Senior Phase Handbook

2016 - 2017
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Dear Student,

You are about to embark on a very significant and important part of your education. The Senior phase of learning (Year 10, 11 and 12) will provide you with the platform from which you will leave the school learning environment and move on to either your first full time job, further training, tertiary education or a combination of these. As such it is critical that you make the most of the next two years. Research indicates that a balanced course of study in which you focus on subjects which you are good at and enjoy as well as including essential skill development in numeracy and literacy will help you to make a successful transition post year 12.

Today more than ever the focus in the senior years of study is to develop lifelong learning skills and attributes. It is highly likely that you will encounter numerous professions throughout the course of your life, many of which have not yet even been invented! This emphasises the importance of developing positive learning habits which you will be able to draw on in years to come as you are faced with new challenges in the ever changing work environment.

Whichever vocation you choose for your future the importance of formal qualifications cannot be underestimated. Whether this be through a university degree, TAFE certificate or qualifications offered through private providers in the 21st century, employees demand qualifications as much as work ethic, commitment and on the job skills.

As you work through the next 3 years of your senior education the school’s belief philosophy of Learn, Respect and Be Safe will closely support your transition to the next phase of your life post school. While we will support you through this time your input will become more and more critical as you get closer to the completion of your 12 years of schooling. We will endeavour to equip you with the skills and attributes needed to leave us here and to be a successful and productive member of society.

Think carefully about your subject choices and make the most of the next 3 years!

Frank Greene
Principal
Year 10

OVERVIEW OF SUBJECTS

Core Subjects

<table>
<thead>
<tr>
<th>AREA OF STUDY</th>
<th>AUTHORITY SUBJECTS</th>
<th>AUTHORITY-REGISTERED SUBJECTS AND CERTIFICATE COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication &amp; Language</td>
<td>English, Japanese</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics, Mathematics Extension</td>
<td>Pre Vocational Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Science, Science Extension</td>
<td>Science in Practice</td>
</tr>
<tr>
<td>Social Science</td>
<td>Ancient History, SOSE</td>
<td>Social and Community Studies</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Commerce</th>
<th>Business</th>
<th>Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative &amp; Performing Arts</td>
<td>Drama, Music, Visual Art, Media</td>
<td></td>
</tr>
<tr>
<td>Practical Arts</td>
<td>Home Economics, Graphics, Manual Arts</td>
<td></td>
</tr>
<tr>
<td>Sport &amp; Recreation</td>
<td>Health &amp; Physical Education (HPE), Basketball Extension</td>
<td>Recreation Studies</td>
</tr>
<tr>
<td>Information &amp; Communication Technology</td>
<td>Information Processing and Technology, Information Communication and Technology</td>
<td>Information Technology</td>
</tr>
</tbody>
</table>
## Years 11 & 12

### OVERVIEW OF SUBJECTS

<table>
<thead>
<tr>
<th>AREA OF STUDY</th>
<th>AUTHORITY SUBJECTS</th>
<th>AUTHORITY-REGISTERED SUBJECTS AND CERTIFICATE COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication &amp; Language</td>
<td>English, Japanese</td>
<td>English Communication</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics A, Mathematics B, Mathematics C</td>
<td>Pre Vocational Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Biology, Chemistry, Physics, Aerospace Studies</td>
<td>Science in Practice</td>
</tr>
<tr>
<td>Social Science</td>
<td>Geography, Legal Studies, Modern History, Aboriginal &amp; Torres Strait Islander Studies</td>
<td>Social and Community Studies</td>
</tr>
<tr>
<td>Creative &amp; Performing Arts</td>
<td>Drama, Music, Visual Art</td>
<td>Visual Art Studies</td>
</tr>
<tr>
<td>Technology</td>
<td>Graphics, Business Communication &amp; Technologies, Information Processing and Technology</td>
<td>Information Communication Technology, Early Childhood</td>
</tr>
<tr>
<td>Sport &amp; Recreation</td>
<td>Physical Education</td>
<td>Recreation Studies</td>
</tr>
<tr>
<td>Information &amp; Communication Technology</td>
<td></td>
<td>VET/SAS</td>
</tr>
<tr>
<td>Vocational Education (VET)</td>
<td></td>
<td>Workplace Practices*, Hospitality*, Furnishing*</td>
</tr>
</tbody>
</table>

*These subjects incorporate nationally recognised vocational training.*
GENERAL INFORMATION

SUBJECT OFFERINGS
The subjects set out in this booklet are offered subject to sufficient enrolments. Where too few students enrol for a subject in Year 11 that subject will not be offered.

CHANGE OF SUBJECT
During the first 3 weeks of each semester, students may apply for a subject change. Changes will be approved if there is a sound educational reason for change. Application forms are available from the Reef Curriculum Advisor, who will also consult with subject teachers and parents before any change is permitted.

COST
Townsville State High School operates a Textbook Hire and Resource Scheme. The fee, payable at the beginning of the school year covers textbooks and resources required during the year. Stationery (pens, pencils, writing pads etc.) remain the responsibility of the student to provide.

SPECIAL SUBJECT CHARGES
Students will receive advice at the end of the current school year as to the charges that will apply for the following year.

ATTENDANCE REQUIREMENTS
Senior Schooling at Townsville State High School is a full-time occupation. It is your workplace for Years 10, 11 & 12. If Senior Schooling is to prepare you for the world of work and its standards, the school has an obligation to apply these same standards in your senior years. The school is required to submit attendance reports to Centrelink each term for students who claim Youth Allowance payments. The school adheres rigidly to Youth Allowance regulations.

STUDENT SUPPORT SERVICES
Townsville State High School has a number of support staff available, including the Guidance Officer, Community Education Counsellor, School Nurse, School Based Police Officer, Youth Support Coordinator, Chaplain and Behaviour Management Teacher. Students can self-refer by presenting to Support Services in A10 or may be referred by a parent or staff member by contacting the relevant support staff person through the office on 47218777.

ASSESSMENT
Students must comply with the requirements of each subject as laid down in the assessment statement for that subject. The school assignment policy will apply. The policy has been developed to be fair to all students and to ensure that students meet their obligations regarding completion of a course of study. Continuous school based assessment requires students to prioritise tasks and manage their time effectively in order to submit tasks on the due date.

STUDY
Being able to manage your time is a key study skill. As a general guide, students should program a minimum of 5 blocks of at least 3 hours duration to study at home every week. Many students do considerably more than this. Only you can do your own learning. No one else can learn for you.
COURSES OF STUDY – YEAR 10

- Maths
- English
- Science

• Pathways(short Course in Career Development and Cert I in IT)
• Studies of Society and Environment (Geog/Hist/Econ/Civic)
• 2 Electives

COURSES OF STUDY – YEARS 11 AND 12

- All students in year 11 at Townsville State High School enrol in 6 subjects in each of the four semesters which make up Years 11 and 12. Students must choose English & Maths and then 4 additional electives.

Eligibility for Tertiary Entrance Score or Overall Position (OP)

An OP is necessary for standard entry into most degree, diploma and advanced diploma courses at Queensland universities or colleges.

To be eligible for an OP, the student must successfully study at least 5 Authority subjects in Year 11 and 12. Three (3) Authority subjects must be studied successfully continuously over 4 semesters. Possible courses of study are:

(1) 6 Authority subjects OR
(2) 5 Authority subjects and one Authority-registered subject or Certificate course.

Pre-requisites exist for OP pathways. Refer to subject area specific pages for these pre-requisites.

Eligibility for Tertiary Entrance not required

Students may choose a course containing any number of Authority, Authority-registered subjects or Certificate courses to give a total of 6 subjects being studied in each semester.

TYPES OF SUBJECTS

AUTHORITY SUBJECTS are those which follow a Queensland Curriculum & Assessment Authority (QCAA) syllabus. The school Work Program for this type of subject has been accredited by the QCAA and results are moderated and supervised by QCAA panels for each subject.

Authority subjects are the ones considered in compiling a student's Overall Position (OP) which is the score used to determine tertiary entrance. Twenty semester units of Authority subjects are required to be awarded an OP, ie. 5 subjects x 4 semesters.

Examples of Authority subjects are English, Biology and Graphics and are documented on the subject pages.

AUTHORITY-REGISTERED SUBJECTS tend to place more emphasis on practical skills and knowledge. They develop specific skills relevant to employment and may serve as a useful introduction to many TAFE courses. The Study Plan is accredited by the QCAA.

Examples of Authority-registered subjects are English Communication, Early Childhood Studies and Visual Art Studies, and are noted on the subject pages.

CERTIFICATE COURSES are Vocational Education and Training (VET) courses. They emphasise practical skills and knowledge relevant to employment in the industry area. Students gain a nationally accredited qualification when they enrol in a certificate course and levels of achievements are not awarded.

Examples of Certificate courses are Information Digital Media and Technology, Workplace Practices and Hospitality.
QCS – Queensland Core Skills test

WHAT IS THE QCS TEST
The QCS test is
- a common state-wide test for Queensland Year 12 students
- an achievement test, not an intelligence test, not an aptitude test
- grounded in the Queensland senior curriculum
- accessible to all Year 12 students regardless of individual differences in subject patterns

WHAT DOES IT TEST
It tests the 49 common elements that are the threads of the Queensland senior curriculum called Common Curriculum Elements.

While the level of sophistication demanded by the test is appropriate to year 12 students, particular knowledge of specific Year 12 subjects is not tested. However, the test assumes basic levels of general knowledge and vocabulary and a Year 10 knowledge of mathematical operations.

HOW ARE THE ELEMENTS ASSESSED?
The QCS Test consists of four papers. There are three modes of assessment – extended writing (WT), multiple-choice questions (MCQ) and short response items (SRI). The SRI paper requires students to respond to a command or to answer a question by writing a sentence or paragraph, drawing a diagram, performing a calculation etc. The WT tests students' command of the written English language. It tests expressive and productive skills, requiring the composition of an extended piece (about 600 words) of continuous prose. In the multiple-choice papers, students are expected to respond to a variety of stimulus material, such as prose passages, poetry, graphs, table, maps, mathematical and scientific data, cartoons, reproductions of works of art. For each question on the MCQ papers there are four alternative answers (options). Students are asked to select the best answer.

COMMON CURRICULUM ELEMENTS

<table>
<thead>
<tr>
<th>Recognising letters, words and other symbols</th>
<th>Approximating a numerical value</th>
<th>Applying strategies to trial and test ideas and procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding material in an indexed collection</td>
<td>Substituting in formulae</td>
<td>Applying a progression of steps to achieve the required answer</td>
</tr>
<tr>
<td>Recalling / remembering</td>
<td>Setting out/presenting/arranging/d</td>
<td>Generalising from information</td>
</tr>
<tr>
<td>Interpreting the meaning of words or other symbols</td>
<td>displaying</td>
<td>Hypothesising</td>
</tr>
<tr>
<td>Interpreting the meaning of pictures / illustrations</td>
<td>Structuring/ organising extended written text</td>
<td>Criticising</td>
</tr>
<tr>
<td>Interpreting the meaning of tables or diagrams maps or graphs</td>
<td>Structuring/ organising a mathematical argument</td>
<td>Analysing</td>
</tr>
<tr>
<td>Translating from one form to another</td>
<td>Explaining to others</td>
<td>Synthesising</td>
</tr>
<tr>
<td>Using correct spelling, punctuation, grammar</td>
<td>Expounding a view-point</td>
<td>Judging/ Evaluating</td>
</tr>
<tr>
<td>Using vocabulary appropriate to a context</td>
<td>Empathising</td>
<td>Creating/ Composing/ devising</td>
</tr>
<tr>
<td>Summarising/ condensing written test</td>
<td>Contrasting</td>
<td>Justifying</td>
</tr>
<tr>
<td>Compiling lists/ statistics</td>
<td>Classifying</td>
<td>Perceiving patterns</td>
</tr>
<tr>
<td>Recording/ noting data</td>
<td>Interrelating ideas/ themes/ issues</td>
<td>Visualising</td>
</tr>
<tr>
<td>Compiling results in a tabular form</td>
<td>Reaching a conclusion which is necessarily true provided a given set of assumptions is true</td>
<td>Identifying shapes in two and three dimensions</td>
</tr>
<tr>
<td>Graphing</td>
<td>Reaching a conclusion which is consistent with a given set of assumptions</td>
<td>Searching and locating items/ information</td>
</tr>
<tr>
<td>Calculating with or without calculator</td>
<td>Inserting an intermediate between members of a series</td>
<td>Observing systematically</td>
</tr>
<tr>
<td>Estimating numerical magnitude</td>
<td>Extrapolating</td>
<td>Gesturing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Manipulating/ operating/using/ equipment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sketching/ drawing</td>
</tr>
</tbody>
</table>

WHAT IS THE PURPOSE OF THE TEST?
The QCS test provides
- individual results reported on a five-point scale
- group results for calculating Overall Positions (OP’s) which are independent of subjects studied or school attended
- group results for calculating Field Positions (FP’s), up to five per student, depending on subject choice.
Senior Education Profile

Students in Queensland are issued with a Senior Education Profile when they complete Year 12. All students receive a Senior Statement. Eligible students also receive a Queensland Certificate of Education (QCE) and/or a Tertiary Entrance Statement or a Queensland Certificate of Individual Achievement (QCA). Students who continue to study towards a QCE after completing Year 12 will receive a Statement of Results when they become eligible for a QCE.

Queensland Certificate of Education

The QCE is Queensland’s senior schooling qualification. It is awarded to eligible students when they complete the senior phase of learning, usually at the end of Year 12. To be awarded a QCE, students need to complete a significant amount of learning, at a set standard and in a set pattern, and fulfill literacy and numeracy requirements.

Tertiary Entrance Statement

The Tertiary Entrance Statement shows an eligible student’s OP (Overall Position) and FPs (Field Positions). An OP indicates a student’s rank, based on overall achievement in Authority subjects. The student must study at least three of these subjects for all four semesters and sit the Queensland Core Skills (QCS) Test. FPs indicate a student’s rank based on overall achievements in Authority subjects in up to five fields (areas of study that emphasize particular knowledge and skills). FPs are calculated only for OP-eligible students.

Senior Statement

All students who finish Year 12 will receive a Senior Statement, regardless of whether they have met the requirements for the award of a QCE. This statement is a transcript of the learning account that records all contributing studies and results achieved.

Queensland Certificate of Individual Achievement

The QCA recognises the achievements of students who undertake 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.

Statement of Results

If a student leaves school or completes Year 12 without achieving a QCE, they can add to their learning account for up to seven years after leaving school. Once they become eligible, the QCAA will issue a QCE and a Statement of Results. The Statement of Results shows all contributing studies and the results achieved and, if applicable, a student’s QCS Test result.
Working towards a QCE

About the QCE

The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification.
- The QCE is awarded to eligible students — usually at the end of Year 12.
- Students can still work towards a QCE after Year 12 or if they leave school.
- Learning options are grouped into four categories (see opposite).
- The QCE offers flexibility in what, where and when 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 for transfer for intrastate, interstate and overseas transfers
- conceded semesters for subjects exited at a limited Achievement
- student learning accounts
- relaxation of completed Core requirements
- optional 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>CORE courses: usually undertaken by students in the senior phase of learning at least 12 credits are needed. At least 1 credit undertaken while enrolled at a school.</td>
<td>Per course (4 semesters) 4</td>
</tr>
<tr>
<td>Authority or Authority-registered subjects</td>
<td></td>
</tr>
<tr>
<td>Subjects assessed by an Internal Examination</td>
<td>Certificate II 4</td>
</tr>
<tr>
<td>VET Certificate II, III or IV qualifications ( clientele school-based training packages)</td>
<td>Certificate II 4</td>
</tr>
<tr>
<td>School-based apprenticeships that incorporate on-the-job training</td>
<td>Certificate III &amp; IV 5, 6, 7 or 8</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>On the job competency Up to 2</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>Per course 4</td>
</tr>
<tr>
<td>PREPARATORY courses: generally used as stepping stones to further study</td>
<td>A maximum of 6 credits can contribute.</td>
</tr>
<tr>
<td>VET Certificate I qualifications</td>
<td>(Max. of 2 qualifications can count) 2 or 2</td>
</tr>
<tr>
<td>Employment skills development program approved under the VET Act 2009</td>
<td>(Max. of 1 program can count) 3</td>
</tr>
<tr>
<td>Re-engagement program</td>
<td>(Max. of 1 program can count) 2</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Short course in literacy or short course in numeracy developed by the QCA</td>
<td>Per course 1</td>
</tr>
<tr>
<td>ENRICHMENT courses: add value or complement Core courses of study</td>
<td>A maximum of 8 credits can contribute.</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Learning projects — workplace, community, self-directed</td>
<td></td>
</tr>
<tr>
<td>Authority external subjects, such as English Extension</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Career development: a short course career syllabus</td>
<td></td>
</tr>
<tr>
<td>School-based subjects</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>ADVANCED courses: go beyond senior secondary schooling</td>
<td>A maximum of 8 credits can contribute.</td>
</tr>
<tr>
<td>One or two-semester university subjects completed while enrolled at a school</td>
<td>One-semester subject 7</td>
</tr>
<tr>
<td>Two-semester subject 4</td>
<td></td>
</tr>
<tr>
<td>Units of Competency contributing to VET diplomas or advanced diplomas while enrolled at a school</td>
<td>Up to 8 credits (1 credit per competency)</td>
</tr>
<tr>
<td>Recognised 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 1 Sound Achievement in one semester of a QCAA-developed English and Mathematics subject
- at least 1 Sound Achievement in QCAA-developed short courses in literacy and numeracy
- a Pass grade in a literacy and numeracy course recognised by the QCAA
- at least a C on the Queensland Core Skills (QCS) Test
- at least a 4 for an International Baccalaureate examination in English and Mathematics
- completion of SBAC 2013 Certificate I in Skills for Work and Vocational Pathways
- completion of a VET course in Core Skills for Employment and Training — Communication, i.e. 39283QLO (Certificate II) or 39283QLO (Certificate II)
- completion of a VET course in Core Skills for Employment and Training — Numeracy, i.e. 39282QLO (Certificate I) or 39282QLO (Certificate II)
Townsville State High School is a Registered Training Organisation (RTO 30445) and has agreed to operate within the standards of the VET Quality Framework (VQF). The school is registered to provide nationally recognised training in the following industries: Business Services, Hospitality, Information Technology, Engineering/Manufacturing and General Education and Training.

Students can gain advanced standing towards apprenticeships and traineeships and towards higher level training at TAFE by completing industry competencies as part of their Year 11 and 12 subjects. The students can qualify for Level I and Level II Certificates in addition to their Qld Certificate of Education if they complete the training courses successfully. These courses have an emphasis on practical skills and knowledge and are focused on actual workplace tasks, including on-the-job training in the chosen industry area for up to three weeks each year. At the beginning of the school year, any student enrolled in a VET course will undergo a Student Induction.

Subjects with nationally-recognised training:

**ICA10111 Certificate I in Information Digital Media and Technology**
This subject is compulsory for all Year 10 students as part of their careers programming course. This course ensures that students have the necessary basic computing skills for the workforce.

**SIT20213 Certificate II in Hospitality**
This subject includes training for the Certificate II in Hospitality. The core competencies included are also the pre-requisites for further training in all areas of hospitality employment including food preparation, food and beverage service, reception and housekeeping.

**MSF20313 Certificate II in Furnishing**
This subject includes training for the Certificate II in Furnishing. Certificate II in Furnishing provides knowledge and skill for entry level to the carpentry trades.

**30627QLD Certificate II in Workplace Practices**
This subject incorporates nine core units and a work placement unit of competency. The course provides students with knowledge of the work environment. Successful completion leads to the award of Certificate II in Workplace Practices.
STRUCTURED WORKPLACE LEARNING (SWL)

Structured workplace learning is an integral part of the following subjects:

Hospitality
Workplace Practices

Students apply their skills to real workplace tasks and enhance their skills by learning on-the-job with a workplace supervisor.

Students are required to complete workplace learning for times specified by the subject area. In choosing any of these subjects, students are expected to make the commitment to the work placement program in their chosen industry area.

WORK EXPERIENCE

Work Experience is offered to Years 10 to 12 in week 10 of Terms 2 & 3 and also over the holidays. Although it is not compulsory it is encouraged as part of students career planning.

APPRENTICESHIP and TRAINEESHIP PROGRAM

The school-based apprenticeship and traineeship (SAT) program provides a pathway for students to complete senior studies and gain a Qld Certificate of Education, while at the same time undertaking paid employment as a part-time apprentice or trainee in an industry in which they wish to work on completing school.

FOR FURTHER INFORMATION SEE THE H.O.D SENIOR SCHOOLING

RECOGNITION

Recognition of Prior Learning RPL
RPL recognises the range of skills and knowledge possessed by students no matter where these have been developed. That is, if you have obtained these through previous classes, work experience, and life experiences, you can apply for recognition of prior learning and gain exemption for individual learning outcomes or competencies where evidence of competence in these outcomes or competencies can be shown.

Application for Credit Transfer
If a competency has been achieved from another RTO, which is the same as that in the course at Townsville State High School, recognition of this can be received. The original or certified copy of the Statement of Attainment or Certificate from the previous school or training organisation, which verifies that you have achieved competence, will need to be produced.
A GUIDE TO SELECTING SENIOR SUBJECTS

Overall Plan

Make a decision about a combination of subjects that suits your requirements and abilities

1. **CHOOSE SUBJECTS YOU ENJOY!**
   We usually put more effort into a subject or activity we enjoy. Choose subjects that hold your interest.

2. **CONTINUE SUBJECTS YOU’VE DONE WELL IN BEFORE.**
   Previous success in a subject usually gives you a head start in tackling work at a more advanced level. Build on your strengths!

3. **CHOOSE SUBJECTS THAT KEEP YOUR CAREER OPTIONS OPEN AND WILL HELP YOU REACH CAREER GOALS.**

4. **CHOOSE AS BROAD A RANGE OF SUBJECTS AS POSSIBLE.**
   A wide subject choice will give you a sound, all round education. It also develops interests in many areas some of which you may like to specialise in later, and it helps to keep your options more flexible.

**DANGER**

**DON’T:**
Look for easy options….
Choose a subject just to stay with a friend .....
Choose a subject just because its name sounds good....
Choose a subject just because someone else suggested doing it ....
Choose a subject because you like or dislike the teacher .....  
Choose a subject because “All the boys or girls take the subject” .....  

ALL SUBJECTS HAVE VALUE FOR BOTH MALES AND FEMALES

**USEFUL INTERNET SITES**

Australia’s National Career Information Service – my future
http://myfuture.edu.au
Career Information Service
Queensland Curriculum and Assessment Authority
www.qcaa.qld.edu.au
Job Guide
http://www.jobguide.deewr.gov.au
Queensland Tertiary Admissions Centre
http://www.qtac.edu.au
TAFE Queensland
Seek Career Resources including the Interview Guide Wizard
Australian Apprenticeships
www.australianapprenticeships.gov.au
Queensland’s career events
http://www.careersevent.com/
Planning your pathway to a QCE
www.qcaa.qld.edu.au
Why Study English?
English is used by most Australians to communicate with others in our culturally diverse communities. There are many versions of English around the world. Standard Australian English is the focus of this syllabus. Senior English recognises and promotes effective communication skills, as being a proficient communicator enables individuals to share in and contribute to current and future local, national and global communities and cultures.

Senior English requires students to write, speak or sign, view, listen, and think critically. In studying the texts of others and through creating their own texts, students will conceptualise, imagine, appreciate, experiment, speculate, reflect, make decisions, hypothesise, analyse and evaluate. They will enhance their ability to think, use language, and make meaning through reflecting on their place in the world, shaping their identities, developing meaningful relationships with others, and expressing their ideas and feelings. They are encouraged to gain pleasure from texts, and understanding the power texts have to influence, tell the stories of a culture and promote shared understandings.

What do students study?
Students studying Senior English courses will learn to:
- Communicate effectively in Standard Australian English for a range of social and cultural purposes and audiences.
- Enjoy and appreciate a range of literary and non-literary texts.
- Study closely a range of literary and non-literary works in English, in various types of texts, modes and mediums across diverse cultures and periods.
- Interpret, analyse, evaluate, respond to and construct a wide range of texts through reading, listening, viewing, speaking, writing and shaping.
- Make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre.
- Control language (written, spoken or signed and visual) using grammar, punctuation, vocabulary and spelling.

How are students assessed?
Below is an example of the assessment tasks and conditions for Years 11 – 12.
Assessment for Year 11 is FORMATIVE and tasks completed do not form part of Exit Folio.

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>1. Expository: Multimodal</td>
<td>1. Imaginative: Monologue</td>
</tr>
</tbody>
</table>

Excursion / Practical Activities:
Where appropriate, excursions will be undertaken.

Specialist Equipment Required: Nil

Career Paths:
Students who study English in Years 11 and 12, who enjoy or are good at English, might consider the following occupations:
- Teacher (primary or secondary)
- Lawyer
- Interpreter
- Editor
- Writer
- Welfare worker
- Journalist
- Actor
- Social worker
- Proofreader

Recommendations:
English is a prerequisite for a wide range of tertiary courses. If a student is not achieving a Sound for Year 10 English he/she is advised to speak to the Reef Curriculum Advisor or English HOD.
Why study English Communication?
Effective communication is integral to our society. New technologies, the influences of globalisation and the restructured workplace require students to be able to interpret, construct and make judgments about meanings in texts in preparation for lifelong learning. English Communication is designed to allow students to develop and use these skills in the areas of work, community and leisure.

Proficiency in and understanding of English allows people to share in and contribute to current and future local, national and global communities and cultures. Students will utilize, manipulate and crucially reflect on a range of texts in the contexts of work, community and leisure.

Students will have the opportunity to:
- Make meanings in and of everyday, mass-media and literary texts, understanding the influence of cultural contexts and social situations.
- Develop abilities in speaking, listening, reading, viewing, writing and shaping practices, responsive to and effective in diverse social contexts.
- Become confident, effective and critical users of texts and language, making judgments to accept or challenge meanings.

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

What do students study?
- It’s all about leisure
- It’s all about work
- It’s all about community
- It’s all about life beyond

How are students assessed?
Below is an example of the assessment tasks and conditions for Years 11-12.

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>SEASON 2</th>
<th>YEAR 12</th>
<th>SEASON 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1: Spoken – Students plan, prepare and present a film review. Task 2: Written – Students create an original script based on a known TV show, to either fill in a gap or show an alternate ending. Task 3: Spoken – Students choose a leisure activity and research it, to convince an audience of their peers that their choice is the best way to spend leisure time. Task 4: Written – Students create a commentary to a sporting event.</td>
<td>Task 1: Written – Students write a letter of application for an advertised job. Task 2: Spoken – Students participate in a prepared job interview. Task 3: Written – Students choose a possible career, research it, and present it as a project. Task 4: Spoken – Students present an overview of an aspect of work, such as OHS, discrimination or unions.</td>
<td>Task 1: Spoken – Students plan, prepare and present an autobiography Task 2: Written – Students choose a topic of concern and create a pamphlet to inform the community of the issue. Task 3: Spoken - Students choose one hero and explain why the hero influences them and how the hero makes them a better person. Task 4: Written – Students are to choose an issue of concern and write a letter expressing their opinion.</td>
<td>Task 1: Spoken – Students work through conflict resolution skills to give a response to a given scenario. Task 2: Written – Students complete a folio of work pertaining to finding a home. Task 3: Spoken – Students choose two products and compare them. Task 4: Written - Students reflect on who they are, where they have come from and where they are going.</td>
<td></td>
</tr>
</tbody>
</table>

Career Paths:
Students who study English Communication in Years 11 and 12 may be able to follow a career in:­
- Childcare assistant
- Retail assistant
- Trades assistant
- Mechanic
- Many trade areas such as Carpentry, Hairdressing and Plumbing.
Why Study Geography?
Geography is the study of the human and natural characteristics of places, and the interactions between them. It is a rich and complex discipline which includes two vital dimensions:
The spatial dimension, which focuses on where things are and why they are there
The ecological dimension which considers how humans interact with environments and promote sustainability.

Geography prepares students for adult life by developing in them an informed and evaluative perspective. This perspective will develop across the two year course of study through a range of scales, including local, regional, national and global scales. Geographically informed citizens understand the many interdependent spheres in which they live, and make informed judgements to improve their community, state, country and the world.

To meet the challenges of the future, a geographically informed citizen should be able to:
Know and understand facts, concepts and generalizations about Geography and the world
Apply geographic skills to observe, gather, organise, present and analyse information
Use geographic perspectives to evaluate, make decisions about, and report on issues, processes and events.
Use ICT and spatial technologies (GIS, GPS, Google Earth).

What do students study?
The senior Geography syllabus is designed around four themes. Each of them offers a range of focus and elective units, providing flexibility and choice while responding to current trends and local, national and international events. The four themes and their focus units are:

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEMESTER 1</strong></td>
<td><strong>SEMESTER 2</strong></td>
</tr>
<tr>
<td>Theme 1: Managing the Natural Environment</td>
<td>Theme 2: Resources and the Environment</td>
</tr>
<tr>
<td>Focus Unit 1: Responding to natural hazards</td>
<td>Focus Unit 3: Living with climate change</td>
</tr>
<tr>
<td>Focus Unit 2: Managing catchments</td>
<td>Focus Unit 4: Sustaining biodiversity</td>
</tr>
<tr>
<td><strong>SEMESTER 3</strong></td>
<td><strong>SEMESTER 4</strong></td>
</tr>
<tr>
<td>Theme 3: Social Environments</td>
<td>Theme 4: People and development</td>
</tr>
<tr>
<td>Focus Unit 5: Sustaining communities</td>
<td>Focus Unit 7: Feeding the world’s people</td>
</tr>
<tr>
<td>Focus Unit 6: Connecting people and places</td>
<td>Focus Unit 8: Exploring the geography of disease</td>
</tr>
</tbody>
</table>

How are students assessed?
Students are assessed by a variety of techniques so that they have an opportunity to demonstrate their best performance.
Judgements are made about a student’s exit level of achievement, using four criteria:
Knowledge (ability to recall learned factual material in text and spatial forms)
Analytical processes (ability to identify trends, similarities, differences and patterns)
Decision-making processes (ability to select between valid alternatives and make supported judgements)
Research and communication (ability to gather, organise and present valid information using suitable language and geographical conventions).

Students will be assessed using a variety of assessment techniques, including short responses, computer generated responses, practical exercises, stimulus-response essays, reports, and non-written presentations.

Excursion/Practical Activities: Excursions are to enable hands-on learning and to assist in completing assessment.

Specialist Equipment required: Nil

Career Paths:
Geography is of benefit for employment and tertiary study in the following areas:
• Aeronautical • Engineer
• Engineer • Educationalist
• Environmental Studies • Horticulturalist • Agriculture • Geology • Anthropology
• Mining • Pilot
• Defence Forces • Engineering • Asset Management • Architecture • Education
• • Urban Design • Meteorologist • Surveying
• Natural Parks and Wildlife Services • Town Planning Economics and Commerce

Recommendations:
Due to the nature of the assessment tasks, it is recommended that students electing to study this subject achieve a Sound Achievement or higher in Year 10 English and Humanities. It is recommended that students undertake Authority English and have a strong comfort level in reading from a wide variety of texts.
Why Study Modern History?

“The past has had such a profound impact on the present and on what will happen in the future, that an understanding of the past, a knowledge of history is essential” (A. Marwick).

History is much more than the study of the past; it is a living subject that allows us to explore exactly what makes us human, and how we have changed over time. In History, students ask complex questions and sift through a wide range of sources to better understand how the world came to be the way it is today. They explore the big ideas and powerful people who have altered the course of history and shaped our world.

The study of Modern History equips students to understand why our modern world is the way it is and how it came to be. Students will use a wide range of research and communication skills that are beneficial across many subjects, and they will learn to think critically about our world and the power structures that exist within it.

At a personal level, Modern History assists students to identify their social location, their place in time and their heritage within a distinctive culture. Students develop these understandings by learning and using the processes of critical inquiry, debate and reflection and by empathizing with the view of others. They will challenge their own philosophical and ideological stance on significant contemporary and historical issues.

What do students study?

Students study a range of topics selected within six key themes focused on the 20th Century.

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE HISTORY OF IDEAS AND BELIEFS</td>
<td>HISTORY AND THE GLOBAL PERSPECTIVE</td>
</tr>
<tr>
<td>Ideas that have shaped the modern world, including imperialism, nationalism, communism, and capitalism.</td>
<td>The impact of European imperialism as a force that has shaped the modern world, with a case study of British India.</td>
</tr>
<tr>
<td>THE INDIVIDUAL IN HISTORY</td>
<td>STUDIES OF POWER</td>
</tr>
<tr>
<td>The role of individuals in shaping history, with a focus study on Adolf Hitler and his role in forcing the world into World War 2 (1939-1945).</td>
<td>A study of military, social, and political power, focusing on a case study of the September 11, 2001 terror attacks as a reaction against US cultural imperialism.</td>
</tr>
<tr>
<td>STUDIES OF CONFLICT</td>
<td>NATIONAL HISTORY</td>
</tr>
<tr>
<td>The Cold War Era (1945-1990) with a focus on the Cuban Missile Crisis, 1962, and either the Korean War (1950-1953) or the Vietnam War (1962-1975)</td>
<td>A study of the key events that have led to the development of Australia’s national identity, with a focus on exploring the mythic status of tragedies, such as the Gallipoli Campaign, within the Australian ethos.</td>
</tr>
</tbody>
</table>

How are students assessed?

Over two years, students will develop the skills of the inquiry process and complete:-

2 Response to Stimulus Exams
4 Extended Written Pieces in Response to Historical Stimulus
1 Written Report
1 Research Assignment
1 Film Review in Response to a Historical Film
2 Multimodal Seminars

Assessment is criteria based and is designed to reflect student achievement in the areas of Planning and using an historical research process
Forming historical knowledge through critical inquiry
Communicating historical knowledge.

Career paths:

Modern History is a valuable tool for those considering careers as varied as:-

- Lawyer
- Forensic Expert
- Anthropologist
- Tour Operator
- Archivist
- Politician
- Teacher / University Lecturer
- Archaeologist
- Museum Curator / Librarian
- Writer / Editor

Recommendations:

Due to the nature of the assessment tasks, it is recommended that students electing to study this subject achieve a Sound Achievement or higher in Year 10 English and Humanities. It is recommended that students undertake Authority English and have a strong comfort level in reading from a wide variety of texts.
ABORIGINAL & TORRES STRAIT ISLANDER STUDIES
(AUTHORITY SUBJECT)

Why Study Aboriginal & Torres Strait Islander Studies?
Australian Studies is about the histories, cultures, values, beliefs, languages, lifestyles and roles of Aboriginal and Torres Strait Islander people both before European invasion and up to the present day.

The course offers missing perspectives, while at the same time provides opportunities for examining important events from various points of view. Understanding that there are different ways of viewing the world will help equip students, Indigenous and non-Indigenous, to identify and address prejudice and racism.

What do students study?
Aboriginal and Torres Strait Islander Studies is a QCAA approved, senior board subject. This two-year course is based on an ‘Inquiry Learning’ model which emphasises the process of investigation and inquiry as well as the management and communication of research protocols and materials. It also encourages students to take responsibility for their own learning.

The course content is studied in a holistic manner and incorporates the elements of ‘Land’, ‘Language’, and ‘Culture’ in the context of particular ‘Times’, ‘Places’ and ‘Relationships’. This is done through the themes of: Time, Continuity and Change; Places and spaces; Cultures and Identities; and Political and economic systems.

How are students assessed?
Judgements about student achievement made at exit from this course of study are based on continuous assessment. Continuous assessment involves gathering information on student achievement using assessment instruments administered over the developmental four semester course of study. The four exit criteria are:

Knowing and understanding    Reflecting on perspectives and processes
Managing and processing through critical inquiry    Communication
One of each assessment techniques must be presented in Year 11 and Year 12:
One extended written (600-1000 words)    One Learning Log
One multimodal    One additional format

Excursion / Practical Activities:
Gaining a meaningful understanding of Aboriginal and Torres Strait Islander perspectives is a complex and continuous process, and continuing contact with Indigenous peoples, especially community figures, form core experiences for students undertaking the subject. A camp is offered every two years which provides worthwhile and interesting learning experiences. Attendance is encouraged and experiences are included as part of the assessment context.

Specialist Equipment Required:
A USB stick, exercise book and display folders for assessment items.

Career Paths:
As a QCAA Board Registered subject Australian Studies is recognised as an OP Subject and counted towards University entrance. Many professions and organisations value people who are able to think critically and deal with diversity. A person who has an understanding of Indigenous issues is well placed to work successfully with people in such diverse fields as journalism, education, legal work, community health, law, defence, police, cultural tourism and the public sector.

Recommendations:
Due to the nature of the assessment tasks, it is recommended that students electing to study this subject achieve a Sound Achievement or higher in Year 10 English. It is recommended that students undertake Authority English and have a strong comfort level in reading from a wide variety of texts.
Why Study Languages Other Than English?
Learning a second language provides opportunities for students to:
Improve their own English language and literacy skills
Enhance their capacity for creative thinking and problem-solving
Use a variety of genre or text types
Use many of the Common Curriculum Elements that are the basis of the Year 12 QCS test (40 of the 49 CCE’s are utilized in LOTE)
Develop an appreciation of Australia as a culturally and linguistically diverse nation
Develop a positive attitude to people of other languages, cultures and races
Gain knowledge, strategies and skills to communicate at a basic level with a native speaker
Enhance their career prospects in the field of commerce, technology, law, international affairs, tourism, hospitality and education.
Learning a second language enhances English language and literacy development:
By comparing features of their first language with those of another, language learners gain a deeper understanding of the structures and workings of English
Enhancing their skills and strategies for decoding and making meaning from words and this transfers to English
By developing flexibility and competence in using language concepts
By enhancing learners ability to thinking logically and express themselves

What do students study?
Students engage in listening, speaking, reading and writing in the LOTE in real or lifelike tasks. Students will continue to develop their ability to understand and evaluate a wide variety of authentic texts in the target language. Students will develop their skills in speaking and writing to communicate with others to negotiate meaning and should progress from using rehearsed language to the spontaneous use of familiar language in communication. A variety of tasks, which include inquiry and problem-solving, promotes progressive development of the target language.
During the senior course of study, students will examine topics from the four themes of:
- Family and community
- Leisure, recreation and human creativity
- School and post-school options
- Social issues
By the conclusion of Year 12, students will have studied the language for at least five years and should be able to communicate with a native speaker across a broad range of topics in a reasonably competent manner.

How are students assessed?
Students will demonstrate abilities in writing, speaking, listening and reading LOTE through a variety of assessment instruments that reflect realistic tasks set in a communicative context.
Students will listen to and read a variety of authentic texts that differ in length, purpose and complexity. Texts could include advertisements, interviews, media commentaries, web pages, email, magazine articles, cartoons etc. Written responses will be in English.
Students will speak in a range of situations for communicative purposes such as small group discussion, debate, role play, formal speech or one to one conversation.
Students will write text differing in length, purpose and style such as invitations, imaginative response to stimulus materials, personal letter, school magazine articles or formal letter. Instructions for writing tasks are given in English.
Over the two years of senior study, a profile of each student's progress in all four macro-skills is maintained. A judgement is made regarding the student's overall level of achievement at the exit of the course is based on the fullest and latest achievement levels over the last three terms of Year 12.

Recommendations:
Students who wish to study LOTE at a Senior level will have studied Japanese for a continuous period throughout Years 7, 8, 9 and 10. Students should have achieved a sound level of achievement or higher in their language studies at Year 10 level. It is expected that students undertaking senior level of Japanese will have a thorough knowledge of the hiragana and katakana syllabary and Grade 1 Kanji.
To best prepare our students for senior, students have been allocated to one of the following classes based on their performance in Junior Secondary. These classes are:

1. **Year 10 Core Mathematics** – will cover the core base components of the Year 10 Australian Curriculum.

2. **Year 10 Extension Mathematics** – will cover extension topics, which go beyond the Australian Curriculum requirements, to best prepare students for senior board Mathematics Courses.

The learning activities and assessment will be differentiated in Year 10 Mathematics. The Core Mathematics course, will provide students with the skills and understanding to best prepare them for Year 11 Mathematics A and Prevocational Mathematics. The Extension Course, will provide students with the skills and understanding to best prepare them for Year 11 Mathematics B and C. In accordance with this there will be specific pre-requisites for entry into the Senior Mathematics courses. These are as follows:

- **11 Mathematics B and C** – Achieved a pass or better in Semester One and Semester Two of Year 10 Extension Mathematics (A or B preferred).
- **11 Mathematics A** – Achieved a pass or better in Semester One and Semester Two of Extension or Core Mathematics.
- **11 Prevocational Mathematics** – No academic pre-requisites required.

Information is provided to students regarding the prerequisites required to be able to study each of the senior Mathematics subjects. Please consult your Reef Curriculum Advisor or Mathematics HOD.
Why Study Mathematics A?
Mathematics A offers students a practical course that will develop skills and allow students to make informed decisions on everyday issues such as:-

- Choosing between loan repayment schedules or insurance plans
- Interpreting information in the media
- Reading maps or house plans
- Estimating quantities of materials

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

The study of Mathematics A will emphasise the development of positive attitudes towards a student’s involvement in Mathematics. This development is encouraged by an approach involving problem solving and applications, working systematically and logically, and communicating with and about Mathematics.

The student can be expected to acquire a high degree of proficiency in a variety of skills, such as estimation, use of a calculator, use of drawing instruments, application of formulae, use of various software packages, table reading, arithmetic calculation and algebraic manipulation through the study of Mathematics A.

What do students study?
Mathematics A consists of core and extension topics.

The Topics are:
- Managing Money I and II – bank interest, credit cards, loans, foreign exchange, taxation, spreadsheets, investing in the stock market.
- Elements of Applied Geometry – simple trigonometry, area and volume, latitude, longitude and time zones.
- Data Exploration and Analysis – graphical and tabular presentations, simple methods for describing and summarising data.
- Linking Two and Three dimensions – scale drawings and plans, estimation of quantities and costing.
- Maps and Compasses involving Navigation – practical use of a variety of maps, compass bearings, orienteering, navigation, and site plans.
- Data Collection and Presentation – the collecting, handling, describing and summarizing data, and exploring data to describe key features. The emphasis is on practicalities, concepts and interpretation of data.
- Exploring and Understanding Data – developing a working knowledge of elementary concepts, and exploring and interpreting data, including the roles of probability and estimating probabilities in life-related scenarios.

How are students assessed?
Each semester students will sit two exams (up to 2½ hours) and complete a written assignment or practical task.

Excursion / Practical Activities: Nil

Specialist Equipment required:
- A scientific or graphics calculator.
- Access to computer (these may be the School’s library computers).

Recommendations/Notes:
Mathematics A may include some practical work. Students wishing to undertake tertiary studies should check the level of Mathematics required for entry to specific courses.
Mathematics B is a prerequisite for many tertiary courses. Students planning to do Chemistry and/or Physics should pursue this course. Students are strongly advised to consult the relevant QTAC Prerequisites Handbook when planning their selection of an appropriate Mathematics course.

Why Study Mathematics B?
Mathematics B offers students a course that consolidates and extends their mathematical skills. It underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component of effective participation in a rapidly changing society.

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

Mathematics B is designed to raise the student’s competence in and confidence with the mathematics needed to make informed decisions about society, to ensure scientific literacy and to function effectively in a technologically skilled workforce.

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

What do students study?
The topics to be studied include:

- **Introduction to Functions**
- Understanding and appreciation of relationships between variables with the three methods of representation – (algebraic, graphical and numerical)
- **Rates of Change**
- Instantaneous and average rates of change and the derivative of a function.
- **Periodic Functions and Applications**
- Understanding and appreciating periodic functions and the application of these in a variety of modelling situations, ranging from life-related to abstract.
- **Exponential and Logarithmic Functions and Applications**
- Understanding and appreciation of exponential and logarithmic functions and the application of these to solve problems in a range of life-related situations- (e.g. finance and investment, growth and decay).
- **Optimisation using derivatives**
- Understanding the use of differentiation as a tool in a range of situations which involve the optimization of continuous functions.
- **Introduction to integration**
- Understanding the concept of integration as a process by which a “whole” can be obtained from a summation of a large number of parts. The emphasis is on the applications of integration, rather than on developing a large repertoire of techniques.
- **Applied statistical analysis**
- Stem-and-leaf and box-and-whisker plots, probability, random sampling, discrete and continuous probability distributions, inference.

How are students assessed?
Each semester students will sit two written exams (up to 3 hours) and complete a written assignment.

**Excursion / Practical Activities:** Nil

**Specialist Equipment required:**
Students will need to purchase or hire a Casio Graphing calculator

**Recommendations/Notes:**
Achievement in algebra is essential. All students considering Mathematics B should complete and be achieving at least a B standard in the preparation subject in Semester 2, Year 10. Students new to Town High should consult with the Mathematics Coordinator before choosing this subject.
Why Study Mathematics C
Mathematics C offers students a rigorous and challenging Mathematics course. It plays an important role in many developments and decisions made in industry, commerce, government policy and planning and has been central to nearly all major scientific and technological advances.

In Mathematics C, students are given the opportunity to develop their full mathematical potential and extend the knowledge acquired in Mathematics B. They will be encouraged to recognise the dynamic nature of Mathematics through problem solving and applications in life related situations. Opportunities are provided for students to appreciate and experience the power of Mathematics, and to see the role it plays as a tool in modelling and understanding many aspects of the world’s environment.

The additional rigour and structure of the mathematics required in Mathematics C will equip students with valuable skills which will serve them in more general contexts and provide an excellent preparation for further study of Mathematics or Engineering. Mathematics C is a highly desirable preparatory course for students who intend pursuing a career involving the study of Mathematics/Engineering at a tertiary level.

What do students study?
The syllabus contains both Core and Option topics. A course of study in Mathematics C contains six Core topics and two Option topics.

The Topics are:
- **Introduction to Groups**
  Identifying the common features which are found in systems as real and complex numbers, matrices and vectors.

- **Real and Complex Number Systems**
  Extension of student knowledge of the real number system to understand the complex number system.

- **Matrices and Applications**
  Understanding of the structure of matrices and their application in a variety of situations.

- **Calculus**
  Extension of analytical and numerical techniques of differentiation and integration to both life-related and purely mathematical situations, and appreciating the importance of differential equations in problems involving rates of change.

- **Structures and Patterns**
  The development of the ability to recognise and use structures and patterns in a wide variety of situations involving generalizations to explain, simplify or extend student mathematical understanding. Justification of results is important.

The Option Topics are:
- **Dynamics**
  The understanding of the motion of objects that are subjected to forces – bringing together concepts from both vectors and calculus.

- **Conics**
  Students are encouraged to appreciate the interrelationships that exist between areas of mathematics. These relationships should be illustrated by applying coordinate geometry and complex numbers to conics.

How are students assessed?
Each semester students will sit two written exams (up to 3 hours per exam) and complete a written assignment.

Excursion / Practical Activities: Nil

Specialist Equipment required:
Graphing Calculator – as for Mathematics B

Recommendations/Notes:
A student who selects this subject should enjoy Mathematics or choose it because it will assist them with their future university studies. **Students must also be studying Mathematics B.**
Why Study Pre-Vocational Mathematics?
Pre-Vocational Mathematics is a subject for students who wish to experience success when using Mathematics in everyday contexts. It will improve their preparedness for entry to work, apprenticeships and traineeships.

What do students study?
Number: Fractions, decimals, percentage, ratio, proportion and rates.
Statistics: Collecting, displaying and organising data.
Location & Time: Scale, maps, time zones and travel.
Measurement: Perimeter, area, volume and space.
Finance: Earning, spending, investing and borrowing money.

How are students assessed?
Range of assessments may include:
- Written assignments
- Written, in-class tests
- Workbooks
- Web page
- Power Point presentation
- Practical tasks

Excursion / Practical Activities:
Students will participate in a variety of practical activities at school.

Specialist Equipment required:
Scientific calculator and a basic set of mathematical equipment. (set squares, protractors, rulers, compasses, scissors)

Career Paths:
Students who study Pre-Vocational Mathematics in Years 11 and 12 may be able to follow a career in:
- Hospitality
- Retail
- Builder
- Hairdressing
- Plumber
- Painter

Recommendations/Notes:
All topics have practical components.
Some apprenticeships may require a higher level of Mathematics (e.g. Electrician)
YEAR 10 SCIENCE OVERVIEW

Year 10 students will be allocated to one of the following classes based on their Year Nine performance, these are:

3. Year Ten Science Core – will cover the core base components of the Year 10 Australian Curriculum.
4. Year Ten Science Extension – will cover extension materials, which go beyond the Australian Curriculum requirements, to best prepare students for studying the Senior Sciences.

The learning activities and assessment will be differentiated and extended in the Year Ten Science Extension subject, in order to provide students with the skills and understanding to best prepare them for Year Eleven.

In accordance with this there will be specific pre-requisites for entry into the Senior Sciences in Year Eleven, they are as follows:

- **11 Biology** – Achieved a pass or better in Semester One Year Ten Science PLUS a pass or better in English (or if these are not passes, achieved two A’s for both Effort & Behaviour on their Semester One Science Report for 2015).

- **11 Chemistry** – Achieved a pass or better in Semester One Year Ten Science Extension OR a B or better in Year Ten Science Core - Chemistry (or if these are not passes, achieved two A’s for both Effort & Behaviour on their Semester Two Science Report for 2015) PLUS a pass or better in Year Ten Mathematics.

- **11 Physics** – Achieved a pass or better in Semester Two Year Ten Science Extension OR a B or better in Year Ten Science Core - Physics (or if these are not passes, achieved two A’s for both Effort & Behaviour on their Semester Two Science Extension Report for 2015) PLUS a pass or better in Year Ten Mathematics Extension.

- **11 Aerospace** – Achieved a pass or better in Semester Two Year Ten Science Extension OR a B or better in Year Ten Science Core - Physics (or if these are not passes, achieved two A’s for both Effort & Behaviour on their Semester Two Science Report for 2015) PLUS a pass or better in Year Ten Mathematics.

- **11 Science in Practice** – No academic pre-requisites required, must have an interest in science.
Why study Science in Practice?
Not all senior students will enter a science or technology based career, but they will all share in the responsibility for charting the future of a society in which science and technology play a significant and increasingly important role.

The Science In Practice subject balances the suite of senior science subjects by offering students opportunities to engage meaningfully in contextualised applications of science. As such, this skills-based course gives rise to dual outcomes in employability and scientific literacy.

This course embraces the intrinsic, hands-on nature of science and provides students with opportunities to develop scientific understanding with an investigative and practical approach.

What do students study?
Student study units based on the 5 course organisers
- Science of household things
- Ecology of Estuaries
- Health & Lifestyles
- Aquaculture
- Forensics

How students are assessed
Students will be assessed using a mixture of:
- Research Response
- Supervised Written
- Research Portfolio

Over the course of two years, students will complete at least 2 different tasks in each category. Each task is equally significant, and will cover at least two of the following objectives:
- Knowing
- Investigating
- Connecting

Excursions/Practical Activities
There is a minimum requirement of 10hrs fieldwork per year. The following excursions and practical activities may be undertaken as part of this compulsory field time. A large component of this course is practical based.

Specialist Equipment Required:
Fully covered upper shoes

Recommendations/Notes:
It is recommended that students have achieved a C standard or better in Science and English to enable them to cope with the various aspects of the course that include some elements of Biology, Chemistry and Physics. There are no prerequisites for this course, except an interest in Science.
Why study Biological Science?
If it has a life, you can study it in Biology: what makes living things tick, for example; how they reproduce and modern technologies such as genetic manipulation. Everything has to live somewhere (even if it’s in a beaker on a lab bench). Biology includes the inter-relationships between living things and their environment. Biologists study strange life forms such as those that live deep in the oceans or in volcanic areas, as they might provide clues as to what to look for to discover life on other planets.

What do students study?
Over two years students will study areas of Biological Science such as:
- Animal and Plant Physiology
- Cell Structure
- Evolution
- Ecology
- Reproduction
- Genetics
- Gene Technology

How are students assessed?
There are three different types of assessment tasks:

1. Written Task
   Tasks conducted under exam conditions. Tasks can include short response, longer response, interpreting graphs, tables, diagrams and data.

2. Extended Response
   Written assignments / responses to stimulus material (800 – 1000 word length)
   Field Report and Analysis of Data

3. Extended Experimental Investigation
   This involves open-ended experimental design run over several weeks during class time. Journal style record keeping validates the investigation. Scientific Report

Over the course of two years, students will complete at least 2 different tasks in each category. Each task is equally significant, and will cover at least two of the following objectives:
- Understanding Biology
- Investigating Biology
- Evaluating Biological Issues

Excursion / Practical Activities:
Students are required to undertake investigations which involve a minimum of ten hours spent in the field. This is divided up into 2 compulsory days of field work spread over the two years with one day at Billabong Sanctuary and one term conducting field work at Ross Creek. Additional costs will need to be covered for the Billabong Excursion.

Specialist Equipment Required:
Fully covered upper shoes for practical lessons.
Students will need old fully covered shoes for field work in year 11 and year 12.

Prerequisites:
Achieved a pass or better in Semester One Year Ten Science PLUS a pass or better in English (or if these are not passes, achieved two A’s for both Effort & Behaviour on their Semester One Science Report for 2015).
CHEMISTRY
(AUTHORITY SUBJECT)

Why study Chemistry?
Chemistry is the science of materials, their properties and their reactions. The chemical elements are the building blocks of all matter. Chemistry therefore holds a central place in the basic sciences, as it is linked with biological, earth and environmental sciences and physics. The aim of this program is to encourage students to investigate and question contexts that are relevant to them, their local community and broader areas.

What do students study?
- Chemical Reactions
- Stoichiometry
- Structure of the atom
- Periodicity
- Chemical bonding
- Gases
- Reaction rates and equilibrium
- Solution Chemistry
- Redox Chemistry
- Organic Chemistry

How are students assessed?
Students will be required to develop investigative, experimental and communicative skills. The balanced assessment will be composed of the following types of assessment:-

1. Extended Experimental Investigations
   Students develop and test their own hypothesis. The focus is on planning and carrying out an experimental investigation. Journal style record keeping validates the investigation along with a formal report.

2. Extended Response Task
   Students respond to a task with a formal written scientific report. A journal is also kept in order to validate the research undertaken.

3. Supervised Assessment
   Tasks given under examination conditions requiring students to demonstrate their ability to analyse both qualitatively and quantitatively. Supervised Assessments may contain short response items, practical exercises, paragraph responses and responses to seen and/or unseen stimulus material.

Over the course of two years, students will complete at least 2 different tasks in each category. Each task is equally significant, and will cover at least two of the following objectives:
- Knowledge and Understanding
- Investigative Processes
- Evaluating and Concluding

Excursion/Practical Activities:
Practical experiments are integral to this course.

Specialist Equipment Required:
- Fully covered upper shoes
- Scientific Calculator

Recommendations:
Achieved a pass or better in Semester One Year Ten Science PLUS a pass or better in English (or if these are not passes, achieved two A’s for both Effort & Behaviour on their Semester One Science Report for 2015).
Why Study Physics?
Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. It is one of the fundamental sciences. Physics challenges our imaginations with concepts like relativity and string theory, and it leads to great discoveries, like computers, lasers and nano-medicine that change our lives.

Physics encompasses the study of forces in engineering design through to the study of the universe. Moreover, it’s the basis of many other sciences, including astronomy, chemistry, engineering, nanotechnology, oceanography, and seismology.

What do students study?
- Waves and Motion
- Electricity and Forces
- Renewable energy & Oceans
- Space and Modern / Revolutionary Physics

How are students assessed?
Students will be required to develop investigative, experimental and communicative skills. The balanced assessment will be composed of the following types of assessment:

1. Extended Experimental Investigations
Students develop and test their own hypothesis. The focus is on planning and carrying out an experimental investigation. Journal style record keeping validates the investigation along with a formal report.

2. Extended Response Task
Students respond to a task with a formal written scientific report. A journal is also kept in order to validate the research undertaken.

3. Supervised Assessment
Tasks given under examination conditions requiring students to demonstrate their ability to analyse both qualitatively and quantitatively. Supervised Assessments may contain short response items, practical exercises, paragraph responses and responses to seen and/or unseen stimulus material.

Over the course of two years, students will complete at least 2 different tasks in each category. Each task is equally significant, and will cover at least two of the following objectives:

- Knowledge and Conceptual Understanding (KCU)
- Investigative Processes (IP)
- Evaluating and Concluding (EC)

Excursion/Practical Activities:
Practical experiments are integral to this course.

Specialist Equipment Required:
- Fully covered upper shoes
- Graphics Calculator

Recommendations:
Achieved a pass or better in Semester Two Year Ten Science PLUS a pass or better in English (or if these are not passes, achieved two A’s for both Effort & Behaviour on their Semester Two Science Report for 2015).
AEROSPACE STUDIES
(AUTHORITY SUBJECT)

Why study Aerospace?
The development of the aviation and aerospace industries has been one of the most exciting and challenging adventures in human history. In a single century, the technology of powered flight has progressed from a faltering flight of a few metres to giant machines efficiently carrying hundreds of passengers and cargo non-stop halfway around the planet. Aerospace studies provides students with an opportunity to gain an understanding of the underlying concepts and principles of aviation and aerospace. This course will combine elements of many disciplines — including Mathematics, Physics, English, Information and Communications Technologies, Business, Engineering, History and Law — and promotes a positive interest in the aerospace industry as a whole.

What do students study?
Over two years students will study areas of Aerospace Studies such as:

How are students assessed?
There are three different types of assessment tasks:

1. Supervised written
   This technique assesses a range of cognition through written responses produced independently, under supervision and in a set timeframe to ensure authenticity.

2. Research
   This technique assesses research practices and the outcomes of the application of that research.

3. Extended response
   This technique assesses the sustained application of higher-order cognition (analysis, synthesis and evaluation) to known and provided materials, stimuli and concepts.

   Over the course of two years, students will complete at least 2 different tasks in each category. Each task is equally significant, and will cover at least two of the following dimensions:
   - Dimension 1: Knowledge and understanding
   - Dimension 2: Interpretation and communication
   - Dimension 3: Critical thinking.

Excursion/Practical Activities:
There are a range of excursions and practical activities. The costs of these activities are covered in school fees.

Recommendations:
Achieved a pass or better in Semester Two Year Ten Science PLUS a pass or better in English (or if these are not passes, achieved two A’s for both Effort & Behaviour on their Semester Two Science Report for 2015).
DRAMA
(AUTHORITY SUBJECT)

Why study Drama?
Drama provides students with the opportunity to explore the human condition. Drama is a subject which assists students in developing skills like self confidence, the ability to be able to communicate to an audience and work successfully within a group. Drama is a practical subject but also includes written tasks.

What do students study?
- Improvisation
- Method Acting
- Monologues
- Australian Theatre
- Commedia Dell Arte
- Epic Theatre
- Shakespeare

What do students do?
- group work
- improvising
- role-play
- directing and designing
- reflecting
- play building script writing rehearsing
- analysing and evaluating theatre
- polishing and performing dramatic action (published and student devised)

How are students assessed?
Methods of assessment include:
- improvisation
- performance of published and student devised scripts
- extended written and spoken response
- writing a script
- directing a play
- devising a play

Achievement in Drama is judged by matching evidence in students’ assessment tasks with standard characteristics of the criteria of the subject.

Excursion / Practical Activities:
The presentation of a variety of performances will be central to this subject. Where possible, students will attend live theatre performances to assist in their developmental understanding of the elements of drama and dramatic conventions in a practical setting. Small costs may be involved.

Specialist Equipment Required:
None

Career Paths:
Students who study Drama in Years 11 and 12 may be able to follow a career in:
- Acting
- Directing
- Teaching
- Technical theatre
- Arts administration
- Set / costume design
- Youth arts
- Playwriting
- Stage management
- Theatre reviewing
- Radio
- Public speaking

While studies in Drama can lead directly to training and employment in The Arts and education sectors, employment opportunities in many different careers (especially those involving contact with people) can be enhanced through a background in drama.

Recommendations:
A previous study of Drama in years 8, 9 and 10 is recommended but not compulsory. It is recommended that students undertake Authority English in conjunction with Drama.
Why study Music?
Music is an integral part of everyday life, serving self-expressive, celebratory, social, cultural, political and educational roles. A study of Music helps students understand and heighten the enjoyment of the arts in their lives and the music heritage of a range of cultures.

What do students study?
Over the two year course, Musicology, Composing and Performing is studied. Students develop the ability to make sense of what the ear hears, or the ability to “think in sound”. They explore the musical elements: duration, expressive devices, harmony, melody, structure, texture and timbre, within a variety of contexts, genres and styles.

What do students do?
Music involves:
- practical music making (playing and singing in groups and individually)
- creating music: composing and arranging music
- listening to and understanding music: becoming more aware and analytical listeners;
- knowing about music: being able to discuss musical ideas and write music.

How are students assessed?
Students will be assessed through Composition, Musicology and Performance pieces.

Year 11 (Formative) Unit Themes:  
- Think of the Kids
- The Hall of Fame
- Music of Technology

Year 12 (Summative) Unit Themes:  
- Shoots and Scores
- Don’t Stop The Music
- It’s Time to Reflect

Excursion / Practical Activities:
Where appropriate, excursions to the theatre and live performance will be undertaken.

Specialist Equipment Required:
Blank Manuscript, Clear Sleeved Display Folder.

Career Paths:
Students who study Music in Years 11 and 12 may find it beneficial, or in some cases essential, for the following careers:
- Sound Engineer
- Film and Television Producer
- Sales – Instruments/CD’s
- D.J.
- Advertising
- Music Teacher
- Music Journalist
- Professional Musician
- Song Writer
- Musical Director
- Audio Technician
- Instrumental Instructor
- Music Recording
- Tertiary Lecturer
- Early Childhood Teacher
- Music Publisher
- Lighting

Recommendations:
It is recommended that students play an instrument or sing, that they have completed some Year 9 and 10 subjects or Level 4 A.M.E.B. Theory. Students are encouraged to be members of the Senior Concert Band and/or Vocal Program and continue study of an instrument/voice.
Why study Visual Art?
Visual Art involves the making of artworks and the appreciation of artworks (appraising) through the processes of researching, developing and resolving. When students study this subject they make visible ideas, thoughts, feelings and observations of their world through images, texts and objects.

Working with the visual arts promotes critical, cultural and aesthetic understanding through participation in the processes of the visual art experience. Visual Art encourages students to: make, appraise and display artworks, with confidence and individuality. Students recognise and respect the personal aesthetic of others and affirm and value the contributions of visual artists, designers and craftspeople, and engage with Australian art including Indigenous Australian, Asian and international references define and solve problems with the flexibility to negotiate and creatively consider a variety of solutions and processes.

What do students study?
- Ceramics  
  - Drawing  
  - Painting  
  - Printmaking  
- Digital imaging  
  - Photography  
  - Sculpture  
  - Art Texts

Students also study a diverse range of artworks, visual art styles and philosophies from a variety of social, cultural and historical contexts.

During Year 11, learning opportunities focus on:
- Becoming visually literate – expressing ideas, feelings and observations through artworks.
- An appreciation of artists, artworks, the world and audiences.
- Developing media skills, meaning and focus in their work as a result of teacher-directed thematic units.
- Display and exhibit images and objects created during the course.

During Year 12, learning opportunities focus on:
- Student’s developing their own informed points of view in increasingly more independent ways.
- Students developing their skills in the practice of art making and art appraisal.
- Developing meaning and focus in their work as a result of teacher-directed investigations of a concept each term.
- Display and exhibition of images and objects created during the course.

How are students assessed?
Methods of assessment may include: teacher observation and student-teacher consultation in relation to art making folios and/or visual journals, focused analysis, short response and extended writing such as essays and critiques.

Achievement in Visual Art is judged by matching a student’s achievement in the assessment tasks with standard characteristics of the exit criteria of the subject.

These criteria are: Visual Literacy; Application and Appraising.

Excursion / Practical Activities:
Where appropriate, excursions to galleries to view exhibitions are undertaken. The preparation of personal and collaborative exhibitions is also an expectation.

Specialist Equipment Required: Nil

Career Paths:
Students who study Visual Art in Years 11 and 12 may find it beneficial or in some cases essential for the following careers:
- Artist  
  - Craftsperson  
  - Cartoonist  
  - Web designer  
- Illustrator  
  - Make-up artist  
  - Photographer  
  - Gallery  
- Architecture  
  - Interior Design  
  - Digital Artist  
  - Freelance  
- Arts Publishing  
  - Art Therapist  
  - Gallery Curator  
  - Art Critic  
- Art Historian  
  - Teaching

Recommendations:
A previous study of Art in Years 8, 9 and 10 is strongly recommended, but not compulsory. A study of Visual Art provides students with the opportunity to continue study at tertiary level or pursue an interest through community courses and events.
VISUAL ARTS STUDIES
(AUTHORITY REGISTERED SUBJECT)

Why study Creative Arts – Visual Art Studies?
Visual Art Studies aims to provide students with a practical study of various aspects of Fine Art and Craft through participation in a wide variety of visual arts processes. Visual Art Studies encourages students to select, explore, manipulate and exploit the potential of materials, techniques and processes through a “hands-on” approach to art making.

What do students study?
- Mask Making
- Ceramics
- Sculpture
- Exhibition
- Printmaking
- Drawing
- Painting
- Design
- Set construction
- Health and Safety
- Presenting
- Textiles
- Animation
- Digital Imagery
- Photography
- Body Art

What do students do?
Students are involved in the process of exploring, knowing and presenting through a series of units described in the table below. The content of the course may be varied depending on opportunities to link units of work to school events e.g. sets for the musical.

How are students assessed?
Each student will complete a course in which they complete tasks that assess the dimensions of Exploring, Knowing and Expressing.

(Creative Arts – Visual Art Studies)

<table>
<thead>
<tr>
<th>Sem</th>
<th>Unit name</th>
<th>Focus of learning experiences</th>
<th>Assessment conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2D</td>
<td>Drawing, Printmaking, Painting</td>
<td>Minor folios of work that demonstrate an exploration and understanding of techniques, concept used in a variety of 2D art disciplines. In house exhibition</td>
</tr>
<tr>
<td>2</td>
<td>3D</td>
<td>Pottery, Sculpture, Fashion, Mask Making and Jewellery</td>
<td>Developmental and resolved arts works exploring 3D concepts and techniques</td>
</tr>
<tr>
<td>3</td>
<td>Self and Society</td>
<td>Photography, Appropriation, Montage, Mix Media and Painting</td>
<td>Resolved Major artworks – student teacher negotiated.</td>
</tr>
<tr>
<td>4</td>
<td>With a twist</td>
<td>Take a traditional image or idea and give it a twist – concept, media or context – negotiated with the teacher</td>
<td>Resolved arts works that incorporate traditional ideas and techniques and recontextualise them. 2D/ 3D / Digital or mixed.</td>
</tr>
<tr>
<td></td>
<td>Community</td>
<td>Team work – collaborative arts works</td>
<td>As opportunities evolve students work collaboratively to achieve a common goal.</td>
</tr>
</tbody>
</table>

Excursion/Practical Activities:
Where appropriate, excursions to galleries to view exhibitions will be undertaken. Preparation of personal exhibitions is an expectation of the course.

Specialist Equipment Required: Nil

Career Paths:
Creative Arts – Visual Arts Studies in Years 11 and 12 may be an excellent basis for further studies in Visual Arts, and provides the student with enhanced folio work and preparation for the competitive entry into tertiary level. Students are also given experiences that can lead to further study and work in related arts/crafts industries whether as arts practitioners or administrators.

Recommendations:
Study of Art in Years 9 and 10 is recommended, but not compulsory.
# YEAR 10 ARTS OVERVIEW

**Electives available:** YEAR 10 DRAMA, YEAR 10 MEDIA, YEAR 10 MUSIC, YEAR 10 VISUAL ART

## YEAR 10 NAVIGATING EDUCATION

Students are selected to participate in this subject, it is not a possible choice for all students.

## YEAR 11 AND 12

**AUTHORITY SUBJECTS – Drama, Music, Visual Arts**

It is suggested that if students wish to enrol in an Authority Arts subject that they are also completing Authority English, and have completed some units of the subject in Years 9 and 10.

**AUTHORITY REGISTERED SUBJECT – Creative Art**

Some skill in art is required for this subject

## Drama

<table>
<thead>
<tr>
<th>Unit Title: Drama In Comedy and Tragedy</th>
<th>Unit Title: Drama For An Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic/Activities:</strong></td>
<td><strong>Topic/Activities:</strong></td>
</tr>
<tr>
<td>In this unit, students will be introduced to the style of comedy. In doing so, they will examine the various styles of comedy including sitcom, slapstick, farce, parody and stand-up. They will also examine popular comedy shows and analyse how the elements of drama have created comedy. Students will also be introduced to the style and themes of tragedy. In doing so, they will examine the features of a tragedy to create their own. They will then present these as a polished performance.</td>
<td>In this unit, students will begin to explore the idea of realism. This style will be workshopped through the exploration of a published realism text. They will present a polished performance of a scene from this text. Students will also respond to the use of the elements of drama in a realism performance in the form of a play review. Students will also explore the style of Children’s Theatre. This unit will build on the student’s knowledge of various styles of theatre but will also culminate the knowledge that they have gained over the past three years in Drama. For example, their performance may contain mime, mask, puppetry, storytelling, clowning etc. Students will write a children’s theatre script and present it as a polished performance.</td>
</tr>
</tbody>
</table>

## MEDIA

<table>
<thead>
<tr>
<th>Unit Title: Media Technologies</th>
<th>Unit Title: Media, Society and Me</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will participate in a range of practical and research activities that develop and experiment with media issues, contexts and technologies.</strong> <strong>Possible Learning Activities:</strong></td>
<td><strong>Students will participate in a range of practical and research activities that develop a personal work ethic and experiment with media issues and contexts through a variety of genres and technologies.</strong> <strong>Possible Learning Activities:</strong></td>
</tr>
<tr>
<td>* Text writing and editing * Photojournalism * Advertising * Storyboarding * Power Point presentation * Computer Management * Team work * Filming * Historical research * Electronic TV guide * Short film using Movie Maker</td>
<td>* Photo Essay * Script writing and editing * Film review * Power point presentation * Short film * Interview techniques and role-play * Impact study – TV and the family * Teens and the media * Product placement in film and TV</td>
</tr>
<tr>
<td><strong>Assessment:</strong> Practical activities/Journal/Research tasks</td>
<td><strong>Assessment:</strong> Practical activities/Journal/Research tasks</td>
</tr>
</tbody>
</table>

## Music

<table>
<thead>
<tr>
<th>Unit Title: Jazz Music</th>
<th>Unit Title: Music of the Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> At this level it is expected that students are able read music fluently and play their chosen instrument with little teacher guidance.</td>
<td><strong>Prerequisite:</strong> At this level it is expected that students can read music fluently and play their chosen instrument with little teacher guidance.</td>
</tr>
<tr>
<td><strong>Topic/Activities:</strong> This unit prepares students for senior music. Through analysing, composing and performing, students will develop their knowledge of jazz music. Students will develop an awareness of the style through analysis of the features and characteristics of a range of repertoire.</td>
<td><strong>Topic/Activities:</strong> This unit prepares students for senior music. Students through analysing, composing and performing will develop their knowledge of a broad range of Music of the Stage. Students will develop an awareness of the variety of music styles, the features and the characteristics and nuances in particular pieces of music that are and have been composed for Music of the Stage. Music of the Stage will include music from Musicals, Operas, Orchestral Performances, Rock Bands, Jazz Band, and so on. It is expected at this level all students will perform in the annual Soiree.</td>
</tr>
<tr>
<td><strong>Assessment:</strong> Written/Aural Exam Responding Tasks Composition Tasks Performance Tasks</td>
<td><strong>Assessment:</strong> Written/Aural Exam Responding Tasks Composition Tasks Performance Tasks</td>
</tr>
</tbody>
</table>
**NAVIGATING EDUCATION**

**SELECTION PROCESS:**

Student numbers for this class are restricted and entry is by selection criteria. Students may self-nominate or be nominated by parents and/or teachers.

Students will be expected to embrace the philosophy of the course, showing commitment and the desire to extend their learning. Their placement in the class will be reviewed each semester.

This course aims to meet the needs of the more able students to be responsible for the development, implementation and evaluation of their own learning. By developing appropriate skills, concepts and attitudes students become independent self-directed life-long learners. The subject includes elements of thinking skills development, enrichment activities, problem solving and in-depth studies.

<table>
<thead>
<tr>
<th>Unit Title: Colour, Space and Movement</th>
<th>Unit Title: Fantasy and Abstraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible Learning Experiences:</td>
<td>Possible Learning Experiences:</td>
</tr>
<tr>
<td>• Front cover design - colour themes.</td>
<td>• Front cover design - lettering, colour and creativity.</td>
</tr>
<tr>
<td>• Colour exercises - wheel, blending...</td>
<td>• Drawing folio - Surrealist landscape with figures.</td>
</tr>
<tr>
<td>• Self-portrait - painting with colour to create mood or feeling - symbolism.</td>
<td>• Design surrealistic characters and create a children’s story book.</td>
</tr>
<tr>
<td>• Drawing with various media.</td>
<td>• Painting folio - Abstract the human form. Ref - Picasso, de Kooning, and Dalí</td>
</tr>
<tr>
<td>• Design a 3 colour logo using Paint.net</td>
<td>• 3D folio – Clay fantasy figures – Dragons…</td>
</tr>
<tr>
<td>• Screen print 3 colours - “My Logo”.</td>
<td>• Linocut print based on abstract patterns Ref. Aboriginal Art, Cubism or Distortion.</td>
</tr>
<tr>
<td>• Collage - looking at the work of Matisse.</td>
<td>• Exercises using 'Frottage' to create abstract design/landscapes.</td>
</tr>
<tr>
<td>• Analyse a series of artworks and consider how they use the unit themes.</td>
<td>• Consider the importance of Picasso’s ‘Guernica’ 400 words with visual support.</td>
</tr>
<tr>
<td>• 3D folio - mobile or sculpture incorporating the Appraising task on Alexander Calder/Henry Moore [500 words plus 3D reproduction]</td>
<td>• Collograph - Human Form or Landscape.</td>
</tr>
<tr>
<td>• Painting - Expressionistic landscape.</td>
<td>• Plaster carving - Abstract form re Henry Moore.</td>
</tr>
<tr>
<td>• Drawing a sports scene to capture the movement and action.</td>
<td>• Design a fantasy house - floor plan and front elevation.</td>
</tr>
<tr>
<td>• OP art Painting Ref - Bridget Riley and Hard edge painting.</td>
<td>• Extended writing [600 words] compare and contrast Dalí’s and Picasso’s use of the Human form in painting.</td>
</tr>
<tr>
<td>• Marble and collage/drawing.</td>
<td></td>
</tr>
<tr>
<td>• Oral presentation on the work of artists like Jackson Pollock and Kandinsky</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment:** Folio of Practical Work 80%  Written Work 20%

<table>
<thead>
<tr>
<th>Unit Title: Self as Learner</th>
<th>Unit Title: Citizen of the World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics/Activities:</td>
<td>Topics/Activities:</td>
</tr>
<tr>
<td>Personal Mandela</td>
<td>Future problem solving</td>
</tr>
<tr>
<td>Career &amp; Personal Planning</td>
<td>Community Links</td>
</tr>
<tr>
<td>Goal setting</td>
<td>Advanced thinking skills</td>
</tr>
<tr>
<td>Interviews</td>
<td>Decision making</td>
</tr>
<tr>
<td>Thinking skills</td>
<td>Group projects</td>
</tr>
<tr>
<td>Time Management</td>
<td>Community Problem solving</td>
</tr>
<tr>
<td>Philosophical thinking</td>
<td>Major Investigation</td>
</tr>
<tr>
<td>Ethics</td>
<td>Thinking Skills</td>
</tr>
<tr>
<td>Metaphysics</td>
<td>Problem solving</td>
</tr>
<tr>
<td>Epistemology</td>
<td>Thesis Writing</td>
</tr>
<tr>
<td>Humanism</td>
<td>Research Proposal</td>
</tr>
<tr>
<td>Political and Religious Systems</td>
<td>Assessment:</td>
</tr>
<tr>
<td>Philosophical Essay Writing</td>
<td>2 Individual Major Investigations</td>
</tr>
<tr>
<td>Inductive / deductive reasoning</td>
<td>All student work is presented to the rest of the class in seminar format and peer evaluated.</td>
</tr>
<tr>
<td>Habits of Mind</td>
<td>Students will design evaluation instruments, determining the criteria in conjunction with their teacher. Different instruments could apply to each student or groups of students.</td>
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<tr>
<td>Reflective Journals</td>
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<tr>
<td>Assessment:</td>
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<tr>
<td>Mandala</td>
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<tr>
<td>Career Portfolio</td>
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<tr>
<td>Philosophical Essays</td>
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</tbody>
</table>
The Year 10 Technology key learning area embraces some learnings that traditionally have been included in lower secondary subjects such as Business Studies, Home Economics, Information and Communication Technology, Graphics and Industrial Technology and Design.

Technology arises from a desire to extend individual and collective human capabilities. People everywhere have always used their ingenuity to create new or improved technology that meets their needs and wants and enhances their physical, emotional and social wellbeing. With this the term ‘technology’ is used in a broad sense and covers not just ‘computers’ or ‘information technology.

The term ‘technology’ has come to describe such things as:
- the creative processes used to develop products
- the products created through these processes
- the ‘know-how’ related to these processes and products
- the tools and equipment used.

The Queensland school curriculum is designed to assist students to become lifelong learners. The overall learning outcomes of the curriculum contain elements common to all key learning areas and collectively describe the valued attributes of a lifelong learner.

A lifelong learner in Technology is:
- a knowledgeable person with deep understanding
- a complex thinker
- an active investigator
- a responsive creator
- an effective communicator
- a participant in an interdependent world
- a reflective and self-directed learner.

Business Education
Pathways to Year 11 & 12 Studies
Business Studies → Business Communication & Technologies (BCT), Legal Studies
Electives Available in BUSINESS
Business Technology (BST10)
This subject is designed to introduce students to ways of communicating in business and using technology for business applications. It is a useful unit for any person, regardless of the career or subject path they intend choosing, as it provides opportunities for completion of practical tasks that build up knowledge relevant to any work environment and computing skills relevant and useful for any subject. It also provides students with team skills developed with their peers while undertaking a culminating project which requires completion of a PowerPoint display and oral presentation. The following topics are covered:
- Written Communication in Business – types of written communication; word processing skills and applications.
- Verbal Communication in Business – how to communicate effectively with team mates and customers; how to put together amazing PowerPoint presentations.
- Event Organisation

Industrial Technology and Design
Pathways to Year 11 & 12 Studies
Graphics → Senior Graphics
Industrial Technology and Design → Certificate II in Furniture Making, Senior Graphics
Electives available in GRAPHICS
Graphics (GPH10)
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.

As you study Graphics, you will learn to:
- use design processes in graphical contexts
- formulate design ideas and solutions using the design factors, which include
- create and communicate design solutions in the form of graphical representations, including a range of sketches and drawings
- apply industry conventions where applicable
- develop design solutions for a range of audiences, including corporate clients and end-users.

As you develop and present graphical representations of ideas and solutions for design problems you will sketch and draw freehand, develop spatial cognition and visualisation, produce technical graphical representations in 2-D and 3-D formats and use existing and emerging technologies.

Electives available in INDUSTRIAL TECHNOLOGY AND DESIGN

Industrial Technology and Design (ITD10)
This hands-on unit focuses on practical skill development. Students are guided through the construction process in which they will identify and understand a problem, and select appropriate resources and strategies that may solve that problem. They will then be given a plan enabling them to construct the solution. Students are encouraged to be active participants in design and application. They are exposed to a range of intellectual challenges while developing practical skills associated with hand and power tools, machinery and equipment. Special Note: Materials are supplied for this course of study. Additional materials may be purchased by the students; this will depend on the type of project being undertaken.

Information and Communication Technology

Pathways to Year 11 & 12 Studies

Information and Communication Technology — Information Processing Technology, Information and Communication Technology

Electives available in INFORMATION AND COMMUNICATION TECHNOLOGY

Information and Communication Technology (ICT10)
Most working environments involve the use of information technology in some form. Information technology has provided opportunities that did not exist a generation ago. Advances in communication facilities and peripherals combine to emphasise the concept of a global community, where we are able to communicate readily with people in remote locations. Peripherals expand the scope of applications and can assist people with certain physical impairments and disabilities. An understanding and appreciation of the impact of technological advances would be an asset in maximising the advantages information technology can provide

Home Economics

Pathways to Year 11 & 12 Studies

Home Economics — Certificate II in Hospitality Studies

Electives available in HOME ECONOMICS

Home Economics (HEC10)
This is largely a practical unit, with the focus on food preparation and presentation skills. Students will be introduced to 'Back of House' and have the opportunity to prepare a range of foods during practical lessons. They will study: how to standardise recipes and cost foods, correct knife handling techniques, the principles and methods of cookery, specific food preparation techniques related to dietary needs, basic kitchen operations and general knowledge about food production, presentation and storage. Students will also learn how to effectively work in a busy kitchen and be introduced to the pathways involved in this area of the industry. They will study the importance of workplace hygiene and OH&S and implement these practices during practical lessons.

The student’s will be assessed on practical cookery skills each term. The major assessment being a theory exam and assignment linked to the final cooking exam.

Pathways

Pathways to Year 11 & 12 Studies

Pathways — Certificate II in Workplace Practices, VET courses

Electives available in Pathways

Pathways (VIT10)
The progression from Year 10 to Year 11 can be the most complex transition in a student's school life. As students move through the senior phase of schooling, they are increasingly expected to accept greater responsibility for their learning, participate in leadership and community service activities and make significant decisions about their pathways to further education, training and employment.

The start of the senior phase of learning at Townsville State High School includes:
- curriculum and processes that help students and their parents/carers make better decisions about immediate options for learning
• development of skills and knowledge that help students manage longer term career goals for post-school pathways
• opportunities for teachers and school administrators to reflect on the range of learning options and pathways for students at their school
• learning opportunities for students to develop a range of generic and employability skills that are required for work and further education and training, such as planning, organising, thinking flexibly, communicating well and working in teams.

Along with the short course students are enrolled in ICA10111 Certificate I in Information, Digital Media and Technology course. This VET recognised course provides students with general computing and employment skills that enable participation in an information technology environment in any industry.

Some examples of the employment skills are:
• solving organisational problems by applying technology
• selecting appropriate software and file formats for an activity
• planning and organising the selection and location of hardware
• selecting, installing and using computer software and hardware
• configuring the operating system to suit the working environment
• identifying work to be completed and prioritising tasks
• reading and writing basic workplace documents and technical manuals

Participants will also develop significant skills in word processing, spreadsheets, internet, email, editing digital images, databases and operating systems using Windows and Microsoft Office 2010.

ICAICT101A Operate a personal computer
ICAICT102A Operate word-processing applications
ICAICT103A Use, communicate and search securely on the internet
ICAICT104A Use digital devices
BSBWHS201A Contribute to health and safety of self and others
BSBCMM101A Apply basic communication skills

Recommended Prior Study
THese recommendations are intended as a guide only. The final decision re subject selection rests with the individual student and their family.

YEAR 11 SUBJECT MINIMUM RECOMMENDED PRIOR KNOWLEDGE
BCT Successful completion of BCT10
Certificate II in Furniture Making Successful completion of ITD10
Graphics Successful completion of GRA10
Certificate II in Hospitality Successful completion of HOS10
Legal Studies Successful completion of any Year 10 Humanities subject
BUSINESS COMMUNICATION and TECHNOLOGIES  
(AUTHORITY SUBJECT)

Why study Business Communication and Technologies?
Business Communication and Technologies offers students opportunities to engage in and understand a range of administrative practices through real life situations and business simulations. Business Communication and Technologies encompasses theoretical and practical aspects of business issues in contexts students will encounter throughout their lives.

What do students study?
The course is based on a range of topics which will be studied within a particular business context. Eight of the following topics will be chosen to be offered to students.

- Business environments
- Managing People
- Industrial relations
- International business
- Workplace health, safety and sustainability
- Organisation and work teams
- Managing workplace information
- Financial administration
- Social Media
- Events Administration

Specifically, Business Communication and Technologies is designed to equip students with the abilities to:

- Retrieve, comprehend and use information and skills associated with selected topics of study to increase business knowledge.
- Explore and dissect business data and information to identify and analyse business issues.
- Communicate and synthesise understanding gained to make judgements about the performance of businesses.
- Draw conclusions, make decisions, provide recommendations to solve problems and justify solutions and actions.

Learning Experiences
Students will be given the opportunity to integrate different areas of learning, while working in a particular business context (for example, the Travel Agent). The classroom environment will be designed to stimulate, as closely as possible, a workplace environment.

How are students assessed?
A variety of assessment modes will be used. These will include:

- Supervised written (short and extended response)
- Research, which may be presented in a variety of modes including written, spoken or multi-modal.
- Extended responses.

Career Paths:
This subject may lead to employment in such areas as:

- Business Administration
- Events Administration
- Workplace Health and Safety

Business Communication and Technologies may also lead to tertiary study in the fields of:

- Business
- Business Management
- Accounting
- Events Management
- Human Resources

Recommendations
This subject is suited to students who have achieved a sound in Mathematics and English and have an interest in the business and financial world.
**LEGAL STUDIES**  
(*AUTHORITY SUBJECT*)

**Why Study Legal Studies?**
In Legal Studies, students develop an understanding of the ways in which the legal system can affect the lives of Australian citizens. By examining historical and social factors that have led society to create a legal system, students develop knowledge and understanding of the frameworks which regulate and shape our society. By analysing Australian and international legal systems, students consider the impacts that legal decisions can have on Australian society and how diverse groups influence and are influenced by the legal system.

Legal Studies enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures. Through inquiry, analysis, examination and problem solving, students can make decisions which may benefit themselves and the community now and in the future. The immediate relevance of Legal Studies to students’ lives should promote and motivate students to make constructive judgments and informed commentaries on the law, its system and processes, from practical and critical social perspectives. Students examine and justify their own opinions and attitudes to legal and social issues needing resolution, preparing them to participate in society as active and informed citizens.

**Core areas of study**
The core areas of study provide the foundation knowledge and understanding of the Australian legal system, laws and processes for developing and organising a course of study in Legal Studies.

The core areas of study are integral to all legal issues and shape the development of students’ knowledge and understanding in relation to this course of study.

There are four core areas of study:
- The Legal System
- Human Rights
- Introduction to Civil Obligations
- Criminal Law.

**Elective areas of study**
In Legal Studies, there are nine possible elective areas of study:
- Civil wrongs (torts) and the law
- Employment and the law
- Family and the law
- International law
- Technology and the law
- Indigenous Australians and the law
- Environment and the law
- Housing and the law
- Sport and the law

**Career Options**
Career options stemming from Legal Studies are varied and can jump start a life in many fields some of these include:
- Lawyer/ Barrister
- Paralegal
- Public Service
- Department of Justice and Attorney Generals office
- Social Worker
- Prison Officer
- Union
- Media and Communication
- Parole Officer
- Legal Studies Teacher
- Department of Foreign Affairs and Trade

**Recommendations:**
Prospective students should recognise at the outset the heavy reliance Legal Studies places on reading, notation, analysis, discussion, summarizing and reflection. If a student is not achieving a Sound for Year 10 English and History he/she is advised to speak to the KLA Coordinator. It is recommended that students undertake Authority English in Year 11 and 12 to compliment the required learning.
Why study Information Communication Technology (ICT)?
Learning with Information Communication Technology (ICT) provides the essential skills necessary to operate effectively in the 21st century while providing a learning environment that is interesting and engaging.
Information Communication Technology is a practical subject that helps prepare students to meet the frequent and rapid change in the area of Information Technology. The course provides students with the knowledge, skills, processes and understandings of the systems that support Information Technology.

What do students study?
- Animation
- Web Design and Development
- Game Design
- Image Editing

How are students assessed?
- Projects
- Practical Exercises
- Extended writing tasks
- Multimodal tasks

Career Paths:
Students who study Information Communication Technology (ICT) will stand them in good stead for any career path. In the IT field careers include:
- Animation
- Game design
- Graphic design
- Interactive media
- Mobile technology
- Multimedia
- Video production
- Web design

Recommendations:
This course is 25% theory and 75% practical.

This course will contribute in a significant way to the general education of students whether or not they intend to further studies or employment in Information Technology.
Why Study Information Processing & Technology (IPT)?

IPT – involves the creation, manipulation, storage, retrieval and communication of information as well as the range of technological devices and systems used to perform these functions.

IPT is an ideal preparation for students who wish to study IT and related computing subjects at a tertiary institution. The topics covered in the course are programming, database design, artificial intelligence, computer systems and social ethical implications. Some of the learning experiences include constructing a program, building an expert system, building and manipulating a database and related social and ethical issues.

Class tasks and assessment task are set as homework on a regular basis. As in all senior subjects, students need to demonstrate commitment to the subject to succeed.

What do students study?

Information Processing and Technology has a practical approach and a significant emphasis on problem solving through applying the design, develop and evaluate cycle. The course has five topics:

- Relational Informative Systems and Structured Query Language
- Software programming and Algorithms
- Human-Computer Interaction
- Social and Ethical Issues
- Intelligent Systems and Computer Systems

How are students assessed?

Over the four semesters, students will be required to participate in the following assessment techniques:

- Supervised written assessment — students require a succinct response in the form of short or paragraph responses to questions or problems conducted under supervised conditions
- Extended response assessment — students will analyse, synthesise and evaluate data and information in the development of a response. It may involve proposing a solution to a problem, expressing and justifying a point of view, explaining and evaluating an issue, or the application of concepts or theories to a circumstance. An extended response may be presented in a variety of modes. These assessments occur over a period of time during class and often in students’ own time
- Product assessment — students will analyse, synthesise and evaluate data and information in the development of a product based on the application of skills, theory and conceptual understandings. It may involve solving a problem using information technology. These assessments occur over a period of time during class and often in the students’ own time.

Career Paths:

- Tertiary study in the IT Field
- Engineering and Service Industries
- Medical field including Pharmacy
- In fact any career where problem solving is involved, such as Business/Management, Accounting, Law, Computing and Technical writing.

Recommendations/Notes:

This course is 60% theory and 40% practical. It is recommended that students who select IPT have performed at a sound level in Year 9 and 10 in English and Mathematics. This course will contribute in a significant way to the general education of students whether or not they intend to pursue further studies or employment in Information Technology.

STUDENTS MAY STUDY BOTH IPT AND ICT.
Why study Graphics?
Senior 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.

What do students study?
As you study Graphics, you will learn to:
- use design processes in graphical contexts
- formulate design ideas and solutions using the design factors, which include
  - user-centred design
  - design elements and principles of design
  - technologies
  - legal responsibilities
  - design strategies
  - project management
  - sustainability and materials
- create and communicate design solutions in
  - the form of graphical representations, including
    - a range of sketches and drawings
    - apply industry conventions where applicable
- develop design solutions for a range of audiences, including corporate clients and end-users.

As you develop and present graphical representations of ideas and solutions for design problems you will sketch and draw freehand, develop spatial cognition and visualisation, produce technical graphical representations in 2-D and 3-D formats and use existing and emerging technologies. You will plan and produce graphical representations in simulated real-world contexts. To do this, you will interpret, generate and create visual communications for particular purposes and audiences. You will then make judgments and justify decisions about the graphical representations you produce.

How are students assessed?
Assessment in Graphics gives you opportunities to demonstrate the knowledge and understanding, analysis and application, and synthesis and evaluation applicable to solving design problems and representing ideas and solutions graphically.
In Graphics, assessment instruments include design folios and examinations.
- Design folios record the design process you have used to solve a design problem. These folios will contain some written information, but will mostly consist of graphical representations of your ideas and solutions.
- Examinations will mostly require you to sketch and draw ideas and solutions in response to small design problems or aspects of larger ones.

In Year 12, you will be expected to complete at least four assessments, including at least two design folios and one examination.

Career Paths:
This subject contributes four credits towards the Queensland Certificate of Education (QCE). If you would like to learn more about this certificate, please visit the QCE page on the QCAA website www.qcaa.qld.edu.au/589.html.
A course of study in Graphics can establish a basis for further education and employment in graphic design, industrial design, built environment design (architecture, landscape architecture and interior design), engineering, urban and regional planning, surveying and spatial sciences, and building paraprofessionals. For further information about future tertiary pathways, consult the QTAC Guide to Tertiary Courses www.qtac.edu.au.
EARLY CHILDHOOD STUDIES
(AUTHORITY REGISTERED SUBJECT)

Why Study Early Childhood?
Early Childhood Studies focuses on learning about children aged from birth to five years. The course of study involves learning about core concepts and ideas related to the fundamentals of early childhood, and practices in early childhood learning. Core topics are embedded in electives that influence the development of children, such as play and creativity, literacy and numeracy skills, being in a safe place, health and physical wellbeing and indoor and outdoor learning environments. Throughout the course of study, students make decisions and solve problems and work individually and with others. Students explore play-based learning activities and devise play-based learning activities responsive to children’s needs.

The course of study also provides opportunities for students to interact with children aged from birth to five years and early childhood educators, through excursions and visits to quality early childhood education and care settings. Through these interactions students will develop self-confidence, independence, a responsible attitude towards children and readiness for the workplace. They will understand the scope of early childhood learning as well develop awareness of the important role early childhood educators have in promoting child development.

What do students study?
Students studying Early Childhood Studies will learn to:

Course Content
Core Topics
Elective Contexts
• Fundamentals of early childhood
• Practices of early childhood
• Indoor and outdoor learning environments
• Literacy and numeracy
• Health and physical wellbeing
• Play and imagination
• Safety and security

How are students assessed?
Assessment
Dimensions for assessment are:
• Knowing and understanding
• Analysing and applying
• Creating and evaluating

Assessment techniques will include:
• Projects (practical with written components)
• Investigation (articles, essays, letters, reports or observations)
• Extended response to stimulus (brochures, articles, responses to legislation)
• Examination (short response tests, scenarios)

Career Paths:
A course of study in Early Childhood can establish a basis for further education and employment in education, health and community services. There is opportunity for work in early childhood settings such as childcare facilities, kindergartens and early learning centres. Roles include, depending on qualifications attained, early childhood teacher, pre-school teacher, kindergarten teacher and educators (such as teacher’s aide or assistant and childcare professional).

Recommendations:
There are no academic prerequisites for this subject. A “C” level of English is desirable if you want to achieve employment in the early childhood setting.
Why Study Furniture Making?
Certificate II in Furniture Making develops life skills and safe working processes that directly apply to the furnishing industry. The course has an emphasis on timber furniture construction.

This Certificate II VET course carries 4 credit points towards the QCE.

LEVY: Students will be required to pay a subject fee of $200 for the two year course (or $100 per year). This fee covers materials for individual projects.

What do students study?
- Plan reading
- Problem Solving
- Sketching
- Basic woodworking
- Design
- Drawing interpretation
- Safe Machining operations
- Fabrication
- Workplace Health and Safety awareness

How are students assessed?
- Semester 1: Practical Competency based on Coffee Table Task
- Semester 2: Practical Competency based on Bedside Table Task
- Semester 3: Practical Competency based on Entertainment Unit Task
- Semester 4: Personal Design Tasks utilising recycled timber

(All practical tasks have an associated work booklet for each that contains theory elements of competencies)

What Theory And Written Work Is Required?

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CPCCOHS1001A</td>
<td>Work safely in the construction industry</td>
</tr>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>MSAPMSUP102A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>MSAPMSUP106A</td>
<td>Work in a team</td>
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<tr>
<td>MSFFF2004</td>
<td>Prepare surfaces for finishing</td>
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<tr>
<td>MSFFM2001</td>
<td>Use furniture making sector hand and power tools</td>
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<tr>
<td>MSFFM2002</td>
<td>Assemble furnishing components</td>
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<tr>
<td>MSFFM2003</td>
<td>Select and apply hardware</td>
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<tr>
<td>MSFFM2004</td>
<td>Apply sheet laminates by hand</td>
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<tr>
<td>MSFFM2005</td>
<td>Join solid timber</td>
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<tr>
<td>MSFFM2006</td>
<td>Hand make timber joints</td>
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<tr>
<td>MSFFM2007</td>
<td>Follow plans to assemble production furniture</td>
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<tr>
<td>MSF3N2001</td>
<td>Make measurements and calculations</td>
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<tr>
<td>MSAPMOHS200A</td>
<td>Work safely</td>
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<tr>
<td>MSFFM2010</td>
<td>Set up and operate basic static machines</td>
</tr>
</tbody>
</table>

Excursion/Practical Activities:
Practical activities are integral to this course.

Specialist Equipment required:
- Personal Protective Equipment
- Safety Boots or shoes with leather upper
- Safety Glasses
- Protective Clothing

It is recommended that students obtain a “White Card” in Construction Induction and a “First Aid Certificate” during Year 11. This may be done at school or externally.

Structured Work Placement:
Encouraged

Career Paths:
Students who study Furnishing in Years 11 and 12 may be able to follow a career in:-
- Builder
- Cabinet maker
- Plumber
- Tiler
- Carpenter
- Bricklayer
- Plasterer
- Concreter
- Electrician
- Wood machinist
- Boat builder
- Ceiling fixer

Recommendations:
A School Based Apprenticeship would complement the structure of this course.
Why study Hospitality?
The Hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses; the industry is dynamic and uses skills that are transferable across sectors and geographic borders.

LEVY: $335 for the two year course ($170 Year 11 and $165 Year 12). Plus a $65 cost for uniform.

What do students study?
Units of work are developed through a Business context.
Topics
- BSBWOR203B Work effectively with others
- SITHIND201 SOURCE AND USE INFORMATION ON THE HOSPITALITY INDUSTRY
- SITHIND202 USE HOSPITALITY SKILLS EFFECTIVELY
- SITXCCS202 INTERACT WITH CUSTOMERS
- SITXCOM201 SHOW SOCIAL AND CULTURAL SENSITIVITY
- SITXWHS101 PARTICIPATE IN SAFE WORK PRACTICES
- SITHCCC102 PREPARE SIMPLE DISHES
- SITHCCC103 PREPARE SANDWICHES
- SITHFAB203 PREPARE AND SERVE NON-ALCOHOLIC BEVERAGES
- SITHFAB204 PREPARE AND SERVE ESPRESSO COFFEE
- SITXFSA101 USE HYGENIC PRACTICES FOR FOOD SAFETY
- SITXINV202 MAINTAIN THE QUALITY OF PERISHABLE SUPPLIES

How are students assessed?
The focus is on two of the three fields of foods, beverages and service.
Dimensions for assessment are:
- Knowing and understanding
- Analysing and applying
- Creating and evaluating

Assessment techniques will include:
- Projects (practical with written components)
- Investigation (industry visits, attending hospitality events, articles, essays, letters, reports or observations)
- Extended response to stimulus (case studies, brochures, restaurant reviews, marketing events)
- Examination (short response tests, scenarios, costing)
- Practical tasks may demonstrate some or all of the following:
  - planning and decision making e.g. coffee service

Career Pathways
A course in Hospitality can establish a basis for further education and employment in the fields of professional hospitality careers in food and beverage, catering, accommodation and entertainment.

Recommendation:
There are no academic prerequisites for this subject. To be successful in this subject, you must be interested in food and beverage preparation and service.
Why Study Workplace Practices?
Certificate II in Workplace Practices was developed in response to an established market need and demand, identified through consultation with industry associations and employers, to provide candidates for industry who are acutely aware of what the world of work requires of an employee. Young people who are seeking future employment are strongly encouraged to that this course to have a ‘hands-on’ understanding of workplace culture and general workplace practices. In simple terms, industry wants young people to have the knowledge and skills needed ‘to hit the ground running’ and to make a positive impression when they first entered employment. At Townsville State High School the vocational training structure supports the learner by building personal attributes such as interpersonal skills and a positive work ethic and with foundation skills in communication, problem solving, and complex thinking.

Nominal duration of the course
Total Hours: 220 hours
Nominal hours – supervised: 140 hours to undertake nine (9) units of competency
Nominal hours – unsupervised: 80 hours to undertake structured workplace learning
This Certificate II VET course carries 4 credit points towards the QCE.

What do students study?
- BSBCOMM201A: Communicate in the workplace has replaced:
- BSBIND201A: Work effectively in a business environment has replaced:
- BSBHOHS201A: Participate in OHS processes has replaced: the four (4) ‘enterprise’ units of competency retained are:
- GENENP201B: Apply an enterprising approach in an approved project
- GENJAS201B: Develop job acquisition strategies
- GENPCD201B: Access employment and training options
- GENSWL201B: Participate in structured workplace learning 2.

How are students assessed?
By performing mainly routine tasks, learners:
- acquire basic factual, technical and procedural knowledge relating workplace policies and procedures and employee industrial responsibilities
- working collaboratively in a work-based team environment and communicating effectively with others
- use cognitive, communication and technical skills to apply information as required from reference materials, workplace policies and/or procedures, standard operating procedures and work practices.
- monitor own work performance to ensure the required outcome is achieved – a quality product is produced and/or a quality service is provided – responding to any difficulties or constraints that hinder the completion of allocated tasks and taking appropriate action to rectify the problem rather than waiting for direction when it is within scope of responsibilities and competency; or raising and addressing any emergent problems or constraints with relevant person(s)
- consistently apply safe methods/systems of work to ensure own safety and that of others.
- establish and maintain harmonious and co-operative working relationships with others respecting individual, social and cultural diversity.

Delivery will be full-time, with face-to-face and flexible learning modes.
Flexible learning may be undertaken through any mode or a combination of modes of delivery appropriate for the achievement of the competencies in the qualification, including:
- work-based learning
- realistic simulation
- face-to-face learner interaction with teacher, trainer or workplace supervisor
- teacher and workplace supervisor example and practical demonstration
- observation
- role play
- guest speakers
- group or project work
- distance education including on-line delivery for off-the-job course components.

Recommended: It is encouraged to do Structured Work Placement.
HEALTH AND PHYSICAL EDUCATION  
(AUTHORITY SUBJECT)

Why Study Health and Physical Education?
Physical activity forms a fundamental part of everyday life - from simple locomotion to institutionalized and formalised physical activities. Physical education involves learning about, learning through and learning in physical activity (Arnold 1988). It is concerned with the study and practice of physical activity, and focuses on the importance of physical activity in the life of individuals and on the significant role that physical activity plays in modern society.

What do students study?
THE FOUR PHYSICAL ACTIVITIES
From the four physical activity categories (Indirect Interceptive, Direct Interceptive, Aesthetic, Performance), the school will select a minimum of three out of four categories, including one individual activity and one team activity.
Content areas (shown below) will be integrated into the practical activities. The time allocation will be a minimum of 50% practical and 50% theoretical/laboratory work.

<table>
<thead>
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Students will be involved in a variety of written, oral and physical learning experiences, which are focused on the study of the four physical activities. Emphasis is also placed on developing increasingly self-directed, interdependent and independent learners as the course progresses.

How are students assessed?
Exit Criteria: - The three main criteria that must be used when making judgments, which will contribute to the student’s exit level of achievement are:

Criteria 1 - Acquiring - The student demonstrates e.g. recalling of facts, identifying and describing a range of tasks and reproducing a range of physical responses.

Criteria 2 – Applying - The student demonstrates using relevant information in a range of physical tasks, explaining data, applying strategies, analysing data, synthesising elements to develop strategies in physical, written and oral tasks.

Criteria 3 - Evaluating - The student demonstrates performing physical tasks in complex situations, predicting outcomes of actions and plans, formulating a set of assumptions, making decisions by designing plans and testing outcomes.

Excursion/practical activities:
All sports will be assessed in a practical and theoretical setting, utilising community based facilities where applicable.

Specialist equipment required:
School uniform; Hat; Sunscreen; Appropriate and supportive closed in joggers.

Career Paths
- HPE Teacher
- Health Industry
- Exercise Physiologist
- Sports Psychologist
- Personal Trainer
- Sports and Exercise Science

Recommendations:
It is important that students are aware that the teacher expertise and available resources govern sports chosen. Students need to be physically fit and have a passion for learning and participating in a variety of sports. Students should have displayed an interest and commitment in Health and Physical Education in Year Nine and/or Ten. It is preferable, but not necessary, to have studied an elective Year 10 Health and Physical Education Subject.
It is important that students have the ability to research topics and be intrinsically motivated. They need to be able to work in groups and individually. Students need to have good time management and be self-motivated. They need to be familiar with IT resources.
RECREATION STUDIES
(AUTHORITY REGISTERED SUBJECT)

Why Study Recreation Studies?
Recreation Studies involves the study of physical activity with a strong emphasis on active participation in sporting and physical activities. The subject engages students as intelligent performers, learning in, about and through physical activity. This subject has a **substantial practical component** coupled with theoretical requirements.

What do students study?
- First Aid
- Sports Nutrition & Hydration
- Sports Organisation
- Fitness for Life
- Technological Advances in in Sport & Recreation
- Various sports including; Oz Tag, Sofcrosse, Futsal, Archery, Fitness Training & Volleyball

How are students assessed?
- Written assignments approx (1000 words)
- Written tests
- Oral assignments – multi modal
- Practical assessment

Excursion / Practical Activities:
Optional trips to sporting venues can be associated with this course.

Specialist Equipment required:
Hat, change of shirt/clothes & water bottle

Industry Placement: Nil

Career Paths:
Students who study Recreation Studies in Years 11 and 12 may be able to follow a career in:
- Fitness Instructor
- Coach
- First Aid
- Defence Forces

Recommendations:
A range of sports will be undertaken during the two years of post-compulsory schooling. These sports will entail both team and individual assessment. The choice of these sports will be governed by the teacher’s expertise and availability. There are no Year 10 prerequisites required for Year 11 and 12 Recreation Studies.