Senior Pathways Handbook

Year 11 – 2018
MESSAGE FROM THE PRINCIPAL

Dear Students and Parents,

In Years 11 and 12, there are opportunities available for you to personalise your pathway towards your future aspirations. Preparation for tertiary and further education, vocational education and a range of other learning pathways are available for you.

The purpose of this Handbook is to assist you in your preparation for Year 11 and Year 12 at Chinchilla State High School by providing important information about the subjects that are available to students as they enter the Senior Phase of Learning.

It is essential that whenever you are given the opportunity to select subjects, you approach the process carefully. You should consider not only your needs, but carefully consider your proven aptitude, your abilities and areas of interest.

It is expected that you will show increasing responsibility for your own learning and behaviour and that you will take advantage of the wide variety of opportunities to be involved in co-curricular activities.

We hope that Year 11 and 12 proves to be both rewarding and challenging and look forward to seeing you working hard to achieve your potential.

Scott Rowan
Principal

STATEMENT OF PURPOSE

At Chinchilla State High School our School Vision is: Learning together for a happy and productive future. Our main focus every day is: Teaching and learning in a safe, disciplined environment.

STATEMENT OF SCHOOL VALUES

Our School Vision is underpinned by our TEAM Core Values.
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THE PURPOSE OF THIS HANDBOOK

This handbook is developed to assist students and parents to make informed decisions regarding study options and pathways for Year 11 and 12 at Chinchilla State High School. It is part of a process designed to expose both students and parents to as much knowledge, experience and advice as possible.

A wise choice of subjects has vitally important bearing on results and outcomes from school, success in studies and the range of options available for further study or for entry to a desired vocation. The Senior Phase of Learning is a very different educational experience from previous years. Subjects are more demanding in respect to both the quantity and the quality of work required. Students need to be realistic in terms of their previous results, efforts and future interests.

Under the current Queensland Government’s package of education and training reforms, young people must stay at school until they complete Year 10 or have turned 16, whichever comes first. After that, they are required to:
- participate in education or training for 2 more years,
- OR gain a Certificate III vocational qualification or higher,
- OR gain a Queensland Certificate of Education (QCE),
- OR turn 17,
- OR choose to go into employment, working at least 25 hours per week, whichever comes first.

To assist with selecting a pathway, there must be a plan. This plan is called the Student Education and Training Plan or SET Plan. The SET Plan allows students to detail their intended learning outcomes or activities after Year 10. The SET Plan will be completed in conjunction with the subject selection process.

This handbook provides a brief outline of the subjects available in Year 11 and 12 at Chinchilla State High School. It is not presumed that students and parents will know all the required information. Therefore, each student and parent will be required to book an interview with a teacher who will assist in planning for their Senior Phase of Learning and beyond. SET Plan interviews will be conducted over a two week period, from the 14 August until 25 August. Parents and students are encouraged to sign up for their interview during the Senior Pathways Evening – Year 10 into Year 11 Subject Information Night, which will be held at school on 7 August.

While many Year 10 students do not have definite occupational goals, they should have clear ideas of their abilities and interests, and match this with realistic ambitions. The Senior Phase of Learning can be a rewarding and useful experience if students are motivated, have a positive attitude and have attainable goals. It is important to enter Year 11 with an appropriate course of study and a positive plan based on sound advice.

Please note: All information in this handbook is current at the time of publication, but is subject to change.
SENIOR SCHOOLING POLICY

Preamble
Chinchilla State High School is committed to providing a breadth of opportunities and programs for senior school students. The School will challenge students at all levels, support them in setting and attaining realistic personal academic goals and remain committed to excellence at all times. It will also guide students in selecting and attaining credentials from a variety of pathways for successful transition post school.

The staff will support all students throughout their senior years at the school. They will also share the responsibility with parents and students for assisting each student in attaining his/her educational goals.

Senior students need to be self-motivated and mature in the approach to their studies. They will be required to adopt effective study routines and commit to working in an increasingly independent way. They will be expected to work as part of the Year group and achieve their very best.

Policy
• Chinchilla State High School will provide a range of high quality academic and vocational studies options.
• Chinchilla State High School staff will provide personal monitoring and goal setting for all students in its support of the students’ academic and vocational pursuits.
• Students will be expected to approach their studies in a diligent manner, access available support services if needed, be accountable for their actions and responsible for their learning.
• Parents will be expected to support their children and work collaboratively with Chinchilla State High School.
• Each Year 10 student will participate in a senior education and training planning process beginning with the submission of an individual Student Education and Training (SET) plan. The plan will be endorsed by the student’s parents but will only become operational for the student once approved by the Chinchilla State High School.
• In addition to its ongoing support and advice Chinchilla State High School will implement, in consultation with the student and his/her parents, a targeted support plan for students who achieve less than a “C” grade (or VET equivalent) in any senior subject, at the end of a term. If a student does not achieve the agreed outcomes of the plan, the school may require the student to amend or change their subjects or course, including the student’s participation with a school-based traineeship or apprenticeship.
• Chinchilla State High School will provide a comprehensive and rigorous Queensland Core Skills Test preparation program. Students, for whom this program is appropriate, will be required to participate diligently in all aspects of the program.

Failure to comply with the requirements of this policy will be considered a breach of Chinchilla State High School’s Responsible Behaviour Plan for Students. In addition, students whose behaviour amounts to a refusal to participate in the education program may have their enrolment cancelled.

SET PLAN: SENIOR EDUCATION & TRAINING PLAN

There are many different pathways that can lead to rewarding careers. It is not unusual for people to move between differing career paths and occupations or educational levels throughout lives. It is possible to move between TAFE and University, work and study, apprenticeship to professional career. The SET Plan process asks students to consider where their aspirations lie after school.

The SET Plan is designed to map individual learning pathways through the Senior Phase of Learning to assist students to successfully transition from school to their next phase of learning. The SET Plan may:
• work as a ‘road map’ to help students achieve learning goals during the Senior Phase of Learning.
• include flexible and coordinated pathways options.
• assist to examine further learning options across education, training and employment sectors.
• help students to communicate with parents/guardians about their learning pathways, and
• help students communicate with the school about their learning pathways.
CREATING A SET PLAN

SET Planning is the process by which students commit to a plan for the Senior Phase of Learning (Year 11 and 12). In the SET Plan interview, students will discuss the level of education they wish to complete, interests and abilities aligning with fields or jobs and their intended course of study. A student’s plan must be matched with their proven ability for the best chance of success. It is a confidential document negotiated between student, parents/guardians and the school.

Students will be required to discuss and place some plans around the following:

- Future aspirations
- Further study – University or TAFE
- Interests and abilities and selecting subjects that align.
- Setting learning goals for Year 11 and 12.
- Achieving certificates within the Senior Education Profile.

Please note: A SET Plan is a ‘fluid’ document, whereby students are encouraged to monitor their progress and alter it based on updated goals and ambitions. The SET Plan should reflect their success and achievements throughout their Senior Phase of Learning. This interview and SET Plan establishment could be one of the most useful processes you participate in while you are at school.

SENIOR EDUCATION PROFILE

Students in Queensland are issued with a Senior Education Profile upon completion of Year 12. Included in this profile could be:

- **Senior Statement** - A transcript of the learning account for all students completing Year 12 at a Queensland school. The Senior Statement shows all studies and the results achieved that may contribute a Queensland Certificate of Education (QCE) or Tertiary Entrance Statement. If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

- **Queensland Certificate of Education (QCE)** - The QCE is Queensland’s senior school qualification, which is awarded to eligible students, usually at the end of Year 12. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs.

- **Queensland Certificate of Individual Achievement (QCIA)** - The QCIA recognises the achievements of students who are on individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

- **Tertiary Entrance Statement (TES)** - The TES shows eligible student Overall Position (OP) and Field Positions (FPs). These rankings are used to determine eligibility for admission to tertiary courses. The TES provides information that is recognised by interstate and international universities and may be required to enrol in institutions outside Queensland.
QCE: QUEENSLAND CERTIFICATE OF EDUCATION

The QCE is a certificate that recognises achievements in Year 11 and 12 and is awarded when specific requirements are met. The QCE has set standards for achievement, literacy and numeracy.

Requirements for the QCE
- A significant amount of learning
- A set standard of achievement
- There is also a literacy and numeracy requirement.

A Significant Amount of Learning
This means the student has:
- Maintained three subjects over the 2 year course of study.
- 20 credits (see table on next page)

A Set Standard of Achievement
- Having a set standard means that the QCE is recognised as a qualification, rather than a certificate that all school leavers automatically achieve.
- OP and Non-OP subjects – the agreed standard is a ‘C’ result.
- VET certificates – the agreed standard is ‘Competence’.

Essentially, students must pass five of their six subjects, which includes a Mathematics and an English subject, to achieve their QCE at the end of Year 12. However, there are several ways students can obtain a QCE.

The school will assist and track students’ progress towards achieving their QCE during Year 11 and 12. Students can also track their progress through their Learning Accounts using their Learning Unique Identifier (LUI). Learning accounts are accessed on Student Connect (https://studentconnect.qcaa.qld.edu.au/).

QCIA: QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT

The QCIA recognises the achievements of students who are on individualised learning programs. The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers. The QCIA records the student's educational achievement in two areas:
1. The Statement of Achievement provides descriptions of the student's demonstrated knowledge and skills in areas of study and learning; communication and technologies; community, citizenship and the environment; leisure and recreation; personal and living dimensions; and vocational and transition activities.
2. The Statement of Participation lists activities that a student has undertaken, for example, community-based learning, work placement or work experience, extra-curricular activities, community access programs or mentor programs with employers.
To gain a QCE students need an AMOUNT of LEARNING at a SET STANDARD to In a SET PATTERN

at least 12 credits from completed Core courses of study + an additional 8 credits from a combination of any courses of study

meet literacy and numeracy requirements.

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 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 come 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.qca.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 transfer for interstate, interstate and overseas transfers
  - concession for credit for subjects studied at a Limited Achievement
  - study of learning accounts
  - relaxation of completed Core requirements
  - recognition of Sound in a subject for meeting literacy and numeracy requirements
  - recognised studies.
- Visit www.qca.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>PREPARATORY courses: usually undertaken by students in the senior phase of learning</td>
<td>Minimum of 6 credits can contribute.</td>
</tr>
<tr>
<td>VET Certificate qualifications</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>School-based apprenticeships and traineeships</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>School-based subjects</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Advanced courses: advanced senior secondary schooling</td>
<td>A minimum of 8 credits can contribute.</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
</tr>
</tbody>
</table>

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 QCA-developed English and Mathematics subject
- at least a Sound Achievement in QCA-developed short courses in literacy and numeracy
- a pass grade in a literacy and numeracy course recognised by the QCAA
- at least a C in the Queensland Core Skills (QCS) Test
- a pass for an International Baccalaureate examination in English and Mathematics
- completion of the Year 11 Certificate in Technical Skills for Work and Vocational Pathways
- completion of 3928 B02C Certificate III in Core Skills for Employment and Training — Communication
- completion of 39289001 Certificate II in Core Skills for Employment and Training — Numeracy.

Queensland Curriculum & Assessment Authority
The QCIA recognises and reports the learning achievements of students who are undertaking an individualised learning program.

How the QCIA works
To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors.

Schools identify eligible students and decide the best certification option for each student. Consultation with students and their parents/carers should be central to this decision-making process.

The individual learning program for the QCIA does not have credit value nor does it contribute toward the Queensland Certificate of Education (QCE) or the required pattern of learning for the QCE.

If a student is eligible for the QCIA, they will be able to record achievements for other learning areas of the QCE in their learning account, for example a course from preparatory learning or vocational education and training (VET). This learning is recorded on the Senior Statement and cannot be duplicated on the QCIA.

However, to receive the QCIA a student must be undertaking a significant individualised learning program.

Frequently asked questions

1. Who is eligible for the QCIA?  
   A. Students who:  
   - undertake studies that are part of an individualised learning program  
   - have either an impairment or difficulties in learning.

2. What is an individualised learning program?  
   An individualised learning program is developed by the school to meet individual learning needs. It may be a school-developed program or an adapted version of other areas of QCE study that does not meet the syllabus standards or VET requirements.

3. Does a student with an impairment or difficulties in learning have to receive this certificate?  
   A. No. The school will consult with the student and parents or carers to decide which educational program is best suited. There are several ways in which achievements can be reported.

4. What achievements are included on the QCIA?  
   A. The certificate records educational achievement in two areas:  
   - Statement of Achievement  
   - Statement of Participation.

5. What achievements will not be included on the QCIA?  
   A. Authority subjects, Authority-registered subjects and vocational education and training (VET) are areas of learning that can contribute toward the QCE. Any achievements in these areas will be recorded on the Senior Statement.

6. If a student obtains a QCIA, does it also contribute towards a QCE?  
   A. No. The QCE recognises broad learning options and confirms achievements of a significant amount of learning, a set standard of achievement, and the fulfilment of literacy and numeracy requirements.

Can a QCIA student receive a Senior Statement?  
A. Yes. The Senior Statement records any achievements that contribute toward the QCE that have been banked in the student’s learning account.

If a student completes a learning project, will this be recorded on the QCIA?  
A. No. Learning projects are unique, independent programs of study that are designed, negotiated and implemented by the learner. Successful completion is recorded on the Senior Statement.

When a student leaves school at the end of Year 12, do they receive a QCIA and a QCE?  
A. No. If a student meets the QCE requirements, a QCIA will not be issued. However, if a student receives the QCIA, they can continue to work toward the QCE — learning accounts remain open, regardless of age (however, credits expire after 9 years).

What can the QCIA be used for?  
A. The QCIA is a valuable record of student achievements. It:  
   - is an official record of completion of at least 12 years of education  
   - can be shown to employers as a summary of knowledge and skills  
   - can be used by training providers to help them decide the best training options to provide.

Find out more  
Visit the QCAA website at www.qcaa.qld.edu.au,  
email qca@qcaa.qld.edu.au or telephone (07) 3864 0299.
CAREER EXPLORATION

Chinchilla State High School students have completed a Career Education program to assist them to develop intended outcomes which they will record within their SET Plans. Career exploration can also take several other forms:

- Working through the 'Job Guide' available on-line.
- Using online career information websites, eg. Career Voyage.
- Undertaking work experience (See HOD Technology about this opportunity).
- Talking to teachers, family and friends about careers.
- Visiting Career and University expos.
- Accessing University websites.
- Accessing Queensland Tertiary Admissions Centre (QTAC) website.

OVERALL POSITION (OP) ELIGIBLE OR NON-OP ELIGIBLE

Once students have identified their interests, abilities and aspirations, students then begin developing their course of study to align. During the Senior Phase of Learning, there are two broad pathways that students follow:

- Tertiary Pathway involving further study at University (often referred to as 'OP' pathway); OR
- Vocational Pathway leading to TAFE/ other education providers, a full time traineeship, apprenticeship or other employment.

TERTIARY PATHWAYS

There are two options available for students wishing to move into further study immediately post Year 12.

1. Overall Position (OP) eligible:
   - Students are awarded an OP 1 – 25.
   - Students apply through QTAC application for entry into university courses, using an OP.

OR

2. Selection Rank (SR) eligible:
   - Students exit to TAFE, other education providers, apprenticeships, traineeships and less competitive university courses.
   - Students apply through QTAC and gain entry using a SR.
   - Students apply for direct entry to TAFE or employment.

OP ELIGIBILITY

OVERALL POSITION (OP)

- 5 of the 6 subjects chosen MUST be OP contributing subjects.
- One subject may be a QCE subject or a Certificate course.
- OPs are calculated on the best 20 semesters of OP subjects.
- The 20 semesters must include at least 3 subjects studied continuously for 4 semesters each.
- Uses equal weightings for all subjects in the calculations.
- OP eligible students must sit the QCS Test.
- Involves scaling using group results on the QCS Test.
- Reports students’ positions in bands from 1 (highest) to 25 (lowest).

FIELD POSITIONS (FP)

- Provides information on how students achieve relative to others in important skill areas of the senior curriculum (see below).
- Compares student’s achievements in up to 5 fields.
- Is a measure of the skills that have been developed in a particular subject.
- FPs can be used as a means to separate two students on entry to a competitive University course who have the same OP/SR.
- The five Fields indicate the development of specific Common Curriculum Elements (CCEs).
Field weightings may also help build a picture of the type of subject that is being considered. A weighting of a maximum of 5 is applied to all OP subjects. Examples include:

- Visual Art is a subject that has requires reasonably high level of complex literacy (Field A), limited numeracy (Field C & D) and has a very high practical component (Field E).
- Maths B, in comparison, has limited literacy (Field A & B) and practical performance components (Field E) but exceptionally high levels of basic and complex maths (Field C & D).

<table>
<thead>
<tr>
<th>Field</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Art</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>n/a</td>
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</tr>
<tr>
<td>Mathematics B</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>n/a</td>
</tr>
<tr>
<td>Home Economics</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>n/a</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

**QCS: QUEENSLAND CORE SKILLS TEST**

This is a state-wide test for all Year 12 students based on the common elements of the Queensland senior curriculum. Students sit the test over two consecutive days at the start of September. It consists of four papers using three different modes of responses:

- Writing Task – extended writing; completed over 2 hours.
- Short Response – various items involving calculations, short written answers, analysis, visual literacy; completed over 2 hours.
- Multiple Choice – 2 exams of 50 questions; each test is 1½ hours.

The QCS Test is not an intelligence test; it is an achievement test that tests 49 Common Curriculum Elements (CCEs). Individual student results are reported on a five-point scale from A (highest) to E (lowest). The test is compulsory for all students who wish to obtain an OP – the results are an integral part of statistical scaling processes used in calculating OPs. It is optional for all other students – sitting the QCS Test and gaining higher than a C contributes to a higher Selection Rank.

**SR: BEING SELECTION RANK ELIGIBLE**

The following should be noted regarding Selection Rank (SR):

- The SR can be provided by a combination of OP and QCE subjects, but not more than 4 QCE subjects.
- VET certificates completed contribute towards and boost SR and gain QCE points.
- SR students may wish to consider a school-based Apprenticeship or Traineeship (SAT).
- SRs range from 1 (lowest) to 99 (highest). It is calculated on subjects/courses and achievement in those.

**VET: WHAT ARE VOCATIONAL EDUCATION & TRAINING CERTIFICATES?**

VET Certificates can be studied as:

- Certificate courses that are provided by the school.
- TAFE courses.
- part of a school-based Apprenticeship or Traineeship (SAT).
WHICH SUBJECTS?

It is important to choose senior subjects carefully as your decisions may affect the type of occupations you choose in the future, your success at school and your feelings about school.

Students will select six subjects to make up their course of study (This will be done during the SET Plan interview).

All students MUST select an English and Mathematics subject.

The remaining four subjects should consist of subjects the student enjoys and in which they can achieve success.

As an overall plan when choosing subjects, it is suggested to choose subjects:

- you enjoy
- in which you have achieved good results
- which reflect your interest and abilities
- which help you reach your career and employment goals
- which develop skills, knowledge and attitudes useful throughout your life.

These are general points, so it is wise to look in more detail at the guidelines outlined below.

Guidelines

- Find out more about occupational pathways. It is useful to have a few career ideas in mind before choosing subjects. If you are uncertain about this at present, then select subjects that allow for you to keep several career options open. Your Guidance Officer can help you get started here. Resources that you could also use to help you include:
  - www.myfuture.edu.au
  - The JobGuide book
  - Brochures from industry groups
  - The QTAC guide
  - The TAFE handbook
  - www.goingtouni.gov.au

- Find out about the subjects offered at school.
  - OP subjects. Your OP is dependent on how well you achieve in your subjects. Therefore, you need to choose subjects in which you have the best chance of doing well and which you will enjoy.
  - Non-OP subjects. These emphasise practical skills and knowledge relevant to specific industries.
  - VET subjects.

- Check out the subject fully.
  Take these steps to ensure you understand the content and the requirements of each subject.
  a) Read the subject descriptions and course outlines
  b) Talk to the Heads of Departments and Teachers of the subjects
  c) Look at the books and materials used in the subjects
  d) Listen carefully at subject selection talks
  e) Fully understand the requirements of the subject – rigour required, assignments, exams, trips, camps, etc.

- Choose a combination of subjects that suit your needs and abilities.
  Be sure to consider:
  - Vocational Education options – VET certificates, school-based Traineeship/Apprenticeship options.
  - Tertiary entrance – Ensure you check prerequisite subjects for university/TAFE courses and complete 20 semester units of OP subjects with at least 3 subjects remaining unchanged throughout Year 11 and 12. You must also sit the QCS test.

- Be prepared to ask for help.
  - Enter the SET Plan process with a good understanding and be open to advice.
  - Talk with Teachers, Head of Departments, Guidance Officer and Deputy Principals. They are all prepared to help.
SUBJECT RESTRICTIONS

Cancellations
All subjects are dependent on sufficient numbers of students selecting the subject. If a subject does not attract the minimum number of students required, the subject will not be offered. In this case, the student will be notified as soon as possible and will be asked to choose another subject. This is standard practice in all schools.

As a Registered Training Organisation (RTO), Chinchilla State High School is registered to deliver specific nationally recognised vocational competencies. All VET certificates will only proceed if the school is able to meet registration requirements, such as qualified staff, physical resources, external facilities and sufficient numbers of students to run the subject. Should the school be unable to meet or maintain registration requirements, it will offer existing students one of the following options:
- an alternative subject
- an alternative strand of the same subject which does not contain the vocational competencies.

Clashes
After all students have completed their SET Plan interviews and subject selections, clashes in the timetable may become apparent. In this case, the student will be notified as soon as possible and will be asked to choose another subject.

Maximum class sizes
Students who enrol late, or who submit late forms, may not be enrolled in the subjects of their choosing due to class size restrictions. Students who change their mind about subjects after their SET Plan interview need to be aware that they may not be accepted into a class and will remain on a waiting list.

Changing your subjects
Changes to subjects may be needed due to:
- a continuing medical problems
- family/ personal change of circumstance
- the uptake of a school-based Apprenticeship or Traineeship or a TAFE course
- further career exploration
- lack of success in chosen course of study which may put OP/ SR and QCE at risk.

All subject changes must be discussed with a Deputy Principal and supported by a parent/guardian.

Changes are dependent on availability and recommendation of the new chosen pathway. Changes are carefully considered to ensure OP eligibility and QCE/QCIA attainment are not placed at risk. Requests for subject change are considered during the first two weeks of each semester.
VOCATIONAL EDUCATION AND TRAINING (VET)

VET refers to education and training that focuses on delivering skills and knowledge required for specific industries. It is a learning option for students in the senior phase of learning. Student achievement in subjects with vocational competencies receives credit towards qualifications recognised nationally within the Vocational Qualification Framework (VQF).

Participating in VET can:
- provide credit points towards the attainment of a Queensland Certificate of Education (QCE), and/or the attainment of a nationally recognised VET qualification
- receive an industry specific vocational Certificate or Statement of Attainment
- support student’s transitions to employment, vocational and higher education pathways

Other benefits of participating in VET include (but are not limited to):
- obtaining practical experience from work
- gaining familiarity on how a workplace operates
- developing employability skills
- developing and improving interpersonal skills
- allowing students to explore the potential career path they would like to pursue.

Students at Chinchilla State High School can access VET in a number of ways including:
- through Chinchilla State High School (30060) as a Registered Training Organisation (RTO)
- through another Registered Training Organisation
- through a school-based Apprenticeship or Traineeship.

VET in Schools allows students to remain enrolled at school while completing vocational training delivered either by Chinchilla State High School’s RTO or by other external Registered Organisations.

Chinchilla State High School has a complaints and appeals policy specific to the RTO operations:
A complaint can be made to the school RTO regarding the conduct of
- Chinchilla State High School, its trainers, assessors or other school RTO staff
- Students’ of Chinchilla State High School
- Any third parties providing services on behalf of Chinchilla State High School (if relevant).

The appeals policy manages requests for a review of decisions, including assessment decisions, made by the RTO or a third party providing services on the RTO’s behalf.

A copy of Chinchilla State High School’s complaints and appeals policy can be located online at https://chinchilshs.eq.edu.au/Pages/default.aspx

Complaints or appeals should be directed to the Principal as CEO of Chinchilla State High School, admin@chinchilshs.eq.edu.au. Refer to complaints and appeals policy and procedure document for further information.
GLOSSARY OF TERMS

The following brief explanation of terms may help make subject selection easier. Seek further clarification if needed from your school.

- **Advanced standing** refers to the credit granted to a student towards an accredited course or training program on the basis of previous study, experience or competencies held.

- **Articulation** is the process used to progress from one level of qualification to another.

- **The Australian Qualifications Framework (AQF)** shows all the qualifications issued in post-compulsory education in Australia and how these qualifications relate to each other.

- **Credit transfer** recognises previous formal study or training based on documented evidence of achievement. For instance, modules assessed as competent in Authority and Authority-registered subjects may attract credit towards study in a TAFE qualification.

- **Field Positions (FPs)** rank order positions in a field against all other students eligible for a result in that field. These are dimensions of study that emphasise particular knowledge and skills. FPs are used for tertiary entrance only when there is a need to select students from within the same OP band.

- **Overall Position (OP)** indicates student's rank order position in the state reported in bands from 1 (highest) to 25. See your guidance officer for details of eligibility rules for an OP.

- **Queensland Core Skills (QCS) Test** is conducted over two days in third term for Year 12 students. To be eligible for an OP and FPs 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, sitting for the test may improve your SR.

- **Prerequisite**: A subject or qualification required for eligibility for entry to a particular course of study or employment.

- **Queensland Tertiary Admissions Centre (QTAC)** acts on behalf of universities, agricultural colleges, TAFE institutes and some private institutions to publish course information, to provide application materials, and to receive and process applications.

- **Recognition of prior learning (RPL)** is the process used to assess the competencies a person has gained from past experience and training. RPL is a form of assessment and each person is treated individually.

- **Recommended (or desirable) subjects** are not essential, but are likely to make future courses easier to understand and increase chances of success.

- **Selection ranks (SR)** are calculated for tertiary applicants who are not school leavers or are senior students not eligible for an OP. For Senior students who are not eligible for an OP, the SR is determined by results recorded on the Senior Certificate and the Queensland Core Skills Test. A rank is from 99 (highest) to 1 (lowest).
## ANCIENT HISTORY

<table>
<thead>
<tr>
<th>Contact</th>
<th>HOD English / Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Options</td>
<td>University courses in Art History, Arts, Asian Studies, Education, International Relations, Law, Journalism, Peace and Conflict Studies, Philosophy, Political Science, Public Policy.</td>
</tr>
</tbody>
</table>

This subject contributes towards OP, QCE

### QCE Credits

|  | 4 Core |

### Description

Through the study of Ancient History, students can understand how the peoples and achievements of the distant past have influenced the modern world. While evidence has disappeared with time, the fragments of information that remain create mystery for students trying to determine the values and standpoints of ancient peoples. Ancient History develops the skills of historical inquiry, focusing on critical thinking, source analysis and historical interpretation. Students are taught how to communicate thoughts and ideas logically and fluently, to identify evidence in sources, and to develop arguments supported by evidence.

### Sem | Unit Description | Assessment
|-----|-----------------|-------------------|
| 1   | **Studies of Conflict (Rome)** – an examination of the Punic Wars and the effect it had on Rome and Carthage with cause and effect, leadership, technology, weaponry and strategies being the focus.  
**Studies of the Arts (Rome)** – the importance of the arts/entertainment: gladiator games, chariot racing, theatre & visual art across the empire. | **Response to Stimulus (70 – 90 minutes)**  
**Extended Written Response to Historical Evidence (70 – 90 minutes)**  
**Written Research Task (1000 – 1500 words)** |
| 2   | **Studies of technologies, innovations and inventions (China & India)** – how technology, innovation and inventions have aided or enhanced society in Ancient China and India.  
**Studies of Religion (China & India)** – the ideologies of ancient times and the significant impact such ideologies have had on the creation of key religions within Asia. | **Multi-Modal Presentation (10 – 15 minutes)**  
**Response to Stimulus Test (90 minutes)** |
| 3   | **Studies of Archaeology** – the nature of archaeological investigations, the developments in methodology and how these have contributed to our understanding of past societies.  
**Studies of everyday lives of people in ancient societies (Egypt)** – an in-depth inquiry into how the Egyptian people organised their daily lives and the differences in daily life between groups of people in society. Students will delve into the rule that the Pharaohs had on the society, politics, people and religion. | **Short Answer Test (70 – 90 minutes)**  
**Written Research Task (800 - 1000 words)**  
**Extended Written Response to Historical Evidence (70 – 90 minutes)** |
| 4   | **Studies of changing practices in society and government in the Greek World** – the impact that political, social, cultural and economic forces have had on Greece. Students will examine the difference between Sparta and Athens, analyse the Persian or Peloponnesian Wars and conduct an inquiry into the supremacy of Macedon. | **Multi-Modal Presentation (6 – 8 minutes)**  
**Extended Written Response to Historical Evidence (70 – 90 minutes)** |
<table>
<thead>
<tr>
<th>Description</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Students studying English will learn to:</td>
<td></td>
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<tr>
<td>• Examine a range of literary and non-literary works in English, in various modes and mediums across diverse cultures and periods.</td>
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<tr>
<td>• Interpret, analyse, evaluate, respond to and construct a wide range of texts through reading, listening, viewing, speaking, writing and shaping.</td>
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</tr>
<tr>
<td>• Communicate effectively in Standard Australian English for various social and cultural purposes and audiences.</td>
<td></td>
</tr>
<tr>
<td>• Make choices about generic structures, language, textual features and technologies to convey intended meaning.</td>
<td></td>
</tr>
<tr>
<td>• Control language (written, spoken or signed and visual), using grammar, punctuation, vocabulary and spelling.</td>
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</tr>
</tbody>
</table>

### Sem | Unit Description | Assessment |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>The Suggestiveness of Poetry – Students will evaluate different poets’ perspectives on an issue and express their own views on the issue.</td>
<td>Spoken persuasive speech (3 – 4 minutes)</td>
</tr>
<tr>
<td></td>
<td>Selection and Suggestion in Print Advertising – This unit encourages students to develop a deeper awareness of the influence of print and multimodal advertisements.</td>
<td>Written expository essay (600 – 1000 words)</td>
</tr>
<tr>
<td></td>
<td>Viewer Perceptions – Students investigate how cinematic techniques can create specific effects and how viewer perception is influenced by audience cultural understandings.</td>
<td>Written persuasive feature article (600 – 1000 words)</td>
</tr>
<tr>
<td>2</td>
<td>Marginalised Voices – Students will explore the representations of marginalised voices within a novel and discuss how access to justice is impacted.</td>
<td>Written expository essay (500 – 700 words)</td>
</tr>
<tr>
<td></td>
<td>Creating Meaning through Short Story – Students will analyse how meaning is created, examining how language is selected to establish specific effects.</td>
<td>Written short story (500 – 700 words)</td>
</tr>
<tr>
<td></td>
<td>The Historical Context in Drama – Students examine important messages about human values apparent in a drama set in a particular historical context.</td>
<td>Spoken: Imaginative oral (3 – 4 minutes)</td>
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<tr>
<td>3</td>
<td>The Human Experience: Shakespeare – Students will examine Macbeth to provide insight into the human experience and the skill of the dramatist in exploring important themes.</td>
<td>Spoken: Persuasive interview (4 – 5 minutes)</td>
</tr>
<tr>
<td></td>
<td>Prejudice: The Novel – Students explore the representations of prejudice and analyse the structure, themes, characters and language.</td>
<td>Written expository essay (600 – 800 words)</td>
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<td></td>
<td>An Australian View: Film – Students will critically examine the construction of the Australian national identity through the advertising medium and feature films.</td>
<td>Written persuasive feature article (800 – 1200 words)</td>
</tr>
<tr>
<td>4</td>
<td>From Poem to Short Story – Students will use the theme displayed in a poem to create a short story with a similar theme</td>
<td>Written short story (600 – 800 words)</td>
</tr>
<tr>
<td></td>
<td>Exploring Australian Society: Novel – Students will consider how narrative texts are constructed to influence the reader to accept particular viewpoints</td>
<td>Spoken forum speech (4 – 5 minutes)</td>
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<td></td>
<td>The Power of Media – Through a variety of non-literary texts, students evaluate the influence of the media to shape opinion.</td>
<td>Written persuasive feature article (800 – 1200 words)</td>
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<tr>
<td>Sem</td>
<td>Unit Description</td>
<td>Assessment</td>
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</tbody>
</table>
| 1   | **Learning About Others** - Students will research a member of the community or a celebrity who has achieved something significant and write a short biography.  
**This Is How You Do It** - Students present a step by step presentation, detailing how to carry out a specific task/activity of their choice.  
**Tell Me What Happened** – Research a local issue. | • Biography (500 words)  
• Demonstration (3 – 5 minutes)  
• Feature Article (500 words) |
| 2   | **Organisation Matters** - Students take on the role of event organiser and compile a folio of documents.  
**The Real World** – Students investigate job requirements and respond to an advertised position by writing a resume and participating in a mock interview. | • Folio (400 – 600 words)  
• Interview (3 – 5 minutes) |
| 3   | **Big Business** - Upon gaining a knowledge and understanding of local businesses, students will develop an idea for a new business or product.  
**Law and Order** - Students focus on a relevant law and assess its effectiveness.  
**Staying Alive** - In preparation for Schoolies celebrations, students will investigate safe partying and write persuasively to convey their findings. | • Business Profile & Letter (3 – 5 minutes; 250 – 350 words)  
• Law and Order Campaign (3 – 5 minutes)  
• Informative Pamphlet (250 – 350 words) |
| 4   | **Recollecting Chinchilla** - Students will design and create a double page spread for the school yearbook displaying the key memories of the Year 12 cohort.  
**Killing Time** - Students will read, watch and play all sorts of media to assess the suitability of these text types for teenagers. | • Yearbook page (250 – 300 words)  
• Personal reflection (250 – 500 words)  
• Curriculum Board Presentation (3 – 5 minutes) |
# GEOGRAPHY

**Contact** | HOD English / Humanities | This subject contributes towards | QCE Credits | OP, QCE
---|---|---|---|---
**Future Options** | University courses including Engineering, Town Planning, Law, Travel, Arts, Education, Environmental Management, Social Sciences and Business. |  | 4 Core |  |

**Description**

Geography is the study of the Earth’s surface as a space in which people live. Geography includes studies of place and of people-environment relationships. Geographic education is characterised by the development of a concern for questions, issues and problems that stem from the relationship and interaction between people and their environment. Geographers ask and answer questions such as: What and where are the issues or patterns being studied? How and why are they there? What are their impacts or consequences? What is being and could be done? Studies in Geography help us live our day to day lives by informing us about our local area and other parts of the world.

<table>
<thead>
<tr>
<th>Sem</th>
<th>Unit Description</th>
<th>Assessment</th>
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</thead>
</table>
| 1   | **Sustaining Communities** – Students are introduced to the geographical study of the sustainability of rural and urban communities. | • Stimulus Response Essay (600 – 800 words)  
• Short Response Test (1 per unit)  
• Report (1000 words) |
| 1   | **Connecting People and Places** – Students will study geographical infrastructure, development and planning. | |
| 2   | **Responding to Natural Hazards** – This unit provides a focus for the study physical geography and of the social processes that influence human responses to the physical environment and natural hazards.  
**Managing Catchments** – Students focus on synthesising ideas from the physical and social sciences to produce a comprehensive explanation of the health of a catchment. | • Practical Test (120 minutes)  
• Short Response Test (1 per unit)  
• Stimulus Response Essay (600 – 800 words) |
| 3   | **Living With Climate Change** – Students will study physical systems and specifically the atmosphere in their investigation of climate change.  
**Sustaining Biodiversity** – Students will investigate how biodiversity can be sustained through maintaining life systems. | • Report (1000 words)  
• Short Response Test (1 per unit)  
• Stimulus Response Essay (600 – 800 words) |
| 4   | **Feeding the World’s People** – Students will be introduced to the study of the global pattern of production and consumption of food.  
**Exploring the Geography of Disease** – Students will be introduced to the study of disease as a development issue within the context of people and their environments. | • Practical Test (140 minutes)  
• Short Response Test (1 per unit)  
• Non-Written Response (8 – 10 minutes) |
**LEGAL STUDIES**

<table>
<thead>
<tr>
<th>Contact</th>
<th>HOD English / Humanities</th>
<th>This subject contributes towards</th>
<th>OP, QCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Options</td>
<td>University and TAFE courses in Law, Justice, Business, Arts, education. Careers include Articles Clerk, Public Administrator, Legal Office, Social Worker, Youth Worker or Counsellor.</td>
<td>QCE Credits</td>
<td>4 Core</td>
</tr>
</tbody>
</table>

**Description**

Legal Studies develops an understanding of the Australian legal system and how it affects your basic rights, obligations and responsibilities. You will explore how to become an active and informed citizen and how to constructively question and contribute to the improvement of laws and legal processes. By examining factors that have led society to create a legal system, you will develop knowledge and understanding of the frameworks which regulate and shape our society. You will develop confidence in approaching and accessing the Australian legal system and will develop a better appreciation of the relationship between social and legal structures. You will examine case studies and legal situations from local, national and global contexts. You will evaluate and synthesise a range of information and critique stakeholder responses to make recommendations about the suitability of legal outcomes. In class activities, you will have opportunities to work individually and in teams to engage in learning experiences such as debates, discussions and mock trials.

<table>
<thead>
<tr>
<th>Sem</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>The Legal System</strong> – Investigate how the law is part of daily life in establishing the rights and responsibilities of active citizens</td>
<td>• Short response test (50 – 250 words per response)</td>
</tr>
<tr>
<td></td>
<td><strong>Criminal Law</strong> – Investigate specific offences and defences and evaluate the appropriateness of criminal punishments.</td>
<td>• Multi-modal (3 – 5 minutes)</td>
</tr>
<tr>
<td>2</td>
<td><strong>Criminal Law</strong> – Continued for Term Three</td>
<td>• Extended research response essay (800 – 1000 words)</td>
</tr>
<tr>
<td></td>
<td><strong>Introduction to Civil Obligations</strong> – Investigate how the law regulates private interactions between citizens, both planned and unplanned</td>
<td>• Extended research response test (400 – 600 words)</td>
</tr>
<tr>
<td>3</td>
<td><strong>Family and the Law</strong> – Investigate changes in family structures and common societal issues connected to family (marriage, divorce, children and property)</td>
<td>• Short response test (50 – 150 words per response)</td>
</tr>
<tr>
<td></td>
<td><strong>Human Rights</strong> – Investigate how Human Rights play a key role in local, national and international legal contexts</td>
<td>• Extended research response (1000 – 1500 words)</td>
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<tr>
<td></td>
<td><strong>Extended research response (1000 – 1500 words)</strong></td>
<td>• Extended response – essay (600 – 800 words under exam conditions)</td>
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<tr>
<td>4</td>
<td><strong>Independent Inquiry</strong> – Complete an independent research task of a legal issue of their own choice to evaluate the appropriateness of current legislation</td>
<td>• Extended research response (1000 – 1500 words)</td>
</tr>
<tr>
<td></td>
<td><strong>Housing and the Law</strong> – Investigate the rights and responsibilities of tenants</td>
<td>• Multi modal (5 – 7 minutes)</td>
</tr>
</tbody>
</table>
## MODERN HISTORY

**This subject contributes towards**  
OP, QCE

**QCE Credits**  
4 Core

### Future Options
University courses in Art History, Arts, Asian Studies, Education, International Relations, Law, Journalism, Peace and Conflict Studies, Philosophy, Political Science, Public Policy.

### Description

Modern History focuses on key events, ideas, movements, developments and people that have shaped the modern world. It enables students to study the forces that have shaped today’s world and provides them with a broader and deeper comprehension of the world in which they live. Students can understand why our modern world is the way it is. The focus of Modern History is the 20th Century; however the curriculum refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century. Modern History develops the skills of historical inquiry, with a focus on skills associated with critical thinking, the analysis of sources, historical interpretation and contestability. Students are taught how to communicate thoughts and ideas logically and fluently, to identify evidence in sources, and to develop arguments supported by evidence.

### Unit Description

<table>
<thead>
<tr>
<th>Sem</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1   | **Studies of Power** – Power has played an important part in historical change that the location of power may change and that over time individuals, groups and societies have attempted to control and legitimise the use of power over others.  
**Case study 1** – Apartheid.  
**Case study 2** – Power relations among nations: US power in the world. | - Extended Written Response to evidence (90 minutes)  
- Multimodal Research Task (6 – 10 minutes)  
- Short Response Test (70 minutes) |
| 2   | **Studies of Hope** – Through progressive movements and other agencies of change, people have been inspired by hope to respond to challenges that promote human and/or ecological wellbeing, with varying success.  
**Case study 1** – Reconciliation in Australia.  
**Case study 2** – Protest movements: Civil Rights Movement in the USA. | - Written Research Task (1000 – 1500 words)  
- Response to Stimulus Test (90 minutes) |
| 3   | **The History of Ideas and Beliefs** – Ideas and beliefs have had an influence on history, in local, national and global contexts.  
**Case study 1** – Nazism.  
**Case study 2** – The Cold War. | - Short Response Test (70 minutes)  
- Extended Written Response to evidence (500 – 600 words under exam conditions)  
- Written Research Task (800 – 1000 words) |
| 4   | **National History** – Development of the nation-state, the ongoing operation of its political processes at the national and international level, and emerging challenges.  
**Case study 1** – Australian foreign policy and nation development.  
**Case study 2** – The emergence of the national state of China. | - Multimodal Research Task (6 – 10 minutes)  
- Response to Stimulus Test (90 minutes) |
<table>
<thead>
<tr>
<th>Contact</th>
<th>HOD English / Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Options</td>
<td>From this course, students could potentially gain employment in tourism businesses and industries such as tourist attractions, cruising, gaming, government and industry associations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel</td>
</tr>
</tbody>
</table>

**Description**

The Tourism Subject Area Syllabus is designed to provide students with a variety of intellectual, technical, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services. In Tourism students examine the sociocultural, environmental and economic aspects of tourism opportunities, problems and issues across global, national and local contexts. This provides students with opportunities to develop understandings that are geographically and culturally significant to them, such as investigating tourism activities related to local Aboriginal and Torres Strait Islander communities.

The core of Tourism focuses on ‘Tourism as an industry’, ‘The travel experience’, and ‘Sustainable tourism’. Tourism is designed for schools to develop flexible courses of study that respond to students’ interests and needs, while matching the resources available in the school and local community. It uses a contextualised approach, where units deliver the core through Electives — ‘Technology and tourism’, ‘Forms of tourism’, ‘Tourist destinations and attractions’, ‘Tourism marketing’, ‘Types of tourism’ and ‘Tourism client groups’. The objectives of the course provide students with opportunities to develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information. Assessment tasks will include written, spoken, multimodal and performance based tasks.

<table>
<thead>
<tr>
<th>Sem</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core:</td>
<td>Tourism as an industry</td>
<td>• Short response test: Year 11 (50 – 150 words per response, 90 minutes), Year 12: (50 – 250 words per response)</td>
</tr>
<tr>
<td></td>
<td>The travel experience</td>
<td>• Projects – written: Year 11 (400 – 700 words), Year 12 (500 – 900 words)</td>
</tr>
<tr>
<td></td>
<td>Sustainable tourism</td>
<td>• Investigation and Research – written: Year 11 (400 – 700 words), Year 12 (500 – 900 words)</td>
</tr>
</tbody>
</table>

The school will choose from the following electives:

<table>
<thead>
<tr>
<th>Electives:</th>
<th>Technology and tourism</th>
<th>Year 11 (500 – 600 words), Year 12: 600 – 1000 words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Forms of tourism</td>
<td>• Investigation: Year 11 (500 – 600 words), Year 12: 600 – 1000 words</td>
</tr>
<tr>
<td></td>
<td>Tourist destinations and attractions</td>
<td>• Extended response to stimulus: Written: Year 11 (500 – 800 words), Year 12 (600 – 1000 words)</td>
</tr>
<tr>
<td></td>
<td>Tourism marketing</td>
<td>• Project – written: Year 11 (400 – 700 words), Year 12: (500 – 900 words)</td>
</tr>
<tr>
<td></td>
<td>Types of tourism</td>
<td>• Investigation – Spoken: Year 11 (2 – 4 minutes), Year 12: (3 – 4 minutes)</td>
</tr>
<tr>
<td></td>
<td>Tourism client groups</td>
<td>• Examination: Year 11 (50 – 250 words per response), Year 12 (50 – 250 words)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Extended response to stimulus – Written: Year 11 (500 – 800 words), Year 12: (600 – 1000 words), Spoken – Year 11 (2 – 4 minutes), Year 12 (3 – 4 minutes)</td>
</tr>
</tbody>
</table>
## MATHS / SCIENCE

### BIOLOGY

<table>
<thead>
<tr>
<th>Contact</th>
<th>HOD Maths / Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Options</td>
<td>University courses in Agricultural Science, Applied Science, Education, Forestry, Nursing, Food Science, Physiotherapy, Pathology, Pharmacy, Ecology/ Environmental Studies.</td>
</tr>
<tr>
<td>Description</td>
<td>This course provides students with the opportunity to develop scientific understanding and appreciation of the living world and aims to foster a respect in students for evidence, rationality and ethical decision-making. Students work on problem solving techniques through scientific investigation and analysis of data and information. A keen interest in plant and human physiology, cell biology and genetics is vital. <strong>There is a compulsory field studies trip conducted in Year 11, which is required to gain credit at the completion of this course.</strong> This course is demanding, so it is recommended that students obtain a minimum of a “B-” level of achievement in Year 10 Science and also study authority level English and Mathematics. Students should expect to do at least two hours homework/study per week and will also need to commit to completing assignments outside of class time.</td>
</tr>
<tr>
<td>QCE Credits</td>
<td>4 Core</td>
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</table>

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<thead>
<tr>
<th>Sem</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1   | • Plant physiology  
     • Ecology       | • Extended experimental investigation (800 words)  
     • Short – response written task  
     • Field studies booklet |
| 2   | • Cell Biology  
     • Microbiology  
     • Human Physiology | • Short and extended – response written tasks  
     • Extended experimental investigation (800 words) |
| 3   | • Human Physiology  
     • Exercise Physiology | • Short and extended – response written tasks  
     • Extended experimental investigation (1500 words)  
     • Extended response task (1000 words) |
| 4   | • The ethics of stem cell research  
     • Genetics      | • Extended response task (800 words)  
     • Short – response written task |
### CHEMISTRY

**Contact**

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<tr>
<td><strong>HOD Maths / Science</strong></td>
<td><strong>This subject contributes towards</strong></td>
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**QCE Credits**

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<tr>
<td><strong>4 Core</strong></td>
<td><strong>Future Options</strong></td>
</tr>
</tbody>
</table>

Chemical Engineering, Medicine, Applied Biochemistry, Dentistry, Medical and Materials Research, Power Industry, Forensic Laboratory work, Food Science, Mining and Metallurgy, Pharmacy.

**Description**

This course provides students with the opportunity to develop high levels of skills in problem solving, analysis of information and mathematical manipulation, processing and manipulative skills. Chemistry is concerned with the understanding of the structure, properties and reactions of materials. Students will develop a knowledge of materials and their properties (natural, man-made) and discover an understanding of the importance of Chemistry in everyday life. It is **recommended** that students have a minimum of a B-level of achievement in Year 10 Science; a minimum of a B- level of achievement in Year 10 Advanced Mathematics; a minimum of a B+ level of achievement in Year 10 Mathematics. It is advisable to have an interest in experimental work and a willingness to inquire, interpret and predict, and generate new data.

**Sem** | **Unit Description** | **Assessment** |
|---|---|---|
| **1** | • Introduction to Chemistry, Chemical Names and Formulae  
• Chemical Quantities  
• Reacting quantities Stoichiometry  
• Periodicity & Bonding | • Examination (90 minutes) includes short answer, calculations, extended response  
• Examination (90 minutes) |
| **2** | • Neutralisation  
• Materials made for a purpose | • Extended experimental investigation – quantitative analysis (1500 – 2000 words)  
• Response to Stimulus Document study (80 minutes)  
• Extended Response Task (1500 – 2000 words) |
| **3** | • Reaction Rates  
• Equilibrium & Acids/Bases  
• Fuels & Motors | • Examination (1 x 90 minutes) Includes short answer, calculations, extended response.  
• Response to Stimulus (90 minutes)  
• Examination (1 x 90 minutes)  
• Extended experimental investigation, 2000 – 2500 words |
| **4** | • Fuels & Motors  
• Biochemistry | • Examination (90 minutes) |
# MATHEMATICS A

<table>
<thead>
<tr>
<th>Contact</th>
<th>HOD Maths / Science</th>
<th>QCE Credits</th>
<th>4 Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Options</td>
<td>This is the least difficult of Senior Mathematics subjects. It is recommended for students wishing to pursue further study and training at tertiary level in areas such as trades, Tourism and Hospitality, Administrative and Managerial employment in a wide range of industries, Architecture, Nursing, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>In Mathematics A, the aim of the course is to develop an appreciation of the value of Mathematics to humanity. Students will acquire an awareness of, and a proficiency in dealing with monetary, geometrical and statistical problems, decisions and processes they meet in life. They will have an understanding of mathematical terms and symbols so as to be able to communicate results clearly and concisely. It is <strong>recommended</strong> that students have studied Year 10 Mathematics with at least a “C” level of achievement and have a willingness to explore topics in a new way.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sem Unit Description</td>
<td>Assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1  | • Managing Money 1  
• Elements of Applied Geometry  
• Data Collection and Presentation  
• Linking 2 and 3 Dimensions  | • Extended Modelling and Problem Solving Task/Report  
• Examinations (4 x 80 minutes) |
| 2  | • Elements of Applied Geometry  
• Land Measurement  
• Managing Money 1  
• Linking 2 and 3 Dimensions  
• Data Collection and Presentation  
• Exploring and Understanding Data  | • Extended Modelling and Problem Solving Task/Report  
• Examinations (4 x 80 minutes) |
| 3  | • Linking 2 and 3 Dimensions  
• Managing Money 2  
• Exploring and Understanding Data  
• Networks and Queuing  
• Land Measurement  | • Extended Modelling and Problem Solving Task/Report  
• Examinations (4 x 80 minutes) |
| 4  | • Networks and Queuing  
• Exploring and Understanding Data  
• Managing Money 2  | • Extended Modelling and Problem Solving Task/Report  
• Examinations (4 x 80 minutes) |
# MATHEMATICS B

**Description**

In Mathematics B, advanced mathematical skills are developed whereby students will aim to understand the methods and principles of Mathematics and develop the ability to apply them. They will be able to recognise when problems are suitable for mathematical analysis and find solutions. Students will be asked to model situations and make deductions as well as comprehend and communicate mathematical information. Mathematics B is designed to develop awareness of the diverse and evolutionary nature of mathematics and the wide range of mathematics-based vocations. This subject will help prepare students who are interested in pursuing tertiary study in traditional careers of engineering and the physical sciences, but also as tools in fields as diverse as agriculture, food technology and economics. It is recommended that students have studied Year 10 Advanced Mathematics with at least a B- level of achievement with competency in Algebra and a genuine interest in and enjoyment of Mathematics arising from its intrinsic value.

<table>
<thead>
<tr>
<th>Sem</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1   | • Introduction to Functions  
       • Exponential and Logarithmic Functions and Applications 1  
       • Periodic Functions and Applications 1  
       • Applied Statistical Analysis 1 | • Extended Modelling and Problem Solving Report  
       • Mid-semester examination (2 x 80 minutes)  
       • End-semester examination (2 x 80 minutes) |
| 2   | • Exponential and Logarithmic Functions and Applications  
       • Introduction to Functions  
       • Periodic Functions and Applications  
       • Rates of Change  
       • Applied Statistical Analysis  | • Extended Modelling and Problem Solving Report  
       • Mid-semester examination (2 x 80 minutes)  
       • End-semester examination (2 x 80 minutes) |
| 3   | • Periodic Functions and Applications  
       • Rates of Change  
       • Exponential and Logarithmic Functions and Applications  
       • Introduction to Integration  
       • Optimisation using Derivatives  | • Extended Modelling and Problem Solving Report  
       • Mid-semester examination (2 x 80 minutes)  
       • End-semester examination (2 x 90 minutes) |
| 4   | • Introduction to Integration  
       • Exponential and Logarithmic Functions and Applications  
       • Optimisation using Derivatives  
       • Applied Statistical Analysis  | • Extended Modelling and Problem Solving Report  
       • Mid-semester examination (2 x 80 minutes)  
       • End-semester examination (2 x 80 minutes) |

# MATHEMATICS C

**Description**

In Mathematics C, mathematical skills are developed through knowledge and skills in advanced computation and algebraic methods and procedures. They will be able to mathematically model and problem-solve using learned strategies and skills. Students will develop the capacity to justify mathematical arguments and make decisions, as well as communicate about mathematics in a variety of forms. It is recommended that students have studied Year 10 Advanced Mathematics with at least a “B+” level of achievement and have a natural aptitude involving spatial relationships. Mathematics C is an ideal companion subject for Physics.

<table>
<thead>
<tr>
<th>Sem</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1   | • Introduction to Groups  
       • Real and Complex Numbers  
       • Matrices and Applications  | • Vectors and Applications  
       • Structures and Patterns  
       • Extended Modelling and Problem Solving Report  
       • Mid-semester examinations (2 x 60 minutes)  
       • End-semester examinations (2 x 60 minutes) |
| 2   | • Vectors and Applications  
       • Matrices and Applications  
       • Dynamics  | • Structures and Patterns  
       • Conics  
       • Report  
       • Mid-semester examinations (2 x 60 minutes)  
       • End-semester examinations (2 x 60 minutes) |
| 3   | • Vectors and Applications  
       • Structures and Patterns  
       • Calculus  | • Conics  
       • Matrices and Applications  
       • Extended Modelling and Problem Solving Report  
       • Mid-semester examinations (2 x 70 minutes)  
       • End-semester examinations (2 x 70 minutes) |
| 4   | • Calculus  
       • Real and Complex Numbers  | • Dynamics  
       • Conics  
       • Extended Modelling and Problem Solving Report  
       • Mid-semester examinations (2 x 70 minutes)  
       • End-semester examinations (2 x 70 minutes) |
## PHYSICS

<table>
<thead>
<tr>
<th>Future Options</th>
<th>Contact</th>
<th>This subject contributes towards</th>
<th>QCE Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>University courses in Engineering, Teaching, Surveying, Occupational Therapy, Dentistry, Speech Pathology, Optometry, Medicine, Dietetics, Nutrition, Geophysics, Aviation.</td>
<td>HOD Maths / Science</td>
<td>OP, QCE</td>
<td>4 Core</td>
</tr>
</tbody>
</table>

**Description**

This course provides students with the opportunity to develop high levels of skills in problem solving, analysis of information and critical thinkers (in number and language form) and mathematical manipulation. Physics is concerned with the discovery, understanding and application of the fundamental laws of nature. Students will understand how modern physicists are applying their knowledge to benefit society. Given this, they will gain a substantial body of knowledge which can be applied in the future. It is **recommended** that students have studied a minimum of a “B-“ level of achievement in Year 10 Advanced Mathematics and a minimum of a “B-“ level of achievement in Year 10 Science. An interest in the physical applications of Science and problem solving is important.

**Sem** | Unit Description | Assessment |
|---|---|---|
| 1 | • Introduction to Geometrical Optics  
• Introduction to Newtonian mechanics: Forces, Motion and Energy | • Examination (90 minutes)  
• Examination (90 minutes) |
| 2 | • Newtonian mechanics: Forces, Motion and Energy  
• Physics in Space: Forces and Motion  
• Investigation of Gravity and Motion. | • Extended Response Task (800 – 1000 words)  
• Examination (90 minutes)  
• Extended Experimental Investigation (800 – 1000 words) |
| 3 | • Introduction to Thermodynamics: Heat, Temperature and Energy  
• Thermodynamics continued: Heat, Temperature and Energy  
• Introduction to Electricity and Electrical Circuits. | • Examination (90 minutes)  
• Extended Response Task (1000 – 1500 words)  
• Extended Experimental Investigation (1900 – 2500 words) |
| 4 | • Introduction to Electric and Magnetic field theory  
• Medical Physics: Investigation of Diagnostic Techniques | • Examination (90 minutes)  
• Extended Response Task (1000 – 1500 words) |

## PREVOCATIONAL MATHS

<table>
<thead>
<tr>
<th>Future Options</th>
<th>Contact</th>
<th>This subject contributes towards</th>
<th>QCE Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who intend to study at TAFE or enter the workforce after school may wish to study Prevocational Maths. However, many trade courses require students to be achieving success in Mathematics A.</td>
<td>HOD Maths / Science</td>
<td>QCE</td>
<td>4 Core</td>
</tr>
</tbody>
</table>

**Description**

Prevocational Mathematics provide opportunities for students to improve their numeracy to assist them in pursuing a range of vocational and personal goals. It develops not only students’ confidence and positive attitudes towards Mathematics, but also their mathematical knowledge and skills and their communication skills.

**Sem** | Unit Description | Assessment |
|---|---|---|
| 1 | • Landscaping and Designing  
• Planning an Overseas Trip  
• Keeping Domestic Pets  
• Catering for BBQs and Parties | • Assignment  
• Assignment  
• Assignment  
• Assignment |
| 2 | • Healthy Bodies and Nutrition  
• Finding your Way  
• Taking a Chance | • Assignment  
• Assignment  
• Assignment |
| 3 | • Owning and Running a Car  
• Building and Decorating a House  
• Farming and Grazing  
• Saving and Investment | • Assignment  
• Assignment  
• Assignment  
• Assignment |
| 4 | • Health and Exercise  
• Employment and Lodging Tax Returns  
• Leaving Home | • Assignment  
• Assignment  
• Assignment / Oral Presentation (2 – 3 minutes)  
• Assignment |
Science21 aims to stimulate an interest in Science, investigation and use of technological advances so as to enable students to cope with a changing future world. In this subject, students are provided with opportunities to develop knowledge in areas of scientific interest relevant to local and global communities and the environment, through an inquiry-based approach. It is recommended that students achieve a minimum of a “C+” level of achievement in Year 10 Science and also study authority level English and Mathematics. Students should expect to do at least two hours homework/study per week and will also need to commit to completing assignments outside of class time.

<table>
<thead>
<tr>
<th>Sem</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1   | • Science of Attraction – Pheromones  
     • Sport Technology  
     • It’s getting hot in here – Global Warming | • Extended response task (800 words)  
     • Collection of work (3 tasks)  
     • Extended response written assessment (500 – 700 words) |
| 2   | • Weapons through the ages  
     • Life, the Universe and Everything | • Extended experimental investigation (800 words)  
     • Extended response written assessment (500 – 700 words) |
| 3   | • Genetic diseases  
     • Powering tomorrow – energy  
     • Bioinformatics | • Extended response task (1000 words)  
     • Short response written assessment (800 words)  
     • Extended Research Task (1000 words) |
| 4   | • Aeronautics  
     • Terraforming Mars | • Extended experimental investigation (1000 words)  
     • Short response written assessment (900 words) |
## HEALTH EDUCATION

**Contact**
HOD Health & Physical Education / LOTE

**Future Options**
University courses and careers in Health related fields, including health policy development, health and safety laws, regulations, health advocacy, health information management, counselling, social work, medicine, nursing.

**Description**
Health Education provides experiences that enable students to develop an understanding of health in the context of our community & society. Senior Health Education is the study of the “social view” of health. It examines the five fundamental areas requiring action to promote health, namely, public health policies, supportive environments, personal skills, community action and human services. Students in Senior Health Education will be required to analyse a number of health issues and provide strategies to reduce the number of negative health outcomes of community members. Students in Senior Health Education require high quality reading, writing and research skills.

<table>
<thead>
<tr>
<th>Sem</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1   | • Personal Health (Mental Health)  
      • Peer Health (Alcohol Use/Misuse) | • Spoken/Multimodal Presentation (3 – 5 minutes)  
      • Research Report (800 – 1000 words) |
| 2   | • Peer Health (Sun Safety)  
      • Family Health (Family Violence) | • Action Research Project (800 – 1000 words)  
      • Feature Article (exam) (500 – 700 words) |
| 3   | • Community Health (Methamphetamine Use/Misuse)  
      • Community Health (Obesity) | • Feature Article (exam) (600 – 800 words)  
      • Research Report (1000 – 1500 words)  
      • Spoken/Multimodal Presentation (5 – 8 minutes) |
| 4   | • Specific Population Health (Schoolies Participants)  
      • Specific Population Health (Young Motorists) | • Action Research Project (1000 – 1500 words)  
      • Research Report (1000 – 1500 words) |

## PHYSICAL EDUCATION

**Contact**
HOD Health & Physical Education / LOTE

**Future Options**
Further study in human movement related fields: sport development and marketing, sport policy development, sport psychology, coaching, athlete conditioning and management, exercise physiology, biomechanics, personal training, primary and secondary school teaching.

**Description**
Physical Education is organised in a manner where students learn in, through and about physical activity. The areas of study are aligned and integrated. With the merging of ‘practical and theoretical’ units, all students who are motivated and who work hard should produce quality results. The course is divided equally between work inside and outside the classroom. Physical Education therefore involves students in closely integrated written, oral, and physical learning experiences based on the study of selected physical activities. Each term, students will be marked on their physical performances, as well as one other written/oral/multi-modal assessment item. It is expected that students choosing Physical Education will have an underlying interest in sport and fitness as well as showing a competent level of performance in each sport.

<table>
<thead>
<tr>
<th>Sem</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1   | • Motor learning and energy systems  
      • Volleyball and Touch | • Continuous assessment – Touch and Volleyball  
      • Research Assignment (800 – 1000 words)  
      • Extended response exam (90 minutes) |
| 2   | • Figueroa’s Framework and Biomechanics  
      • Netball and Golf (subject to change) | • Continuous assessment – Netball and Golf  
      • Analytical exposition Multi modal presentation (3 – 5 minutes)  
      • Research Assignment (800 – 1000 words) |
| 3   | • Biomechanics and Figueroa’s Framework  
      • Volleyball and Touch | • Continuous assessment – Volleyball and Touch  
      • Analytical exposition Multi modal presentation (5 – 8 minutes)  
      • Extended response exam (90 minutes) |
| 4   | • Exercise Physiology and Figueroa’s Framework  
      • Netball and Golf (subject to change) | • Continuous assessment – Netball and Golf  
      • Research Report (1000 – 1500 words)  
      • Extended response exam (90 minutes) |
**RECREATION**

**Contact**
HOD Health & Physical Education / LOTE

**Future Options**
Further training and employment in recreation related fields such as: Sport Coaching, Sport Officiating, Community Sport, Community Health.

**Description**
For those students who have an interest in the field of recreation but are not aiming to use their results in this subject towards an OP score, we offer this Authority Registered Course. Recreation provides a unique opportunity for students to experience the challenge and fun of active participation in physical activity, while developing life skills, many of which are work oriented. Students in Recreation require a positive attitude towards participation in physical activity. This course runs from an A and B program meaning both years 12 and 11 students will study the same content at the same time rather than the same progression from year 11 to 12.

<table>
<thead>
<tr>
<th>Year</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| **Year A** | • Fitness components and energy systems  
• Key components of a training program  
• Basketball and fitness  
• AFL and fitness. | • Research Report (min 600 words)  
• Integrated unit: Training sessions (min 600 words)  
• Continuous assessment for practical components of the course |
|      | • Event management  
• The Medias involvement in the promotion of physical activity.  
• Futsal and fitness  
• Badminton / Table tennis / Tee Ball | • Integrated unit – Planning an event (min 1000 words)  
• Sociology and Participation – Exam (70 minutes)  
• Continuous assessment for practical components of the course |
| **Year B** | • Diet and nutrition  
• Completing and implementing training programs  
• Cricket and fitness  
• Oz tag and fitness | • Research essay report and diet plan (min 600 words)  
• Integrated task: Training program (min 600 words)  
• Continuous assessment for practical components of the course |
|      | • Coaching Techniques and teams  
• Bronze medallion  
• Indigenous Games and fitness  
• Water polo and fitness | • Integrated task: Coaching Indigenous Games – Evaluation (700 – 800 words)  
• Bronze medallion exam (70 minutes)  
• Continuous assessment for practical components of the course |
This course provides students with a foundation in the discipline of accounting; and promotes the development of numeracy, effective communication skills and logical reasoning processes. Students are provided with opportunities to develop skills in managing financial resources which can be applied at a personal level and in the business environment. People use accounting information to help evaluate performance, to make decisions and to report on the operation of an organisation from both an internal and external perspective. Students benefit from learning how to control their own finances and also those of small businesses. Studies will include a range of theoretical and practical aspects of accounting. The use of computer technology will be an integral part of this subject. Whilst the course is not intended as a pre-requisite for entry into tertiary accounting courses, it does provide an invaluable basis for study at this higher level.

<table>
<thead>
<tr>
<th>Sem</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Core Studies 1</td>
<td>Supervised Practical (90 – 120 minutes)</td>
</tr>
<tr>
<td></td>
<td>Core Studies 2</td>
<td>Supervised Practical and Written (90 – 120 minutes)</td>
</tr>
<tr>
<td>2</td>
<td>Accounting for non-current assets</td>
<td>Supervised, Practical (60 – 90 minutes)</td>
</tr>
<tr>
<td></td>
<td>Accrual Accounting</td>
<td>Supervised Written Short Response, unseen, (50 – 250 words; 30 – 60 minutes)</td>
</tr>
<tr>
<td></td>
<td>Cash Flows</td>
<td>Supervised Practical and Written (90 – 120 minutes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervised Practical (90 – 120 minutes)</td>
</tr>
<tr>
<td>3</td>
<td>Accounting for Cash</td>
<td>Supervised Practical and written (90 – 120 minutes)</td>
</tr>
<tr>
<td></td>
<td>Analysis of Financial Reports (spreadsheet)</td>
<td>Supervised Practical (120 minutes) and Extended Unseen, Written Response (600 – 800 words)</td>
</tr>
<tr>
<td></td>
<td>Integrated Accounting Package</td>
<td>Supervised, Open Book (90 – 120 minutes)</td>
</tr>
<tr>
<td>4</td>
<td>Electronic Business</td>
<td>Unsupervised, Written Extended response (600 – 1000 words) (4 weeks)</td>
</tr>
<tr>
<td></td>
<td>Budgeting (spreadsheet)</td>
<td>Supervised, Practical (90 – 120 minutes)</td>
</tr>
<tr>
<td></td>
<td>Personal Finance and Investing</td>
<td>Unsupervised, Extended response, spoken/multimodal presentation (3 – 5 minutes)</td>
</tr>
</tbody>
</table>
AGRICULTURAL PRACTICES

<table>
<thead>
<tr>
<th>Sem</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>- Animal Identification and health</td>
<td>• Collection of Works: Written component (150 – 250 words); Spoken component (1 – 2 minutes); Performance component</td>
</tr>
<tr>
<td></td>
<td>- Plant Production</td>
<td>• Investigation (Multimodal response 3 – 5 minutes)</td>
</tr>
<tr>
<td>2</td>
<td>- Fencing</td>
<td>• Project: Group work: (written component 400 – 700 words); Performance</td>
</tr>
<tr>
<td></td>
<td>- Tractor Operations</td>
<td>• Exam (150 – 250 word short response, 60 minutes)</td>
</tr>
<tr>
<td>3</td>
<td>- Animal Husbandry</td>
<td>• Project: Group work (written component 400 – 700 words); Performance</td>
</tr>
<tr>
<td></td>
<td>- Paddock to plate</td>
<td>• Investigation (Multimodal response 4 – 7 minutes)</td>
</tr>
<tr>
<td>4</td>
<td>- Plant Production</td>
<td>• Collection of Works (Written component 150 – 250 words); Spoken component (1 – 2 minutes); Performance component</td>
</tr>
<tr>
<td></td>
<td>- Issues of reproduction</td>
<td>• Exam (150 – 250 word short response 60 minutes)</td>
</tr>
</tbody>
</table>

The Agricultural Practices will combine theory and practical components to explore and investigate ideas, systems, issues and practices in agriculture. It lets you experience the agricultural industry through plant, animal and construction areas. Students will also learn how to operate machinery and a range of equipment; perform routine maintenance of machinery and equipment and complete general day to day farming productivity tasks.

This subject contributes towards QCE

QCE Credits
4 Core

Future Options
A course of study in Agricultural Practices can establish a basis for further education and employment in agriculture, aquaculture, food technology, environmental management and agribusiness.
### BUILDING AND CONSTRUCTION SKILLS

<table>
<thead>
<tr>
<th>Contact</th>
<th>HOD Technology</th>
<th>QCE Credits</th>
<th>4 Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Options</td>
<td>Careers in tradespersons eg. Cabinet Maker, Carpenter, French Polisher, Wood Machinist, Welder, Fitter and Turner, Boilermaker, Home Handyperson, etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Description

The course aims to provide students with general knowledge and appreciation of industry practices and construction processes used by building and construction enterprises to create or maintain structures that meet predefined specifications. It will provide students with opportunities to explore, experience and learn knowledge and practical skills required to create, maintain and repair the built environment. The course will be delivered with practical demonstrations and supervised practical experience as well as delivery of associated theory. The practical work will be in wood, metal and possibly some plastics applications, as well as general skills relevant to many industries. Although students will work in workshops for a large proportion of the course, they may also be instructed in the processes and techniques applicable for general maintenance activities around the school. They could participate in concreting, brick/block laying, paving, construction techniques, welding and engineering applications.

#### Sem Unit Description | Assessment
--- | ---
1 | **Introduction to the Building and Construction Industry – Introduction and Safety**  
**Building and construction industry production processes and structure quality**  
- Exam: short answer response (60 – 90minutes)  
- Project (Product & Multimodal non presentation) Product – outdoor pet dwelling; Multimodal – individual digital portfolio of construction plan with annotations (maximum 6 A4 pages)  
|  
2 | **Communication and teamwork on residential building and construction sites**  
- Project (Product & Multimodal – non-presentation) Product – scale replicas; Multimodal – construction plans and procedure, maximum 6 A4 pages  
|  
3 | **Landscaping – outdoor entertainment furniture**  
- Project (Product & Multimodal, non-presentation) Product – outdoor park furniture; Multimodal – individual digital portfolio of construction plan with annotations (maximum 8 A4 pages)  
|  
4 | **Simulated residential building and construction site experience**  
- Project (Product & Multimodal, non-presentation) Product – cubby house; Multimodal – individual digital portfolio of construction plan with sketches and photographs (maximum 8 A4 pages)  
- Practical demonstration – individually demonstrate a range of given skills and procedures  
|
**BUSINESS STUDIES**

**This subject contributes towards**

<table>
<thead>
<tr>
<th>Contact</th>
<th>HOD Technology</th>
</tr>
</thead>
</table>

**QCE Credits**

| 4 Core |

**Future Options**

Assist students to gain entry into further study programs relating to Business, eg. Certificate courses in Business, and office/clerical work.

**Description**

Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts. Business practices and functions bind an organisation together, enable it to operate and connect it to its customers, stakeholders and community. In this course of study, students develop their business knowledge and understanding through applying business practices and business functions in business contexts (e.g. entertainment, mining, retail, rural, travel, events management). Students will analyse business information and will have opportunities to propose and implement outcomes and solutions in business contexts. Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

**Sem** | Unit Description | Assessment |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Human Resource Management</td>
<td>Unsupervised folio of work</td>
</tr>
<tr>
<td></td>
<td>Cash Management</td>
<td>Procedural Application (60 – 80 minutes)</td>
</tr>
<tr>
<td>2</td>
<td>Business &amp; Personal Finance</td>
<td>Project: Financial Application (3 – 4 weeks)</td>
</tr>
<tr>
<td></td>
<td>Career Development</td>
<td>Extended Response Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-written presentation Interview</td>
</tr>
<tr>
<td>3</td>
<td>Business Travel</td>
<td>Unsupervised folio of work</td>
</tr>
<tr>
<td></td>
<td>Sales and Marketing</td>
<td>Short Answer Response (40 – 60 minutes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual project (2 – 3 weeks)</td>
</tr>
<tr>
<td>4</td>
<td>Accounting and Applications</td>
<td>Response to stimulus (40 – 60 minutes)</td>
</tr>
<tr>
<td></td>
<td>Business Venture and Entrepreneurship</td>
<td>Non-written presentation (3 – 4 weeks)</td>
</tr>
</tbody>
</table>

**CERTIFICATE I BUSINESS (BSB10115)**

**This subject contributes towards**

<table>
<thead>
<tr>
<th>Contact</th>
<th>HOD Technology</th>
</tr>
</thead>
</table>

**QCE Credits**

| 2 Preparatory |

**Future Options**

Careers in office, clerical, retail, marketing, events management, book keeping and sales work. Also assist students to gain entry into further study programs relating to Business, e.g. certificate course in Business.

**Description**

This subject offers students the opportunity to undertake tasks within a range of business contexts. The content is structured around nationally endorsed competencies which make up the course BSB10115 Certificate I in Business. The certificate provides students with foundation administration skills for workplace entry or further studies. The entire qualification consists of 6 units of competency. Students need to complete all 6 units, to achieve the Certificate I in Business. Partial completion of the certificate does not attain any QCE points. Units of competency are clustered together each term; as such assessment undertaken will cover multiple competencies. All assessment is competency based.

Provider: Chinchilla State High School; Code: 30060

**Sem** | Unit Description | Assessment |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BSCCM101 Apply basic communication skills</td>
<td>Portfolio Activities</td>
</tr>
<tr>
<td></td>
<td>BSBITU101 Operate a personal computer</td>
<td>Portfolio Activities</td>
</tr>
<tr>
<td></td>
<td>BSBITU102 Develop keyboard skills</td>
<td>Portfolio Activities</td>
</tr>
<tr>
<td>2</td>
<td>BSBITU201 Produce simple word processed documents</td>
<td>Portfolio Activities</td>
</tr>
<tr>
<td></td>
<td>BSBITU202 Create and use spreadsheets</td>
<td>Portfolio Activities</td>
</tr>
<tr>
<td></td>
<td>BSBWHS201 Contribute to health and safety of self and others</td>
<td>Portfolio Activities</td>
</tr>
</tbody>
</table>
CERTIFICATE II ENGINEERING PATHWAYS (MEM20413)

**Contact**
HOD Technology

**QCE Credits**
4 Core

**Future Options**
Careers as Fitter and Machinist, Plumber, Diesel Fitter, Motor Mechanic, Maintenance Fitter, Aircraft Fitter and Aircraft Mechanic.

**Description**
This subject offers students the opportunity to undertake a range of tasks within the context of the various sectors of the engineering industry. The content is structured around nationally endorsed competencies which make up the course. The competency units are derived from the Metal and Engineering Training Package, some of which are studied by apprentices and trainees who are in the first year of their career. The entire qualification consists of 12 units of competency. Students need to complete all 12 units, to achieve the Certificate II in Engineering Pathways. **This course is offered through a VETiS fee free program. Students are only eligible to undertake one VETiS free course whilst at school.**

Provider: Blue Dog Training Pty Ltd; Code: 31193

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM13014A</td>
<td>Apply principles of occupational health and safety in the work environment</td>
<td>Students will complete one theory booklet per unit. This will consist of short response questions and answers.</td>
</tr>
<tr>
<td>MEMPE005A</td>
<td>Develop a career plan for the engineering and manufacturing industry</td>
<td>Students will additionally be assessed on their ability to complete practical tasks required of each unit. An example of some products student may get to create include; toolbox, G Clamp, F Clamp, BBQ.</td>
</tr>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
<td></td>
</tr>
<tr>
<td>MEM16008A</td>
<td>Interact with computing technology</td>
<td></td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
<td></td>
</tr>
<tr>
<td>MEMPE006A</td>
<td>Undertake a basic engineering project</td>
<td></td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools/hand held operations</td>
<td></td>
</tr>
<tr>
<td>MEMPE001A</td>
<td>Use engineering workshop machines</td>
<td></td>
</tr>
<tr>
<td>MEMPE003A</td>
<td>Use oxy-acetylene and soldering equipment</td>
<td></td>
</tr>
<tr>
<td>MSAPMSUP106A</td>
<td>Work in a team</td>
<td></td>
</tr>
<tr>
<td>MEM16006A</td>
<td>Organise and communicate information</td>
<td></td>
</tr>
<tr>
<td>MEMPE002A</td>
<td>Use electric welding machines</td>
<td></td>
</tr>
</tbody>
</table>

CERTIFICATE I INFORMATION, DIGITAL MEDIA AND TECHNOLOGY (ICT10115)

**Contact**
HOD Technology

**QCE Credits**
2 Preparatory

**Future Options**
All Careers, Basic Computer Employability skills

**Description**
This subject offers students the opportunity to undertake a range of basic computer tasks. The content is structured around nationally endorsed competencies which make up the course ICT10115 Certificate I in IDMT (Information, Digital Media and Technology). The certificate provides students with foundation computer skills for workplace entry. The entire qualification consists of 6 units of competency. Students need to complete all 6 units, to achieve the Certificate I in IDMT. Partial completion of the certificate does not attain any QCE points. Units of competency are clustered together each term; as such assessment undertaken will cover multiple competencies. All assessment is competency based.

Provider: Chinchilla State High School; Code: 30060

<table>
<thead>
<tr>
<th>Sem</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Use digital devices</td>
<td>Portfolio Activities</td>
</tr>
<tr>
<td></td>
<td>• Operate spreadsheet applications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Operate presentation packages</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>• Operate a personal computer</td>
<td>Portfolio Activities</td>
</tr>
<tr>
<td></td>
<td>• Operate word processing applications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use, communicate and search securely on the internet</td>
<td></td>
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</tbody>
</table>
# Certificate II in Tourism (SIT20116)

This subject contributes towards QCE Credits 4 Core

<table>
<thead>
<tr>
<th>Contact</th>
<th>HOD Technology</th>
</tr>
</thead>
</table>

## Future Options

This qualification provides a pathway to work in many tourism and travel industry sectors and for a diverse range of employers including travel agencies, tour wholesalers, tour operators, attractions, cultural and heritage sites, and any small tourism business.

## Description

The Certificate II in Tourism qualification reflects the role of individuals who have a defined and limited range of tourism operational skills and basic industry knowledge. Possible job titles include, documentation clerk for a tour wholesaler or travel agency; museum attendant; office assistant for a tour operator; receptionist and office assistant for a professional conference organiser or event management business; receptionist and office assistant in a travel agency; retail sales assistant in an attraction; or ride attendant in an attraction. **This course is funded by the Queensland Government through VET in Schools (VETiS) initiative. Students are only eligible to undertake one VETiS free course whilst at school.**

Delivery and assessment by CQUniversity (RTO number: 40939 www.cqu.edu.au)

## Unit Code

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Source and use information on the tourism and travel industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITTIND001</td>
<td>Source and use information on the tourism and travel industry</td>
</tr>
<tr>
<td>SITXCCS003</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>SITXCOM002</td>
<td>Show social and cultural sensitivity</td>
</tr>
<tr>
<td>SITXWH001</td>
<td>Participate in safe work practices</td>
</tr>
<tr>
<td>BSBCCM201</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITHFAB002</td>
<td>Provide responsible service of alcohol</td>
</tr>
<tr>
<td>SITTTSL002</td>
<td>Access and interpret product information</td>
</tr>
<tr>
<td>SITTTSL005</td>
<td>Sell tourism products and services</td>
</tr>
<tr>
<td>SITXCCS002</td>
<td>Provide visitor information</td>
</tr>
<tr>
<td>SITXCOM001</td>
<td>Source and present information</td>
</tr>
</tbody>
</table>

## Assessment

- This is an online course with the majority of the assessment online.
- Some work placement may be required.
# EARLY CHILDHOOD STUDIES

<table>
<thead>
<tr>
<th>Contact</th>
<th>HOD Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Options</td>
<td>University courses and TAFE certificates in Health, Community Services including Childcare and Education.</td>
</tr>
</tbody>
</table>

**This subject contributes towards**  
**QCE**

**Description**  
Early Childhood Studies focuses on learning about children aged from birth to five years. The early years significantly influence an individual’s accomplishments in family, school, and community life. Through knowing and understanding how children grow, develop and learn, you will be able to interact effectively with children and positively influence their development into confident, independent and caring adults. You will engage in activity-based tasks that allow you to understand how children grow, develop and learn. You will have opportunities to observe and interact with children, and to implement two play-based learning activities in each year of a course of study. Your interactions with children may occur through excursions and visits to quality early childhood settings, in locations such as childcare centres, playgrounds, playgroups, kindergartens, and community welfare organisations. Viewing multimedia, and inviting local families/carers with children, and early childhood education and care professionals to visit the school will also be an important facet of your learning.

<table>
<thead>
<tr>
<th>Sem</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1   | • Planning Play Activities  
     • Sun Safe Play | • Written (400 – 700 words) and performance (implement activity)  
     • Written (500 – 800 words) |
| 2   | • Read and Count  
     • Play and Learn | • Exam (60 – 90minutes)  
     • Written (400 – 700 words) and performance (implement activity) |
| 3   | • Early Years  
     • Grow and Play | • Exam (60 – 90minutes)  
     • Written (500 – 900 words) and performance (implement activity) |
| 4   | • The Healthy Child  
     • Nature V Nurture | • Written (500 – 900) and performance (implement activity)  
     • Written (800 – 1000 words) |

# GRAPHICS

<table>
<thead>
<tr>
<th>Contact</th>
<th>HOD Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Options</td>
<td>Further studies in Engineering, Architecture, Surveying, Commercial Art, Interior Decoration, Sign Writing, Graphic Design, Advertising, Marketing and Trade areas.</td>
</tr>
</tbody>
</table>

**This subject contributes towards**  
**OP, QCE**

**Description**  
Graphics is about solving design problems graphically and presenting graphical products. You will use a design process to identify and explore the design needs or opportunities of target audiences; research, generate and develop ideas; and produce and evaluate graphical solutions. You will solve graphical problems in at least two of three design areas: industrial design, graphic design and built environment (architecture, landscape architecture and interior design). Graphics contributes to your understanding and proficient use of technologies. It develops communication, analytical and problem-solving skills.

<table>
<thead>
<tr>
<th>Sem</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1   | • Graphic Design 1  
     • Built Environment Design 1 | • Design brief (400 – 800 words)  
     • Design appraisal (max. 400 words)  
     • Design brief (300 – 600 words)  
     • Design appraisal (max 300 words) |
| 2   | • Built Environment Design  
     • Built Environment Design 2 | • Extended Response Test (90 minutes)  
     • Design brief (400 – 800 words)  
     • Design appraisal (max 400 words) |
| 3   | • Graphic Design 2 | • Design brief (400 – 800 words)  
     • Design appraisal (max 400 words) |
| 4   | • Built Environment Design 3 | • Design brief (300 – 600 words)  
     • Design appraisal (max 300 words) |
### HOSPITALITY PRACTICES

<table>
<thead>
<tr>
<th>Contact</th>
<th>This subject contributes towards</th>
<th>QCE Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOD Technology</td>
<td>QCE</td>
<td>4 Core</td>
</tr>
</tbody>
</table>

### Future Options

### Description
The Hospitality Studies course will be taught as a predominantly practical subject, but will also have a theoretical aspect. The program of study assists students to develop the knowledge and skills essential for effective participation in the workforce in general and the hospitality industry. In particular, a responsible attitude toward the safety, health and wellbeing of self and others in work-related situations. The course will develop student's ability to communicate effectively using hospitality-related language accurately and appropriately in both written and oral formats; the skills associated with team work, cooperative planning, problem solving and decision making. It will also develop an understanding of cultural and social justice diversity as related to the hospitality industry. Student's awareness of ethical and responsible attitudes in the work environment will also be developed.

<table>
<thead>
<tr>
<th>Sem</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1    | Hospitality at work – themed function | • Exam (60 – 90 minutes)  
• Written (400 – 700 words) and performance event: morning tea function (food and beverage) |
| 2    | Celebrations                          | • Written (500 – 800 words)  
• Written (400 – 700 words) and performance event |
| 3    | Casual dining – Hospitality trends    | • Written (500 – 900 words) and performance event: staff takeaway lunch (food and beverage)  
• Exam (60 – 90 minutes) |
| 4    | Coffee Culture                        | • Written (500 – 900 words) and performance event: coffee shop (hot and cold beverages)  
• Written (600 – 1000 words) |
## INDUSTRIAL TECHNOLOGY STUDIES

**Contact**
HOD Technology

**Future Options**
Careers in tradespersons e.g. Cabinet Maker, Carpenter, French Polisher, Wood Machinist, Welder, Fitter and Turner, Boilermaker, Home Handyperson, etc.

### Description
The course aims to provide students with general knowledge and an appreciation of materials, equipment, processes and procedures that can be built upon to keep pace with changing technologies. It will also equip students with broadly based practical skills, which will be easily transferred to other technical situations. The course will be delivered with practical demonstrations and supervised practical experience as well as delivery of associated theory. The practical work will be in wood, metal and possibly some plastics applications, as well as general skills relevant to many industries. Although students will work in workshops for a large proportion of the course, they may also be instructed in the processes and techniques applicable for general maintenance activities around the school. They could participate in concreting, brick/block laying, paving, construction techniques, welding and engineering applications.

<table>
<thead>
<tr>
<th>Sem</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1   | • Course Orientation and WPH&S  
• Project, e.g. Carry-All | • Exam short answer response (60 minutes)  
• Practical demonstration (product) |
| 2   | • Concreting  
• Project Picnic Table | • Project: Product and Multimodal non-presentation – project planning (max 6 A4 pages)  
• Project: Product and Multimodal non-presentation, drawings and procedure (max 6 A4 pages) |
| 3   | • Computer Assisted Drafting e.g. Sash Cramp  
• Project e.g. Sash Cramp | • Practical demonstration (Using CAD to produce working drawings of a fabricated project e.g Sash Cramp)  
• Project: Product and Multimodal non-presentation, documented procedure including photos and sketches (max 8 A4 pages) |
| 4   | • Practical demonstration e.g. Saw Horse  
• Project e.g. CAD/CAM | • Practical demonstration, read plans and construct a product. E.g. saw horse using a variety of hand and power tools  
• Project: Product of choice & Multimodal non-presentation, written report on the use of CAD/CAM in Industry (max 8 A4 pages) |

## INFORMATION AND COMMUNICATIONS TECHNOLOGY

**Contact**
HOD Technology

**Future Options**
Careers in multimedia and web design, computer support, business and office careers, retail, self-employment.

### Description
Information & Communications Technology Studies is concerned with using computers and digital technology to provide practical solutions to real life or simulated real life problems. As most facets of modern life incorporate technology, this is a valuable subject for students to develop the confidence to adapt and make the most of this constantly changing world. The subject’s approach promotes confident, competent and self-motivated users, and consumers of a wide range of software and hardware. Students should also be able to be responsible users of ICTs, and be aware of the social, environmental and legal impacts of their actions. By using a task-oriented approach, emphasis is placed on using ICTs to solve problems or complete tasks to not only develop their abilities, but also to experience the fun and enjoyment of using technology.

<table>
<thead>
<tr>
<th>Sem</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1   | • Graphic Design 1 – Branding and corporate identity  
• News Story | • Multimodal (2 – 4 minutes) and product (designed items)  
• Written (500 – 800 words) |
| 2   | • Digital Imaging - Manipulation of digital images and photomontage  
• Animation 1 – Animate a story | • Spoken (11½ – 3½ minutes and product)  
• Written (500 – 900 words and product) |
| 3   | • Graphic Design 2 – website development  
• Documentaries – Short documentary | • Multimodal (3 – 4 minutes and product)  
• Written (400 – 700 words and product) |
| 4   | • Graphic Design 3 - Magazines  
• Animation 2 – Game development | • Spoken (2½ – 3½ minutes and product)  
• Written (600 – 1000 words) |
# TECHNOLOGY STUDIES

**Contact**
HOD Technology

**Future Options**
University courses in Engineering, Surveying, Architecture, Electrical and Technical Studies, Technology Education.

**Description**
Technology Studies is a course of study which investigates the nature and functions of available resources through the application of inquiry, design and problem-solving methodologies. It requires students to identify and understand a problem or need, select appropriate resources and strategies that may solve a problem, implement a plan and evaluate the outcomes. Students are encouraged to be active participants in invention and innovation. They are exposed to a range of intellectual challenges whilst developing practical skills associated with hand and power tools, machinery and equipment.

<table>
<thead>
<tr>
<th>Sem</th>
<th>Unit Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1   | - Introduction to design, concepts and sketching
     - Flat pack furniture (wood)
     - Plastics | - Folio (7 weeks, 1000 words)
     - Report (2 weeks, 800 words) |
| 2   | - Clock (plastics)
     - Hook and hold (metal project) | - Multimodal pitch (3 – 5 minutes, 800 word folio)
     - Folio (9 weeks, 1000 words)
     - Report (2 weeks, 800 words) |
| 3   | - Designing for community | - Design folio (16 weeks, 1500 words)
     - Report (2 weeks, 800 words) |
| 4   | - Individual choice | - Design folio (12 weeks, 1500 words) |
The Arts

Dance

This subject contributes towards OP, QCE

Contact
HOD The Arts

Future Options
Careers and university courses in Professional Dancer/ Performer, Choreographer, Teacher, Entertainment and Media industries, Arts Administration, Stage Engineers, Art Critics.

Description
Dance is a language of movement where the potential of the body as an instrument of communication is realised. Dance encourages the holistic involvement of the individual. It engages the mind, body and spirit and provides opportunities for the development of physical, expressive, “critical, imaginative, appreciative and perceptive abilities” (Bannon & Sanderson, 2000). As students explore movement, responding to and making judgments about their experiences, they develop their physical and sensory awareness and strengthen their personal aesthetic. Exploring differing contexts, genres and styles fosters a critical awareness of the aesthetic values of others, within and across cultures, and social groups. In contemporary society, dance exists in many forms, fulfilling ritual, cultural, social and entertainment purposes. Dance in Australia is a growing art form that reflects the increasing diversity of Australian society.

Sem | Unit Description | Assessment
--- | --- | ---
1 | Dirty Pop – Explore funk, jazz, hip hop, pop & other suitable popular dance styles. Study the social, cultural & historical significance of popular dance & the choreographic devices suitable. | • Performance (1 – 3 minutes)
• Appreciation Task (600 – 1000 words)
• Choreography Task (1 – 3 minutes)

2 | iDance – Explore the fusion of dance & technology, choreographers who incorporate technology, dances made specifically for film & the effects on technology and dance in the future. Dancers with a Cause – Explore choreographers who have made/make political or social commentary, who use Social dance in Contemporary dance and the function of social dance. | • Appreciation Task (600 – 1000 words)
• Choreography Task (1 – 2 minutes)
• Performance Task (1 – 2 minutes)

3 | Contemporary Language – Develop an understanding of the elements of contemporary and early contemporary choreographers and techniques. Communication Through Contemporary – Develop ability to analyse contemporary performance and create meaningful contemporary performances to convey students chosen theme. | • Appreciation Task (800 – 1200 words)
• Performance Task (2 – 4 minutes)

4 | All That Jazz – Explore Tap, Jazz & other suitable musical theatre styles. Study social, cultural & historical significance of Musical Theatre & performance skills Pop it, Lock it – Study the historical development & cultural importance of social dance styles and how they reflect the culture of the time | • Performance Task (2 – 4 minutes)
• Choreography Task (2 – 4 minutes)
• Choice of choreography or performance or appreciation task.
# DRAMA

**This subject contributes towards**

<table>
<thead>
<tr>
<th>Contact</th>
<th>HOD The Arts</th>
</tr>
</thead>
</table>

**Future Options**

University courses in Acting, Set Design, production or scriptwriting, Education, Arts Administration, Film and Television Industries, Media, Advertising, Law, Diplomatic Service, Travel, Journalism, Public Relations.

**Description**

Drama explores dramatic forms and styles, and the ways they are used to express and communicate human experience in different cultures, times and places. Students will use and develop creativity, thinking skills and technical understandings about drama to imagine and explore behaviour, relationships, emotions and beliefs in different situations and contexts. Drama has three important aspects: creating drama, presenting drama as an actor, and critiquing drama performances. Students will use the knowledge, understanding and skills they have learnt to: create drama in different forms and styles to communicate ideas; present drama performances to live audiences; critique performances by professional companies.

<table>
<thead>
<tr>
<th>Sem</th>
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</tr>
</thead>
</table>
| 1   | **Words Right Out of my Mouth:** Students will develop an understanding of the dramatic languages through Process Drama, Realism and Verbatim Theatre. Students will present and respond to Drama that challenges audiences in the personal and sociological context. | • Practical Performance (3 minutes)  
• Written Monologue (1000 words)  
• Live Theatre Critique (1000 words) |
| 2   | **Get Back!** Students will develop an understanding of the dramatic conventions of either Elizabethan or Greek Theatre when responding to recorded live performance in the historical and dramatic contexts. | • Live Theatre Critique (1000 words)  
• Directing a published playscript (6 minutes)  
• Student Devised Performance |
| 3   | **The Meaning of Life and Lets Get Physical:** Students will work predominately in the philosophical context as they explore the theories and style that underpins Theatre of the Absurd. Students will also explore Physical Theatre. | • Live Theatre Critique (1200 words)  
• Practical Performance (5 minutes)  
• Devising a Concept Performance |
| 4   | **Float Away and If I Could Change the World:** When working in the dramatic context, students will respond to live theatre that empowers, educates or entertains audiences. In this unit, students will work across the political, historical and technological contexts to form and present Epic style. | • Live Theatre Critique (1200 words)  
• Scriptwriting (1200 words)  
• Practical Performance (5 minutes) |
## Description

Music helps students understand and heighten the enjoyment of the arts in their lives and the music heritage of a range of cultures. Students will; **Compose**: Combine musical elements to create music or arrange pre-existing music. Students will have the option to notate their composition or to record their composition; **Perform**: Students will play, sing or conduct music, demonstrating an understanding of the relationship between musical sounds, context, genre, style, performer and the audience; **Musicology**: Students will study music in its 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 synthesise and express a music viewpoint and enhance musicianship in Composition and Performance.

<table>
<thead>
<tr>
<th>Sem</th>
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</tr>
</thead>
</table>
| 1   | **Music of the People**: Students will develop musicianship through a range of styles and genres, with a focus on music that is widely considered as “Nationalistic”, “Programme” or “Folk” in addition to the music of other cultures. **Film Music**: Students will watch, listen to and analyses a variety of repertoire to explore Film music techniques, styles and conventions. | Examination (1.5 hours)  
Composition (minimum 16 bars or 30 seconds). Write a piece to suit a film.  
Performance (approximately 3 mins) Own choice, from a film score. |
| 2   | **Allemande to Hip Hop**: Students investigate the development of different dance music. **Music of the Theatre**: Students will investigate the use of musical elements and compositional devices that produce the genre of musical theatre. | Examination (1.5 hours)  
Composition: Write a composition in the style of a dance. (minimum 16 bars or 30 seconds)  
Extended Written Response (600 – 800 words)  
Performance: Own choice, musical theatre piece (approximately 3 mins). |
| 3   | **All that Jazz**: Students will study jazz styles, as well as important performers, composers and arrangers in each style; and the characteristics of each of these styles. **The Bold and the Beautiful**: Students will explore pieces that are frequently performed, widely admired and portray innovation or major change. | Examination (1.5 hours)  
Performance: Own choice, folk song or traditional piece (approximately 3 mins)  
Composition: Write a piece in a jazz style. (minimum 32 bars or 1 minute).  
Performance: Own choice, from a film score (approximately 3 mins) |
| 4   | **Rock Music**: Students investigate the development of different rock styles. **Making a Musical Statement**: Students will explore an area of music of particular interest. | Examination (1.5 hours)  
Composition: Write music in a rock style. (minimum 32 bars or 1 minute)  
Extended Written Response (800 – 1200 words)  
Own Choice – Composition, Performance or Extended Written Response. |
**VISUAL ART**

**This subject contributes towards**  
OP, QCE

<table>
<thead>
<tr>
<th>Contact</th>
<th>Future Options</th>
</tr>
</thead>
</table>

**Description**

Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and how to "read" is fundamental to becoming a critical consumer and/or producer of artworks. Visual Art explores creative solutions to complex design problems, think divergently and use higher order learning skills to articulate an informed and individualised aesthetic (style/expression). At a time when creativity is sought by industry, Visual Art significantly contributes to the design and manufacture of images and objects needed for living. Artists, designers and craftspeople reflect identity and document culture through persuasive and inventive ideas.

<table>
<thead>
<tr>
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</thead>
</table>
| 1   | **Boxed-In** – Explore a symbolic use of ordinary everyday objects and create an experimental folio of numerous art works inspired from: Confinement, flotsam and jetsam, collections, interior, heirloom and personal effects. | • Critique (600 – 800 words Appraising Task)  
• Experimental Folio of Works Students respond with some experiments  
• Experimental Folio of Works Students respond with multiple experiments |
| 2   | **A Sense of Place** – Communicate intended meanings, exploring where we live. Works are presented in a BODY OF WORK and are inspired by: Natural/urban environment, society, site specific, mindscape & dreamscape, state of mind and human interaction. | • Body of Work: Students respond with multiple pathways and resolved works  
• Critique: Appraising Task word Transcript, Webpage with Podcast (800 – 1000 words) |
| 3   | **The Navigator** – Students determine their own focus, exploring the nature and meaning of their own personal journeys. Students present their BODY OF WORK through Introspection/ reflection or self or regret/ rejoice or spirituality/ beliefs or attitudes/ values. | • Body of Work Students respond with multiple pathways and resolved works  
• Essay: Appraising Task based on artists personal journey (800 – 1200 words) |
| 4   | **Sensory** – Students determine their own focus, exploring the nature and meaning of sensory perception. Students present their BODY OF WORK through exploration of the nature of one of: light or time or sound or touch or perception/ mood or space. | • Body of Work Students respond with multiple pathways and resolved works  
• Teacher/ Student Negotiated Body of Work or Essay (1200 words) |

**Personal Extension** – Students resolve another making or appraising work that contributes to The Navigator or Sensory.
### VISUAL ARTS IN PRACTICE

<table>
<thead>
<tr>
<th>Contact</th>
<th>HOD Arts</th>
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<tbody>
<tr>
<td>Future Options</td>
<td>A course of study in Visual Arts in Practice can establish a basis for further education and employment in the fields of design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.</td>
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<tr>
<td>Description</td>
<td>In Visual Arts in Practice you will learn through making artworks, exploring mediums, techniques and technologies. You will create communications that convey meaning to particular audiences. You will critique your work and the work of others. You will examine the contexts and purposes in which visual artworks are made and displayed and use that information to develop a fuller aesthetic understanding.</td>
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<thead>
<tr>
<th>Sem</th>
<th>Unit Description</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Logo Design</strong>: Students work collaboratively and individually to design logos that meet a client’s brief. Designs will be created through the medium of screen printing.</td>
<td>• Product – A3 screen printed logo</td>
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<td><strong>Under the Sun, in the Rain</strong>: Students research public sculptures and work collaboratively to organise an exhibition with a specific theme. Students will then create a sculpture that interprets this theme.</td>
<td>• Project – Students interpret an exhibition theme and create a sculpture</td>
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<td>• Artist Statement (400 words)</td>
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<td>2</td>
<td><strong>Street Art</strong>: Students develop an understanding of street art. Students individually pitch ideas to their peers for a street art mural that sends a message to teenagers. The medium of lino printing will also be explored.</td>
<td>• Project – PowerPoint presentation (2-4 minutes)</td>
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<td><strong>Exploring Photography</strong>: This unit explores the medium of photography and its ability to capture a moment in time. Students learn how to use basic Photoshop techniques in order to manipulate photos.</td>
<td>• Lino print</td>
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<td>• Product – Folio of photographs</td>
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<td>3</td>
<td>** Marketable art**: This unit explores the world of art and business. Students identify a client and use design process to develop a range of design products to market a community festival aimed at a specific target audience.</td>
<td>• Project – Business card, flyer/poster</td>
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<td><strong>Scape</strong>: Students focus on developing knowledge and skills in wet and dry media on a range of surfaces. Students explore the concept of contrasting environments (e.g. rural/urban) and use visual literacies to make meaning in the form of visual artworks and reflect the context in which they are created.</td>
<td>• Oral presentation (2.5 – 3.5 minutes)</td>
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<td>• Product- Resolved artwork any medium</td>
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<td>4</td>
<td><strong>Belonging</strong>: In this unit, students explore the concept of identity and belonging in the creation of a folio of photographs. The local area, icons, people, places, events will be the focus of these images with the aim of producing a photo for a local exhibition entitled ‘Belonging’.</td>
<td>• Project – folio of photographs</td>
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<td><strong>Assemblage Sculpture</strong>: This unit explores the concept of consumerism and artists who work with found objects to communicate a message about our disposable society. Students will design and construct an assemblage sculpture after collecting materials from community recycling outlets.</td>
<td>• Digital catalogue with artist statement and photo evaluations</td>
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<tr>
<td></td>
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<td>• Product – assemblage sculpture</td>
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</tbody>
</table>
Students who have a disability often require additional educational support needs. In E Block at Chinchilla State High School, we offer a range of learning options and support for students, which are highly individualised. The department of Education, Training and Employment adheres to the definition of a disability as outlined in the Disability Discrimination Act.

This legislation defines disability, in relation to a person, as:

- Total or partial loss of the person’s bodily or mental functions; or
- Total or partial loss of a part of the body; or
- The presence in the body of organisms causing disease or illness; or
- The presence in the body of organisms capable of causing disease or illness; or
- A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- A disorder, illness or disease that affects a person’s thought processes, perception of reality emotions or judgement or that results in disturbed behaviour.

All students covered under the DDA, are supported through a range of provisions at Chinchilla State High School including specialists (Occupational Therapists, Physiotherapist, Speech Language Pathologist), learning support staff, personal health support, behaviour and guidance support. Some students who have significant educational support needs meet the eligibility criteria for additional resource through the Departments’ Education Adjustment Program (EAP). These additional resources assist classroom and specialist teaching staff to deliver high quality educational programs that are designed to meet the individual program needs of students within an inclusive school setting. These resources are allocated to the school, not individual students.

If you would like to know further information or would like to discuss/plan individual programs, please contact Mrs Laura Higgins, Acting Head of Special Education Services.
How can you keep up to date?

- **School Website**: [www.chinchilshs.eq.edu.au](http://www.chinchilshs.eq.edu.au)
- **QSchools App** (download from App store or Google Play)
- **School Newsletter** sent home fortnightly with students
- **Junior Secondary Email List** (contact Miss Samantha Taylor)
- Contact class teachers by phone or email
- Contact administration: admin@chinchilshs.eq.edu.au
- Contact absence officer: absent@chinchilshs.eq.edu.au