Senior School
Curriculum Handbook
2016
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**Principal’s Message**

Since 2008 Queensland students have the potential to achieve a qualification at the end of year 12. The qualification is called the [Queensland Certificate of Education (QCE)](https://www.qcaa.edu.au/). For those students in Year 10 with an IEP (Individual Education Plan), a [Queensland Certificate of Individual Achievement (QCIA)](https://www.qcaa.edu.au/) can be attained. The QCIA recognise and report the learning achievements of students on individualised learning programs.

Under this legislation, 3 key activities include:

1. **PLAN** – Each student needs to identify and plan what they will study during the senior phase of learning. This planning takes the form of a Senior Education and Training (SET) Plan. At Staines Memorial College plans will be developed as part of the subject selection process.
2. **REGISTER** – Schools must register all Year 10 students with the QCAA (Queensland Curriculum & Assessment Authority).
3. **OPEN A LEARNING ACCOUNT** – Once a student is registered with the QCAA, a learning Account is created which records progress towards a Queensland Certificate of Education (or Queensland Certificate of Individual Achievement), a Senior Statement, an OP (overall Position) and/or VET (Vocational Education Training) Certificate. Students will be able to view their learning accounts online.

This handbook is designed to help students, together with their parents, choose the most suitable courses for Year 11 and 12. Our Career Advisor is available to assist. Additionally class teachers are available to give information and help in choosing subjects. We urge parents to make an appointment with our staff – the more conversations the better.

For students with identified ‘learning difficulties’ an appointment with our “Head of Welfare” is recommended to ensure the curriculum choices meet students’ needs.

It is our desire to offer courses of study that will benefit most students in a variety of career pathways. We will do our best to accommodate subject preferences, but we must consider the viability of offering a subject when only a small number of students register interest. Small student numbers for subjects/courses may mean that the subject/course will not be offered or that it is offered through alternative methods of study that are practical for both the student and the College.

Queensland students are able to move towards future goals in a number of ways. By providing numerous alternative pathways through Years 11 and 12, Staines Memorial College meets the various needs of students wishing to access further study or enter the workplace.

As well as undertaking an academic program each student is encouraged to make the most of their abilities in music, drama and sport or in any other co-curriculum area. To ensure a balanced development of the individual, it is hoped that all students will participate in at least one co-curriculum area and assume some community responsibilities.

I look forward to seeing each student develop their potential and achieve to the best of their ability.

Norton Sands  
Staines Memorial College

*Information presented is the best available information at time of printing. Document printed Friday, 28 August 2015*
Choosing Senior Subjects

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

Overall plan

As an overall plan, it is suggested that you choose subjects:
- 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 help develop skills, knowledge and attitudes useful throughout your life.

Guidelines

1. 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. Your school Careers Advisor will be able to help you get started.

The following resources are available at Staines Memorial College and give you information about occupations and the subjects and courses needed to gain entry to these occupations.

- Australia’s National Career Information Service, called myfuture, can be accessed at: www.myfuture.edu.au
- The Queensland Curriculum & Assessment Authority Career Information site www.studentconnect.qcaa.qld.edu.au
- The Jobguide book which can also be accessed from the Jobguide website at www.jobguide.thegoodguides.com.au. Brochures from industry groups provide information on the various pathways to jobs within these industries.
- The QTAC Guide is useful for information on tertiary courses offered through QTAC.
- The Tertiary Prerequisites 2018 book, provided by QTAC to all Year 10 students, provides information on subjects required for entry to tertiary courses offered through QTAC in the year 2018.
- Tertiary entry: Internal Year 12 students without OPs is a handout that is available from the QTAC website at www.qtac.edu.au. It explains how students who are not eligible for an Overall Position (OP) can gain entry to tertiary courses through QTAC.

2. Find out about the subjects offered by your school

Most schools will offer the following types of subjects:

Authority Subjects

- These subjects, approved by the Queensland Curriculum & Assessment Authority (QCAA), are offered state-wide in Queensland secondary schools and colleges and are used in the calculation of OPs and selection ranks.
- Students who do not achieve at least a ‘C’ in a Year 10 subject may find related Authority subjects in Year 11 and 12 difficult.
- Your OP is dependent on how well you achieve in your subjects. You need to choose subjects in which you have the best chance of doing well and which you enjoy.
- Contribute to QLD Certificate of Education (QCE) if required standard reached. (See QCE credit table on page 7 for details.)

Authority-registered subjects

- Authority-registered subjects are those based on QCAA developed Study Area Specifications. They are not used in the calculation of an OP but may be used in the calculation of a tertiary selection rank.
- Authority-registered subjects emphasise practical skills and knowledge relevant to specific industries.
- Contribute to QCE if required standard reached.

Vocational Education and Training (VET)

- Contributes to QCE if required standard reached.

3. Check out each subject carefully

Take these steps to ensure you understand the content and requirements of each subject:

- Read subject descriptions and course outlines in booklets provided by the school
- Talk to Careers Adviser 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
- Check subject prerequisites
• Fully understand the requirements of the subject assignments, exams, trips, camps costs

4. Choose a combination of subjects that suit your needs and abilities

**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. These are listed in *Tertiary Prerequisites 2018*.
- Most students gain entry to university on the basis of an OP. To be eligible for an OP, in the 4 semesters of Year 11 and 12, you must:
  - Complete 20 semester units of Authority subjects (the equivalent of 5 subjects)
  - Study at least three subjects which remain unchanged throughout Years 11 and 12
  - Sit for the Queensland Core Skills Test over 2 days in Term 3 of Year 12.
- 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 attained by completion of a National Certificate course.

**School-based apprenticeships and traineeships**

You may have an opportunity to complete Year 12 and begin an apprenticeship or traineeship while you are still 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.
- Contributes to QCE if the required standard is reached.

5. Be prepared to ask for help

If you and your parents are still uncertain about the combination subjects you have chosen, check again some of the many people available to talk to – teachers, heads of departments, careers advisers and principals. Don’t be afraid to seek their assistance. They are all prepared to help.

*Adapted from Curriculum Strategy Branch Education Queensland April 2004 document, “Choosing Senior Subjects.”*
Minimum Entry Standard for Authority Subjects

To assist students make realistic subject choices, we advise entry standards for Senior Authority subjects based on results obtained in relevant subjects at the end of Year 10.

<table>
<thead>
<tr>
<th>AUTHORITY SUBJECTS</th>
<th>YEAR 10 RESULT</th>
<th>YEAR 10 SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>B B</td>
<td>Science Math</td>
</tr>
<tr>
<td>Business Communication and Technology</td>
<td>B B</td>
<td>English BIT</td>
</tr>
<tr>
<td>Chemistry</td>
<td>B B</td>
<td>Science</td>
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<td>Drama</td>
<td>C C</td>
<td>English</td>
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<td>English</td>
<td>C C</td>
<td>English Home Economics</td>
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<td>Home Economics</td>
<td>C C</td>
<td>English Home Economics</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>C C</td>
<td>English</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>C C</td>
<td>Mathematics</td>
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<tr>
<td>Mathematics B</td>
<td>B B</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Modern History</td>
<td>B B</td>
<td>English Humanities History</td>
</tr>
<tr>
<td>Science 21</td>
<td>B B</td>
<td>Science English</td>
</tr>
<tr>
<td>Visual Art</td>
<td>C C</td>
<td>The Arts – Visual Art</td>
</tr>
</tbody>
</table>

Note: Other courses of study in years 11 & 12 at Staines in the Senior School have no minimum standards. Completion of a related Year 8-10 subject is however advisable.

**Successful completion** of four semesters (2 years of study) to at least a **Sound** standard of any Authority subject contributes **4 credit points** per subject to the Queensland Certificate of Education.
Authority Subjects

Authority subjects contribute to an OP (Overall Position – a rank used by tertiary institutions to identify candidates for entrance). Students must receive an Exit Level of C (at least a Sound standard) to earn 4 credit points toward the Queensland Certificate of Education. These subjects are deemed Core subjects for the QCE.
Entry Requirements

It is preferable that students have attained at least a ‘B’ in Year 10 Science in order to enjoy success in this subject. A similar standard of results in Mathematics is also required.

Why study Biological Science?

Biology is the study of life in its many manifestations. It encompasses studies of the origin, development, diversity, functioning and evolution of living systems and the consequences of intervention in those systems.

Biology is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge.

The study of Biology provides candidates with opportunities to:
• gain insight into the scientific manner of investigating problems in the living world
• experience the processes of science, and that leads to the discovery of new knowledge
• develop a deeper understanding and aesthetic appreciation of the living world.

Participation in Biology enables candidates to engage in creative scientific thinking and to apply their knowledge in practical situations. The study of Biology will help candidates foresee the consequences of their own and society's activities on the living world. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world now and in the future.

What is studied?

Biology is concerned with the study of the phenomenon of life in all its manifestations. It encompasses studies of the origin, development, functioning and evolution of living systems and the consequences of intervention in those systems.

Students of Biology will study biological concepts in the following contexts
• Units of life
• Requirements of life
• Genetics
• Disease
• Ecosystems
• Populations
• Reproduction
• Evolution
What do students do?

Students of Biology will participate in a wide range of activities to develop their knowledge of biology and their ability to solve problems arising in their everyday experiences.

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. Field work is integrated with the study of the key concepts to help students better understand biological phenomena. During practical activities students learn to examine collected data, suggest hypotheses that explain observations, and design and conduct experiments.

How are the students assessed?

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. The achievement level awarded each student on exit from the course will be based on the fullest and latest information about student performance on the dimensions of Understanding Biology, Investigating Biology, and Evaluating Biological Issues, as outlined in the syllabus.

Students will receive an exit result based on their profile of results over 2 years from the following:
- Three extended response
- Two extended experimental investigation
- Three written tasks

How can parents/guardians help?

Parents/guardians should become familiar with the college’s work program for the subject. They should encourage developments. Parents/guardians should take the opportunity to meet their child’s teacher to discuss progress. They should expect their child to complete independent study and revision on a regular basis.

Future Pathways

University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

The study of biology prepares students well for university courses through development of investigation, research and analytical skills in particular.

As a subject area Biology is very important for any career involving living things, including: Horticulture, Veterinary Scientist, Doctor of Medicine, Forest Ranger, Food Technologist, Soil and Water Conservation, Ecologist, Rural Technician, Nurse, Science Teacher, Bacteriologist, Biologist, Laboratory Technician Microbiologist, Pharmacy, Zoology, Occupational Therapist, Botanist, Oceanographer, Speech Therapist, Radiographer, Physiotherapist, Stock and Station Agent.

Additional costs, in excess of Tuition Fees
- 1 field trip (overnight camp) costing approx. $150
Entry Requirements

Achieving at least a ‘B’ in Year 10 English is necessary and an achievement of at least a ‘B’ in Year 10 BIT is preferred.

Why study Business Communication & Technologies?

Throughout the world people engage in business activities to design, produce, market, deliver and support goods and services. So that young people can contribute to the dynamic and constantly changing business environment, and make informed and reasoned decisions about their role in it, they need business knowledge, skills and strategies.

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 the broader social, cultural and environmental implications of business activities with a focus on the essential skills of communication and the use of business specific technologies.

Business Communication and Technologies encompasses theoretical and practical aspects of business issues in contexts students will encounter throughout their lives. This course of study engages students in learning activities that require higher-order cognition to analyse, evaluate and propose recommendations from multiple perspectives across a range of business contexts. These activities build skills to enhance their confidence and ability to participate effectively as members of the business world and as citizens dealing with issues emanating from business activity.

Business Communication and Technologies fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business to society. A significant feature of Business Communication and Technologies is its relevance to future pathways, as it provides useful knowledge and competencies for life. Through the analysis of business issues, the course of study provides rigour and depth and lays an excellent foundation for students in tertiary study and for their future employment. This subject may lead to employment in such areas as business administration, events administration, workplace health and safety or tertiary study in the fields of business, business management, accounting, events management and human resources.

What is studied?

A four-semester course of study in Business Communication and Technologies requires:
• Integration of the two underpinning practices of Business Communication and Business Technologies
• At least six and no more than eight topics of study examined through business contexts.

There are 11 topics of study, with six to eight included in the course of study:

1. Business environments
2. Managing people
3. Industrial relations
4. International business
5. Workplace health, safety and sustainability
6. Organisation and work teams
7. Managing workplace information
8. Financial administration
9. Social media
10. Events administration
11. School-developed issues study

Topics of study must be studied through an appropriate business context. The purpose of business contexts is to provide a focus for authentic and relevant learning experiences. Examples of business contexts include public administration, banking and finance, tourism and hospitality, real estate, mining, retail, travel and media.

**How are students assessed?**

The dimensions are the salient properties or characteristics of distinctive learning for this subject. The dimensions are described through their objectives and it is these that schools are required to teach and that students should have the opportunity to learn. The objectives describe what students should be able to do by the end of the course of study.

Schools must assess how well students have achieved the objectives. The standards have a direct relationship with the objectives, and are described in the same dimensions as the objectives.

The dimensions for a course of study in this subject are:

- Dimension 1: Knowing and understanding business
- Dimension 2: Investigating business issues
- Dimension 3: Evaluating business decisions

Schools are able to use an extensive range of assessment techniques and learning experiences. These include short written responses items, extended written responses, response to stimulus material, research and non-written presentations.

**How can parents/guardians help?**

Students will be assisted in their learning by providing a supportive and challenging learning environment. By showing interest and encouraging students in their work, parents/guardians will support them in their academic endeavours. Frequent communication between the home and the school also provides additional support for students.

Parents/guardians might also consider:

- Perusing the Business Communication & Technologies syllabus from which schools plan their programs of work
- Discussing the college work program with the teacher
- Showing an interest in what their child learns and encouraging them to share their learning with other family members
- Talking to their student’s about the topics of study and contexts, the assessment program and deadlines
- Discussing their student’s progress with the student and school personnel
- Drawing attention to business-related issues, both local and global, as presented by and in the media
- Encouraging their student to develop an appreciation of learning and a willingness to be an active participant in life-long learning.

**Future Pathways**

University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

Jobs include: Business Owner/Manager, Receptionist, Executive Assistant, Telemarketer, HR Manager, Teacher, WH&S Officer, Union Organiser, Sales Representative, Hotel Clerk, Public Servant, Cashier, and Retail Manager.

**Additional costs, in excess of Tuition Fees**

- Items on stationery list; USB Drive (Memory Stick)
- Competitions (Voluntary basis)
Entry Requirements

It is preferable that students have attained at least a ‘B’ in Year 10 Science in order to enjoy success in this subject.

Why study Chemistry?

Chemistry is the investigation of the material universe through the exploration of the substances of which matter is composed, the investigation of their properties and reactions, and the use of such reactions to form new substances. Chemistry will help students to understand the links between the macroscopic properties of the world and the subatomic particles and forces that account for those properties. The application of chemistry enables us to make sense of the physical world.

What is studied?

In Chemistry, subject matter is derived from key concepts and key ideas organised under the headings of ‘Structure’ and ‘Reactions’.

Students of Chemistry will progressively explore and develop their understandings in the following contexts:
- Composition of matter
- Electronic structure and bonding
- Classification of chemical reactions
- Chemical reactions involve energy changes
- The determination of quantities, composition and types of chemical processes
- Conditions that influence chemical reactions

How do students learn?

Students will be involved in many interesting learning activities, including:
- Undertaking experiments and engaging in active research projects, independently and with others
- Examining national science initiatives
- Using various forms of technology and equipment
- Researching from primary and secondary sources, while applying the principles of research ethics
- Interpreting data from wide-ranging sources, including media
- Analysing current strategies or policies of the issue being investigated
- Analysing strategies and evaluating effectiveness or improvements and proposing and/or implementing strategies for improvement
- Formulating hypotheses and testing them
- Participating in fieldwork
- Conducting interviews
- Predicting impact of recommendations of a science report/experiment
- Making decisions and solving problems
- Participating in forum discussions and debates
- Sharing information mutually beneficial to the group
- Advocating for change
How are students assessed?

In Chemistry, assessment is designed to help students demonstrate Knowledge and Conceptual Understanding, Investigative Processes and Evaluating and Concluding and includes:

- Extended experimental investigations
- Supervised assessments
- Extended response tasks

How can parents/guardians help?

Parents/guardians may help you by:

- Discussing different views of current Chemistry issues
- Encouraging and helping their children to find suitable websites, documentaries, journals and other resources
- Encouraging their children to take part in school-based activities, including field trips, and extracurricular activities
- Offering their services as guest speakers if they are involved in this area of study or related industry
- Encouraging safe and ethical behaviour
- Establishing communication with teachers to help understand the work undertaken at senior level, and to become familiar with assessment requirements.

Future Pathways

University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

Jobs include: Agriculturist, Food Technician, Forensic Scientist, Environmental Scientist, Engineer, Medical Professional, Pharmacist, Sports Scientist.

A word of caution: Chemistry is a complex subject. Students will require commitment and a good work ethic in order to succeed in this subject.
Entry Requirements

At least a ‘C’ in Year 10 English, or its equivalent is required.

Why study Drama?

Drama explores dramatic forms and styles, and the ways they are used to express and communicate human experience in different cultures, times and places.

Students will use and develop their creativity, thinking skills and technical understandings about drama to imagine and explore behaviour, relationships, emotions and beliefs in different situations and contexts.

What is studied?

Drama has three important aspects: creating drama, presenting drama as an actor, and critiquing drama performances.

To build knowledge, understandings and skills across each of these aspects, students will learn about elements of drama, skills of drama and the conventions of a variety of dramatic forms and styles, including Realism.

Students will use the knowledge, understanding and skills they have learnt to:

- Create drama in different forms and styles to communicate their ideas
- Present drama performances to live audiences
- Critique performances by professional companies.

How do students learn?

In Drama students will work in groups and as an individual to learn and apply their knowledge, understandings and skills in different types of activities.

These activities include practical tasks, such as acting and directing, that allow them to demonstrate their ideas to their teacher and/or peers, and other non-practical tasks that allow them to present their ideas as written or spoken/signed work.

Practical work is the focus when presenting drama as an actor, and demonstrating drama students have formed and created.

Non-practical work is the focus when critiquing drama performances, and producing written and spoken/signed presentations of drama students have formed and created.

How are students assessed?

Assessment in Drama gives students opportunities to demonstrate their knowledge, understandings and skills in creating drama, performing as an actor, and critiquing professionally produced drama performances in a variety of forms and styles.

In Year 12, students will be expected to complete two assessments for each aspect of the course, some of which will require extended writing.
How can parents/guardians help?

Parents/guardians may help by:

- Discussing different views of current issues in the dramatic arts with their child
- Encouraging and helping their child find suitable websites, documentaries, journals and other resources
- Encouraging their child to take part in school-based activities, including field trips, and extracurricular activities
- Offering their services as guest speakers if they are involved in this area of study or related industry
- Encouraging safe and ethical behaviour
- Communicating with teachers to understand the work students are undertaking at senior level, and becoming familiar with assessment requirements.

Future Pathways

University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

Career possibilities: Actor, Advertising, Art/Film/Literature Critic, Arts Administrator/Manager, Author, Event Management, Film and Television Producer/Director, Playwright, Publicist/Marketing, Script Writer, Stage Manager, Teacher, Theatre Lighting/Production, Youth and Community Arts Worker.

Additional costs, in excess of Tuition Fees

- Some excursions and/or activities
Entry Requirements

At least a ‘C’ in Year 10 English, or its equivalent is required. (Teacher discretion allowed)

Why study English?

Australia is a linguistically diverse country, with Standard Australian English as its national language. Senior English recognises and promotes effective communication skills in Standard Australian English to enable individuals to share in and contribute to current and future local, national and global communities and cultures.

Senior English requires students to write, speak or sign, view, listen, and think critically. In studying literary and non-literary texts, and through creating their own texts, students will conceptualise, imagine, appreciate, experiment, speculate, reflect, make decisions, hypothesise, analyse and evaluate. Students will enhance their ability to think, use language, and create meaning through reflecting on their place in the world and expressing their ideas and feelings. They are encouraged to enjoy and appreciate texts, and to understand the power texts have to influence, tell stories of a culture and promote shared understandings.

What is studied?

Students studying English courses will learn to:

- examine a range of literary and non-literary works in English, in various 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
- communicate effectively in Standard Australian English for various social and cultural purposes and audiences
- make choices about generic structures, language, textual features and technologies to convey intended meaning
- control language (written, spoken or signed and visual), using grammar, punctuation, vocabulary and spelling.

There will be a range and balance in the texts that students read, listen to and view. Australian texts by Indigenous and non-Indigenous writers will be included as will texts from different times, places and cultures. Texts will encompass traditional, contemporary and translated works. Texts will include:

- novels, short stories and poetry
- scripted drama and drama performed as theatre
- reflective texts such as biographies, autobiographies and journals
- popular culture, media and multimodal works
- spoken and written everyday
How do students learn?

Students learn by working with language and texts. Learning experiences in English are designed to cater for the diverse range of learning styles, interests and abilities of senior students. They may include:

- individual, small group and whole class activities such as workshops, conferencing, debates and discussions
- reading, analysing and producing texts
- attending plays, films and forums
- listening to and interacting with guest speakers and experts.

How are students assessed?

Assessment in senior English is standards-based and is designed to help students demonstrate achievement in the dimensions of the syllabus. The dimensions used are Understanding and responding to contexts, Understanding and controlling textual features and Creating and evaluating meaning. Assessment is both written and spoken/signed. Students complete three or four written tasks and two or three spoken/signed tasks in each year. Some assessment tasks are completed under test conditions, some using a combination of class and student time.

How can parents/guardians help?

Parents can help by:

- encouraging their children to read widely
- taking an active interest in the texts that their children are studying
- encouraging participation in school debating, plays and musicals
- supporting school excursions to plays and films
- discussing community views on issues and concerns of the contemporary world
- helping their children learn how to manage time effectively and to meet deadlines
- contacting the school to establish communication with their child’s English teacher to help understand the work undertaken at senior level, and to become familiar with assessment requirements.

Future Pathways

University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

Career possibilities: Actor, Advertising Careers, Archivist, Art/Film/Literature Critic, Arts Administrator, Author, Barrister, Conservator, Counsellor, Desktop Publisher, Diplomat, Editor, Film and Television Producer/Director, Foreign Affairs and Trade Officer, Hotel/Motel Manager, Interpreter, Journalist, Lawyer, Librarian, Linguist, Occupational Therapist, Playwright, psychologist, Public Relations Officer, Publisher, Rehabilitation Counsellor, Retail Manager, Script Writer, Social Worker, Speech Pathologist, Sports Editor/Writer, Teacher, Translator, University Lecturer, Youth Worker

Additional costs, in excess of Tuition Fees

- Purchasing of newspapers, magazines, other periodicals for personal use
- Competitions (Voluntary basis)
Entry Requirements

There are no pre-requisites, however, students need a willingness, ability and interest to undertake study and participate in particular experiences in all core aspects.

Why study Home Economics?

Senior Home Economics has a unique place in the school curriculum in that it focuses on the well-being of individuals and families in everyday activities. In all cultural contexts, people need to have food, textiles and shelter as well as satisfactory ways of meeting social, emotional, physical, financial and intellectual aspects of well-being.

Home Economics is an academic subject with a practical component. The reasoning processes, understandings and attitudes developed in this course of study are those which are fundamental to effective functioning in a wide range of life roles. Students are encouraged to consider issues relating to the well-being of individuals and families from a range of perspectives, such as social, cultural, political, legal, historical, environmental, economic and ethical perspectives.

Home Economics provides balance between theoretical understanding and practical capacities. It recognises the importance of a practical approach to solving everyday living problems, and of providing students with the opportunity to develop the practical and managerial skills involved in the selection and manipulation of resources, and the planning and execution of complex practical tasks. In Home Economics, practical skills are extended to include the development of the skills and attitudes required for thoughtful promotion of the well-being of individuals and families.

What is studied?

There are three areas of study in a Home Economics course:

- **Nutrition and Food** – understanding nutrition, designing and preparing meals and food items to meet individual needs, understanding life-style diseases and how to minimise risk factors, the changing role of food for individuals and families.
- **Textiles and Fashion** – understanding fabric qualities and their effect on design and use of clothes; marketing of clothing and the composition of quality and cost; expanding consumer knowledge; the role of technology, media advertising, fashion designers on clothing choice.
- **Individuals, Families and Communities** – understanding and developing effective relationships; communication, conflict resolution skills; understanding the effect of the design of living spaces in the development of individuals and families; investigation of sustainable housing.

Students will study the core of each area of study, and a minimum of one elective from two of the three areas of study. The core and electives will assist students to develop:

- Knowledge and understanding of the diversity of individuals and families, the basic needs that underpin their well-being, and of the range of contexts, perspectives and issues that influence individual and family well-being.
- Reasoning processes that are fundamental to critical and effective participation in a range of life roles related to food, textiles and living environments.
- Practical skills in the areas of study, and the understanding and skills to take informed, practical action that promotes the well-being of individuals and families in each area of study.
What do students do?

Home Economics endeavours to provide a secure and supportive learning environment where students can explore ideas. It recognises that students learn in a variety of ways, thus it offers a wide range of learning experiences and opportunities for students. These may include: using research techniques, constructing textile items, food preparation, conducting surveys, using technology, participating in group activities and discussions, among others.

Home Economics combines inquiry-based learning and practical approaches to student learning. Students are encouraged to use the full range of planning and decision making processes in both academic and practical tasks. Students will develop their reasoning skills through, for example, research tasks that involve collecting information and analysing and evaluating it, developing arguments and conclusions and supporting them with evidence, and communicating their findings in a variety of forms. In practical tasks, students will plan and organise, make decisions about processes and procedures, produce products through the performance of practical skills, and evaluating the effectiveness of processes and products.

Students find Home Economics both interesting and stimulating due to the numerous areas of study and the relevance of all areas to their own life and to the society in which they live.

How are students assessed?

Assessment in Home Economics is criterion-based and is designed to help students to demonstrate achievements in the objectives of the syllabus. The criteria used are ‘Knowledge and Understanding’, ‘Reasoning Processes’, and ‘Practical Performance’.

Assessment caters for the range of students and includes written assessment such as objective and short-response tests and extended written responses such as research assignments and reports. Non-written presentations may also be used, such as demonstrations, oral presentations, and audiovisual presentations. Assessment in practical performance will usually involve decision making, planning and evaluating, as well as the performance of practical skills.

How can parents/guardians help?

Parents/guardians can help students by providing a supportive environment in the home and by showing an interest in what students are doing daily. Students can be encouraged to practice their skills at home, including those of team-work and cooperation. Parents/guardians can promote an appreciation of the educational, life skills and employment value of Home Economics studies. Discussion with students of issues that arise on television and in print assists students to consider a variety of opinions on issues and situations relating to the well-being of individuals and families. Parents/guardians can show their support by attending open days or events hosted by the Home Economics department of the school. Frequent communication between the home and the school should also provide support for students.

Future Pathways

University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

Possible career paths include: Dietician, Food Scientist, Teacher, Health Promotion, Food Design, Fashion Design, Interior Design, Social Worker, Nutrition, Food and Fashion Journalist, Child Care Worker.
Entry Requirements

A ‘C’ in English is desirable but not essential.

Why study 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 is studied?

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
• 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

What do students do?

As a student of Legal Studies, you will examine case studies and legal situations from local, national and global contexts. You will apply your knowledge and understanding of legal concepts and processes to situations in order to identify and examine legal issues and different stakeholders’ perspectives. You will select and organise information from sources to facilitate the analysis of legal issues.

From different perspectives and viewpoints, you will evaluate and synthesise a range of information and critique stakeholder responses. You will make recommendations about the suitability of legal outcomes and their implications for justice and equitability. You will examine and justify your own opinions by making constructive judgments and informed commentaries on the law, its system and processes.

In class activities, you will have opportunities to work individually and in teams to engage in learning experiences such as debates, discussions and mock trials.
How are students assessed?

Assessment in Legal Studies gives you opportunities to apply your legal knowledge and understanding in a variety of situations. You will be given opportunities to communicate this information to audiences through written and spoken modes, or a combination of modes in a multimodal presentation.

In Legal Studies, assessment instruments include extended responses (including an independent inquiry) and examinations. An independent inquiry involves undertaking an independent, self-directed, in-depth investigation of a topical legal issue facing Australian society. Extended responses include responses to research or stimulus materials, such as legal case studies, legislation, essays, articles, speeches or presentations. Examinations may be extended response tests or short response tests, which include short answer responses.

In Year 12, you will be expected to complete at least one independent inquiry, at least one extended response and at least one supervised extended response test, responding to an unseen question.

How can parents/guardians help?

Your parents and carers may help you by:

- discussing different views of current Legal Studies issues with you
- encouraging and helping you find suitable websites, documentaries, journals and other resources
- encouraging you to take part in school-based activities, including mock trials, and extracurricular activities
- offering their services as guest speakers if they are involved in this area of study or related industry
- encouraging safe and ethical behaviour
- communicating with your teachers to understand the work you are undertaking at senior level, and becoming familiar with assessment requirements

Future Pathways

A course of study in Legal Studies can contribute 4 credits towards the Queensland Certificate of Education (QCE), and open a door to further education and employment in the fields of law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics.

Entry Requirements

While there are no specific entry requirements for Mathematics A, at least a ‘C’ in Year 10 Mathematics is advisable.

Why study Mathematics A?

Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics pervades so many aspects of daily life that a sound knowledge is essential for informed citizenship. Through enhanced understanding of mathematics, individuals can become better informed economically, socially and politically in an increasingly mathematically oriented society.

Mathematics A emphasises the development of positive attitudes towards the student’s involvement in mathematics. This development is encouraged through the use of relevant personal and work-related learning experiences. There is also a focus on the development of mathematical knowledge and understanding through investigative and explorative approaches to learning. These approaches provide opportunities to work collaboratively and cooperatively in teams as well as individually.

Mathematics A involves the study of Financial Mathematics, Applied Geometry, and Statistics and Probability. These are used to develop:

- knowledge and skills of computation, estimation and measurement
- simple algebraic manipulation
- a capacity to interpret and analyse information presented in a variety of forms
- the ability to make judgments based on evidence and reasoning
- a capacity to justify and communicate results in a variety of forms.

Mathematics A aims to provide the opportunity for students to continue to participate fully in lifelong learning. It is recommended for students wishing to pursue further study and training at tertiary level in areas such as:

- Toolmaking, Sheet-Metal working, Fitting and Turning, Carpentry and Plumbing, Auto Mechanics
- Tourism and Hospitality
- Administrative and Managerial employment in a wide range of industries
- Architecture and Nursing.

What is studied?

Mathematics A consists of core and elective topics. The topics that will be studied throughout the duration of the unit are:

Core topics
The core topics within each strand are:

Financial mathematics strand
- Managing money 1
- Managing money 2

Applied geometry strand
- Elements of applied geometry
- Linking two and three dimensions
Statistics and probability strand
- Data collection and presentation
- Exploring and understanding data

Elective topics
The elective topics selected to study are:

Maps and compasses
- Navigation

Operations research
- Networks and Queuing

What do students do?
Students will participate in a wide range of activities such as:
- Establishing a household budget and calculating tax and exchange rates
- Examine how statistics are used in the media and advertising and can be misleading
- Use navigational methods to plot the course of a search and rescue team
- Examine house designs and calculate the cost of building a home
- Investigate the cost of taking a house loan, or other monetary loan
- Compare a range of methods of investing money to produce a profitable return

How are students assessed?
Students will be assessed in a variety of ways. Students may be required to construct models, use calculators, write reports, carry out investigations or give oral presentations on a prepared topic. Students will also undertake examinations.

How can parents/guardians help?
Parents/guardians can help by offering encouragement, support and providing a suitable learning environment. As the topics are predominately life-related, parents/guardians can encourage students to discuss their work. Such discussion will assist the understanding of the topic and enables the student to draw on the personal experiences of family members. The student can be expected to acquire a considerable degree of proficiency in a variety of skills, such as estimation, use of technology, application of formulae, table reading and arithmetic calculation through the study of Mathematics A. Like any skills, these need to be practiced to be mastered. Students should be encouraged to practice and so maintain these skills.

Future Pathways
University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

Mathematics A is a prerequisite for entry to a number of University courses.

Future pathways include careers in Business, Hospitality, Insurance, Aviation, Entertainment, Telecommunications, Computing and Retail Industries.

Remember: please contact the College Careers Advisor for specific career advice.
Entry Requirements

While there are no specific entry requirements for Mathematics B, a minimum of a ‘B’ in Year 10 Mathematics is highly recommended. Students need to be effective in modelling and problem solving as well as communicating their ideas and solutions.

Why study Mathematics B?

Mathematics is an integral part of a general education. It underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component for effective participation in a rapidly changing society. In Mathematics B, mathematical skills are developed which form the basis for further study in mathematics. These skills are needed not only in the traditional careers of engineering or the physical sciences, but also as tools in fields as diverse as agriculture, food technology, geography, biology, economics and management.

The modes of thinking developed in Mathematics B provide ways of modelling and problem solving in situations in order to explore, describe and understand the world’s social, biological and physical environment. Mathematics B is designed to raise students’ competence in and confidence with the mathematics needed to make informed decisions. It ensures scientific literacy and provides students with the ability to function effectively in a technologically skilled workforce. Students are given the opportunity to appreciate and experience the dynamic nature of mathematics. They are encouraged to study the power of mathematics through problem solving and applications in life-related contexts.

What is studied?

The course:
- Introduction to functions – linear, trigonometric, periodic, power, exponential and logarithmic
- Range of change – instantaneous and average rates of change
- Periodic functions and applications – recognition of periodic functions, sketching, investigating shapes and relationships, general forms of periodic functions
- Exponential and logarithmic functions and applications – exponential functions, logarithmic functions, the relationships between them, compound interest, annuities
- Optimisation using derivatives – differentiation as a tool in a range of situations which involve the optimisation of continuous functions
- Introduction to integration – applications of integration
- Applied statistical analysis – types of variables and data, stem-and-leaf and box-and-whisker plots, probability, random sampling, discrete and continuous probability distributions, inference.

What do students do?

Students will participate in a wide range of activities such as:
- Calculating the amount of simple interest generated over a given period using a graphing calculator or a suitable computer software package
- Discussing how instantaneous rates of change may be used to measure the sensitivity of the human body to various stimulants or sedatives
- Using computer software and graphing calculators in the investigation of optimal points and optimal values in life-related situations
- Discussing different sampling situations, possible difficulties and sources of bias.
How are students assessed?

Students will be assessed in a variety of ways. Students will be required to use computer software and graphing calculators, write assignments or research articles, carry out investigations and possibly give oral presentations on a prepared topic, as well as undertaking examinations.

How can parents/guardians help?

Parents/guardians can help by offering encouragement, support and providing a suitable learning environment. Students will benefit greatly if they are encouraged and given opportunities to work together in peer groups, and to ask questions of teachers and others. As the topic areas include much material that is life-related, parents/guardians can encourage students to discuss their work. Such discussion will help them understand the topic and will enable the student to draw on real-life activities of family members. The student can be expected to acquire considerable proficiency in a variety of skills, such as estimation, use of graphics calculator, application of formulae, table reading, arithmetic calculation and algebraic manipulation through the study of Mathematics B. Like any skills, these need to be practiced to be mastered. Students should be encouraged to practice and so maintain these skills.

Future Pathways

University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

Mathematics B is a prerequisite for entry to a number of University courses.

Future pathways include careers in Science, Technology, Engineering, Aviation, Healthcare, Computing and Electronics.

Please contact the school Careers Advisor for specific career advice.
Entry Requirements

Achieving at least a ‘B’ in Year 10 English is necessary and an achievement of at least a ‘B’ in Year 10 Humanities preferred.

Why study Modern History?

In history, as in our everyday lives, people ask meaningful questions, collect evidence, sift through it, analyse and evaluate it, to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours.

Through the study of Modern History, students can understand why our modern world is that way it is. They can understand the processes of change and continuity that have shaped today’s world, their causes, and the roles people have played in those processes. They can understand that there are relationships between our needs and interests and a range of historical topics, people and events. At a personal level, Modern History helps students identify their social location, their place in time and their heritage within a distinctive culture. Students develop these understandings through processes of critical inquiry, debate and reflection, and by empathising with the views of others.

What is studied?

The Modern History syllabus offers students an extensive range of themes and inquiry topics. There are 16 themes in all each offering a wide choice of inquire topics. Themes develop broad concepts, such as conflict, power, change, hope, and the individual in history. The themes selected for study are developed through inquiry topics that allow students to understand and investigate the concept of the theme in a specific context.

Inquiry topics in Modern History focus predominantly on the 20th century and later. The course that students will study will include:

- A range of scales – local, national, international, global
- A range of time periods, from pre-modern to contemporary
- A range of geographical contexts – Australian, Asia-Pacific, European, African, American
- Some study of relations between Indigenous and non-Indigenous Australians
- A number of briefer studies (background, comparative, linking) to ensure that students can place the inquiry topics within broader understanding of the history of at least the past two centuries
- Topics studied may include – the Individual in History, the Arab Israeli Conflict, the Vietnam War and Power and the Nazi State.

What do students do?

Historical study is based on inquiry. While the teaching of history may involve expository and text-based teaching, the main approach to learning is student inquiry. Students are actively involved in locating, interpreting, analysing and evaluating historical sources, both primary and secondary. In Modern History, sources can include academic texts, diaries, letters, speeches, cartoons, journal articles, newspaper reports, documentary television programs, artefacts and everyday items.

Using the inquiry approach, students identify historical questions for investigation, develop research questions to investigate inquiry topics, locate, analyse and evaluate sources, and reach conclusions or make judgments about the questions they have identified.
All of the themes in the Modern History syllabus use an inquiry process that identifies five aspects:

- Definitions
- Sources
- Backgrounds, changes and continuities (motives and causes)
- Effects, interests and arguments
- Reflections and responses.

**How are students assessed?**

Assessment in senior Modern History is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. The criteria used are Planning and using a historical research process, Forming historical knowledge through critical inquiry, and Communicating historical knowledge.

Students will be assessed in each of the four categories of assessment: test essays in response to historical sources, research assignments in response to inquiry questions, multimodal presentations that may include non-written and visual presentations such as video or PowerPoint, short response tests and response to stimulus tests.

**How can parents/guardians help?**

Parents/guardians can help their children as they study Modern History by taking an active interest in and discussing current events and news items, encouraging them to look for the historical background to contemporary events and debates. Much of the subject matter for Modern History arises from the contemporary world and its events and concerns. Parents/guardians can help their students by taking an interest in and discussing with their students the range of views that are held in the community about such events, and the evidence and justifications used to support these views.

There is a wealth of reference material available outside the school that is relevant to the study of Modern History, including internet and television materials, dedicated television channels, and other print and electronic material. Many expensive references and internet access are available through local libraries.

Parents/guardians can also help their children to develop a systematic approach to managing class notes and other information and resources, to manage time effectively and to meet deadlines for assessment tasks. Parents/guardians are welcome to visit the school to meet their child's Modern History teacher. The Modern History syllabus and the school work program are available to all parents/guardians to help them to understand the work that their child will be undertaking in Modern History, and to familiarise them with assessment requirements and deadlines.

**Future Pathways**

University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

Employers look for people with strong analytical skills. The skills developed studying Modern History can open many wonderful careers including politics, teaching, law, administration, public service etc. Additionally, you will develop the skill of critical analysis, strongly in demand in our globalised economy.

Studies in History may assist a young person to gain employment, for example as Library Assistant, Museum Technician, Travel Consultant, Tour Guide, Records Manager, Defence Force, Photographer, Film and Anthropologist, Solicitor, Barrister, Historian, Journalist.
Entry Requirements

Achieving at least a ‘B’ in Year 10 Science is necessary and an achievement of at least a ‘B’ in Year 10 English preferred.

Why study Science 21?

We are increasingly exposed to environments and situations that require knowledge of science and scientific ways of thinking. Scientifically and technologically advanced tools are commonplace in our everyday lives. In this century citizens must not only be literate, they must also be scientifically literate.

The process of scientific inquiry used in Science 21 develops:
- knowledge and understanding of science
- skills in scientific investigative processes
- appreciation of scientific issues and the impacts of science
- the capacity to communicate about science.

What is studied?

Science 21 is an interdisciplinary science course that aims to develop in students a broad understanding of the relevant science in today’s scientific and technological age. It deals with themes in real-world contexts that are of intrinsic interest and importance to students — the way the human body works, the ways we communicate, our place in the universe, our environment, our enjoyment of both synthesised and natural things. A course in Science 21 is built on the “scientific priorities” of Technology, Health and wellbeing, Catalysts for discovery and Environment.

The interdisciplinary nature of Science 21 enables students to become knowledgeable and active participants in a scientifically rich society. A course of study in Science 21 is academically rigorous and complements student learning in the established science disciplines of Physics, Chemistry, Biology and Earth Science.

Students of Science 21 will study the following inter-disciplinary units:
- Life, the universe and everything
- Our local creek
- What’s your poison
- Weapons through the ages
- Restless earth
- Water, water everywhere
- Driving my car
- The brave new wold of genetic engineering
- Energy alternatives
- Colonising other worlds

How do students learn?

Science 21 uses an inquiry-based approach to learning. This is consistent with and builds upon the teaching and learning that underpins the Years 1–9 Science Essential Learnings and Standards and the Year 10 Guidelines: Science learning area.

Inquiry-based learning involves a range of strategies including investigations, individual and cooperative learning, and direct instruction. In this inquiry-based framework, students play a major role in answering questions asked by themselves or their teacher.
Inquiry-based learning is a process, a way of thinking and problem solving. It is an effective strategy for:
- the development of higher-order thinking skills
- increasing student involvement and ownership of their learning
- recognising and catering for individual difference.

**How are students assessed?**

A wide variety of assessment categories gives everyone scope to succeed in Science 21. These may include:
- supervised written assessments, including short and extended response questions, and responses to stimulus
- extended experimental investigations, involving gathering and analysis of data obtained through controlled experiments or field observations
- extended response tasks, involving gathering and analysis of secondary research data
- collections of work, involving a collection of short, related research activities.

**How can parents/guardians help?**

Parents and guardians can assist their children as they study Science 21 by providing a supportive environment. They can:
- encourage their children to read relevant articles about science related topics in newspapers, magazines and other media
- discuss science related issues
- share with them their views about the role of science in a technological society.

Parents and guardians can also help their students to develop a systematic approach to managing class notes and other information and resources, to manage time effectively and to meet deadlines for assessment tasks. Parents should have access to the Science 21 syllabus and school work program from the school.

**Future Pathways**

University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

The study of Science 21 prepares students well for university courses through development of investigation, research and analytical skills in particular.
Entry Requirements

It is preferable, but not essential that students have studied Year 10 Art and achieved at least a ‘C’ standard.

Why study Visual Art?

Visual Art involves the production of artworks (making) and the appreciation of artworks (appraising) through the processes of researching, developing, resolving and reflecting.

Visual Art prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems, think divergently and use higher order learning skills to articulate an informed and individualised style or expression. At a time when creativity is sought by industry, visual art significantly contributes to the design and manufacture of images and objects needed for living in an inspiring and visually interesting environment.

When students study this subject they make visible ideas, thoughts, feelings and observations of their world through display and exhibition of made images and objects. As students define, communicate and discern meanings, they come to understand the purposes and intents of visual artworks in various cultures and societies. They develop the capacity to critically reflect on and challenge representations of cultural values, beliefs and customs and to make informed judgments when ascribing aesthetic value to visual artworks.

What is studied?

Using the processes of researching, developing and resolving, students explore concepts, contexts, and media areas through a study of art forms from the past and contemporary practices. Students are encouraged to work across the media areas and be creative. In Visual Art, a course of study integrates the course components of concepts, focuses, media areas and visual language and expression – which leads to the development and resolution of Bodies of Work.

Over the 2 year course of study teachers will structure units of work emphasizing a progression from teacher-directed focus, through teacher-student negotiated focus to the students’ selecting and interpreting their own focus to resolve work.

The media areas are as follows: ceramics, drawing, electronic imaging, environmental design, fibre arts, graphic design, installation, painting, performance art, photographic arts, printmaking, product design, sculpture, video and film.

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

What do students do?

In making artworks, students define and solve visual problems by using visual language (including visual elements, principles of composition, sign and symbolism) and contexts. This involves students in:

- Observing, collecting, compiling and recording visual, verbal and sensory information and ideas from specific sources and contexts; and applying media to communicate thoughts, feelings, ideas, experiences and observations;
- Selecting, exploring manipulating and exploiting materials, techniques, processes and technologies in particular media areas to communicate meanings;
- Translating and interpreting ideas through media manipulation to invent images and objects.
In *appraising* artworks, students determine and communicate meanings. This involves them in:

- Demonstrating knowledge and understanding of artworks in contexts that relate to concepts and media
- Analysing, synthesising and evaluating sensory information to discern meanings
- Planning, collecting, organising and analysing information
- Making informed judgments using appropriate referencing materials and resources
- Justifying positions when analysing the aesthetic qualities of artworks
- Using suitable terminology, language and referencing conventions.

Students are expected, within each unit, to complete a Body of Work of responsive/innovative practical work, a collection of a minimum of 3 short artist critiques, as a support for *making*, and a longer critical appraising assignment. There should be a clear connection between *making* and *appraising* aspects within each Body of Work. Examples of units may include:

- **Year 11** A Poetic Journey, Ways of Seeing, Metaphorically Speaking, Obsessions
- **Year 12** College to determine the concept and students choose their own focus eg, Pigeon Holes, Identity and Visual Research Project/Revisit

**How are students assessed?**

SMC uses a wide range of assessment techniques to judge student achievement. These include: *Making tasks*: Practical folios and Artistic Critiques; and *Appraising tasks*: Short and long response writing such as artistic critiques, reports, reviews and essays and extended writing from arts specific research.

Achievement in Visual Art is judged by matching a student’s achievement in the assessment tasks with the exit criteria of the subject according to the syllabus. These criteria are: ‘Visual Literacy’, ‘Application’ and ‘Appraising’.

**How can parents/guardians help?**

Parents/guardians can help students by providing a supportive environment in the home and by showing an interest in what students are doing each day. They can:

- Support and keep informed about the Visual Art program in the school by reading the syllabus and the school’s work program
- Discuss the visual environment with their students
- Attend school, community art and gallery exhibitions with students
- Encourage students to visit the workplaces of artists and designers
- Be considerate of the practical demands of the subject in terms of physical effort and time, especially the out-of-hours commitment sometimes required
- Encourage students to practice using media techniques, processes and technologies. One to two hours a week study is the minimum requirement for this course
- Encourage the reading of and writing about contemporary practices in Visual Art.

**Future Pathways**

University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

Authority Registered Subjects

_These subjects do not contribute to an OP. They do contribute to the Queensland Certificate of Education. Achieving at least a Sound standard for 4 semesters leads to the awarding of 4 credit points. These subjects are deemed Core subjects for the QCE._
Entry Requirements

There are no entry requirements for this subject.

Why study Early Childhood Studies?

The first five years of life are critical in shaping children's future growth and development, wellbeing and learning. Research has shown that the early years has significant influence on an individual's accomplishments in family, school, and community life. Knowledge and understanding of how children grow, develop and learn enables students to positively influence their development and effectively interact with children. Early Childhood Studies encourages students to be advocates for the wellbeing of children by appreciating the significance of these interactions in order to help children develop into confident, independent and caring adults.

What is studied?

Early Childhood Studies involves learning about core concepts and ideas related to the fundamentals of early childhood, and practices in early childhood learning. Core topics are embedded in electives that influence the development of children, such as play and creativity, literacy and numeracy skills, being in a safe place, health and physical wellbeing and indoor and outdoor learning environments.

What do students do?

Students explore play-based learning activities from two perspectives; they use theories about early childhood learning and devise play-based learning activities responsive to children's needs enabling students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning. Students interact with children aged from birth to five years as well as with early childhood educators, through excursions and visits to quality early childhood education and care settings, supporting them to develop self-confidence, independence, a responsible attitude towards children and readiness for the workplace.

How are students assessed?

Assessment may include:

- Assignments
- Research investigations
- Extended response to stimulus
- Short response tests

How can parents/guardians help?

Parents and carers can help students by:

- Reading the school program of study and discussing this with the teacher
- Encouraging their children to take part in school-based activities, including field trips and other learning experiences
- Discussing the student’s progress with the student and their teacher.
Future Pathways

TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

Career possibilities include employment in health, community services and education.

Jobs include: Childcare Assistant, Early Childhood Educators, Family Day Care worker, Nanny, Outside School Hours Care Assistant, Playgroup Supervisor, Recreation Assistant, Teacher’s Aide/Assistant.
Entry Requirements

Students choosing English Communication should be those students who, despite genuine effort, have found it difficult to gain a 'C' level of achievement in Year 10 English.

A word of caution: students are advised to check entry requirements of further education institutions which they may be interested in, as some TAFE courses list a Sound Level of Achievement in Senior English as a prerequisite for entry. If in doubt see the Careers Facilitator.

Why study English Communication?

English Communication aims to develop students' ability to:

- Understand and appreciate Australia's linguistic and cultural diversity
- Develop positive attitudes to and strategies for engagement in lifelong learning
- Gain knowledge, understanding and an appreciation of various forms of text
- Reflect on their own and other people’s knowledge, values and practices
- Communicate appropriately and effectively, with confidence
- Plan and work independently and as members of a group

What is studied?

In English Communication the focus is on knowledge of language, the ability to reflect on and critique this knowledge, and the application of this knowledge in the process of using language.

Units have been developed to provide opportunities for language development in a practical sense. For example:

- Job seeking skills
- Writing skills for work
- Conflict resolution skills
- Teamwork communication
- Instructional and informative presentation skills
- Creating a budget
- Completing tenancy forms

What do students do?

Students will learn in and out of the classroom, completing tasks and projects. They will be expected to learn to work independently and in groups. Students need to ask for help when they do not understand what is required.

Students will need to practice their skills to get the best results possible. Practicing is an important part of independent study.

How are students assessed?

Students will be assessed according to criteria based assessment, that is Knowledge and Understanding, Process and Skills related to effective written and spoken communication in the Workplace, Community and Leisure contexts.
Assessment types expected:
- Oral Presentations
- Short Essay
- Websites
- Reports
- Job Folio
- Job Interview

How can parents/guardians help?

Parents/guardians can help by ensuring students have home access to a wide variety of reading materials and encouraging students to engage in reading on a daily basis.

Future Pathways

TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

Career possibilities include: Book Seller, Child Care Assistant, Clerk, Construction Worker, Graphic Prepress Operator, Library Assistant, Mechanic, Plumber, Retail Manager, Teacher’s Aide, Secretary, Sign Writer, Word Processing Operator, Youth Worker.
Prevocational Mathematics
Authority Registered Subject #6140
SAS Year: 2004

Entry Requirements

This subject is designed for students who prefer and enjoy learning activities with a practical and real-life application and it is for those who have experienced difficulty in Mathematics.

Prior success in Mathematics is not required. This subject will help students become more successful in Mathematics. Attaining a C standard will ensure numeracy requirements for the QCE are met.

Why study Prevocational Mathematics?

Numeracy is the ‘effective use of Mathematics to meet the general demands of life at home, in paid work, and for participation in community and civic life.’

Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of Mathematics. It aims to assist students to overcome any past difficulties with, or negative attitudes towards, Mathematics, so that they can use Mathematics efficiently and critically to make informed decisions in their daily lives. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills, literacy skills and positive beliefs and attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts such as everyday life, work or further learning. This involves responding to these contexts by identifying or locating, acting upon, interpreting, and communicating mathematical ideas and information. Students learn to represent these ideas and information in a number of ways.


What is studied?

Students complete theory and practical aspects in this course. Topics are usually revisited and developed further in Year 12. The course is predominately life-related.

- Earning money
- Personal organisation – location, time and budgeting, making purchases
- Practical purpose – measurement, taxation, securing finance
- Planning – moving out of home, organising events, holidays

What do students do?

Students will learn in and out of the classroom, completing tasks and projects. They will be expected to learn to work independently and in groups. Students need to ask for help when they do not understand what is required. Effective use of a calculator and other technology are skills that are developed.

Students will need to practice their skills regularly to get the best results possible. Practicing is an important part of independent study.
How are students assessed?

In this course, the majority of assessment is conducted in class time. Students absent at the time of assessment may need to complete assessment in their own time.

Assessment types expected:
- Tests
- Constructing models
- Using software or calculators
- Oral presentations
- Developing board games

How can parents/guardians help?

Parents/guardians can help by offering encouragement, support and providing a suitable learning environment. As the topics are predominantly life-related, parents/guardians can encourage students to discuss their work. Such discussion will assist the understanding of the topic and enables the student to draw on the personal experiences of family members. The student can be expected to acquire a considerable degree of proficiency in a variety of skills, such as estimation, use of technology, application of formulae, table reading and arithmetic calculation through the study of Mathematics. Like any skills, these need to be practised to be mastered. Students should be encouraged to practise and so maintain these skills.

Future Pathways

University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work
Entry Requirements

Students require:
- Love of physical/recreational pursuits
- Like working outdoors

Why study Recreation?

Recreation can be described as physically active activities, engaged in for relaxation and enjoyment, requiring exertion and human activity. Sport is defined as an activity, often undertaken competitively, that has rules and formal organisation and requires physical effort and skills. Sport can be recreational, or have a performance emphasis on competition.

The sport and recreation industry has assumed increasing importance as a source of employment opportunities. Given the significance of the industry to the community and as a source of potential employment, the Recreation Study Area Specification makes an important contribution to enhancing students’ opportunities regarding employment, enterprise, further study, leisure and lifelong learning. It provides a unique opportunity for students to experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills. Whether these skills are oriented towards work, or personal fitness and recreation, students will be involved in learning experiences that allow them to develop their interpersonal abilities, enabling them to understand and use their capacities for learning and functioning in varied situations. These activities should encourage them to appreciate and value their involvement in recreation activities, and to continue their active participation in personal and community activities in their adult life.

What is studied?

The Recreation study-area core is a body of knowledge, concepts and skills that provides part of the framework for exploring relationships between learning in, about and through recreation activity. It allows students to recognise the benefits of recreation activities. It is progressively developed and integrated in units of work through key learning experiences.

The basis of the study-area core is:

- **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.
What do students do?

Recreation provides students with an opportunity to participate in physical activity, while developing skills necessary for and beneficial to life. Whether these skills are oriented towards work, fitness or recreation, students will develop their interpersonal skills, to learn and function in varied situations, and to acquire specific knowledge and skills related to further training and employment.

Students will be involved in many different learning experiences, including: engaging in and observing recreation activities; planning and organising activities; working with others and in teams; making decisions and solving problems; gathering and comprehending information from a range of sources; organising and analysing information; conducting surveys; using technology; compiling reports; and communicating ideas and information in a variety of modes and genres.

How are students assessed?

Assessment techniques may include: observation of performance, oral presentations, written tests, research reports, and practical tasks.

How can parents/guardians help?

Parents and carers can help students by:

- Reading the *Recreation Study Area Specification*, on which schools base their programs of study
- Reading the school program of study and discussing this with the teacher
- Showing an interest in the activity being undertaken by discussing, watching training or matches, helping to prepare equipment
- Discussing the student's progress with the student and their teacher.

Additional costs, in excess of Tuition Fees

- Excursions and/or activities. Depending on student choices cost will be from $80-$150 per year. i.e. camps, gym, rockclimbing, lazer tag, bowling etc.
VET Certificate Courses

Study of VET (Vocational Education Training) qualifications contribute to the Queensland Certification of Education.

Some Year 12 students who are ineligible for an OP (Overall Position) gain entry to Tertiary courses on the basis of a selection rank attained by completion of a National Certificate course.

Students completing any Certificate I qualification described in the following pages will earn 2 or 3 QCE credit points. These are considered Preparatory courses.

Students completing any Certificate II qualification described in the following pages will earn 4 QCE credit points. These are considered preparatory pathways into apprenticeships, traineeships or employment.

Students completing any Certificate III qualification described in the following pages will earn 8 QCE credit points. These are considered preparatory pathways into apprenticeships, traineeships or employment.

At the time of printing, Staines Memorial College delivers the following qualifications in a partnering arrangement with Groves Christian College as the Registered Training Organisation.
Certificate III in Christian Ministry and Theology

Certificate III in Christian Ministry and Theology is a Christian Leadership and Development Program that has been designed specifically for students with a passion to develop their faith and improve their leadership skills. Students will gain real skills through practical experiences and have the opportunity to be involved in hands on leadership in the College, their local church or through social justice and community work. Successful completion of this subject will provide 8 credit points towards the QCE.

Entry Requirements

There are no entry requirements for this qualification.

What is studied?

Elements of the program covered include:

- Leadership
- Engaging Scripture
- The Bible
- Belief
- Where Faith and Culture Collide
- Mission
- Where to from here for me?

What do students do?

Students complete online exercises and participate in discussions in a mentor group. They will also work their way through reading the four Gospels and journal their discoveries and questions and attend seminars related to course content.

Students will participate in practical leadership placement in the College, church or in a community service project, reflecting and reporting on their experience.

How are students assessed?

- Completion of online and practical tasks
- Participation and involvement
- Presentation of materials learned

How can parents/guardians help?

Parents/guardians can help by:

- Encouraging students in developing their faith and growing in their relationship with Christ
- Becoming familiar with the work outline for this course
- Supporting any additional costs
- Taking the opportunity to meet their child’s teacher to discuss progress
- Fostering positive attitudes
Future Pathways

University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

Jobs include: Church and Ministry Workers, Missionary Workers, Pastors

Additional costs, in excess of Tuition Fees

The cost of this course is $499.00. After subsidies from the College it will cost $100.00 per year.

Note:

Completion of this course earns 8 QCE Preparatory credit points.

25 hours of practical placement is included.

Subsidised cost is $100.00 per year (total of $200.00).

As this course is offered through an external provider, if a student is withdrawn from this course, parents will be asked to repay the College subsidy costs (total of $499.00).
Vocational Education and Training (VET) enables students to gain nationally recognised qualifications for all types of employment, and specific skills to help them in the workplace.

Students may gain entry to tertiary courses on the basis of a selection rank attained by completion of a qualification.

Christian Community Ministries is the registered training organisation for VET qualifications (refer below) offered at Staines Memorial College. Christian Community Ministries is the parent governing body of Staines Memorial College, along with other colleges throughout Australia.

The following qualifications are available in 2016:

Please note:
These qualifications are delivered through the Trade Training Centres program (TTC). The qualifications delivered at Groves Christian College (Hospitality) or Livingstone Christian College (Boating and Engineering) are grouped together so that students complete 2 or 3 qualifications (depending on the venue) at the successful completion of the course.

<table>
<thead>
<tr>
<th>Trade Training Centre</th>
<th>Code</th>
<th>Qualification title</th>
<th>QCE Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groves Christian College</td>
<td>SIT20213</td>
<td>Certificate II in Hospitality**</td>
<td>4</td>
<td>8pts</td>
</tr>
<tr>
<td></td>
<td>SIT20312</td>
<td>Certificate II in Kitchen Operations**</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Staines Memorial College</td>
<td>CPC10111</td>
<td>Certificate I in Construction*</td>
<td>3</td>
<td>3 pts</td>
</tr>
<tr>
<td>Livingstone Christian College</td>
<td>MEM10105</td>
<td>Certificate I in Engineering*</td>
<td>3</td>
<td>9 pts</td>
</tr>
<tr>
<td></td>
<td>MEM10205</td>
<td>Certificate I in Boating Services*</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MEM20413</td>
<td>Certificate II in Engineering Pathways**</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

* This is considered a Preparatory Course
Preparatory courses of study are stepping stones to further study or training. A maximum of 6 credits from Preparatory Courses can count towards your QCE.

** These are considered Preparatory Pathways. Preparatory Pathways are stepping stones into apprenticeships, traineeships or employment. These are considered core units and contribute to the QCE.
What is a Trade Training Centre?

Trade Training Centres (TTC) aim to help increase the proportion of students achieving Year 12 or an equivalent qualification. For this to occur, it is important students have access to high quality, relevant education and training opportunities that continue to engage them and encourage them to complete their studies.

The Program aims to address national skills shortages in traditional trades and emerging industries by improving the relevance and responsiveness of trade training programs in secondary schools.

The objectives of the CCM Trade Training Centre Program seeks to support the achievement of a national Year 12 or equivalent attainment rate and address skills shortages in traditional trades and other eligible occupations by:

- improving student access to trade training facilities that meet industry standards
- improving the quality of schooling offered to secondary students undertaking trade related pathways
- assisting young people to make a successful transition from school to work or further education or training.

How does the TTC operate?

- You'll choose the trade you want as one of your subjects.
- You'll still pick other courses because you need them for your QCE.

What will my timetable look like?

It will look similar to other students in your College except that 1 day per week you will spend in the TTC.

<table>
<thead>
<tr>
<th>Monday: Year 12</th>
<th>Tuesday: Year 11</th>
</tr>
</thead>
</table>

What is work placement?

During Year 11, you'll do 4 weeks of work placement with prospective employers to get a “feel” of their workplace.

All qualifications have compulsory work placement in Year 11 and Year 12. This means students will spend 4 weeks in Year 11 (2 blocks of 2 weeks) and 2 weeks in Year 12 in the workplace. Effective work on the job can lead to employment opportunities.

Participation requires a family commitment to get the student to the work site. Students on placement are usually required to work the same hours as regular employees and work under similar conditions to the organisation’s employees.

Please note: work placement timetables are dependent on employer schedules and are subject to change. You are not paid for work placement.
Can I attend my College but study Hospitality, Construction or Boat Building & Engineering at another college?
Yes. There is a partnership between the three Colleges.

What if I do not live near a College where I want to train?  (Eg I live in Logan, how will I get to Staines Memorial College or Livingstone Christian College?) Each College runs a bus shuttle service to and from each college at no additional charge. As the TTC operates one day per week for each year level, you will only need to travel one day per week. However, you will need to find your own transport to your work placement.

Entry Requirements
There are no entry requirements for these qualifications.

Duration
1 day per week over a 2 year period including work placement.

How are students assessed?
• Theoretical (knowledge) assessments including written assignments, oral quizzes and research tasks
• Practical assessments conducted in realistic workplace environment
• Projects
• Portfolios
• Recognition of Prior Learning and Credit Transfer is available in this subject

How can parents/guardians help?
Parents/guardians can help by:
• Becoming familiar with the work outline for this course
• Supporting any additional costs
• Taking the opportunity to meet their child’s teacher to discuss progress
• Understanding this is a practical course, the more a student practices skills the better
• Encouraging students not to give up
• Fostering positive work attitudes including following supervisor directions.

Future Pathways
• Apprenticeships and traineeships
• Higher qualifications
• Tertiary entry
• Employment pathways
These 3 qualifications are delivered as one course over two years. Students will acquire skills and knowledge in workplace communication, occupational health and safety, quality procedures systems and planning, engineering measurement, computations and computer technology plus industry-specific skills that may include welding, boilermaking and light fabrication (sheetmetal).

These qualifications improve entry-level employment pathways including apprenticeships and traineeships. Students will be able to make more informed choices in the selection of vocational career paths and will develop the social and personal skills relevant to participation in the engineering industry.

In completing both Certificate I qualifications in Year 11, students will use credit points from these qualifications as a pathway in Year 12 against MEM20413 Certificate II in Engineering Pathways. Year 12 training will be completed in partnership with SkillsTech Australia, in Coopers Plains.

MEM10205 Certificate I in Boating Services and MEM10105 Certificate I in Engineering provides students with broad-based underpinning competencies in a range of engineering skills. Students undertaking this program will:

- work on lathes and milling machines
- learn/use about hand and power tools and precision measurement tools such as micrometers and vernier callipers.
- weld using the manual metal arc and gas metal arc process as well as the oxy/acet welding and cutting process will be taught.

MEM20413 Certificate II in Engineering Pathways is an introductory program for students interested in starting a career in the mechanical, fabrication, electrical/electronic, production systems, and maintenance or resource sectors.

This qualification is recommended as a pre-apprenticeship pathway to any engineering trade qualification such as heavy fabrication, light fabrication, refrigeration or fitting and turning.

Career outcomes

- Aluminium Fabrication Production Worker
- Foundry Worker
- Pathway to Engineering
- Pressure Die Casting Machine Operator
- Production Sheet Metal Worker
- Production Welder
- Marina Hand – Marina Hands work in marina or slipway operations or boat building facilities. They perform basic tasks in the maintenance, service and repair of boats.
CPC10111 Certificate I in General Construction

VENUE: Staines Memorial College, Redbank Plains

"Are you interested in a career in the construction industry?

The Certificate I in Construction provides you with the exciting opportunity to develop the skills needed for a future career in building and construction. Through the course you will be given the chance to explore different trades including carpentry and joinery.

CPC10111 Certificate I in Construction provides excellent skills development and the basic underpinning knowledge required for a career in this field.

This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations.

Skills you will gain

- Work effectively and sustainably in the construction industry
- Plan and organise work
- Communicate in the workplace
- Read and interpret plans and specifications
- Work safely in the construction industry
- Meet WHS requirements
- Use construction tools and equipment

There are no specific job outcomes to this qualification, but the skills achieved will assist in successfully undertaking a Certificate II pre-vocational program or job outcome qualification, or will facilitate entry into an Australian Apprenticeship.

The unit CPCCOHS1001A Work safely in the construction industry is designed to meet WHS regulatory authority requirements for WHS induction and must be achieved before access to any building and construction work site.

The industry is always willing to employ hard working students with a good attitude to those in authority. A willingness and ability to act safely is essential.

Career outcomes

- Apprentice in building and construction
- Apprentice painter
- Apprentice bricklayer
- Apprentice carpenter
- Construction trainee

Students are required to complete 160 hours of work placement in the industry. Effective work on the job can lead to employment opportunities. Participation requires a family commitment to get the student to the work site. Students on placement are usually required to work the same hours as regular employees and work under similar conditions to the organisation’s employees.
If you've ever wanted to work your way up the Hospitality ladder, then a Certificate II is a great place to start. If you are looking for entry into the growing hospitality industry this course is for you. Local resorts, hotels and restaurants have a high demand for food and beverage attendants, receptionists, chefs and housekeepers. Further experience and study can lead into supervisory and management positions. Students can enter the workforce fulltime, continue further training and move into Certificate III in Commercial Cookery or Certificate III in Hospitality and higher level qualifications.

**Start your career in kitchen operations**

SIT20312 Certificate II in Kitchen Operations is a pre-apprenticeship course potentially offering a pathway for students into a full time apprenticeship on successful completion.

This course is an introduction to cookery and commercial kitchen operations. It can be used as a stepping stone to a cookery apprenticeship and may lead to the job outcomes.

Students will be taught practical cooking skills and excellent overall product knowledge.

Topics include food preparation and presentation techniques with a variety of ingredients. The course includes a high level of practical training so you get first hand work experience as a future chef.

**What do students do?**

The purpose-built Hospitality kitchen and restaurant allow students to experience training and work with trade-qualified chefs that will equip them to enter the workforce with confidence and trade skills that meet industry requirements.

A chef’s uniform will be loaned to students when completing work placement. Students are responsible for laundering the garments and are responsible to replace the uniform if lost or damaged.

**Note: students are required to wear fully covered leather shoes. These are not provided by the TTC.**

The industry is always willing to employ hard working students with a good attitude to those in authority. A willingness and ability to act safely is essential.

**SIT20312 Certificate II in Kitchen Operations**

**Career outcomes**

- kitchen assistant
- cook
- apprentice chef
SIT20213 Certificate II in Hospitality

Career outcomes
- Kitchen hand
- Food and beverage attendant
- Barista
- Bottle-shop attendant
- Room attendant

Skills you will gain
- Meet workplace WHS requirements
- Use hygienic practices for food safety
- Food preparation equipment
- Basic methods of cookery
- Use cookery skills effectively
- Maintain the quality of perishable items
## Subject weights for Year 12 in 2017

### Determining subject weights

In determining Overall Positions (OPs), all subjects are weighted equally (that is, they are all weighted at 5). For Field Positions (FPs), subjects are not weighted equally.

Field Positions involve weighting each subject result according to the emphasis in each subject on assessment in skill areas defined by the field. The extent to which a subject contributes to each FP depends on the weighting of that subject in that particular field.

<table>
<thead>
<tr>
<th>Syllabus</th>
<th>Year</th>
<th>Field A</th>
<th>Field B</th>
<th>Field C</th>
<th>Field D</th>
<th>Field E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>2004</td>
<td>5</td>
<td>4</td>
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<tr>
<td>Business Communication and Technologies</td>
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<td>Chemistry</td>
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<td>Drama</td>
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<tr>
<td>Home Economics</td>
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<tr>
<td>Legal Studies</td>
<td>2013</td>
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<td>1</td>
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<tr>
<td>Marine Studies</td>
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<td>N/A</td>
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</tr>
</tbody>
</table>

### Field Positions (FPs)

A student may receive up to 5 FPs, depending on subject choices. FPs are reported in 10 bands, from 1 (the highest) to 10 (the lowest) in the following fields:

**Field A** — extended written expression involving complex analysis and synthesis of ideas

**Field B** — short written communication involving reading, comprehension and expression in English or a foreign language

**Field C** — basic numeracy involving simple calculations, and graphical and tabular interpretation

**Field D** — solving complex problems involving mathematical symbols and abstractions

**Field E** — substantial practical performance involving physical or creative arts or expressive skills