**“Quality & Equality” - 6 Global Outcomes**

**Self-Directed Learners**
Self-directed learners are people who effectively plan and manage their own learning to achieve their goals.

They do this by:
- Questioning
- Challenging
- Persevering
- Clarifying
- Seeking help
- Organising time and resources

**Complex Thinkers**
Complex thinkers effectively deal with concrete and abstract challenges by applying a range of skills, processes, and strategies.

They do this by:
- Applying higher order thinking skills
- Applying lateral thinking skills
- Drawing from a broad information base
- Reflecting Critically
- Understanding that knowledge is constructed differently by different groups
- Posing problems and solving them using innovative methods

**Collaborative Workers**
Collaborative workers effectively use individual, inter-personal and group skills to achieve shared goals.

They do this by:
- Actively participating
- Accepting responsibility
- Displaying acceptance, inclusivity and empathy
- Understanding and applying group roles and skills

**Community Contributors**
Community contributors respect, seek to understand and add value to the communities with which they interact.

They do this by:
- Participating in an active and informed manner
- Advocating for themselves, others and the environment
- Valuing diversity
- Promoting inclusivity

**Quality Producers**
Quality producers consistently produce work of a high personal standard which meets agreed benchmarks.

They do this by:
- Re-evaluating and refining their performance
- Purposely extending knowledge
- Striving to achieve personal excellence
- Using a range of strategies effectively
- Communicating effectively

**Self-Actualising People**
Self-actualising people have insight, a strong sense of self-worth and work to become everything of which they are capable.

They do this by:
- Engaging in self development
- Developing and displaying positive instincts and intuition
- Taking an enthusiastic approach to one’s life
- Displaying compassion and concern for the welfare of others
- Accepting a high degree of personal responsibility
Dear Parents/Caregivers,

There is no doubt that the final two years of Secondary Schooling—Years 11 and 12 are one of the most important periods of our lives. Success from these two years provides both opportunity and confidence moving into our adult lives.

This part of the journey begins with the selection of appropriate Senior Subjects, so the information contained in this handbook is crucial. Both students and parents must consider all the information about subjects of interest carefully, before deciding on final choices. As you will see in this handbook, Woree SHS has a wide and varied range of subjects and course options.

Planning done through the Senior Secondary Preparation Program including the Senior Education and Training Plan (SET Plan) process at the school should have students knowledgeable of their strengths, possible pathways and likely subject choices.

From simply being aware of the common pathways:-

1) Tertiary Education through Authority or O.P subjects and

2) Vocational Education and Training (VET) through Authority Registered subjects and Certificate Programs

Students can begin to plan their subject choices. While possible pathways extend beyond these simple options that is a good starting point.

At Woree State High School we encourage students to explore ambitious goals and futures, using past results and interests to remain realistic about success. We set and achieve high academic outcomes at Woree. Having students following suitable pathways and programs is vital to achieving their very best academic outcomes.

Just as important as selecting the best subjects for success in Years 11 and 12, is understanding the conditions of enrolment that apply in the Senior years of Secondary Education. Students in Years 11 and 12 are entering the post compulsory phase of learning. It is their choice to continue! By signing up to continue into post compulsory phase, students are committing to achieving a Queensland Certificate of Education on completion of Year 12. They must adhere to the school’s expectations of Senior Schooling and commit to an appropriate work ethic, one that will drive success.

I encourage all students to strive for successful outcomes throughout their senior years and look forward to acknowledging successful graduates on completion of Year 12.

Yours truly,

Bruce Houghton
Principal

NOTE: All information is correct and true at time of printing 01/08/16
WOREE STATE HIGH SCHOOL

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INFORMATION FOR PARENTS AND STUDENTS

The Senior Phase of Learning…

Moving into Years 11/12 brings you into the final two years of the Senior Phase of Learning. During Year 10, you have completed a Senior Education and Training Plan (SET-P). This will act as your map throughout Years 11/12, guiding you towards your goals for life after school. Your SET-P will provide you with information to guide your choice of senior subjects. Then, throughout Years 11/12 it will be used to monitor progress towards your goals. You are also now registered for the Queensland Certificate of Education. Your SET-P will also help you track progress towards this certificate. Years 11/12 are challenging but exciting times for secondary students. They take in the “right of passage” from adolescent to adult.

Use this book wisely to choose your senior subjects, keep a steady focus on your goals and be prepared to work hard to attain them!

Before you commence your senior studies ask yourself…

- What advantages would further study give?
- What do you need to study to achieve your career and learning goals?
- Should this study be at a high school, a college such as TAFE or should it be incorporated into an apprenticeship?

Each year of schooling should mean better qualifications. Study and perseverance will guarantee this, it will not happen automatically. Worthwhile results in senior subjects can only be achieved through your own effort and application to study.

A student considering a senior course consisting mainly of Authority subjects contributing to an OP (Overall Position) should realise that Year 11 and 12 will mean a commitment to many hours of intensive study both at school and at home. Leisure activities may need to be minimised if the student is to put the necessary effort into gaining the high standard needed for entrance into tertiary institutions.

Serious application to study is essential for success whatever subjects you choose, as the achievement of the QCE is dependent on satisfactory results in your subjects.

SENIOR STATEMENT

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 Tertiary Entrance Statement. If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

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. Every young Queenslander must be registered with the QCAA during the year before the young person's compulsory participation phase begins. Generally, schools will register young people in Year 10. To be awarded a QCE, students will need to achieve a significant amount of learning in a set pattern, at a set standard that includes basic requirements in literacy and numeracy.

A wide range of learning including academic subjects, vocational education, workplace learning and university subjects, undertaken whilst at school, can contribute towards the QCE. Different types of learning contribute different credits. More information regarding the QCE is contained in the subject selection folder received with this handbook.

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

The QCIA is an alternative to the QCE. This certificate recognises the achievements of students who undertake individualised learning programs.

TERTIARY ENTRANCE STATEMENT
This statement is issued by the Queensland Curriculum and Assessment Authority (QCAA) only to those students ELIGIBLE for an Overall Position (OP) and Field Positions (FP). The Tertiary Entrance Statement records two pieces of information:

- Overall Position (OP) Ranked 1 to 25
- Field Position (FP) in one to five Fields A-E Ranked 1 - 10

UNIVERSITY/TERTIARY ENTRANCE

Students apply through the Queensland Tertiary Admissions Centre (QTAC) for a place at a tertiary institution. QTAC decides upon eligibility and offers a student a place based on the student’s preferences. A student’s OP or Selection Rank is used to determine eligibility. To qualify for an OP a student must study 5 subjects for 4 semesters and sit the QCS test. Both an OP and a Selection Rank are considered equally in determining acceptance into a tertiary course in Queensland.

CERTIFICATE I, II AND III

These certificates are issued through either the school, TAFE or the external training provider on the successful completion of all the relevant units of competency for each certificate.
STUDY OPTIONS

Whilst it is understood that student goals and aspirations may change over the course of the next two years, subject selection is something that must occur only after consultation with parents, students and Head of Senior School. There may be scope for some future changes to be made as long as the requirements of the QCE are met and that all consequences of changes are considered.

The following need to be considered carefully:

1. **MANDATORY CHOICES**

   All students must select subjects according to their SET Plan. All students **MUST** choose six (6) subjects:
   - one (1) must be an English and
   - one (1) must be a Maths and
   - four (4) electives must also be chosen.

2. **CHOOSING SENIOR SUBJECTS**

   At Woree State High School we understand how crucial it is for each student to make the best decision in selecting senior subjects. Students should choose subjects:
   - that they enjoy.
   - in which they have shown ability or aptitude.
   - in which they have experienced success.
   - which will develop skills, knowledge and attitudes useful throughout their lives.
   - which optimise opportunities to reach their potential.
   - are pre-requisites for tertiary or further studies.

3. **PREREQUISITES FOR SENIOR SUBJECTS**

   Woree State High School works to ensure that students make realistic, goal oriented subject selections for their senior studies and have students avoid unnecessary subject changes as a consequence of subject selections for which they do not possess the underlying skills and/or knowledge base.

   As such, a range of Year 11 subjects have Year 10 prerequisite achievement levels that generally relate to standards of achievement in Year 10 English, Mathematics, Science and Humanities.

   **Students are only permitted to select these Year 11 subjects if they meet the identified Year 10 prerequisites.**

   In situations where a student does not have the necessary Year 10 prerequisites but wishes to study a subject with prerequisites, they must make an appointment with the relevant Head of Department to discuss their situation. Students who select Year 11 subjects for which they do not have prerequisites and have not consulted with the relevant Head of Department, will be required to reselect.

4. **SUBJECT CHANGES**

   Students will work over Years 11/12 towards the attainment of a Queensland Certificate of Education. A major impact of this change is that it is now more important than ever that students make appropriate subject selections from the commencement of Year 11 and avoid unnecessary subject changes.

   As such, it should be noted, that whilst individual cases will be considered on their merits, in general, **subjects selected for Senior are to be studied for at least 4 semesters**

   Subject changes will not be considered for students who have not met these standards. The condition for any student to be considered for a “by exception” subject change is that the student receives a report rating of at least a **C for both Behaviour and Effort** on their Semester Report Card.
NOTES AND GUIDELINES FOR SUBJECT SELECTION

1. Year 11/12 subjects cover a greater volume of work than junior subjects. More importantly, students are expected to develop a critical and evaluative approach to their studies. A greater assignment load also demands increased ability to work independently and without prompting from teachers. In summary, this means a higher level of personal responsibility is needed for a student to succeed.

2. The time that needs to be spent on homework and assignments is greater in Years 11 and 12 than in the junior school. Two (2) or three (3) hours study per night would be expected, to do well overall.

3. As developing adults, extra-curricular activities often increase, (e.g. part-time jobs, sporting events, social events, dating, religious/cultural activities), which will all make demands on your time. It is critical that you keep a balance between these factors and school that is right for you. It is a good idea to discuss how you will use your time most effectively. A common agreement needs to be reached with your parents/carers.

Apart from effective and balanced use of time, there are other important factors that lead to success in Years 11/12.

   a. Have a good knowledge of study skills (the school can help).

   b. Set realistic but ambitious goals. Goals can be of three (3) types:
      - short term goals, e.g. getting an assignment in on time;
      - middle term goals, e.g. improving your Level of Achievement in one (or more) subjects over a semester;
      - long term goals, e.g. to perform well enough at school to go to university or secure an apprenticeship (or traineeship).

All senior students should consider their own PERSONAL GOALS! Years 11 and 12 represent an exciting challenge and an important investment in your future. It is part of the Guidance Officer role to provide ongoing support to students on their journey through senior schooling. Should you require additional assistance at any time, make an appointment to see the school Guidance Officer.
The subjects in this booklet represent the subject offerings for Year 11/12 in 2017/2018.

**Students should keep the following points in mind.**

1. How well have you coped with related subjects in Year 10?

2. Do you want to gain an OP at the completion of Year 12? If you do, then you MUST study a minimum of five (5) Authority subjects out of the six (6) to be selected. This is because only Authority subjects can be used in the calculation of an Overall Position (OP) and Field Positions (FP's).

3. If you have ideas of tertiary courses you are aiming for, then check pre-requisite subjects necessary to get into those courses. Students will be issued with the booklet “Tertiary Prerequisites 2019” and given instructions on how to use it. Carefully check course pre-requisites “Tertiary Prerequisites 2019”.

4. If you have no ideas of what tertiary courses you are interested in, or even if you want to go to university, then where possible choose subjects that keep many options open.

5. To obtain a Tertiary Entrance Statement a student must study at least five (5) Authority Subjects. Three (3) of these subjects must be studied for four (4) consecutive semesters.

6. To obtain a QCE, guidelines must be adhered to. These are:
   a. the equivalent of 5 subjects must be successfully completed, with a Sound Achievement or better being achieved,
   b. the equivalent of 3 subjects must be studied over 4 consecutive semesters,
   c. a level of literacy must be attained i.e., a semester pass in English or English Communication,
   d. a level of numeracy must be attained i.e., a semester pass in Math A,B or C or Prevocational Math.

7. If you know that you definitely do not want to do a Tertiary Course after Year 12, and instead you want to acquire the skills that may help you get a job after Year 11 or 12, then a selection of Authority Registered subjects and/or a School Based Traineeship or Apprenticeship may be appropriate for you. (Note that some jobs also have certain requirements in terms of Authority and Authority Registered Subjects, so consultation with the Guidance Officer and the Senior School Head of Department may be advisable if you are uncertain). Please remember that a Certificate III or higher can be used for gaining an entry score to university. These qualifications receive a Selection Rank, which can assist with accessing higher education without following an OP pathway.

8. After considering all the factors above, also try to choose subjects you are best at and enjoy the most. Make your two (2) extra years of school enjoyable as well as challenging.

9. All subjects offered to Year 11 and 12 students at Woree State High School will appear on your Senior Statement.

10. Some subjects are offered on more than one line. Each subject may be studied only once.

11. Students entering a School Based Traineeship or Apprenticeships are advised to select a revised workload of between three (3) and five (5) subjects, in consultation with the Guidance Officer and the Senior School Head of Department.

12. Read carefully all the subject descriptions in this booklet. Look at the type of assessment and abilities required. Further enquiries regarding the subjects should be directed to the relevant Heads of Departments or to the Guidance Officer.

Should you experience a medical or other difficulty during Year 11 and 12, please meet with the Guidance Officer as soon as possible to determine if **Special Provision** is required and applicable to provide you with support for completing your work to the best of your ability.
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<td>Aquatic Practices</td>
<td>AQP</td>
<td>✓</td>
<td></td>
<td>4</td>
<td>✓</td>
</tr>
<tr>
<td>HUMANITIES</td>
<td>Aboriginal &amp; Torres Strait Islander Studies</td>
<td>ATI</td>
<td>✓</td>
<td></td>
<td>4</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Ancient History</td>
<td>AHS</td>
<td>✓</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Legal Studies</td>
<td>LEG</td>
<td>✓</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Certificate II in Tourism (SIT20116)</td>
<td>VTR</td>
<td>✓</td>
<td></td>
<td>4</td>
<td>✓</td>
</tr>
</tbody>
</table>

All Vocational Education Subjects offered are subject to availability of Qualified Teaching Staff & Resources.

Subject changes will only be considered in the first two weeks of each semester.
TYPES OF SUBJECTS OFFERED

AUTHORITY SUBJECTS

Woree State High School aims for high performing academic students in Years 11 and 12 and will not only aim to have students exiting with an O.P, it will also provide students with futuristic learning skills and experiences that will boost their potential to handle the demands of University study/life. From this program, students will have the opportunity to move directly into University courses. It is expected that all students in this program will take up a University offer following year 12.

- Derived from the state-wide syllabus developed by the Queensland Curriculum and Assessment Authority (QCAA)
- Have school work programs reviewed and accredited by the QCAA
- Have standards of assessment reviewed and accredited by the QCAA
- Contribute to a student’s eligibility for tertiary entrance
- Contribute to Overall Position (OP) and Field Position (FP)
- A student must study 5 Authority Subjects to be eligible for an OP
- Contributes 4 credits over 2 years toward the QCE

STUDY AREA SPECIFICATION (SAS) SUBJECTS

Woree State High School offers these subjects as an alternative to the more challenging academic Authority Subjects for students in Year 11 and 12. These subjects cater for a broad range of career choices.

- Are derived from Study Area Specifications (SASs) developed by the QCAA
- Are vocationally oriented and may include national recognition of vocational units of competency
- Have study plans approved by QCAA
- Do NOT contribute to a student’s eligibility for tertiary entrance (through an OP) but do contribute to your Selection Rank/OP equivalent. To be eligible for Selection Rank you can study no more than 4 Authority Subjects and sitting for the QCS test may improve your Selection Rank.
- Are recorded on the Senior Statement and the School Exit Statement
- Have a practical orientation
- Contribute 4 credits over 2 years towards the QCE

VOCATIONAL EDUCATION AND TRAINING (VET) SUBJECTS

These subjects offer the opportunity for Year 11 and 12 students to gain a nationally recognized qualification in Certificate courses whilst still at school. These qualifications are valued by industry. Students must obtain a Unique Student Identifier (USI) number to enrol in these Certificate courses. Visit www.usi.gov.au to obtain a USI number.

These courses:
- Carry a National Accreditation at a specific level of competence
- Result in the issue of a specific certificate upon successful completion of all the Units of Competency
- Are recorded on the Senior Statement and the School Exit Statement
- Contribute to credits for the QCE (up to 8 credits for a Certificate III course) (Please see QCAA website for variations to credit points for different certificates) www.qcaa.qld.edu.au
- Can be delivered by any registered RTO – Woree State High School/TAFE/private provider
- May streamline into Higher Certificates or Diplomas
REASONS TO CHOOSE VET

- It prepares students for lifelong learning, essential for a productive post school life
- It gives students practical opportunities to explore career paths
- The qualifications are highly regarded by industry
- VET subjects are taught by teachers with relevant industry knowledge, experience and currency to teach VET
- VET supports a seamless transition from school to employment and further education
- It caters for all students - those seeking university entrance, seeking employment specific skills and those at risk of not completing school
- VET options provides flexible pathways
- Helps secure student commitment to completing their QCE
- Certificate programs can articulate into Diplomas (conditions may apply)
- Diplomas can articulate into University studies

VETIS (VET In Schools)

External Registered Training Organizations (RTO) e.g. TAFE, provide a range of Certificate courses available to secondary students. These courses are advertised through the Senior Pathways Faculty. Students can apply to study these through VET Coordinators Office in A Block (NB Cost may apply). Students must obtain a Unique Student Identifier (USI) number to enrol in these Certificate courses. Visit www.usi.gov.au to obtain a USI number.

SCHOOL BASED APPRENTICESHIPS/TRAINEESHIPS (SATs)

Students can seek a school based apprenticeship or traineeship. These are advertised throughout the year to students and also available on the school website – Careers tab. If successful, the student’s school program is adjusted to suit the apprenticeship/traineeship. See the VET Coordinator for further details.

School-based Apprenticeships and Traineeships (SATs) are available in a wide range of industry areas such as telecommunications, fitness, sport and recreation, information technology and wholesale/retail, as well as the traditional areas such as building and construction, engineering and hospitality.

SATs allow students to train and do paid work in their chosen field while they are still at school studying for the Senior Statement.

As well as paid work students will gain extra training to build on the skills learned at work and at school. This training may occur at school, at work or at a TAFE or a private provider.

A SAT can be an attractive option for students who have demonstrated that they have the maturity needed to manage this combination of learning, training and work.

You may have the opportunity to complete both Year 12 and a school-based traineeship or start a school-based apprenticeship. Be sure that you understand that apprenticeships and traineeships are legally binding formal agreements. When you sign these you are agreeing to particular work and training requirements as is your host employer. Check all documents carefully with a teacher and a trusted adult to ensure that you fully understand what is required of you, the school and the employer in the agreement.

It is important to realise that a SAT will most likely require you to work during the school holidays and over the Christmas holidays.

Students interested in SATs should see the Head of Department - Senior Schooling. They need to complete their normal subject selection, choosing six (6) subjects for Year 11 and 12. Any adjustments to a student’s program of study will be negotiated as part of the preparation for undertaking a school-based traineeship or apprenticeship.
SCHOOL OF DISTANCE EDUCATION
There are a range of subjects available for students through the Schools of Distance Education in Queensland. Students are thus able to study some subjects that our school is unable to offer. Economics and Japanese are two of the subjects available through these schools. Students are required to pay the course fees for these subjects which are approximately $100 per annum.

SCHOOLTECH
Is a joint initiative between Woree State High School, TAFE Queensland North and Skill360 Australia and provides an innovative option for school-based apprenticeships and traineeships. It allows students to complete their senior years of schooling to obtain a Queensland Certificate of Education (QCE) and gain a headstart in a chosen vocational area, enrolling in a dual qualification. It is delivered at the Cairns TAFE Campus. Students need to apply directly to SchoolTech (TAFE Campus) for this program. (See Woree SHS website for more information.)

NB: If you are interested in or intending to study one of these options, indicate this on the subject selection form. You will need to select six subjects, but courses can be altered once any of the above alternatives are commenced.

Students must study:

• English or English Communication
• Mathematics A, Mathematics B or Prevocational Mathematics
• A minimum of 4 other subjects (or equivalent units) to begin year 11

AUSTRALIAN QUALIFICATIONS FRAMEWORK

The Australian Qualifications Framework (AQF) provides a comprehensive, nationally consistent yet flexible framework for all qualifications in post-compulsory education and training. The Framework was introduced Australia wide on 1 January 1995.

The AQF comprises twelve national qualifications issued in the secondary schools sector, in the vocational education and training sector (TAFE and registered private providers) and in the higher education sector (mainly universities).

<table>
<thead>
<tr>
<th>SCHOOLS SECTOR ACCREDITATION</th>
<th>VOCATIONAL EDUCATION &amp; TRAINING SECTOR ACCREDITATION</th>
<th>HIGHER EDUCATION SECTOR ACCREDITATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Secondary Certificate of Education</td>
<td>Vocational Graduate Diploma</td>
<td>Doctoral Degree</td>
</tr>
<tr>
<td></td>
<td>Vocational Graduate Certificate</td>
<td>Masters Degree</td>
</tr>
<tr>
<td></td>
<td>Advanced Diploma</td>
<td>Graduate Diploma</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>Graduate Certificate</td>
</tr>
<tr>
<td></td>
<td>Certificate IV</td>
<td>Bachelor Degree</td>
</tr>
<tr>
<td></td>
<td>Certificate III</td>
<td>Associate Degree, Advanced</td>
</tr>
<tr>
<td></td>
<td>Certificate II</td>
<td>Diploma</td>
</tr>
</tbody>
</table>

For further explanation refer to AQF Website www.aqf.edu.au

Rationalises school, industry, vocational and academic qualifications into a single system of twelve qualifications. It supports flexible education and training pathways between schools, TAFE institutions, private training institutions, universities, training in the workplace and lifelong experience.
CHOOSING a COURSE of STUDY

Career Pathway

When choosing a career pathway it is important to remember that all learning and all subjects have value. It is also important to note that all subjects provide a variety of skills that will equip students for entry to the workforce either after Year 12 or after further training or study.

Current trends have shown that after year 12, one third of all students will go directly to the workforce, one third will continue training through traineeships, apprenticeships and TAFE courses, and one third will go directly to university study.

If students choose to enter the workforce, secure an apprenticeship/traineeship or continue their education at TAFE, they will be choosing the Vocational Pathway. This pathway also gives students the opportunity to apply for a Selection Rank if they wish to apply for a tertiary course through QTAC.

If a student’s pathway requires them to complete further study at university level, they will follow the University Pathway.

There are many possible journeys students can take within and between the two main pathways mentioned above. These pathways are outlined in more detail on the following pages.

Students who are uncertain about the pathway most appropriate to their interests and abilities are advised to consult the Guidance Counsellor before making their subject selections.

<table>
<thead>
<tr>
<th>UNIVERSITY PATHWAY</th>
<th>VOCATIONAL PATHWAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students choose this pathway in preparation for university entrance.</td>
<td>• Students choosing this pathway are more likely to go into full-time work, secure an apprenticeship / traineeship or continue their education at TAFE.</td>
</tr>
<tr>
<td>• Student must choose the equivalent of five Authority Subjects (20 semester units) to be eligible for an OP.</td>
<td>• Students may choose any combination of six subjects – subjects can be all Authority Registered subjects or a mixture of both Authority and Authority Registered subjects.</td>
</tr>
<tr>
<td>• If student chooses to study six Authority Subjects (24 semester units) the best 20 semester units of achievement will be used for calculation of the OP.</td>
<td>• Student may still be eligible for university entrance through the Selection Rank.</td>
</tr>
<tr>
<td>• Students who choose to study five Authority Subjects and one Authority Registered subject are still eligible for an OP.</td>
<td>• Students choosing this pathway must still satisfy the prerequisite subject requirements for tertiary courses and need to have developed good study habits.</td>
</tr>
<tr>
<td>• Of the five Authority subjects, three must be studied continuously over four semesters. The other eight semester units of study may come from a number of different Authority subjects. This allows students to change two of the five subjects during Senior if required.</td>
<td>• To be eligible for a Selection Rank, students must choose the equivalent of five Authority or Authority Registered subjects (any combination of these subjects is acceptable).</td>
</tr>
<tr>
<td>• Students must sit the Queensland Core Skills Test to be eligible for an OP. (Results on an “A–E scale). The student’s QCS Test results are used in the calculation of group statistics within each subject in the school and across the state. The levels of achievement issued at the end of Year 12 are not affected by a student’s QCS result.</td>
<td>• The best 20 semester units of study will be counted in the Selection Rank calculation.</td>
</tr>
<tr>
<td>• OP is on a 1 – 25 scale (1 = highest).</td>
<td>• Selection Ranks are on a 99 – 50 scale (99 = highest).</td>
</tr>
<tr>
<td>• Field Positions are used by QTAC when it is necessary to discriminate between students in the same OP band. FPs relate to the content of specific literacy, numeracy and practical aspects of each subject studied. FPs are clearly noted in the QTAC publication “Tertiary Prerequisites”. This publication is given to all Queensland Year 10 students and lists prerequisite and recommended subjects for all courses that will be listed in the Year 12 QTAC guide to Universities and TAFE.</td>
<td>• Students who are not OP eligible may choose to sit the Queensland Core Skills Test, but it is not compulsory to do this in order to be eligible for a Selection Rank. If students choose not to sit the QCS Test, their Selection Rank will be calculated on a QCS result of “E”.</td>
</tr>
<tr>
<td>• Please contact the Guidance Counsellor if you require more information on Selection Ranks.</td>
<td></td>
</tr>
</tbody>
</table>
## CHOOSING a SENIOR PATHWAY

<table>
<thead>
<tr>
<th>VOCATIONAL PATHWAY</th>
<th>UNIVERSITY PATHWAY</th>
<th>QLD CERTIFICATE OF INDIVIDUAL ACHIEVEMENTS QCIA (special entry only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>For students who plan to undertake a TAFE course, an APPRENTICESHIP, TRAINEESHIP or GAIN EMPLOYMENT while at school or after completing Year 12.</td>
<td>For students who plan on going to UNIVERSITY and a limited number of TAFE courses after completing Year 12.</td>
<td>The Queensland Certificate of Individual Achievement is designed to cater for students with a verified disability, and who are receiving support via the school’s Special Education Program.</td>
</tr>
<tr>
<td><strong>NOT OP ELIGIBLE</strong> But you can apply for a Selection Rank to assist with possible entry to TAFE or Tertiary Studies after completing Year 12.</td>
<td><strong>OP ELIGIBLE</strong> Used to rank students for University entrance. OP’s are rated 1 – 25 with 1 being the highest.</td>
<td></td>
</tr>
<tr>
<td>Students must study 12 points continuously (three subjects) for two years or until certification achieved. eg. three subjects with no changes for the two years, one subject and one certificate with no change.</td>
<td><strong>UNIVERSITY / TAFE</strong> It is essential that three of the six subjects chosen must be studied across all four semesters of Senior Schooling.</td>
<td></td>
</tr>
<tr>
<td>Students need 20 semester units to qualify for a Selection Rank. One Semester unit = studying one subject for one semester and completing all assessment requirements.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## UNIVERSITY PATHWAY

Students seeking entry to university must select the **University Pathway** and be eligible to receive an Overall Position as a result of studying **six** Authority Subjects for both Year 11 and Year 12 and sitting the Queensland Core Skills (QCS) Test in Year 12.

Students should follow the guidelines suggested from ‘Choosing a Senior Pathway’ and ‘Overall Positions and Tertiary Entrance’ when selecting their subjects.

**Each student must select Authority English and an Authority Mathematics subject plus four (4) other Authority subjects as part of their University Pathway.**

Before selecting subjects students must first ensure they have met or will meet the required pre-requisites to study their selected Authority subjects. These pre-requisites are listed below and must be achieved by the end of Year 10.
<table>
<thead>
<tr>
<th>FACULTY / SUBJECTS</th>
<th>SUGGESTED PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td></td>
</tr>
<tr>
<td>Authority English</td>
<td>“C+” Achievement in Year 10 English</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td></td>
</tr>
<tr>
<td>Mathematics A</td>
<td></td>
</tr>
<tr>
<td>Mathematics B</td>
<td>“C+” Achievement in Year 10 Core Mathematics</td>
</tr>
<tr>
<td>Mathematics C</td>
<td>“B” Achievement in Year 10 Core Mathematics or Mathematics Extension</td>
</tr>
<tr>
<td></td>
<td>“B” Achievement in Year 10 Mathematics Extension – studied in conjunction with Mathematics B</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>“B” Achievement in Year 10 Science, Mathematics and study Mathematics B</td>
</tr>
<tr>
<td>Chemistry</td>
<td>“B” Achievement in Year 10 Science, Mathematics and study Mathematics B</td>
</tr>
<tr>
<td>Biology</td>
<td>“C” Achievement in Year 10 Science and English</td>
</tr>
<tr>
<td>Science 21</td>
<td>“C” Achievement in Year 10 Science and English</td>
</tr>
<tr>
<td><strong>HUMANITIES</strong></td>
<td></td>
</tr>
<tr>
<td>Ancient History</td>
<td>“C+” Achievement in Year 10 English</td>
</tr>
<tr>
<td>Aboriginal &amp; Torres Strait Islander Studies</td>
<td>“C” Achievement in Year 10 English</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>“C+” Achievement in Year 10 English</td>
</tr>
<tr>
<td><strong>HPE / BUSINESS / ICT</strong></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>“C” Achievement in Year 10 English</td>
</tr>
<tr>
<td><strong>THE ARTS</strong></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>“C” Achievement in Year 10 English and Drama</td>
</tr>
<tr>
<td>Music</td>
<td>“C” Achievement in Year 10 English and Music</td>
</tr>
<tr>
<td>Visual Art</td>
<td>“C” Achievement in Year 10 English and Visual Art</td>
</tr>
<tr>
<td><strong>INTAD / HOSPITALITY</strong></td>
<td></td>
</tr>
<tr>
<td>Graphics</td>
<td>“C” Achievement in Year 10 Mathematics</td>
</tr>
</tbody>
</table>
# SUGGESTED SAS SUBJECT PRE-REQUISITES

<table>
<thead>
<tr>
<th>FACULTY / SUBJECTS</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td></td>
</tr>
<tr>
<td>English Communication</td>
<td>“C” Achievement in Year 10 English</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td></td>
</tr>
<tr>
<td>Prevocational Maths</td>
<td>“C” Achievement in Year 10 Core Mathematics</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td></td>
</tr>
<tr>
<td>Aquatic Practices</td>
<td>“C” Achievement in Year 10 Science and English</td>
</tr>
<tr>
<td><strong>HPE / BUSINESS / ICT</strong></td>
<td></td>
</tr>
<tr>
<td>Recreation</td>
<td>“C” Achievement in Year 10 English and HPE</td>
</tr>
<tr>
<td>Rugby Specialist</td>
<td>“C” Achievement in Year 10 English and HPE</td>
</tr>
<tr>
<td><strong>THE ARTS</strong></td>
<td></td>
</tr>
<tr>
<td>Visual Arts in Practice</td>
<td>“C” Achievement in Year 10 Art</td>
</tr>
<tr>
<td>Music in Practice</td>
<td>“C” Achievement in Year 10 Music</td>
</tr>
<tr>
<td>Media Arts in Practice</td>
<td>“C” Achievement in Year 10 Visual Art</td>
</tr>
<tr>
<td><strong>INTAD / HOSPITALITY</strong></td>
<td></td>
</tr>
<tr>
<td>Furnishing Skills</td>
<td>“C” Achievement in Year 10 Mathematics</td>
</tr>
</tbody>
</table>

# SUGGESTED VOCATIONAL SUBJECT PRE-REQUISITES

<table>
<thead>
<tr>
<th>FACULTY / SUBJECTS</th>
<th>SUGGESTED PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTAD</strong></td>
<td></td>
</tr>
<tr>
<td>Certificate I Construction</td>
<td>“C” Achievement in Year 10 English</td>
</tr>
<tr>
<td>Certificate II Engineering (Pathways)</td>
<td>“C” Achievement in Year 10 English</td>
</tr>
<tr>
<td>Certificate II Hospitality</td>
<td>“C” Achievement in Year 10 English</td>
</tr>
<tr>
<td><strong>HUMANITIES</strong></td>
<td></td>
</tr>
<tr>
<td>Certificate II Tourism</td>
<td>“C” Achievement in Year 10 English</td>
</tr>
<tr>
<td><strong>HPE / BUSINESS / ICT</strong></td>
<td></td>
</tr>
<tr>
<td>Certificate II Business</td>
<td>“C” Achievement in Year 10 English</td>
</tr>
</tbody>
</table>

Choosing a Vocational Pathway **will not** give students an Overall Position (OP).
OVERALL POSITION (OP)

WHAT IS AN OP?

OP stands for Overall Position. It records a student’s rank order position in the state relative to all other students who are eligible for entry into tertiary institutions based on overall achievement in Authority Subjects. It is recorded as a number from 1 (highest) to 25 (lowest). It is used to select students for entry to tertiary institutions.

To be eligible for an OP, students must:

- complete 100 Weighted Semester Units (WSU) of Authority subjects ie 20 semester units multiplied by the common weighting of 5.
- study at least three (3) of five (5) Authority subjects for all four (4) semesters.
- sit for the Queensland Core Skills (QCS Test).

A QTAC Selection Rank is a scale from 99 (highest) to 1 (lowest) used to allocate places in vocational courses. For OP ineligible students, a selection rank is calculated using the levels of achievement for the student’s best 20 semesters of senior study in Authority, Authority-registered and VET subjects. Specific schedules are used to allocate points values to subject results and a selection rank range is then calculated. QCS test results (if available) can then be used to moderate the rank upwards.

Note that a poor QCS result cannot have a negative effect on selection rank.

To be eligible for a FP in any specific field, students must:

- be eligible for an OP.
- complete 60 Weighted Semester Units (WSU) of Authority subjects in that particular field.

Students who are unsuccessful in gaining entry straight from Year 12 to their preferred Vocational Course can **articulate** into this course by reapplying to QTAC after they have completed further study according to the Australian Qualifications Framework. Students apply for Vocational Entrance to QTAC at the end of Term 3 in Year 12 by the online application system.

WHAT IS AN FP?

FP stands for Field Position. It records a student’s rank order position in the state in five specific areas (A-E) relative to all other students who are eligible for each specific tertiary course. There are five (5) fields. Students may be eligible for one or more of these fields depending on their subject choice.

**FIELD A:** Extended written expression involving complex analysis and synthesis of ideas.

**FIELD B:** Short written communication involving reading, comprehension and basic English and Foreign Language expression.

**FIELD C:** Basic numeracy involving simple calculations and graphical and tabular data.

**FIELD D:** Solving complex problems involving mathematical symbols and abstractions.

**FIELD E:** Substantial practical performance involving physical or creative arts or expressive skills.

When needed, vocational institutions use FPs (after using the OP) to discriminate between students.
QUEENSLAND CERTIFICATE of EDUCATION (QCE)

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

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

**QCE Eligibility**

You need:

- 20 credits
- Sound Level of Achievement, Pass or equivalent
- at least 12 credits from completed Core courses of study plus an additional 8 credits from combination of any courses of study but a maximum of 6 credits from Preparatory courses of study
- and meet literacy and numeracy requirements

To gain a QCE

An alternative to the QCE is the Queensland Certificate of Individual Achievement (QCIA), which recognises the achievements of students who are on individualised learning programs.

**How does the QCE work?**

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

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

Monitoring progress

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

Students will be able to view their individual learning accounts at [www.studentconnect.qcaa.qld.edu.au](http://www.studentconnect.qcaa.qld.edu.au)

Awarding a QCE

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

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

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

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

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

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

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

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

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

Where does a learning account lead?

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

- QCE
- Senior Statement
- Statement of Results
- Vocational Education and Training (VET) certificate
- Queensland Certificate of Individual Achievement (QCIA)
- An Overall Position (OP) and Field Positions (FP’s).
Types of Learning and Requirements

A wide variety of courses of study may contribute towards the QCE. Contributing studies are classified in four categories:

- Core
- Preparatory
- Enrichment
- Advanced

Different types and amounts of learning attract different amounts of credit towards the QCE. Credit is assigned when a minimum standard of achievement has been reached.

A young person must achieve at least 20 credits to be eligible for a QCE. A minimum of 12 credits must come from completed core courses of study. The remaining 8 credits may come from a combination of core, preparatory, enrichment or advanced courses, with a maximum 6 credits contributing from preparatory studies. Partial completion of a core course of study may also contribute some credit.

Where do I get more Information?

QCAA Student Connect
Postal address: PO Box 307, Spring Hill, QLD 4004
Office address: Ground floor, 295 Ann Street, Brisbane QLD Phone: 3864 0299; 1800 804991
Fax: 3221 2553
Web: www.studentconnect.qcaa.qld.edu.au
Email: studentconnect@qcaa.qld.edu.au

QTAC LTD
Postal address: PO Box 1331, Milton QLD 4064
Office address: Level 2, 33 Park Road, Milton QLD 4064
Phone: 3858 1222
Fax: 3367 1164
Web: www.qtac.edu.au

Queensland Universities and TAFE Queensland
Australian Catholic University www.acu.edu.au
Bond University www.bond.edu.au
Central Queensland University www.cqu.edu.au
Griffith University www.griffith.edu.au
James Cook University www.jcu.edu.au
Queensland University of Technology www.qut.edu.au
TAFE Queensland www.tafe.net
The University of Queensland www.uq.edu.au
University of Southern Queensland www.usq.edu.au
University of the Sunshine Coast www.usc.edu.au
Southbank Institute of Technology (SBIT) www.southbank.edu.au

Career Information Centres
Address: 340 Adelaide Street, Brisbane QLD 4001
Phone: 1800 627 175
Fax: 3000 3050
Email: career.information@centrelink.gov.au
To be eligible for the QCE, students must complete 20 credits

Students must attain between 12 and 20 credits from completed core courses of study. Students may also include up to 8 credits from a combination of core, preparatory, enrichment or advanced courses.

<table>
<thead>
<tr>
<th>Core</th>
<th>Credit</th>
<th>Preparatory</th>
<th>Credit</th>
<th>Enrichment</th>
<th>Credit</th>
<th>Advanced</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority or Authority-registered subject</td>
<td>4</td>
<td>Certificate I vocational qualification</td>
<td>2</td>
<td>a level of a recognised certificate or award in areas such as music, dance, drama, sport and community development</td>
<td>1</td>
<td>a one-semester university subject undertaken while at school</td>
<td>2</td>
</tr>
<tr>
<td>A Senior External Examination</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VET Certificate II</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VET Certificate III-IV</td>
<td>8</td>
<td>Employment skills development</td>
<td>2</td>
<td>a negotiated community or self-directed project</td>
<td>1</td>
<td>a two-semester university subject undertaken while at school</td>
<td>4</td>
</tr>
<tr>
<td>School-based apprenticeships</td>
<td>6</td>
<td>Program – only 1 can count</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traineeships</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tailored training program</td>
<td>4</td>
<td>A re-engagement program</td>
<td>2</td>
<td>160 hours (20 days) of structured workplace learning that an employer endorses</td>
<td>1</td>
<td>competencies in a diploma or advanced diploma over at least a semester (or its equivalent)</td>
<td>2</td>
</tr>
<tr>
<td>International learning program</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course of study**
- Authority subjects and Authority – registered subjects
- Vocational education and training
- University courses/subjects/units undertaken while still at school
- International learning course of study
- Recognised awards and certificates
- Workplace, community and self-directed

**Set standard**
- At Least a Sound level of Achievement competence
- At least a pass as defined by the course
- At least a pass as defined by the course awarded
- At least a pass as defined by the project

**Literacy**
- At least a Sound level of Achievement in a semester of an Authority or Authority-registered English subject; or
- A pass in a literacy course recognised by the QCAA (NRS Level 3 or above); or
- At least a Sound Level of Achievement in the Literacy strand of Authority-registered Literacy and Numeracy; or
- At least a C on the Queensland Core Skills Test

**Numeracy**
- At least a Sound Level of Achievement in a semester of an Authority or Authority-registered mathematics subject; or
- Competence in VET modules NUM 204 or NUM 205; or
- A pass in a numeracy course recognised by the QCAA (NRS Level 3 or above); or
- At least a Sound Level of Achievement in the Numeracy strand of Authority-registered Literacy and Numeracy; or
- At least a C on the Queensland Core Skills Test
TERTIARY PATHWAYS:

AUTHORITY SUBJECTS
ABORIGINAL AND TORRES STRAIT ISLANDER STUDIES

Unlock the door to a multitude of options for both career and further study.

Why Study Aboriginal and Torres Strait Islander Studies?

Many students come to study Aboriginal & Torres Strait Islander Studies because they have a personal desire to gain a better understanding of Australian Indigenous peoples and cultures. Others wish to enhance their understanding of Australian history and current issues of national significance such as reconciliation, land rights and Australian identity. Such outcomes confirm that Aboriginal and Torres Strait Islander Studies excels in equipping students for ‘citizenship’ ensuring they are informed members of our democratic society.

What Will I Study?

The themes studied in Aboriginal and Torres Strait Islander Studies include:

✓ Knowledge an understanding of Indigenous cultures and societies within the Australian community and a broader international context.
✓ The course offers a wide range of topics that includes archaeology and Australia’s ancient past right through to the latest political developments. There is a strong emphasis on our local area.
✓ You will be encouraged to engage in what it means to be an Australian today, how our history might have unfolded differently, how Australia can further enhance its democratic ideals.
✓ By learning more about Australian Indigenous peoples, cultures and histories you will embark on a journey to discover more about yourself and Australian society.
✓ This course of study recognises social diversity and emphasises human rights and social justice within a framework that promotes ethical action, social responsibility and empowerment.

What Skills Will I Develop?

Some skills developed by students who undertake Aboriginal and Torres Strait Islander Studies include:

• Written and oral communication
• Research and presentation skills
• Analysing and using information
• Self-expression and self-reliance
• Reflection and critical judgement
• The ability to deal with people
• Cross-cultural communication skills
• Flexibility and adaptability
• Collaboration, discussion and debating

What's It Worth?

✓ OP eligible subject
✓ 4 QCE points

Costings:

SUBJECT FEE CHARGE
- Year 11 cost is $130
- Year 12 cost is $130

PLANNED EXCURSION anticipated costs
Year 11
- Tjapukai excursion and the anticipated cost is $30
- Local Area excursion/ camp and the anticipated cost is $100
Year 12
- Yarrabah Museum & Cultural Centre excursion and the anticipated cost is $30
- Local Area excursion/ camp and the anticipated cost is $100

Contact:
Mrs Gail Beggs – Head of Humanities
Email: gbegg1@eq.edu.au
Phone: 07) 4081 5217
Do you enjoy or are you good at ABORIGINAL AND TORRES STRAIT ISLANDER STUDIES?
Have you considered the occupations above?

Usual training requirements

LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of SOCIAL SCIENCE. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs. For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
ANCIENT HISTORY
Learning from the past…Engaging with the present…Creating positive futures.

Why Study Ancient History?
History is a strong academic subject that will prepare you with the necessary skills (research, Communication and critical thinking skills) required for university courses such as Social Science, Education, Law, Business (and many others). Apart from that, it is a fascinating subject that will give you a solid foundation in general knowledge about the Ancient world, foster a love of learning, and an appreciation for differing cultures and humanity as a whole.

What Will I Study?
The themes studied in Ancient History include:

- The Ancient Egyptians and Aztecs and their funerary practices and beliefs
- Archaeological case studies such as the Bog Bodies, Ice Man, ancient relics, sites and archaeological methods
- Studies of Power including the warriors of the Spartan Military and the conquests of Alexander the Great
- Boudicca, Queen of the Iceni (Celtic tribes) and her battle with the Romans
- Everyday Lives of the Romans as well as the villagers of Deir El Medina (Craftsmen who built the tombs of the Pharaohs)
- The Middle Ages such as the Crusades and Medieval Life
- The Philosophy of Confucius and Religious Beliefs in Ancient India

What Skills Will I Develop?

Research Skills – you will learn how to design and manage you own research investigation, from formulating focus questions, to locating quality source materials and maintaining a record of your research.

Communication Skills – you will become familiar with the genre required for writing formal academic essays, as well as oral communication skills, such as presenting seminars

Critical Thinking Skills – In history we look at evidence to draw conclusions about the past. Evidence does not always present the ‘truth’ - we need to be aware of gaps, biased opinions and misinterpretations. You will develop the skill to question what you read, which is a skill you can use in life generally, as well as in pursuing your education.

What’s It Worth?

- OP eligible subject
- 4 QCE points

Costings:

SUBJECT FEE CHARGE
- Year 11 cost is $0
- Year 12 cost is $0

There are no PLANNED EXCURSION anticipated costs.

Contact:

Mrs Gail Beggs – Head of Humanities
Email: gbegg1@eq.edu.au
Phone: 07) 4081 5217
Do you enjoy or are you good at HISTORY?
Have you considered the occupations above?

Usual training requirements

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of HISTORY.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit [www.jobguide.education.gov.au](http://www.jobguide.education.gov.au) and [www.myfuture.edu.au](http://www.myfuture.edu.au)
Why Study Biology?

Biology is the study of life in its many manifestations. It encompasses studies of the origin, development, diversity, functioning and evolution of living systems and the consequences of intervention in those systems. Biology is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge.

What Will I Study?

The themes studied in Biology include:

- Cells and Multicellular Organisms
- Biodiversity and Ecosystem Dynamics
- Homeostasis and Infectious Diseases
- Genetics and Evolution

What Skills Will I Develop?

The study of Biology provides students with opportunities to:

- gain insight into the scientific manner of investigating problems pertaining to the living world
- experience the processes of science, and that leads to the discovery of new knowledge
- develop a deeper understanding and aesthetic appreciation of the living world.

What's It Worth?

- OP eligible subject
- 4 QCE points

Costings:

SUBJECT FEE CHARGE
- Year 11 cost is $80
- Year 12 cost is $0

PLANNED EXCURSION anticipated costs
Year 11
- Fitzroy Island Field Study and the anticipated cost is $80

Contact:

Ms Jemma Stevens – Head of Science
Email: jstev415@eq.edu.au
Phone: (07) 4081 5241
**Do you enjoy or are you good at BIOLOGY?**

Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of BIOLOGY.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit [www.jobguide.education.gov.au](http://www.jobguide.education.gov.au) and [www.myfuture.edu.au](http://www.myfuture.edu.au)
CHEMISTRY

“If you’re not part of the solution, you’re part of the precipitate”

Why Study Chemistry?

The study of Chemistry engages students and teachers in an exciting and dynamic investigation of the material universe. Chemistry provides a platform and conduit in which humankind can interact with and explore matter. This is the essence of Chemistry. Chemistry helps us to understand the links between the macroscopic properties of the world, and the subatomic particles and forces that account for those properties. The application of chemistry enables us to make sense of the physical world. Understanding and applying chemical concepts, models, procedures and intellectual processes aids in humankind’s management of the planet’s limited resources and could provide the key to our continuing survival. Chemistry can provide a unifying feature across most scientific undertakings especially where “traditional” science boundaries are becoming blurred.

What Will I Study?

The themes studied in Chemistry include:

- Materials
- Transport
- Water
- Air
- Swimming Pools
- Wine
- Shipwrecks
- Molecules

What Skills Will I Develop?

Participating in a course of study derived from the Chemistry syllabus will immerse students in both the practical and contextual aspects of the discipline, through working scientifically and enacting scientific inquiries, investigations and experiments. It will facilitate the growth of student awareness of the constructions of chemical understandings from academic, personal, social and global perspectives.

What’s It Worth?

- OP eligible subject
- 4 QCE points

Costings:

SUBJECT FEE CHARGE
- Year 11 cost is $30
- Year 12 cost is $30

PLANNED EXCURSION anticipated costs
Year 11
- Barron River Water Study and the anticipated cost is $30
Year 12
- Chemistry of Wine, Winery Field Study and the anticipated cost is $30

Contact:

Ms Jemma Stevens – Head of Science
Email: jstev415@eq.edu.au
Phone: (07) 4081 5241
Do you enjoy or are you good at CHEMISTRY?

Have you considered the occupations above?

Usual training requirements
LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.
LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.
LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.
LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of CHEMISTRY. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
Why Study Drama?

Studying Drama will help students gain confidence in speaking and presenting information in public. The course is not only geared for acting and speaking, but also for associated theatre skills such as sound, lighting, set design and costume design. Students will learn to critically analyse and evaluate both written and performed texts.

What Will I Study?

The themes studied in Drama include:
- Elements of Drama
- Ritual and World Drama such as Greek and Elizabethan
- Realism
- Physical Theatre
- Australian Theatre – including Indigenous
- Political Theatre
- Critiquing

What Skills Will I Develop?

Forming Skills – you will learn how to form both written and oral drama through the development of skills in scriptwriting, directing and improvising characters and scenes.

Presenting Skills – you will develop skills such as acting, applying stagecraft and working as an ensemble when presenting scripted and student devised performances.

Responding Skills – analysis, evaluation and synthesis skills will be developed in order to critique live theatre performances.

What's It Worth?

- OP eligible subject
- 4 QCE points

Costings:

**SUBJECT FEE CHARGE**
- Year 11 cost is $30
- Year 12 cost is $30

**PLANNED EXCURSION** anticipated costs
Year 11
- **Live Performance** and the anticipated cost is $30

Contact:

Mrs Teresa Solly – Drama Coordinator
Email: tsoll6@eq.edu.au
Phone: 07) 4081 5247
Do you enjoy or are you good at PERFORMING ARTS?
Have you considered the occupations above?

Usual training requirements

LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of PERFORMING ARTS. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs. For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
‘The limits of my language are the limits of my world.’

Students considering this course should have consistently achieved at a C+ or higher LOA in Year 10 English.

**Why Study Authority English?**
In Authority English, students have the opportunity to learn about the English language and how to use it to their benefit.

Students also study how others have exploited the language for different purposes and audiences, from leisure to political power.

**What Will I Study?**

Students work with *literary texts, mass media texts, multi-media texts and everyday texts.*

Each semester students

* are encouraged to explore texts, respond to texts and produce original texts
* examine how texts are structured and organised for particular purposes and then apply this knowledge to produce different types of texts for particular purposes
* understand and control textual features, including grammar, in a variety of contexts
* analyse, evaluate and produce texts to demonstrate how and why meaning is created

Assessment in this subject is based on three criteria: understanding and responding to contexts; understanding and controlling textual features and creating and evaluating meaning. A high level of commitment to written and spoken tasks is required. Tasks increase in sophistication over the course. Students are expected to develop independence in task preparation and to demonstrate proficiency under supervised conditions, without assistance.

**What Skills Will I Develop?**

✓ Ability to communicate confidently and effectively in Standard Australian English
✓ Critical and creative thinking and the expression of this thinking in writing and speaking
✓ Viewing and listening with appreciation and evaluation
✓ Fluency speaking and writing in, and about, a wide range of contemporary and traditional texts
✓ Use of language in aesthetic, imaginative, engaging and persuasive ways.

**What’s It Worth?**

**Costings:**

SUBJECT FEE CHARGE

<table>
<thead>
<tr>
<th>OP eligible subject</th>
<th>Year 11 cost is $0</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 QCE points</td>
<td>Year 12 cost is $0</td>
</tr>
</tbody>
</table>

Anticipated costs include

* ICAS English competition entry with an anticipated cost of nil
* Attendance at a live dramatic performance at school with an anticipated cost of nil

**Contact:**

Ms Helen Tenison-Woods – Head of English
Email: hteni1@eq.edu.au
Phone: (07) 4081 5222
Do you enjoy or are you good at ENGLISH?
Have you considered the occupations above?

Usual training requirements
LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of ENGLISH.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
Why Study Graphics?

Graphics is a subject which allows students to explore design problems through the lens of a design process. Students will research, generate and develop ideas, as well as produce and evaluate solutions. Students communicate these solutions in the form of drawings and sketches. Students wishing to pursue a career in Architecture, Graphic Design, Industrial design, Engineering, Draftsman etc. should choose this subject.

What Will I Study?

The themes studied in graphics include:

✓ Built Environment
✓ Industrial Design
✓ Graphic Design

What Skills Will I Develop?

Research Skills – you will learn how to design and manage your own research investigation, from formulating focus questions, to locating quality source materials and maintaining a record of your research.

Communication Skills – you will become familiar with the drawing techniques, including sketching and CAD (Computer Aided Drawing).

Critical Thinking Skills – You will learn how to apply your drawing and research skills to develop unique and innovative design solutions to given problems using the design process.

What's It Worth?

✓ OP eligible subject
✓ 4 QCE points

Costings:

SUBJECT FEE CHARGE
- Year 11 cost is $40
- Year 12 cost is $40

Contact:

Mr Steve Camilleri – Head of INTAD/HEC
Email: scami9@eq.edu.au
Phone: 07) 4081 5251
Do you enjoy or are you good at GRAPHICS?
Have you considered the occupations above?

Usual training requirements

LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of COMPUTING.
The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.
For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
LEGAL STUDIES

You, the law and society...Ignorance of the law is no excuse before the law!

Why Study Legal Studies?

Every day we have to deal with one legal issue of another. Usually these are part of our everyday living such as renting a house or unit to live in or financing the purchase of a car. At other times we may be involved with the police such as being booked for speeding. Legal studies aim is to help student make sense of the law as it applies to them their everyday lives by providing them with a broad legal knowledge so they are aware of and understand their legal rights and responsibilities in Australian society.

What Will I Study?

The themes studied in Legal Studies include:
- **The Legal System** – How does our legal system meet Australian society’s needs?
- **Crime and Society** – What is crime? How should our society and the criminal justice system respond to crime?
- **Civil Obligations** – How does civil law impact on citizens in society? The law of Agreements and the Law of Torts (civil wrongs)
- **Law in a Changing Society** – What is, or should be, the role of law in society?
- **You and the law and Society** – Any two of the following will be studied depending upon student interest: Renting and buying, Family Law, Employment law, Sport and the Law, Environmental Law, Consumer Law, Technology and the Law
- **Independent Study** – An extended study completed in Year 12 in an area of student interest

What Skills Will I Develop?

**Knowledge and Understanding Skills:** Develop and ability to retrieve and comprehend information by learning how to make statements of specific knowledge based on recall or research. Describe and explain key legal concepts including structures, processes and principles. Recognise legal issues related to particular social situations and use examples to illustrate legal knowledge and understanding.

**Investigation Skills:** Develop an ability to examine legal situations and issues by learning how to analyse everyday situations to identify legal issues and problems. Select and apply relevant legal principles and procedures.

**Evaluation Skills:** Develop an ability to critically review the law’s attempts to achieve just, fair and equitable outcomes to issues by learning how to synthesise and critique stakeholders responses to legal issues. Draw conclusions about eh suitability of legal outcomes and their social implications. Talk and justify a stance on legal issues.

**Communication Skills:** Develop an ability to select, organise and present information by learning how to plan and implement an effective research process accessing a variety of relevant legal sources. Organise and present legal information effectively using written and non-written formats which are grammatically and technically correct. Use legal and law-related terminology, definitions and documents proficiently. Use appropriate modes, forms and styles of communication within a variety of conditions, situations and contexts.

What’s It Worth?

- OP eligible subject
- 4 QCE points

**Costings:**

**SUBJECT FEE CHARGE**
- Year 11 cost is $20
- Year 12 cost is $20

**PLANNED EXCURSION anticipated costs**
- Year 11
  - Cairns Courthouse and the anticipated cost is $20.00
- Year 12
  - Cairns Courthouse and the anticipated cost is $20.00

**Contact:**
Mrs Gail Beggs – Head of Humanities
Email: gbegg1@eq.edu.au
Phone: 07) 4081 5217
Do you enjoy or are you good at LEGAL STUDIES?

Have you considered the occupations above?

Usual training requirements

LEVEL 1

Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2

Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level. For further information, visit www.jobguide.education.gov.au and www.myfuture.edu.au.

LEVEL 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4

Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

This chart shows a selection of jobs that have some relation to the subject of SOCIAL SCIENCE. For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au.
Why Study Mathematics A?

The aim of Mathematics A is to provide the opportunity for students to continue to participate fully in lifelong learning. Mathematics A is for those students who wish to continue their studies in Mathematics to the end of year 12 for employment purposes or for those who wish to study tertiary courses that have no major emphasis on Mathematics. This course is spiral in nature with new topics building on knowledge gained in previous semesters. The subject is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

Mathematics A is a recommended precursor to further study and training for professions and technical trades in a range of industries and employment areas including:

- Manufacturing and processing
- Building and construction
- Hospitality and tourism
- Administration and management
- Education and training
- Health services
- Retail services
- Mechanics and engineering.

What Will I Study?

The themes studied in Mathematics A include:

- Financial Mathematics Strand
- Applied Geometry Strand
- Statistics and Probability Strand
- Two & Three Dimensions Strand
- Land Measurement Strand
- Networks & Queuing Strand

What Skills Will I Develop?

Mathematics A focuses on the development and application of numerical and other mathematical concepts and skills. It provides a basis for the general development of such quantitative skills to prepare students to cope with the quantitative demands of their personal lives or to participate in a specific workplace environment. The distinctive nature of Mathematics A will require that new mathematical concepts be introduced and new skills be developed. Within appropriate learning contexts and experiences in the subject, opportunities are to be provided for revising, maintaining, and extending such skills and understandings.

What’s It Worth?

- OP eligible subject
- 4 QCE points

Costings:

SUBJECT FEE CHARGE
- Year 11 cost is $ Nil
- Year 12 cost is $ Nil

PLANNED EXCURSION anticipated costs
Year 11
- No Planned Excursions and the anticipated cost is $ Nil
Year 12
- No Planned Excursions and the anticipated cost is $ Nil

Contact:

Mr Vince Musumeci – Head of Mathematics
Email: vmusu2@eq.edu.au
Phone: 07) 4081 5232
Why Study Mathematics B?

Mathematics B aims to provide the opportunity for students to participate more fully in lifelong learning. Mathematics B is for those students that succeed in mathematics and wish to have the option to study university courses containing statistics, science, engineering, computing, health or business. It is strongly recommended that only students currently studying Extension Mathematics enroll in Mathematics B. This course is spiral in nature with new topics building on knowledge gained in previous semesters.

This subject provides a foundation for further studies in disciplines within which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, Mathematics B is designed for students whose future pathways may involve mathematics and statistics, and their application, in a range of disciplines at the tertiary level, including:

- mathematics and statistics
- mathematics and science education
- natural and physical sciences
- medical and health sciences, including human biology, biomedical, nanoscience and forensics
- information technology and computer science, including electronic and software
- mathematical applications in: energy & resources; management and conservation; climatology; design and built environment; industry, manufacturing and trades; business and tourism; primary industries and environment; economics and commerce; statistics and data analysis.
- pure mathematics.
- engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining

What Will I Study?

The themes studied in Mathematics B include:

- Introduction to functions
- Rates of change
- Periodic functions and applications
- Exponential & logarithmic functions & applications
- Optimisation
- Introduction to integration
- Applied statistical analysis

What Skills Will I Develop?

Mathematics B focuses on the development and application of numerical and other mathematical concepts and skills. It provides a basis for the general development of such quantitative skills to prepare students to cope with the quantitative demands of their personal lives or to participate in a specific workplace environment.

The distinctive nature of Mathematics B will require that new mathematical concepts be introduced and new skills developed. Within appropriate learning contexts and experiences in the subject, opportunities are to be provided for revising, maintaining, and extending such skills and understandings.

What's It Worth?

- OP eligible subject
- 4 QCE points

Costings:

<table>
<thead>
<tr>
<th>SUBJECT FEE CHARGE</th>
<th>PLANNED EXCURSION anticipated costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 cost is $ Nil</td>
<td>Year 11 - No Planned Excursions and the anticipated cost is $ Nil</td>
</tr>
<tr>
<td>Year 12 cost is $ Nil</td>
<td>Year 12 - No Planned Excursions and the anticipated cost is $ Nil</td>
</tr>
</tbody>
</table>

Contact:

Mr Vince Musumeci – Head of Mathematics
Email: vmusu2@eq.edu.au
Phone: 07) 4081 5232
Why Study Mathematics C?

Mathematics C has been designed to be taken in conjunction with Mathematics B. The subject contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in Mathematics B and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced. Mathematics C is for those students who may wish to study university degrees such as medicine, engineering, computer programming or science. This course is spiral in nature with new topics buildings on knowledge gained in previous semesters. The opportunity to work in a select class of highly capable and motivated students is another appealing feature of this course.

Mathematics C is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university. Mathematics C is recommended for students wishing to pursue further study and training at tertiary level in areas such as:

- mathematics and statistics
- natural and physical sciences
- engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining
- mathematical applications in: energy & resources; management and conservation; climatology; design and built environment; industry, manufacturing and trades; business and tourism; economics and commerce; statistics and data analysis.

What Will I Study?

The themes studied in Mathematics C include:

- Introduction to groups
- Real and complex number systems
- Matrices and applications
- Vectors and applications
- Calculus
- Structures and patterns
- Conics
- Dynamics

What Skills Will I Develop?

Mathematics C focuses on the development and application of numerical and other mathematical concepts and skills. It provides a basis for the general development of such quantitative skills to prepare students to cope with the quantitative demands of their personal lives or to participate in a specific workplace environment.

The distinctive nature of Mathematics C will require that new mathematical concepts be introduced and new skills be developed. Within appropriate learning contexts and experiences in the subject, opportunities are to be provided for revising, maintaining and extending such skills and understandings.

What's It Worth?

- OP eligible subject
- 4 QCE points

Costings:

SUBJECT FEE CHARGE
- Year 11 & 12 cost is $ Nil

PLANNED EXCURSION anticipated costs
- Year 11 & 12 - No Planned Excursions and the anticipated cost is $ Nil

Contact:
Mr Vince Musumeci – Head of Mathematics
Email: vmusu2@eq.edu.au
Phone: 07) 4081 5232
Do you enjoy or are you good at MATHS?
Have you considered the occupations above?

Usual training requirements
LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.
LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.
LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.
LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of MATHS.
The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.
For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
Why Study Music?

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for expression of the intellect, imagination and emotion. Music occupies a significant place in our everyday lives. Music contributes to the holistic development of the individual. A study of music helps a student to develop their practical and creative potential. Students live in a world where music has an important and pervasive presence.

What Will I Study?

The themes studied in Music include:

✓ Music in the Theatre
✓ Traditions
✓ Aussie Aussie Aussie (Australian Music)
✓ Innovators
✓ What a Performance
✓ Making a Musical Statement

What Skills Will I Develop?

A course of study in Music can establish a basis for further education and employment in the fields of music performance, composition, music research, pedagogy, sound technology, music theatre, Arts administration, and emerging creative industries. Many universities and TAFEs offer courses with a strong music focus or in disciplines that build on the knowledge, understandings and skills which students develop in Music. The study of music can be undertaken as part of undergraduate and graduate studies in Music, and the Creative and Performing Arts, either in combined qualifications or as a creative link in interdisciplinary studies, e.g. Music and Law, and Music and Medicine.

What's It Worth?

✓ OP eligible subject
✓ 4 QCE points

Costings:

SUBJECT FEE CHARGE
- Year 11 cost is $30
- Year 12 cost is $30

PLANNED EXCURSION
Year 11
- Live music performance (No extra cost)
Year 12
- Live music performance (No extra cost)

Contact:

Mr Robert Crookes – Head of Arts
Email: rcroo5@eq.edu.au
Phone: 07) 4081 5248
Do you enjoy or are you good at MUSIC?

Have you considered the occupations above?

Usual training requirements

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of MUSIC. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit [www.jobguide.education.gov.au](http://www.jobguide.education.gov.au) and [www.myfuture.edu.au](http://www.myfuture.edu.au)
**PHYSICAL EDUCATION**

**Why Study Senior Physical Education?**

Physical education focuses on the complex interrelationships between psychological, biomechanical, physiological and sociological factors in physical activity. Students learn about these complex interrelationships through the medium of physical activity.

It provides a foundation for students who wish to pursue further study in human movement related fields such as sports development, management, marketing and sales, sport and recreation policy development, sport journalism, sport psychology & coaching, athlete conditioning and management, personal training and teaching.

**What Will I Study?**

The themes studied in Senior Physical Education include:

- Skill Acquisition /Sports Psychology & Volleyball
- Exercise Physiology & Touch
- Biomechanics & Athletics
- Sociology of Sport & Badminton

**What Skills Will I Develop?**

**Research Skills** – you will learn how to design and manage your own research investigation, from formulating focus questions, to locating quality source materials and maintaining a record of your research.

**Communication Skills** – you will become familiar with the genre required for writing formal academic essays, as well as oral communication skills, such as presenting seminars. You will be able to demonstrate effective communication skills to be a productive member of a team and achieve a common goal.

**Critical Thinking Skills** – in Senior Physical Education we acquire, apply, analyse and evaluate our personal performances in terms of either skill acquisition, physiological, biomechanical or sociological concepts or principles. We draw conclusions and provide justified recommendations to improve our physical performances based on the focus concepts and principles.

**Practical Skills** – in Senior Physical Education you will develop the ability to become an intelligent performer learning in, through and about physical activity. You will develop the ability to work collaboratively in teams, implementing effective communication skills. You will be provided with opportunities to demonstrate and develop leadership skills. You will learn the specific skills and strategies to be a skilled performer in Volleyball, Touch, Athletics and Badminton.

**What's It Worth?**

- OP eligible subject
- 4 QCE points

**Costings:**

**SUBJECT FEE CHARGE**

- Year 11 cost is $45
- Year 12 cost is $45

**PLANNED EXCURSION anticipated costs**

**Year 11**

- JCU Exercise Physiology LAB workshop and the anticipated cost is $45.00

**Year 12**

- JCU Biomechanics LAB workshop and the anticipated cost is $45.00

**Contact:**

Mrs Trish Goodwin – Head of Health & Physical Education

Email: pgood7@eq.edu.au

Phone: 07) 4081 5261

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“The principle is competing against yourself. It’s about self-improvement, about being better than you were the day before.” – Steve Young
Do you enjoy or are you good at PHYSICAL EDUCATION?
Have you considered the occupations above?

Usual training requirements
LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of PHYSICAL EDUCATION. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
Why Study Physics?

The development of understanding of physical phenomena occurs in physics by means of methods of inquiry that have been refined over the past three hundred years. A culture of physics has emerged that values methods of precise measurement, reproducible experimentation and powerful mathematical relationships. Today, these methods continue to contribute to the development and provision of new information, ideas and theories to explain observations and experiences.

As a result, physics has become one of the most deeply conceptualised of the sciences, founded on physical concepts that have been developed into predictive theories expressed in mathematics.

What Will I Study?

The themes studied in Physics include:

- Measurement, Velocity and acceleration
- Circular motion
- Momentum and energy
- Temperature
- Waves
- Electronics and Magnetism
- Light, lenses and Mirrors
- Quantum Physics
- Nuclear energy

What Skills Will I Develop?

The study of Physics gives students a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills, and a stepping stone for further study. An understanding of Physics adds to and refines the development of students’ scientific literacy. Participating in a course of study derived from the Physics syllabus, working scientifically and enacting scientific inquiries, investigations and experiments will immerse students in both the practical and the conceptual aspects of the discipline.

What’s It Worth?

- OP eligible subject
- 4 QCE points

Costings:

SUBJECT FEE CHARGE
- Year 11 cost is $0
- Year 12 cost is $0

PLANNED EXCURSION anticipated costs
Every 2nd Year
- 2017 Dreamworld – Amusement Park Physics and the anticipated cost is $TBA (dependent on student numbers, flights and accommodation)
- 2018 Barron River Hydroelectricity station and the anticipated cost is $30

Contact:

Ms Jemma Stevens
Email: jstev415@eq.edu.au
Phone: (07) 40815 241
Do you enjoy or are you good at PHYSICS?
Have you considered the occupations above?

Usual training requirements

LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of PHYSICS.
The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.
For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
Why Study Science 21?

Science21 deals with themes in real-world contexts that are of intrinsic interest and importance to students — the way the human body works, the ways we communicate, our place in the universe, our environment, our enjoyment of both synthesised and natural things.

What Will I Study?

The themes studied in Science 21 include:

- Disasters
- Life in Space
- The New Show Ride
- Towards Immortality
- Science of Cars
- Reef Under Threat
- Forensics
- Weapons through the Ages

What Skills Will I Develop?

A course of study in Science21 is academically rigorous and complements student learning in the established science disciplines of Physics, Chemistry, Biology and Earth Science. A course in Science21 develops:

- knowledge and understanding of science
- skills in scientific investigative processes
- appreciation of scientific issues and the impacts of science
- the capacity to communicate about science.

What’s It Worth?

- OP eligible subject
- 4 QCE points

Costings:

SUBJECT FEE CHARGE
- Year 11 cost is $10
- Year 12 cost is $30

PLANNED EXCURSION anticipated costs
Year 11
- Cairns Show – Science of Show Rides and the anticipated cost is $10 (plus spending money)
Year 12
- Barron River Water Study and the anticipated cost is $30

Contact:

Ms Jemma Stevens
Email: jstev415@eq.edu.au
Phone: (07) 4081 5241
Do you enjoy or are you good at **SCIENCE**?

Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **BIOLOGY**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit [www.jobguide.education.gov.au](http://www.jobguide.education.gov.au) and [www.myfuture.edu.au](http://www.myfuture.edu.au)
"If I could say it in words there would be no reason to paint." Edward Hopper

Why Study Senior Visual Art?

Creative and expressive communication is central to the Arts. Students learn to pose and solve problems, work independently and in collaboration with others, and create and convey meanings from various viewpoints. New skills are learned and knowledge is created through the investigation and experience of valued traditions and practices across various art forms.

What Will I Study?

The focus on Year 11 Visual Art is Inhabitation, including:

- In and Out of Place
- Timely Evidence
- Sensory Immersion

What Skills Will I Develop?

Students will create meanings, bringing into being a response evolved from their own thought or imagination. Students will draw on arts practices to reorganise or put elements together into a new pattern or structure to form a coherent or functional whole that communicates an idea. Students will acquire knowledge and understanding of materials, techniques, technologies and art processes through engaging in inquiry learning.

Senior Visual Arts can establish a basis for further education and employment in fields of teaching, professional practice, design, styling, decorating, illustrating, drafting, visual merchandising, advertising, game design, photography, animation or ceramics.

What's It Worth?

- 4 QCE points

Costings:

SUBJECT FEE CHARGE
- Year 11 cost is $60
- Year 12 cost is $60

PLANNED EXCURSION anticipated costs
Year 11
- Nil
Year 12
- Nil

Contact:

Mrs Tracy Mortimer – Visual Art Coordinator
Email: trees22@eq.edu.au
Phone: (07) 4081 5229
**Do you enjoy or are you good at ART?**

Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of ART. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs. For further information visit [www.jobguide.education.gov.au](http://www.jobguide.education.gov.au) and [www.myfuture.edu.au](http://www.myfuture.edu.au)
SUBJECT AREA
SPECIFICATIONS

(SAS Subjects)
"We live in an aquatic environment so unique, we must make sure it is around for future generations to enjoy"

Why Study Aquatic Practices?

The subject Aquatic Practices investigates how Australians interact with their coastal waters, freshwater rivers, lakes and wetlands. Australia's seas and inland waterways have always played a critical role in supporting human habitation and culture, from pre-colonisation to the present day. Through a study of Aquatic Practices, students will gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

What Will I Study?

The themes studied in Aquatic Practices include:

- Aquariums
- Tourism and Snorkeling
- Propulsion Systems
- Weather and Tides
- Navigation and Oceanography
- Power Boating
- Recreational Fishing
- Mangrove/Freshwater Ecology

What Skills Will I Develop?

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings. The subject promotes an appreciation of the role coastal waters and inland waterways play in tourism, recreation, transport and food production, and of the legal and safety issues and codes of practice associated with waterways. Through these learning experiences, students build their understanding of the conditions and expectations for work in aquatic settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to aquatic and related fields and activities.

What’s It Worth?

- 4 QCE points

Costings:

SUBJECT FEE CHARGE
- Year 11 cost is $135
- Year 12 cost is $150

PLANNED EXCURSION anticipated costs
Year 11
- Outer Reef Snorkeling and Tourism Field Study and the anticipated cost is $60
Year 12
- Holloway’s Beach Recreational Fishing and the anticipated cost is $20
- Boat Licensing course and the anticipated cost is $60

Contact:

Ms Jemma Stevens
Email: jstev415@eq.edu.au
Phone: (07) 4081 5241
Do you enjoy or are you good at **AQUATIC PRACTICES**?

Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **BIOLOGY**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit [www.jobguide.education.gov.au](http://www.jobguide.education.gov.au) and [www.myfuture.edu.au](http://www.myfuture.edu.au)
EARLY CHILDHOOD STUDIES

The first five years of life are critical in shaping children’s growth, development, wellbeing and learning.

Why Study Early Childhood Studies?

This course can establish a basis for further education and employment in early childhood settings. It will prepare students with the necessary knowledge and skills to interact with children, and understand the importance of early childhood learning. Throughout the course of study, students make decisions, solve problems and work individually and with others.

What Will I Study?

There are two core topics:

- Fundamentals of early childhood
- Practices in early childhood learning

There are five electives (four must be included)

- Play and creativity
- Literacy and numeracy skills
- Being in a safe place
- Health and physical wellbeing
- Indoor and outdoor learning environments.

What Skills Will I Develop?

Knowledge and understanding – you will describe concepts and ideas related to early childhood learning
Analysing and applying – you will determine how to use your knowledge and understanding for particular purposes e.g. programs for children, safety issues in childhood settings.
Planning and evaluating – you will plan, justify and evaluate play-based learning activities that respond to children’s needs.
Core Skills for Work – These skills are often referred to as employability skills. Students will have opportunities to participate in work experience in the childcare settings.

What’s It Worth?

✓ 4 QCE points

Costings:

SUBJECT FEE CHARGE
- Year 11 cost is $45
- Year 12 cost is $275
- Work experience fee is $50 per year

Contact:

Mr Steve Camilleri – Head of INTAD/HEC
Email: scami9@eq.edu.au
Phone 07) 4081 5251

Mrs Lea Biddle – Teacher
Email: lbidd3@eq.edu.au
Do you enjoy or are you good at EARLY CHILDHOOD?
Have you considered the occupations above?

Usual training requirements
LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.
LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.
LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.
LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of BIOLOGY.
The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
Students with A or B in Year 10 English should cope with Authority English and may be unsuited to ENC.

**Why Study ENC?**

'Language is the key - You are what you say.'

ENC is a practical program studying communication in the focus areas of work, community and leisure.

**What Will I Study?**

Study includes

- Exploration of leisure pursuits which may interest students including design briefs
- Exploration of community services
- Public Documents, letter writing and e-communications
- Expressing an opinion, having your say and conflict resolution
- Reporting factually e.g. for insurance, crime reports
- Expressing personal taste and reviewing
- Preparation of work-related documents: CV, letter of application, personal statement, references, mock job interview
- Reflection on personal memories, events

In ENC, equal emphasis is given to spoken and written expression.

The content of the course is organized around the focus areas of work, community and leisure.

**What Skills Will I Develop?**

ENC aims to develop comprehension and communication skills that are useful for personal, work and community activities. In a range of written, spoken/signed and multi-modal tasks, students will be supported to show that they are able to:

- Make meaning from spoken/signed, written and visual texts
- Plan and produce spoken/signed, written, media and visual texts over a range of contexts and purposes
- Communicate ideas and information
- Work individually and as a member of a team

**What’s It Worth?**

- 4 QCE points

**Costings:**

SUBJECT FEE CHARGE
Year 11 cost is nil
Year 12 cost is nil

PLANNED EXCURSION anticipated costs
Year 11 and 12
  - Live dramatic performance cost of nil

**Contact:**

Ms Helen Tenison-Woods – Head of English
Email: hteni1@eq.edu.au
Phone (07) 4081 5243
Do you enjoy or are you good at **ENGLISH**?

Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **ENGLISH**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit [www.jobguide.education.gov.au](http://www.jobguide.education.gov.au) and [www.myfuture.edu.au](http://www.myfuture.edu.au)
FURNISHING SKILLS

Why Study Furnishing Skills?

The Furnishing Skills subject focuses on the practical and social skills needed in order to manufacture of a range of furnishing products. Furnishing Skills is designed for those students who would like to develop their practical skills and/or head towards a job in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades such as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shop-fitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

What Will I Study?

The themes studied in Furnishing Studies include:

- Cabinet-making
- Furniture finishing
- Furniture making

What Skills Will I Develop?

Create products from specifications: Students will be taught a wide range of practical skills in order to make a number of timber products which they can take home.

Safely use a wide range of power tools and fixed machinery: Students will become experienced in using a number of different tools and machinery during the course. They will learn the safe and correct way to use them, as well as their correct maintenance.

Work in a team: Through a number of team exercises, students will learn how to work in a team, as well as how to be a team leader.

What's It Worth?

- 4 QCE points

Costings:

SUBJECT FEE CHARGE
- Year 11 cost is $100
- Year 12 cost is $100

Contact:

Mr Steve Camilleri – Head of INTAD/HEC
Email: scami9@eq.edu.au
Phone: 07) 4081 5251
Do you enjoy or are you good at **FURNISHING**?

Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of **CONSTRUCTION**.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit [www.jobguide.education.gov.au](http://www.jobguide.education.gov.au) and [www.myfuture.edu.au](http://www.myfuture.edu.au)
Why Study Information Communication Technology

The subject Information and Communication Technology is concerned with skills in applying knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts. Through practice in problem-solving in a variety of contexts, both individually and collaboratively, it promotes adaptable, competent and self-motivated users and consumers of ICT who can work with clients and colleagues to identify issues and solve problems. A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centers.

What Will I Study?

The themes studied in ICT include:

- Document Production with Microsoft
- Data Management with Excel
- Data Management with Access
- Animation (Flash)

What Skills Will I Develop?

**Communication Skills** – you will become familiar with presenting information such as presenting seminars, multi modal presentations and proposals for a client.

**Critical Thinking and Problem solving Skills** - an understanding of how to apply knowledge of current and emerging hardware and software combinations in real-world contexts and the skills to use them to solve technical and/or creative problems

**Technology skills** – you will develop knowledge, understanding and skills across multiple platforms and operating systems.

**Ethical use of IT skills** – you will learn about being ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of your actions.

What’s It Worth?

- 4 QCE points
- Core Skills for Work (CSfW)

Costings:

**SUBJECT FEE CHARGE**

- Year 11 cost is $0
- Year 12 cost is $0

There are no PLANNED EXCURSION anticipated costs.

Contact:

Mrs Trish Goodwin – Head of Business & ICT
Email: pgood7@eq.edu.au
Phone: 07) 4081 5261
Do you enjoy or are you good at COMPUTING? Have you considered the occupations above?

Usual training requirements

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of COMPUTING.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit [www.jobguide.education.gov.au](http://www.jobguide.education.gov.au) and [www.myfuture.edu.au](http://www.myfuture.edu.au)
Why Study Media Arts?

Media Arts is an opportunity to create and share media artworks that convey a meaning and express insight. Media artworks respond to individual, group or community needs and issues, within a variety of contexts and for a variety of purposes. Through Media artmaking processes and practices, students provide commentary or critique, explore social, community and cultural identity. You will develop knowledge, understanding and skills from three core areas – ‘Media technologies’, ‘Media communications’ and ‘Media in society’.

What Will I Study?

The themes studied in Media Arts include:

- Photography including Studio, Portrait and Design Basics
- Three Dimensional, Typography and Transient Design Metamorphosis
- Get Your Groove On
- Graduation Exhibition Design Focus

What Skills Will I Develop?

You will have the opportunity to develop the knowledge and skills required for emerging careers in a dynamic, creative and global industry that is constantly adapting to new technologies. Media Arts will establish the basis for further education and employment in the fields of advertising and marketing, publishing, web design, television and filmmaking, animation and concept digital illustration. It can also provide the basis for self-employment and self-driven career opportunities.

What’s It Worth?

- 4 QCE points

Costings:

- SUBJECT FEE CHARGE
  - Year 11 cost is $80
  - Year 12 cost is $80

- PLANNED EXCURSION anticipated costs
  - Year 11
    - Nil
  - Year 12
    - Nil

Contact:

Mr Robert Crookes – Head of Arts
Email: rcroo5@eq.edu.au
Phone: (07) 4081 5248
Do you enjoy or are you good at ART?

Have you considered the occupations above?

Usual training requirements

LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of ART.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
“Music, a magic beyond all we do here”    J.K Rowling

**Why Study Music in Practice?**

Music in Practice is a two year course closely aligned with the Certificate 1 in Music Industry Skills but with the reward of up to 4 QCE points with successful completion. Music in Practice can provide an introduction for any student interested in pursuing a career in the music industry and or simply an avenue to obtain credit towards senior certificate studying a genuine area of interest in music or a pre-existing performance talent.

**What Will I Study?**

The themes studied in Music in Practice include:

- Community Music
- Song Writing
- Live Production and performance
- Practical music Skills
- The Music Industry
- Performance Craft.

**What Skills Will I Develop?**

Through the music activities of composing, performing and responding you will apply techniques, processes and skills, individually and in groups to express music ideas. This will develop your creativity, problem solving skills and heighten your emotional, analytical and reflective experiences. You will learn about the workplace health and safety issues relevant to the music industry and effective work practices. This course will give you the knowledge and skills that should enhance your employment prospects in the music industry in areas of performance, critical thinking, music management and music promotions.

**What’s It Worth?**

- 4 QCE points

**Costings:**

**SUBJECT FEE CHARGE**
- Year 11 cost is $ Nil
- Year 12 cost is $ Nil

**PLANNED EXCURSION anticipated costs**
Year 11
- Community Performance and the anticipated cost is $ Nil
Year 12
- Community Performance and the anticipated cost is $ Nil

**Contact:**

Mr Crookes – Head of Arts  
Email: rcroo5@eq.edu.au  
Phone: 07) 4081 5248
Do you enjoy or are you good at MUSIC?
Have you considered the occupations above?

Usual training requirements
LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.
LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.
LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.
LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of MUSIC.
The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.
For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
**Why Study Pre-Vocational Mathematics?**

Pre-Vocational Mathematics provides opportunities for students to improve their numeracy to assist them in pursuing a range of vocational and personal goals. It develops not only students’ confidence and positive attitudes towards mathematics but also their mathematical knowledge and skills, and their communication skills. Pre-Vocational Mathematics is for students wishing to enter the workforce through traineeships, apprenticeships, TAFE or direct entry.

**What Will I Study?**

The themes studied in Pre-Vocational Mathematics include:

- Tricks of the Trade
- Health and Fitness
- Maths in Sport
- 3D
- Making money
- Organising Projects & Events
- Design
- Car Maths
- The Great Escape

**What Skills Will I Develop?**

Students’ confidence improves when they have sufficient time to discover how to solve problems, discuss, guess at answers, take chances, try things out, be wrong, and most importantly, experience success. You will learn that there is rarely one way of doing things and that workplace mathematics is often very different from school mathematics because of the particular requirements in different industries where mathematical skills are adapted to ensure efficiency. As you become more confident in using mathematics, you willingly contribute to class and group discussions — you will question, propose, argue, challenge, seek advice and clarification, and become aware of the benefits of working independently and in groups.

**What’s It Worth?**

- 4 QCE points

**Costings:**

**SUBJECT FEE CHARGE**
- Year 11 cost is $ Nil
- Year 12 cost is $ Nil

**PLANNED EXCURSION anticipated costs**
- Year 11
  - No Planned Excursions and the anticipated cost is $ Nil
- Year 12
  - No Planned Excursions and the anticipated cost is $ Nil

**Contact:**

Mr Vince Musumeci – Head of Mathematics
Email: vmusu2@eq.edu.au
Phone: (07) 4081 5232
Do you enjoy or are you good at MATHS?

Have you considered the occupations above?

Usual training requirements

LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of MATHS.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
RECREATION

Why Study Recreation?

Recreation can make an important contribution to enhancing students’ opportunities regarding employment, enterprise, further study, leisure and lifelong learning. It provides a unique opportunity for students to experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value their involvement in recreation activities, and to continue their active participation in personal and community recreational activities in their adult life. A course of study in Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport.

What Will I Study?

The themes studied in Recreation are integrated units with students participating in recreational activities as they complete the following:

- Team Cohesion
- Bushwalking, Camping, Canoeing & Outdoor Education.
- Coaching skills and sporting strategies
- Lifesaving & Water safety
- Student Constructed Games
- Tournament and Event Management
- Fitness Program writing
- Recreational activities in the community

What Skills Will I Develop?

Research Skills – you will learn how to design and manage your own research investigation, from formulating focus questions, to locating quality source materials and maintaining a record of your research.

Writing Skills – You will learn how to write report and essay responses.

Analysis and Evaluation – You will learn how to critically analyse and evaluate yours and others performances and justify changes to improve these performances.

Communication Skills – you will develop effective communication skills when you participate in team games, and recreational pursuits.

Personal Fitness - The skills developed in Recreation may be oriented towards work, personal fitness, or general health and wellbeing.

Coaching & Officiating- You will learn to coach younger players, referee recreational games and participate in event management of a tournament.

Teamwork and Team Building – You will develop effective skills to work collaboratively in teams and achieve common goals through organization, delegation, communication, consultation and problem solving.

What’s It Worth?

- 4 QCE points

Costings:

SUBJECT FEE CHARGE
- Year 11 cost is $ 100 Aquatics entry fee
- Year 12 cost is $ 30

PLANNED EXCURSION anticipated costs
Year 11
- Outdoor Education Camp $60
Year 12
- Recreation in the Community $30

Contact:
Mrs Trish Goodwin – Head of Health and Physical Education
Email: pgood7@eq.edu.au
Phone: 07) 4081 5261
Do you enjoy or are you good at PHYSICAL EDUCATION?
Have you considered the occupations above?

Usual training requirements

LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of PHYSICAL EDUCATION.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
RUGBY SPECIALIST STUDIES

Why Study Rugby Specialist?

Rugby Specialist is a sub branch of recreation studies. Rugby Specialist can make an important contribution to enhancing students’ opportunities regarding employment, enterprise, further study, leisure and lifelong learning. It provides a unique opportunity for students to experience the challenge and fun of active participation in Rugby Union while developing beneficial vocational and life skills. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value their involvement in recreation activity of Rugby Union, and to continue their active participation in personal and community activities in their adult life. A course of study in Recreation can establish a basis for further education and employment in the fields of fitness, rugby union, sports administration, community health and recreation, teamwork and sport.

What Will I Study?

The themes studied in Rugby Specialist are integrated units with students participating in rugby union as they complete the following units of study:

- Team Cohesion
- Strength and Conditioning for a Client
- First Aid and Safety in Rugby Union
- Health Benefits of Participating in Rugby Union
- Coaching
- Tournaments
- Event Management
- Rugby Tour Participation

What Skills Will I Develop?

Research Skills – You will learn how to design and manage your own research investigation, from formulating focus questions, to locating quality source materials and maintaining a record of your research.

Writing Skills – You will learn how to write report and essay responses.

Analysis and Evaluation – You will learn how to critically analyse and evaluate yours and others performances and justify changes to improve these performances.

Communication Skills – You will develop effective verbal and non-verbal communication skills when you participate and officiate in team games, and recreational pursuits. Oral & multi modal presentation skills.

Personal Fitness - The skills developed in Rugby Specialist may be oriented towards work, personal fitness and skills for rugby union, or general health and wellbeing.

Coaching and Officiating - You will learn to coach younger players, referee rugby union games and participate in event management of a rugby union carnival.

Teamwork and Team Building – You will develop effective skills to work collaboratively in teams and achieve common goals through organization, delegation, communication, consultation and problem solving.

What’s It Worth?

- 4 QCE points
- Core Skills for Work (CSfW)
- Apply First Aid
- Rugby Union Referee Level 1
- Rugby Union Coaching Level 1

Costings:

SUBJECT FEE CHARGE
- Year 11 cost is $265 (Excursions, First Aid Certificate, Rugby Union Level 1 Referee Certificate)
- Year 12 cost is $100 (Rugby Union Coaching level)

PLANNED EXCURSION anticipated costs
Year 11
- Outdoor Education Camp is anticipated to be $60.
- JCU visit or Gym visit is anticipated to be $30

Every 2nd year – combined Year 11 and 12 Excursion
- Rugby Tour - cost TBA (cost is dependant on student numbers and destination)

Contact:
Mrs Patricia Goodwin – Head of Health & Physical Education
Email: good7@eq.edu.au
Phone: 07) 4081 526
Do you enjoy or are you good at PHYSICAL EDUCATION?

Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate 1 or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of PHYSICAL EDUCATION.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit [www.jobguide.education.gov.au](http://www.jobguide.education.gov.au) and [www.myfuture.edu.au](http://www.myfuture.edu.au)
VISUAL ARTS in PRACTICE

“If you can hear a voice within you say, “You cannot paint” then by all means paint and that voice will be silenced.”        Vincent Van Gogh

Why Study Visual Arts in Practice?

Visual Art is expansive, encompassing art forms created primarily for visual perception. How meaning is constructed and read from visual texts is a fundamental skill developed through visual arts. Visual artworks are created for a purpose and in response to individual, group or community needs in one or many contexts, including socio-cultural, economic, educational, geographical and historical. Visual artworks use and push the limits of technologies, are responses to and expressions of time and place, and are limited only by circumstance and imagination.

What Will I Study?

The themes studied in Visual Arts in Practice include:

✓ Exploration in two Dimensions
✓ Body Art
✓ Screen Printing
✓ Sculptural Works & Lighting
✓ Who Am I? (reflection on life experiences)
✓ What Have We Done (environmental reflection)

What Skills Will I Develop?

In each area of study you will develop and apply knowledge, understanding and skills from three core topics- ‘Visual mediums’, ‘Technologies and techniques’, ‘Visual literacies and contexts’ and ‘Art realisation’ . In ‘Visual mediums, technologies and techniques’, students explore and apply the materials, technologies and techniques used in art-making both individually and in groups to express ideas that serve particular purposes. They examine how visual arts may be a vocation and identify vocationally transferable visual art skills. They investigate and apply display, curatorial skills. Visual Arts in Practice can establish a basis for further education and employment in fields of design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics

What’s It Worth?

✓ 4 QCE points

Costings:

SUBJECT FEE CHARGE
• Year 11 cost is $60
• Year 12 cost is $60

PLANNED EXCURSION anticipated costs
Year 11
• Nil
Year 12
• Nil

Contact:

Mrs Tracy Mortimer – Visual Art Coordinator
Email: trees22@eq.edu.au
Phone: (07) 4081 5222
Do you enjoy or are you good at ART?
Have you considered the occupations above?

Usual training requirements

LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of ART.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
VOCATIONAL EDUCATION & TRAINING

(VET Subjects)
All Vocational Education Subjects offered are subject to availability of Qualified Teaching Staff & Resources.

Enrolment into a VET course after the start date may lead to a statement of attainment/s only, rather than the complete qualification.

**UNIQUE STUDENT IDENTIFIER (USI)**

If you are undertaking nationally recognised training delivered by a registered training organisation you MUST have a Unique Student Identifier (USI). In time, your USI account will contain all your nationally recognised training records and results from 1 January 2015 onwards. To obtain a certificate or qualification all students studying a VET course must have a Unique Student Identifier (USI). If a student has not obtained a USI within the first 2 weeks of a course commencing at Woree State High School, they will be removed from that course for legal reasons.

For more information visit: www.usi.gov.au.

**RECOGNITION OF PRIOR LEARNING (RPL)**

Recognition of prior learning (RPL) is about the skills and knowledge you’ve gained through work and life experiences. If you’re thinking about studying or training, think first about what skills you already have. You may be able to reduce the time it takes to get your qualification. Your skills will be assessed against industry standards. This is done by an RPL assessor. You may be asked to:

- perform tasks or jobs
- talk about and explain how you do those jobs
- provide samples of your work.

A visit to your workplace may be organised so you can demonstrate your abilities. You may have to provide job descriptions, references or performance appraisals. The assessor will consider your skills and knowledge and match them against a suitable qualification.

For more information visit: https://www.qld.gov.au/education/career/pages/rpl.html

**STRUCTURED WORK PLACEMENT (SWP)**

Students are expected to complete a block of work experience during Year 11 and Year 12 as this provides opportunities for students to acquire workplace competencies that are highly valued by employers. Students can receive recognition of prior learning for any part-time, paid or unpaid work they have done or are currently doing.

The time taken for work experience will vary according to the subject specifications.

This has implications for students providing appropriate footwear (safety boots), clothing (shoes, hat, sun protection or as required) and transport to and from the workplace.
Why Study CONSTRUCTION?

Certificate I in Construction is a nationally recognised course intended as a transition from school to employment. Construction is ideal for those students who want to get a job in the Building and Construction industry, such as carpentry, bricklaying, painting, plumbing etc. Not only will they gain valuable skills during this course, they will also develop meaningful connections to industry through our structured work placement programme.

What Will I Study?

The competencies studied in Construction are:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Elective/Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCCM1012A</td>
<td>Work effectively and sustainably in the construction industry</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCCM1013A</td>
<td>Plan and organise work</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCCM1014A</td>
<td>Conduct workplace communication</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCCM2001A</td>
<td>Read and interpret plans and specifications</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCCM2005B</td>
<td>Use construction tools and equipment</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCOHS1001A</td>
<td>Work safely in the construction industry</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCOHS2001A</td>
<td>Apply OHS requirements, policies and procedures in the construction industry</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCVE1011A</td>
<td>Undertake a basic construction project</td>
<td>Core</td>
</tr>
<tr>
<td>CPCCCM1011A</td>
<td>Undertake Basic estimation and costing</td>
<td>Elective</td>
</tr>
<tr>
<td>CPCCCM1015A</td>
<td>Carry out measurements and calculations</td>
<td>Elective</td>
</tr>
<tr>
<td>CPCCCM2004A</td>
<td>Handle construction materials</td>
<td>Elective</td>
</tr>
</tbody>
</table>

What Skills Will I Develop?

<table>
<thead>
<tr>
<th>Employability Skill</th>
<th>Industry/enterprise requirements for this qualification include:</th>
</tr>
</thead>
</table>
| Communication       | • The ability to communicate ideas to team members  
|                     | • The ability to read and interpret plans and specifications.                                                                                                                                                                                                      |
| Initiative and     | • Identifying and discussing with supervisors better ways to organise and complete projects                                                                                                                                                                          |
| enterprise          |                                                                                                                                                                                                                                                                  |
| Learning            | • Participating in activities to learn new things about the construction industry, new operational tasks and better ways of doing things; seeking and sharing information with colleagues on new construction products.                                                                                           |
| Planning and       | • Planning and organising daily work tasks to be able to able to maximise efficiency.  
| organising          | • Working through the Blue dog training modules in a way that ensures that all work is successfully done on time.                                                                                                                                               |
| Problem-solving     | • Thinking about problems that relate to own role in practical activities; avoiding deadline problems by planning own day-to-day operational activities; identifying and resolving problems as they arise. Using predetermined policies and procedures to guide solutions; clarifying the extent of problems and requesting assistance from team members and supervisors to solve issues. |
| Self-management     | • Taking responsibility for own effort and behaviour. Immediately referring difficulties to supervisors; seeking feedback and guidance from supervisors on success in practical activities.                                       |
| Teamwork            | • Working as a team member, taking instructions from others and understanding own role in the team; supporting other team members to coordinate practical activities to achieve a quality result; respecting the cultural diversity of all team members. |
Technology

- Understanding the operating capability of tools and equipment and selecting and safely using them; selecting and using the right personal protective equipment to manage personal safety in the workplace.

**What’s It Worth?**

- 3 QCE points for completion of the Certificate I in Construction
- 2 extra QCE points for completing a minimum of 160 hours of structured work placement over the 2 yrs.

**Costings:**

SUBJECT FEE CHARGE
- Year 11 cost is $100
- Year 12 cost is $100
- Work experience fee is $50

**Important enrolment advice**

Student entry into the program will be by application that will be evaluated by a panel with school and industry representation. Students will need to:
- Be willing and able to attend school at 7am one day per week
- Be willing to complete a minimum of 160 hrs work experience
- Possess a pair of steel capped boots and a Hi Vis shirt before the start of the course
- Have a USI (Unique Student Identifier) number before the start of the course

**PLEASE NOTE:** Students who do not have access to VETis funding, will be required to pay an extra $400 towards the cost of the Blue Dog training course.

**Contact:**

Mr Steve Camilleri – Head of INTAD/HEC
Email: scamil9@eq.edu.au
Phone: 07) 4081 5251
Do you enjoy or are you good at CONSTRUCTION?
Have you considered the occupations above?

Usual training requirements

LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of CONSTRUCTION. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs. For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
Why Study ENGINEERING?

Certificate II in Engineering (Pathways) is a nationally recognised course intended as a transition from school to employment. Engineering is ideal for those students who want to get a job in the Metal industry, such as metal fabricator, marine engineer, fitter, electrical engineer etc.

What Will I Study?

The competencies studied in Engineering are:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Elective/Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
<td>Core</td>
</tr>
<tr>
<td>MEMPE005A</td>
<td>Develop a career plan for the engineering and manufacturing industry</td>
<td>Core</td>
</tr>
<tr>
<td>MEM13014A</td>
<td>Apply principles of occupational health and safety</td>
<td>Core</td>
</tr>
<tr>
<td>MEMPE006A</td>
<td>Undertake a basic engineering project</td>
<td>Core</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
<td>Elective</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools/hand held operations</td>
<td>Elective</td>
</tr>
<tr>
<td>MEMPE002A</td>
<td>Use electric welding machines</td>
<td>Elective</td>
</tr>
<tr>
<td>MEM16008A</td>
<td>Interact with computing technology</td>
<td>Elective</td>
</tr>
<tr>
<td>MEM16006A</td>
<td>Organise and communicate information</td>
<td>Elective</td>
</tr>
<tr>
<td>MSAPMSUP106A</td>
<td>Work in a Team</td>
<td>Elective</td>
</tr>
<tr>
<td>MEMPE003A</td>
<td>Use oxy-acetylene and soldering equipment</td>
<td>Elective</td>
</tr>
<tr>
<td>MEMPE001A</td>
<td>Use engineering workshop machines</td>
<td>Elective</td>
</tr>
</tbody>
</table>

What Skills Will I Develop?

<table>
<thead>
<tr>
<th>Employability Skill</th>
<th>Industry/enterprise requirements for this qualification include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>• Read and interpret routine information on written on instructions and standard operating procedures including simple drawings</td>
</tr>
<tr>
<td></td>
<td>• Follow verbal instructions</td>
</tr>
<tr>
<td></td>
<td>• Use basic numeracy skill for undertaking measurements</td>
</tr>
<tr>
<td>Initiative and</td>
<td>• Be capable of applying skills and knowledge to specified situations and contexts</td>
</tr>
<tr>
<td>enterprise Learning</td>
<td>• Identify actual and foreseeable workplace hazards during course of work</td>
</tr>
<tr>
<td></td>
<td>• Minimise wasteful use of resources including materials and services in own work</td>
</tr>
<tr>
<td>Planning and</td>
<td>• Clarify tasks and required outcomes with appropriate personnel</td>
</tr>
<tr>
<td>organising</td>
<td>• Select, prepare and lay out or assemble materials and equipment correctly</td>
</tr>
<tr>
<td></td>
<td>• Conduct pre checks on machinery and equipment</td>
</tr>
<tr>
<td></td>
<td>• Plan steps required to complete routine task</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>• Check material/product for conformance to specification</td>
</tr>
<tr>
<td></td>
<td>• Identify waste and correct procedures for disposal</td>
</tr>
<tr>
<td></td>
<td>• Identify routine problems/ faults in machine/process/equipment operations and act/report as required</td>
</tr>
<tr>
<td>Self-management</td>
<td>• Adhere to all safety requirements</td>
</tr>
<tr>
<td></td>
<td>• Perform work in accordance with job instructions and work procedures</td>
</tr>
</tbody>
</table>
Teamwork
- Work alone or as part of a team
- Identify work roles, communicate and cooperate with others

Technology
- Use dedicated tools, equipment and machines

What’s It Worth?

✓ 4 QCE points for completion of the Certificate II in Engineering.

<table>
<thead>
<tr>
<th>Completion Rate</th>
<th>QCE Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>1</td>
</tr>
<tr>
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<tr>
<td>75%</td>
<td>3</td>
</tr>
<tr>
<td>100%</td>
<td>4</td>
</tr>
</tbody>
</table>

Costings:

SUBJECT FEE CHARGE
- Year 11 cost is $120
- Year 12 cost is $120

Important enrolment advice

Students will need to:
- Possess a pair of steel capped boots before the start of the course
- Have a USI (Unique Student Identifier) before the start of the course

PLEASE NOTE: Students who do not have access to VETis funding, will be required to pay an extra $400 towards the cost of the Blue Dog training course.

Contact:

Mr Steve Camilleri – Head of INTAD/HEC
Email: scami9@eq.edu.au
Phone: 07) 4081 5251
Do you enjoy or are you good at METALWORK & ENGINEERING?
Have you considered the occupations above?

Usual training requirements
LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.
LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.
LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.
LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of METALWORK & ENGINEERING.
The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.
For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
Why Study Business?

The Certificate II in Business is a course that provides entry level skills for students entering ANY workplace. If you plan to work in an office; run your own business; get some part time work while studying or obtain help organizing yourself for your studies then this is the course for you.

What Will I Study?

The competencies studied in Business are:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Elective/Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>Core</td>
</tr>
<tr>
<td>BSBCMM201</td>
<td>Communicate in the workplace</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBCUS201</td>
<td>Deliver a service to customers</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBINM201</td>
<td>Process and maintain workplace information</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU202</td>
<td>Create and use spreadsheets</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU203</td>
<td>Communicate electronically</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBINM202</td>
<td>Handle mail</td>
<td>Elective</td>
</tr>
<tr>
<td>BBSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>Use business technology</td>
<td>Elective</td>
</tr>
</tbody>
</table>

What Skills Will I Develop?

<table>
<thead>
<tr>
<th>Employability Skill</th>
<th>Industry/enterprise requirements for this qualification include:</th>
</tr>
</thead>
</table>
| Communication                       | • Communicating verbally with clients and colleagues  
• Drafting routine correspondence that meets the organisational standards of style, format and accuracy |
| Initiative and enterprise            | • Raising occupational health and safety issues with designated personnel                                                    |
| Learning                             | • Encouraging, acknowledging and acting on constructive feedback from team members  
• Using manuals, training booklets and online help to overcome difficulties                                                   |
| Planning and organising             | • Planning and organising own work schedule for the day  
• Planning the layout of simple documents using appropriate software                                                              |
| Problem-solving                     | • Choosing appropriate methods for communication and transferring information  
• Dealing with client enquiries and complaints                                                                                     |
| Self-management                     | • Dealing sensitively with client needs and cultural, family and individual differences  
• Obtaining feedback on work performance and identifying opportunities for improvement                                           |
| Teamwork                             | • Working in a team environment to promote team commitment and cooperation                                                        |
| Technology                           | • Selecting, maintaining and using business technology appropriate to the task                                                     |
**What’s It Worth?**

- 4 QCE points for completion of the Certificate II in Business.

<table>
<thead>
<tr>
<th>Completion Rate</th>
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</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>1</td>
</tr>
<tr>
<td>50%</td>
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</tr>
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<td>75%</td>
<td>3</td>
</tr>
<tr>
<td>100%</td>
<td>4</td>
</tr>
</tbody>
</table>

**Costings:**

**SUBJECT FEE CHARGE**
- Year 11 cost is $35
- Year 12 cost is $35

**PLANNED EXCURSION anticipated costs**
- Year 11
  - Sustainability excursion and the anticipated cost is $35
- Year 12
  - Sustainability excursion and the anticipated cost is $35

**Contact:**

Mrs Patricia Goodwin – Head of Business and IT
Email: pgood7@eq.edu.au
Phone: (07) 4081 5261
Do you enjoy or are you good at BUSINESS STUDIES?
Have you considered the occupations above?

Usual training requirements
LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.
LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.
LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.
LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of BUSINESS STUDIES. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.
For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
Why Study HOSPITALITY?

Certificate II in Hospitality is a nationally recognized course intended as a transition from school to employment. Hospitality is ideal for students who enjoy food and beverage preparation and working in a people orientated industry. This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

What Will I Study?

The competencies studied in Hospitality are:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Elective/Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
<td>Core</td>
</tr>
<tr>
<td>SITHIND002</td>
<td>Source and use information on the hospitality industry</td>
<td>Core</td>
</tr>
<tr>
<td>SITHIND003</td>
<td>Use hospitality skills effectively</td>
<td>Core</td>
</tr>
<tr>
<td>SITXCCS003</td>
<td>Interact with customers</td>
<td>Core</td>
</tr>
<tr>
<td>SITXWH5001</td>
<td>Participate in safe work practices</td>
<td>Core</td>
</tr>
<tr>
<td>SITXCOM002</td>
<td>Show social and cultural sensitivity</td>
<td>Core</td>
</tr>
<tr>
<td>SITHCCC002</td>
<td>Prepare and present simple dishes</td>
<td>Core</td>
</tr>
<tr>
<td>SITHCCC003</td>
<td>Prepare and present sandwiches</td>
<td>Elective</td>
</tr>
<tr>
<td>SITHCCC006</td>
<td>Produce appetisers and salads</td>
<td>Elective</td>
</tr>
<tr>
<td>SITFAB004</td>
<td>Prepare and serve non-alcoholic beverages</td>
<td>Elective</td>
</tr>
<tr>
<td>SITFAB005</td>
<td>Prepare and serve espresso coffee</td>
<td>Elective</td>
</tr>
<tr>
<td>SITXFSA001</td>
<td>Use hygienic practices for food safety</td>
<td>Elective</td>
</tr>
</tbody>
</table>

What Skills Will I Develop?

Employability Skill | Industry/enterprise requirements for this qualification include:

Communication

• Interacting with customers in a polite and friendly manner, asking questions, actively listening to customers to determine their needs; providing clear, accurate information to customers and colleagues to ensure a positive hospitality experience; interpreting verbal and written information on hospitality products, services and operational procedures; discussing operational and service difficulties with colleagues and supervisors.

Initiative and enterprise

• Identifying and discussing with supervisors better ways to organise hospitality operational and service activities; seeking information on new technologies and suggesting their use to supervisors, providing suggestions for better customer service provision.

Learning

• Participating in activities to learn new things about the hospitality industry, new operational tasks and better ways of providing hospitality service; seeking and sharing information with colleagues on new hospitality products and services.

Planning and organising

• Collecting and organising customer, product and procedural information to efficiently coordinate hospitality operational and service activities; planning both operational and daily activities to ensure a smooth workflow which delivers a positive service outcome for hospitality customers.

Problem-solving

• Thinking about problems that relate to own role in hospitality operational and service activities; avoiding deadline problems by planning own day-to-day operational activities; identifying and resolving routine customer or operational problems using predetermined policies and procedures to guide solutions; clarifying the extent of problems and requesting assistance from team members and supervisors to solve operational and service issues.
Self-management

- Following policies and procedures for legal compliance; taking responsibility for servicing the hospitality customer and knowing when to refer difficulties to supervisors; seeking feedback and guidance from supervisors on success in hospitality operational and service activities.

Teamwork

- Working as a team member, taking instructions from others and understanding own role in servicing the needs of the hospitality customer; supporting other team members to coordinate hospitality operational and service activities to achieve quality service delivery of the hospitality product; respecting the cultural diversity of team members and seeking their assistance to service the culturally diverse needs of hospitality customers.

Technology

- Understanding the operating capability of tools and equipment and selecting and safely using them; selecting and using the right personal protective equipment to manage personal safety in the workplace.

What’s It Worth?

- QCE points for completion of the Certificate II in Hospitality.

<table>
<thead>
<tr>
<th>Completion Rate</th>
<th>QCE Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
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<td>75%</td>
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<tr>
<td>100%</td>
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</tr>
</tbody>
</table>

Costings:

SUBJECT FEE CHARGE
- Year 11 cost is $150
- Hospitality Uniform $50 (Hospitality shirt, apron and hat)
- Year 12 cost is $150
- Work Experience fee $50 (each year)

Important enrolment advice

Student entry into the program will be by application and interview with Hospitality Teachers and the Head of Department. Students will need to:
- Be willing to complete three weeks (15 shifts) work placement in a Hospitality Establishment and School-based Catering Functions.
- Possess a pair of black fully enclosed shoes suitable for the commercial kitchen environment before the start of the course.
- Purchase a Hospitality Uniform (available from the Home Economics Department) consisting of a Black polo shirt, white apron and hat to be worn to each practical lesson.
- Provide a pair of long black tailored pants for Assessment Functions and Work Placement.
- Have a USI (Unique Student Identifier) number before the start of the course

Contact:

Mrs Chantal Bennett – Hospitality Subject Coordinator
Email: cbenn75@eq.edu.au
Phone: 07) 4081 5252

Mr Steve Camilleri – Head of INTAD/HEC
Email: scami9@eq.edu.au
Phone: 07) 4081 5251
Do you enjoy or are you good at HOSPITALITY?
Have you considered the occupations above?

Usual training requirements
LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.
LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.
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LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of HOSPITALITY. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs. For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
Why Study Tourism?

Tourism has become the world’s largest industry. It is one of the fastest growing and most important industries and has increasing importance in Cairns as a source of expanding employment opportunities. One in three people get their start with a job in the tourism sector and with enthusiasm and drive advancement is often faster and easier than in other sectors, meaning the potential to kick-start your career is great. The tourism industry is one of the most competitive and innovative industries in the world with international destinations all vying for top spot. If you’re thinking of pursuing a career in the tourism industry then it’s more than likely you’re passionate about travel and one of the top reasons for choosing to work in the sector is that in many positions you can travel while you earn a living, whether locally, nationally or internationally.

What Will I Study?

The competencies studied in Tourism include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Elective/Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITTIND001</td>
<td>Source and use information on the tourism and travel industry</td>
<td>Core</td>
</tr>
<tr>
<td>SITXCCS003</td>
<td>Interact with customers</td>
<td>Core</td>
</tr>
<tr>
<td>SITXCOM002</td>
<td>Show social and cultural sensitivity</td>
<td>Core</td>
</tr>
<tr>
<td>SITXWHS001</td>
<td>Participate in safe work practices</td>
<td>Core</td>
</tr>
<tr>
<td>BSBCCM201</td>
<td>Communicate in the workplace</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
<td>Elective</td>
</tr>
<tr>
<td>SITXCOM001</td>
<td>Source and present information</td>
<td>Elective</td>
</tr>
<tr>
<td>SITTTSL002</td>
<td>Access and interpret product information</td>
<td>Elective</td>
</tr>
<tr>
<td>SITXCCS002</td>
<td>Provide visitor information</td>
<td>Elective</td>
</tr>
<tr>
<td>SITXCOM003</td>
<td>Provide a briefing or scripted commentary</td>
<td>Elective</td>
</tr>
</tbody>
</table>

What Skills Will I Develop?

<table>
<thead>
<tr>
<th>Employability Skill</th>
<th>Industry/enterprise requirements for this qualification include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>• Interacting with customers in a polite and friendly manner, asking questions and actively listening to customers to determine their needs; providing clear and accurate information to customers and colleagues to ensure a positive tourism experience; interpreting verbal and written information on tourism products, services and operational procedures; discussing operational and service difficulties with colleagues and supervisors.</td>
</tr>
<tr>
<td>Initiative and enterprise</td>
<td>• Identifying and discussing with supervisors better ways to organise tourism sales, operational and service activities; seeking information on new technologies and suggesting their use to supervisors, providing suggestions for better customer service provision.</td>
</tr>
<tr>
<td>Learning</td>
<td>• Participating in activities to learn new things about the tourism industry, new operational tasks and better ways of providing tourism service; seeking and sharing information with colleagues on new tourism products and services.</td>
</tr>
<tr>
<td>Planning and organising</td>
<td>• Collecting and organising customer, product and procedural information to efficiently coordinate tourism sales, operational and service activities; planning operational and daily activities to ensure a smooth workflow which delivers a positive service outcome for tourism customers.</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>• Thinking about problems that relate to own role in tourism sales, operational and service activities; avoiding deadline problems by planning own day-to-day operational activities; identifying and resolving routine customer or operational problems using predetermined policies and procedures.</td>
</tr>
</tbody>
</table>
to guide solutions; clarifying the extent of problems and requesting assistance from team members and supervisors to solve operational and service issues.

### Self-management
- Following policies and procedures for legal compliance; taking responsibility for servicing the tourism customer and knowing when to refer difficulties to supervisors; seeking feedback and guidance from supervisors on success in tourism, sales operational and service activities.

### Teamwork
- Working as a team member, taking instructions from others and understanding own role in servicing the needs of the tourism customer; supporting other team members to coordinate tourism sales and operational activities to achieve quality service delivery of the tourism product; respecting the social and cultural diversity of team members and seeking their assistance to service the culturally diverse needs of tourism customers.

### Technology
- Understanding the operating capability of, selecting and using tools, equipment, computer systems, software and information systems that assist in tourism sales, operational and service activities; correctly using equipment to manage personal safety in the workplace.

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### What’s It Worth?

- 4 QCE points for completion of the Certificate II in Tourism.

<table>
<thead>
<tr>
<th>Completion Rate</th>
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</thead>
<tbody>
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<td>25%</td>
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<tr>
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<td>3</td>
</tr>
<tr>
<td>100%</td>
<td>4</td>
</tr>
</tbody>
</table>

### Costings:

**SUBJECT FEE CHARGE**
- Year 11 cost is $130.00
- Year 12 cost is $130.00

**PLANNED EXCURSION anticipated costs**
- Year 11 and 12 combined.
  - Green Island anticipated cost is $40
  - Fitzroy Island anticipated cost is $40
  - Kuranda Scenic Rail anticipated cost is $40
  - Esplanade Lagoon cost is $10

### Contact:

Mrs Gail Beggs – Head of Humanities  
Email: gbegg1@eq.edu.au  
Phone: 07) 4081 5217
Do you enjoy or are you good at TOURISM?
Have you considered the occupations above?

Usual training requirements
LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.
LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.
LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training
LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of HOSPITALITY.
The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.
For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
Are you seeking this pathway?

A range of Traineeships and Apprenticeships are available through links with organisations such as Skill360 Australian, MEGT, MRAEL and various other Employment Providers and Employers.

As opportunities are presented they are advertised and interested students are encouraged to apply. Students who are successful in obtaining a SAT (School-Based Apprenticeship or Traineeship) will have their subject selection and timetable adjusted to suit their working and training commitments. A Queensland Certificate of Education can be obtained while undertaking a SAT.

A great pathway to success in obtaining a SAT is Work Experience and the selection of one of the following Vocational Subjects:-

- Certificate I Construction
- Certificate II Engineering
- Certificate II Hospitality
- Certificate II Business
- Certificate II Tourism
VET in Schools (other RTO’s e.g. TAFE)

The school offers a range of these subjects in conjunction with TAFE Queensland North and other external Registered Training Organisations (RTO’s).

This usually involves attending training off campus 1 day per week, although some subjects can be studied “on line”.

Details of the subjects offered can be obtained from the Guidance Officer or the Vocational Education Co-ordinator.

If a student selects a VETiS subject they need only select 4 other school subjects (English and Mathematics are compulsory)

Costs may apply if students have accessed their VET in Schools funding. See VET Coordinator for further information.

Reminder:

Students must be aware that they may only attend some of the timetable lessons at Woree State High School due to the fact that they are off Campus for a whole day. It is then students’ responsibility to make up any lesson time and learning lost due to them being away from the Woree SHS Campus, in their own time or during a study lesson as per their timetable.

Students will need to organise their own:

- Payment to external RTO for enrolled courses
- Transport to training facility (e.g. TAFE) for enrolled courses
VOCDATIONAL TRAINING @ SchoolTech

- Kickstart your career by enrolling at SchoolTech with Dual Qualifications.
- Gain real world skills by participating in work placement and working within industry standard training facilities.
- Partnership with Skills360 Australia, TAFE Queensland North and strong links with local employers.
- Employers present a variety of opportunities for students. These opportunities commence with involvement and commitment to Work Experience.

Pathways to success can be sought in the following areas:
- Construction and Furniture Making
- Engineering and Automotive
- Engineering and Marine
- Electrical and Construction
- Hairdressing and Beauty
- Sport and Recreation

Don’t miss the Information Evening if you are interested in enrolling.
FURTHER INFORMATION on Woree State High School website.

http://tafenorth.edu.au/study-with-us/school-students/schooltech/#.V5q_EO_VwuQ

Come along to our information evening
SchoolTech
Excellence in school-based Vocational Education and Training

Get a head start on your career.
Gain your QCE and two qualifications while at high school!

- Seek a school-based apprenticeship or traineeship.
- Complete your senior schooling, gain points towards your QCE and secure two qualifications.
- Gain ‘real world’ skills through work experience placement.

Choose to study:
- Construction & Furniture Making
- Engineering & Automotive
- Electrical & Construction
- Hairdressing & Beauty
- Sport & Recreation
- Marine & Engineering

SchoolTech is an innovative, award winning initiative between TAFE Queensland North (Cairns campus), Woree State High School and Skill360 Australia.

Find out more
Email: schooltech.north@tafe.qld.edu.au

www.tafenorth.edu.au/schooltech
EDUCATION AND TRAINING STREAMS
Dual Qualifications on offer

**SchoolTech Stream**

Construction & Furniture Making
1. **Year 11 | Certificate II in Construction:** Gain entry level skills to use construction tools and equipment, read and interpret plans and specifications, occupational health and safety.
2. **Year 12 | Certificate II in Furniture Making:** Learn how to create furniture pieces from wood. Gain the skills to use hand and power tools, assemble furnishing components, select and apply hardware. Apprenticeship pathway program.

On successful completion students will earn six (6) points towards their OCE.

Engineering (Metal Fabrication) & Automotive (Vocational Preparation)
1. **Year 11 | Certificate II in Engineering Pathways:** Gain skills in welding, cutting, soldering, drawing and measuring.
2. **Year 12 | Certificate II in Automotive (Vocational Preparation):** Learn how to perform a range of servicing operations on light vehicles and heavy vehicles within a mechanical service or repair business. Apprenticeship pathway program.

On successful completion students will earn eight (8) points towards their OCE.

Electrical & Construction
1. **Year 11 | Certificate II in Electrotechnology:** Gain a solid grounding in safety and the basic skills for working in any area of electrotechnology. Complete electrical theory and practice in extra low voltage. (Student must study Maths A to do this course).
2. **Year 12 | Certificate I in Construction:** Gain entry level skills to use construction tools and equipment, read and interpret plans and specifications, occupational health and safety. Apprenticeship pathway program.

On successful completion students will earn six (6) points toward their OCE.

Hairdressing & Beauty
1. **Year 11 | Certificate II in Hairdressing:** Learn basic hairdressing skills including braiding, hair colour application, customer interaction and service, safety procedures and provide assistance to colleagues in a salon.

2. **Year 12 | Certificate II in Retail Make-Up and Skin Care:** The Certificate II in Retail Make-Up and Skin Care has been designed for those wishing to gain employment in the beauty, pharmacy and retail industries. It covers a wide variety of theoretical and practical classes. This course involves communicating in the workplace, performing routine salon/store functions, demonstrating skin care products and designing and applying make-up.

On successful completion students will earn eight (8) points towards their OCE.

**SportTech Stream**

1. **Year 11 | Certificate II in Sport and Recreation:** Gain a variety of skills to assist with the organisation and running of local and regional sport and recreation programs.
2. **Year 12 | Certificate III in Sport and Recreation:** Further develop your skills to support the operation and administration of local and regional sports and recreation competitions.

SportsTech will provide 6–9 hours of professional coaching and training per week in partnership with local sporting clubs such as Ausis FNQ FC-I-Heat who will nurture natural talent and aid personal development.

On successful completion students will earn eight (8) points towards their OCE. SportTech is a new stream of SchoolTech Brand, offered to Year 11 students in 2017.

**MarineTech Stream**

1. **Year 11 | Certificate II in Engineering Pathways:** Gain skills in servicing and repairing engineering components and mechanisms.
2. **Year 12 | Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal):** Gain skills in how to operate and maintain marine engine systems, plan and navigate a passage and operate inboard and outboard motors.

On successful completion students will earn eight (8) points towards their OCE.

Applicants will be required to attend an interview and courses will only proceed if there are sufficient participants.
VIRTUAL SCHOOLING or DISTANCE EDUCATION SUBJECTS
VIRTUAL SCHOOLING or DISTANCE EDUCATION SUBJECTS

These subjects are studied through connection with other schools.

Students selecting these subjects MUST undertake an interview with the Guidance Officer before enrolling, and the Guidance Officer will outline further special requirements and expectations around these courses.

Woree State High School will assign a tutor to assist students with their studies in these subjects

Authority and Authority Registered

• Accounting *(Internet access essential)*
• Ancient History
• Biology
• Chemistry
• Chinese
• Dance (Studio)
• Economics
• English
• English Communication
• French
• Geography
• Graphics
• Indonesian
• Information Processing Technology
• Japanese
• Legal Studies
• Maths A
• Maths B
• Maths C
• Maths Prevoc
• Modern History
• Music
• Physics
• Science in Practice
• Social and Community Studies
• Visual Art Studies
• Visual Art
SPECIAL EDUCATION PROGRAM (SEP)
Students who access support through the SEP have made choices with their support team about individual pathway options.

Planning pathways for transition from school, to life after school, begins formally in Year 10. Student programs are monitored and discussions around student futures begin when young people are transitioning into senior secondary education. Students with verified disabilities are allocated a Case Manager who ensures the individual learning needs of students are met.

Special Education teaching staff develop individualised programs for students who access education programs at Woree State High School. The student’s study program will be negotiated with the Head of Special Education Services (HOSES). An appointment with the HOSES is essential so as to plan a student’s program prior to the commencement of the school year.

SEP students may elect to enroll in senior schooling in one of the following ways:

- Full mainstream subject load (QCE or OP eligibility)
- A combination of both SEP subjects and mainstream subjects (QCE or QCIA)
- Enrolled solely in subjects delivered by SEP (QCIA eligibility)

The Special Education Program has been developed using the Australian Curriculum, the Curriculum to Classroom programs, the QCAA Guidelines for individual learning, as well as the implementation of research relating to the learning needs of students with disabilities.

The Special Education Program uses the following QCAA Curriculum Organisers which are taken from the Guidelines for individual learning (GIL):

- **Communication and technologies (CT)** include literacy and communication; language comprehension and use; and operation of digital and other technologies
- **Community, citizenship and the environment (CCE)** contains community access and humanities based content about the local and wider communities
- **Leisure and recreation (LR)** incorporates hydrotherapy; health and physical education; visual and media technologies; and performing arts – dance, drama, music, movement
- **Personal and living dimensions (PLD)** covers personal and social development; safety meal preparation; aspects of first aid and everyday numeracy skills
- **Vocational and transition activities (VTA)** explores options for living independently and interdependently; work experience possibilities; enterprise programs; volunteering skills; transport training; and home management skills; study skills (homework, assignment, exam support)

The Special Education staff will also propose ASDAN as a new resource for students. ASDAN offers programs that explicitly grows skills for learning, skills for employment and skills for life. Teachers may use ASDAN programs as a resource to support student engagement with GIL outcomes, the Australian Curriculum and to provide quality learning experiences for students with diverse learning needs. The Queensland Curriculum Assessment Authority (QCAA) recognizes the successful completion of the Silver award with one preparatory point and the Gold award with one enrichment point towards the achievement of the Queensland Certificate of Education (QCE).

FOR MORE INFORMATION – See SEP SENIOR SECONDARY SUBJECT INFORMATION BOOKLET
“Accept the opportunity of a lifetime at a great Cairns school where “every student counts””