Senior School

Subject Selection Guide

2017
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Disclaimer:

VET Services Provider No: 30299

The VET courses offered in this handbook are subject to sufficient numbers and the availability of appropriate physical and human resources.

Hervey Bay State High School is committed to completing the outlined training and assessment once students have started study in their chosen qualification/s or course/s from the course start date, and have met all of their student responsibilities. Students who enter a course after the start date may have a negotiated package of units leading to a Statement of Attainment.

In the event of losing the specialist trainer, and the RTO being unable to obtain a suitable replacement, Hervey Bay State High School will arrange for agreed training and assessment to be completed through another RTO if this is possible. (Fees may be incurred.) Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund fees, will be obtained. If transfer is not possible, the RTO will gain a written agreement for a subject/course transfer from the student and parent.
1. **Staff Directory**

**Principal:**
Ms Julie Learoyd

**Deputy Principals:**
Mr Rob Burke  
Miss Sarah Brierley  
Ms Sharyn Thomas  

**Heads of Department:**
Ms Tinka Welton  
Mr Grant McDougall  
Ms Shellie Moller  
Mr Andrew Garty  
Ms Tracey Gist  
Ms Danielle Goddaer  
Mr Andrew Hinks  
Mr Brett Moffett  
Mr Brian Speirs  
Mr Jonathan Vallance  
Mr Greg Cooper  
Ms Stacey Josh  
Ms Natasha Steinhardt

**Guidance Officers:**
Mrs Bernadette York  
Ms Sharon Coyne

**Pathways Officer:**
Mrs Eileen Honeyman
2. MESSAGE FROM THE PRINCIPAL

The selection of a course of study for students entering Years 10, 11 and 12 is very important. It is crucial for students to explore all options, opportunities and pathways available to them. Through the gathering of information students can make informed decisions concerning their Senior Phase of Learning and pathway to further study, employment or training.

At Hervey Bay State High School we provide students with the opportunity to make these informed decisions. Our Subject Selection process is a critical aspect where students and their parents have the opportunity to hear information concerning the Queensland Certificate of Education (QCE), Senior Education Training (SET) Plan, Queensland Core Skills Test (QCS), Student Apprenticeship and Traineeships (SATs), and alternate pathways for school leavers.

Due to the nature of the QCE, a student’s academic record and SET Plan will be reviewed each semester. This plan will be adjusted according to student subject changes and/or changes in their career direction.

I look forward to our students making a seamless transition into their senior phase of learning and more importantly, working with them to achieve their desired study or vocational pathway.

Julie Learoyd
Principal

3. INTRODUCTION

This handbook has been designed to provide important information to students and parents on the Senior Phase of Learning at Hervey Bay State High School.

Our curriculum has been carefully developed to maximise student pathways and enable a smooth transition to further study, training or the world of work. Our subject offerings provide opportunities for students to achieve a range of qualifications (QCE and VET Certificates), an OP for tertiary entrance or to ‘fast-track’ a career by undertaking the Head Start Program or commencing a School-based Apprenticeship or Traineeship.

The Senior Phase of Learning commences in Year 10 with a range of options available. Year 10 subjects are designed to reflect senior subjects and develop the skills and attributes necessary for successful completion of Years 11 and 12.

At Hervey Bay State High School, we aim to assist students to choose subjects that nurture their talent, provide support to their pathway and allow them to engage in the various opportunities that are available in the Senior Phase of Learning.

Tracey Gist
Head of Department
Senior Schooling
4. THE SENIOR PHASE OF LEARNING

The Senior Phase of Learning provides a diverse range of options allowing every student to choose a course of study that meets their needs and future aspirations.

Students are able to undertake:
- subjects that lead to tertiary study,
- VET courses which deliver vocational qualifications to Certificate IV level,
- the Head Start Program at the University of Southern Queensland (USQ),
- a School-based Apprenticeship or Traineeship,
- Work Placement,
- or a combination of these leading to multiple qualifications, such as an OP and a vocational qualification to Certificate IV level.

The information outlined below aims to provide an overview of the key aspects related to the Senior Phase of Learning.

4.1 THE QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

What is the QCE?

The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification.

The QCE is a qualification based on achievement. It will only be awarded to students who achieve an amount of learning at a set standard and in a set pattern. In addition, students must meet literacy and numeracy standards. Consequently, it is very important that students and parents become knowledgeable about the QCE and its requirements.

How does the QCE work?

A wide range of learning, including academic subjects, vocational courses and university subjects can contribute to the QCE. Different types of learning attract different credits. Students must have at least 20 credits in the required pattern and fulfil other requirements to be awarded a QCE.

How do I plan for the QCE?

Planning for the QCE commences in Year 10 when all students are required to develop a Senior Education and Training (SET) Plan. A SET Plan works as a ‘road map’ structuring learning around a student’s interests, abilities and ambitions. The SET Plan is reviewed at key junctures during Years 11 and 12.

What is a Learning Account?

In order to monitor their progress towards the QCE, all senior students have a Learning Account. The Learning Account is web-based and records all relevant learning as well as what, where and when this occurred. The Learning Account (like a bank account) should increase as results are recorded. All Year 10 students are registered with the Queensland Curriculum and Assessment Authority (QCAA). This registration generates a Learner Unique Identifier (LUI) and opens Student Learning Accounts. Students use their LUI and a password to access their Learning Account. Students can log onto their Learning Accounts via any computer with Internet access by going to the Student Connect section of the QCAA website at https://studentconnect.qcaa.qld.edu.au.
How is a QCE awarded?

Normally, QCE’s will be awarded to students at the end of Year 12. Once they become eligible for the QCE, the QCAA will issue the certificate in the December after Year 12s exit school.

Credits can accumulate in a Learning Account for up to 9 years after the Learning Account is opened. After this time, earlier credits will expire and the student will begin accumulating credit again for a further nine years, and so on. Students who become eligible after Year 12 is completed will be awarded the QCE in either July or December.

If a student completes Year 12 without achieving a QCE, the Learning Account will remain open regardless of their age.

Please note: at least 1 credit must come from Core Studies completed whilst enrolled in a school.

What is a Senior Statement?

Every student will receive a Senior Statement at the end of Year 12. This statement will be a transcript of their Learning Account, recording all relevant learning undertaken and the results achieved.

4.2 QCE Credit Table

The QCAA has developed a QCE Credit Table. This resource clearly outlines the requirements for QCE eligibility and the values attached to different learning options. Refer to the Appendix for a copy of the QCE Credit Table and a QCE Estimator. Copies of the QCE Credit Table can also be downloaded from the QCAA website at www.qcaa.qld.edu.au.

4.3 Types of Subjects

Three categories of subjects are available to students:

Authority Subjects (Category A)

Authority subjects (Category A):
- Are used in the calculation of OPs
- Can provide credit towards the Queensland Certificate of Education (QCE)
- Are regarded as academically challenging
- Are recorded on the Senior Statement

Authority-registered Subjects (Category B)

Authority-registered subjects (Category B):
- Do not contribute towards an OP
- Can provide credit towards the Queensland Certificate of Education (QCE)
- Are used to calculate a Selection Rank
- Are recorded on the Senior Statement
Vocational Education and Training (VET) Courses

VET courses:
- can result in the attainment of nationally recognised qualifications;
- can provide credit towards the Queensland Certificate of Education (QCE);
- do not contribute towards an OP;
- are recorded on the senior statement;
- develop knowledge and skill sets for specific industry areas;
- provide flexible learning and work-like activities;
- differ to other school subjects and criteria-based assessment as VET Courses provide competency-based assessment. Competency standards are industry-determined specifications of performance that set out the skills, knowledge and attitudes required to operate effectively in employment. Results are recorded as Competent (C) or Not Yet Competent (NYC).

4.4 GAINING AN OVERALL POSITION (OP)

Below is a brief explanation of the elements which contribute to the process of attaining an Overall Position (OP).

What is an Overall Position (OP)?

An OP:
- indicates student’s rank order position based on overall achievement in Authority subjects (Category A);
- is the measure most often used to select Year 12 students for university entrance;
- uses equal weighting for all Authority (Category A) subjects;
- involves scaling using group QCS Test results;
- is reported as one of 25 bands from 1 (highest) to 25 (lowest);

Who is eligible for an OP?

To be eligible a student must:
- study a minimum of 20 semesters of Authority subjects (Category A) and is the equivalent of studying five subjects for four semesters of Year 11 and 12;
- sit for the QCS Test.

What are Field Positions (FP)?

FPs: Indicate student’s rank order position on overall achievements in Authority (Category A) subjects in up to five fields:

- FP A extended written communication
- FP B short written communication
- FP C basic numeracy
- FP D solving complex problems
- FP E practical performance

- Are reported in bands from 1 (highest) to 10 (lowest) for each field
- Can be used if further discrimination (after an OP Score) is required to select Year 12 students for entry into university courses
Who is eligible for FPs?

All students who are OP eligible will also receive results in up to five fields.

What is the Queensland Core Skills (QCS) Test?

The QCS Test:
- is a state-wide test available to Year 12 students;
- is based on common elements of the Queensland senior curriculum;
- is accessible to all Year 12 students regardless of their subject choices;
- consists of four papers using three response modes:
  1. extended writing,
  2. multiple choice,
  3. short response.
- provides group results for calculating OPs and FPs;
- is reported on a five-point scale from A (highest) to E (lowest).

Who is eligible to sit for the QCS Test?

- All Year 12 students are eligible to sit the QCS Test.
- Students who wish to be OP eligible must sit for the QCS Test.
- Students who are OP ineligible can sit the QCS Test. These students receive a Selection Rank which may be used for university entrance.
4.5 VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) courses provide students with the opportunity to gain a nationally recognised qualification to Certificate IV level. VET courses aim to deliver work-related knowledge and practical skills to prepare students for employment or further training.

VET can benefit the full range of students:
- those seeking university entrance,
- those seeking employment-specific skills, and
- those at risk of not completing their schooling.

VET courses provide learning opportunities beyond the traditional curriculum. VET Courses:
- provide training and assessment that meets industry-determined standards for knowledge, skills and attitudes and
- can assist in making students more employable.

VET qualifications are recognised throughout Australia. The Australian Qualifications Framework (AQF) below shows all the qualifications issued in Australia and how these relate to one another.

### Australian Qualifications Framework (AQF)

<table>
<thead>
<tr>
<th>School Sector Accreditation</th>
<th>Vocational Education and Training Sector</th>
<th>Higher Education Sector Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queensland Certificate of Education (QCE)</td>
<td>Diploma</td>
<td>Doctoral Degree</td>
</tr>
<tr>
<td></td>
<td>Certificate IV</td>
<td>Masters Degree</td>
</tr>
<tr>
<td></td>
<td>Certificate III</td>
<td>Graduation Diploma</td>
</tr>
<tr>
<td></td>
<td>Certificate II  *</td>
<td>Graduate Diploma</td>
</tr>
<tr>
<td></td>
<td>Certificate I   *</td>
<td>Graduate Certificate</td>
</tr>
<tr>
<td></td>
<td>Vocational Graduate Diploma</td>
<td>Bachelor Degree</td>
</tr>
<tr>
<td></td>
<td>Vocational Graduate Certificate</td>
<td>Associate Degree, Advanced Diploma</td>
</tr>
<tr>
<td></td>
<td>Advanced Diploma</td>
<td>Diploma</td>
</tr>
</tbody>
</table>

* Hervey Bay State High School offers Certificate I and Certificate II courses.

As a Registered Training Organisation (RTO), Hervey Bay State High School is able to deliver a range of VET courses in the following industry sectors: Business, Information Technology, Recreation and Rural.

In order to prepare our students for the world of work, Hervey Bay State High School offers the Certificate I in IDMT for Year 10s. This course is integrated with the school’s Career Education Program.

Results from VET Certificates contribute to the QCE and can be viewed in Learning Accounts and the Unique Student Identifier (USI) portal.
4.6 Pathways Program

Hervey Bay State High School’s Pathway Program provides students with the opportunity to expand their options through School-based Apprenticeships and Traineeships (SATs) or Work Placement.

Work Placement

Work Placement allows students to:

- gain industry-relevant skills,
- understand and work with employers’ expectations,
- apply knowledge learnt in the classroom to the context of the workplace,
- make contact that lead to employment and/or
- confirm competency in VET Courses.

Students are able to participate in Work Placement, throughout the year, in a range of industries:

- Retail
- Hospitality
- Childcare
- Business Administration
- Building and Construction
- Metals and Engineering
- Automotive
- Marine
- Arts and Media Studies
- Rural
- Information Technology
- Beauty and Hairdressing

Students enrolled in VET Courses are strongly encouraged to attend Work Placement to complement their studies.

Students wishing to undertake Work Placement need to complete an Application Form and must demonstrate appropriate and responsible behaviour prior to placement.

Work Placement is co-ordinated and arranged by the Pathways Officer, Mrs Eileen Honeyman.

School-based Apprenticeships and Traineeships (SATs)

One of the valuable options available to senior students is the opportunity to begin a School-based Apprenticeship or Traineeship (SAT).

School-based Apprenticeships and Traineeships allow students to work for an employer, undertaking training, while at the same time completing their senior studies.

The benefits of undertaking a School-based Apprenticeship or Traineeship include:

- developing important workplace skills and industry experience,
- combining practical paid work with structured training (on-the-job, off-the-job),
- improving confidence and communication skills,
- working towards a qualification that is recognised Australia-wide,
- providing credit towards the QCE and
- potentially graduating with an OP, QCE and a VET qualification.

School-based Apprenticeships and Traineeships are an excellent way to move from school to work, establishing a strong, early foundation for a career.

School-based Apprenticeships and Traineeships are co-ordinated by and arranged through the Pathways Program. In most instances, students will be required to have a current resume and complete Work Placement prior to consideration for a School-based Apprenticeship or Traineeship.

Contact the Pathways Officer, Mrs Eileen Honeyman for more information.
4.7 HEAD START PROGRAM

The Head Start Program is offered by the University of the Sunshine Coast [USC]. It is designed for high achieving students who have the capability, maturity and motivation to undertake a university subject while completing senior studies. For this reason, there are strict entry requirements outlined by participating universities. The Head Start Program provides useful preparation for University study.

Benefits may include:
- preparation for tertiary study,
- guaranteed entry to University (conditions apply)
- reduced HECS debt,
- credit towards the QCE.

The Head Start Program is available to students from Semester Two, Year 11. **Students must achieve A’s and B’s across all of their subjects to be eligible.** A commitment to study and classwork must be evident. Students need to submit a completed application to the HOD Senior Schooling along with a copy of their most recent report card. The application will be assessed and, if approved, forwarded to USQ for consideration. USC will make the final decision regarding student’s enrolment in a course. All applications **MUST** be endorsed by the Principal.

4.8 SENIOR INDUCTION PROGRAM (SIP)

All Year 10, 11 and 12 students are enrolled in the Senior Induction Program (SIP) as part of their timetable. This program has been carefully designed to support the academic, vocational and personal development of students as they progress through the Senior Phase of Learning. SIP lessons are compulsory.

Below is an overview of topics that are covered in SIP.

**Year 10**
- Career Education (Pathways, Roles and Responsibilities, Superannuation, OH and S, Resumes and Interview Techniques)
- Certificate I in IDMT
- QCE and SET Plans
- Financial Literacy
- Driver Education

**Years 11 and 12**
- QCE and SET Plan monitoring
- QCS Test Preparation
- Literacy and Numeracy
- VET course work
5. **Inclusive Education Centre (IEC)**

**Subject Selection**

Students with a diagnosed disability may choose to select a variety of Authority or Authority-registered subjects and VET courses offered within the senior school curriculum for a whole or part of their senior studies. The Inclusive Education Centre (IEC) offers small group programs in Literacy, Numeracy and Pathways. Students are encouraged to attend Work Placement through the Pathways Program, where they may also have the chance to complete a Certificate II in Retail with support through EPIC Employment.

**Assessment**

Students ascertained with a disability or impairment may apply for ‘Special Consideration’ for some assessment or testing. Students may be allowed extra time and be provided with a reader and scribe from the Inclusive Education Centre to complete tasks.

Students that are achieving below national standard up to year 10 will be issued an Individual Curriculum Plan and are taught, assessed and reported at a different level of the Australian Curriculum than their age level peers.

**The Queensland Certificate of Individual Achievement: (QCIA)**

Students with a diagnosed disability are able to obtain a Queensland Certificate of Individual Achievement (QCIA) for senior subjects and/or subjects they have studied within the Inclusive Education Centre.

The QCIA is issued by the Queensland Curriculum and Assessment Authority. It is designed to meet the needs of students with learning disabilities.

**Eligibility:**

A student is eligible to receive the QCIA if the student has at least 12 years of schooling and is identified by the school as having:

- an impairment or
- difficulties in learning that are not primarily due to socio-economic, cultural and/or linguistic factors and
- had attended the school until the date specified at the end of Year 12.

The certificate covers two areas:

**Statement of Achievement:** a statement providing achievement information under up to six curriculum organisers – 1) Areas of Study and Learning, 2) Communication and Technologies, 3) Community, Citizenship and the Environment, 4) Leisure and Recreation, 5) Personal and Living Dimensions and 6) Vocational and Transition Activities.

**Statement of Participation:** a list of activities in which the student has participated in the senior years of schooling.

**Transition to Post-Schooling**

During Year 10, parents/carers and students are invited to attend a transition planning meeting with the HOSES to determine pathways for the student’s transition to post-schooling. Students will develop a Senior Education and Training (SET) Plan which will focus on skills needed for the student to develop during their senior phase of learning. The aim of this document is to ensure that students have a smooth transition to life beyond school. Information about support services and agencies within the community is provided to enable parents or carers to work collaboratively with the school in ensuring a smooth transition to post school life.

**Further information**

For further information, please contact the HOSES Ms Moller to discuss your queries on 41943777. The school’s Guidance Officer can provide information regarding OPs and entrance into further study.
6. OPTIONS AFTER YEAR 10

6.1 END OF YEAR 10

At the end of Year 10, students have the option to:

Pathway 1
- Leave School for Work
- Min 25hrs per week
  - Job
  - Apprenticeship
  - Traineeship

Pathway 2
- Leave School for further Training
- TAFE
- Private Provider (e.g. Sarina Russo)

Pathway 3
- Stay at School

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
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<tbody>
<tr>
<td>Details</td>
<td>OP Eligible (OP 1 – 25)</td>
</tr>
<tr>
<td>Program Requirements</td>
<td>QCAA Authority Subjects: A minimum of five (three of these must be studied for four semesters)</td>
</tr>
</tbody>
</table>

Future Pathways

END OF YEAR 12
- University Studies, Employment or TAFE/Further Training

EMployment

* A number of factors must be considered. Refer to further information regarding the QCE.
### 6.2 Year 11 and 12 Subjects

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Pathway One</th>
<th>Pathway Two</th>
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</thead>
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<td><strong>Subjects that contribute to an OP (Authority Subjects)</strong></td>
<td><strong>Vocational Subjects (Authority-registered and VET Courses)</strong></td>
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<td><strong>Agriculture</strong></td>
<td>Agricultural Science</td>
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<td>Certificate II in Rural Operations (AHC21210) - closed to new enrolments in 2017</td>
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<td><strong>Business</strong></td>
<td>Accounting Business Communication and Technologies (BCT) Legal Studies</td>
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<td>Tourism</td>
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<td><strong>Humanities</strong></td>
<td>Ancient History Geography Modern History</td>
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6.3 **HOW DO I DECIDE WHAT SUBJECTS TO STUDY?**

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<th>Information to help me</th>
<th>Decisions I need to make</th>
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<td>1. Do I want to be OP eligible?</td>
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<td>2. Subject Recommendations</td>
<td>2. What do I enjoy and what am I good at?</td>
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<tr>
<td>3. Senior Education and Training (SET) Plan and Interview</td>
<td>3. What subjects relate to my chosen career option/s?</td>
</tr>
<tr>
<td>4. Guidance Officer</td>
<td>4. Do I really know what the subject is about? Who should I talk to about the subject?</td>
</tr>
<tr>
<td>5. Teachers and Faculty Heads of Department</td>
<td>5. Is that subject realistic for me?</td>
</tr>
<tr>
<td>6. Career Information Services website</td>
<td>6. Do I meet the pre-requisites for studying this subject?</td>
</tr>
<tr>
<td></td>
<td>8. Do the subjects that I have chosen meet the requirements for further study?</td>
</tr>
</tbody>
</table>

7. **CHOOSING SUBJECTS**

The selection of subjects is an important process. Students should carefully consider their pathway when selecting subjects. Where possible Year 10 subjects should lead directly to those students intend to study in Years 11 and 12. **Please note: Some Year 11 and 12 courses require that the Year 10 subject has been completed to a certain standard. Please check the pre-requisites carefully and discuss these with the faculty HOD to ensure that these requirements are satisfied.** In this way, students have the opportunity to attain knowledge and skills required and will maximise success in Years 11 and 12.

As an overall plan, it is suggested students choose subjects which:
- they enjoy,
- they have achieved good results,
- reflect interests and abilities,
- help them reach their career and employment goals,
- provide them with a QCE, OP or VET Qualification and
- will develop knowledge, skills and attitudes useful throughout their life.
SUBJECT OFFERINGS

Years 10 – 12

What subjects shall I choose?
8.1 AGRICULTURE

Subject Area Co-ordinator: Mr Aaron Jackson

Head of Department: Mr Andrew Garty

Year 10

Agricultural Science QCE Credits: N/A

Why study this course?

Agricultural Science is designed to give students the foundation knowledge, skills and experience to continue studies in the field of agriculture. It provides students with a basis to continue studies in Agricultural Science or follow the vocational pathway completing the Certificate II in Rural Operations. Students gain an understanding of plant agronomy, animal husbandry and sustainable management whilst also gaining an appreciation of the basic generic skills that are required within agricultural industries.

Assessment

- Exams
- Assignments
- Oral presentations
- Practical demonstration of skills
- Teacher observations
- Written records (diaries, chemical log books, maintenance log books)
- Projects

Recommended Prior Study

While participation in Years 9 Agriculture and Animal Husbandry is highly desirable, this is not essential.

Other Significant Requirements

It is recommended that students bring a set of suitable work clothes including a sun-safe shirt, safety boots and broad brimmed hat. Students may elect to bring a small padlock to securely store their work clothes in the lockers supplied within the Agricultural Education Centre.

Further Information

Contact the Head of Department Science and Agriculture, Mr A. Garty: agart11@eq.edu.au
Senior

Certificate II in Rural Operations (AHC21216)

- supersedes AHC21210

In 2017, only students in Year 11 are eligible to enrol in this course.

VET Certificate II

Qualification Description

Students who successfully complete this course of study will attain a Certificate II in Rural Operations. Students have the opportunity to obtain general skills that have application in a wide range of rural and general business enterprises. In order to attain the Certificate II in Rural Operations, students must complete 15 Units of Competency.

The Units of Competency that are offered include:

Core units:
- AHCWHS201 - Participate in work health and safety processes
- AHCWRK204 - Work effectively in the industry
- AHCWRK209 - Participate in environmentally sustainable work practices

Elective units:
- AHCCHM201 - Apply chemicals under supervision
- AHCINF201 - Carry out basic electric fencing operations
- AHCINF202 - Install, maintain and repair farm fencing
- AHCINF203 - Maintain properties and structures
- AHCLSK202 - Care for health and welfare of livestock
- AHCLSK205 - Handle livestock using basic techniques
- AHCPLK211 - Provide feed for livestock
- AHCMOM202 - Operate tractors
- AHCMOM304 - Operate machinery and equipment
- AHCPHT203 - Support horticultural crop harvesting
- AHCPHT306 - Establish horticultural crops
- AHCWRK205 - Participate in workplace communications

Assessment

- Exams
- Assignments
- Oral presentations
- Practical demonstration of skills
- Observation by assessor
- Written records (diaries, chemical log books, maintenance log books)
- Projects
Students may use time outside of school hours to help attain certain competencies providing this experience can be documented to the required standard.

Examples where this might occur include:
- weekend cattle handling schools,
- weekend schools for vet techniques for cattle.

**Entry Requirements**

Completion of Year 10 Agriculture is highly desirable when enrolling in Certificate II in Rural Operations.

**Fees**

There are no material costs for this qualification.

**Other Significant Requirements**

As the majority of the work for students is outside of the classroom, they should be prepared to work under a range of conditions on the school farm. Many jobs are dirty, for example: mechanical work, construction jobs, animal handling and mucking out animal pens. It would be advantageous to bring some work clothes and boots (Safety shoes are required when students are working with certain equipment) as well as a broad brimmed hat for many of the work situations in the field. Some students elect to bring a small padlock and leave their work clothes in the lockers at the Agricultural education Centre.

**Further Information**

Contact the Head of Department Science and Agriculture, Mr A. Garty: agart11@eq.edu.au
Students will be provided with access to a VET Student Handbook.

**Service Agreement**

This is a two year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

*AHC21216 Certificate II in Rural Operations – Training provided by Hervey Bay State High School as a Registered Training Provider. Provider Number: 30299*
Senior

Certificate II in Rural Operations (AHC21210)

- superseded by AHC21216

Subject closed: Only students enrolled in 2016 can continue with this course.

VET Certificate II

Qualification Description

Students who successfully complete this course of study will attain a Certificate II in Rural Operations. Students have the opportunity to obtain general skills that have application in a wide range of rural and general business enterprises. In order to attain the Certificate II in Rural Operations, students must complete 15 Units of Competency.

The Units of Competency that are offered include:

Core units:
- AHCWS201A: Participate in OHS processes
- AHCWRK209A: Participate in environmentally sustainable work practices

Elective units:
- AHCCHM201A: Apply chemicals under supervision
- AHCINF201A: Carry out basic electric fencing operations
- AHCINF202A: Install, maintain and repair fencing
- AHCINF203A: Maintain properties and structures
- AHCLSK202A: Care for health and welfare of livestock
- AHCLSK205A: Handle livestock using basic techniques
- AHCWRK204A: Work effectively in the industry
- AHCWRK205A: Participate in workplace communications
- AHCMOM202A: Operate tractors
- AHCMOM304A: Operate machinery and equipment
- AHCPT203A: Support horticultural crop harvesting
- AHCPT306A: Establish horticultural crops
- AHCWRK204A: Work effectively in the industry
- AHCWRK205A: Participate in workplace communications

Assessment

- Exams
- Assignments
- Oral presentations
- Practical demonstration of skills
- Observation by assessor
- Written records (diaries, chemical log books, maintenance log books)
- Projects
Students may use time outside of school hours to help attain certain competencies providing this experience can be documented to the required standard.

Examples where this might occur include:
- weekend cattle handling schools,
- weekend schools for vet techniques for cattle.

Entry Requirements

Completion of Year 10 Agriculture is highly desirable when enrolling in Certificate II in Rural Operations.

Fees

There are no material costs for this qualification.

Other Significant Requirements

As the majority of the work for students is outside of the classroom, they should be prepared to work under a range of conditions on the school farm. Many jobs are dirty, for example: mechanical work, construction jobs, animal handling and mucking out animal pens. It would be advantageous to bring some work clothes and boots (Safety shoes are required when students are working with certain equipment) as well as a broad brimmed hat for many of the work situations in the field. Some students elect to bring a small padlock and leave their work clothes in the lockers at the Agricultural education Centre.

Further Information

Contact the Head of Department Science and Agriculture, Mr A. Garty: agart11@eq.edu.au
Students will be provided with access to a VET Student Handbook.

Service Agreement

This is a two year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

AHC21210 Certificate II in Rural Operations – Training provided by Hervey Bay State High School as a Registered Training Provider. Provider Number: 30299
Senior School Program of Studies – Subject Selection Guide 2017 (Version 2)

**Senior**

**AGRICULTURAL SCIENCE**

(Authority)

**QCE Credits: 4**

Why study this course?

Agriculture is a dynamic field of science that deals with plant agronomy, animal husbandry and sustainable management of agricultural production systems. Agricultural Science provides opportunities for students to explore agricultural concepts and systems and to investigate agricultural issues and problems. Students engage with the agriculture industry through the integration of three areas of study: plant science, animal science and agribusiness. Sustainable resource management underpins the course of study as students consider factors impacting on agricultural production systems.

A course of study in agricultural science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, food technology, aquaculture, veterinary science, equine science, biotechnology, environmental management, business, marketing and agricultural education, research and development.

Assessment

- Extended response tasks including response to stimuli and extended research questions,
- Examinations.

Assessment items will be based on a selection of the following criteria:

- Knowledge and Understanding,
- Investigation and Analysis,
- Evaluation and Communication.

**Recommended Prior Study**

- Completion of Year 10 Science to a C standard or higher
- It is recommended that students have achieved at least a C standard in Junior Science.

**Other Significant Requirements**

Students will be given the opportunity to participate in excursions throughout the year.

**Further Information**

Contact the Head of Department Science and Agriculture, Mr A. Garty: agart11@eq.edu.au
8.2 BUSINESS EDUCATION

Head of Department: Mr Grant McDougall (acting)

**Year 10**

**BUSINESS STUDIES**

QCE Credits: N/A

**Why study this course?**

By studying this subject, students will experience an introduction to our senior Business subjects – Accounting, BCT, Legal Studies and Certificate III in Business. This subject encourages students to be innovative, entrepreneurial and professional as they learn the fundamental skills needed to kick start a career in the Accounting, Business and/or Legal fields.

Throughout this subject, students may explore topics such as:

- the accounting practice
- business and the law
- international business
- business operations / ventures
- marketing / advertising
- Australian Stock Exchange (ASX)

**Assessment**

- assignments and projects
- case studies
- written tests
- oral tasks
- practical projects
- research assignments

**Recommended Prior Study**

It is recommended that students have achieved a B standard in English and Mathematics. Furthermore, basic computer skills are considered useful. It is not necessary to have studied any of the junior Business subjects, however it would be an advantage.

**Other Significant Requirements**

Students may be given the opportunity to go on excursions throughout the year and to participate in a range of business-related programs and competitions.

**Further Information**

Contact the eLearning HOD, Mr G. McDougall: gmcdo53@eq.edu.au.
Senior

ACCOUNTING
(Authority)  QCE Credits: 4

Why study this course?

Accounting is a hands-on, practical course regarding the financial aspect of a business which enables students to understand the processes involved in generating, recording, classifying, analysing, interpreting and reporting accounting information and using this information for planning, making effective financial decisions and reporting on the operation of businesses.

Students will bring together an understanding of the theory behind basic accounting and practical applications in a range of different activities. In Year 12, students will further refine their skills as they use MYOB (Mind Your Own Business), a popular computerised accounting package, to complete the books of a business.

Specific topics covered throughout the two year course include:

- basics of accounting
- financial transactions/reports
- spreadsheet design
- budgets
- accounting for inventories
- e-business
- accounting packages
- etax
- social, ethical, legal and professional responsibilities
- cash flow statements

Assessment

- objective and short response items
- extended response items
- practical application items
- response to stimulus and case studies
- assignments
- multi-modal presentations

Recommended Prior Study

It is recommended that students have achieved at least a B standard in Year 10 Mathematics. Furthermore, knowledge of basic computer skills is considered useful. It is not necessary to have completed Year 10 Business, however it would be an advantage.

Other Significant Requirements

Students may be given the opportunity to participate in excursions throughout the two-year course.

Further Information

Contact the eLearning HOD, Mr G. McDougall: gmcdo53@eq.edu.au.
Senior

BUSINESS COMMUNICATIONS AND TECHNOLOGY (BCT)  
(Authority)  

QCE Credits: 4

Why study this course?

Business Communications and Technology (BCT) is an Authority subject, which challenges students to be innovative and professional, while learning about business.

Emphasis is placed on communication, working with computers and office skills. Students are exposed to experiences focusing on the needs of different private sector business offices and public administrative situations. Topics will be studied within the contexts of events management, real estate, tourism and hospitality and health and well-being.

Specific topics covered throughout the two year course include:

- international business
- business environments
- industrial relations
- organisation and work teams
- events administration
- workplace health, safety and sustainability
- managing people
- social media

Assessment

- objective and short response items
- extended response items
- research assignments and projects
- multi-modal presentations
- spoken extended response
- response to stimulus
- reports

Recommended Prior Study

It is recommended that students have achieved at least a B standard in Year 10 Mathematics and English. Furthermore, knowledge of basic computer skills is considered useful. It is not necessary to have completed the Year 10 Business or ICT subject, however it would be an advantage.

Other Significant Requirements

Students may be given the opportunity to participate in excursions throughout the year.

Further Information

Contact the eLearning HOD, Mr G. McDougall: gmcdo53@eq.edu.au.
Senior

Certificate III in Business (BSB30115)  QCE Credits: 4

VET Certificate III

Qualification Description

The Certificate III in Business course provides a foundation in business and office administration.

Emphasis is placed on communication, working with computers and office skills. Topics will be studied within the contexts of:

- events management
- real estate
- tourism
- hospitality
- health and well-being

The Units of Competency that are offered include:

Core units:

- BSBADM311: Maintain business resources
- BSBDIV301: Work effectively with diversity
- BSBINM301: Organise workplace information
- BSBITU302: Create electronic presentations
- BSBITU303: design and produce text documents
- BSBITU304: Produce spreadsheets
- BSBITU306: design and produce business documents
- BSBITU309: Produce desktop published documents
- BSBSUS301: Implement and monitor environmentally sustainable work practices
- BSBWHS302: Apply knowledge of WHS legislation in the workplace
- BSBWOR301: Organise personal work priorities and development
- BSBWRT301: Write simple documents

Assessment

- practical application items
- assignments and projects
- non-written presentations
- procedural applications
- teacher observation
- projects
- case studies

Entry Requirements

It is recommended that students have achieved a C standard in Year 10 Mathematics and English. Furthermore, knowledge of basic computer skills is considered useful as an emphasis is placed on computer skills and in particular, speed and accuracy in keyboarding skills. It is not necessary to have completed the Year 10 Business or ICT subject, however it would be an advantage.
Pathways

After achieving this, students may undertake further study (Cert IV, Diploma).

Fees

There are no material costs for this qualification.

Other Significant Requirements

Students may be given the opportunity to participate in excursions and extra-curricular activities throughout the year. Students may also be required to participate in meetings with community stakeholders outside of school time.

Further Information

Contact the eLearning HOD, Mr G. McDougall: gmcdo53@eq.edu.au. Students will be provided with access to a VET Student Handbook.

Service Agreement

This is a two year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

BSB30115 Certificate III in Business – Training provided by Hervey Bay State High School as a Registered Training Provider. Provider Number: 30299
LEgal Studies

(Authority)

QCE Credits: 4

Why study this course?

In Australian society many significant legal and social issues face individuals and groups. To deal with these, people need to be informed of their legal positions, rights and responsibilities. By successfully completing this course, young people in the senior phase of learning will develop an enhanced ability to recognise diverse legal situations and issues that arise in their everyday lives.

This course covers the following areas:

- The Legal System
- Criminal Law
- Human Rights
- Introduction to Civil Obligations
- Family and the Law
- Independent Inquiry
- International Law
- Indigenous Australians and the Law
- Civil Wrongs (Torts) and the Law

Assessment

- Multimodal presentations
- Response to Stimulus tests
- Extended Responses
- Independent Study
- Inquiry Task

Recommended Prior Study

It is recommended that students have achieved at least a B standard in Year 10 English. An interest in Legal Studies is also valuable.

Other Significant Requirements

An interest in keeping up with news and current affairs through reading and watching media is advantageous. Students will also be required to be diligent with respect to meeting deadlines for tasks to be completed both at home and within allocated class time. Students may also be given the opportunity to participate in excursions throughout the year.

Further Information

Contact the eLearning HOD, Mr G. McDougall: gmcdo53@eq.edu.au.
8.3 **DANCE**

*Head of Department: Mr Brian Speirs (acting)*

**Year 10**

**DANCE**  
QCE Credits: N/A

**Why study this course?**

Dance is a living breathing art form. Dance provides students with a range of skills transferable to a variety of vocational and future pathways. It stimulates creativity, problem solving, enhances performance skills, as well as continuing to develop literacy skills such as interpreting, describing and evaluating in various written and spoken forms.

**Semester One:** During semester one, students will develop an in-depth understanding of each of the three areas of Dance (creating, presenting and responding). In this semester, students will explore contemporary dance forms, and create their own choreography for performance.

**Semester Two:** Second semester provides students with the opportunity to apply the skills and knowledge developed in Semester One to particular dance contexts. These contexts include, but are not limited to, jazz, contemporary and hip-hop.

**Assessment**

- Presenting – individual and group performances of a variety of styles
- Creating – choreographing practical dance pieces through improvisation and structured
- Responding - written essays analysing dance performances

**Recommended Prior Study**

To participate and be successful on this course of study, it is recommended that students have achieved at least a C standard in Years 8 and 9 Dance and have no pre-existing injuries that may inhibit their undertaking of the practical component.

**Other Significant Requirements**

- As part of the course students will be required to avail themselves of the opportunity to view live professional performances through guest workshops and trips to Brisbane/Maryborough. Therefore, it is expected students who choose Year 10 Dance are prepared to cover the cost of such visits/excursions.
- Students must be prepared to work in teams to perform before an audience.
- An open mind is also needed so as to develop an appreciation of, and a willingness to engage in the study of diverse styles and genres of dance from across history and cultures.

**Further Information**

Contact the Arts HOD, Mr B. Speirs: bspei3@eq.edu.au.
Senior

DANCE IN PRACTICE

(Authority-Registered)

QCE Credits: 4

Why study this course?

Dance in Practice provides opportunities for students to explore the functions of dance (ritual, cultural and social) through active engagement in dance and dance productions at a school and community level. This course focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers. Students will explore roles in dance industries, including choreographer, performer, designer, technician and producer.

Students will be provided learning experiences which cover the following aspects:

- Performance of solo and group works for particular purposes and audiences. This will also include learning about health and safety considerations of dance.
- Dance production, where students learn to stage dance productions. This covers choreographic understanding, designing dance performances and the technical and design skills used in dance productions.
- Dance literacies, where students develop the knowledge, understanding and skills necessary to understand and critique dance works.

Assessment

In Dance in Practice, assessment instruments include projects, performances, products, extended responses to stimulus and investigations.

In Year 12, you will be expected to complete four assessment instruments, including at least one dance project arising from community connections, at least one extended response to stimulus and at least one performance, separate to those included in projects.

Recommended Prior Study

It is recommended that students have completed dance in year 10 to a minimum C level of achievement.

Other Significant Requirements

- As part of the course students will be required to avail themselves of the opportunity to view live professional performances through Arts Council visits at school and drama trips to Brisbane. Therefore, it is expected students who choose Dance in Practice are prepared to cover the cost of such visits/excursions.
- Students must be prepared to work in teams to perform before an audience.

Further Information

Contact the Arts HOD, Mr B. Speirs: bspei3@eq.edu.au.
8.4 Drama

Head of Department: Mr Brian Speirs (acting)

Year 10

Drama

QCE Credits: N/A

Why study this course?

Drama provides students with a range of skills transferable to a variety of vocational and future pathways. In a knowledge-based economy, the world requires workers who are innovative thinkers, adept communicators and excellent team players. The collaborative nature of drama as an art form provides students with opportunities to learn and to manage interpersonal and intrapersonal skills required to work effectively, both individually and in groups. It also provides an outlet for student’s creativity and self-expression.

During Semester One, students will develop an understanding of the elements of drama. They will explore how they are used in contemporary theatre styles and texts, including Australian Theatre.

The second semester of this course provides students opportunities to build on the knowledges and skills developed in Semester One. Students will write and perform monologues, and explore contemporary theatre styles and texts aimed at teenagers which examine current teenage issues.

Assessment

- Presenting – a combination of student-devised and text based performances
- Forming – practical improvised scenes and script-writing
- Responding – written essay analysing dramatic performances

Recommended Prior Study

It is recommended that students have achieved at least a C standard in Years 8 and 9 Drama.

Other Significant Requirements

As part of the course students will be required to avail themselves of the opportunity to view live professional performances through Arts Council visits at school and drama trips to Brisbane. Therefore, it is expected students who choose Year 10 Drama are prepared to cover the cost of such visits/excursions. Students must be prepared to work in teams to perform before an audience.

Further Information

Contact the Arts HOD, Mr B. Speirs: bspei3@eq.edu.au.
**Senior**

**Drama**

(Authority) QCE Credits: 4

Why study this course?

Drama is designed to enhance and develop the art of communication as well as providing an outlet for students’ creativity and self-expression. It fosters personal growth and self-confidence whilst investigating a variety of theatrical styles and techniques.

Drama has three important aspects: creating drama, presenting drama as an actor, and critiquing drama performances. To build knowledge, understandings and skills across each of these aspects, students will learn about elements of drama, skills of drama and the conventions of a variety of dramatic forms and styles. Students will be required to create drama in different forms and styles to communicate ideas, present drama performances to live audiences and critique performances by professional companies.


Assessment

Assessment in drama gives you opportunities to demonstrate your knowledge, understanding and skills in creating drama, performing as an actor, and critiquing professionally produced drama performances in a variety of forms and styles. Assessment includes the following:

- Presenting - planning and rehearsing performances to an audience
- Forming - making creative dramatic works
- Responding - interpreting, analysing, reflecting and evaluating dramatic action from a position outside of, or after, the drama.

Recommended Prior Study

It is recommended that students have achieved at least a C standard in Year 10 Drama.

Other Significant Requirements

- As part of the course students will be required to avail themselves of the opportunity to view live professional performances through Arts Council visits at school and drama trips to Brisbane. Therefore, it is expected students who choose Drama are prepared to cover the cost of such visits/excursions.
- Students must be prepared to work in teams to perform before an audience.

Further Information

Contact the Arts HOD, Mr B. Speirs: bspei3@eq.edu.au.
8.5 English

Year 10

Head of Department: Ms Danielle Goddaer

English

QCE Credits: N/A

Why study this course?

The Year 10 English course prepares students for senior study in either Authority English or English Communication.

The Year 10 English course provides students with basic concepts and skills necessary for senior study and ensures that students have a foundation of skills and clear understanding of concepts and processes that they will be able to apply. The course reflects the concepts and skills covered in English and English Communication.

By studying this subject students will complete thematically-based tasks across a range of written and spoken genres. These include:

- text analysis – film, literature, poetry, drama (including Shakespeare),
- media studies,
- expository writing/speaking,
- persuasive writing/speaking,
- popular culture.

Assessment

Year 10 English assessment tasks are designed to familiarise students with the assessment criteria used in English and English Communication.

- Imaginative writing
- Analytical writing
- Persuasive speaking
- Responding to visual texts
- Argumentative writing/speaking

Students will be expected to complete tasks both during class and for homework and will also respond under exam conditions.

Recommended Prior Study

In Semester Two, students will be placed in English or English Communication based on their results over Year 9 and Semester One Year 10. Students who achieve:

- an average of A or B standard over three semesters will be automatically placed in English;
- an average of D or E standard over three semesters will be automatically placed in English Communication;
- an average of C standard over three semesters will be placed in either English or English Communication based on the quality and consistency of their work;
- C or C+ standard will be placed in English and students who receive a C- standard will be placed in either English or English Communication depending on the consistency of their work and the depth or their understanding and analysis of texts.

These decisions will be based solely on results and teacher recommendations.
<table>
<thead>
<tr>
<th>Year 9 and 10 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A or B Average</strong></td>
</tr>
<tr>
<td><strong>C Average</strong></td>
</tr>
<tr>
<td><strong>D or E Average</strong></td>
</tr>
<tr>
<td>Year 10 Semester Two:</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>C or C+: English</td>
</tr>
<tr>
<td>C: English or English Communication (dependant on depth or understanding and analysis)</td>
</tr>
<tr>
<td>Year 10 Semester Two – English Communication</td>
</tr>
</tbody>
</table>

Further Information

Contact the English and LOTE HOD, Ms Goddaer: dgod2@eq.edu.au.
Senior School Program of Studies – Subject Selection Guide 2017 (Version 2)

Senior

ENGLISH
(Authority)

QCE Credits: 4

Why study this course?

By studying this course students will complete thematically-based tasks across a range of written and spoken genres under a range of conditions on a number of different texts each semester. These include:

- imaginative,
- persuasive/reflective,
- analytical/expository.

The nature of this course is such that it is most suited to students who:

- wish to enter a tertiary institution after Year 12;
- can successfully complete tasks which are academically rigorous;
- are prepared to read, view, understand and analyse a wide range of written, spoken and visual texts;
- are committed to meeting deadlines for drafts and final copies of assessment tasks;
- are able to seek and implement teacher advice during drafting.

English will enable students to gain an OP at the end of Year 12. Therefore all students aspiring to enter a tertiary institution after Year 12 need to include it in their subject selection choices as the majority of tertiary course require four semesters of English with a minimum of a Sound Level of Achievement as their course prerequisite.

Assessment

- spoken monologue,
- Narrative
- Feature article
- Analytical essay
- Analytical speech
- Expository speech

Recommended Prior Study

Students choosing English should have successfully completed Year 10 English and achieved a mid-range C standard in this subject. Students who have not passed Year 10 English need to choose English Communication in Year 11 as they would potentially find Authority English extremely difficult.
Other Significant Requirements

Students who choose this subject should be aware that:

- it requires a great deal of commitment in terms of study, preparation and planning, drafting, seeking teacher advice and acting upon this advice;
- reading and viewing of some set texts is expected to be completed in students’ own time;
- drafts are a requirement of all work that is submitted for assessment and these should be complete when submitted and of a satisfactory standard;
- they must pass both the written and oral components of the course in order to meet minimum SA requirements of the syllabus;
- oral tasks have a variety of presentation options at various times, but they will be required to present in front of other students at various points throughout the course.

Further Information

Contact the English and LOTE HOD, Ms Goddaer: dgodd2@eq.edu.au.
**Senior**

**ENGLISH COMMUNICATION**
(Authority-registered)

QCE Credits: 4

**Why study this course?**

English Communication is aimed at students who do not have tertiary aspirations but are seeking to gain a level of literacy which will enable them to complete VET qualifications, School-based Apprenticeships, and Traineeships or simply find employment after Year 12.

By studying this course, students will complete thematically-based tasks each term across a range of written and spoken genres which have an emphasis on improving functional literacy skills. These include:

- on-going English skill development,
- creating/using texts for a purpose,
- speaking with confidence,
- the influence of popular culture,
- the individual in society,
- life skills.

**Assessment**

- simple text analysis,
- formal communication,
- real-life simulation experiences,
- responding to visual texts.

**Recommended Prior Study**

Students choosing English Communication should have studied English Communication in Year 10 Semester Two, unsuccessfully completed English in Year 10 Semester Two or have chosen a non-OP (Vocational Pathway).

**Other Significant Requirements**

The emphasis in this course is on functional English skills and concepts relevant to everyday living. Students will therefore be required to participate in practical activities throughout the course. These activities may occur both within the school environment and the wider local community. Furthermore, English Communication has a strong team focus and as such students should be prepared to work with others in order to achieve goals during various parts of the course.

**Further Information**

Contact the English and LOTE HOD, Ms Goddaer: dgod2@eq.edu.au.
8.6 HEALTH AND PHYSICAL EDUCATION

Head of Department: Mr Andrew Hinks

Year 10

HEALTH AND PHYSICAL EDUCATION

QCE Credits: N/A

Why study this course?

Health and Physical Education in Year 10 is designed as a foundation course for those students wanting to undertake Physical Education in Years 11 and 12. This course has been carefully developed to provide a foundation on which to build an active and informed future. Equal emphasis is placed on both the practical and theoretical components.

Theory
- Skill Acquisition
- Road safety
- Health Benefits of Physical Activity
- Sports Psychology

Practical
- Volleyball
- Table Tennis / Badminton
- Oztag
- Recreational Sports

Through their study, students will develop and achieve goals, interact as part of a team and acquire knowledge and skills related to physical activity.

Assessment
- Argumentative essays
- Exams
- Multimodal presentations
- Assignments

Recommended Prior Study

It is recommended that students have achieved at least a B standard in Year 9 HPE.

Other Significant Requirements

Students should enjoy participating in physical activities and have a reasonable level of fitness and recommended that students achieve a B in English and Health and Physical education in Year 9.

Further Information

Contact the Physical Education and Sport HOD, Mr A. Hinks: ahink2@eq.edu.au.
Senior

CERTIFICATE II IN SPORT AND RECREATION (SIS20115)

- supersedes SIS20113

In 2017, students in Year 11 will be eligible to enrol in this course.

VET Certificate II

Qualification Description

The Certificate II in Sport and Recreation results in a nationally recognised qualification. This course contains a minimum of 13 units covering a range of areas including working in mainly routine and repetitive tasks using practical skills and basic sport and recreation industry knowledge.

Please note that this course is run through an external provider “fiteducation” and there are costs involved when enrolling in this course.

The Units of Competency offered include:

Core units:
- BSBWOR202: Organise and complete daily work activities
- HLTAID003: Provide first aid
- HLTWHS001: Participate in workplace health and safety
- SISXCAI002: Assist with activity sessions
- SISXCCS001: Provide quality service
- SISXEMR001: Respond to emergency situations
- SISXIND001: Work effectively in sport, fitness and recreation environments
- SISXIND002: Maintain sport, fitness and recreation industry knowledge

Elective units:
- SISSSCO202: Coach beginner or novice participants to develop fundamental motor skills
- SISXCAI001: Provide equipment for activities
- SISSSPT201A: Implement sports injury prevention
- SISXFAC001: Maintain equipment for activities
- SISXFAC002: Maintain sport, fitness and recreation facilities

Assessment

Assessment is competency based. Competencies are assessed at industry standard by gaining evidence to show the student has successfully fulfilled all the requirements in the Performance Criteria for this qualification. Evidence is gathered using a variety of methods which include: Observation, Portfolio, individual and group projects, Role plays and written and oral questioning, short answer questions and quizzes.
Entry Requirements

Students should have an interest in Sport and Recreation, such as coaching sporting teams and assisting with the conduct of recreation activities. This course requires students to demonstrate competency in performing basic water rescues in the pool. If you do not intend to swim, do not enrol in this course.

Pathways

This course will provide pathways in sport and recreation sector or the basis for a possible career as a recreation officer, community activities assistant, customer service assistant, leisure assistant, recreation assistant, retail assistant, grounds assistant, facility assistant.

Fees

$225 per year payable in Term 1 if VETiS funding is available.

If students have already used VETiS funding for previous certificate courses provided by external organisations and TAFE, they will be expected to pay the full price of the course which is $400 per year. (Price can vary from year to year.)

Other Significant Requirements

Students will need a certain level of physical fitness and be able to demonstrate competency in water rescues to complete this course. They will also need outside of school computer and internet access to complete some modules. In order to gain competency in this unit students may need to complete work activities outside of school hours in coaching and first aid roles, organising sport and recreation activities and working in recreational environments.

Further Information

Contact the Physical Education and Sport HOD, Mr A. Hinks: ahink2@eq.edu.au. Students will be provided with access to a VET Student Handbook.

Service Agreement

This is a two year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided, Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

SIS20115 Certificate II in Sport and Recreation – Training provided by fiteducation Personal Training Courses as a Registered Training Provider. Provider Number:32155
Certificate III in Fitness (SIS30315)

In 2018, only students who have completed the SIS20115 through the external provider “fiteducation” will be eligible to enrol in the course.

VET Certificate III

Qualification Description

The Certificate III in Fitness results in a nationally recognised qualification. This course contains a minimum of 16 units covering a range of areas including working within a defined range of exercise activities and events.

The Units of Competency offered include:

Core units:
- SISFFIT001: Provide health screening and fitness orientation
- SISFFIT002: Recognise and apply exercise considerations for specific populations
- SISFFIT003: Instruct fitness programs
- SISFFIT004: Incorporate anatomy and physiology principles into fitness programming
- SISFFIT005: Provide healthy eating information
- SISFFIT014: Instruct exercise to older clients
- SISXCCS001: Provide quality service
- SISXFAC001: Maintain equipment for activities
- SISXIND001: Work effectively in sport, fitness and recreation environments

Elective units:
- BSBRSK401: Identify risk and apply risk management processes
- HLTAID003: Provide first aid
- HLTWHS001: Participate in workplace health and safety
- SISFFIT006: Conduct fitness appraisals
- SISFFIT007: Instruct group exercise sessions
- SISFFIT011: Instruct approved community fitness programs
- SISSSTC301A: Instruct strength and conditioning techniques

Assessment

Assessment in this course is competency based. Students will be assessed for both knowledge and skills using a variety of methods including exams, teacher observations, journals and written responses.

Entry Requirements

The pre-requisite for this course is that students have completed SIS20115 the previous year through the external provider “fiteducation”.

Students who have not completed this course will need to be enrolled in SIS20115.
Students should have an interest in Community and Recreational Activities, such as coaching sporting teams and assisting with the conduct of recreational activities. This course requires students to demonstrate competency in performing basic water rescues in the school pool. **If you do not intend to swim, do not enrol in this course.**

**Pathways**

This course will provide a pathway in community activities sector or the basis for a possible careers as an exercise instructor or fitness administrator, as well as a recreation officer, outdoor adventure leader, tour guide, sports coach or resort activities leader.

**Fees**

$225 per year payable in Term 1 if VETiS funding is available.

If students have already used VETiS funding for previous certificate courses provided by external organisations and TAFE, they will be expected to pay the full price of the course which is $400 per year. (Price can vary from year to year.)

**Other Significant Requirements**

Students will need a certain level of physical fitness and be able to demonstrate competency as a gym instructor to complete this course. They will also need outside of school computer and internet access to complete some modules. In order to gain competency in this unit students may need to complete work activities outside of school hours in coaching and first aid roles, organising sport and recreation activities and working in recreational environments.

**Further Information**

Contact the Physical Education and Sport HOD, Mr A. Hinks: ahink2@eq.edu.au. Students will be provided with access to a VET Student Handbook.

**Service Agreement**

This is a one-year extension course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

*SIS30315 Certificate III in Fitness – Training provided by fiteducation Personal Training Courses as a Registered Training Provider. Provider Number:32155*
Certificate II in Community Activities (SIS20113)

- superseded by SIS20115

Subject closed: Only students enrolled in 2016 can continue with this course.

VET Certificate II

Qualification Description

The Certificate II in Community Activities results in a nationally recognised qualification. This course contains a minimum of 13 units covering a range of areas including working in a business environment, first aid, environmental awareness, camping and coaching practices.

The Units of Competency offered include:

Core units:
- BSBUSUS201A: Participate in environmentally sustainable work practices
- BSBWOR202A: Organise and complete daily work activities
- HLTAID003: Provide first aid
- SISXCA1102A: Assist in preparing and conducting sport and recreation sessions
- SISXCCS201A: Provide customer service
- SISXEMR201A: Respond to emergency situations
- SISXIND101A: Work effectively in sport and recreation environments
- SISXOHS101A: Follow occupational health and safety policies

Elective units:
- SISOOPS201A: Minimise environmental impact
- SISOOPS202A: Use and maintain a temporary or overnight site
- SISXFAC207: Maintain sport and recreation equipment for activities
- SISCAQU202A: Perform basic water rescues
- SITXCCS101: Provide information and assistance
- SISXCA1101A: Provide equipment for activities

Assessment

Assessment in this course is competency based. Students will be assessed for both knowledge and skills using a variety of methods including exams, teacher observations, journals and written responses.

Entry Requirements

Students should have an interest in Community and Recreational Activities, such as coaching sporting teams and assisting with the conduct of recreational activities. This course requires students to demonstrate competency in performing basic water rescues in the school pool. If you do not intend to swim, do not enrol in this course.
Pathways
This course will provide a pathway in community activities sector or the basis for a possible careers as a recreation officer, outdoor adventure leaders, tour guides, sports coach or resort activities leader.

Fees
The course has a three-day camp in both Year 11 and Year 12 which cost approximately $250 each. These camps are required for students to demonstrate competency in the “Use and maintain a temporary or overnight site” unit. Failure to attend may affect completion of this certificate. The course has elements of theory and practical based activities.

Other Significant Requirements
Students will need a certain level of physical fitness to complete some of the units. The camping units, for example, require a minimum of two overnight camps and students may be required to hike to the campsite carrying a backpack of equipment.

Further Information
Contact the Physical Education and Sport HOD, Mr A. Hinks: ahink2@eq.edu.au. Students will be provided with access to a VET Student Handbook.

Service Agreement
This is a two year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

SIS20113 Certificate II in Community Activities – Training provided by Hervey Bay State High School as a Registered Training Provider. Provider Number: 30299.
Senior

PHYSICAL EDUCATION
(Authority)
QCE Credits: 4

Why study this course?

Senior Physical Education focuses on physical activity in Australian society and involves learning about, through and in physical activity. It emphasises the developmental nature of learning, viewing learners as decision-makers engaged in the active construction of meaning through the processing of information relating to physical activity. Equal emphasis is placed on both the practical and theoretical components. The choice of sport will be based on cohort interest and teacher expertise.

The topics covered in these activities include:

Theory
- Exercise Physiology
- Process and Effects of Training and Exercise
- Skill Acquisition
- Sport in Australian Society

Practical
- Volleyball
- Touch
- Badminton
- Lifesaving

Assessment
- Multimodal presentations
- Exams
- Written essays
- Analytical reports
- Physical performance

Recommended Prior Study
Students should have achieved a minimum C standard in Year 10 Health and Physical Education and in English.

Other Significant Requirements
All students are expected to participate in all aspects of the subject. Students should enjoy participating in physical activities; have a reasonable level of fitness and high application to study. It is highly recommended that students choosing this subject should also study Authority English. Lifesaving is a mandatory part of this course. If you do not intend to swim, DO NOT enrol in this course.

Further Information

Contact the Physical Education and Sport HOD, Mr A. Hinks: ahink2@eq.edu.au.
8.7 HOME ECONOMICS

Head of Department: Mr J. Vallance

Year 10

CHILD STUDIES

QCE Credits: N/A

Why study this course?

Child Studies provides an opportunity for students to explore a career in an early childhood environment. Students will be able to engage in a wide range of learning experiences aimed at examining the developmental needs of young children and their care. There is a particular emphasis on the practical skills needed to provide children with food, clothing, shelter and health care.

During the course of the study students will explore the following topics:
- Reproduction and the Family Unit,
- Physical Development,
- Accident Prevention and Safety,
- Children with Special Needs.

Assessment

- Preparing meals for children of various ages
- Designing and constructing textile items
- Written test
- Design briefs
- Case studies

Recommended Prior Study

It is recommended that students have achieved at least a C standard in Junior English.

Further Information

Contact the Vocational Studies HOD, Mr Vallance: jlval0@eq.edu.au.
Year 10

FOOD TECHNOLOGY

QCE Credits: N/A

Why study this course?

Home Economics offers students opportunities to discover and further develop critical and creative capabilities that enhance individual and family wellbeing. Home Economics is an interdisciplinary study drawing on the fields of nutrition, textiles and fashion, the built environment, human development, relationships and behaviour.

During the course of study students will explore the following topics:

- Food for Celebrations
- Food Service and Catering.

Assessment

- Assignments
- Practical tasks
- Written tests

Recommended Prior Study

It is advisable but not essential that students have completed Year 9 Home Economics.

Other Significant Requirements

Students may be required to purchase materials for their practical tasks.
**Senior**

**HOSPITALITY**
(Authority-registered)

### QCE Credits: 4

**Why study this course?**

Hospitality is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life, as well as specific knowledge and skills related to employment within the industry. This subject is practical based with theory components.

During the course of study, students will explore the following topics:

- Hospitality Experience (appetisers, breads, salads and soups),
- Hospitality Industry (communicating, event management, food production),
- Food and Beverage Service (espresso coffee, non-alcoholic, food presentation),
- Restaurant and catering events (gourmet sandwiches, buffet, themed restaurant).

**Assessment**

- Practical cookery
- Non-written presentations/demonstrations
- Written presentations
- Exams
- Marketing and sales activities
- Restaurant and café presentations

**Recommended Prior Study**

Year 10 Home Economics is recommended but not essential.

**Other Significant Requirements**

Students may have the opportunity to participate in excursions to hospitality establishments.

**Further Information**

Contact the Vocational Studies HOD, Mr Vallance: jlval0@eq.edu.au.
Senior

TOURISM
(Authority-registered)

QCE Credits: 4

Why study this course?

Tourism provides students with the necessary skills and understanding for industry workplace culture and practices. This subject enables students to gain an understanding of the role of the tourism industry, structure, scope and operation of the related tourism sectors. This course supports the needs of students into the tourism industry by providing an introduction and broad understanding of tourism.

Topics

- Introduction to tourism
- Being a responsible tourist
- Marketing of tourism
- Operating a tourism business
- Australian destinations and attractions
- Tourism and the natural environment
- Tourism and the developing world
- Tourist transportation

Assessment

- Short responses
- Written responses
- Project and practical work
- Response to stimulus tasks
- Non-written presentations

Recommended Prior Study

It is recommended that students have achieved at least a C standard in Junior English. An interest in the tourism sector is also valuable.

Other Significant Requirements

Students will be required to attend fieldwork excursions which are a requirement of the course. Additional costs are associated with these excursions.

Further Information

Contact the Vocational Studies HOD, Mr J. Vallance: jlval0@eq.edu.au.
8.8 **HUMANITIES**

*Head of Department: Ms Tinka Welton*

**Year 10**

**HISTORY**

QCE Credits: N/A

**Why study this course?**

History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. Awareness of history promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. History assists students to appreciate how the world and its people have changed and equip students for the world (local, regional and global) in which they live.

Students through the course of the year will identify important features of the period 1918 to the present and will develop understanding about the broad patterns of historical changes.

Three depth studies will be taught in detail throughout the year. These include:

- World War II
- Popular Culture
- Rights and Freedoms

**Assessment**

- Response to Stimulus
- Folio of Articles
- Objective and Short Answer

**Other Significant Requirements**

Students may have the opportunity to participate in excursions.

**Further Information**

Contact the Humanities HOD, Ms T. Welton: twelt2@eq.edu.au.
Ancient History is a fascinating subject that explores a range of ancient civilizations and the Medieval world of Europe. The course commences with an investigation of archaeological techniques and important discoveries such as the Ice-Man and the well preserved city of Pompeii. The power and wealth of the Egyptian Pharaohs is a popular component of the subject while the role of the individual in history is explored through people like Joan of Arc.

Students will undertake a comparative study of Sparta and Nazi Germany, examine the breakdown of the Roman Republic and glory of Augustan Rome, as well as investigate significant conflicts such as the Crusades and the Persian Wars.

Ancient History will provide students with:

- interesting class work,
- excellent preparation for the QCS Test and further study,
- a love of the past and its mysteries,
- and an interest in travelling to exotic and historically significant sites.

Assessment

- Tests: Objective and Short Answer Tests; Extended Written Responses to Historical Evidence
- Written Research Tasks
- Multimodal Presentations

Recommended Prior Study

It is recommended that students have achieved at least a C standard in Junior History and English. An interest in History is also valuable.

Other Significant Requirements

Students may have the opportunity to participate in excursions including an Archaeological Dig.

Further Information

Contact the Humanities HOD, Ms T. Welton: twelt2@eq.edu.au.
**GEOGRAPHY**

(Permission)

**QCE Credits: 4**

**Why study this course?**

Geography encourages students to be actively involved in a range of environmental, physical and social issues and equips students with tools and strategies to devise ways to improve social processes and their outcomes. Geography allows students to anticipate, initiate and respond to social changes and widen their horizons by exposure to different societies and environmental matters.

During the course of study students will explore the following topics:

- Responding to Natural Hazards
- Managing Catchments
- Sustaining Communities
- Connecting people and places
- Living with climate change
- Sustaining biodiversity
- Feeding the world’s people
- Exploring the geography of disease

**Assessment**

- Short response tests
- Practical exercises
- Stimulus response essays
- Reports

**Recommended Prior Study**

It is recommended that students have achieved at least a C standard in Junior Geography and English. An interest in Geography is also valuable.

**Other Significant Requirements**

Students will be required to attend fieldwork excursions and is a requirement of the course. Additional costs are associated with these excursions.

**Further Information**

Contact the Humanities HOD, Ms T. Welton: twelt2@eq.edu.au.
**Senior**

**MODERN HISTORY**
(Authority)

**QCE Credits: 4**

**Why study this course?**

Modern History involves the study of the past 200 years and focuses on the 20th century and later. This course enables students to understand why our modern world is the way that it is. Modern History gives meaning to our own life, looks at past and present societies, attitudes, beliefs and behaviours. Students studying this subject understand the relationship between our needs and interests and a range of historical topics through the critical inquiry process.

Students will explore the following topics: The Jews in Nazi Germany, Conflict in East Timor, Australian Experience of the Vietnam War, Suffragette Movement in Britain, The Civil Rights Movement in the USA, Struggle against Apartheid, The Changing Nature of Australia and Voices from China.

**Assessment**

- Objective and short response test
- Extended written responses to historical evidence
- Research tasks (written and multimodal presentations)

**Recommended Prior Study**

It is recommended that students have achieved at least a C standard in Junior History and English. An interest in History is also valuable.

**Other Significant Requirements**

Students may have the opportunity to participate in a variety of excursions throughout the two year course.

**Further Information**

Contact the Humanities HOD, Ms T. Welton: twelt2@eq.edu.au.
Social and Community Studies prepares students with the necessary skills for life after school. This course allows students to understand how their identities are shaped by life opportunities, encourages students to explore lifestyle choices, establishes positive relationships within the community and provides essential skills to function responsibly and effectively as an active and informed citizen.

Topics

- Intro to Relationships
- Food and Nutrition
- Gender and Identity
- Today’s Society
- Money Management
- Health, Recreation and Leisure
- Legally, it could be you.

Assessment

- Examination
- Project
- Extended Response to Stimulus
- Investigation - written response
  - spoken response

Recommended Prior Study

It is recommended that students have achieved a C standard in Junior English.

Other Significant Requirements

Students may have the opportunity to participate in excursions.

Further Information

Contact the Humanities HOD, Ms T. Welton: twelt2@eq.edu.au.
8.9 INCLUSIVE EDUCATION

Head of Inclusive Education: Ms S. Moller

Senior

FUNCTIONAL ENGLISH

QCE Credits: N/A

Why study this course?

Functional English is specifically designed to support students in further development of their literacy skills to help them critically evaluate the world around them.

The program of study aims to help students develop:
- the ability to produce and present texts in a variety of forms, appropriate for different audiences and purposes,
- skills in interpreting texts presented in a variety of forms,
- confidence in planning and negotiating with others in the contexts of work and the wider community,
- the ability to collaborate with others, perform tasks and enact plans to achieve personal and group goals,
- the ability to reflect on their own and other people’s knowledge, values and practices,
- a sense of self-respect and self-esteem,
- a desire to build on acquired knowledge and skills to enable lifelong learning.

Assessment

Assessment in this subject is continuous and involves the following strategies:
- Observations
- Consultation
- Focused analysis
- Self- and peer assessment

Recommended Prior Study

There is no recommended prior study.

Other Significant Requirements

- Students need to be enrolled in the Inclusive Education Unit to participate in this course
- Students will not be eligible to receive a QCE. They will receive a Queensland Certificate of Individual Achievement (QCIA) instead.
- The emphasis in this course is on functional English skills and concepts relevant to everyday living. Students will therefore be required to participate in practical activities throughout the course. These activities may occur both within the school environment and the wider local community.

Further Information

Contact the Inclusive Education HOD, Ms Moller: rmoll22@eq.edu.au.
Senior

FUNCTIONAL MATHEMATICS

Why study this course?

Functional Mathematics has been designed to assist students to become functionally numerate. Importance is placed on supporting and facilitating learning. Experiences are hands-on, concrete and use relevant real-life situations to derive mathematical meaning.

The program of study aims to help students:
- build confidence and experience success when using mathematics in everyday contexts,
- improve their preparedness for entry to work or further study by developing their numeracy,
- develop skills such as identifying, measuring, locating, interpreting, approximating, applying, communicating, explaining, problem solving, and working cooperatively with others and in teams,
- recognise mathematical ideas and represent them in a number of ways, such as objects and pictures, numbers and symbols, diagrams and maps, graphs and tables,
- communicate their findings,
- use relevant technologies, such as computers, calculators and other electronic devices,
- make decisions informed by mathematical knowledge.

Assessment

Assessment in this unit is continuous throughout the course. Assessment strategies include:
- poster displays,
- quizzes,
- folios,
- oral presentations,
- chart displays,
- interviews,
- projects,
- group and individual work,
- reports.

Recommended Prior Study

There is no recommended prior study.

Other Significant Requirements

- Enrolment in Inclusive Education
- Students will not be eligible to receive a QCE. They will receive a Queensland Certificate of Individual Achievement (QCIA) instead.

Further Information

Contact the Inclusive Education HOD, Ms Moller: rmoll22@eq.edu.au.
8.10 INDUSTRIAL TECHNOLOGY AND DESIGN

Head of Department: Mr J. Vallance

Year 10

ENGINEERING

QCE Credits: N/A

Why study this course?

Year 10 Engineering provides opportunities for students to experience first hand, a variety of skills such as welding techniques, basic use of lathes, power tools and hand skills for precision fitting projects. It is expected at this level that students can demonstrate their ability to read working drawings and work within fine tolerances. They will also be introduced to graduated devices used for measuring projects to within one hundredth of a millimetre.

Year 10 Engineering also develops student awareness of safe work environments, hazards in the workplace and procedures for developing safe work practices.

Assessment

- Practical tasks
- Assignments
- Folios of work
- Work samples
- Presentations

Recommended Prior Study

It is recommended that students have achieved at least a C standard in Mathematics. It is not necessary to have studied junior Manual Arts subjects, however it would be an advantage.

Other Significant Requirements

Students will be required to adhere to workshop safety rules, and to wear personal protective equipment, as directed by their teachers.

Further Information

Contact the Vocational Studies HOD, Mr Vallance: jival0@eq.edu.au.
Year 10

MANUFACTURING [WOOD]  

Why study this course?

This subject provides students with an introductory level of knowledge specific to the design and construction of furniture. The program allows students to gain an understanding of hand and power tools that are specifically related to the furnishing industry. Some projects that are undertaken will be based around the design process and students will produce a folio indicating their understanding of materials and processes.

Students complete practical work using machinery that is specifically related to the furnishing industry including: routers, bandsaws and radial arm saws. Whilst using the equipment, students must demonstrate that they can operate each machine safely and to precise standards. It is expected that students will also be able to identify workplace hazards and develop safe work practices within a supervised environment.

Assessment

- Practical tasks
- Assignments
- Folios of work
- Work samples
- Presentations

Recommended Prior Study

It is recommended that students have achieved at least a C standard in Mathematics. It is not necessary to have studied junior Manual Arts subjects, however it would be an advantage.

Other Significant Requirements

Students will be required to adhere to workshop safety rules, and to wear personal protective equipment, as directed by their teachers.

Further Information

Contact the Vocational Studies HOD, Mr Vallance: jival0@eq.edu.au.
Year 10

GRAPHICS

Why study this course?

Students undertaking this course will continue to develop their Graphics skills, while also learning some basic Computer Aided Drafting (CAD) skills which relates to the manufacturing and design industry. By doing this subject, students will also be given opportunities to enhance their options for future careers relating to Graphics.

The course will be made up of two major components, those being 2D design and 3D modelling.

Throughout this subject, students will explore topics such as:
- use of equipment,
- diagrams and charts,
- presentational graphics,
- 2D design,
- 3D modelling,
- drafting software.

Through the use of AutoCAD students can learn how to create more accurate drawings faster to Australian Standards and dramatically increase drafting productivity.

Assessment

- Practical tasks
- Assignments
- Folios of work
- Written tests

Recommended Prior Study

It is recommended that students have achieved at least a C standard in Mathematics. It is not necessary to have studied junior Graphics in, however it would be an advantage. Knowledge of basic computer skills is considered an advantage.

Further Information

Contact the Vocational Studies HOD, Mr Vallance: jlval0@eq.edu.au.
**Senior**

**GRAPHICS**  
(Authority)  

**QCE Credits: 4**

**Why study this course?**

Graphics provides students with a variety of experiences designed to enhance options for their chosen future careers. The subject makes use of the latest industry-standard software, including AutoCAD.

Specific topics covered throughout the two year course include:
- use of equipment,
- systems of projection,
- diagrams and charts,
- presentational graphics,
- computer aided design,
- 2D and 3D modelling,
- surveying,
- pictorial representations,
- developments,
- solid geometry,
- geometrical projection.

**Assessment**

- Practical tests
- Assignments
- Folios of work

**Recommended Prior Study**

A basic knowledge of basic computer skills is considered an advantage. It is not necessary to have completed the Year 10 Graphics subject, however it would be an advantage.

**Further Information**

Contact the Vocational Studies HOD, Mr Vallance: jlval0@eq.edu.au.
Senior

**ENGINEERING SKILLS**
(Authority-registered)

QCE Credits: 4

**Why study this course?**

This is a practical, project-oriented course, intended to develop skills that have direct application to the engineering industry. Engineering helps students to use their creativity and derive satisfaction from working with materials, tools and machines while they gain the skills they need to prepare them for future employment in this sector of Australian industry, as well as for recreation and leisure.

Students are introduced to workshop practice and encouraged to achieve a basic understanding of the skills and attitudes that underpin employment in this industrial sector. The core principles of safety and technological processes are integrated across the two year course in a range of units of study.

**Core Skills and Practices**
- Occupational Health and Safety
- Communication Skills
- Mathematical Skills
- Manipulative Skills
- Organisational Skills
- Collaborative Skills
- Problem Solving Skills

**Key Engineering Elements**
- Introduction to the engineering industry
- Safety in the engineering workplace
- Drawing interpretation and setting out
- Selection and application of hand and power tools
- Selection and application of static machinery
- Selection and application of welding/cutting processes
- Materials selection and application
- Surface preparation and finishing

**Assessment**
- Written responses
- Projects
- Teacher observations
- Tests

**Recommended Prior Study**

It is recommended that students have achieved at least a C standard in Mathematics and English. It is not necessary to have completed Junior Manual Arts subjects however it would be an advantage. Some knowledge of Graphics would also be beneficial.

**Other Significant Requirements**

Costs associated with materials and personal protective equipment.

**Further Information**

Contact the Vocational Studies HOD, Mr Vallance: jlval0@eq.edu.au.

**NOTE:** Students will have to have overalls and leather safety boots.


**Senior**

**FURNISHING SKILLS**
(Authority-registered)

**QCE Credits: 4**

**Why study this course?**

This is a practical, project-oriented course, intended to develop skills that have direct application to the furnishing industry. Furnishing helps students to use their creativity and derive satisfaction from working with materials, tools and machines while they gain the skills they need to prepare them for future employment in this sector of Australian industry, as well as for recreation and leisure.

**Core Skills and Practices**

- Occupational Health and Safety
- Communication Skills
- Mathematical Skills
- Manipulative Skills
- Organisational Skills
- Collaborative Skills
- Problem Solving Skills

**Key Engineering Elements**

- Introduction to the furnishing industry
- Safety in the furnishing workplace
- Drawing interpretation and setting out
- Selection and application of hand and power tools
- Selection and application of static machinery
- Materials preparation, construction and assembly of a product
- Surface preparation and finishing

**Assessment**

- Written responses
- Projects
- Teacher observations
- Tests

**Recommended Prior Study**

A minimum of a C standard in Maths and English is recommended but not essential. It is not necessary to have completed Junior Manual Arts or Graphics subjects however it would be an advantage.

**Other Significant Requirements**

Costs associated with materials and personal protective equipment.

**Further Information**

Contact the Vocational Studies HOD, Mr Vallance: jlval0@eq.edu.au.
8.11 INFORMATION TECHNOLOGY

Head of Department: Mr Grant McDougall (acting)

Year 10

INFORMATION AND COMMUNICATION TECHNOLOGIES

QCE Credits: N/A

Why study this course?

In this subject, students will develop and demonstrate the knowledge, skills and practices necessary to operate effectively in our technological world and will be introduced to the senior subjects of Information Processing and Technology (IPT) and Certificate II in Information, Digital Media & Technology.

Throughout this subject, students will explore topics such as:

- database design
- multimedia
- game development
- website development
- animation
- digital video/editing
- image manipulation

During this course, students will develop their computer skills by analysing problems, as well as designing and developing appropriate solutions for them using a range of software applications.

Assessment

- folios of work
- practical projects
- theory tests
- work samples
- assignments
- oral tasks

Recommended Prior Study

Knowledge of basic computer skills is considered an advantage.

Other Significant Requirements

Students will be given the opportunity to participate in excursions and extra-curricular activities throughout the year.

Further Information

Contact the eLearning HOD, Mr G. McDougall gmcdo53@eq.edu.au.
Year 10

Certificate I in Information, Digital Media & Technology (ICT10115)

VET Certificate I

Qualification Description

The Certificate I in Information, Digital Media & Technology provides foundation skills in information technology and is a compulsory element of the Year 10 curriculum. As such, all students are enrolled into this course.

The Units of Competency offered in the Certificate I in Information, Digital Media & Technology include:

Core units:
- ICTICT101: Operate a personal computer
- ICTICT102: Operate word-processing applications
- ICTICT103: Use, communicate and search securely on the internet
- ICTICT104: Use digital devices
- ICTICT105: Operate spreadsheet applications
- ICTICT106: Operate presentation packages

Successful completion of the Certificate I in Information, Digital Media & Technology will result in the attainment of a nationally recognised VET qualification and the banking of two QCE credits in the Preparatory area.

Assessment

- Projects/Work Samples/Folios
- Teacher Observations
- Written Tasks

Pathways

After achieving this, students may undertake the Certificate II in Information, Digital Media and Technology in Years 11 and 12.

Fees

There are no material costs for this qualification.

Further Information

Contact the eLearning HOD, Mr G. McDougall gmcdo53@eq.edu.au. Students will be provided with access to a VET Student Handbook.
Service Agreement

This is a one year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Please note: All Year 10 students are enrolled in this course through their Senior Induction Program – Career Education class.

ICT10115 Certificate I in Information, Digital Media & Technology – Training provided by Hervey Bay State High School as a Registered Training Provider. Provider Number: 30299.
Senior

Certificate II in Information, Digital Media and Technology (ICT20115)

QCE Credits: 4

VET Certificate II

Qualification Description

The Certificate II in Information, Digital Media and Technology course provides a foundation in information technology and multimedia design.

Students will use industry-standard software applications to design and create information technology and multimedia products, while gaining a broad understanding of multimedia authoring, digital imaging and a working knowledge of digital audio and video, as well as applying information technology to a range of business contexts.

During the course, students will also further develop their computer skills by analysing problems, and designing and creating appropriate solutions by using a range of hardware and software applications.

Specific topics covered throughout the two year course include:

- introduction to information technology
- designing documents/business applications
- digital photography
- computer support
- animation
- digital video/editing
- game design
- website design
- working in the IT industry
- elective unit/collaborative project

The Units of Competency that are offered are:

- BSBSUS201: Participate in environmentally sustainable work practices
- BSBWHS201: Contribute to health and safety of self and others
- CUADIG302: Author interactive sequences
- CUADIG303: Produce and prepare photo images
- ICPDMT321: Capture a digital image
- ICTICT201: Use computer operating systems and hardware
- ICTICT202: Work and communicate effectively in an ICT environment
- ICTICT203: Operate application software packages
- ICTICT204: Operate a digital media technology package
- ICTICT206: Design basic organisational documents using computing packages
- ICTICT207: Integrate commercial computing packages
- ICTICT210: Operate database applications
- ICTICT301: Create user documentation
- ICTWEB201: Use social media tools for collaboration and engagement

Assessment

- Practical projects
- Teacher observations
- Oral tasks

- Written tasks
- Folios
- Work samples
Entry Requirements

A high level of computer skills and a C standard in English is recommended. It is not necessary to have completed the Year 10 ICT subject, however it would be an advantage.

Pathways

After achieving this, students may undertake further study in a Certificate III, Certificate IV or Diploma.

Fees

There are no material costs for this qualification.

Other Significant Requirements

- It is highly recommended that students have access at home to a Windows-based computer with Microsoft Office installed.

Further Information

Contact the eLearning HOD, Mr G. McDougall gmcdoo53@eq.edu.au. Students will be provided with access to a VET Student Handbook.

Service Agreement

This is a two year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

ICT20115 Certificate II in Information, Digital Media & Technology – Training provided by Hervey Bay State High School as a Registered Training Provider. Provider Number: 30299.
Information Processing and Technology (IPT)

Why study this course?

Information Processing & Technology (IPT) is a challenging subject which is primarily concerned with analysing problems and designing and developing appropriate solutions for them using software. It focuses on identifying problems and finding solutions, rather than using specific programs and provides students with knowledge, skills, processes and an understanding of information technology.

The two major areas of study are those dealing with computer programming (Java Script / HTML5 / CSS) and Information System design (SQL). There is very little time spent in developing skills in using common application programs such as word processing, spreadsheets and databases.

Specific topics covered throughout the two year course include:
- algorithms
- relational information systems
- software programming
- structured query language
- social and ethical issues
- human-computer interaction
- intelligent systems
- computer systems

Students will be exposed to a variety of intellectual challenges involving distinctive approaches to problem solving, communication and a range of associated practical skills. This course will prove especially relevant to students by assisting them to cope with rapid change associated with information technology and to appreciate its advantages and disadvantages.

Assessment

- Objective and short response items
- Projects
- Extended responses
- Research assignments
- Writing tasks
- Practical exercises
- Oral presentations
- Collections of annotated media articles

Recommended Prior Study

It is recommended that students attain a B standard in Mathematics and English. It is not necessary to have completed the Year 10 ICT subject, however it would be an advantage.

Other Significant Requirements

A computer at home is highly recommended. It is also recommended (but not essential) that students be able to access Adobe Dreamweaver at home. Dreamweaver will be accessible to students at school during lesson time, recess breaks and before/after school.

Further Information

Contact the eLearning HOD, Miss Brierley: sbrie11@eq.edu.au.
8.12 LANGUAGES OTHER THAN ENGLISH

Year 10

CHINESE

QCE Credits: N/A

Head of Department: Ms D. Goddaer

Why study this course?

This exciting but challenging course provides students with the opportunity to develop complex language skills in preparation for Chinese in the Senior School. Year 10 Chinese consists of a number of mini topics allowing students to explore different types of everyday themes. Topics include:

- School Life
- Personality
- Extended Family
- Health
- Adolescence
- Shopping
- Future Plans
- Festivals and Celebrations
- Endangered Species

Assessment

- Reading
- Writing
- Speaking
- Listening

Year 10 Chinese students will also be assessed by doing assignment work, again using some of the four assessment tools.

Recommended Prior Study

It is recommended that students have achieved at least a C standard in Year 8 or 9 Chinese.

Other Significant Requirements

Whilst studying Year 10 Chinese, students are given the opportunity to be involved in many cultural excursions. These include:

- Local Chinese Restaurant
- Brisbane Taoist Temple and China Town
- China Trip (usually every 2 – 3 years)

Further Information

Contact the English, Literacy and LOTE HOD, Ms Goddaer: dgodd2@eq.edu.au.
Senior

CHINESE

(Authority)

QCE Credits: 4

Why study this course?

Mandarin Chinese is the most widely spoken language in the world. It is also one of the five official languages of the United Nations. Why learn a foreign language? Learning a foreign language contributes to the cultural, personal and intellectual development of students.

Chinese allows students to learn about life. Relevant topics are studied such as travel, relationships, shopping, health, environment, future plans, adolescence, student exchange, school and weather. These topics enable students to acquire language skills in relevant and necessary areas.

Learning a second language can give students greater problem-solving skills, improved knowledge of English, insight into another culture, an ability to relate to those who are different and a wider career path.

Each year, development in international communications, diplomacy and trade provide new opportunities for Australian businesses worldwide. Chinese-speaking nations are a large export destination, and they represent a market of ever increasing potential.

Languages learned at school lay a foundation for developing the skills that will be increasingly in demand as more Australian companies enter this global market.

Assessment

- Reading
- Writing
- Speaking
- Listening

Recommended Prior Study

It is essential that students have studied Chinese in Junior.

Other Significant Requirements

There are many optional excursions such as:
- Possibility of a China Trip
- Local restaurants
- Brisbane Chinatown

Further Information

Contact the English, Literacy and LOTE HOD, Ms Goddaer: dgodd2@eq.edu.au.
8.13 MARINE

Head of Department: Mr Jonathan Vallance

Year 10

MARINE  

QCE Credits: N/A

Why study this course?

Year 10 Marine is a course which provides students with an opportunity to experience some of the aspects and concepts that are explored further in senior Marine Science or Aquatic Practices.

During the year, students will be introduced to a number of topics for either of the senior Marine subjects.

These topics include:

- Marine Biology – including fish, plant and invertebrate biology,
- Weather and tides,
- Boating – including boat maintenance, procedures, rules and requirements,
- Swimming and survival skills – swimming fitness, safety skills, snorkelling and surf safety,
- Oceans and their Conservation – currents, tourism and conserving the environment,
- Maritime History,
- Navigation.

Assessment

- Written short answer tests and multiple choice exams
- Written research tasks
- Practical assessment tasks

Other Significant Requirements

Students are given the opportunity to participate in a variety of excursions. These may include the following:

- excursions to ecological areas of interest (mangrove study, recreational fishing),
- Surf Safety Awareness trip to the Sunshine Coast.

Additional costs are involved with these activities and participation in these activities is a requirement of the course.

Further Information

Contact the Vocational Studies HOD, Mr J. Vallance: jlval0@eq.edu.au.
Senior

**MARINE SCIENCE**  
(Authority)  
QCE Credits: 4

**Why study this course?**

Marine Science is a practical science subject that lets you explore marine science concepts, systems and models in relevant contexts. Students will examine marine issues and problems by investigating a range of marine environments. Through these investigations, the importance of protecting marine environments and active stewardship of marine environments will be evident. Owing to the nature of marine environments, students may develop the marine skills of boating and snorkeling to access the environments under study.

**Core Topics**

- Marine Biology  
- Oceanography  
- Conservation and sustainability  
- Marine research skills

**Assessment**

Assessment in Marine Science requires a demonstration of knowledge and understanding through investigation, analysing and evaluating marine information. Information is presented to an audience through writing and speaking, or by combining modes for a presentation.

- Extended response – responses to research or stimulus materials, such as an extended marine investigation report, field report, essay, article, speech or presentation.  
- Examinations – extended response tests or short-response tests.

In Year 12, students complete five to seven assessment responses, including at least one extended marine investigation or action research and at least one supervised extended response test.

**Recommended Prior Study**

Completion of Junior English, Science and Marine Studies is recommended.

**Other Significant Requirements**

- Students will be required to participate in a variety of off campus activities and excursions. These activities are not covered by normal school fees.  
- Additional costs are involved with these activities and participation in these activities is a requirement of the course.

**Further Information**

Contact the Vocational Studies HOD, Mr J. Vallance: jlval0@eq.edu.au.
**Senior**

**AQUATIC PRACTICES**
(Authority-registered)

**QCE Credits: 4**

**Why study this course?**

Aquatic Practices incorporates a study of the sea, inland waters and associated catchment areas. Safety and management issues are central to this subject. An awareness of the need for responsible action in all water-related activities is vital for the safety of people in work-related and recreational areas. An understanding of the culturally diverse relationships with the sea, and inland waters experienced by different communities throughout Australia, including Indigenous communities is explored.

Oceans and inland waters support significant industries in recreation, tourism, transport, food, harvesting and cultivation and mining.

**Core Topics**

- Snorkelling
- Boating
- Oceanography
- Recreational Fishing
- Marine Biology
- Aquaculture
- Managing Marine Resources
- Tourism

**Assessment**

Assessment techniques may include: observational checklists, assignments, projects and field reports, response to stimulus material and written tests.

Within this approach, assessment is designed to enable students to demonstrate achievement of the objectives of the course: Knowledge and Understanding, Analysing and Applying, Planning and Evaluating.

**Recommended Prior Study**

Completion of Junior English, Science and Marine Studies is recommended.

**Other Significant Requirements**

- Students will be required to participate in a variety of off campus activities and excursions.
- Additional costs are involved with these activities and participation in these activities is a requirement of the course. These include:
  - Snorkelling at Reefworld
  - Fishing Excursion
  - Boating

**Further Information**

Contact the Vocational Studies HOD, Mr J. Vallance: jlval0@eq.edu.au.
8.14 MATHEMATICS

Head of Department: Mr B. Moffett

Year 10

MATHEMATICS

Why study this course?

Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life.

Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens;
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Hervey Bay State High School offers two strands of Mathematics in Year 10 Semester One. The two strands are Year 10 and Year 10A as follows:

**Year 10 Mathematics**
- Trigonometry and Pythagoras
- Probability
- Linear Equations
- Algebra

**Year 10 A (Extension) Mathematics**
- Advanced Trigonometry and Triangles
- Advanced Probability
- Linear Equations
- Algebra

At the end of Semester One, Students are offered a number of different courses that they can continue to study depending on their ability and result in Semester One Year 10 Mathematics.

- Year 10 Extension Mathematics: recommended for the students who achieved an A or studied Extension Mathematics in Semester 1 and wish to study Mathematics B or C in Years 11 and 12.
- Year 10 Mathematics A: recommended for students who achieved in C in Semester 1 and wish to study Mathematics A in Years 11 and 12.
- Year 10 Prevocational Mathematics: recommended for students who achieved less than a C in Semester 1 and wish to study Prevocational Mathematics in Years 11 and 12.

Assessment

- Written short answer tests
- Extended investigation tasks
- Written assignments

Other Significant Requirements

Students are expected to have a Scientific Calculator for all classes.

Further Information

Contact the Mathematics HOD, Mr Moffett: bmoff7@eq.edu.au.
Senior

MATHEMATICS A
(Authority)

QCE Credits: 4

Why study this course?

Mathematics A develops mathematical knowledge and skills using relevant and real life learning experiences. Mathematics A is a recommended precursor to further study and training in the technical trades such as tool-making, sheet metal working, fitting and turning, carpentry and plumbing, auto mechanics, tourism and hospitality, and administrative and managerial employment in a wide range of industries. It is also suitable as a precursor to tertiary studies in subjects with moderate demand in Mathematics.

Topics studied include:

- Managing Money (bank interest, loans, taxation, budgeting and investments)
- Elements of Applied Geometry (simple trigonometry, area, volume, local and world time zones)
- Linking two and three Dimensions (scale drawings and plans, estimation of costs and quantities)
- Data Collection and Presentation (graphs and simple methods for describing and summarising data)
- Navigation (practical use of maps, compass bearings and plotting a course)
- Exploring and Understanding Data (statistics and simple probability)
- Networks and Queuing

Assessment

- Knowledge and procedure exams
- Modelling and problem solving exams
- Written, research and practical assignments and projects

Recommended Prior Study

It is recommended that students have achieved at least a C standard in either Year 10 Mathematics.

Other Significant Requirements

Students are expected to have a Scientific Calculator for all classes.

Further Information

Contact the Mathematics HOD, Mr Moffett: bmoff7@eq.edu.au.
MATHEMATICS B
(Authority)

QCE Credits: 4

Why study this course?

In Mathematics B, mathematical skills are developed which form the basis for further study in mathematics. These skills are needed not only in the traditional careers of engineering or the physical sciences, but also as tools in fields as diverse as agriculture, food technology, geography, biology, economics and management. The Senior Syllabus in Mathematics B is a recommended precursor in tertiary studies in subjects with a high demand in Mathematics.

The course:
- Introduction to Functions (linear, trigonometric, periodic, power, exponential and logarithmic)
- Rates of Change (instantaneous and average rates of change)
- Periodic Functions and Applications (recognition of periodic functions, sketching, general forms of periodic functions)
- Exponential and Logarithmic Functions and Applications (exponential functions, logarithmic functions)
- Optimisation using Derivatives
- Introduction to Integration (applications of integration)
- Applied Statistical Analysis (types of variables and data, stem-and-leaf and box-and-whisker plots, probability, random sampling, discrete and continuous probability distributions)

Assessment
- Knowledge and procedure exams
- Modelling and problem solving exams
- Written, research and practical assignments and project

Recommended Prior Study

It is recommended that students have achieved at least a B standard in Year 10 Extension Mathematics.

Other Significant Requirements

Students are expected to have a Scientific Calculator for all classes.

Further Information

Contact the Mathematics HOD, Mr Moffett: b Moffett@eq.edu.au.
**Senior School Program of Studies**

**MATHEMATICS C**

(�uthority)  

**QCE Credits: 4**

**Why study this course?**

In Mathematics C, students are given the opportunity to develop their full mathematical potential and extend the knowledge acquired in Mathematics B. They will be encouraged to recognise the dynamic nature of mathematics through problem solving and applications in life-related situations. It is compulsory for students who select Mathematics C to do Mathematics B as well.

Mathematics C provides additional preparation for tertiary subjects with a high demand in Mathematics. These include Engineering, Information Technology, Economics, Medicine and Finance.

The syllabus contains both Core and Optional topics. A course of study in Mathematics C contains six core topics and two optional topics.

**Core topics are:**
- Introduction to Groups
- Real and Complex Number Systems
- Matrices and Applications
- Vectors and Applications
- Calculus
- Structures and Patterns

**Optional topics are:**
- Dynamics
- Introduction to number Theory

**Assessment**

- Knowledge and procedure exams
- Modelling and problem solving exams
- Written, research and practical assignments and projects

**Recommended Prior Study**

It is recommended that students have achieved at least an A standard in Year 10 Extension Mathematics.

**Other Significant Requirements**

- Students are expected to have a Scientific Calculator for all classes.
- Students must also study Mathematics B.

**Further Information**

Contact the Mathematics HOD, Mr Moffett: bmoff7@eq.edu.au.
**Senior**

**PREVOCATIONAL MATHEMATICS**  
(Authority-registered)  
QCE Credits: 4

**Why study this course?**

Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. It aims to assist students to overcome any past difficulties with, or negative attitudes towards mathematics, so that they can use mathematics efficiently and critically to make informed decisions in their daily lives.

Prevocational Mathematics provides opportunities for students to improve their numeracy to assist them in pursuing a range of vocational and personal goals. This course is particularly suited to students studying vocational subjects. The focus on numeracy in the course has significance relevance for the workplace, for informed citizenship and for survival.

The five Topics studied in Prevocational Mathematics are:

- Number,
- Data,
- Location and Time,
- Measurement,
- Finance.

**Assessment**

- Written exams
- Practical and written assignments and projects

**Recommended Prior Study**

Completion of Year 10 Mathematics

**Other Significant Requirements**

Students are expected to have a Scientific Calculator for all classes.

**Further Information**

Contact the Mathematics HOD, Mr Moffett: bmoff7@eq.edu.au.
8.15 MUSIC

Head of Department: Mr Brian Speirs (acting)

Year 10

MUSIC QCE Credits: N/A

Why study this course?

This course is suitable for students wishing to pursue a career in music or who just have a keen interest in the subject and may wish to study it as an artistic outlet. Year 10 Music is a course which provides students with an opportunity to develop their skills and knowledge in the three areas assessed in Senior Music. These three areas are: Musicology; Composing and Performing.

During Semester One, students will focus on Musical Storytelling and an exploration of the historical periods of music. Throughout this unit students will develop an in-depth understanding of each of the three areas of music. This unit will act as a building block for future musical studies.

The second Semester provides students with the opportunity to apply their skills and knowledge developed in Semester One to particular music contexts. Such contexts include analysis, composition and performance of historical and contemporary styles, involving a study of blues, jazz and music across history including contemporary rock and pop.

Assessment

- Musicology Tasks – essays, exams, presentations
- Composing Tasks – creating arrangements and original songs, including the use of music technology
- Performing Tasks – individual and group performances of a variety of styles with students specialising in instruments of their own choice

Recommended Prior Study

To succeed in the subject and participate at the required musical level, students will need to have a background in basic Music theory as established in Years 8 and 9. Students require the ability to read music and perform with at least one instrument (including voice).

Other Significant Requirements

- Students will require a keen interest in music, outside the realm of enjoying just listening to it.
- An open mind is needed so as to develop an appreciation of, and a willingness to engage in the study of diverse styles and genres of music from across history.

Further Information

Contact the Arts HOD, Mr B. Speirs: bspei3@eq.edu.au.
**Senior**

**MUSIC**

(Question: QCE Credits: 4)

**Why study this course?**

This course is suitable for students wishing to pursue a career in music or who just have a keen interest in the subject and may wish to study it as an artistic outlet. The units are open and broad to allow the opportunity to cater for the learning needs and interests of each cohort and individual student’s learning style.

**Units include:** Finding your Voice, All the World’s a Stage, Love and Loss, Telling Stories, and Innovators

**Assessment**

Assessment includes two tasks each year in each of the following criteria:

- **Composition** – This involves the creation of music by combining music elements and concepts in a range of contexts, styles and genres. It entails innovation through exploring and experimenting with sound to express personal music ideas and enhance musicianship in Musicology and Performance.

- **Musicology** – This involves the study of music in social, historical and cultural contexts. It entails researching, analysing and evaluating repertoire and other music sources, in a range of contexts, styles and genres, to express a music viewpoint, and enhance musicianship in Composition and Performance.

- **Performance** – This involves the interpretation of music elements through playing, singing and/or conducting in context. It entails communicating music ideas, stylistic characteristics and practices to audiences, while enhancing musicianship in Composition and Musicology.

**Recommended Prior Study**

It is highly recommended that students have studied music in the junior years and/or learn music privately outside of school. Students require the ability to read music and perform on at least one instrument (including voice).

Knowledge of music notation is recommended. However, learning experiences for those who do not have this knowledge will be provided.

**Other Significant Requirements**

- Students require a keen interest in music, beyond the enjoyment of listening.
- An open mind is needed so as to develop an appreciation of and engage in the study of diverse styles and genres of music from across history.

**Further Information**

Contact the Arts HOD, Mr B. Speirs: bspei3@eq.edu.au.
8.16 SCIENCE

Year 10

Head of Department: Mr A. Garty

Why study this course?

Year 10 Science is a full–year Science subject. It provides students with some experiences in the three Science options available to them in years 11 and 12 (Biology, Chemistry and Physics). Year 10 Science covers many basic concepts from these senior subjects and gives students an insight into the type of concepts covered and levels of difficulty. It will assist in making informed subject choices for senior study. All students are required to study science to the end of Year 10.

Areas that will be covered:

- Biological Sciences - DNA and Genes and the Theory of Evolution
- Chemical Sciences - atomic structure and the periodic table, and the chemical redactions
- Earth and Space Sciences - features of the universe and global systems that effect our planet
- Physical Sciences - motion and energy
- Science as a Human Endeavour - connection between science and technology, the contribution of many cultures to the development of science
- Science skills - planning investigations, assess and manage risks, communicate ideas and explanations using scientific language in appropriate format

In all of the above, an emphasis has been made in the use of digital technologies.

Assessment

Assessment will be based most on written examinations. Assignments will include individual research and presentations on selected topics and practical based assessment items.

Further Information

Contact the Science HOD, Mr Garty: agart11@eq.edu.au.
Senior

BIOLOGICAL SCIENCE

(Authority)

QCE Credits: 4

Why study this course?

Biology is the study of the natural systems of the living world. There are two broad aspects to these natural systems. One is concerned with the study of the many different kinds of organisms and their interactions with each other and with the non-living parts of their environment. The other aspect is the study of the internal structure of organisms and the processes which maintain life.

The study of Biology assists students to foresee the consequences for the living world of their own and society’s activities. It provides students with an understanding of the ways scientists seek solutions to problems pertaining to the living world and how the processes of science lead to the discovery of new knowledge. It also develops and enhances skills which can be used to solve problems arising in students’ everyday experiences.

This course helps students to understand the workings of their own bodies and provides an opportunity to develop an interest in the living world around them and an appreciation of their relationships with this world.

Some areas of study during the two years will include, Diversity and Evolution, Reproduction, Ecology, Cells and Genetics and Microbiology and Biotechnology

Assessment

- Extended experimental investigations
- Supervised assessments such as formal tests involving multiple choice items, single word up to short paragraph, practical exercises and responses to seen and unseen stimulus materials
- Extended response tasks which can take the form of Written tasks up to 2000 words or Oral/Multimedia Presentations

Assessment items will be based on a selection of the following criteria:

- Knowledge and conceptual understanding,
- Investigative processes,
- Evaluating biological issues.

Recommended Prior Study

Completion of Year 10 Science and Mathematics A to a C standard or higher is considered a distinct advantage.

Other Significant Requirements

Students will be required to attend an over-night, two day field trip to Rainbow Beach as part of the compulsory field work component of the course. Data gathered during this field trip will be used as part of the assessment in this course.

Further Information

Contact the Science HOD, Mr Garty: agart11@eq.edu.au.
Senior

CHEMISTRY

(Authority)

QCE Credits: 4

Why study this course?

Chemistry is the study of matter and its interactions. A knowledge of Chemistry can assist students in understanding and interpreting many experiences in their every-day life. Chemistry is intimately involved in extractive, refining and manufacturing industries which provide our food, clothing and many articles we use daily. These industries are important to our economy. Students should come to appreciate the impact of chemical knowledge and technology on their society.

Chemistry provides an understanding of the materials around us and why they behave as they do. Being central to understanding the phenomena of the reactions of matter in our material universe, it also bridges links with other branches of natural science. The modern chemical approach seeks an understanding of natural phenomena in the test tube, in the crust of the earth or in living organisms and in terms of the events at the atomic and molecular level. Chemistry remains a growing discipline, with exciting and unexpected developments on its frontiers. It is a discipline in which students may experience beauty and excitement at many levels, whether comprehending the ordered structure of matter or in what they see in their own experiments.

Students may study the chemistry involved in a variety of real world contexts. In Year 11 these include Materials: living in a material world, Water: a unique material, Transport: a necessary evil, Air: something we all share. In Year 12, the chemistry involved in the contexts of Swimming pools, Wine, New Materials, Shipwrecks and salvage, Forensic chemistry,

Assessment

- Extended experimental investigations
- Examinations
- Extended response tasks (written tasks or oral/multimodal presentations)

Assessment items will be based on a selection of the following criteria:
- Knowledge and conceptual understanding
- Investigative processes
- Evaluating and concluding

Recommended Prior Study

- Completion of Year 10 Science to a B standard or higher.
- While enrolment in Maths A is a minimum requirement, enrolment in Maths B is considered an advantage, but is not essential.

Further Information

Contact the Science HOD, Mr Garty: agart11@eq.edu.au.
Senior

Physics
(Authority)

QCE Credits: 4

Why study this course?

Physics is the study of our attempt to understand the universe. Physics applications have produced and will continue to produce pressures which continually change our society. Students will investigate the fundamental laws of nature and some of the observable cause-effect relationships that result from them, as well as the mathematical form of these laws. Students of Physics can expect to use a number of concepts from mathematics subjects across the two years of this course.

Physics has developed particular methods and procedures that value precise measurement and highly reproducible experiments, and has developed a powerful and fruitful partnership with mathematics. Physics is concerned with the discovery, understanding and application of the fundamental laws of nature.

Physics is not a static body of facts. It is a collection of mutually supporting physical and mathematical models that gives the best explanation of natural phenomena and provides simultaneously a platform for deeper understanding. These models and theories are used to predict the outcomes of other new situations.

Knowledge of physics has led to developments in technology and remains a basis for technology in the foreseeable future. Telecommunications, electrical appliances and computers have had a profound impact on social structures. Through the application of its findings, physics is also indirectly responsible for generating much of the intellectual and material wealth of our way of life. A knowledge of Physics is also useful to people in exercising responsibilities as citizens, confronting technologies, understanding the physical and social environments, pursuing hobbies and appreciating the challenge of a particular way of knowing the world.

Assessment

- Extended experimental investigations
- Examinations
- Extended response tasks (written tasks or oral/multimodal presentations)

Assessment items will be based on a selection of the following criteria:

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

Recommended Prior Study

- Completion of Year 10 Science to a B standard.
- While enrolment in Maths A is a minimum requirement, enrolment in Maths B is considered a major advantage. While not essential, students attempting Physics without Maths B could struggle with the level of Mathematics involved.

Further Information

Contact the Science HOD, Mr Garty: agart11@eq.edu.au.
8.17 VISUAL ART

Head of Department: Mr Brian Speirs (acting)

Year 10

Why study this course?

Year 10 Art provides students with an opportunity to experience Senior Visual Art and aspects of Visual Art Studies. Students will follow the Designers Path from “Realism” to “Abstraction”. In the process, they will gather skills in drawing; print making, painting, ceramics, collage and assemblage to name a few. As they collect these skills students will explore modern art movements and artists to enhance their understanding of the visual art world.

Students will be provided learning experiences which cover a range of mediums and styles. They will create and critique their own work and that of others.

Assessment

- Making – designing and creating resolved art works. In addition to submitting resolved art work/s, students will document research and experimentation in a visual journal, which will also be assessed.
- Appraising – profiling and documenting information about artists and analysing artworks (yours and others)

Recommended Prior Study

It is recommended that students have achieved a C standard in Junior Art and have an evident interest in the Visual Arts.

Other Significant Requirements

- Materials: selection of art “drawing” equipment (a visual diary is provided upon payment of the art levy)
- Possible excursions: interesting visual areas; galleries

Further Information

Contact the Arts HOD, Mr B. Speirs: bspei3@eq.edu.au.
Senior

**Visual Art**

(Authority)

QCE Credits: 4

Why study this course?

Enjoyment and a sense of achievement are very sound reasons for any students to choose to study Visual Art – provided there is a commitment to work. Visual Art is concerned with the “making” and “appreciation” of art works from a variety of mediums. Year 11 allows students to explore a wide range of media and concepts. Year 12 students specialise in areas of interest while working in concepts which engage them in learning experiences.

**Units include:** Microcosm, Macrocosm, Humanity, Imagination versus Visionary, and Courage to Challenge

Assessment

Assessment tasks will include:

- three making and three appraising (written) units in Year 11 that includes an extended written task,
- three “Bodies of Work” with extended folios, incorporating research, making and appraising in Year 12.

Elements to be assessed are:

- Visual Literacy – researching, developing knowledge and understanding of materials and techniques,
- Application – communicating meanings through applying knowledge and understanding of media, techniques and processes,
- Appraising – appreciating art works and communicating that appreciation through written tasks, brochures, articles, critiques and essays.

Recommended Prior Study

- An aptitude and active interest in Visual Art.
- A – C standard in Junior Art is recommended. Creative and imaginative students will have an advantage in this subject.

Other Significant Requirements

Drawing pencils, coloured pencils, two fine tip pens, excursions and other specialist equipment of student choices. A visual diary is provided upon payment of the art levy.

Further Information

Contact the Arts HOD, Mr B. Speirs: bspei3@eq.edu.au.
Senior School Program of Studies – Subject Selection Guide 2017 (Version 2)

Senior

**VISUAL ART IN PRACTICE**

(Authority-registered)  

**QCE Credits: 4**

**Why study this course?**

This subject is practically based with an emphasis on participation and group work. It could be used to complement Visual Art or be taken on its own. Visual Art Studies is heavily weighted toward community art and could be useful for careers related to self-employment and leisure.

Some areas of study include:
- ceramics,
- graphic design,
- mural and musical painting,
- digital photography and
- printmaking.

**Assessment**

Assessment in Visual Arts in Practice gives students opportunities to demonstrate knowledge and understanding, application and analysis, and creation and evaluation of visual arts concepts and ideas. Students will demonstrate art-making processes and create communications for particular audiences meeting designated purposes.

In Visual Arts in Practice, assessment instruments include projects, products, extended responses to stimulus and investigations.

In Year 12, students will be expected to complete four assessments, including at least two projects, with one arising from community connections. Each project will include the production of at least one artwork. You will make at least one artwork outside of the projects you undertake and complete at least one written piece.

**Recommended Prior Study**

- Junior Art experience.
- An active interest or aptitude for Art

**Other Significant Requirements**

- Drawing pencils, fine tip pens
- Plastic-sleeved display book A4

**Further Information**

Contact the Arts HOD, Mr B. Speirs: bspei3@eq.edu.au.
9. **FREQUENTLY ASKED QUESTIONS**

*How can my SET Plan help me?*

Your SET Plan should work as a ‘road map’ to help you achieve your learning goals through the Senior Phase of Learning. Each Year 10 student and their parent/caregiver will be involved in an interview where the SET Plan will be developed. The SET Plan will be monitored during Years 11 and 12 and where necessary adjusted.

*How is the SET Plan accessed?*

The SET Plan will be completed online via One School and can be updated periodically if a student’s learning or pathway changed.

Because of the personal and confidential information included in the SET Plan, the school:

- will permit only authorised personnel to access the SET Plan;
- may disclose information from a SET Plan to a youth support coordinator or other government agency to assist the young person to achieve their stated goals in instances where the young person needs additional support or is at risk of disengaging from learning;
- may Contact the other learning providers to support the young person and disclose information from the student’s SET Plan to the other learning provider to enable such support;
- may request a copy of the student’s SET Plan from another school/learning provider for newly enrolled students;
- may forward a copy of the SET Plan to a new school/learning provider within 12 weeks of receipt of request from new school/learning provider to assist in ensuring the continuity of a young person’s learning pathways;
- will keep a copy of the latest plan as per the retention period for the student file;
- may forward statistical information to education and training sectors and authorities for the purposes of data collection/reporting.

*What if I pick the wrong subject or want to change subjects?*

The selection of appropriate subjects from the start of Year 11 is very important. All students should read the subject information carefully and ensure subjects and courses match their pathway and ability. This will minimise the need for subject changes in Years 11 and 12. Subject changes in Years 11 and 12 can negatively impact on the attainment of the QCE.

Year 11 and 12 students can only request subject changes at specific times of the year. This ensures that learning time is maximised and the requirements for the QCE and/or OP eligibility are fulfilled.

While every effort will be made to support completion of Certificates, students who enter VET courses after the start date may have a negotiated package of units leading to a Statement of Attainment.
How many subjects will I study?

Year 10

All students are enrolled in six subjects. They also complete the Senior Induction Program (SIP) for two lessons per week. During this time, Career Education will be undertaken, as well as the Certificate I in IDMT.

Year 11 and 12

All students need to enrol in six subjects. The exceptions to this are students have an approved alteration to their Learning Program. These approvals will be made for students:

- undertaking a Head Start Course or
- involved with a School-based Apprenticeship or Traineeship.

In Year 12, students are timetabled to compulsory SIP lessons where QCS Test Preparation and other critical activities are undertaken.

Please note: Students will be able to undertake five subjects in exceptional circumstances only.

Is it possible to achieve an OP and a VET qualification?

Yes, not only is it possible to achieve an OP and a VET qualification, it is encouraged. Students who select this option will need to complete five (5) Category A subjects and a VET Qualification either through the school or a School-based Apprenticeship or Traineeship.

How do I apply for a School-based Apprenticeship or Traineeship?

The Pathways Officer co-ordinates and manages School-based Apprenticeships and Traineeships. Students interested in this learning option should make an appointment with Mrs Honeyman who will outline the processes and expectations involved. School-based Apprenticeships and Traineeships are advertised in the school newsletter and on Assemblies. Students may also approach individual employers and discuss these options with the Pathways Officer.

How do I enrol in the Head Start Program?

Students wishing to enrol in the Head Start Program need to complete the school’s application process where results and commitment to school work will be evaluated. This will assess whether they have the capacity to undertake a University subject and maintain strong results at school. Students should only consider after completing Semester One Year 11 to allow for an appropriate ‘settling in’ period. Universities require students to achieve strong results (A and strong B standards) in all subjects prior to application.
10. **GLOSSARY OF TERMS**

**Field Positions (FPs):** Field Positions are used in conjunction with OPs to rank students for entrance to tertiary level courses at universities and institutes of TAFE. FPs rank students on their achievements in up to five areas of study which are dependent on the combination of Authority subjects they have studied in Years 11 and 12. The FP is only used for tertiary entrance when selection within an OP band must be made to separate students with the same OP. Students not eligible for an OP are not eligible for FPs.

**Overall Position (OP):** Overall Position is the name given to the ranking used for tertiary entrance that eligible students receive at the completion of Year 12. It indicates the students’ rank position in the state, reported in bands from 1 (highest) to 23 (lowest). See the Guidance Officer for details of the rules of eligibility for an OP.

**Queensland Certificate of Education (QCE):** The Queensland Certificate of Education is the new Senior Schooling qualification. To be awarded a QCE young people will need to achieve a significant amount of learning, including literacy and numeracy, at set standards.

**Queensland Core Skills Test (QCS) Test:** The Queensland Core Skills Test is conducted over two days in the third last week of third term for Year 12 students. To be eligible for an OP (Overall Position) and FPs (Field Positions) you must sit the QCS Test. If you are not eligible for an OP or FPs, the test is voluntary. For students not eligible for an OP, consider sitting the test as results on the test may improve your Selection Rank or meet the Literacy and Numeracy requirements for the QCE.

**Queensland Tertiary Admissions Centre (QTAC):** Queensland Tertiary Admissions Centre acts on behalf of universities and TAFE Institutes to publish course information and requirements to provide application materials and to receive and process applications.

**Selection Rank:** A Selection Rank (or tertiary entrance rank or score) is calculated for senior students who apply for a university or TAFE course through QTAC and who are not eligible for an OP. It is determined by a combination of achievements that appear on the Senior Statement, including Authority, Registered and Recorded subjects and the Queensland Core Skills Test. Other types of Selection Ranks are calculated for tertiary applicants who are not school leavers.

**Senior Statement:** The Senior Statement is the document which all students receive on completion of Year 12. The document is a record of all areas of study including results.

**Senior Education and Training (SET) Plan:** A SET Plan works as a ‘road map’ to help a student to achieve their learning goals during the Senior Phase of Learning.

**Vocational Education and Training (VET):** VET courses are those that result in nationally recognised qualifications such as Certificate I and II. All Vocational Education and Training is competency based. Competency based training is about what a person knows and what they can do, regardless of how they obtained the training. This can be assessed from training/skills gained from many sources, eg. TAFE, work, QCAA subjects, School-based apprenticeships and traineeships, structured work placement/industry placements.
11. USEFUL INTERNET SITES

Queensland Curriculum and Assessment Authority
www.qcaa.qld.edu.au

Jobguide
www.jobguide.deewr.gov.au

QTAC – Queensland Tertiary Admissions Centre Ltd
www.qtac.edu.au

Australian Qualifications Framework
www.aqf.edu.au

Australian Apprenticeships
www.australianapprenticeships.gov.au

My Future: Australia’s Career Information Service
www.myfuture.edu.au

Student Connect
https://studentconnect.qcaa.qld.edu.au

Unique Student Identifier (USI)
https://www.usi.gov.au
Working towards a QCE

About the QCE

- The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification.
  - The QCE is awarded to eligible students — usually at the end of Year 12.
  - Students can still work towards a QCE after Year 12 or if they leave school.
  - Learning options are grouped into four categories (see opposite).
  - The QCE offers flexibility in what, when and where learning occurs.

How the QCE works

- To achieve a QCE a student needs 20 credits in a set pattern.
  - At least 12 credits must come from completed Core courses.
  - Additional 8 credits can be from a combination of any courses.
  - Students must achieve a Sound, Pass or equivalent to receive QCE credits.
  - Literacy and numeracy requirements must be met (see opposite).

Planning a QCE pathway

- QCE planning usually starts in Year 10.
  - A Senior Education and Training (SET) Plan is developed to map a student’s future education and/or employment goals and their QCE pathway.
  - Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects completed while at school, recognised workplace learning, certificates and awards.
  - Students choose their own QCE pathway — there are hundreds of possible course combinations.
  - Students can plan their QCE pathway and track their progress towards a QCE in their learning account on the Student Connect website at www.studentconnect.qcaa.qld.edu.au

For more information

There are a number of ways a student can gain a QCE.

- The QCE Handbook provides information about:
  - credit for partial completion of courses of study
  - credit for transfer Intrainstate, Interstate and overseas transfers
  - conceded semesters for subjects exited at a Limited Achievement
  - student learning accounts
  - relaxation of completed Core requirements
  - national Sound In a subject for meeting literacy and numeracy requirements
  - recognised studies.

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

Learning options and credit values

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE Courses usually undertaken by students in the senior phase of learning managed by schools</td>
<td></td>
</tr>
<tr>
<td>Authority or Authority registered subjects</td>
<td>Per course (4 semesters)</td>
</tr>
<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td>Per course</td>
</tr>
<tr>
<td>VET Certificate IV, III or II qualifications included school-based assessments</td>
<td>Certificate III (III &amp; IV) 5, 6, 7 or 8</td>
</tr>
<tr>
<td>School-based apprenticeships that incorporate on-the-job training</td>
<td>Certificate IV 10 credits</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>Per course</td>
</tr>
<tr>
<td>PREPARATORY COURSES: generally used as stepping stones to further study</td>
<td>A maximum of 6 credits can contribute</td>
</tr>
<tr>
<td>VET Certificate qualifications</td>
<td>Max. of 2 qualifications can count</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VETF Act 2000</td>
<td>Max. of 1 program can count</td>
</tr>
<tr>
<td>Re-engagement programs</td>
<td>Max. of 1 program can count</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Short course in literacy or short course in numeracy developed by the QCAA</td>
<td>Per course</td>
</tr>
</tbody>
</table>

ENRICHMENT Courses are valued in addition to core courses of study

| ENRICHMENT Courses and value at completion core courses of study | As accredited by QCAA |
| Recognised courses and awards | As accredited by QCAA |
| Enrichment subjects | As accredited by QCAA |
| switch between opportunities for community-based learning programs | As accredited by QCAA |
| Authority Extension Subjects, such as English Extension | As accredited by QCAA |
| Career Development | As accredited by QCAA |
| Short course in senior syllabus | As accredited by QCAA |
| School-based subjects | As accredited by QCAA |

ADVANCED Courses to beyond senior secondary schooling

| ADVANCED Courses to beyond senior secondary schooling | As accredited by QCAA |
| One or two-semester university subjects completed while enrolled at school | One-semester subject |
| Two-semester subject | Two-semester subject |
| State of Competency contributing to VET diploma or advanced diploma while enrolled at school | Up to 8 credits |
| Recognised certificates and awards | As accredited by QCAA |

Literacy and numeracy requirements

The QCE offers students a range of options to satisfy the literacy and numeracy requirements, including:

- at least a Sound Achievement in one semester of a QCAA-developed English subject
- at least a Sound Achievement in QCAA-developed short courses in numeracy
- a pass grade in a literacy and numeracy course recognised by the QCAA
- at least a C on the Queensland Core Skills (QCS) Test
- at least a D for an International Baccalaureate examination in English and Mathematics
- completion of PSK2013 Certificate II in Skills for Work and Vocational Pathways
- completion of a VET course in Core Skills for Employment and Training — Communication, i.e., 39280QLO (Certificate III) or 39280QLO (Certificate II)
- completion of a VET course in Core Skills for Employment and Training — Numeracy, i.e., 39280QLO (Certificate III) or 39280QLO (Certificate II)
QCE CALCULATION TABLE

To be eligible for the QCE, students must attain 20 credits in the required pattern, at a set standard and demonstrate Literacy and Numeracy.

The required amount of learning:
- 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 preparatory (maximum of 6 credits/only 2 Certificate courses may be used), enrichment and advanced courses.

...achieve the required standard...

<table>
<thead>
<tr>
<th>Course of Study</th>
<th>Set Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority subjects and Authority-registered subjects</td>
<td>At least a Sound Level of Achievement</td>
</tr>
<tr>
<td>Vocational Education and Training (VET)</td>
<td>Competence</td>
</tr>
<tr>
<td>University courses/subjects/units undertaken while still at school</td>
<td>At least a pass as defined by the course</td>
</tr>
<tr>
<td>International learning course of study</td>
<td>At least a pass as defined by the course</td>
</tr>
<tr>
<td>Recognised awards and certificates</td>
<td>Awarded</td>
</tr>
<tr>
<td>Workplace, community and self-directed projects</td>
<td>At least a pass as defined by the project</td>
</tr>
</tbody>
</table>

The QCE Calculation Table will assist in planning QCE Eligibility. A QCE Estimator will be specifically completed during SET Plan Interviews.

CORE

<table>
<thead>
<tr>
<th></th>
<th>Credit</th>
<th></th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority/Authority-Registered Subjects</td>
<td>4</td>
<td>VET Certificate II</td>
<td>4</td>
</tr>
<tr>
<td>English or English Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics A or Mathematics B or Prevocational Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-based Apprenticeship</td>
<td>6</td>
<td>(up to)</td>
<td></td>
</tr>
<tr>
<td>School-based Traineeship</td>
<td>4 – 8</td>
<td>(depends on Certificate level)</td>
<td></td>
</tr>
</tbody>
</table>

Sub Total A          Sub Total B
<table>
<thead>
<tr>
<th>Credit</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparatory (Maximum of 6 credits, only 2 Certificates can count)</strong></td>
<td><strong>Advanced</strong></td>
</tr>
<tr>
<td><strong>VET Certificate I</strong></td>
<td>2 or 3</td>
</tr>
<tr>
<td>Certificate I in IDMT (* all Year 10s are enrolled)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>A one-semester university subject undertaken while at school</td>
</tr>
<tr>
<td></td>
<td>A two-semester university subject undertaken while at school</td>
</tr>
<tr>
<td><strong>Sub Total C</strong></td>
<td>Competencies in a Diploma or Advanced Diploma over at least a semester</td>
</tr>
<tr>
<td><strong>Enrichment</strong></td>
<td></td>
</tr>
<tr>
<td>A level of recognised certificate or award in areas</td>
<td>1</td>
</tr>
<tr>
<td>An extension subject studied at school</td>
<td>2</td>
</tr>
<tr>
<td><strong>Sub Total D</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sub Total E</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligibility</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtotal A <em>(need 12 credits from completed core)</em></td>
<td></td>
</tr>
<tr>
<td>Subtotal B</td>
<td></td>
</tr>
<tr>
<td>Subtotal C</td>
<td></td>
</tr>
<tr>
<td>Subtotal D</td>
<td></td>
</tr>
<tr>
<td>Subtotal E</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

- Literacy (one semester at Sound or above) ☐ Yes ☐ No
- Numeracy (one semester at Sound or above) ☐ Yes ☐ No
- QCE Eligible ☐ Yes ☐ No
## Subject Area Occupations

<table>
<thead>
<tr>
<th>Business Education</th>
<th>Information Technology</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountant</td>
<td>Animator</td>
<td>Actor</td>
</tr>
<tr>
<td>Advertising officer</td>
<td>Business systems analyst</td>
<td>Announcer</td>
</tr>
<tr>
<td>Auctioneer</td>
<td>Computer tester</td>
<td>Archivist</td>
</tr>
<tr>
<td>Bank/credit union officer</td>
<td>Computer systems engineer</td>
<td>Copywriter</td>
</tr>
<tr>
<td>Court and Hansard reporter</td>
<td>Computer hardware service technician</td>
<td>Desktop publisher</td>
</tr>
<tr>
<td>Court register</td>
<td>Computer systems auditor</td>
<td>Editor</td>
</tr>
<tr>
<td>Economist</td>
<td>Data processing operator</td>
<td>Events coordinator</td>
</tr>
<tr>
<td>Financial planner</td>
<td>Database administrator</td>
<td>Film, stage and television director</td>
</tr>
<tr>
<td>Health information manager</td>
<td>Deskto...</td>
<td>Journalist</td>
</tr>
<tr>
<td>Hospital administrator</td>
<td>Desktop publisher</td>
<td>Lawyer – barrister, solicitor</td>
</tr>
<tr>
<td>Human resources officer</td>
<td>Games developer (multimedia developer)</td>
<td>Librarian</td>
</tr>
<tr>
<td>Lawyer – barrister, solicitor</td>
<td>Graphic designer</td>
<td>Publisher</td>
</tr>
<tr>
<td>Legal practitioner</td>
<td>Help desk operator</td>
<td>Proofreader</td>
</tr>
<tr>
<td>Legal secretary</td>
<td>Multimedia developer</td>
<td>Public relations officer</td>
</tr>
<tr>
<td>Management consultant</td>
<td>Programmer</td>
<td>Speech pathologist</td>
</tr>
<tr>
<td>Marketing officer</td>
<td>Software designer</td>
<td>Stage manager</td>
</tr>
<tr>
<td>Merchant banker</td>
<td>Software engineer</td>
<td>Teacher – secondary English</td>
</tr>
<tr>
<td>Purchasing officer</td>
<td>Systems architect</td>
<td>Teacher – English as a second language</td>
</tr>
<tr>
<td>Real estate salesperson</td>
<td>Systems designer</td>
<td>University lecturer</td>
</tr>
<tr>
<td>Receptionist</td>
<td>Training officer</td>
<td>Writer</td>
</tr>
<tr>
<td>Sales assistant</td>
<td>Technical writer</td>
<td></td>
</tr>
<tr>
<td>Secretary</td>
<td>Telecommunications engineer</td>
<td></td>
</tr>
<tr>
<td>Stockbroker</td>
<td>Web developer</td>
<td></td>
</tr>
<tr>
<td>Tax officer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health &amp; Physical Education</th>
<th>Child Studies &amp; Hospitality</th>
<th>Industrial Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambulance officer</td>
<td>Beauty therapist</td>
<td>Air-conditioning technician</td>
</tr>
<tr>
<td>Environmental health officer</td>
<td>Childcare assistant</td>
<td>Aircraft maintenance engineer</td>
</tr>
<tr>
<td>Ergonomist</td>
<td>Cook/chef</td>
<td>Architect/Building designer</td>
</tr>
<tr>
<td>Fitness instructor</td>
<td>Dressmaker</td>
<td>Automotive electrician</td>
</tr>
<tr>
<td>Health promotion officer</td>
<td>Events coordinator</td>
<td>Building contractor</td>
</tr>
<tr>
<td>Lifeguard</td>
<td>Fashion coordinator</td>
<td>Cabinetmaker</td>
</tr>
<tr>
<td>Massage therapist</td>
<td>Flight attendant</td>
<td>Carpenter</td>
</tr>
<tr>
<td>Naturopath</td>
<td>Florist</td>
<td>Construction manager</td>
</tr>
<tr>
<td>Nutritionist/dietician</td>
<td>Food technologist</td>
<td>Dental technician</td>
</tr>
<tr>
<td>Occupational health and safety officer</td>
<td>Functions coordinator</td>
<td>Engineering tradesperson – electrical fitter</td>
</tr>
<tr>
<td>Occupational therapist</td>
<td>Gaming worker</td>
<td>Furniture polisher</td>
</tr>
<tr>
<td>Physiotherapist</td>
<td>Hairdresser</td>
<td>Glazier</td>
</tr>
<tr>
<td>Recreation officer</td>
<td>Home care worker</td>
<td>Heavy vehicle motor mechanic</td>
</tr>
<tr>
<td>Sports administrator</td>
<td>Home economist</td>
<td>Industrial designer</td>
</tr>
<tr>
<td>Sports coach</td>
<td>Hospital food service manager</td>
<td>Locksmith</td>
</tr>
<tr>
<td>Sports development officer</td>
<td>Hotel/motel front office clerk</td>
<td>Metal machinist</td>
</tr>
<tr>
<td>Sports medicine practitioner</td>
<td>Kitchen hand</td>
<td>Motor mechanic</td>
</tr>
<tr>
<td>Podiatrist</td>
<td>Nanny</td>
<td>Optical mechanic</td>
</tr>
<tr>
<td>Sport psychologist</td>
<td>Nutritionist/dietician</td>
<td>Panel beater</td>
</tr>
<tr>
<td>Sports scientist</td>
<td>Retail buyer</td>
<td>Plumber</td>
</tr>
<tr>
<td>Sports trainer</td>
<td>Tour guide</td>
<td>Shipwright</td>
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<tr>
<td>Soft furnishing maker</td>
<td>Tourist information officer</td>
<td>Soft furnishing maker</td>
</tr>
<tr>
<td>Teacher – health and physical education</td>
<td>Travel consultant</td>
<td>Teacher/Trainer</td>
</tr>
<tr>
<td>Waiter/food and beverage attendant</td>
<td>Web developer</td>
<td>Tiler – roof; wall and floor</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>SCIENCE – HEALTH SCIENCES</td>
<td>SCIENCE – BIOLOGICAL/ENVIRONMENTAL</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------</td>
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<tr>
<td>Accountant</td>
<td>Ambulance officer</td>
<td>Agricultural scientist</td>
</tr>
<tr>
<td>Actuary</td>
<td>Audiolist</td>
<td>Agricultural technical officer</td>
</tr>
<tr>
<td>Analyst (information technology)</td>
<td>Cardiac technologist</td>
<td>Biochemist</td>
</tr>
<tr>
<td>Bank/credit union officer</td>
<td>Chiropractor</td>
<td>Biotechnology</td>
</tr>
<tr>
<td>Costing officer</td>
<td>Dental hygienist</td>
<td>Botanist</td>
</tr>
<tr>
<td>Economist</td>
<td>Dental therapist</td>
<td>Conservator</td>
</tr>
<tr>
<td>Financial planner</td>
<td>Dentist</td>
<td>Environmental scientist</td>
</tr>
<tr>
<td>Geographic information systems officer</td>
<td>Dietitian/nutritionist</td>
<td>Fisheries officer</td>
</tr>
<tr>
<td>Inventory and supply officer</td>
<td>Medical practitioner</td>
<td>Forensic scientist</td>
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<tr>
<td>Market researcher</td>
<td>Medical imaging technologist</td>
<td>Forest technical officer</td>
</tr>
<tr>
<td>Mathematician</td>
<td>Medical scientist</td>
<td>Geologist</td>
</tr>
<tr>
<td>Physicist</td>
<td>Naturopath</td>
<td>Geoscience technici</td>
</tr>
<tr>
<td>Programmer (information technology)</td>
<td>Nurse – enrolled</td>
<td>Horticultural scientist</td>
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<tr>
<td>Purchasing officer</td>
<td>Nurse – registered</td>
<td>Hydrographer</td>
</tr>
<tr>
<td>Quantity surveyor</td>
<td>Occupational therapist</td>
<td>Marine biologist</td>
</tr>
<tr>
<td>Statistician</td>
<td>Optometrist</td>
<td>Marine scientist</td>
</tr>
<tr>
<td>Taxation agent</td>
<td>Orthotists</td>
<td>Meteorologist</td>
</tr>
<tr>
<td>Teacher</td>
<td>Osteopath</td>
<td>Microbiologist</td>
</tr>
<tr>
<td>University lecturer</td>
<td>Pharmacologist</td>
<td>Natural resource manager</td>
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<tr>
<td>Valuer</td>
<td>Physiotherapist</td>
<td>Park ranger</td>
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<tr>
<td></td>
<td>Podiatrist</td>
<td>Primary products inspector</td>
</tr>
<tr>
<td></td>
<td>Prosthetic technician</td>
<td>Sugar cane analyst</td>
</tr>
<tr>
<td></td>
<td>Psychologist</td>
<td>Veterinarian</td>
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<td></td>
<td>Radiation therapist</td>
<td>Zoologist</td>
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<table>
<thead>
<tr>
<th>SCIENCE – PHYSICAL SCIENCES</th>
<th>ANCIENT HISTORY, MODERN HISTORY AND GEOGRAPHY</th>
<th>THE ARTS</th>
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<tr>
<td>Astronomer</td>
<td>Archaeologist</td>
<td>Actor</td>
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<td>Chemical scientist</td>
<td>Architect</td>
<td>Architect</td>
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<tr>
<td>Chemical plant operator</td>
<td>Building designer</td>
<td>Artist</td>
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<tr>
<td>Chemist</td>
<td>Cartographer</td>
<td>Arts administrator</td>
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<tr>
<td>Engineering – Aerospace; Biomedical; Chemical; Civil; Electrical; Electronic; Industrial; Marine; Mechatronic; Mechanical; Minerals processing; Mining; Materials; Telecommunication; etc.</td>
<td>Community worker</td>
<td>Beauty therapist</td>
</tr>
<tr>
<td>Engineering associate (mechanical)</td>
<td>Criminologist</td>
<td>Camera operator – film; television; video</td>
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<tr>
<td>Geologist</td>
<td>Cultural heritage officer</td>
<td>Conservator</td>
</tr>
<tr>
<td>Geophysicist</td>
<td>Employee relations officer</td>
<td>Craftsperson</td>
</tr>
<tr>
<td>Geoscience technician</td>
<td>Geographer</td>
<td>Dancer</td>
</tr>
<tr>
<td>Metallurgist</td>
<td>Guide dog instructor</td>
<td>Film and television lighting operator</td>
</tr>
<tr>
<td>Metallurgical technician</td>
<td>Historian</td>
<td>Film, stage and television director</td>
</tr>
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<td>Journalist</td>
<td>Fashion designer</td>
</tr>
<tr>
<td>Naval architect</td>
<td>Lawyer</td>
<td>Graphic designer</td>
</tr>
<tr>
<td>Patent examiner</td>
<td>Market researcher</td>
<td>Interior designer</td>
</tr>
<tr>
<td>Physicist</td>
<td>Museum curator</td>
<td>Jeweller</td>
</tr>
<tr>
<td>Pilot</td>
<td>Police officer</td>
<td>Musician/Sound technician</td>
</tr>
<tr>
<td>Quality assurance inspector</td>
<td>Psychologist</td>
<td>Milliner</td>
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<tr>
<td>Sound technician</td>
<td>Public relations officer</td>
<td>Make-up artist</td>
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<tr>
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<td>Rehabilitation counsellor</td>
<td>Model</td>
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<td>Residential care worker</td>
<td>Multimedia developer</td>
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<td>Music therapist</td>
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<td></td>
<td>Solicitor</td>
<td>Musical instrument maker</td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td>Set designer/Stage Manager</td>
</tr>
<tr>
<td></td>
<td>Tour guide</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td>Town planner</td>
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</tr>
<tr>
<td></td>
<td>Welfare worker</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Youth worker</td>
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NOTES