammar 2 & Complete Comprehension 2* (Year 11) and *Go Grammar 3 & Complete Comprehension 3* (Year 12).

FUTURE OPTIONS

English Communication is designed to prepare students for entry into the workforce or for further study at a college of TAFE. It is not an Authority subject, and does not meet the entry requirements of most university courses. It will not contribute to an OP score. Students should consult with the English Head of Department and/or Guidance Officers before enrolling.
HEALTH & PHYSICAL EDUCATION

Health & Physical Education (ACARA)
Yr 10

Teen Health
Yr 10

Phys Ed Extension
Yr 10
Health Education
Year 11/12

Certificate II in Sport and Recreation

Physical Education
Year 11/12
# Health and Physical Education – Year 10

<table>
<thead>
<tr>
<th>Code</th>
<th>HPE</th>
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</table>

## Description

Students will explore the connection between physical activity and lifelong health and fitness. Students will study how to develop and implement an effective training program in order to increase the physical capabilities of one of their classmates. By the end of the units, students will have a better understanding of how to communicate effectively and create positive working relationships with other people. They will critically evaluate their own training program and the performance of their client through their assignment.

Students will discuss the role psychology plays in sport and look at strategies to enhance performance in the mental domain. Students will also analyse current mental health issues and look at how to reduce the incidence of these issues amongst adolescents.

## Learning Experiences

Students will develop their knowledge and understanding of:

- Personal, social and community health by analysing current trends in physical activity and mental health and using different sport psychology strategies to enhance performance.
- Movement and physical activity by creating a personalised training program and participating in team sports and activities that promote leadership and decision making.

## Assessment

Over the semester of work, students assessment will consist of:

- Personal Reflection on Training Programs,
- Research Assignment on Mental Health and Sports Psychology,
- Practical Assessment – Training programs and team sport.

## Pathway to Senior Subjects and Career Pathways

This subject is designed to give students an insight into Senior Physical Education, Health Education and Physical Recreation subjects. Students studying these subjects have a range of career options in the Health and Fitness Industry, Teaching, Medicine and allied professions, Nursing and sports psychology.

Students with injury/illness may have a modified assessment if a medical certificate is supplied. Students must have the school sports uniform and actively participate in all lessons.
### Physical Education Extension – Year 10

<table>
<thead>
<tr>
<th>Code</th>
<th>PEX</th>
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</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>This specialization unit is designed so students will focus on improving their performances in the physical domain via a greater understanding of the physiological and biomechanical aspects of performance.</td>
</tr>
</tbody>
</table>
| **Learning Experiences** | • Using an understanding of Energy Systems to improve their physical performance  
• Using visual feedback in the form of video and some simple biomechanical principles to analyse and improve aspects of technique  
• Heart rate and its relationship to intensity of training and performance  
• Participating in a selection of games and sports that may include Badminton / Tennis / Touch / Soccer / Netball / Basketball / Volleyball |
| **Assessment** | • All assessment will be based around the criteria of Acquiring, Applying and Evaluating knowledge, skills and understandings  
• Assessment will be in both the cognitive and physical domains  
• Authentic techniques of assessment based on suitability to task may include:  
  o Interviews pre and post performance as well as pre and post training;  
  o Written assignments / reports / exams;  
  o Video analysis;  
  o Oral or seminar type presentations |
| **Pathway to Senior Subjects and Career Pathways** | This subject is designed to give students an insight into the Senior Physical Education subject. Students studying Physical Education have a range of career options in the Health and Fitness Industry, Teaching, Medicine and allied professions, Nursing and sports psychology. |

### Teen Health – Year 10

<table>
<thead>
<tr>
<th>Code</th>
<th>PTH</th>
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</thead>
<tbody>
<tr>
<td><strong>Overview</strong></td>
<td>Teen Health explores the contemporary issues facing teenagers and the choices they have to make about their personal health. The topics of sex, drugs and alcohol are the primary focus around which students explore issues. This unit is based on a social view of health where solutions to issues that are of primary concern to teenagers are explored, analysed and where appropriate put into practice.</td>
</tr>
</tbody>
</table>
| **Learning Experiences** | • What is a social view of health?  
• What are the issues facing teenagers in the 21st Century  
• Exploring teenage sexuality and pregnancy  
• Impacts of a Drug Culture including nutrition and self esteem  
• Alcohol: “Goodbye school, Hello schoolies” |
| **Assessment** | Assessment will utilise the most authentic techniques related to the issue. For example, students may negotiate with the teacher when doing Teenage pregnancy to deliver a seminar to an extended audience whose interest is on the issue. Other assessment techniques may include written assignments/reports, written exams, orals and some practically based assessment. |
This subject gives students an insight into the Senior subject of Health Education. Career options from this stream are in the Health professions such as Nursing, Medicine, Work related health, physiotherapy, social work and environmental health.
HEALTH EDUCATION – Year 11 and 12

Authority

OVERVIEW

Health Education is an Authority Subject, which does contribute towards an OP.

Health Education aims to help students become more aware of the role of health in their own lives, the life of family and friends and life in the community and environment.

Health Education is a course of study that is based on a social view of health and the key principles of enabling, mediating and advocating as students operate in a context of diversity, equity and supportive environments.

COURSE OUTLINE

Semester 1

Personal Health – Stress, Stress Management, Adventure Therapy, Sun Safety.

Semester 2

Peer and Family Health – Domestic Violence, Binge Drinking.

Semester 3

Community and Environment Health – Smoking, Road Trauma.

Semester 4

Health of Specific Populations – Adolescent Health Issues, Organ Donation.

Learning Experiences

Students will participate in a wide variety of activities that will provide opportunities for gathering, recalling, manipulating and evaluating data relating to health issues and health promotion. Students will typically be involved in the following:

- Research from various sources;
- Accessing and using computer databases;
- Undertaking practical exercises;
- Decision-making exercises;
- Listening to and watching audio-visual materials;
- Preparing and presenting oral and written tasks;
- Participating in school and community projects;
- Conducting interviews, constructing, applying and interpreting questionnaires and surveys;
- Formulating hypotheses and testing them through field work, interviews and research; and
- Participating in a 3 day camp at Maroon Outdoor Education Centre.
Preferred Pre-Requisites
No pre-requisites apply to this course. However, students who have an interest in health issues and/or the health professions would be more suited to this subject.

ASSESSMENT
A range of assessment instruments will be used to measure student achievement eg. Response to stimulus exams, essays, research tasks, oral presentations and practical exercises. Students will not be required to do any more than three items of assessment over a semester.

Special Requirements
To fulfill the requirements of this subject, students must complete all assignments. In addition, students are expected to meet the costs associated with excursions such as the three-day camp at Maroon Outdoor Education Centre and an excursion to the PA Hospital dialysis clinic for Organ donation.

FUTURE OPTIONS
Health Education serves as a foundation for the following:

A wide range of university studies, but particularly those that are linked to the faculties of Health and Sociology, and careers in health aligned professions such as Nursing, Medicine, Para-medicine, Health Consultancy, Physiotherapy, Occupational Therapy and Health and Safety Officers.
**PHYSICAL EDUCATION – Year 11 and 12**

**PED**

**OVERVIEW**

Physical Education is an Authority Subject, which does contribute towards an OP.

Physical Education is a course of study that focuses on learning in, through and about physical activity. It is concerned with the study and practice of physical activity, and focuses on the importance of physical activity in the life of individuals and on the significant role that physical activity plays in modern life.

**Course Outline**

**Semester 1**
Energy, Training and Exercise for physical performance; Sociology of sport; Acquiring and Evaluating capacities for performance; Social Dance; Athletics.

**Semester 2**
Skill Acquisition and Psychology of learning physical skills; Touch Football / Badminton/Tennis

**Semester 3**
Energy, Training and Exercise for physical performance; Heart Rate recovery, stroke volume; Acquiring and Evaluating capacities for performance; Lifestyle, Leisure, Recreation, Participation and Physical Activity; Badminton/ Tennis/ Touch Football

**Semester 4**
Skill Acquisition; Biomechanical bases of learning physical skills; student / teacher negotiated topic from Work Program guidelines; Athletics / Social Dance

**Learning Experiences**

Students will participate in a wide variety of activities that will provide opportunities for progression from simple to more complex information processing requirements in learning about, through and in, physical activity.

In the practical units considerable emphasis is placed on excellence in performance. The development of basic and advanced skills is given high priority. The use of technological facilities such as video analysis software and heart rate monitors are designed to enrich learning experiences.

**Preferred Pre-Requisite**

No pre-requisites apply to this course but completing Physical Education Extension in year 10 is an advantage. However, students who enjoy participating in sport and other physical activities and who are interested in utilising physical performance measuring technology are more suited to this subject.

**Assessment**

Multi modal Presentation, Research Report; Exam Essay; Research Assignment; Performances in Physical Skills.

**Special Requirements**

To fulfill the requirements of this subject, students must complete and submit all homework tasks and assignments. In addition, students should spend time rehearsing the practical skills taught throughout the unit of work.

**FUTURE OPTIONS**

Studies in Physical Education prepare students for a diverse range of University and TAFE courses, but particularly those that are linked to careers such as:
CERTIFICATE II IN SPORT & RECREATION and CERTIFICATE III IN FITNESS (COMBINED) – Year 11 and 12

Stand Alone VET
The College of Health and Fitness RTO 30798

OVERVIEW

This course combines two nationally recognised qualifications to give students an edge in the fitness industry and to develop basic functional knowledge and skills for work in customer contact positions in the sport or community recreation industry. These individuals are competent in a range of administrative activities and functions within a team and under supervision. They are involved in mainly routine and repetitive tasks using practical skills and basic sport and recreation industry knowledge. They work in locations such as sport and recreation centres or facilities, and leisure and aquatic centres assisting with the conduct of recreation activities, and facility maintenance and operations.

Students with the Certificate III in Fitness qualification can work as a fitness instructor in a variety of settings and are responsible for the implementation and supervision of members and clients during exercise programs conducted on the gym floor.

Students must successfully display competency in all of the following units to qualify for the certificate:

<table>
<thead>
<tr>
<th>Cert II in Sport and Recreation SIS20115</th>
<th>Cert III in Fitness SIS30315</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core</strong></td>
<td><strong>Core</strong></td>
</tr>
<tr>
<td>BSBWOR202 Organise and complete daily work activities</td>
<td>SISFFIT001 Provide health screening and fitness orientation</td>
</tr>
<tr>
<td>HLTAI003 Provide first aid</td>
<td>SISFFIT002 Recognise and apply exercise considerations for specific populations</td>
</tr>
<tr>
<td>HLTWHS001 Participate in workplace health and safety</td>
<td>SISFFIT003 Instruct fitness programs</td>
</tr>
<tr>
<td>SISXCAI002 Assist with activity sessions</td>
<td>SISFFIT004 Incorporate anatomy and physiology principles into fitness programming delivery</td>
</tr>
<tr>
<td>SISXCS001 Provide quality service</td>
<td>SISFFIT005 Provide healthy eating information</td>
</tr>
<tr>
<td>SISXEMR001 Respond to emergency situations</td>
<td>SISFFIT0014 Instruct exercise to older clients</td>
</tr>
<tr>
<td>SISXIND002 Maintain sport, fitness and recreation industry knowledge</td>
<td>SISXCCS001 Provide quality service (Cert II core)</td>
</tr>
<tr>
<td></td>
<td>SISXFA001 Maintain equipment for activities (Cert II Electives)</td>
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<tr>
<td><strong>Electives</strong></td>
<td><strong>Electives</strong></td>
</tr>
<tr>
<td>BSBRSK401 Identify risk and apply risk management processes</td>
<td>BSBRSK401 Identify risk and apply risk management processes (Cert II electives)</td>
</tr>
<tr>
<td>BSBWOR201 Manage personal stress in the workplace</td>
<td>HLTAI003 Provide first aid (Cert II core)</td>
</tr>
<tr>
<td>SISXAI006 Facilitate groups</td>
<td>HLTWHS001 Participate in workplace health and safety (Cert II core)</td>
</tr>
<tr>
<td>SISXFAC001 Maintain equipment for activities</td>
<td>SISFFIT006 Conduct fitness appraisals</td>
</tr>
<tr>
<td>BSBCMM201 Communicate in the workplace</td>
<td>SISXAI006 Facilitate groups (Cert II Elective)</td>
</tr>
<tr>
<td></td>
<td>SISFFIT011 Instruct approved community fitness programs</td>
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<tr>
<td></td>
<td>BSBCMM201 Communicate in the workplace (Cert II electives)</td>
</tr>
</tbody>
</table>

Theoretical Requirements
Students follow the competency requirements of both qualifications by responding to short answer questions in workbooks and assignment tasks, and planning for coaching, assisting / supporting recreational and sport practical sessions.

**Learning Experiences**

Students will encounter a diverse range of learning experiences. Some of these include:

- Assisting with the delivery of school and District swimming, cross country and athletics events.
- Coaching, running and managing school based competitions; class based sports sessions.
- Participating in gym sessions at Genesis Fitness Jindalee once a term.
- Compulsory First Aid Course: HLTAID003 Provide first aid.
- Completing Coaching Courses.

**Preferred Pre-Requisites**

No pre-requisites apply to this course but interest in organising or coaching sport / physical activity is an advantage.

**ASSESSMENT**

All students will be enrolled in an online learning platform through The College of Health and Fitness. Methods of assessment include, but are not restricted to: practical demonstration of skills, oral presentations, short answer tests, workbooks, case studies, written reports, micro teaching and coaching plans.

**SPECIAL REQUIREMENTS**

- The course is delivered by an external RTO and uses VETiS funding. This funding is only available once to students and they cannot access the funding for another course.
- Students will receive a free 12 month gym membership to Genesis Fitness Jindalee to use outside of school hours.
- All students enrolled in this course may be required to attend school and District swimming; cross country and Athletics carnivals to assist the staff conducting these carnivals.
- The Qld Government has mandated, under the Working with Children (Risk Management and Screening) Act 2000, that students enrolled in this course MUST obtain a valid Working with Children blue card before they commence a practical coaching / facilitating role as part of their studies.
- Students are encouraged to undertake work experience in the Recreation/Fitness Industry to demonstrate that they can apply recreation specific knowledge and skills in a work environment.

**Career Pathways**

- Fitness instructor
- Community activities assistant
- Customer service assistant
- Leisure assistant
- Recreation assistant
- Retail assistant
- Grounds assistant
- Facility assistant.
*Subject to sufficient numbers to form a class
Languages - Year 10

Japanese and German offer students the exciting opportunity to develop communication skills that will equip them to better engage the world around them. They take students out of their comfort zone and challenge them intellectually as well as culturally and linguistically. Research has repeatedly found that language study asks students to use their intelligence in unique ways that enhance literacy, problem solving and creative thinking.

Two exciting courses are offered in German and Japanese. Students intending to study a language in Years 11 and 12 should complete at least one semester. For the best preparation students would complete both semesters of Japanese. Students who are very interested in languages might like to choose two languages!

Students will develop their language skills in:

- listening (CDs, videos, internet)
- speaking (role plays, pair work activities, problem solving activities, speeches etc)
- reading (short stories, articles, cartoons, emails, websites)
- writing (letters, diaries, reports, magazine articles etc)

Exchanges with either Kakamihara High or Kawagoe High in Japan are offered every year and German students are also able to participate in an exchange. There are also opportunities to host.

The study of languages helps prepare students for careers in science and technology, the diplomatic corps, teaching, interpreting, travel industry, trade, design and fashion, migrant counselling, the business world, the defence forces, customs and many other occupations.

A number of Queensland universities offer students successfully completing a senior language program in Year 12 bonus tertiary entrance points which can improve students’ chances of gaining entry to their preferred course of study.

German and Japanese are among the most significant languages in the world. People who speak German and Japanese live in dynamic world economies. Germany is the richest exporting country in the world, Japan is an economic powerhouse. Despite the rise of China Japan will continue to be one Australia’s most significant economic and political partners.
Students will have a head start by learning a language that will give them an edge in the global society in which they will live and work and in which speaking a second language is normal.
### German – Year 10

**The Hitchhikers’ Guide**

<table>
<thead>
<tr>
<th>Code</th>
<th>GER</th>
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</table>

#### Learning Experiences

**Magic Makeover**

This module focuses on the lives of young people. Students create an avatar as they revise basic German language. Students describe fashion in Germany and enter a makeover show demonstrating the knowledge of Clothing, and lifestyle.

**German Travel**

Students explore the other side of the world. It's time to pack a bag and find your way around Germany. Students explore Germany’s most popular city Berlin online discovering the most popular sights; follow directions, look at weather conditions, and the students design their own city. To conclude the unit, the students watch German films, listen to popular German music and discover German recipes.

#### Assessment

Assessment in this unit will incorporate the macro-skills of comprehending and composing. The assessment will combine a short test/s that will be administered prior to the students commencing the culminating task/s. Culminating tasks ask students to apply the knowledge and skills they have learned in a practical way.
<table>
<thead>
<tr>
<th>Code</th>
<th>JAP</th>
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<tbody>
<tr>
<td><strong>Learning Experiences</strong></td>
<td>Over the course of this semester, students will cover topics associated with daily routines, health and wellbeing. They will be able to talk about illnesses and their various symptoms as well as give advice about what to do in such situations. Healthy eating will also be covered. Students will take on the roles of journalists and celebrities amongst others, and be involved in researching and reviewing.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Assessment in this unit will incorporate the macro-skills of comprehending and composing. The assessment will combine a short test/s that will be administered prior to the students commencing the culminating task/s. Culminating tasks ask students to apply the knowledge and skills they have learned in a practical way.</td>
</tr>
</tbody>
</table>

**Let’s get out of here!**

<table>
<thead>
<tr>
<th>Code</th>
<th>JAP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Experiences</strong></td>
<td>During this semester, students will cover topics associated with going out and entertainment. Students will learn how to describe people, read and write invitations, give directions and write a simple recipe. Students will experience Japanese food and the customs associated with eating in Japan.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Assessment in this unit will incorporate the macro-skills of comprehending and composing. The assessment will combine a short test/s that will be administered prior to the students commencing the culminating task/s. Culminating tasks ask students to apply the knowledge and skills they have learned in a practical way.</td>
</tr>
</tbody>
</table>
**German Immersion Program – Year 10**

*Academic excellence connecting the world!*

**Overview**

The German Immersion Program is a three year course in which students study a number of subjects in the German language. In Year 10 students study, in German, three terms of Science, Mathematics and German and one and a half terms of History and Geography. Additionally students have three terms of English and specializations.

**Exchange Program**

An exchange trip to Germany is offered in Term 4 of Year 10. This exchange provides students with a great opportunity to make friends, practice their language and gain an insight into the rich German culture. The exchange is reciprocal and students will host a German student in Year 11. *Participation in the exchange is based on the student’s continued commitment, diligence and academic progress in the German Immersion Program.*

**Immersion German**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEI</td>
<td>Immersion German is the language component of the German Immersion Program. In Year 10 students of Immersion German commence Senior German. Students are challenged both linguistically and intellectually to develop their understanding of German and of the world around them.</td>
</tr>
</tbody>
</table>

**Learning Experiences**

The following themes from the senior syllabus are studied in Year 10:
- Family and Community
- Leisure, Recreation and Human Creativity
- School and Post-school options
- Social Issues

The four topics studied in Year 10 are:
- *Wer bin ich?* Describing people and personalities
- *Was sind meine Interessen?* Youth culture
- *Ab nach Deutschland!* Travel and holidays
- *Meine Umwelt* The environment

**Assessment**

The four skills: listening, speaking, reading and writing are of equal importance and are assessed summatively at mid and end of semester. There are no assignments though completion of regular homework (formative assessment) is essential to success in German.
Pathway to Senior Subjects

Achievement in this subject will contribute TWO (2) semester units to the completion of Senior German, the Senior Certificate and the OP Overall Position. Students are able to complete Senior German in Year 11 and move onto German Extension in Year 12.

---

### Immersion History and Geography

**Code**

This course is completed in **three** terms for students participating in the exchange to Germany.

Our first area of focus covers 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. Topics include: World War 2, Rights and Freedoms, and Popular Culture.

There are two units of study in Year 10 Geography: **Environmental change and management** and **Geographies of human wellbeing**. The first unit focuses on investigating environmental geography through an in depth study of a coastal areas (a school based choice). The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews. Studies are undertaken at the local, national and global levels. Students apply human-environment systems thinking to understand the causes and consequences of change. **Geographies of human wellbeing** focus on investigating differences in human wellbeing between places. It examines the different concepts and measures of human wellbeing, and the causes of global differences between countries. Students explore differences in wellbeing within their own community and society and then explore programs designed to reduce gaps in wellbeing e.g. Closing the Gap for Indigenous Australians.

#### Learning Experiences

Students will complete 2-3 assessment tasks per semester. These typically would include a report, a response to stimulus task and a knowledge based examination.

The excursion to the Gold Coast and completion of a project booklet will allow students to demonstrate their knowledge and understanding of coastal management and sustainability.
Use of the Diercke Drei Atlas (German) as well as Google Earth information will be incorporated into assessment.

Students will undertake a field studies excursion to the Gold Coast (approximately $35) to enable compilation of a report based on primary data. They will also complete a ‘responding to sources’ test where they are required to apply knowledge and skills to unseen materials. Small ‘knowledge’ checks will also occur during the course of study.

### Pathway to Senior Subjects

<table>
<thead>
<tr>
<th>Immersion History and Geography</th>
<th>Prepares student for all levels of further studies in the humanities (Ancient or Modern History, Geography and Economics)</th>
</tr>
</thead>
</table>

### Immersion Science

<table>
<thead>
<tr>
<th>Code</th>
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</table>

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>German Immersion students study Science in both semesters.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science contains many essential learning experiences and concepts for a Year 10 student. These include the Laws of Motion and related concepts, transfers and transformations of energy and the Law of Conservation, Genetics terminology, DNA, chromosomes and gene technologies, chemical reactions and predictions, rates of reaction, global systems and cycles, climate change and the big bang theory and astronomy. Science students will have the opportunity to perform many experiments throughout the year, watch appropriate DVDs, observe demonstrations and improve research skills.</td>
</tr>
</tbody>
</table>

Science involves students as rational and creative thinkers, engaged in the acquisition of knowledge and the development of understanding of physical aspects of their world through...
processes of scientific investigation in context. Science is designed to enable the students to make the transition into the senior school. This course allows students to extend their skills, seen as necessary for successful preparation for and completion of the senior sciences at Kenmore High. The topics covered will prepare students for senior Physics, senior Chemistry and senior Biology.

### Pathway to Senior Subjects

- **Immersion Science** prepares students for all levels of senior science.

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## Immersion Mathematics

<table>
<thead>
<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>Description</td>
<td>Mathematics is mandatory for two Semesters. Immersion students study the <a href="#">Extended Mathematics</a> program. However, the timing and depth of coverage for the students in Extended Mathematics will be considerably different.</td>
</tr>
<tr>
<td>Learning Experiences</td>
<td>The subject Extended Mathematics will emphasize advanced mathematical skills in Algebra, Trigonometry and Statistics. The aim is to develop these skills to form the basis for further in-depth mathematical study in Year 11 and 12 in the subjects of Mathematics B and possibly Mathematics C. Because the more abstract nature and algebraic structure of Extended Mathematics will provide additional rigour, a student choosing this subject should be achieving at least a B in Year 9 Mathematics.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment instruments include supervised written tests, assignments and practical work.</td>
</tr>
<tr>
<td>Pathway to Senior Subjects</td>
<td>Extended Mathematics is a prerequisite for Senior Mathematics B and Mathematics C.</td>
</tr>
</tbody>
</table>
IMMERSION GERMAN – Year 10 and 11

GIE

OVERVIEW

Immersion German is an Authority subject and is the second of a two year senior course of study aimed to:

- Develop increased competence in the four skills of listening, speaking, reading and writing
- Develop in students an awareness of the cultures of the countries in which German is spoken (Germany, Austria, Switzerland, Liechtenstein, Luxembourg)
- Enable students to gain insights which will equip them to adapt to the changing patterns of life in Australia and the world

Students have usually completed the first year of this senior German course as part of the German Immersion Program in Year 10. Students are able to follow this subject with German Extension in Year 12.

Course Outline

Themes covered include:

- Family and Community
- School and Post school options
- Leisure, Recreation and Human Creativity
- Social Issues

Students study the following topics:

- Bier, Wurst und Dirndl – typisch Deutsch? Stereotypes and German Culture
- Das Leben ohne Handy? Unmöglich! The Mass Media
- Wie kümmere ich mich um meine Welt? Social Issues
- Wohin jetzt? Life after school

Learning Experiences

Students will develop their language skills in:

- Listening (CD’s, web videos, tilm)
- Speaking (role plays, pair work activities, problem solving activities, speeches etc)
- Reading (short stories, articles, cartoons, emails, websites)

Students will be required to do regular homework (written and learning)

Preferred Pre-Requisites

Students must have completed the Year 11 Senior German course as part of the Year 10 German Immersion Program.

Assessment

The four skills: listening, speaking, reading and writing are of equal importance and are assessed summatively at mid and end of semester. There are no assignments though completion of regular homework (formative assessment) is essential to success in German.

Exchange Program

An exchange trip to the Engelburg Grammar School is offered in Year 10. Those students who participate in that exchange will host students from Engelburg in Year 11. The exchange provides students with a great chance to make friends, practice their language and gain an insight into the rich German culture.

FUTURE OPTIONS

The study of languages helps prepare students for careers in science and technology, the diplomatic corps, teaching, interpreting, travel industry, trade, design and fashion, migrant counselling, the business world, defence forces, customs and many other occupations. All Queensland universities have exchange programs with German universities whereby they can receive credit towards their Australian degree in Germany. It is a skill which is recognised as being crucial to Australia’s future.
GERMAN EXTENSION – Year 12 only

GRX

OVERVIEW

German Extension is an Authority subject and is a one year course completed in Year 12. Its goals are:

- to enable students coming out of the German Immersion Program to enhance their proficiency in the four skills of listening, speaking, reading and writing to a high level.
- to develop in students a broader appreciation of the cultures of the countries in which German is spoken.
- to enable students to gain insights which will equip them to adapt to the changing patterns of life in Australia and the world.

German Extension is studied on conclusion of the accelerated Year 12 German course, which begins in Year 10 and is completed by the end of Year 11. This subject is studied in Year 12. (Students receive an extra two units of Senior study)

COURSE OUTLINE

Themes covered include a selection of the following: literature, The Arts (fine arts, music, dance, theatre, cinema), History, politics, social studies, Media Studies, Science, technology, the environment, Business, commerce, an area of specialised interest.

Students study a contemporary German film, read some of the Grimm fairy tales and then write their own fairytale, read a contemporary German novel and study a significant period of German history.

Learning Experiences

In order to maximise the range of learning experiences, it is anticipated that learners will have exposure to activities in all four macroskills of listening, speaking, reading and writing and in a wide variety of genres. The study of texts will be more intensive than in Senior German.

Students must have performed to a satisfactory standard in Year 12 German or be able to demonstrate advanced German language skills.

Assessment

The four skills: listening, speaking, reading and writing are of equal importance and are assessed continuously over the course. There are no assignments for summative assessment though regular homework (formative assessment) is a key component of success in the subject.

SPECIAL REQUIREMENTS

Practice

German Extension is a practical subject and the aim is to enable students to communicate in the language. Students have a number of opportunities to put their language skills into practice. Students are encouraged to involve themselves in language activities such as the Zertifikat Deutsch test and the German film festival.

FUTURE OPTIONS

The study of languages helps prepare students for careers in science and technology, the diplomatic corps, teaching, interpreting, travel industry, trade, design and fashion, migrant counselling, the business world, the defence forces, customs and many other occupations. All Queensland universities have exchange programs with German
universities whereby they can receive credit towards their Australian degree in Germany. It is a skill which is recognised as being crucial to Australia’s future.
GERMAN – Year 11 and 12

GER

OVERVIEW

German is a two year course of study aimed to:-

- develop increased competence in the four skills of listening, speaking, reading and writing
- encourage in students an awareness of the cultures of the countries in which German is spoken (Germany, Austria, Switzerland, Liechtenstein, Luxembourg)
- enhance literacy skills, cultural sensitivity and higher order thinking skills.
- enable students to gain insights which will equip them to adapt to the changing patterns of life in Australia and the world.

COURSE OUTLINE

Themes covered include:-

- Family and Community
- Leisure, Recreation and Human Creativity
- School and Post-school options
- Social Issues

The eight topics covered in the course are:

Year 11
- Wer bin ich?
  Describing people and personalities
- Was sind meine Interessen?
  Youth culture
- Ab nach Deutschland!
  Travel and holidays
- Fühle ich mich wohl?
  Health and wellbeing

Year 12
- Bier, Wurst und Dirndl – typisch Deutsch?
  Stereotypes and German culture
- Das Leben ohne Handy? Unmöglich!
  The mass media
- Wie kümmere ich mich um meine Welt?
  Social issues
- Wohin jetzt?
  Life after school

Learning Experiences

Students will develop their language skills in:

- listening (tapes, videos, computers)
- speaking (role plays, pair work activities, problem solving activities, speeches etc)
- reading (short stories, articles, cartoons, computers)
- writing (letters, diaries, reports, magazine articles etc)

Students will be required to do regular homework (written and learning).

Tertiary Entrance Bonus

A number of Queensland universities offer students successfully completing a senior language program in Year 12 bonus tertiary entrance points which can improve students’ chances of gaining entry to their preferred course of study.

Exchange Program

An exchange trip to Germany is offered regularly, usually every two years. There are also opportunities to host German students. The exchanges provide students with a great chance to make friends, practise their language and gain an insight into the rich German culture.

Preferred Pre-Requisites

Students must have obtained a sound achievement or better in German at Year 10 level or be able to demonstrate a similar standard in German.
Assessment

The four skills: listening, speaking, reading and writing are of equal importance and are assessed summatively at mid and end of semester. There are no assignments although completion of regular homework (formative assessment) is essential to success in German.

FUTURE OPTIONS

The study of languages helps prepare students for careers in science and technology, the diplomatic corps, teaching, interpreting, travel industry, trade, design and fashion, migrant counselling, the business world, the defence forces, customs and many other occupations. It is a skill which is recognised as being crucial to Australia’s future. All Queensland universities have exchange programs with universities in Germany, whereby students can gain credit for overseas study towards their study here.
JAPANESE – Year 11 and 12

OVERVIEW

Japanese is an Authority subject and is a two year course of study which aims to:

• develop increased competence in the four skills of listening, speaking, reading and writing
• develop in students an awareness of Japanese culture
• enable students to gain insights which will equip them to adapt to the changing patterns of life in Australia and the world.

COURSE OUTLINE

Themes covered include:

• Family and Community
• Leisure, Recreation and Human Creativity
• School and Post-school Options
• Social Issues

Learning Experiences

Students will develop their language skills in:

• Listening (using CDs, web video, film)
• Speaking (role plays, pair work activities, problem solving activities, speeches etc)
• Reading (short stories, articles, cartoons, websites, blogs)
• Writing (letters, diaries, reports, magazine articles etc)

Students will be required to do regular homework (written and learning).

Students will need to know 200 kanji and recognise a further 100.

Preferred Pre-Requisites

Students must have obtained a sound achievement or better in Japanese at Year 10 level (C) or be able to demonstrate a similar standard in Japanese.

Assessment

The four skills: listening, speaking, reading and writing are of equal importance and are assessed summatively at mid and end semester. There are no assignments but completion of regular homework (formative assessment) is essential to success in Japanese.

Tertiary Entrance Bonus

A number of Queensland universities offer students successfully completing a senior language program in Year 12 bonus tertiary entrance points which can improve students’ chances of gaining entry to their preferred course of study.

Exchange Program

An exchange trip to Kakamihara Senior High School in Japan is offered regularly, usually every two years. There are also opportunities to host Japanese students. The exchanges provide students with a great chance to make friends, practise their language and gain an insight into the rich Japanese culture.

FUTURE OPTIONS

The study of languages helps prepare students for careers in science and technology, the diplomatic corps, teaching, interpreting, travel industry, trade, design and fashion, migrant counselling, the business world, the defence forces, customs and many other occupations. It is a skill which is recognised as being crucial to Australia’s future.
MATHEMATICS

Mathematics Foundation
Yr 10

Mathematics (Extension)
Yr 10

Mathematics (Accelerated)
Yr 10 Sem 1

Prevocational Maths
Year 11/12

Mathematics A
Year 11/12

Mathematics B
Year 11/12

Mathematics C
Year 11/12

Yr 11 Mathematics B
Yr 10 Sem 2

Mathematics B
Incorporating UQ Maths

Mathematics C
Year 11/12
# MATHEMATICS – Year 10

## Mathematics – Year 10

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAF</td>
<td>Foundation Mathematics</td>
</tr>
<tr>
<td>MAT</td>
<td>Mathematics Extension</td>
</tr>
<tr>
<td>MAX</td>
<td>Accelerated Mathematics</td>
</tr>
</tbody>
</table>

Maths is mandatory for two Semesters. At the end of Year 9 students will have a choice of two Maths subjects for Year 10. This will be based on their achievement in Year 9.

The three subjects are:

- Foundation Mathematics MAF
- Extension Mathematics MAT
- Accelerated Mathematics MAX

By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multistep chance experiments and assign probabilities for these experiments. They calculate quartiles and interquartile ranges.

The subject Mathematics (Extension) will emphasise advanced mathematical skills in Algebra, Trigonometry and Geometry. The aim is to develop these skills to form the basis for further in-depth mathematical study in Year 11 and 12 in the subjects of Mathematics B and possibly Mathematics C.

Accelerated Mathematics will be for students wishing to accelerate through the extension course in one semester with view to commencing senior Mathematics B six months early. This has been designed to allow students to study one semester of University Mathematics (UQ MAT1051) in year12 which will give successful students an extra ranking point bonus. Students who intend to study in the Accelerated Mathematics Program must select Maths C as well as Maths B in their subject selection for Year 11.
<table>
<thead>
<tr>
<th>Learning Experiences</th>
<th>Students will be expected to be achieving level A in year 9 Mathematics to be considered for this accelerated program.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The subject Foundation Mathematics will emphasise the development of positive attitudes towards a student’s involvement in Mathematics. This development is encouraged by an approach involving practical applications, working systematically and logically, and communicating with and about mathematics.</td>
</tr>
<tr>
<td></td>
<td>Mathematics (Extension) demands a higher level of algebraic structure but still provides practical examples as learning experiences wherever possible. As it has additional rigour, a student choosing this subject should be achieving at least a B in Year 9 Mathematics.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment will follow a similar format in both subjects. Assessment instruments include supervised written tests, investigations and practical work.</td>
</tr>
</tbody>
</table>
### Pathway to Senior Subjects

Foundation Maths is a pathway towards studying Mathematics A in year 11 and 12. Maths A is a useful subject if students want to continue their Maths studies but not study it at a rigorous, algebraic level. It should be noted that Core Mathematics is a preparation for Senior Mathematics A or Pre-Vocational Maths only.

Mathematics (Extension) is a pathway towards studying Mathematics B and Mathematics C in Year 11 and 12. It is also a preferred subject if students are intending to study Physics and Chemistry in Year 11 and 12. Mathematics (Extension) is a prerequisite for Senior Mathematics B and Mathematics C.

### Career Pathways

Maths A can prepare students for entry to non maths-science based studies at tertiary level and provides valuable skills in the workplace.

Maths B and C prepare students for tertiary studies in Maths, Science, Engineering, and some courses such as Economics, Technology, Management and Agriculture.

The study of Prevocational Mathematics contributes towards students becoming knowledgeable and numerate consumers in today’s demanding society. They can develop skills that will enable quality decision-making in their everyday lives.
MATHEMATICS A – Year 11 and 12

MAA

COURSE OUTLINE

Mathematics A consists of Core and Extension topics.

The Core topics are:

- Managing Money I and II - bank interest, credit cards, loans, foreign exchange, taxation, spreadsheets
- Elements of Applied Geometry - simple trigonometry, area and volume, latitude, longitude and time zones
- Data Collection, Presentation, Exploration and Understanding - graphical and tabular presentations, simple methods for describing and summarising data. Simple probability, interpretation of reports in the media.
- Linking Two and Three Dimensions - scale drawings and plans, estimation of quantities and costings
- Maps and Compasses involving either Navigation or Land Measures - practical use of a variety of maps, compass bearings, orienteering, navigation, site plans

The Extension Topics from which the school chooses one are Linear Programming, Networks and Queuing, Statistics in the Real World and Mathematics of Chance.

Learning Experiences

The study of Mathematics A will emphasise the development of positive attitudes towards a student's involvement in mathematics. An approach involving problem solving and applications, working systematically and logically, and communicating with and about mathematics encourage this development.

Preferred Pre-Requisites

Students will require at least a sound achievement (C) in Year 10 Foundation Mathematics.

Assessment

Students will be assessed in a variety of ways.

As well as undertaking written tests, students may be required to construct models, use computer software and calculators, write assignments, research, carry out investigations or give oral presentations on a prepared topic.
Future Options

In Mathematics A, the skills needed to make decisions, which affect students’ everyday lives, are provided. These skills are also called on in other subjects and provide a good general background for many areas of tertiary study.

**Probability Theory**

- The probability of getting number “3” with one throw:
  \[
  \frac{1}{6}
  \]

- The probability of getting number “3” with double throw:
  \[
  \frac{1}{6} \times \frac{1}{6} = \frac{1}{36}
  \]
MATHEMATICS B – Year 11 and 12

COURSE OUTLINE

The topics to be studied include:

- Functions and their Applications - trigonometric, periodic, exponential and logarithmic
- Introduction to Calculus and its Application - instantaneous and average rates of change, integration and optimisation

Learning Experiences

Students are given the opportunity to appreciate and experience the dynamic nature of mathematics. They are encouraged to study the power of mathematics through problem solving and applications in life-related contexts.

Preferred Pre-Requisites

Students will require at least a high achievement (B) in Year 10 Extension Mathematics.

Assessment

Students will be assessed in a variety of ways.

As well as undertaking written tests, students may be required to construct models, use computer software and graphics calculators, write assignments, research, carry out investigations or give oral presentations on a prepared topic.

FUTURE OPTIONS

In Mathematics B, advanced mathematical skills are developed which form the basis for further study in mathematics. These skills are needed not only in the traditional careers of engineering or the physical sciences, but also as tools in fields as diverse as agriculture, food technology, geography, biology, economics and management.
The modes of thinking developed in Mathematics B provide ways of modelling situations in order to explore, describe and understand the world's social, biological and physical environment.
MATHEMATICS C – Year 11 and 12

MAC

COURSE OUTLINE

The course contains both Core and Option topics. A course of study in Mathematics C contains six Core topics and a minimum of two complete Option topics.

The Core Topics are:

• Introduction to Groups
• Real and Complex Number Systems
• Matrices and Applications
• Vectors and Applications
• Further Calculus
• Structures and Patterns

The school will choose two of the following options:

• Linear Programming
• Plane Geometry
• Dynamics
• Introduction to Number Theory
• Probability and Statistics
• Advanced Periodic and Exponential Functions.

LEARNING EXPERIENCES

In Mathematics C, students are given the opportunity to develop their full mathematical potential and extend the knowledge acquired in Mathematics B.

They will be encouraged to recognise the dynamic nature of mathematics through problem solving and applications in life-related situations.

Opportunities are provided for students to appreciate and experience the power of mathematics, and to see the role it plays as a tool in modelling and understanding many aspects of the world’s environment.

Pre-Requisites

a Students will require at least a high achievement (B) in Year 10 Extension Mathematics; and

b Students must at the same time be studying Mathematics B.

ASSESSMENT
Students will be assessed in a variety of ways. As well as undertaking written tests, students may be required to construct models, use computer software and graphics calculators, write assignments, research, carry out investigations or give oral presentations on a prepared topic.

FUTURE OPTIONS

The additional rigour and structure of the mathematics required in Mathematics C will equip students with valuable skills which will serve them in more general contexts and provide an excellent preparation for further study of mathematics. Mathematics C is a highly desirable preparatory course for students who intend pursuing a career involving the study of mathematics or engineering at a tertiary level. Some universities offer exemptions or different level first year courses based on the study of Maths C in school.
PREVOCATIONAL MATHS – Year 11 and 12

PVM

Numeracy is the ‘effective’ use of mathematics to meet the general demands of life at home, in paid work, and for participation in community and civic life. Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. It aims to assist students to overcome any past difficulties with, or negative attitudes towards, mathematics, so that they can use mathematics efficiently and critically to make informed decisions in their daily lives.

COURSE OUTLINE

A course of study is based on five topics that are grouped into three categories according to the purposes and functions of using mathematics in various contexts. These categories are:

- Interpreting society: this relates to interpreting and reflecting on numerical and graphical information of relevance to self, work or the community.
- Personal organisation: this relates to the numeracy requirements for personal matters involving money, time and travel.
- Practical purposes: this relates to the physical world in terms of designing, making and measuring.

The five topics are, Mathematics for

- interpreting society: number (study area core)
- interpreting society: data
- personal organisation: location and time
- practical purposes: measurement
- personal organisation: finance.

Assessment

Assessment is continuous throughout the 2 years, is mainly in-class and in a variety of modes to encourage success for students such as investigations, discussions, creating posters, observations and journals.

Learning Experiences

During a course of study, students should:

- build confidence and experience success when using mathematics in everyday contexts
- improve their preparedness for entry to work, apprenticeships, traineeships, or further study by developing their numeracy
- develop skills such as using a calculator, identifying, measuring, locating, interpreting, estimating, applying, communicating, explaining, problem solving, making informed decisions, and working cooperatively with others and in teams
- be able to organise mathematical ideas and represent them in a number of ways such as objects and pictures, numbers and symbols, rules, diagrams and maps, graphs, tables, and texts
- be able to present findings orally and in writing
- be able to use relevant technologies
- be able to make informed decisions.
Preferred Pre-Requisites

PVM is for students who have had difficulty passing mathematics in Years 8→10. They may genuinely have an interest in studying Mathematics with an aim to being numerate in society and/or wish to satisfy the Numeracy requirements to receive a QCE.

The Queensland Certificate of Education (QCE) now being awarded to Year 12 students upon exit has mandatory Numeracy and Literacy requirements.

Students must attain at least a Sound Achievement in one semester of Maths A, B or C, or in Prevocational Maths.
PERFORMING ARTS - DRAMA

Australian Gothic Theatre
Yr 10

Australian Contemporary Theatre Yr 10

Drama
Year 11/12
PERFORMING ARTS - MUSIC

Contemporary Music
Yr 10

Music Extension I
Yr 10

Music Extension II
Yr 10

Music
Year 11/12

Year 12
PERFORMING ARTS - DANCE

Popular Dance
Yr 10

Contemporary Dance
Yr 10

Dance
Year 11/12
## Australian Contemporary Youth Theatre – Year 10

<table>
<thead>
<tr>
<th>Code</th>
<th>PAC</th>
</tr>
</thead>
</table>

### Descriptions
In this unit, students will be experimenting with contemporary Australian plays to create performances, focused on the exploration of controversial issues and experiences of young people in the 21st Century. They will also delve into some of Australia’s exciting new works to direct small groups of students using scenes from these plays.

### Learning Experiences
Students will be immersed in a range of aesthetic experiences and explore dramatic contexts through a variety of conventions and styles found in contemporary Australian plays.

They will develop the essential skills for acting, directing and theatre analysis. During this unit, students build on their analytical skills by reviewing a live professional performance.

The core outcome of this unit will be a public performance of published play texts. Students who are considering studying senior Drama in Year 11 are strongly recommended to complete one or both of the Year 10 units.

### Assessment
- **Presenting:** Showcase Performance Night
- **Responding:** Live Theatre Analysis
- **Forming:** Directing

### Pathways to Senior Subjects
- Completion of second year 10 Drama unit
- Senior Drama: Year 11 and 12

Actor (stage, film, TV), Arts Administrator, Community Artists, Costume
| Career Pathways | Designer, Dance/Drama Teacher, Director, Drama Therapist, Lighting Designer, Lighting Technician, Make-up Artist, Movement Coach, Writer, Playwright, Producer, Props person, Set Designer, Sound Technician, Stage Manager, Stunt Performer, Television Presenter, Theatre Critic, Theme Park Entertainer, Voice Coach, Wardrobe Supervisor, Youth Arts Worker, Advertising copywriter, Audio Engineer, Production Manager, Publicity Manager, Consultant, Dramaturg. |
### Australian Gothic Theatre – Year 10

<table>
<thead>
<tr>
<th>Code</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptions</strong></td>
<td>In this unit, students will discover and explore the Gothic History of Australia and use this as a basis to create a contemporary piece of theatre.</td>
</tr>
<tr>
<td><strong>Learning Experiences</strong></td>
<td>Students will research the gothic history of Australia, be immersed in a range of aesthetic experiences and explore dramatic contexts through a variety of conventions and styles found in Gothic plays. They will then develop and write their own gothic stories which will be performed at a public performance night. Various Gothic Theatre conventions will be utilized in their performances including multimedia and physical theatre. They will develop the essential skills for acting, scriptwriting and theatre analysis. During this unit, students build on their analytical skills by reviewing a live professional performance. Students who are considering studying senior Drama in Year 11 are strongly recommended to complete one or both of the Year 10 units.</td>
</tr>
</tbody>
</table>
| **Assessment** | Presenting: Showcase Performance Night  
Responding: Live Theatre Analysis  
Forming: Scriptwriting |
| **Pathways to Senior Subjects** | Completion of second year 10 Drama unit  
Senior Drama: Year 11 and 12 |
<p>| <strong>Career Pathways</strong> | Actor (stage, film, TV), Arts Administrator, Community Artists, Costume Designer, Dance/Drama Teacher, Director, Drama Therapist, Lighting |
| Designer, Lighting Technician, Make-up Artist, Movement Coach, Writer, Playwright, Producer, Props person, Set Designer, Sound Technician, Stage Manager, Stunt Performer, Television Presenter, Theatre Critic, Theme Park Entertainer, Voice Coach, Wardrobe Supervisor, Youth Arts Worker, Advertising copywriter, Audio Engineer, Production Manager, Publicity Manager, Consultant, Dramaturge. |</p>
<table>
<thead>
<tr>
<th>Code</th>
<th>PCM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptions</strong></td>
<td>This course is designed for students interested in contemporary music performance.</td>
</tr>
<tr>
<td><strong>Learning Experiences</strong></td>
<td>Students who are interested in developing skills in keyboard, voice, guitar, drum kit or who are looking for an opportunity to play with a group should enrol. The focus of learning experiences and assessment will be contemporary performance. Students will also build an understanding of contemporary styles by listening and analysis of modern artists. Students will work in groups to devise their own contemporary music. Students will develop skills in improvisation, a key element of modern music. Music theory skills necessary to have success in senior music will also be explored. No pre-requisites but some ability on a contemporary instrument are preferable eg. guitar bass or lead, keyboard, drum kit, voice.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>• Performance solo and group • Listening to music and discussing significant features • Written test of theoretical concepts • Composing contemporary music</td>
</tr>
<tr>
<td><strong>Pathway to Senior Subjects</strong></td>
<td>Yr 11 and 12 Music Yr 12 Music Extension</td>
</tr>
<tr>
<td><strong>Career Pathways</strong></td>
<td>Music Teacher, Orchestra Member, Conductor, Performer, Music Retailer / Publisher, Recording Engineer, Music Therapist, Lawyer (Specialising in the Music Industry) Sound Engineer, Lighting Designer, Arts Administrator, DJ / VJ, Performing Artist, Computer Operator, Multimedia Designer, Piano Tuner, Early Childhood Specialist, Promoter, Opera / Musical Singer, Lecturer, Musicologist, Reviewer, Audio Technician, Band Member, Radio Announcer, Accompanist, Music Producer, Artist Manager, Agent, Music Librarian, Composer / Arranger, Music Teacher / Aide, Roadie, Session Musician</td>
</tr>
</tbody>
</table>
### Music Extension I – Year 10

<table>
<thead>
<tr>
<th>Code</th>
<th>MEX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptions</strong></td>
<td>Students will continue to develop skills in analysing repertoire, composing, performing and aural skills.</td>
</tr>
<tr>
<td><strong>Learning Experiences</strong></td>
<td>This Semester course continues to build on the skills developed in Years 8 and 9 Music Extension. These skills will be developed through a study of <em>Jazz and Song Writing</em>. It is preferable that students have studied Music in Years 8 and 9, although not essential. If students are entering the course without completing Years 8 and 9 Music Extension then a background in private music tuition or the instrumental program is essential. Students considering doing Music in Year 11 should take one or both of the year 10 Music Extension units.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Performance, Composition, Listening</td>
</tr>
<tr>
<td><strong>Pathway to Senior Subjects</strong></td>
<td>Complete the 2nd Music Extension unit then Yr 11 and 12 Senior Music Yr 12 Music Extension</td>
</tr>
<tr>
<td><strong>Career Pathways</strong></td>
<td>Music Teacher, Orchestra Member, Conductor, Performer, Music Retailer / Publisher, Recording Engineer, Music Therapist, Lawyer (Specialising in the Music Industry) Sound Engineer, Lighting, Designer, Arts Administrator, DJ / VJ, Performing Artist, Computer Operator, Multimedia Designer, Piano Tuner, Early Childhood Specialist, Promoter, Opera / Musical Singer, Lecturer, Musicologist, Reviewer, Audio Technician, Band Member, Radio Announcer, Accompanist, Music Producer, Artist Manager, Agent, Music Librarian, Composer / Arranger, Music Teacher / Aide, Roadie, Session Musician</td>
</tr>
</tbody>
</table>

### Music Extension II – Year 10

<table>
<thead>
<tr>
<th>Code</th>
<th>MEX</th>
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</thead>
<tbody>
<tr>
<td><strong>Descriptions</strong></td>
<td>This Semester course continues to build on the skills developed in Music Extension I. Students will continue to develop skills in analysing repertoire, composing, performing and aural skills.</td>
</tr>
<tr>
<td><strong>Learning Experiences</strong></td>
<td>This Semester course continues to build on the skills developed in Years 8 and 9 Music Extension. These skills will be developed through a study of <em>20th Century Music and World Music</em>. It is preferable that students have studied Music in Years 8 and 9, although not essential. If students are entering the course without completing Years 8 and 9 Music Extension then a background in private music tuition or the instrumental program is essential. Students considering doing Music in Year 11 should take one or both of the year 10 Music Extension units.</td>
</tr>
</tbody>
</table>
### Assessment
- Performance
- Composition
- Listening

### Pathway to Senior Subjects
- Yr 11 and 12 Senior Music
- Yr 12 Music Extension

### Career Pathways
- Music Teacher, Orchestra Member, Conductor, Performer, Music Retailer / Publisher, Recording Engineer, Music Therapist, Lawyer (Specialising in the Music Industry) Sound Engineer, Lighting, Designer, Arts Administrator, DJ / VJ, Performing Artist, Computer Operator, Multimedia Designer, Piano Tuner, Early Childhood Specialist, Promoter, Opera / Musical Singer, Lecturer, Musicologist, Reviewer, Audio Technician, Band Member, Radio Announcer, Accompanist, Music Producer, Artist Manager, Agent, Music Librarian, Composer / Arranger, Music Teacher / Aide, Roadie, Session Musician
### Popular Dance – Year 10

<table>
<thead>
<tr>
<th>Code</th>
<th>PID</th>
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</table>

**Descriptions**
This unit will explore what has influenced dance to become a popular art form, as well as what styles of dance have been popular throughout past decades. In particular there will be a focus on the current form of popular dance: hip hop and the film clips, artists and movies which have impacted this style of dance.

**Learning Experiences**
Students will gain a range of experiences from performing and performance skills, to choreographing and constructing dance sequences and learning about dances, dancers and choreographers that have had major influences on popular dance in different eras.

Students will also learn skills on how to reflect and appreciate dance works and will be introduced to the Components of Dance.

Students who are considering taking Dance in Year 11 should take one or both of the Year 10 Dance units.

**Assessment**

<table>
<thead>
<tr>
<th>Choreography</th>
<th>Performance</th>
<th>Appreciation – exams</th>
</tr>
</thead>
</table>

**Pathway to Senior Subjects**
Complete the 2nd Yr 10 unit then
Senior Dance in Yr 11 and 12

**Career Pathways**
Dancer, Dance Teacher, Aerobics Instructor, Fitness Instructor, Mime Artist, Choreographer, Community Arts worker Youth Worker, Arts Administrator, Movement Coach

### Contemporary Dance – Year 10

<table>
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<tr>
<th>Code</th>
<th>PCD</th>
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**Descriptions**
This unit will focus on the various styles of Contemporary Dance and the artists who have shaped and impacted this style including Martha Graham, Alvin Ailey and Mia Michaels. Students will also be introduced to the three components of dance: Choreography, Performance and Appreciation.

**Learning Experiences**
Students will be exposed to a wide range of experiences including improvising to explore movement and use of space, constructing dance sequences, learning dances in various styles, learning about dances, dancers and choreographers from different eras and cultures with a focus on Contemporary Dance.

Students will also learn performance skills and get the opportunity to be taught dances and movement sequences.

Students who are considering taking Dance in Year 11 should take one or both of the Year 10 Dance units. Students do not have to have done "Popular Dance" in order to take this unit.

**Assessment**

<table>
<thead>
<tr>
<th>Choreography</th>
<th>Performance</th>
</tr>
</thead>
</table>


| Pathway to Senior Subjects | Complete the 2nd Yr 10 unit then  
Senior Dance in Yr 11 and 12 |
<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Career Pathways</td>
<td>Dancer, Dance Teacher, Aerobics Instructor, Fitness Instructor, Mime Artist, Choreographer, Community Arts worker Youth Worker, Arts Administrator, Movement Coach</td>
</tr>
</tbody>
</table>
DANCE – Year 11 and 12

OVERVIEW

Dance is a human activity which can be found in different cultures throughout history. Through Dance students order movement expressively to capture and convey ideas, images and feelings using the human body as the instrument of communications.

Studies in Dance focus on participation in the various dance forms but more generally promote physical awareness and well-being, intellectual enquiry, problem solving skills, social and group work skills and general communication skills.

Course Outline

The course covers seven units which include:

1. Why Dance? The Functions of Dance: Dance as Art, Ritual and Social Activity
2. Popular Dance
3. Contemporary Dance - Examination of the narrative aspects in various Dance Works by Australian Choreographers
4. Dance in Musical Theatre
5. Post Modern Dance
6. Contemporary Dance - Political Statements shown in Dance Works
7. Independent Study

Learning Experiences and Assessment

The central organisers for the course and assessment are choreography, performance and appreciation. These involve:

Choreography - students constructing movement sequences for individuals, pairs, small and large groups, both planned and improvised.

Performance - performing different dance styles, in different groupings for different audiences

Appreciation – responding in written and verbal forms to dance works - both student work and that of professional companies

Preferred Pre-requisites

It is recommended that students have some prior experience in a dance form, it may be any dance form including street dancing, folk/ethnic dancing etc. Students also need good oral and written communication skills.

SPECIAL REQUIREMENTS
At times students will be required to attend rehearsals in their own time to prepare for assessment. They may also be assessed at night-time performances (prior notice will be given). Students may also be required to attend live dance performances (some for assessment). Students also participate in workshops with specialist artists that may incur some cost. Students are also encouraged to obtain and construct where possible various costumes and footwear for dance performance. All performance is done in costume.

Future Options

Students may go on to dance and other arts related studies and careers. Careers include Dancer, Choreographer, Community Arts Worker, Dance Therapist, Teacher, Designer, and Youth Arts Worker. Dance also helps students maintain physical well-being and can remain an important recreational pursuit for many students post-schooling.

Courses available in Dance include:

- Bachelor of Fine Arts (Dance)
- Bachelor of Fine Arts (Dance Performance)
- Bachelor of Creative Industries
- Bachelor of Musical Theatre
Drama – Year 11 and 12

Overview
Drama is an art form that is highly accessible and relevant to young people. In education, it is a mode of learning that challenges students to make meaning of their world. Through drama, students can develop their artistic and creative skills while developing other skills and knowledge which are transferable to a variety of artistic, social and work-related contexts.

Course Outline
Year 11
Unit 1: Get Re-Invented - Investigate conventions of tragic theatre style, both Shakespearean and Greek.
Unit 2: Get Reconciled - Explore contemporary Indigenous and Torres Strait Islander perspectives.
Unit 3: Get Real - Introducing conventions and features of the Realism style, including playwrights and text.

Year 12
Unit 4: Get Ridiculous - Introducing key influences of 20th Century Theatre such as Epic and Absurd Theatre
Unit 5: Get Reconnected - Explore Community Theatre to examine and challenge, through political, social and geographical contexts.

Learning Experiences and Assessment
Learning experiences and assessment are organised according to the three dimensions of:

- **Forming** - Managing the elements of drama to make and shape dramatic action. This involves oral and written communication and assessment (e.g. improvisation, directing, script writing).
- **Presenting** - Using the elements of drama to present dramatic action to others (e.g. student devised and scripted texts).
- **Responding** - Reflecting upon, interpreting and analysing the cultural context, content and meanings of drama. This aspect involves mainly written communication and assessment (e.g. essays).

Preferred Pre-Requisites
Nil, although Year 9 and 10 Drama is an advantage and a pass in English is recommended, as half the assessment is written.

Special Requirements
At times students are expected to rehearse in their own time and with their drama teacher. Students are expected to attend theatre visits, some being compulsory as they are used for assessment, while others are used for reflecting and evaluating live theatre. Theatre visits are approximately $5.00 - $8.00 in school or $20.00 - $30.00 per student for outside performances. Students will at times be assessed at night time - advance notice is given.

Future Options
Possible Career Paths - actor, arts administrator, community arts worker, director, playwright, primary/secondary teacher, set designer, stage manager, technician, youth arts worker, dramaturge/script editor, arts therapist.
While studies in drama can lead directly to training and employment in The Arts and education sectors, employment opportunities in many different careers (especially those involving contact with people) can be enhanced through a background in drama.

Queensland Drama courses available include:
Bachelor of Performing Arts, Bachelor of Arts, Bachelor of Creative Industries, Bachelor of Fine Arts, Bachelor of Theatre Arts, Bachelor of Education (Drama) and Bachelor of Arts (Applied Theatre)

Former Students currently working in the Arts:
Josh Thomas – Comedian/Television personality
Jacinda Barrett – Film Actor
Jason Glenwright – Lighting Designer
Joe Klocek – Actor/Comedian
**MUSIC – Year 11 and 12**

**Overview**

Music is a two year course of study which aims to develop an understanding and appreciation of a wide range of musical styles and experiences and can be used as a stepping stone to a variety of careers and leisure pursuits.

This subject involves the study of the following 3 dimensions:

- music performance
- composition
- musicology (the study of music)

Main experiences involve solo and ensemble playing, development of listening skills, appreciation of music and its place in society, working with music technology.

**Course Outline**

Units of study include:

**Yr 11**

1. Music and Dance
2. Music – A Force for Change
3. Music at the Movies
4. Musical Theatre

**Yr 12**

1. Love and Loss
2. Music and Culture
3. Wide Horizons

**Pre Requisites**

As this is an Authority subject, it is preferred students enter the course after completion of Core Music or Music Extension, or in the case of students who did not take music in Year 9/10, adequate evidence of continued musical development during this time eg. private instrumental or vocal lessons.
Assessment

- Analysis tasks (orals, exams etc)
- Performance tasks (solo, small group, large group, improvisation, conducting etc)
- Compositions/Arrangements (either notated or recorded)

FUTURE OPTIONS

If students are interested in any of the following careers, the study of Music is beneficial or in some cases essential.

<table>
<thead>
<tr>
<th>Program Director (Radio)</th>
<th>Film and TV Producer</th>
<th>Music Journalist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Publisher</td>
<td>Advertising Composer</td>
<td>Sales Assistant- Musical Instruments</td>
</tr>
<tr>
<td>Audio Technician</td>
<td>Music Teacher</td>
<td>Disc Jockey</td>
</tr>
<tr>
<td>Early Childhood Teacher</td>
<td>Professional Musician</td>
<td>Editor (Recording)</td>
</tr>
<tr>
<td>Musical Director</td>
<td>Sound Engineer</td>
<td>Song Writer</td>
</tr>
<tr>
<td>Music Recording</td>
<td>Music Librarian</td>
<td>Careers associated with popular music industry</td>
</tr>
</tbody>
</table>

Music is also valuable as a mind-broadening subject and a preparation for leisure in adult life, especially if students are already interested in concert-going or music-making with friends. There is always plenty of opportunity for competent amateur musicians.

Electiong Music as an Authority subject in years 11 and 12 also enables students to enrol in Music Extension (Year 12 only).
**MUSIC EXTENSION – Year 12 only**

(Must be studied in conjunction with Senior Music)

**Overview**

Year 12 Music Extension is designed to cater for students with outstanding abilities in music. It is designed for students interested in exploring in greater depth one of the three areas of study that lie behind the Senior Music syllabus.

Students will therefore undertake detailed studies in one of these three specializations:

1. Composition
2. Musicology
3. Performance

Students must be enrolled in Senior Music in both Year 11 and 12, to be eligible to study Music Extension in Year 12.

The challenge of the subject includes expectations of greater independence, increased cognitive, expressive and musical demands and assessment task requirements.

Students have 90 minutes contact time a week, with their teacher, and the remaining time is spent meeting course requirements on a private basis.

Students who cannot work independently on large tasks over extended periods should **NOT** enrol. Students need to make individual appointments with the supervisor to discuss progress and drafting throughout the semester.

**Course Outline**

The following summarizes the three specializations:

1. **Composition** students create in score or recorded format, expressions of their own voice through the original treatment of musical elements. Students may explore, follow or break composing conventions. Students should be encouraged to create in a style that allows them to best display their emerging skills as a composer.

2. **Musicology** develops from the musicology aspect of senior music, but moves students beyond this to explore in greater depth the complex relationships between deconstructed music and the concepts of context, genre, style, influences, impact and socio-cultural perspectives.

   The range of fields within musicology includes historical musicology, Ethnomusicology, Philosophy of Music, Psychology of Music and Acoustics.
3. **Performance** students select repertoire and create an expressive performance that engages an audience in the style that allows them to best display their skills as an emerging performer.

**ASSESSMENT**

1. **Composition**: 2 compositions and 1 written investigation task – analysis of composition

2. **Musicology**: 2 musicological presentations in oral or written format plus one investigating task

3. **Performance**: 2 performances + an investigation task involving exploring performance practices, interpretations and rehearsal methods.

**FUTURE OPTIONS**

This course is designed for students who have a strong commitment to music and/or seeking a career as a performer, teacher or professional musician.
SCIENCE

Science
Yr 10

Science Extension
Yr 10

Science 21
Year 11/12

Biology
Year 11/12

Chemistry
Year 11/12

Physics
Year 12

UNICHEM
KSHS (QLD)
**Course Overview**

Year 10 Science provides students with the foundation knowledge necessary to be a lifelong learner. Students conduct investigations, examine their understanding and communicate their perspectives. The second semester of the course is designed to introduce students to the rigours of senior science study and provide the foundations of knowledge, skills and thinking necessary for achieving in the senior science subjects. The course also provides students with an opportunity to hone their investigative, understanding and communication skills – all skills required by a lifelong learner.

**Course Outline**

<table>
<thead>
<tr>
<th>Students will study:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHYSICS</strong> Newton’s Law of Motion and Force: The focus of this unit is on Newton’s Three laws of motion and how they can be applied to the movement of everyday objects. Using an Extended Experimental Investigation students will be able to apply their knowledge of Newton’s laws in a fun and practical way.</td>
</tr>
<tr>
<td><strong>BIOLOGY</strong> Introduction to genetics and genetic variation: This unit provides students with a fundamental understanding of genetics and how genetic inheritance leads to variation.</td>
</tr>
<tr>
<td><strong>CHEMISTRY</strong> Chemical bonding, reactions and rates of reactions: The objective of this unit is to enable students to understand the basics of chemical bonding and apply this to different types of reactions. The factors affecting the rate of chemical reactions are also considered using a combination of practical and theoretical activities.</td>
</tr>
<tr>
<td><strong>EARTH/SPACE SCIENCE</strong> Earth and Space: Many of the cycles happening on Earth are either linked to or governed by cycles in space. Students will investigate some of these cycles and how they impact on our lives. This unit will also extend into the basics of Astrophysics.</td>
</tr>
</tbody>
</table>

**Assessment Overview**

- Short Experimental Investigations
- Extended Response Tasks
- Non Experimental Investigations
- Extended Experimental Investigations
- Written Tests

**Safety Requirements & Risk assessment**

Students will be given a laboratory safety refresher at the start of the year. All students working in a science lab are required to have closed in shoes.

**Future Options**

While the course primarily aims to support students in making a successful transition into the senior sciences it also provides students with the analytical thinking skills needed in a variety of other
careers and should be seen as an option for any students’ development as a lifelong learner.
## Science Extension (Semester 2 elective) – Year 10

<table>
<thead>
<tr>
<th>Code</th>
<th>SCX</th>
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### Course Overview
Science Extension is designed for highly motivated and high achieving students with a keen interest in pursuing Science or research based careers.

The course is designed around examining progressive science issues within a framework of independent learning. Students will design and perform their own experiments with emphasis placed on current research methodologies and analysis.

The course emphasises the development of research and reporting skills and will involve a number of excursions to scientific and tertiary institutions. Entry is available to students achieving an A level in previous science studies or by interview.

### Course Outline

#### Science Skills
- Students will be introduced to a range of subject specific skills: laboratory techniques, data manipulation/representation/analysis and research skills will be the focus
- Physics, Biology and Chemistry will be equally represented so as to give students a range of experiences representative of the senior science program

#### Emerging Sciences
- Biotechnology, Nanotechnology, Astronomy
- In addition to emerging science theory, students will have the opportunity to experience a practical component of these emerging sciences. Practicals include: bacterial culturing and identification and synthesis of nano-materials (ferrofluid, hydrophobic coating, and a gel with a thermo-variable refractive index)

#### Communicating Science
- Students will familiarise themselves with a range of scientific literature in the form of a weekly article analysis
- The culminating summative assessment piece will be a heavily researched scientific article on an “emerging” scientific topic of their choosing

### Assessment Overview
The assessment program is designed around a series of project based items and will include:
- Extended Experimental Investigations
- Collections of Work

### Safety Requirements & Risk assessment
Students will be given a laboratory safety refresher at the start of the course. All students working in a science lab are required to have closed in shoes.

### Future Options
Science extension provides an opportunity for students wanting to continue with Senior Science to
<table>
<thead>
<tr>
<th>explore their scientific thinking ability through a series of project based activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course emphasises independent learning, creative thinking and experimental design and analysis. This course provides students with the foundation for further tertiary science study.</td>
</tr>
</tbody>
</table>
**BIOLOGY – Year 11 and 12**

**BSC**

**Biology** is a QCAA subject that is concerned with the study of life. It aims to provide students with an insight into understanding the main biological processes pertaining to the living world.

There is also an emphasis on the collection and analysis of biological data and information, and the evaluation of biological issues that students may encounter during their future. Biotechnology is a focus in the final year of the Biology course.

The Senior Biology course will provide a foundation for students who will proceed to tertiary level courses in science, human movement or health sciences and is highly desirable in a number of other tertiary studies.

**Preferred Prerequisites:**

Students studying Biology exhibit a broad range of abilities in science. However to maximise success, high levels of achievement in Year 10 Science and a high level of achievement in Year 10 English is recommended.

Enhanced study program: Students may choose to also study Chemistry and/or Science 21 as a means of enhancing their Biology study.

**COURSE OUTLINE**

Biology acts as an important discipline for the future study of science and medicine. The program emphasises a practical and inquiry based approach to learning biology while maintaining a high academic standard. The course is based on a contextual approach whereby students study aspects of biological science within contexts relevant to them. These will reflect the nature of the course with an emphasis on exploring Biology within a given context.

The contexts studied across the course are:

1. Patterns in nature – Cell Biology
2. A local ecosystem-human impact - Ecology
3. Energy for life – Plant Physiology
4. Health & Disease
5. Living in Balance – Human Physiology
6. Blueprint for living – Genetics & Reproduction
7. Manipulating life - Biotechnology
8. Evolution

In order to achieve the objectives outlined in the Biology syllabus, students' learning experiences will include:

- Laboratory activities and experiences
- Teacher exposition and questioning
- Computer software simulations and tutorial use
- Extended experimental investigations
- Self-directed and paced learning
- Peer tutoring and peer delivered lessons
- Library research
- Assignment work
- University visits including the Anatomy and Human Movement Studies Departments

**Compulsory** field studies including a three day camp in May to Stradbroke Island to satisfy the outdoor study component of this course (approximate cost of $200.00). Students must complete 10 hours of fieldwork.
ASSESSMENT

The course is progressive in its nature with students having the opportunity to show their development over a period of two years. To this end the course is structured around a fullest and latest approach to formulating student achievement data at exit.

STUDENTS WILL CONDUCT:

Extended Experimental Investigations (EEIs)
Extended Response Tasks (ERTs)
Written Tests (WTs).

FUTURE OPTIONS

Students selecting **BIOLOGY** will find that this subject will assist them in many career paths as well as providing essential life skills necessary for participation as well informed and responsible citizens.

**BIOLOGY** is an optional pre-requisite for many science based tertiary studies. It serves as a knowledge base for all health care and support services, beauty therapies, sport training and coaching and is particularly important in the emerging field of biotechnology.

Careers requiring a substantial knowledge of Biology include:

- Medicine
- Human Movement Sciences
- Veterinary Science
- Food Science
- Marine Biologist
- Zoologist
- Environmental Tourism
- Pharmacist
- Optometry
- Occupational Therapy
- Physiotherapy
- Allied health industry
- Oceanographer
- Microbiologist
- Wildlife Officer
CHEMISTRY – Year 11 and 12

Overview

Chemistry is the study of matter, its structure and its interactions, and is central to understanding the phenomena of the reactions of matter.

Knowledge of chemistry can assist students in understanding and interpreting many experiences in their everyday surroundings, thus enriching their daily lives. Chemistry is intimately involved in extractive, refining and manufacturing industries, which provide our food, clothing and many of the articles we use daily. These industries are important to our economy.

The Senior Chemistry course will provide a foundation for students who will proceed to tertiary level courses in science, engineering or health sciences and are highly desirable in a number of other tertiary studies.

Preferred Pre-Requisites

Students studying Chemistry exhibit a broad range of abilities in science. However to maximise success, High Level of Achievement (B) in Year 10 Science and a High Level of Achievement (B) in Year 10 Mathematics is recommended.

Enhanced Study Program

Students may choose to also study Physics and/or Biology as a means of enhancing their Chemistry study. Students may also choose to put their name forward for the University Enrichment study program (UNICHEM).

Course Outline

Chemistry acts as a primary enabling discipline for any future study of science. The program emphasises a practical and inquiry based approach to learning chemistry while maintaining a high academic standard. The importance of chemical science and materials science within our everyday lives cannot be understated.

Every aspect of a modern standard of living has been influenced by the application, manipulation and creation of new materials. The course is based on a contextual approach whereby students study aspects of chemical science within contexts relevant to them.

The contexts studied across the course are:
1. Materials and Reactions
2. Water: A Unique Material
3. Mining and Our Energy Future
4. The Air We Breathe
5. Swimming Pools and Systems in Balance
6. Wine: The Art of Analytical Chemistry
7. Medicines and Pharmaceuticals
8. Electrochemistry

In order to achieve the objectives outlined in the Chemistry syllabus, students’ learning experiences will include:

- Laboratory activities and experiences
- Teacher exposition and questioning
- Computer software simulations and tutorial use
- Extended experimental investigations
- Self-directed and paced learning
- Peer tutoring and peer delivered lessons
- Library research
- Assignment work
- University visits
- Winery excursion
- Water treatment excursion
- Field studies

**Assessment**

The course is progressive in its nature with students having the opportunity to show their development over a period of two years. To this end the course is structured around a fullest and latest approach to formulating student achievement data at exit.

Students will conduct:

- Extended Experimental Investigations (EEIs)
- Supervised Assessment (SA)

**FUTURE OPTIONS**

Senior Chemistry is a pre-requisite or at least highly recommended before considering science based courses at Universities. Careers, which require substantial knowledge of Chemistry, include:

- Medicine
- Pharmacy
- Environmental Sciences
- Engineering
- Nutrition
- Biological Sciences
- Physical Sciences
- Applied Sciences
- Agricultural Sciences
- Archaeology
• Geology
• Surveying
• Aviation
• Mining
• Photography
• Natural Resource Management
• Marine Science
• Condensed Matter Science
PHYSICS – Year 11 and 12

OVERVIEW

Physics has indirectly been responsible for generating much of the intellectual and material wealth of our society. The study of Physics thus empowers the learner to better understand the physical environment. By gaining this understanding students can achieve a greater appreciation of the physical and social challenges that always face humanity. A physics student will acquire the ability to logically evaluate new technology by considering its possible long-term effects, thereby enhancing the capacity to act as an educated global citizen.

PREFERRED PREREQUISITES

Students studying Physics exhibit a broad range of abilities in science. However to maximise success, High Levels of Achievement in Year 10 Science and Year 10 Mathematics Extension are required.

Enhanced Study Program:

It is strongly recommended that students study Mathematics B to due to the nature of this subject. Students may choose to also study Chemistry and/or Mathematics C as a means of enhancing their Physics study.

COURSE OUTLINE

In Physics the general aim and objectives are to develop the ability to interpret our world in a logical, scientific way through an understanding of the laws of nature without losing the capacity to marvel at the wonders of the universe.

This is achieved by progressing from the study of the simple to the complex with a wide range of context based learning experiences and associated practical work. Individual and cooperative challenges are provided to produce an interest in science and technology that will go beyond formal schooling.

The contexts studied across the course are:

1. Racing Around
2. Moving Safely
3. Stimulating the Senses
4. Heat and Cooking
5. Amusement Park Physics
6. Electricity in the Home
7. Powered to Go
8. Travelling Through Space and Time

In order to achieve the objectives outlined in the Physics syllabus, students’ learning experiences will include:

- Laboratory activities and experiences
- Teacher exposition and questioning
- Computer software simulations and tutorial use
- Extended experimental investigations
- Self-directed and paced learning
- Peer tutoring and peer delivered lessons
- Assignment work
- Data logging and computer interfacing
- University visits
- Electronic kit construction
- Dreamworld excursion
- Stimulus Response tasks
ASSESSMENT

The course is progressive in its nature with students having the opportunity to show their development over a period of two years. To this end the course is structured around a fullest and latest approach to formulating student achievement data at exit.

Students will conduct:
- Extended Experimental Investigations (EEIs)
- Extended Response Tasks (ERTs)
- Supervised Assessments (SAs).

FUTURE OPTIONS

Senior Physics is a recommended prerequisite for a number of science based courses at Universities. Careers, which require substantial knowledge of Physics include:

- Medicine
- Optometry
- Astronomy
- Electronics Science
- Nanotechnology
- Condensed Matter Physics
- Astronomy
- Applied Science
- Engineering
- Minerals Processing Engineering
- Physiotherapy
- Geology
- Geophysics
- Surveying
- Aviation
- Meteorology
- Information Science
- Quantum Information Science
- Mathematics and theoretical systems
**SCIENCE 21 – Year 11 and 12**

**SCI OVERVIEW**

Science 21 is a senior subject which is based on Inquiry Learning where studying a topic begins with students being asked an overarching question which they endeavour to solve through various inquiries. It is suitable for students who enjoy independent research, group work, and student directed study. In Science 21, students will be able to decide what they need to learn in order to answer a variety of questions that are relevant and interesting to them.

All units involve a transdisciplinary approach to the science content, utilising skills and information from the four core sciences – Physics, Chemistry, Biology and Geology.

**PREFERRED PREREQUISITES**

Students studying Science 21 exhibit a broad range of abilities in science. However to maximise success, Sound Levels of Achievement in Year 10 Science and a Sound level of Achievement in Year 10 Mathematics is recommended.

**ENHANCED STUDY PROGRAM**

Students may choose to also study another senior science as a means of enhancing their Science 21 study.

**COURSE OUTLINE**

Science 21 is constructed around a series problem based learning activities, case studies and project focused learning opportunities. From each learning platform a question is posed as the basis of the inquiry that will shape the learning with the context area.

Some of the inquiries being conducted throughout the senior course are:

- Investigate sustainability of energy in our society – use, wastage and efficiency
- Explore the impact of science on the law and the subsequent changes in laws that influence science
- Discover the theories behind past mass extinctions and how they are related to human life today
- Exploring the physics and history of flight
- Examine modern day advances in biotechnology and modern medicine
- Explore the Missions to Mars and the prospect of colonising such a place
- Investigate the ecological importance of mangroves and the geological history of the Brisbane area
- Design ecologically sustainable houses
In order to complete each inquiry, students will be taught how to develop the skills required to find and make sense of relevant information sources. These skills include:

- Library and internet researching
- Conducting laboratory experiments
- Using computer software and technologies
- Analysing data
- Summarising information
- Using graphic organisers
- Writing to specific genre
- Conducting research
- Conducting field work and acquiring field data

The emphasis on real world science and its application allows students to examine and explore aspects of science within local contexts. An excursion to the Mangrove sites at Nudgee and Pinkenba allows student to obtain their own data to analyse.

**Assessment**

The course is progressive in its nature with students having the opportunity to show their development over a period of two years. To this end the course is structured around a fullest and latest approach to formulating student achievement data at exit.

Students will be assessed based on collections of work, supervised written tasks, extended experimental investigations and extended response tasks.

**FUTURE OPTIONS**

The aim of Science 21 is to produce students that are scientifically literate and able to participate in and contribute to our technological society. The skills developed and knowledge obtained in Science 21 will assist students in further study at a tertiary level in any area. Students will also be prepared for a variety of careers that involve sciences and the application of science.
### SOSE – Year 10

#### History – Year 10

<table>
<thead>
<tr>
<th>Code</th>
<th>HIS</th>
</tr>
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</table>

**Course Overview**

Through studying history, students develop ways of understanding society in an historical perspective. They gain insights into how changes and continuities in human societies may be effected, and develop skills in making judgements about complex situations along with an ethical basis for action, and an appreciation of the possibilities of human civilisation. This subject is intended to establish a foundation for Senior studies in both Ancient and Modern History in Years 11 and 12, but will also provide all students with valuable skills in critiquing sources, written expression and research skills.

**Course Outline**

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1919 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.

Topics include:

- Topic 1 - World War 2
- Topic 2 - Rights and Freedom
- Topic 3 - Popular Culture

**Assessment**

Students will complete 2 assessment tasks during the semester. Typically, these will include a written research assignment and an extended piece of writing under exam conditions (ie. essay exam).

#### Geography – Year 10

<table>
<thead>
<tr>
<th>Code</th>
<th>GEG</th>
</tr>
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</table>

**Course Overview**

This unit allows for holistic investigations into the social, cultural, economic, environmental and political aspects pertaining to issues confronting contemporary society. It is specifically developed to help prepare students for Senior Geography and Economics.
<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Topics are of about 10 weeks duration each:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Environmental Change and Management</em></td>
</tr>
<tr>
<td></td>
<td>Managing our precious coastal resources</td>
</tr>
<tr>
<td></td>
<td><em>Geography of Well-Being</em></td>
</tr>
<tr>
<td></td>
<td>Patterns of inequality – how where you live can influence your quality of life</td>
</tr>
</tbody>
</table>

| Assessment                     | Students will complete 2 major assessment tasks during the semester. Tasks include a geographical report and a response to stimulus task. There is an excursion as part of the formal curriculum and it involves a cost of about $35. |
ANCIENT HISTORY – Year 11 and 12

AHS

OVERVIEW
The term Ancient History is used to describe the civilisations of Ancient China, Harrappan India, Pharaonic Egypt, Achaemenid Persia, Israel, pre-classical, classical and Hellenistic Greece, Etruria and Rome of the Kings, the Republic and the imperial system up to the end of the 5th century AD. In addition, the term is frequently applied to the much later civilisations of Central and South America, and South-East Asia.

Opportunities are provided in this syllabus for studies of Indigenous History such as Australia’s, as well as Medieval Studies.

COURSE OUTLINE
The course of study is based on 4 themes:

Studies of Archaeology
- Archaeological fieldwork and scientific methods
- Important archaeological finds: Troy and Pompeii
- The Iceman: Archaeology, ethics and the Iceman
- Investigate an archaeological site from an ancient civilisation of your choice (e.g. The Colosseum, The Parthenon, Machu Picchu etc.)

Studies of Funerary Practices
- Human Osteology
- Investigate the Funerary Practices of an Ancient Civilisation of your choice
- Funerary Practices of Ancient America: Mayan, Aztec and Inca civilisations

Studies of Religion
- The Abrahamic Faiths – Judaism, Christianity and Islam and their impact on late Antiquity and the Middle Ages
- Compare differences between religion and philosophy – Hinduism, Buddhism, Confucianism and Daoism.
- Investigate the religious beliefs of an ancient civilisation of your choice

Personalities in History
- Ancient Rome: Investigate a personality in the Roman Republic or Empire.
- Ancient Personalities

FUTURE OPTIONS
Skills developed through the study of Ancient History greatly aid studies in numerous tertiary courses. Possible careers include anthropology, archaeology, architecture, art, commerce, education, government, law, journalism, psychology and social work.
Ancient history develops students’ critical thinking, analytical skills, essay writing techniques and referencing skills which are invaluable in university study.

Preferred Pre-Requisite
No preferred pre-requisite is set for this course but significantly developed capabilities in the use of the English language would be an advantage, usually a HA or higher.

ASSESSMENT

Assessment items are selected from:

Category 1: Extended written response to historical evidence

Category 2: Written research tasks

Category 3: Multimodal presentations

Format: Multimodal presentations are the outcome of research and may take a wide variety of forms:

- A dramatic presentation
- A presentation involving any of the visual and performing arts, e.g. sculpture, dance, artwork, music, with rationale and key items of evidence
- Creation of a video or web page that is interpretive and interactive in nature.
- Creation of a computer simulation that is interpretive and interactive in nature

Category 4: Additional test formats

Objective tests.

Short response tests – including response to stimulus.

COURSE EXPERIENCES

Students have many excursion opportunities in the course such as archaeological excavation and participation in National Archaeology Week activities and religious temple visits.

The skills of the wider educational community are utilised at every opportunity with many expert guest speakers addressing the class throughout the course duration.
ECONOMICS – Year 11 and 12

OVERVIEW

Economics is a dynamic real life subject where issues such as money flows, inflation, labour force, investment, globalisation and trade are examined. The new Syllabus reflects the nationwide focus on fostering independent learners with increased emphasis on inquiry-learning pedagogies and student centred inquiries.

Economics involves the study of the relationships between businesses, government, consumers, financial institutions and overseas nations. An understanding of economic issues such as unemployment, inflation, over population, foreign investment, business concentration and industrial disputes is an essential part of everyday life. The aim of the course is to give students the ability to understand how government decisions affect them on a personal, local, state, national and international level. Economic literacy is now required for front page news as well as the business/investment pages. It is also essential for effective citizenship.

Course Outline

The syllabus reflects a choice of many electives to accompany the core studies with Year 11 focusing on Australian economic issues and Year 12 looking more closely at the international economy. For example:

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Outline of topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Markets and models</td>
<td>The general nature of economics and the economic problem of what, how and for whom to produce.</td>
</tr>
<tr>
<td>2. Contemporary micro-economic issues</td>
<td>The best use of scarce resources comes from using the cost-benefit model and rational economic behaviour can result from using this model.</td>
</tr>
<tr>
<td>3. Contemporary macro-economic issues</td>
<td>How governments and central banks implement economic policies and objectives.</td>
</tr>
<tr>
<td>4. International economics</td>
<td>International economics, external trade relations, the balance of payments, and the connection between the domestic and external sectors of the economy.</td>
</tr>
</tbody>
</table>

LEARNING EXPERIENCES

Because of the dynamic nature of the subject students will be required to read and view quality current Affairs media sources such as newspapers, TV news etc. Economics literacy and active citizenship are valuable if not essential tools for the academic scholar and/or democratic participant.

ASSESSMENT

• Year 11 formative, Year 12 summative
Continuous various tasks eg. Research assignments, short response items including multiple choice and paragraph responses, non-written items (eg multimodal) and supervised essays.

**Special Requirements/Opportunities/Highlights**

- A UQ/ QETA Competition is completed in class - certificates are awarded.
- Excursions in Year 11 and 12 are organised to enhance students’ learning experiences such as Reserve Bank of Australia seminar presentation.
- In Year 12 students can participate in a University Economics Students’ Day at UQ.

**FUTURE OPTIONS**

Demand for economists is expected to grow faster than most other careers. It was recently listed as the third fastest growing occupation by the Department of Education, Training and Employment. Remuneration for Economists is in the top 10 for professionals. It is also an essential part of training in the professional fields of international business, law, accounting, commerce, advertising, engineering, arts, teaching, public administration, tax, foreign affairs and trade.

**GEOGRAPHY – Year 11 and 12**

**GEG**

**OVERVIEW**

Students need not have studied Year 10 Geography. The Senior course pulls together elements of many other subjects and helps students make better sense of their world. *The focus is on developing thinking abilities and practical skills*. The subject is not a series of facts – it is a way of thinking. Obviously it involves studying people and places. Unlike the old days, students are not required to learn where everything is in the world. It is more important to understand how people function in their environment and how to plan to bring about change for the better.

Geography is a great subject for everyone but it is particularly useful in providing a balance for students considering a maths/science program.

**Course Outline**

Each of the four semesters develops a separate theme. The nature of the course tends to vary from year to year to keep pace with our ever changing society. Broad areas of focus include:

1. **Managing the Natural Environment** - here we study the basic components of the earth and how people relate to them.
   
   **Topics:**

   - **Responding to Natural Hazards**
     - Tectonic activity (global scale)
     - Cyclonic forces (local scale)
   - **Managing Catchments**
- Murray-Darling (regional scale)
- Nerang River (local scale)

2. **People and Development** - world issues regarding standard of living and quality of life are central to this study.

Topics:

- **Feeding the World’s People**
  - Global Food Production (global scale)
  - Case Study: Papua New Guinea (national scale)

- **Exploring the Geography of Disease**
  - Remote indigenous communities (national scale)
  - Sub-Saharan Africa (regional scale)

3. **Resources and the Environment** - sustainability of resources and intergenerational equity are the key themes as we investigate our global future.

Topics:

- **Living with Climate Change**
  - Global atmosphere (global scale)
  - Europe (regional scale)
  - Energy resources in SEQ (local scale)

- **Sustaining Biodiversity**
  - Biomes of Australia (national scale)
  - Rainforests of SE Asia (regional scale)

4. **Social Environments** – as creatures of comfort our city lives could be improved through better planning and more careful allocation of resources.

Topics:

- **Sustaining Communities**
  - Rural towns (local scale)
  - The megalopolis (e.g., Bosnywash)

- **Connecting People and Places**
  - The Urban Village (local scale)
  - Brisbane and the Western Corridor (regional scale)
LEARNING EXPERIENCES

Students are taught transferable skills to develop their abilities to understand data. Field studies are an essential component. There is an increasing use of Spatial Technology e.g. GPS and GIS in the course of study. Skills developed are essential for success at Tertiary level.

Excursions

Camps are essential elements of the subject and are prescribed in the syllabus as mandatory items. The school must levy a charge to cover costs. Enrolment in the subject indicates an agreement to meet these costs. There will be an overnight camp each year and the charge has historically been in the order of $125 per student each year (2 meals included).

Preferred Pre-Requisites

Usually, good indicators of likely success at the Senior level, include B or better in either/both Year 10 History/Geography and English.

Assessment

Each semester usually comprises three items selected from:

- Report – usually from field trip
- Practical – skills exercise
- Essay – using stimulus material
- Test – short answer knowledge check

Future Options

Geography provides a meaningful framework in which you can better understand the world of which you are part. Geographical skills and knowledge, assists you greatly in various tertiary courses including: Architecture, Civil Engineering, Commerce, Economics, Surveying, Environmental Sciences, Tourism and Town Planning.
MODERN HISTORY – Year 11 and 12

MHS

OVERVIEW

In history, as in our everyday life, we ask meaningful questions, collect evidence, sift through it, analyse and evaluate it to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours. History remembers the past, explains the present, and gives hope for the future.

Kenmore’s Modern History program provides students with a broad selection of themes and inquiry topics with significant breadth, depth and relevance to the lives of young people. There is a strong focus upon the process of historical inquiry, critical use of sources and the skills of academic writing – all vital for success at the tertiary level.

Modern History opens the way to a wide variety of University studies. It is of great help in studies such as Law and Journalism.

COURSE ORGANISATION

Year 11

Theme 3: The history of ideas and beliefs
- Background Study: Ideological background to the twentieth century (Nationalism, Imperialism etc).
- Inquiry Topic 1: Nazism.

Theme 1: Studies of conflict
- Background Study: The legacy of the first 50 years of the 20th century.
- Inquiry Topic 2: The Cold War.

Theme 2: Studies of Hope
- Background Study: Overview of historical events, ideas and people that have engendered ‘hope’ for a better world

Theme 6: Studies of power
- Background Study: Origins and Definitions of Power

Year 12

Theme 6: Studies of Power
- Bridging Study: Consequences of European colonization - Africa
- Inquiry Topic 5: Apartheid - a study in the power of the state and ideology

Theme 11: The Individual in History
- Bridging study: Reviewing biography and autobiography as history
- Inquiry Topic 6: The concept of the Great Person in history – student selection from many possibilities such as: Gandhi, Stalin, Mandela, Aung San Suu Kyi, Martin Luther King

Theme 13: Studies of change
- Bridging study: The conservatism of the 1950s
- Inquiry Topic 7: The 1960s and the New Left – Social change, politics, gender and the social revolution

**Theme 9: History and the global perspective**

ASSESSMENT

Five-six assessment items each year selected from:

Category 1:  
- Extended written response to historical evidence

Category 2:  
- Written research tasks

Category 3:  
- Multimodal research presentation for example:
  A presentation involving any of the visual and performing arts, eg Powerpoint lecture, sculpture, drama, dance, artwork, music, with rationale and key items of evidence.
  Video or web page that is interpretive and interactive in nature

Category 4: Additional test formats

Short answer and stimulus response exams

FUTURE OPTIONS

Studying Modern History provides students with a number of useful life skills, such as critical thinking, research and writing skills, and a meaningful historical context within which to understand their lives and the world around them.

Studies of Modern History develop skills and processes which assist significantly in the transition to a variety of tertiary courses; including Arts, Modern History, Medieval History, Politics, Journalism, Law, Psychology, Social Work, Education, Commerce, Government, Philosophy, English, and Academic and Creative Writing.
PHILOSOPHY & REASON – Year 11 and 12

Overview

What is Philosophy & Reason?

In this age of mass communication we are increasingly subject to a diversity of competing arguments, views and opinions about all different aspects of life. However, without a solid ability to think clearly and rationally for ourselves, it is easy to feel lost and not in control of our own decision making. Simply put, the study of Philosophy and Reason is concerned with developing the ability to think well – to be able to reason critically and independently, leading to the development of your own informed views. In the process, the subject will introduce you to some of the most influential ideas to shape our contemporary world.

Why study Philosophy & Reason?

This subject will appeal to those who:

- are interested in honing their formal thinking skills - to be able to formulate solid arguments and explanations and be able to critically evaluate the merits of arguments presented by others
- are interested in examining the ideas and beliefs that have shaped our world and ways of thinking
- enjoy learning through participation, interaction and debate
- enjoy problem solving and being mentally stimulated and challenged

Course Outline

The Philosophy & Reason course consists of three interwoven strands:

- Critical Reasoning;
- Formal Logic; &
- Philosophy

Topics to be covered include:

Formal Logic

- acquisition of skills which aid in identifying and evaluating the relative strengths and weaknesses of various forms of argument
- introduction to rules of traditional and contemporary logic

Critical Reasoning

- development of inductive reasoning skills
- evaluating inductive arguments as used across various disciplines, including scientific reasoning; religious reasoning; moral & ethical arguments; aesthetics; politics; the media and advertising
- the study and use of rhetorical and debating skills

Philosophy

- ethics / moral philosophy (with a strong emphasis on the analysis of contemporary issues such as genetic engineering, stem-cell research, environmental responsibility, censorship, use of war, etc.)
- philosophy of religion and science
- social & political philosophy
- independent philosophical investigation
Learning Experiences

Learning experiences involved in Philosophy & Reason reflect the interactive and practical nature of the course. The learning environment is characterized by a strong emphasis on participation and the verbal exchange of ideas. Overall, throughout the course students are constantly applying reasoning techniques of varying complexity to subject matter defined in each unit of work. A sample of experiences students can expect to encounter include:

- applying logical problem solving strategies
- analysing and evaluating the quality of reasoning contained in arguments drawn from a wide variety of everyday sources
- formulating and justifying points of view both orally and in writing in relation to contemporary issues
- being exposed to various philosophical ideas which underlie beliefs, ways of thinking and social structures
- engaging in philosophical discussion and debate in an atmosphere of openness, generosity and respect
- leading seminars and workshops
- interacting with guest lecturers and specialists to further enhance knowledge and understanding.

Students' use of information technology to facilitate and enhance learning is embedded throughout the course.

Preferred Pre-Requisites

A sound achievement in English is desired due to the heavy language component in this course.

Assessment

Criteria - students will be assessed on:

- Knowledge & understanding;
- Analysis & application;
- Evaluation & synthesis

Students will be assessed by a variety of techniques including:

- exams to demonstrate knowledge & understanding
- workshops and seminars
- debates
- research projects
- problem solving
- evaluating stimulus material

Common Curriculum Elements (CCEs)

- Summarising
- Analysing
- Synthesising
- Judging/Evaluating
- Empathising
- Explaining to others
- Expounding a viewpoint
- Interrelating ideas/themes/issues
- Searching/locating items and information
- Using vocabulary appropriate to a context

Future Options
"I study philosophy as training to be a professional human being." (Past student) Additionally, the ability to analyse, present argument and reason well are highly useful life skills which have been consistently identified by community and business leaders as necessary for success in the modern working environment. The skills acquired in this course are also particularly beneficial for those considering university level study in any subject.
VISUAL ARTS AND MEDIA

- **Homegrown**
  - Yr 10

- **Odyssey**
  - Yr 10

- **Photographic Imaging & Design**
  - Yr 10

- **Movie Special Effects**
  - Yr 10
Visual Art
Year 11/12

Cert I in Visual Art and &
Cert II Creative Industries
Year 11/12

Film Television & New
Media Year 11/12
## Visual Arts – Year 10

### HOMEGROWN

<table>
<thead>
<tr>
<th>Code</th>
<th>VHG</th>
</tr>
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<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Students continue their art journey based from the familiarity of their concept of “home”. This subject explores the ways in which we belong to our homes, localities and country as well as when we leave these places our personal identity travels with us. Students evaluate the ways in which other people and cultures live and lived, and the ways in which artists, designers and craftspeople have presented their own viewpoints. This type of approach will advance the student’s own artmaking as well as develop their personal aesthetic, techniques, display and communication processes. The semester will be divided into two overarching conceptual themes of a culturally based focus and an artist based focus. Each focus will encompass both making and responding components.</td>
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</tbody>
</table>

### Learning Experiences

- Artist’s book based on concepts of family history, cultural ties, understandings of home as both a physical and emotional space
- Collection of drawings of favourite room, emotional house plan
- Exploratory maps
- Collage of identity
- Digital memories
- Landscape/Environmental investigations
- Urban story telling
- Historical perspectives
- Evaluation of artworks from different cultures
- Emotional suitcase/voyage
- Body adornment
- Mask
- Self portrait
- Analysis of a variety of artists
### Assessment

Each term’s work will consist of a Body of Work based on a chosen theme including a folio of exploratory pieces, at least one resolved work, visual diary work plus associated responding tasks about artists and cultures studied.

**Term 1 – Cultural based focus**
- **Making** – Body of work derived from exploratory folio culminating in at least one resolved piece that can be 2D, 3D or mixed media.
- **Responding** – Evaluation of artworks from a variety of cultures, artists and time periods eg Exhibition Catalogue curated and described by students + Artist’s Statement describing the ways in which representations communicate the artist’s intentions.

**Term 2 – Artist based focus**
- **Making** – Body of work as above but showing influences from one or more artists studied.
- **Responding** – Analysis of artists studied + Description of how the student’s work is influenced by the artists analysed.

### Pathways to Yrs 11 & 12

From the Year 11 and 12 Authority subjects, students may choose either Visual Art or Film, Television and New Media. From the VET subjects, students may choose the subject Certificate I Creative Industries (Multimedia). The Year 10 subject Homegrown has a strong natural link to the authority subject Visual Art.

### Career Pathways

Art is always a lifelong interest for many people. Those occupations in art related areas include: architects, art therapists, web-site designers, creative advertisers and marketers, fashion designers, jewellery designers, interior designers, animators, commercial artists, community artists, museum and gallery personnel, fine artist, illustrator, screen printer, mural painter.

### ODYSSEY

#### Code

VDY

#### Descriptions

Students continue their art journey away and beyond what they know as their reality. This subject explores the ways in which we use our imagination and creativity in order to connect with myths, legends and our dreams. The occurrence of the cultural aspect of rituals through history as well as in today’s society is explored whilst evaluating the ways in which other people and cultures live and lived, and the ways in which artists, designers and craftspeople have presented their own viewpoints. This type of approach will advance their own artmaking as well as develop their personal aesthetic, techniques, display and communication processes.
### Learning Experiences

Students will engage with a variety of 2D and 3D art experiences-

- Fantasy head/ creature
- Surrealism exercises exploring digital art, collage work and tessellations
- Wearable art
- Social Media- Advertising
- Craftsperson object eg teapots
- Totems, shields, Tiki sculptures, Masks
- Metamorphosis
- Perspective

### Assessment

Each term’s work will consist of a Body of Work based on a chosen theme including a folio of exploratory pieces, at least one resolved work, visual diary work plus associated responding tasks about artists and cultures studied.

**Term A – Cultural based focus**

- **Making** – Body of work derived from exploratory folio culminating in at least one resolved piece that can be 2D, 3D or mixed media.
- **Responding** – Evaluation of artworks from a variety of cultures, artists and time periods eg Exhibition Catalogue curated and described by students + Artist’s Statement describing the ways in which representations communicate the artist’s intentions.

**Term B – Artist based focus**

- **Making** – Body of work as above but showing influences from one or more artists studied.
- **Responding** – Analysis of artists studied + Description of how the student’s work is influenced by the artists analysed.

### Pathways to Yrs 11 & 12

From the Year 11 and 12 Authority subjects, students may choose either Visual Art or Film, Television and New Media. From the VET subjects, students may choose the subject Certificate I Creative Industries (Multimedia). The Year 10 subject Paint, Paper and Print has a strong natural link to the authority subject Visual Art.

### Career Pathways

Art is always a lifelong interest for many people. Those occupations in art related areas include: architects, art therapists, web-site designers, creative advertisers and marketers, fashion designers, jewellery designers, interior designers, animators, commercial artists, community artists, museum and gallery personnel, fine artist, illustrator, screen printer, mural painter.
**Movie special effects**

<table>
<thead>
<tr>
<th>Code</th>
<th>VSE</th>
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<tbody>
<tr>
<td><strong>Descriptions</strong></td>
<td>The making of movie special effects is one of the most creative aspects of movie making today. The increased interest in special effects is due to the availability of special make-up and modelling materials, and also the ever improving capability of computer graphics. The Movie Special Effects Course introduces the art of filmmaking and also develops skills in computer-based graphics programs, such as Adobe After Effects. As well, Movie Special Effects draws upon traditional skills in media such as lighting, clay modelling, latex prosthesis and make up.</td>
</tr>
</tbody>
</table>

| Learning Experiences | • Students will create both physical and CGI effects  
• Students develop understandings in the history of special effects, the styles and technologies.  
• Students learn techniques of movie make-up  
• Studio lighting and industry standard equipment will be used in conjunction with digital editing access.  
• Students use composite techniques to create their own clips |

| Assessment | Assessment consists of the following:  
• A special effects folio of four tasks  
• A written analysis of movie special effects |

| Pathways to Yrs 11 & 12 | From the Year 11 and 12 Authority subjects, students may choose Film, Television and New Media. From the VET subjects, students may choose Certificate I Creative Industries (Multimedia). Students may also be interested in taking senior Visual Art. |

| Career Pathways | The growth of film special effects and new media such as computer games, multimedia and streaming media online have created a new group of producers and audiences whose interest in the field will be life-long. Those occupations in movie special effects include computer animator, graphic designer, make-up artist, latex prosthetics creator. |
### PHOTOGRAPHIC Imaging and Design

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<th>Code</th>
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#### Descriptions
Photography has undergone a revolution in recent times, to the point that we cannot believe our own eyes! Our magazines and news media are full of re-touched, persuasive images that our young people need to be able to question. Empowering them as digital artists is a creative way of raising their awareness of audience manipulation. This industry has also produced job opportunities for those who can wield a camera creatively.

The digital imaging design process introduces students to the principles of visual communication design. Students compose visual solutions to graphic design problems while exploring a variety of creative techniques and selected software programs. Students learn the basics of design, typography and colour theory and also hone their skills in creative problem solving, combining their photographic creativity with artistic manipulation.

#### Learning Experiences
- Photographic composition
- Students develop skills in critical appreciation and analysis. The emphasis is on the basics of typography and combining word and image for the best effect.
- In production, design work is completed with software such as Adobe Photoshop, Illustrator and Fireworks.
- Hardware includes the use of professional studio lighting kits, flatbed scanners, digital cameras and other options for digital imaging.
- The blue-screen studio will be the location for studio shooting. Other shooting is on location.
- Students produce commercial imagery such as posters, magazine covers, and display advertisements.
- Studio lighting for portraiture, magazines and advertising

#### Assessment
Assessment consists of two finished artworks per term, such as:
- Corporate graphic design suite
- Creative photograph
- Advertising artwork
- Portrait based image
- Audience appeal / Image analysis assignment

#### Pathways to Yrs 11 & 12
From the Year 11 and 12 Authority subjects, students may choose either Visual Art or Film, Television and New Media. From the VET subjects, students may choose Certificate I in Creative Industries. The Year 10 subject Digital Imaging and Design has a strong natural link to this VET subject but also links to the two authority subjects in the Visual Arts and Media department.

#### Career Pathways
Multimedia design skills are now applicable to a wide range of occupations because graphic design and multimedia have become the growth industries of the twentieth-first century. There are many occupations available in this new field, including the following: web site designer, creative advertising or marketing designer, digital photographer, desktop publishing, corporate public relations, fashion publicity, computer game design.
Visual Art – Year 11 and 12

ART

OVERVIEW

Visual Art develops an active visual literacy and develops skills students can take with them into their adult lives. Art contributes to an OP and tertiary entrance for OP eligible students.

Whether working with the new electronic media or the traditional technologies of drawing, painting, ceramics and sculpture, the artist has recorded humanity’s greatest achievements. A visual artist affects every aspect of our daily lives - from the clothes we wear, to advertising, furniture and through to industrial design and automotive design. Creative ways of looking at things are not just for the gifted but lend a balance to all our lives.

Art involves both making and appraising art works and provides the unique satisfaction of creative engagement that is both physical and intellectual. The majority of the course is involved with art production, exploring methods, materials and processes. Development of concepts and experimental work is carried out in the Visual Diary. Art appraisal involves the study of art movements – both contemporary and historical.

Course Outline

- The two year Senior Art Course allows for students with little previous art experience to experiment with methods, materials and ways of looking at and understanding art.

- The development stage involves working in areas of study such as ceramics, painting, drawing, printmaking, graphic design, sculpture and installation art. Other electives, for example performance art, may be added if resources allow. Problem solving plays a major part.

- In the Resolution stage of the course students produce finished art work in an independent manner working in areas of their own specialisation. Work is displayed in the Gallery.

Preferred Pre-Requisites

It is not necessary to have followed the entire Art course to be eligible for the subject in Yr 11.

Assessment

- Practical tasks in Painting, Drawing, Printmaking, Ceramics, Sculpture, Graphic/Digital design tasks.
- Practical skills and creativity shown in an area of chosen specialisation
- Development of creative ideas via an on-going visual diary
- Appraisal of professional artworks via written assignments and critiques

FUTURE OPTIONS

The study of Art can be placed into three categories:
Art for tertiary study

The creative industries that value a flair for visual design and problem solving are varied and expanding. For instance, art is at the forefront in computer graphics, animation and creative web site building.

Art for Leisure/self growth

Art is an on-going life activity that gives much pleasure and self-satisfaction. When students have found their particular area of expertise it is a life-long love affair that has no boundaries.

Art for profit

In an increasingly mass produced society, people value the worth of the individualised item. This is reflected in the burgeoning craft markets that provide an income and life-style for many artists.

Listed below are some Art related careers.


Film, Television & New Media – Year 11 and 12

**Authority**

**FTV**

**OVERVIEW**

With the arrival of the Internet, the screen media are now seen as wide spread tools of literacy, just like pen and paper. **Film, Television and New Media develops an active visual media/multimedia literacy. It contributes to an OP and tertiary entrance for OP eligible students.**

**WHY FILM, TELEVISION AND NEW MEDIA?**

The impact of the moving image on civilisation may well be greater than any other invention – except perhaps the wheel. Television, film and the new screen media have changed forever the way we think and the way society functions.

Technological change means that we all now have the capacity to be a media producer. Video sharing and social networking sites mean that everyone can now also be a media distributor.
Media analysts speak of a participatory media culture nowadays. We can all take part in the new media, making our own productions and setting up our own channels.

Course Outline
When students study Film, Television and New Media they will be doing one of two things:

They will firstly be producing programs in moving image formats, and secondly they will be analysing the meanings of television, film and other screen media. While this is going on students develop understandings in each of five key areas:

- **Languages** storytelling in pictures
- **Institutions** about organisations
- **Technologies** using equipment
- **Audience’s** ratings, effects and psychology
- **Representations** the media and reality

Film, television, computer games, animations and streaming multimedia content are elements of the moving image media the course examines.

Preferred Prerequisites
Nil. Successful students have come from a range of subject backgrounds.

Special Requirements
Students will need to work on filming projects outside of school hours and while class time is provided for many stages of production, they must be willing to regard the remainder as homework tasks.

Learning Experiences
About half of all the learning students do will be in practical work using the professional digital cameras or the digital editing computers. Classroom experience is somewhat different from traditional subjects. The first thing students will notice about Film, Television and New Media is that they spend time working co-operatively in groups on filming projects.

Students also often borrow equipment to continue working on their productions in their own time. As well as group films individual productions are also mandatory. While all this can be fun, students notice that the subject can be very academically demanding. There are a lot of new and interesting ways to critique or analyse the media. Historical film examples are used to illustrate changing social standards and trends.
ASSESSMENT
The assessment is half production and half analysis of television, film and new media texts. A typical project could be to make a 5-minute short movie, music video or animation. Typical analysis assignments might consist of a study of the way minority groups are shown or the effects of watching violent movies, games or web sites. Other typical analysis assignments could be movie reviews or computer game plans.

FUTURE OPTIONS
Media literacy, like the original literacy, is applicable to a vast range of life situations.

There are increasing opportunities in the growing online streaming media, multi-media and computer game industries. However, most students take Film, Television and New Media to further their understanding of the media.

Film, Television and New Media leads into the following university courses and careers:

- Public relations, Marketing, Advertising
- Journalism, Media studies
- Multi-media production, Digital content design
- Film and video production, Special effects
- Computer game design
- Photography
- Set/theatrical design
- Animation
Cert I in Visual Art & Cert II in Creative Industries  
CUA10315 & CUA20215

OVERVIEW

The multimedia industry is now a powerful industry sector and a significant employer. It has links to the movie industry, the music industry, the computer industry and traditional print publishing industry. Through the development of “ecommerce”, multimedia adds value to every other industry sector in the economy.

Certificate I in Visual Art and Certificate II Creative Industries (VCA) is a vocational subject with a visual communication and graphic design focus. It offers students training relevant to employment in a wide range of creative fields including the multimedia communications, promotions, public relations, graphic design and printing industries.

Course Outline

The course introduces students to the multimedia and creative industries. It explores the various sections within the field and provides an overview of career opportunities.

<table>
<thead>
<tr>
<th>Certificate I Visual Arts</th>
<th>Certificate II Creative Industries</th>
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<tbody>
<tr>
<td>BSBWHS201 Contribute to health and safety of self and others</td>
<td>BSBWOR203 Work effectively with others</td>
</tr>
<tr>
<td>CUAACD101 Use basic drawing techniques</td>
<td>CUAIND201 Develop and apply creative arts industry knowledge</td>
</tr>
<tr>
<td>CUAPPR101 Use ideas and techniques to develop creative work</td>
<td>CUAWHS302 Apply work health and safety practices</td>
</tr>
<tr>
<td>BSBCRT101 Apply critical thinking techniques</td>
<td>BSBDSE201 Follow a design process</td>
</tr>
<tr>
<td>BSBITU101 Operate a personal computer</td>
<td>BSBCRT101 Apply critical thinking techniques</td>
</tr>
<tr>
<td>BSBDSE201 Follow a design process</td>
<td>CUAACD101 Use basic drawing techniques</td>
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<tr>
<td></td>
<td>SITTTSL201 Operate an online information system</td>
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<tr>
<td></td>
<td>CUADIG201 Maintain interactive conten</td>
</tr>
<tr>
<td></td>
<td>CUADIG202 Develop digital imaging skills</td>
</tr>
<tr>
<td></td>
<td>ICPDMT322 - Edit a digital image</td>
</tr>
</tbody>
</table>

Learning Experiences

Learning is achieved through practical activities. Students become familiar with multimedia by responding to design briefs for projects such as web pages, posters and photographic folios. Students work on, personal, team and community projects.

Accreditation
The certificates are part of the CUA - Creative Arts and Culture Training Package and are accredited under the Australian Qualifications Framework (AQF)

Preferred Pre-Requisites

No formal pre-requisites. Those students who have a desire to complete the course are encouraged to enrol. Students should display a reasonable flair for art, computers and visual problem solving.

Assessment

- Folio work consisting of a suite of specified tasks
- Practical tasks such as thematic graphic packages for specified clients
- Competencies are confirmed via theory workbooks and practical demonstrations

FUTURE OPTIONS

- Advertising and Marketing
- Commercial art, Graphic design
- Industrial Design and Built Environment
- Multi-media production, Digital content design
- Computer game design
- Photography
- Animation
- Print industry
- Web site design