Working together to deliver a great education centred on

A Commitment to Achievement
Showing Respect
Taking Responsibility

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Dear Students and Parents

Welcome to the Senior Secondary Pathways Information Guide for 2018. Planning future pathways is an exciting phase of the education journey for our students. The following pages contain valuable information about the range of options available for senior students at Toogoolawah State High School (TSHS).

Our School’s Senior Secondary Curriculum seeks to provide a range of pathways and experiences, which contribute to knowledge, skills, problem solving and interpersonal development. The School firmly believes that the successful completion of Year 12 is achieved when students are awarded the Queensland Certificate of Education (QCE).

The QCE is only awarded to students who are successful in gaining the required level of achievement and the required amount of learning. Successful achievement of 20 credit points is necessary to be eligible for a QCE.

There is clear evidence that young people who successfully complete Year 12 or Certificate Level III Training are successful in gaining employment, gaining entry to future training pathways, enjoy generally better health outcomes in their lives and have shorter and fewer periods of unemployment.

We look forward to working with you to achieve our School’s goal to help you build a foundation for a successful and productive future.

Yours sincerely

Stacey Beu
Principal
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2018 Senior Secondary Pathways

Introduction to Senior Secondary

For Year 11 and 12, students are required to make broad pathway choices – Overall Position (OP), Vocational Education and Training Pathway (VET), or combination of Overall Position and VET. The subject and pathway choices link closely with the students individualised Senior Education and Training Plan and serve to provide a definite learning direction post Year 12.

Students who move into Years 11 and 12 have reached a stage in their schooling where it is expected that they demonstrate mature and responsible attitudes and personal behaviours. While there are diverse opportunities available for students, participation in these is conditional upon students demonstrating suitable attitudes and behaviours.

In Year 11 and 12 students continue to study 6 subjects and have the option to participate in a School-based traineeship or apprenticeship. An English subject and a Mathematics subject are compulsory for all Year 11 and 12 students. Students may then choose 4 more elective subjects from 19 available subjects. Students can study Queensland Curriculum and Assessment Authority (QCAA) subjects or select from a range of Vocational offerings.

It is very important for us at Toogoolawah State High School that students graduate from school with a worthwhile qualification as well as the skills and attributes to develop their potential for active and responsible participation in society. Our Year 11 and 12 senior school program has been developed to allow a balance between academic subjects and vocational subjects to broaden their learning experience.

Vocational Education and Training, or VET, is a growing area of options for students. VET provides pathways to individualise learning and to access real workplaces and learning situations for a significant part of the senior school years. The VET competencies that you achieve are able to contribute to Certificate I, II, or III level courses under the Australian Skills Quality Authority (ASQA) which is the National Standards Authority for training.

The Queensland Government has introduced laws which require young people to be learning or earning. All young people will be required to complete Year 10 at school and go on to undertake a further two years of education and/or training, or until they achieve a Queensland Certificate of Education (QCE), Senior Statement or Certificate III vocational qualification, or turn 17, whichever comes first. Young people will be exempt from these requirements if they gain full-time employment. The aim is to encourage as many young people as possible to complete 12 years of schooling or equivalent.
Choosing Senior Subjects

It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

OVERALL PLAN
As an overall plan, it is suggested that you choose subjects:
• that you enjoy
• in which you have achieved good results
• which reflect your interests and abilities
• which help you reach your career and employment goals
• which will develop skills, knowledge and attitudes useful throughout your life.

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

Guidelines for Choosing Senior Subjects
1. Research each subject thoroughly
2. Be prepared to ask for help
3. Find out about occupational pathways
4. Find out about the subjects offered by our school
5. Choose a combination of subjects that suits your needs and abilities

1. Research each subject thoroughly
Take these steps to ensure you understand the content and requirements of each subject:

• Read subject descriptions and course outlines in booklets provided by your school.
• Talk to the Head of Department (Senior Secondary) and teachers of each subject.
• Look at books and materials used in the subject.
• Listen carefully at subject selection talks.
• Talk to students who are already studying the subject.

2. Be prepared to ask for help
If you and your parents are uncertain about the combination of subjects you have chosen, check again with some of the many people available to talk to – Teachers, Year Level Coordinators, Heads of Department, Guidance Officer, Deputy Principal or the Principal. Don’t be afraid to seek their assistance. They are all prepared to help.

3. Find out about occupational pathways
It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present then select subjects that will keep several career options open to you. Our Guidance Officer, School Teachers, Heads of Department or Administration members will be able to help you get started. You will also need to find out about the various pathways you can take to obtain qualifications you will need to get a job in the occupational areas in which you are interested.
2018 Senior Secondary Pathways

Once you know about the different pathways you can select the most appropriate one for you. The following resources are available and give you information about occupations and the subjects and courses needed to gain entry to these occupations.

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<td>Queensland TAFE Handbook</td>
<td>Information about courses VET and Diploma courses offered through TAFE institutes in Queensland</td>
<td><a href="http://www.tafe.qld.gov.au">www.tafe.qld.gov.au</a> HOD Senior Secondary Guidance Officer</td>
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4. **Find out about the subjects offered by our school**

Our school offers the following types of subjects:

**Authority Subjects**
- Are used in the calculation of OPs
- Are recorded on the Senior Statement
- Can provide credit towards the Queensland Certificate of Education
- Three Authority Subjects must be studied for 4 full semesters to maintain eligibility for an OP.

**Authority-Registered Subjects**
- Do not contribute towards an OP
- Can be used to calculate a Selection Rank
- Are recorded on the Senior Statement
- Can provide credit towards the Queensland Certificate of Education

**Stand-Alone VET Subjects**
- Do not contribute towards an OP
- Results for units of competency successfully completed are recorded as ‘Competent’
  - Can provide credit towards the Queensland Certificate of Education
- Certificate courses are provided by direct enrolment with a Registered Training Organisation (RTO) or via co-provider arrangements between our school and an RTO

Every student at Toogoolawah SHS working together every day in every classroom to learn and achieve!
5. **Choose a combination of subjects that suits your needs and abilities**

**Traps to avoid**
- Do not select subjects simply because someone has told you that they “will help you get a better OP”
- Consider other peoples’ opinions of the subjects but do not make your decision based on these only. Check the subjects out for yourself.

**Vocational education**
Consider taking subjects with vocational education modules embedded in them if:
- The subject relates to or could provide a pathway to a job that attracts you
- Success in the subject may give you advanced standing (credit) in a higher-level course in your interest area
- You are interested in the subject and think you would enjoy studying it

**Tertiary entrance**
If you wish to study degree or diploma courses at university or TAFE after Year 12:
- Ensure you select the prerequisite subjects required for your preferred courses
- Most students gain entry to university on the basis of an OP. To be eligible for an OP, in the 4 semesters of Years 11 and 12 you must complete 20 semester units of Authority subjects
- At least three subjects must remain unchanged throughout Years 11 and 12. You must also sit for the Queensland Core Skills Test
- A small number of Year 12 students who are ineligible for an OP gain entry to tertiary courses on the basis of a selection rank. Most of these students apply for diploma and advanced diploma courses.

**School-based apprenticeships and traineeships**
- You may have an opportunity to complete Years 10, 11 or 12 and at the same time begin an apprenticeship or traineeship while you are still here at school
- Be sure that you understand that apprenticeships and traineeships are legally binding formal agreements
- When you sign these you are agreeing to particular work and training requirements, as is your host employer
- Check all documents carefully with a teacher and a trusted adult to ensure that you fully understand what is required of you, the school, and the employer in the agreement

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Every student at Toogoolawah SHS working together every day in every classroom to learn and achieve!
What subjects should I choose?

- What success have I already had?
- Do I have any special talent for Art, Graphics or Drama?
- What will help me develop skills, attitudes and knowledge useful throughout my life?
- Am I ambitious and willing to work hard?
- Do I want business skills or can I learn these later as required?
- Am I keen about languages?
- What sort of results have I been getting at school?
- Am I inclined more towards handwork or headwork?
- Do I like working with wood...metal...food?
- Have I selected a broad range of subjects that will give me more choice later on?
- Do I like learning about other cultures and countries?
- Am I ambitious and willing to work hard?
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<td>Full Time Work Apprenticeship / Traineeship TAFE</td>
</tr>
<tr>
<td>Australian Curriculum Science</td>
<td>Biology</td>
<td>University</td>
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<tr>
<td>Australian Curriculum Science + Extension Science (elective)</td>
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<td></td>
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<td>Australian Curriculum History</td>
<td>Modern History</td>
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<td></td>
<td>Geography</td>
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<td>Physical Education</td>
<td>Physical Education</td>
<td>University</td>
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<td></td>
<td>Recreation</td>
<td>Full Time Work Apprenticeship / Traineeship TAFE</td>
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<tr>
<td>Music</td>
<td>Music</td>
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<td>Drama</td>
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<td>Media Arts in Practice</td>
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<td>Business Studies</td>
<td>Business and Communication Technology</td>
<td>Exhibition Skills Apprenticeship / Traineeship TAFE</td>
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<tr>
<td></td>
<td>Accounting</td>
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<td>Industrial Design And Technology</td>
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<td>Home Economics</td>
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<tr>
<td>Languages (Distance Education)</td>
<td>Distance Education</td>
<td>University</td>
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</tbody>
</table>
Senior Education and Training Plan (SET Plan)

The student, their parents or carers, and the school meet to develop the SET Plan. The plan details what, where and how a student will study during their senior phase of learning (usually Years 11 and 12). In their personalised plan, they will be able to list a variety of different learning pathways, some of which they may access outside the current formal structure of this school. This allows them to create more options and flexibility in their learning. The plan can be altered if they decide to change direction and explore different learning pathways.

The plan should be completed and ready for implementation before students begin the Senior Phase of Learning. SET Plans are completed by the student online in their OneSchool account. Students and parents can access the SET Plan from home or school and update or make changes at any time. The school will encourage students to review their SET Plans at the beginning of every semester and all efforts are made to ensure students achieve their intended learning outcomes (ILOs) and have the broadest range of options available to them at the end of their schooling.

During Year 10, or in the year prior to their sixteenth birthday (whichever comes first), all young people will be registered with the Queensland Curriculum and Assessment Authority by the school. Upon registration, each young person will have a learning account opened. From then on, as young people complete various units of learning and training, credits will be banked in their learning account.

They can then access and monitor their account through the Queensland Curriculum and Assessment Authority website (www.studentconnect.qcaa.qld.edu.au). In general their learning account will remain open until the student is awarded their Queensland Certificate of Education (QCE).
The Student Education Profile (SEP)
At the end of Year 12, a student will receive a Student Education Profile (SEP), which may consist of:

<table>
<thead>
<tr>
<th><strong>Senior Statement</strong></th>
<th>All students who leave school at the end of year 12 will be issued with a Senior Statement. This statement outlines the subjects studied and results for each.</th>
</tr>
</thead>
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<tr>
<td><strong>Tertiary Entrance Statement containing Overall Position (OP) Score and Field Positions (FP’s)</strong></td>
<td>Students who study 5 or more Authority subjects for 2 years (20 semesters) will be eligible for an OP score. FP’s are additional rank orders that supplement an OP. A student may receive up to 5 FPs, depending on subject choices. Rankings are used to determine eligibility for admission for tertiary courses.</td>
</tr>
<tr>
<td><strong>Queensland Certificate of Education (QCE)</strong></td>
<td>Students who successfully complete the required amount of learning and achieve the literacy and numeracy component will be eligible for a QCE.</td>
</tr>
<tr>
<td><strong>Queensland Certificate of Individual Achievement (QCIA)</strong></td>
<td>This is an alternative certificate for identified students who are unable to gain a QCE.</td>
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<tr>
<td><strong>VET Certificates</strong></td>
<td>Statement of Attainment for partially complete certificates and Certificate I, II, III or IV for completed qualifications.</td>
</tr>
</tbody>
</table>

**ELIGIBILITY FOR A QCE**
To be eligible for a QCE, a student must be enrolled with a school and registered with the Queensland Curriculum and Assessment Authority. For most students the QCE will be achieved over Years 11 and 12. Others may not achieve it until after they finish Year 12. The total amount of learning required is at least twenty credit points. This reflects an amount of learning that could be reasonably achieved by most young people over a two-year, full-time program of study in the Senior Phase of Learning.

**Gaining Credits**
A credit is the minimum amount of learning at the set standard that can contribute to the QCE. A credit has two elements: an amount of learning and a set standard. For example, a credit for an Authority subject is one semester (amount of learning) at Sound Achievement (set standard) or a credit for a Certificate II qualification is 25% (amount of learning) of the competencies (set standard). Some learning achievements will be recorded in the Learning Account but will not be a credit because they either do not have the required amount of learning or they do not meet the set standard. For example, a Very Limited Achievement in an Authority subject does not meet the set standard to be a credit.

**New Flexibility**
The new qualification will recognise more learning options. Students can design a program of study to match their career goals. There is more flexibility in what, where and when learning occurs. Not all the learning need take place at school. Some learning can be with a registered training provider, in a workplace or with a community group. The list of options is in the QCE table.
Every student at Toogoolawah SHS working together every day in every classroom to learn and achieve!
What is an Overall Position (OP)?

An Overall Position (OP):
- Indicates a student’s rank order position based on overall achievement in Authority subjects
- Uses the results of a student’s best 100 weighted semester units in Authority subjects
- Uses equal weighting for all Authority subjects
- Involves scaling using group QCS Test results
- Is reported as one of 25 bands from 1 (highest) to 25 (lowest)
- Is the measure most often used to select Year 12 students for university entrance

Who is eligible for an OP?
To be eligible a student must:
- Study a minimum of 20 semesters of Authority subjects (the equivalent of studying five subjects for four semesters of Year 11 and 12)
- Study at least three (3) subjects for four (4) semesters (i.e. for Years 11 and 12)
- Sit for the Queensland Core Skills (QCS) Test

What is a Field Position (FP)?
FPs indicate a student’s rank order position on overall achievements in Authority subjects in up to five fields:
- FP A extended written communication
- FP B short written communication
- FP C basic numeracy
- FP D solving complex problems
- FP E practical performance

Please note that the relevant Subjects Weight Table which contains field position weightings for all Authority Subjects will be available from the Queensland Curriculum and Assessment Authority website (www.qcaa.qld.edu.au).

Who is eligible for FPs?
All students who are OP eligible will also receive results in up to five fields.

What is the QCS Test?
The QCS Test:
- Is a state-wide test available to Year 12 students
- Is based on common elements of the Queensland senior curriculum
- Is accessible to all Year 12 students regardless of their subject choices
- Consists of four papers using three response modes: Extended writing, Multiple choice, Short response
- Provides group results for calculating OPs and FPs
- Is reported on a five-point scale from A(highest) to E(lowest)

Who is eligible to sit for the QCS Test?
- All year 12 students are eligible to sit the QCS Test.
- Students who wish to be OP eligible must sit for the QCS Test.
- Students who are not OP eligible can take the QCS Test.
Eligibility to receive the Queensland Certificate of Individual Achievement (QCIA)

A student is eligible to receive the Queensland Certificate of Individual Achievement if the student has at least 12 years of schooling and the school recognises that the student:

- has an impairment (typically, adequate measuring instruments and agreed criteria are available), or
- has difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors,
- attends school until the date specified as the end of Year 12.

Procedures

Schools identify eligible students and decide the best certification option for each student. Consultation with students and their caregivers should be central to this decision-making process. Students initially indicate that they wish to receive the Queensland Certificate of Individual Achievement by ticking the Queensland Certificate of Individual Achievement box after registration of their learning account.

Schools identify programs of study that can be recorded on the Queensland Certificate of Individual Achievement.

Further information

Q. What can I use this certificate for?
A. This certificate recognises schooling achievements that cannot generally be recorded on the Queensland Certificate of Education. It is an official record of your completion of at least twelve years of education. It can be shown to employers as a summary of your knowledge and skills. It can also be used by training providers to help them decide the best training options they can provide for you.

Q. Do I have to receive this certificate if I have a learning difficulty or impairment?
A. No. Schools, parents and students decide which educational program is best for each individual.

Q. What achievements are included on the Queensland Certificate of Individual Achievement?
A. The certificate records educational achievement in three areas:

- Statement of achievement
- Accredited vocational education
- Statement of participation.

Statement of Achievement

This section is a series of descriptions under six ‘curriculum organisers’. It certifies the student’s demonstrated knowledge and skills according to the educational program of the student. The six curriculum organisers are:

- Areas of study and learning
- Communication and technologies
- Community, citizenship and the environment
- Leisure and recreation
- Personal and living dimensions
- Vocational and transition activities.

Check with your schools Head of Special Education Services (HOSES) if you need more information. The QCAA website has a section dealing with the certificate. Go to www.qcaa.qld.edu.au
Accounting
The skills and attitudes gained from studying accounting will prepare students for a variety of entry points to employment, in both employee and employer roles, as well as preparing them to study at a tertiary level. Students are provided with opportunities to develop skills in managing financial resources that they can apply at a personal level and in a business environment.

Prerequisites
A Sound Achievement (C or above) in Semester 2, year 10 Senior English Prep
A Sound Achievement (C or above) in year 10 Mathematics A Prep

Course outline & Assessment
The skills and attitudes gained from studying accounting will prepare students for a variety of entry points to employment, in both employee and employer roles, as well as preparing them to study at a tertiary level. Students are provided with opportunities to develop skills in managing financial resources that they can apply at a personal level and in a business environment. Topics include:
- Introduction to Accounting
- Balance Day Adjustments, Income Statements and Balance Sheets
- Inventories, Non-current assets & Cash budgets
- Balance Day Adjustments, MYOB & Personal Finance
- Accounting for cash, Internal Controls & Cash flows

How are Students Assessed?
Students may be assessed in a number of ways including written, spoken and multimodal components in the following tasks;
- Open book assessment
- Short response & Extended response tasks
- Practical application
- Assignment

Pathways
Accounting will aid students wishing to enter tertiary courses in Commerce or Business Management. It will also help students seek Retail/Business traineeships. Many career paths are available to these students; these could include specialising in taxation, budgeting, financial planning and auditing just to name a few.
What is Agricultural Practices?
Agricultural Practices is a four-semester course of study that provides opportunities for students to gain knowledge and practical skills valued in agricultural settings and workplaces.

What are the Benefits?
A course of study in Agricultural Practices can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural shows.

What do Students Learn?
Agricultural Practices includes two areas of study, ‘Animal studies’ and ‘Plant studies’, which focus on building knowledge and skills suited to practical situations in agricultural workplaces. Learning in the selected areas of study is delivered through units of work set in specific animal and plant contexts, such as poultry, vegetables or conservation areas.

‘Safety and management practices’ are embedded and focus on building knowledge and skills in working safely, effectively and efficiently in practical agricultural situations. These practices include skills needed to work effectively as an individual and as part of a team, to build relationships with peers, colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time.

How are Students Assessed?
Students may be assessed in a number of ways including written, spoken and multimodal components in the following tasks;

- Project
- Collection of work
- Investigation
- Responses to stimulus
- Examination
What is Biology?
Biological Science is a study of the natural systems of the living world. There are two broad aspects to these natural systems. The first is concerned with the study of the many different kinds of organisms and their interactions with each other and with the non-living parts of their environment. The second aspect is the study of the internal structure of organisms and the processes, which maintain life. This aspect is concerned with the body processes, which function to help maintain a living organism.

The study of Biological Science provides students with an understanding of the ways scientists seek solutions to problems pertaining to the living world and how the processes of science lead to the discovery of new knowledge. It also develops and enhances skills, which can be used to solve problems arising in students’ everyday experiences.

What Do Students Do?
The course places considerable emphasis upon practical work conducted within a laboratory and in the field. There is a minimum time commitment for field work of ten hours. During practical activities students learn to examine collected data, suggest hypotheses that explain observations and design and conduct experiments.

What Do Students Study?
Areas of study within Biological Science are:

- Organisms, Populations and Communities
- Ecosystems
- Diversity of Organisms
- Cell Biology
- Physiology of Plants
- Physiology of Animals
- Reproduction, Growth and Development
- Genetics
- Evolution
- Elective topics

How is Student Work Assessed?
Students will complete a range of assessment tasks. These could include written tests, assignments and extended experimental investigations. Students are assessed based on three criteria: Understanding Biology, Investigating Biology and Evaluating Biological Issues.

Course Requirements
Field trips are undertaken as part of this course and need to be budgeted for. The field trips are an integral part of the assessment and all students need to attend these. Impervious shoes (leather or vinyl upper with no tiny air holes) are essential for practical work. The student’s results will be affected if practical work is not undertaken.
What is Business Communication and Technology?
Business Communication and Technologies offers students opportunities to engage in and understand a range of administrative practices through real-life situations and business simulations. Students examine social, cultural and environmental implications of business activities with a focus on the essential skills of communication and the use of specific business technologies.

What is studied?
- Business Environments
- International Business
- Work, Health, Safety and Sustainability
- Event Administration
- Social Media
- Industrial Relations
- Managing people

How do Students learn?
Students’ knowledge, processes and skills of these topics are developed within a certain context. This approach exposes students to a variety of learning experiences in line with the needs of different private sector business and public administrative situations. An example of these contexts includes Tourism, Real Estate, Rural, Retail and non-profit organisations.

How are students assessed?
In BCT, students are assessed using the following criteria:
- Knowing and Understanding – involves the retrieval, comprehension and use of information and skills
- Investigating Business Issues – involves the exploring and dissecting business data and information to identify and analyse business issues.

Assessment Techniques used include:
- short response items
- research and project work
- oral presentations
- extended response
- multimodal presentations
2018 Senior Secondary Pathways

What is Chemistry?
Chemistry is the study of the elements and the compounds formed from them. During the course, students will acquire knowledge of a range of chemicals and chemical theories which can be used in various situations. Topics include the nature of matter and modern atomic theory, the behaviour of acids and bases, the periodic table, equilibrium, oxidation and reduction, electrochemistry, gases, organic chemistry and the study of reactions in general. A series of practical experiments completed throughout the course serve to develop basic laboratory skills and to illustrate and amplify theories discussed in class.

Why Study Chemistry?
Chemistry provides an understanding of the materials around us, and why they behave as they do as well as a sound theoretical basis for further studies in Chemistry.

Chemistry embraces many fields. For example, chemists are concerned with the development of materials for use in the home such as detergents and paints, with the design and preparation of new drugs, with the development of better understanding of body processes; with methods of measuring contamination in the environment and of proposing methods to limit it.

Chemistry is sometimes described as the Central Science, reflecting its position among the other biological, physiological and technological disciplines. It can be studied in its own right, leading to career positions in government, teaching and industry, or as a necessary adjunct subject to these other science areas. For students not contemplating tertiary studies, the course in Senior Chemistry can provide a very useful background through its disciplined evaluation of the chemical world around us and through the provision of a sound training in the scientific method.

How is Chemistry Assessed?
The student’s chemical knowledge is assessed over the whole course of study with increasing emphasis on Year 12 work. Assessment Instruments include written tests consisting of a selection from multiple choice, short answer and extended answer questions, as well as extended experimental investigations. Chemistry is taught in context to provide real life understanding of the theories.

Requirements
Impervious shoes (leather or vinyl upper with no tiny air holes) are essential for practical work. The student’s results will be affected if practical work is not undertaken.
### 2018 Senior Secondary Pathways

#### CERTIFICATE II IN BUSINESS – BSB20115

<table>
<thead>
<tr>
<th>OP Eligible Subject</th>
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<tbody>
<tr>
<td>NON-OP Study Area</td>
<td>×</td>
</tr>
<tr>
<td>Stand Alone VET</td>
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<tr>
<td>QCE – Credit 4 Points</td>
<td>✓</td>
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<tr>
<td>Prerequisite</td>
<td>nil</td>
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</table>

RTO Number: 30443

**What is Certificate II in Business?**

This qualification is being offered as a stand-alone subject. There are no formal qualification entry requirements for this qualification. Students opting to enrol in the Certificate II in Business Qualification will be assessed only through the specified units of competency as indicated in the Training and Assessment Schedule that complies with national guidelines. The qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using practical skills and operational knowledge in a defined context. It prepares students for job roles as an Administrative Assistant; a Clerical Worker; Office Junior; Receptionist or other office related positions.

As a Registered Training Organisation (RTO) the school will deliver the following Units of Competency. Within 30 calendar days of completion a Certificate II in Business will be awarded to students. The qualification you receive will be nationally recognised throughout Australia.

- BSBWHS201 – Contribute to health and safety of self and others
- BSBITU201 – Produce simple word processed documents
- BSBITU202 – Create and use spreadsheets
- BSBITU203 – Communicate electronically
- BSBIND201 – Work effectively in a business environment
- BSBCCM201 – Communicate in the workplace
- BSBITU303 – Design and produce text documents
- BSBITU304 – Produce spreadsheets
- BSBWOR203 – Work effectively with others
- BSBWOR204 – Use business technology
- BSBWOR202 – Organise and complete daily work activities
- BSBSUS201 – Participate in environmental sustainable work practices

**Mode of Delivery and Amount of Learning**

The mode of delivery includes a combination of the following: face to face in a simulated workplace environment for required performance and knowledge evidence; work experience; online for some components of training for knowledge evidence, and in a classroom for some components of training for knowledge evidence. The qualification will be delivered over 2 years, which includes 220 hours of scheduled training and assessment activity in the form of one-on-one instruction, personal study time, online learning activities.

**Note:**

Students may request recognition of prior learning (RPL) assessment. RPL is available where an applicant can demonstrate current skills and knowledge equivalent to specific competencies through previous training, work experience or life experiences. RTO will provide credit for units of competency evidence of AQF certification issued by any other RTO is provided. The evidence will be assessed for currency and against requirements of the units of competency, and an amended program strategy will be prepared, taking into account the student’s prior learning.

**Requirements:** Laptop computer
2018 Senior Secondary Pathways

| ENGLISH | OP Eligible Subject | ✓ |
|        | NON-OP Study Area   | ✗ |
|        | Stand Alone VET      | ✗ |
|        | QCE – Credit 4 Points| ✓ |
|        | Prerequisite         | C+ in English |

What is English?
In Senior English, students learn how language use varies according to context, purpose, audience and content, and modes and mediums. The study of language helps students appreciate the social, imaginative and aesthetic uses of language and to understand how language is used selectively. Students also develop their abilities to talk about language and to reflect on and critique its use in responding to and constructing texts, both literary and non-literary.

What do students learn?
- Communicate effectively for a range of social and cultural purposes and audiences
- Enjoy and appreciate a range of texts, including Australian 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 using grammar, punctuation, vocabulary and spelling.

What are the objectives of the course?
- Understanding and responding to contexts (genre, sequencing subject matter, roles & relationships).
- Understanding and controlling textual features (clause and sentence structures, cohesive devices, vocabulary, paragraphing, punctuation, spoken/signed, nonverbal, visual and auditory features).
- Making and evaluation meaning (manipulation of language, expression of perspectives, representations, use of language that influences the audience, aesthetic features).

What texts are studied?
- Novel (full length)
- Poetry
- Multimodal/media/hypermedia texts
- Drama texts
- Short Stories
- Expository texts

How Are Students Assessed?
Students will be judged on their ability to demonstrate a range of communication skills under a variety of conditions. This will involve a combination of formal tests, assignments and class performances, based on the units studied, that contribute to a student’s portfolio and profile that demonstrates their ability in the subject. The conditions for each task and criteria to be assessed are explained to students when each assessment item is presented to them.
2018 Senior Secondary Pathways

ENGLISH COMMUNICATION

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<th>OP Eligible Subject</th>
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<th>Prerequisite</th>
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What is English Communication?
English Communication is the study of effective use of English. Emphasis is placed on encouraging students to develop and use a variety of language skills (written, reading, writing, speaking and listening) in a variety of everyday situations.

What are the Benefits?
Students can improve and develop their skills to compose and comprehend language thus increasing their abilities to communicate in social and work related contexts.

What do Students Learn?
While some literature (novels, poetry, drama) is studied the course concentrates on the language of everyday communication. Letters, reports, diaries, media studies, short stories, orals, electronic communication, discussions, community interaction and surveys are a representative range of the language genres covered.

How do Students Learn?
Students gain awareness through participation in all relevant aspects of communication (writing, speaking, listening, viewing) in different forms, to a variety of audiences. Real and life-like situations are used to enhance effective practical communication.

How are Students Assessed?
Various forms of written and oral assessment are used. A folio of work is kept over the two-year course. Assessment is criterion based.

How can Parents Help?
Parents can help by encouraging students to read widely and by being aware of assessment items. By discussing with students the requirements of any assignment they can help the student focus on the task more clearly. Parents should encourage students to proof read and edit work before submitting it and use the language skills developed in the course in the wider community.
2018 Senior Secondary Pathways

### PHYSICAL EDUCATION

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<td><strong>QCE – Credit 4 Points</strong></td>
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<td><strong>Prerequisite</strong></td>
<td>B- in HPE</td>
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#### Why Study Physical Education?
Physical Education allows students to become involved in highly personalised studies of physical activity, which are related to their individual capabilities. They can involve themselves in co-operative projects such as performing in team situations. They develop critical judgments regarding their involvement in physical activity in a variety of roles such as participant, spectator, official or observer.

Students learn through the skills of acquiring, applying and evaluating physical activity. They acquire knowledge, skills, understandings, capacities and attitudes both directly and indirectly as they participate in and study physical activity. These aspects of the subject will be demonstrated as they become involved in processes which could include planning psychological strategies for pre-match preparation, examining the impact of gender stereotypes on participation in physical activity, increasing their own physical fitness and developing an aesthetic appreciation of performance.

#### What do Students Study?
Students study four physical activities over the course with equal time and emphasis given to each activity. Through the activities of volleyball, tennis, touch football and golf students learn about and through physical activity. They are studied in an integrated way with subject matter drawn from three focus areas. These focus areas are:

- **Learning physical skills**
  - Skill acquisition
  - Psychology of learning physical skills
  - Biomechanical bases of learning physical skills

- **Biological bases of training and exercise**
  - Energy for physical activity
  - Training, exercise and physical performance
  - Acquiring and evaluating physical performance capacities.

- **Physical activity in Australian society**
  - Body, culture and physical activity
  - Lifestyle, leisure, recreation and physical activity
  - Money, media power and physical activity

#### What Do Students Do?
Students will be involved in a variety of written, oral and physical learning experiences, which are focussed on the study of the four physical activities. These could include such activities as designing a training program for a team, analysing popular beliefs about physical activity and debating current sporting issues. Learning experiences are designed to allow students to develop as increasingly self-directed and independent learners.

#### How are students assessed?
A range of techniques are used including physical, oral and written activities. Assessment could include demonstration of skills in a physical activity, a research report which analyses a training program for a team, and a series of interviews which focus on strategies used in a physical activity.

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Every student at Toogoolawah SHS working together every day in every classroom to learn and achieve!
2018 Senior Secondary Pathways

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<th>RECREATION</th>
<th>OP Eligible Subject</th>
<th>NON-OP Study Area</th>
<th>Stand Alone VET</th>
<th>QCE – Credit 4 Points</th>
<th>Prerequisite</th>
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What is Recreation?
Recreation studies is a subject designed to allow students to acquire knowledge, skills, abilities, attitudes and values in, about and through recreation activities, and thereby enhance their prospects of employment in the field. The subject allows students to involve themselves in topics and activities relevant to the recreation industry with a key focus on the practical components.

What do Students Study?
Students will complete eight units throughout two years of study, which allow them to recognise the benefits of recreational activities. A minimum of fifty percent of course time will be devoted to practical topics which include; netball, racquet sports, touch football, aquatics, golf and AFL. The practical aspects are enhanced through the use of theoretical topics chosen from the following areas:

- **Recreation, you and the community** — examining the effects of recreation on individuals and communities
- **Physical activity and healthy lifestyle** — investigating the role of physical activity in maintaining good health
- **Safety, risk awareness and health concerns** — evaluating strategies to promote health and safety
- **Interpersonal and group dynamics** — investigating personal and interpersonal skills to achieve goals

The individual topics selected could range from fitness programming, tournament organisation, nutrition, coaching, analysing sports’ role in the community as well as first aid and sporting injuries

What do Students Do?
Students will be involved in a variety of written, oral and physical learning experiences which could include such activities as designing training programs, designing and implementing coaching sessions and promoting recreation activities. Learning experiences are designed to allow students to enjoy and see the benefits of recreation with at least fifty percent of timetabled time involving students engaging in recreation.

How are students assessed?
Various forms of written, oral and practical assessment are used over the two-year course. The assessment items include; presenting completed and evaluated training programs, coaching peers in the performance of skills, short examinations and the performance of physical skills. The achievement level awarded each student on exit from the course will be based on the fullest and latest information about student performance in the assessable exit criteria of the course as outlined in the syllabus.
2018 Senior Secondary Pathways

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<th>MATHEMATICS A</th>
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<td><strong>QCE – Credit 4 Points</strong></td>
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<td><strong>Prerequisite</strong></td>
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**What Is Mathematics A?**
Mathematics A is designed to cater for a range of post-secondary situations including direct entry to the workforce, some forms of vocational training and some tertiary courses. It aims to strengthen and extend mathematical skills mastered in the Junior school as well as present important statistical, financial and spatially related concepts suitable for a senior student. The subject focuses on the applications of mathematics in real life situations and the use of Mathematics in problem solving.

**Who Can Study It?**
Students would need to have attained at least a good to high achievement in Junior Maths to be able to cope with the subject matter in Maths A.

**What Do Students Learn?**
Mathematics A consists of Core and Extension topics.
The Core topics are:
- Managing Money I and II - bank interest, credit cards, loans, foreign exchange, taxation, spreadsheets
- Elements of Applied Geometry – simple trigonometry, area and volume, latitude, longitude and time zones
- Data Collection, Presentation, Exploration and Understanding - graphical and tabular presentations, simple methods for describing and summarising data. Simple probability, interpretation of reports in the media
- Linking Two and Three Dimensions – scale drawings and plans, estimation of quantities and costings
- Maps and Compasses involving either Navigation or Land Measures - practical use of a variety of maps, compass bearings, orienteering, navigation, site plans
The Extension Topics from which the school chooses one are Linear Programming, Networks and Queuing, Statistics in the Real World and Mathematics of Chance.

The subject also requires that the students develop in each of three areas:
1. **Knowledge and Procedures** - Recalling and using mathematical results and procedures.
2. **Modelling and Problem Solving** - Modelling mathematical situations and constructs, solving problems and investigating mathematical situations.
3. **Communication and Justification** - Presenting and communicating mathematically, using logical arguments, and the interpretation and justification of mathematics.

**How Do Students Learn?**
A variety of learning experiences can be provided. At different times throughout the course students may be involved in small group work, programmed learning, individual research and study, physical manipulation of materials, excursions and discussions. Media frequently used include whiteboard, textbooks, graphic calculators, computers and a variety of audio-visual materials.

**How Are Students Assessed?**
Students can be assessed in a number of ways. Students may be required to construct models, use computer software, write assignments, carry out investigations or give oral presentations on a prepared topic. Examinations will include multiple choice, short answer and problem solving questions.

**Essential Equipment Needed**
A scientific calculator or a graphics calculator is required.
2018 Senior Secondary Pathways

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<tr>
<th>MATHEMATICS B</th>
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<td></td>
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<td></td>
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<td></td>
<td>QCE – Credit 4 Points</td>
<td>✓</td>
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<tr>
<td></td>
<td>Prerequisite</td>
<td>B in Maths</td>
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</tbody>
</table>

**Why Study Mathematics?**
Maths B is most suited to students who have attained a High or Very High Level of Achievement in Junior Maths and have a good understanding of algebra and of the concepts covered in Junior Maths.

**What Do the Students Learn?**
The topics covered include:
- Applied Geometry - scale drawings and plans, trigonometry, latitude etc, metric measurement and geometry in 3D
- Introduction to Functions – graphs/tables, concept of a function, lines representing equations, economic functions, quadratic functions, circles and solutions of simultaneous functions
- Rates of Change - calculation of rate of change, concept and calculation of limits, differentiation and theorems involved in finding derivatives
- Periodic Growth & Logarithmic Functions - periodic functions and radians, economic growth functions, graphing trigonometric functions, solutions to trigonometric equations, definitions and laws of logarithmic functions and solution of equations involving indices and logarithms
- Maxima, Minima & Optimisation - relative and absolute maxima and minima of discrete and continuous functions, relationships between derivatives, graphs of differentiable functions and maxima and minima
- Structures & Patterns - arithmetic and geometric progressions, pascal's triangle, and binomial theorem
- Financial Mathematics - earnings, budgeting, taxation, interest & investment
- Rate of Change of Periodic Growth & Logarithmic Functions - rates of change, applications to graphs and biological or economic growth functions, optimisation
- Statistics & Probability - interpretation of statistics & graphs, central tendency and dispersion, probability, normal distributions, sampling & randomness

The subject also requires that the students develop in each of the three areas:
1. **Knowledge and Procedures** - Recalling and using results and procedures.
2. **Modelling and Problem Solving** - Modelling mathematical situations and constructs, solving problems and investigating mathematical situations.
3. **Communication and Justification** - Presenting and communicating mathematically, using logical arguments and the interpretation and justification of mathematics.

**How is it Assessed?**
The most common form of mathematics assessment in schools is written tests usually consisting of extended response questions. Students are required to apply skills and recall facts in solving routine exercises, which have been encountered in the course. Other forms of assessment may include investigations, practical problems and assignments.

**Prerequisite**
Students who want to study Maths B should have attained a MINIMUM of a B standard in Year 10 Maths

**Equipment Needed**
A scientific calculator or graphics calculator is required.
What is Pre-Vocational Maths?
This course is intended to provide students with practical learning experiences in areas of mathematics required in our everyday society. Pre-Vocational Maths is not an Authority Subject and hence cannot be used to gain an OP.

Who Can Study It?
Pre-Vocational Maths is offered as an alternative to Maths A and Maths B and is most suited to students who feel they need to study Maths that is relevant to the society around us.

What Do Students Learn?
Students cover general maths topics such as percentage, area, graphs etc., however these are presented as themes and the approach is as practical as possible.

These themes are based around real life situations where students are able to experience and analyse various aspects of Maths in life.

What is the Assessment?
A record is kept of the students’ performance in each of the following:
a) assignments
b) practical projects
c) tests

How Can Parents Help?
• Encourage students to keep tidy, organised note-books
• Help students in planning and conducting projects and assignments
• Encourage students to work as independent learners eg. planning revision timetables
• Ensure that students practise basic maths skills
• Encourage students to do extra work when difficult tasks are encountered
PHYSICS

<table>
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<tr>
<th>OP Eligible Subject</th>
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<tbody>
<tr>
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<td>Stand Alone VET</td>
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<tr>
<td>QCE – Credit 4 Points</td>
<td>✓</td>
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</tbody>
</table>
| Prerequisite       | B in Maths  
B in Science |

What is Physics?
Human beings have always attempted to understand and explain the behaviour of the universe. Physics is the science in which the cause-effect relationships of the universe are investigated. It is concerned with the discovery, understanding and application of the fundamental laws of nature.

Physicists use models (mainly mathematical) to explain natural and artificial phenomena. These normally contain definitions of a number of useful quantities and are based on the laws mentioned above. These models are called theories and they are also used to predict the outcomes of other physical situations.

Physics is not a static body of facts. It is a collection of mutually supporting models, which gives the best explanation of natural phenomena and provides simultaneously a platform for deeper understanding. Apart from the purely philosophical value of Physics, a study of the subject is essential for an understanding of modern technology and many of the older innovations that we now regard as part of life. People responsible for technological advances in the future will almost certainly have had a good grounding in Physics while they were students.

Who Can Study It?
Physics is an appropriate choice for students with a high result in Mathematics and a high result in science at Year 10 level.

Physics is a prerequisite subject for engineering and many science-related courses in most tertiary institutions. It must be regarded as a primary choice for students who anticipate entering these courses. It is certainly a desirable choice for students who intend to enter secondary science teaching, medical/health care courses or various apprenticeships (especially electrical apprenticeships).

How does it relate to Other Science Subjects?
Physics is a fundamental Science in that its principles are used to varying extents in other sciences. It is more "mathematical" than other sciences and students can expect to derive satisfaction from pursuing some topics to considerable depth.

Topics found in Physics courses include: measurement; forces; motion; energy; heat; waves; optics; electricity; magnetism; atomic and nuclear physics.

How is it studied?
Students will be involved in a range of learning activities in their course of study. These could include: lecture/demonstrations; problem solving sessions and laboratory work. A significant part of the study of physics will be spent solving physics problems using mathematical techniques.

Each student will be expected to develop manipulative skills in practical work and to learn the correct care and operation of precision equipment as well as methods of observation and measurement.

How Can Parents Help at Home?
Students should be encouraged to allot a regular time and place for studying of physics. It is necessary to practise solving problems daily and to revise and digest material taught during that day. A student with a lively interest in his/her surroundings and who reads widely on aspects of modern technology is likely to be more receptive to material presented in class.
2018 Senior Secondary Pathways

LEGAL STUDIES

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<tr>
<th>Subject</th>
<th>OP Eligible Subject</th>
<th>NON-OP Study Area</th>
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<tbody>
<tr>
<td>Legal Studies</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
<td>✓</td>
<td>B- in English</td>
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What Is Legal Studies?
Legal Studies is about developing an understanding of the Australian legal system and how it affects your basic rights, obligations and responsibilities. You will explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes.

By examining factors that have led society to create a legal system, you will develop knowledge and understanding of the frameworks which regulate and shape our society. You will develop confidence in approaching and accessing the Australian legal system and will develop a better appreciation of the relationship between social and legal structures.

What Are The Benefits?
Studying Legal Studies can lead to TAFE or University courses or Careers in Justice Administration, State or Federal Police, Business and Human Resources Management, International Business, Political Science, Law, Journalism, Teaching, Customs and Border Security, Environmental Management, Foreign Affairs or Trade Officer, Youth Worker, Criminal Psychologist, Forensics and many more.

What Do Students Learn?
The Legal Studies course enables you to learn through the investigation of legal issues, exploring four core areas of study the legal system, criminal law, introduction to civil obligations and human rights.

In addition, you will investigate several of these possible elective areas of study civil wrongs (torts) and the law, employment and the law, environment and the law, family and the law, housing and the law, Indigenous Australians and the law, international law, sport and the law, technology and the law.

Through the investigation of legal issues you will develop high-order thinking skills, including analysing, evaluating and justifying and will learn using case studies and scenarios.

How are students assessed?
Legal Studies students may be assessed by a variety of techniques:

- Short Response Exam
- Oral Presentation
- In-Class Essay Exam
- Inquiry task
- Extended research response

What Topics will be studied?
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:
1. The legal system
2. Human rights
3. Introduction to civil obligations
2018 Senior Secondary Pathways

INFORMATION PROCESSING AND TECHNOLOGY

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<td>B in Maths</td>
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What Is Information Processing and Technology?
Information Processing and Technology touches many aspects of human life and draws on and is applied to diverse fields of study such as mining, engineering, education or business. As a result, the study of this subject will contribute in a significant way to the general education of students, whether or not they intend proceeding to employment specific to information technology.

What Are The Benefits?
IT Professionals are at the centre of business operations. Tertiary Study and career options may include: Computer programmer, Computer systems engineer, Database administrator, IT manager, IT support technician, Multimedia developer, Web designer/developer.

What Do Students Learn?
In studying Information Processing and Technology, students will engage in a wide variety of learning experiences including:
- using technology, solving problems, researching and collaborating
- retrieving information from databases; designing, implementing, testing, and evaluating information systems and other computer programs
- constructing and controlling robotics devices
- undertaking case studies to investigate existing or proposed systems.

How are students assessed?
Over the four semesters, students will be required to participate in the following assessment techniques:
- supervised written assessment
- extended response assessment
- product assessment

What Topics will be studied?
2018 Senior Secondary Pathways

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<th>GEOGRAPHY</th>
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What is Geography?
Geography is the study of people and the environment, and the interactions between the two.

What are the benefits?
Geography provides essential information and concepts about a wide range of professions including those of geographer, geomorphologist, geologist, cartographer, economist, aircraft pilot, environmental planner, hydrologist, land use planner, meteorologist, surveyor, tourism and hospitality worker, trade analyst and Geography teaching. A large number of skilled and semiskilled occupations including travel agent, cartographic draftsperson and forestry foreperson have a strong geographic component in their background preparation. It also helps students to develop positive attitudes towards the environment and encourages being an active citizen within the local community.

What do students learn?
During the course students, learn how to carry out geographical investigations, which consider both social, cultural and environmental effects and future patterns. Practical skills in field work, environmental analysis, data analysis (including maps, diagrams and photographs) and the use of various forms of statistics are taught. Field activities and excursions are an integral part of the course. Students can expect a minimum of one compulsory excursion per year. By studying people in their environmental settings, the complexities of the relationship between people and their physical and cultural environments are explored.

How are students assessed?
Geography students may be assessed by a variety of techniques:
- Short response tests or stimulus-response essays
- Non-written response (e.g. seminar)
- Practical exercises
- Reports

What topics will be studied?
Senior Geography is based on four themes (1 per semester). Each theme has two core units and 1-2 elective units.

The four themes and core units are:

**Theme 1 Managing the Natural Environment**
- Core Unit 1: Responding to natural hazards
- Core Unit 2: Managing catchments

**Theme 2 People and development**
- Core Unit 3: Exploring the geography of disease
- Core Unit 4: Feeding the world’s people

**Theme 3 Social Environment**
- Core Unit 5: Sustaining urban and rural communities
- Core Unit 6: Connecting people and places

**Theme 4 Resources and Environment**
- Core Unit 7: Living with climate change
- Core Unit 8: Sustaining biodiversity

Every student at Toogoolawah SHS working together every day in every classroom to learn and achieve!
MODERN HISTORY

| OP Eligible Subject | ✓ |
| NON-OP Study Area   | ✗ |
| Stand Alone VET      | ✗ |
| QCE – Credit 4 Points| ✓ |
| Prerequisite         | C+ in English |

What is Modern History?
History is the study of change, particularly of the past, of people, ideas, events and their interaction with the environment in which they are found. In recent years, Modern History has run as a composite class, which enables Year 12 students to assist their fellow classmates in essay writing and assignment research. It has resulted in a productive working environment.

What are the benefits?
A study of the past helps us to understand the present and perhaps lay down possible guidelines for the future. An awareness of the changes going on around us can often be understood in the light of past events. This provides for a more sympathetic understanding of nations and their problems. An important practical benefit is the gathering and interpreting of information, problem solving, the making of judgements, and the art of supporting an opinion. These skills developed will also benefit in the area of English studies, both oral and written, particularly in communication skills. Modern History develops many skills, which are highly sought after by employers.

What do students learn?
- Specialised topics involving aspects of the modern history of Europe, Asia, Africa, North America and Australasia e.g. Imperialism and racism.
- Further techniques of historical interpretation and application, the ability to think historically, critically and logically.

How do students learn?
Students learn by applying the skills of note taking, research, viewing, discussion and debate, the writing of essays and the presentation of a viewpoint, orally or in written form. This provides them with many skills suitable for the workforce.

How are they assessed?
A variety of techniques and assessment instruments are used:
- short answer questions.
- essays.
- research topics and presentations (oral and written).
- response to stimuli exercises involving document studies, the interpretation of pictures, graphs, cartoons and maps.

How can parents help?
Parents can encourage students to read widely, keep up with current events via the printed and electronic media, and check English expression in homework and assignments.
Every student at Toogoolawah SHS working together every day in every classroom to learn and achieve!

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**2018 Senior Secondary Pathways**

<table>
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<tr>
<th>CERTIFICATE II IN AGRICULTURE</th>
<th>OP Eligible Subject</th>
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<td>Prerequisite</td>
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*(Delivered through University of Queensland, Gatton, at Toogoolawah SHS)*

**What is the Certificate II in Agriculture?**

This is a nationally recognised course which provides students with the skills and knowledge to work in the agricultural industry at the level of skilled operator. This qualification provides students with the skills and knowledge to work in agricultural production. Activities undertaken may include:

- tending livestock
- planting crops and harvesting crops
- mustering, moving and penning up livestock
- controlling weeds and pests, including applying chemicals
- performing routine maintenance including basic fencing and irrigation

Listed below is a selection of the units of competency that will be studied:

- **AHCLSK207A** – Load and unload livestock
- **AHCLSK209A** – Monitor water supplies
- **AHCLSK211A** – Provide feed for livestock
- **AHCIRG202A** – Assist with the operation of pressurised irrigation
- **AHCIRG206A** – Maintain pressurised irrigation systems
- **AHCINF201A** – Carry out basic fencing operations
- **AHCINF202A** – Install, maintain and repair fencing
- **AHCWRK201A** – Observe and report on weather

**How will the course be delivered?**

UQ-GVEC is a Registered Training Organisation (RTO Number 1511) located at the UQ Gatton Campus and is a Centre wholly under the University of Queensland and operates under the Office of the Director Gatton Campus (ODGC).

The primary role of The University of Queensland’s Gatton Vocational Education Centre (UQ-GVEC) is to offer a range of applied rural educational programs and courses that are innovative and not traditionally offered via the Universities academic programs.

**What are the benefits?**

The engagement model is designed to provide aspirational opportunity to students (such as high schools) who may not elect to undertake the traditional entry OP model and seek to undertake vocational level qualifications for a career pathway or as a pathway towards the higher education sector subject to their specific entry requirements.
What is Hospitality Practices?
The purpose of this course is to provide a holistic and real world reflection of the hospitality industry in the form of events or functions. Students work in teams to conduct a flow of work from the kitchen through to food preparation, restaurant service and clean-up.

What are the benefits?
This course will assist students to develop:
- the knowledge and skills essential for effective participation in the workforce in general and the hospitality industry in particular
- a responsible attitude toward the safety, health and wellbeing of self and others in work related situations
- the ability to communicate effectively using hospitality-related language accurately and appropriately in both written and oral formats
- the skills associated with team work, cooperative planning, problem solving and decision making
- empathy with and understanding of cultural and social justice diversity as related to the hospitality industry
- awareness of ethical and responsible attitudes in the work environment.

How will the course be delivered?
Hospitality Practices is offered over four semesters, based on units that are designed to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

What will Students learn?
The course organisation integrates the following study area core topics with selected elective areas but does not include all study area topics every semester. It is essential that all core topics are covered over the course:
- Navigating the hospitality industry
- Working effectively with others
- Workplace health, hygiene and safety procedures in the hospitality industry
- Hospitality event management.

How are Students assessed?
Assessment may include: practical tasks, non-written presentations, response to stimulus tasks, reports, objective and short-response tests.

The criteria in which a student will be judged on completion of the Hospitality program include: practical skills and application, planning and evaluation, and knowledge and understanding. The three criteria contribute equally in determining a student’s exit level of achievement.

Non-payment of costs may mean that a student may be ineligible for results and may not be able to continue to study the subject.
2018 Senior Secondary Pathways

MANUFACTURING: ENGINEERING SKILLS

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<tr>
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Prerequisite: 10 Man Arts recommended

What is Engineering Skills?
Engineering Skills develops basic skills used in the engineering industry such as safety, reading plans, measuring and marking, developing work procedures and using machines. Welding is also studied in this subject. It will continue to develop skills and techniques learnt in the junior subject Industrial Technology & Design with an accent on more difficult and interesting projects. Results obtained in Engineering Skills do not count towards an OP Score.

What are the benefits?
This course of study is relevant to all students who seek to develop:
- an understanding of industrial technology and its application to industry
- preparation for vocational employment
- a capacity to cope with and contribute to life in a technological society
- a sense of personal worth and self esteem
- problem-solving abilities.

How is the course delivered?
The course of study is offered over four semesters, based on units that promote vocational education as well as the general knowledge and skills needed for employment in the engineering industries. All students participating in this course would benefit by participating in a work placement.

What will Students learn?
The core areas aim to introduce students to workshop practice and to achieve a basic understanding of the skills and attitudes that underpin employment in an industrial sector. It consists of the core principles of manufacturing, safety and technological processes. In general, this subject enables students to use their creativity and derive satisfaction from working with materials, tools and machines while they gain the skills they need to prepare them for future employment as well as recreation and leisure.

How will the student be assessed?
In Engineering Skills there are three criteria from which a student’s exit level of achievement is derived:
- knowledge & understanding
- applied processes
- practical skills

The criteria are of equal weighting in determining a student’s exit level of achievement. Assessment in this subject will be undertaken through a series of projects. These projects will be single unit or integrated across several units. Assessment items may include: Objective and short-answer or response tests, Written responses, Oral presentations, Practical work and Teacher observation of student skills.

Subject contributions
There will be an additional fee for Engineering Skills above the Student Resource Scheme charge. Non payment of costs may mean that a student may be ineligible for results and may not be able to continue to study the subject.

Essential Equipment
A pencil for marking out work and footwear with substantial uppers.
2018 Senior Secondary Pathways

MANUFACTURING: FURNISHING SKILLS

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<tr>
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<td><strong>Prerequisite</strong></td>
<td>10 Man Arts recommended</td>
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What is Furnishing Skills?
Furnishing Skills develops basic skills used in the furnishing industry such as safety, reading plans, measuring and marking, developing work procedures and using machines. It will continue to develop skills and techniques learnt in the junior subject *Industrial Technology & Design* with an accent on more difficult and interesting projects. Results obtained in Furnishing Skills do not count towards an OP Score.

What are the benefits?
*This course of study is relevant to all students who seek to develop:*
- an understanding of industrial technology and its application to industry
- preparation for vocational employment
- a capacity to cope with and contribute to life in a technological society
- a sense of personal worth and self esteem
- problem-solving abilities.

How is the course delivered?
The course of study is offered over four semesters, based on units that promote vocational education as well as the general knowledge and skills needed for employment in the furnishing industries. All students participating in this course would benefit by participating in a work placement.

What will the Student learn?
The core areas aim to introduce students to workshop practice and to achieve a basic understanding of the skills and attitudes that underpin employment in an industrial sector. It consists of the core principles of manufacturing, safety and technological processes. In general, this subject enables students to use their creativity and derive satisfaction from working with materials, tools and machines while they gain the skills they need to prepare them for future employment as well as recreation and leisure.

How will the Student be assessed?
In Furnishing Skills there are three criteria from which a student’s exit level of achievement is derived:
- knowledge & understanding
- applied processes
- practical skills.

The criteria are of equal weighting in determining a student’s exit level of achievement. Assessment in this subject will be undertaken through a series of projects. These projects will be single unit or integrated across several units.

Assessment items may include: objective and short-answer or response tests, written responses, oral presentations, practical work and teacher observation of student skills.

Subject contributions
There will be an additional fee for Furnishing Skills above the Student Resource Scheme charge. Non-payment of costs may mean that a student may be ineligible for results and may not be able to continue to study the subject.

Essential Equipment
A pencil for marking out work and footwear with substantial uppers are required.
MANUFACTURING: INDUSTRIAL TECHNOLOGY SKILLS

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<tr>
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Prerequisite: 10 Man Arts recommended

What is Industrial Technology Skills?
Industrial Technology Skills is an amalgamation of its sister subjects, Furnishing Skills and Engineering Skills. The assessment items in Industrial Technology Studies are mostly derived from Furnishings Skills and Engineering Skills. Industrial Technology Skills develops basic skills used in manufacturing industries such as safety, reading plans, measuring and marking, developing work procedures and using machines. It will continue to develop skills and techniques learnt in the junior subject Industrial Technology & Design with an accent on more difficult and interesting projects. Results obtained in Industrial Technology Skills do not count towards an OP Score.

What are the benefits?
This course of study is relevant to all students who seek to develop:
• an understanding of industrial technology and its application to industry
• preparation for vocational employment
• a capacity to cope with and contribute to life in a technological society
• a sense of personal worth and self esteem
• problem-solving abilities.

How is the course delivered?
The course of study is offered over four semesters, based on units that promote vocational education as well as the general knowledge and skills needed for employment in the furnishing and engineering industries. It also includes a recreational component. All students participating in this course would benefit by participating in a work placement.

What will the Student learn?
The core areas aim to introduce students to workshop practice and to achieve a basic understanding of the skills and attitudes that underpin employment in an industrial sector. It consists of the core principles of manufacturing, safety and technological processes. In general, this subject enables students to use their creativity and derive satisfaction from working with materials, tools and machines while they gain the skills they need to prepare them for future employment as well as recreation and leisure.

How will the Student be assessed?
In Industrial Technology Skills there are three criteria from which a student’s exit level of achievement is derived:
• knowledge & understanding
• applied processes
• practical skills.

The criteria are of equal weighting in determining a student’s exit level of achievement. Assessment in this subject will be undertaken through a series of projects. These projects will be single unit or integrated across several units.

Assessment items may include: objective and short-answer or response tests, written responses, oral presentations, practical work and teacher observation of student skills.

Subject contributions
There will be an additional fee for Industrial Technology Skills above the Student Resource Scheme charge. Non-payment of costs may mean that a student may be ineligible for results and may not be able to continue to study the subject.

Essential Equipment
A pencil for marking out work and footwear with substantial uppers are required.
What is Industrial Graphics Skills?
Industrial Graphics Skills develops basic skills used in the manufacturing and design industries, such as drawing interpretation, freehand sketching, manual drafting, rendering, shading, dimensions, symbols/annotations, scale and proportion and computer-aided design and drafting (CADD).

What are the benefits?
This course of study is relevant to all students who seek to develop:
• an understanding of industrial technology and its application to industry
• preparation for vocational employment
• a capacity to cope with and contribute to life in a technological society
• a sense of personal worth and self esteem
• problem-solving abilities.

How is the course delivered?
The course of study is offered over four semesters, based on units that promote vocational education as well as the general knowledge and skills needed for employment in the manufacturing and design industries. All students participating in this course would benefit by participating in a work placement.

What will the Student learn?
The core areas aim to introduce students to industry practice and to achieve a basic understanding of the skills and attitudes that underpin employment in an industrial sector. In general, this subject enables students to use their creativity and derive satisfaction from designing for a production environment while they gain the skills they need to prepare them for future employment as well as recreation and leisure.

How will the Student be assessed?
In Industrial Graphics Skills there are three criteria from which a student’s exit level of achievement is derived:
• knowledge & understanding
• applied processes
• practical skills.

The criteria are of equal weighting in determining a student’s exit level of achievement.

Assessment items may include: Objective and short-answer or response tests, written responses, oral presentations, practical work, drawing folios and teacher observation of student skills.

Subject contributions
There will be an additional fee for Industrial Graphics Skills above the Student Resource Scheme charge.
What is Music?
Music is an integral part of everybody’s way of life. The music education program at Toogoolawah SHS is an Authority subject, designed to enable our students to understand and make music. Students will explore various styles of communication and self-expression, and will develop skills in the perception and practice of music in its many forms.

The program is expected to inspire students to be involved with music as a leisure pursuit whilst at school, as well as to continue their involvement with music after secondary education whether for leisure, interest or career.

Who can study Music?
Students are encouraged to study Senior Music if they have completed the Junior Music course with a minimum of a ‘C’ standard, or if they have exceptional musical abilities demonstrated through their involvement in the school Instrumental, and other extra-curricular, programs. The Senior Music course is supplemented by what was taught and learnt in the Junior Music course.

What do students study?
Topics chosen for study in a Music course must cover a wide range of interest groups and will include a selection of the following: Film Music, Music of the Theatre, Instrumental and Vocal Music, Classical and Contemporary, World Music.

How is Student Work Assessed?
Students work will be assessed over the entire course of study, however, mainly Year 12 results will contribute to Exit Level of Achievement.

Students will be required to show that they have developed a level of competency in the following three key areas of study:
- Composition
- Performance
- Musicology

How does the course link with extra-curricular Music?
Students who chose to study Music are encouraged to commit to at least one of our extra-curricular Music groups, such as Instrumental Tuition, Concert Band, Jazz Band, Senior Choir, and the School Musical. Participation in performance groups gives valuable musical experience to students and often links directly to what is being studied in the course. Students’ involvement with extra-curricular performance groups will greatly help them in their study of Music.

Music as preparation for Tertiary Study
Music comprises of practical (PERFORMING) components, creative (COMPOSING) tasks, and theoretical (ANALYSING REPERTOIRE) tasks. This combination focuses on different forms and styles of music from a wide variety of historical and cultural contexts. Because of its large range of course content, Senior Music is valuable preparation for Tertiary Study and is suitable for students with varying learning styles.
What is Drama?
A major function of the arts in society is to recreate and gel together experience. Drama is one of the oldest art forms known, and appears to have its origin in the impulse to imitate, symbolise and ritualise experiences in an attempt to understand and control them. Drama is a unique way for students to blend intellectual and emotional experience in order to define their identity in the context of their immediate community and of the broader society. Its role is to provide both a medium of celebration and of social criticism.

What are the benefits?
Drama education is designed to:
• develop an awareness of the senses and the knowledge, understanding, attitudes and skills necessary for expression in the art form of drama
• provide opportunities for students to achieve their full potential in drama
• extend learning in drama to learning in other curriculum areas and to life generally
• empower students to act in, act upon and influence their world through the exploration of a wide range of life-roles in real-life, lifelike and fictional situations
• develop essential skills in communication, interpersonal relationships, teamwork, problem solving and decision making
• enable students to take part in dramatic activity and as audience members

What will students learn if they choose drama?
Students will learn and explore a variety of dramatic styles including: Realism; Process Drame; Epic Theatre; Monologues; Scriptwriting; Set design; Cinematic Theatre; Directing; and Community Theatre.

How Do Students Learn?
Students will study all of the Elements of Drama at some stage of their course with a range of contents, styles and forms: Australian Gothic, Elizabethan Theatre, Physical Theatre, and Improvisation.

Drama is studied through:
• FORMING: devising, directing, improvisation, applying stagecraft, scriptwriting
• PRESENTING: acting (movement and voice), applying stagecraft, working as an ensemble
• RESPONDING: analysis, knowledge, evaluating, critiquing, written essays, oral presentation, dramatic research

How are students assessed?
Assessment is criteria based, that is, students are weighted equally for each criteria being assessed. Students are given criteria sheets well in advance of the due date and the criteria are explained in detail so that all students know what they are actually being marked on.

Drama teachers from other schools are available and used to moderate assessment to ensure student’s marks are fair, just, equitable and are in touch with the criteria being assessed.

Students must have a genuine interest in the subject and be willing to participate in a wide range of practical activities, including participate and performance opportunities such as the School Musical, Open Day and Careers Expo, Senior Cultural Evening, and Awards Night.
What is Visual Art?
The Visual Art course develops creativity in the visual arts and skills appropriate to the production and understanding of art. It develops discrimination and appreciation of the visual world, promoting critical, cultural and aesthetic awareness through participation in the whole art experience.

Who Should Study Art and Why?
All students may benefit from studying Art. Art develops critical and analytical thinking skills. It encourages personal fulfilment through art experience, transmits appreciation of artistic heritage develops awareness of the role of art in society and an aesthetic sensitivity and the enjoyment of making art. Art is an invaluable preparation for many vocations including: Architecture, engineering, advertising, teaching, fashion, performing arts, film and TV, industrial design, interior design, graphic design, town planning. Art is a valuable preparation for Fine Arts and History courses. Most Art Colleges and Universities require the presentation of a folio of practical work for selection for entry to Art courses. The Senior Art course provides material for this folio.

What is studied in Art?
Art involves making (the practical production of artworks) and appraising (the theoretical appreciation of artwork) and so provides the unique satisfaction of creating both physically and mentally. Affective objectives are concerned with attitudes, values and feelings. It develops both the innovative and the creative processes and a wide range of skills in diverse areas.

The course is based on units of work that comprise concepts, focuses and media areas:-
- **Concepts** are the unit organisers that direct student learning and integrate making and appraising
- **Focuses** are individual student pathways that define interpretations and responses to concepts
- **Media Areas** are overviews of knowledge skills, techniques and processes. Students have the opportunity to make and appraise images and objects growing from a range of media areas including: drawing, print making, graphic design, sculpture, costume and stage design, ceramics, fibre arts, product design, video and film, painting, electronic imaging, environmental design, installation and mixed media art.

How Are Students Assessed?
Students are assessed on their ability to make art and to communicate about art. These 2 dimensions of **MAKING AND APPRAISING** are assessed using the criteria of Visual Literacy, Application and Appraising.

Assessment includes folios of practical work completed during the course of study and a variety of tests, written assignments, orals and a visual journal where students record ideas and areas of inspiration.

Subject Fees
Students selecting this subject must be mindful that the payment of materials charges is required to fully participate in the program.

**Essential Equipment:** Students will require an A4 Visual Diary, A4 Display Folder, a fine point black Artline 200 pen and a number of 2B, 4B & 6B lead pencils.
VISUAL ARTS IN PRACTICE

What is Visual Arts in Practice?
Visual Arts in Practice is a QCAA authority registered subject that does not count towards an OP. The Visual Arts in Practice course develops creativity in the Visual Arts and skills appropriate to the production and understanding of art.

Within the Visual Arts in Practice subject, students gain practical skills and investigate “solutions” to “problems” in both an independent and collaborative working environment. Students will have the opportunities to develop a range of skills and may specialise in a role or roles of a practitioner such as:
- Maker
- Performer/Presenter
- Technician
- Manager

Who should study Visual Arts in Practice and Why?
- Students whom are OP ineligible, but whom still want to earn points for their QCE
- Students whom have an interest in developing art techniques and processes
- Visual Arts in Practice develops critical and analytical thinking skills
- Art education encourages personal fulfilment through art experiences
- Art is a vocational preparation

What is studied in Visual Arts in Practice?
There are theoretical and practical components of the course, however there is a greater emphasis on the practical nature of arts making. The language used to support arts making is specific to the arts area and may be visual, oral, aural or written, or be a combination of some or all of these. Visual Arts in Practice develops both the innovative and the creative processes and a wide range of skills in diverse areas.

Six units of work span across a two year course of study. Units of works are based around the areas of Painting, Drawing, Printmaking, Community Arts, Animation and Photography. A summative assessment item will be due at the end of each unit of work.

How Are Students Assessed?
Assessment is practical in nature and will be mostly oral or be in the form of a presentation or demonstration. Students should be encouraged to explain what they are doing and to talk about the choices they are making in creating art works. This can be done informally or formally throughout the two-year course, with notes of the student’s discussions kept by the teacher. These can be used to make judgments about student achievement of the general objective (arts making).

At all times, arts making is the focus of student activities and should reflect authentic practice, thus:
- lengthy written assessment tasks and examinations are kept to a minimum
- extensive documentation of arts making such as journals or video evidence is not required

Subject Fees
Students selecting this subject must be mindful that there is a fee attached to this subject which must be paid to fully participate in the program.

Essential Equipment
Students will require an A4 display folder, A4 visual diary, a fine point Artline 200 pen and a number of 2B, 4B & 6B lead pencils.
MEDIA ARTS IN PRACTICE

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<thead>
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<tr>
<td>Prerequisite</td>
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What is Media Arts in Practice?
If you have a natural talent in the creative side of computer technologies, then the multimedia stream is one where you can combine working with text, graphics, video, animation and sound in an integrated way. As you develop the multimedia stream and study at higher levels you can head into a variety of careers in graphic design, animation, education, the media and film making.

What are the benefits?
All units involve students in communicating ideas and information through arts making. Many units involve students in planning and organising activities, investigating “solutions” to “problems”, and working with others and in teams. Some units require the collecting, analysing and organising of information, as well as “using technology”. Students will have opportunities to develop a range of skills and may specialise in a role or roles in the Creative Arts field, these roles may be are:
- Maker
- Performer/presenter
- Technician
- Manager.

How will the course be delivered?
Media Arts in Practice is offered over four semesters, based on units that are designed to promote vocational education as well as general knowledge and skills needed for employment in the Arts Industry.

What will Students learn?
The units of work will be selected from the examples below.

<table>
<thead>
<tr>
<th>At the movies</th>
<th>Digital imaging</th>
<th>Documenting through media</th>
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<tbody>
<tr>
<td>Image software and the arts</td>
<td>Photography</td>
<td>Manipulating the media</td>
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<tr>
<td>Animation</td>
<td>Acting for film and television</td>
<td>Stage management</td>
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<tr>
<td>Lighting and sound technologies</td>
<td>Scripting and storyboards</td>
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How are Students assessed?
Assessment may include: practical tasks, non-written presentations, response to stimulus tasks, reports and portfolios. This subject does not contribute toward an OP.
OTHER IMPORTANT TERMS & INFORMATION

**Earning in Full-time Work**
Students can participate in full-time work as paid employees. If they cease employment before turning 17 then they must return to learning or a training pathway.

**Queensland Certificate of Education (QCE)**
The traditional full-time study for a QCE where students attend school and study subjects from QCAA syllabuses for either their full or partial learning commitments. Students seeking a university career path generally select this pathway and seek OP eligibility.

**Queensland Curriculum Assessment Authority (QCAA)**
This organisation is an independent statutory authority that has the legal authority and responsibility in Queensland to achieve the following: issue the QCE; write syllabi for school subjects and study area specifications; accredit school work programs; monitor student achievement; develop and conduct the QCS; calculate OPs and FPs; and make tertiary place offers. (www.qcaa.qld.edu.au)

**School Based Apprenticeships and Traineeships (SATs)**
These involve students in formal training agreements with an employer and a Registered Training provider.

Students are paid award rates for the industry that the traineeship is established in. They involve a weekly attendance at the workplace and some work during school holiday periods.

At school, subjects are studied in conjunction with a study program for the Traineeship or Apprenticeship, which is provided by the Registered Training Provider selected by the employer. Block release to a RTO may also be required.

**Study Area Syllabuses (SASs)**
These are Authority registered subjects that have some modules from Certificate Level 1 or 2 courses embedded in them. Selecting a course with SASs will provide learning, which may be used as part of a TAFE course for a Certificate Level 1 or 2 through Recognition of Prior Learning provisions.

Students who take a SAS subject may also be expected to participate in Structured Work Place Learning to meet the industry experience elements of their courses.

**Structured Work Place Learning**
This is unpaid training in a work site or work sites which provides students with experience in particular industry fields.

This can be utilised to establish the viability for a student to take on a School Based Traineeship or Apprenticeship. Structured Work Place Learning is negotiated between the school, the employer/s, the students and their family and the student is placed for a set period of time with a formal agreement signed between the parties in the same manner as the Work Experience Agreement you will already be familiar with.
Structured Work Place Learning
Learning can be during school time, vacation time or the students other time and is often a combination of all. Students will complete a training log and can have their competencies recognized as part of a traineeship if they enter a traineeship at a future time.

Direct enrolment
Direct enrolment is a Certificate I, II or III course provided by TAFE or a Registered Training Organisation. Students can directly enrol in courses in their own time or through a negotiated component of their SET Plan.

Post Year 12 Tertiary Options
Students will need to be as fully informed as possible about post school options and procedures for entry to further tertiary learning. You are advised to seek as much information as possible from:

- Subject information listed in this booklet
- The QTAC book "Queensland Tertiary Courses".
- The Guidance Officer
- Head of Department (Senior Secondary)
- Teachers (a source of information about particular subjects)
- Myfuture website
- The Job Guide
- Individual University and RTO providers handbooks and websites