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INTRODUCTION

This booklet has been written to help you make your decisions about subject selection for Years 11 and 12. It provides the details about subjects on offer at Good Shepherd, including content and prerequisites.

You may have many questions as you choose your subjects. Make sure you think about them all:

- What are my talents?
- In what am I interested?
- What vocation would I like to follow?
- What are my main interests?
- What goals do I have?
- What is my capacity for hard work?
- How talented am I?
- What sort of person do I want to be?
- Where would God lead me through this?

Talk it over with friends, teachers, counsellors and family. Don't forget to pray about it; let God be your partner as you plan for life.

OPTIONS AFTER YEAR 10

As they enter the final semester of Year 10, students and their parents must talk about career aspirations and future directions, with the view to making some important decisions. In examining their options, students need to consider the following issues:

Ability of the student and past achievement

If secondary education has been a real struggle and achievement limited, then reality has to be faced. Does the student have the level of commitment and the focus required to pursue academic studies in Year 11 and Year 12? The senior standard of work is significantly more difficult and demanding than work in Year 10. Students should consider the choices carefully to ensure they meet the prerequisites of senior subjects.

Student goals

In what types of areas are students interested in working? What are the educational requirements of this employment? Students need to carefully examine the type of course they wish to study to fulfil any tertiary study educational requirements. If a student is pursuing employment, what skills/qualities does the employer require?

What choice is there?

As Government legislation now requires young people to be either "learning or earning" until the age of 17 or for a further two years after completion of Year 10 or until they gain either a Queensland Certificate of Education (QCE) or Certificate III vocational qualification, students may be tempted to stay at school to avoid having to make decisions about their future. However, students pursuing subjects at senior level must realise that to do so, they need to be committed to being a student, they need to be enthusiastic about learning and they need to have developed a healthy work ethic.
YEARS 11 AND 12

QUEENSLAND CERTIFICATE OF EDUCATION (Q.C.E.)

In Queensland schools, students choosing to remain at school after the completion of Year 10 will complete a course of study over two years, broken into four semesters, in order to complete, or gain credit towards their Queensland Certificate of Education. In addition, students who wish to study at tertiary level after school may choose to study subjects which, additionally, make them O.P. eligible.

In order to be awarded a Queensland Certificate of Education students need to achieve:

- 20 credits
- a minimum of 12 credits from completed courses in Core subjects
- at least 1 credit from Core completed at school
- a maximum of 8 credits from a combination of Core, Preparatory, Enrichment and Advanced courses of study (Preparatory a maximum of 4)
- the literacy and numeracy requirements

SENIOR STATEMENT

This statement will be issued to all registered young people who finish Year 12. For each student it will record what learning was undertaken, where the learning was undertaken and the standards achieved.

LEARNING ACCOUNT

In Year 10, each student will develop a senior education and training (S.E.T) plan to develop a program of study to provide the pathway to their career goals. Each student will be registered with the Queensland Studies Authority and a Learning Account will be opened. A Learning Account is unique to each person and records all learning undertaken and achievements gained, from all sources of accredited learning. Most banking will begin in Year 11. The student’s Learning Account will transfer with them if they change educational institutions.

The QSA website, [http://qsa.qld.edu.au](http://qsa.qld.edu.au), provides more detail on the Q.C.E.
# Q.C.E. CREDIT TABLE.

**The required amount of learning**

Students must attain between 12 and 20 credits from completed core courses of study.

Students may also include up to 8 credits from a combination of core, preparatory, enrichment or advanced courses (maximum of 4 from preparatory).

<table>
<thead>
<tr>
<th>Core</th>
<th>Credit</th>
<th>Preparatory</th>
<th>Credit</th>
<th>Enrichment</th>
<th>Credit</th>
<th>Advanced</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority or Authority-registered subject</td>
<td>4</td>
<td>• Certificate 1 vocational qualification - a maximum of 2 can count</td>
<td>2</td>
<td>• a level of a recognised certificate or award in areas such as music, dance, drama, sport and community development</td>
<td>1</td>
<td>• a one-semester university subject undertaken while at school</td>
<td>2</td>
</tr>
<tr>
<td>• a Senior External Examination</td>
<td>4</td>
<td>• an employment skills development program - only 1 can count</td>
<td>2</td>
<td>• a negotiated community or self-direct project</td>
<td>1</td>
<td>• a two-semester university subject undertaken while at school</td>
<td>4</td>
</tr>
<tr>
<td>• VET Certificate II</td>
<td>4</td>
<td>• a re-engagement program - only 1 can count</td>
<td>2</td>
<td>• Recognised structured workplace learning</td>
<td>1</td>
<td>• competencies in a diploma or advanced diploma while at school</td>
<td>1 per completed competency (max 8)</td>
</tr>
<tr>
<td>• VET Certificate III-IV*</td>
<td>5-8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• School-based apprenticeships and traineeships (on the job completed)</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• international learning program</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Some Certificates III and IV are exempted and will attract less than 8 credits.*

**.........achieve the required standard.....**

**.........and include literacy and numeracy.**

<table>
<thead>
<tr>
<th>Course of study</th>
<th>Set standard</th>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority subjects and Authority-registered subjects</td>
<td>• at least a Sound Level of Achievement at Exit certificate awarded</td>
<td>• at least a Sound Level of Achievement in a complete semester of an Authority or Authority-registered English subject; or</td>
<td>• at least a Sound Level of Achievement in a complete semester of an Authority or Authority-registered Mathematics subject; or</td>
</tr>
<tr>
<td>vocational education and training (Cert II, III, IV)</td>
<td>• at least a pass as defined by the course awarded</td>
<td>• competence in VET Vocational Literacy 3 (39153Qld)</td>
<td>• competence in VET Vocational Numeracy 3 (39163Qld)</td>
</tr>
<tr>
<td>university courses/subjects/units undertaken while still at school</td>
<td>• at least a pass as defined by the course</td>
<td>• a pass in a literacy course recognised by the QSA (NRS Level 3 or above); or</td>
<td>• a pass in a numeracy course recognised by the QSA (NRS Level 3 or above); or</td>
</tr>
<tr>
<td>international learning course of study</td>
<td>• awarded</td>
<td>• at least a Sound Level of Achievement in the QSA Short course in literacy or</td>
<td>• at least a Sound Level of Achievement in the QSA short course in numeracy or</td>
</tr>
<tr>
<td>recognised awards and certificates</td>
<td>• at least a pass as defined by the project</td>
<td>• at least a C on the Queensland Core Skills Test</td>
<td>• at least a C on the Queensland Core Skills Test</td>
</tr>
<tr>
<td>workplace, community and self-directed projects</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
O.P. ELIGIBILITY

To be eligible for an O.P. a student must complete the study of a minimum of five Authority subjects for four semesters (two years). At least three of these subjects must be studied for all four semesters. A student must also sit for the Queensland Core Skills Test. (QCS Test)

OVERALL POSITION (OP)

An OP is a rank, ranging from 1 (top) to 25 (bottom). It is based on a student's five best SAIs (Subject Achievement Indicators) in each Authority subject, in conjunction with the QCS Test means for the students’ classes in Authority subjects, within the College. It is used by tertiary institutions in allocating places.

SUBJECT ACHIEVEMENT INDICATORS (SAI)

An SAI is a number which ranks one student’s achievement in an Authority subject in relation to the achievements of another student, in that same subject, in that same school. Each OP eligible student is assigned an SAI in each Authority subject they have studied for at least one semester in Years 11 and 12. This is determined by the quality of their work. The ranking of students reflects the differences between students for each subject, in each individual school. These SAIs form the basis of the process of O.P. calculation.

EXIT LEVEL OF ACHIEVEMENT

This is a record of the Level of Achievement a student has achieved at exit from each Authority /Authority-registered course, usually at the end of Year 12. If the student exits a course before the end of Year 12, all of their results will be used to calculate an Exit result at the time they leave the course.

- Very High Achievement (VHA)
- High Achievement (HA)
- Sound Achievement (SA)
- Limited Achievement (LA)
- Very Limited Achievement (VLA)

These Exit Levels of Achievement are the culmination of continuous assessment over the two years (four semesters) of the course. They are awarded according to specified criteria and are verified through a state wide process of moderation and verification in each subject.

To be eligible to be awarded an Exit Level of Achievement in each subject, students must be in attendance for all class work and they must complete all assessment tasks by the required date. Special provisions due to illness or extenuating circumstances can be granted (refer to the Special Provisions Policy), however for a student to be awarded an Exit Level of Achievement in a subject, they must fulfil all of the QSA syllabus and College work program requirements.

QUEENSLAND CORE SKILLS TEST (QCS)

A student’s individual result on the Queensland Core Skills Test is recorded on the Senior Statement (A, B, C, D, E). This result is obtained from a state wide test conducted towards the end of Year 12 which tests students’ abilities in 49 Common Curriculum Elements. These four tests are not content based; they test skills.
FIELD POSITIONS (FP)
FPs indicate a student’s rank order position based on overall achievements in Authority subjects, in up to five areas of study, which emphasise particular skills. The five fields are:
- extended written expression, involving complex analysis and synthesis of facts.
- short, written communication, involving reading, comprehension and expression in English or a language other than English.
- basic numeracy, involving simple calculations and graphical and tabular interpretation.
- solving complex problems, involving mathematical symbols and abstractions.
- substantial practical performance, involving physical or creative arts or expressive skills.

These Field Positions may be used if more discrimination is required in awarding tertiary places.

OP INELIGIBILITY
To be ineligible for an O.P. a student must study four or fewer Authority subjects for the four semesters (two years).

The remainder of the student's timetable consists of either Authority-registered and/or Stand – Alone VET subjects and/or a School-Based Apprenticeship / Traineeship. The O.P. ineligible student will still be a full-time student.

Students who are O.P. ineligible may still be eligible for tertiary study, based on ranking points gained from the results in their subjects and/or Certificate III (or higher) qualifications.

SPECIAL PROVISIONS
Special provisions involve making special arrangements for students with special needs. Special needs can either be short or long term. Granting of special provisions enables students with special needs to have an equal opportunity to demonstrate their knowledge and skills in a subject, whilst not giving them unfair advantage over others.

Students who believe they may be eligible for special provisions in completing assessment or course work are to submit documentation to the Senior Years Curriculum Co-ordinator. Documentation must be from a person authorised to provide such documentation, such as a medical practitioner or counsellor.

SCHOOL-BASED APPRENTICESHIP/TRAINEESHIP (SATS)
A school-based apprenticeship / traineeship provides students with the opportunity to gain industry experience and training whilst completing Years 11 and 12. Each apprenticeship/traineeship is agreed upon to suit the individual needs of the employer, the trainer, the student and the College.

Conditions
- Students apply to work in an industry (needs to be approved by the government as suitable for a school-based apprenticeship / traineeship).
- Local industry vacancies need to be found.
• Students complete two years of industry placement, working one day per week during term time. Some weekend time and holiday time may be required.
• T.A.F.E. modules are studied over the two years. (This may be Certificates II or III)
• Students study five subjects at College (not 6)

Benefits

• Students gain industry experience and training whilst at College.
• Students’ qualifications from T.A.F.E. are nationally recognised.
• Students can start T.A.F.E. qualifications whilst at College.
• This can lead to full time training / employment after College.
• Completed school-based apprenticeships / traineeships can contribute towards the Q.C.E. (Queensland Certificate of Education)
• Students are paid for the hours they work in the industry.
• The government subsidises costs for the T.A.F.E. training.

University Study

Students may elect to begin their university courses whilst completing Years 11 and 12, thus gaining a head-start on their tertiary study.

Conditions

• Students apply to the university to enter the program, thus enrolling in their chosen field of study. They must meet academic requirements and they require a College recommendation.
• Course selections are restricted for students entering at this level.
• Places are limited and are awarded by a committee from the participating universities.
• Students attend all lectures and tutorials at the designated campus.
• All assessment is completed according to university requirements.
• Students complete one university subject, per semester, for two semesters.
• Students may choose to study 5 subjects at College.

Note: Results in university subjects studied whilst in senior secondary school DO NOT contribute to O.P. calculations.

Benefits

• Students gain skills in independent learning in a tertiary environment.
• If students successfully meet the university’s minimum standards in the two subjects, they are granted automatic admission to most courses at the university at the completion of their senior studies.
• Students can start specialised university courses whilst at College.
• Results of a "pass" standard or higher can contribute to Q.C.E. credits.
• Students can pursue an area of interest in greater depth than secondary schooling provides.

Vocational Education And Training Certificates

Vocational Education and Training is ‘education and training for work’. Through a variety of pathways, students at Good Shepherd Lutheran College have undertaken V.E.T. courses, earning themselves nationally accredited certificates in a wide variety of areas. In doing so, they have gained practical skills and knowledge that has benefitted them in the world of work and
Completion of Certificates I, II and III contribute to the fulfilment of requirements for a Queensland Certificate of Education. Completion of Certificate III provides students with a tertiary entrance ranking equivalent to approximately an OP 16. This is a valid pathway for students who wish to gain entry to diploma, advanced diploma and some degree courses, yet who don’t want to undertake the rigours required to obtain an Overall Position. (OP)

**Animal Studies**
Certificate II in Animal Studies (Vet Nursing)
Certificate II in Racing (Stable Hand)

**Arts**
Certificate IV in Music Production

**Beauty and Grooming**
Certificate III in Hairdressing

**Building Industry**
Certificate III in Carpentry
Certificate III in Plumbing

**Business**
Certificate II in Business
Certificate III in Business
Certificate II in Retail
Certificate III in Retail

**Children’s Services**
Certificate III in Children’s Services
Certificate III in Youth Work

**Engineering**
Certificate II in Engineering
Certificate II in Automotive Vehicle Servicing
Certificate III in Engineering – Mechanical Trade (Diesel Fitting)
Certificate III in Air-conditioning and Refrigeration

**Fashion**
Certificate III in Fashion Design and Technology

**Health Services**
Certificate III in Allied Health Assistance
Certificate III in Aged Care Work

**Hospitality**
Certificate III in Hospitality (Operations)
Certificate III in Hospitality (Chef)
Certificate III in Hospitality (Commercial Cooking)

**Information Technology**
Certificates I, II and III in Information, Digital Media and Technology
Certificate III in Media

**Sport and Fitness**
Certificate III in Sport Coaching Tennis
Certificate III in Sport Coaching Sailing
Certificate III in Community Recreation
Certificate II in Transport & Distribution (Coastal Maritime Operations – Coxswain)
CAREER GUIDANCE

PERSONNEL

The College has a Careers Guidance Counsellor, Mr Handreck, and a Careers Room with many resources that parents and students may find useful in deciding future pathways.

Mr Handreck is available at lunch, after school and by appointment to discuss these important issues.

CAREERS OFFICE

The Careers Office is open every lunch time and before and after school, by appointment. It contains resources about courses at universities, T.A.F.E. colleges and private colleges. Information about jobs in the private and public sphere and careers in the Defence Forces is also on hand. Computer programs are available to help students identify their strengths and potential career paths.

CAREERS INFORMATION

A summary of this information is published in the fortnightly College Newsletter in the section ‘Career News’. Full details are available on-line on the College website under the heading ‘News and Events’. It contains information about:

- Tertiary courses
- Scholarships
- Open Days for T.A.F.E. colleges and universities
- Careers Expos (employment and study options)
- Tertiary Direction Support (Personal assistance is provided in checking prerequisites, OPs and FPs for tertiary assistance.)

- The Queensland Studies Authority also offers an excellent Career Information Service found at https://studentconnect.qsa.qld.edu.au and www.myfuture.edu.au

WORK EXPERIENCE

All Year 11 students complete five days of Work Experience in Term 3. The purpose of this experience is for students to gain an insight into possible career choices and to learn, through first-hand experience, some of the realities of life in a specific work environment. Many students will reinforce their choice of career; others will learn that a particular career is certainly not well suited to them.

In Term 1 of Year 11, preferences for placements are sought. All paperwork should be completed and returned promptly to ensure the greatest chance of obtaining a student's desired work placement. More information will be presented at the Year 11 Information Evening, early in Year 11.
Types of Subjects

Good Shepherd Lutheran College offers four types of subjects:

**AUTHORITY SUBJECTS**

These are subjects which are taught to a syllabus produced by the Queensland Studies Authority (QSA), with an accredited school work program, based on the syllabus. These subjects appear on the Senior Statement and will be used in calculations for tertiary entrance. Levels of Achievement in these subjects are monitored and confirmed by local panels of expert teachers. Results in these subjects, at the required minimum standard, contribute to the student fulfilling the requirements for a Queensland Certificate of Education. Students who successfully complete all of the modules for a certificate III can gain a tertiary entrance ranking, equivalent to approximately an O.P. 16.

**AUTHORITY-REGISTERED SUBJECTS**

These are subjects which have Queensland Studies Authority approved study plans. They are not used in the calculation of an OP or FP, but can be used in the calculation of a ranking used for determining tertiary entry for OP ineligible students. Results in these subjects contribute to a student gaining a Queensland Certificate of Education, as long as minimum standards are achieved. Results will appear on the Senior Statement.

**STAND ALONE V.E.T. (Vocational Education Training)**

This subject allows students to gain competencies from a nationally accredited training package. Competencies and certificates completed will be recorded on the Senior Statement. Completed certificates will contribute to a student's Queensland Certificate of Education.

**SCHOOL SUBJECTS**

Christian Studies is a compulsory school subject. It is offered at our College, following our own program of study. It is not recorded on the Senior Statement nor does it contribute to the Queensland Certificate of Education.

What This Means for Choosing Subjects for Years 11 and 12

1. Ensure you have identified subjects that are related to your chosen career path. Refer to the career planning you have completed and your interview with the Careers Guidance Counsellor.

2. Examine the requirements for the Q.C.E. (Queensland Certificate of Education) and match this with your choice of subjects. **Take note of the literacy and numeracy requirements.**

3. Determine whether you need / want to be OP eligible. Examine your aptitude for hard work and your career choice.

4. Keep your interests and abilities in mind. Study subjects in which you are interested, have demonstrated ability and which you enjoy.
5. Make sure that the prerequisite subjects for tertiary study have been selected.
   - You need at least five Authority subjects to be eligible for an OP.
   - All students at Good Shepherd Lutheran College are required to study a total of six subjects. (Authority / Authority-registered / VET)
   - To meet the literacy and numeracy requirements of the QCE, all students will study either English or English Communication and one of the Maths subjects. This includes both OP eligible and OP ineligible students.
   - Students undertaking a school-based apprenticeship / traineeship will be permitted to study five subjects. This occurs once the documentation is confirmed.

6. You should intend to study any subject you choose for two years.

7. Make sure that the subjects you have selected provide you with the FP eligibility you need to study your preferred tertiary courses.

8. **STUDENTS MUST UNDERSTAND THAT A SUBJECT WITH INSUFFICIENT DEMAND MAY NOT BE OFFERED.**

**CHANGE OF SUBJECT**

Students may change subjects during the two year course, however students must remember that to remain eligible for an O.P. and Q.C.E., subject changes are restricted according to Queensland Studies Authority (QSA) rules. Prerequisites for tertiary courses must also be considered. Students should also refer to the Q.C.E. requirements.

Changes must be completed within the first three weeks of the new semester, unless unusual circumstances necessitate a change. Changes are always dependant on the new subject having fewer than the maximum number in the class and students meeting any prerequisites, as determined by the teacher of the new subject.

The result from every completed semester of an Authority / Authority-registered subject will be recorded and may be used in calculations for the relevant outcomes. (QCE, OP) If a student leaves a course before the completion of the full four semesters of the course, their results to date, in that subject, will be used to calculate an Exit Level of Achievement in that subject.

**THE PROCEDURE FOR CHANGE**

1. Discuss the change with parents and teachers. Examine your reasons carefully. The new teacher must feel that the student has some aptitude for the new subject and has met any prerequisites. There must also be evidence of satisfactory effort in the existing subject. Find out all the necessary information about the subject into which you intend to change. Bring in a letter from a parent/guardian outlining the reasons for the change.

2. Make an appointment with the Senior Years Curriculum Coordinator. Class sizes and reasons for the change will be examined. The letter must be brought to the interview.

3. Complete the blue Subject Change form and have it signed by relevant staff and then by parents.

4. Return the completed form to the Senior Years Curriculum Coordinator. Students will not be permitted to attend the new subject until the form has been returned.

5. Collect a new timetable from the Teachers’ Aides Office. Return any text books.


**SUBJECT SELECTION PROCESS**

1. Career Investigations
2. Information Evening
3. Teacher Consultation Form distributed
4. Discussions between students and parents
5. Discussions with teachers
6. Career Planning Interview
7. Subject Preferences submitted online and receipt Returned 20 June
8. Subject lines determined. Students’ selection of subjects confirmed
10. Registration complete
11. Learning Account opened
ANCIENT HISTORY (AUTHORITY SUBJECT)

Studying Ancient History can help us live more effectively as global citizens by helping us to make wise decisions. Through the study of Ancient History, we can understand how the peoples and achievements of the distant past have influenced the modern world. Through a study of early peoples and cultures, we can understand the processes of change and continuity that have shaped today's world, their causes and the roles people have played in these processes. Determining the values and standpoints of ancient peoples from fragmentary, limited evidence is part of the unique nature of historical studies into the ancient past.

PREREQUISITES

A minimum of a C in both Year 10 English and Humanities is strongly recommended. Students must enjoy reading and writing.

TOPICS

Various themes will be used as a focus for the course. Selected ancient civilizations of Australia, the Middle East, Europe and Asia will be examined from the thematic perspective. The understanding, analysis and evaluation of primary sources will form a major part of this course. Possible themes over the two years include:

Studies in Archaeology

In this unit, specific sites will be studied to examine the methods of discovery and excavation of archaeologists. An analysis of evidence will show how archaeology contributes to our understanding of past societies. Specific sites may include Lake Mungo, Skara Brae and Ice Man.

Studies in Funerary Practices

This theme examines funerary practices such as mummification, the use of tombs, inclusion of grave goods and the practise of rituals in ancient Egypt. Change from Old to New Kingdom is investigated, through examination of primary sources.

Pharaonic Power in Egypt

The power and authority of the pharaoh between Old and New Kingdom Egypt will be compared and contrasted. Primary sources will be examined for evidence of the status of the pharaohs.

Studies of changing practices in society and government in the Greek world

The development of the contrasting style of government in Sparta and Athens will be examined, with a focus on the resulting pathways followed by these two city states.

Studies in the Arts

The focus of the topic involves students studying ancient Greek drama, literature and the visual arts, in order to provide an insight into the values and attitudes of ancient Greeks.

A study of Political Centrism in Rome

Development of the Roman political institutions from monarchy to empire will be examined. With reference to historical documents, the impact of individual reformers on the structures of government will be studied. The centralisation of power by Emperor Augustus completes the study.
Personalities in History
The impact of various individuals from the Americas, Asia and the Classical World will be compared and contrasted.

The Crusades
In this final topic, the conflict between western European and Islamic cultures will be the focus. The sources will be examined to determine what is myth and what is fact about this time in History.

ASSESSMENT
Throughout the two year course, students will develop skills that will equip them to demonstrate the following criteria:

- Planning and using an historical research process.
- Forming historical knowledge through critical inquiry. (critically using primary sources)
- Communicating historical knowledge. (in written, oral, multi-modal formats)

The tasks that may be used to demonstrate these skills include:

- Extended written responses to historical evidence. (test essay)
- Written research tasks.
- Multi modal presentations (dramatic presentation, video, role play, seminar, debate)
- Response to historical stimulus tests.

CAREER PATHS

Ancient History is useful for students who wish to gain a better understanding of the current world in which we live. The skills that are developed stand students in good stead as they take their place in the community and also if they wish to pursue tertiary studies in the Arts, Humanities and Social Sciences.
Biology is the study of living things. It encompasses studies of the origin, development, functioning and evolution of living systems. It also investigates the consequences of intervention in those systems.

Biology provides students with a deeper understanding of the living world through the application of scientific knowledge to investigate practical situations. This will enable students to participate as informed responsible citizens in decision making processes and outcomes which affect the living world.

PREREQUISITES

At least a ‘B’ in Year 10 Science and an interest in living things is recommended.

TOPICS

- Life's Lock Up - The Cell (Basic Biochemistry and cell structure)
- Such is Life! (Plant physiology)
- Surfing the Biosphere (Ecology)
- The Facts of Life (Human reproduction including IVF stem cell research)
- Driving the Human Machine (Human physiology)
- Life has its limits (Homeostasis)
- Unzipping the Genes (Genetics, including Genetic Engineering)
- Life - It's a long story (Evolution)

FIELDWORK

A compulsory field study is held in Year 11. The field study reports will be completed in students' own time, with some in class time allocated for assistance.

ASSESSMENT

Students will be assessed by:

- Written tests.
- Reports, assignments and discussion papers.
- Research projects (field studies reports)
- Extended Experimental Investigations

CAREER PATHS

Studies in biological science have a broad application for tertiary studies in medicine, veterinary science, forestry, science and "applied" science, secondary and primary teaching and nursing or for a general interest subject.
BUSINESS COMMUNICATION AND TECHNOLOGIES (AUTHORITY SUBJECT)

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 & Technologies (BCT) offers opportunities for students to engage with and understand both theoretical and practical aspects of a range of business situations in the private and public sectors. Students engage in a range of real-life and simulated business contexts, with the two-year course designed to provide a foundation in the study in business and to prepare students for further education, training, and employment. The broader social, cultural, and environmental implications of business and their activities are explored, with a focus upon developing essential business-specific communication skills.

PREREQUISITES

A minimum of a ‘C’ in Year 10 Society and Environment and in Year 10 English is recommended.

TOPICS

The two-year course studies the areas of:

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

ASSESSMENT

Students will be assessed in these criteria, using the following techniques:

**CRITERIA**
- Knowing and understanding business
- Investigating business issues
- Evaluating business decisions

**TECHNIQUES**
- Supervised written – extended written response
- Supervised written – short responses
- Research – written research responses
- Research – spoken research response
- Research – multimodal research response
- Extended response – written extended response
- Extended response – spoken extended response
- Extended response – multimodal extended response
CAREER PATH

BCT would be valuable to any student, regardless of their future career paths, as it fosters intellectual, social, and moral development by encouraging students to think critically about the role and ethical responsibilities of business to society. By providing a student with useful knowledge and competencies for life, this subject similarly provides students with opportunities to be equipped for any tertiary study, traineeship or entering the workforce. This course is a valuable basis from which to pursue a wide variety of careers in the fields of business administration, events administration, workplace health and safety or tertiary study in the fields of business, business management, accounting, events management and human resources.
Today, more than ever, we need to understand ourselves and our environment. Chemistry is a study of matter and plays a key role in the various branches of Natural Science.

This subject is based upon the investigation of scientific questions and problems, the use of scientific procedures and techniques and the development of knowledge and understanding of the concepts, ideas, theories and principles of Chemistry. It will be directed at producing students who are able to think critically and creatively in a chemical context, understand and act responsibly on chemical issues and communicate effectively in a variety of media and scientific genres.

A contextual approach is used to teach this course where learning occurs only when students process new information or knowledge in such a way that it makes sense to them in their own frames of reference.

In this way, students discover meaningful relationships between abstract ideas and practical applications in the context of the real world; concepts are internalised through the process of discovering, reinforcing, and relating. For example, students discover acidic solutions and molarity by investigating the citric acid content of a range of soft drinks or by doing a cost analysis of swimming pool chlorinating agents. Our students live in a world that has both benefited from and been disadvantaged by our use of chemical understandings in the past. The study of a course in Chemistry should give the stewards of this planet a sound foundation upon which to make the decisions of the future.

This course provides a solid foundation for those who wish to study the Chemical Sciences at tertiary level.

**CONTEXTS**

- In the Beginning - Chemistry Matters in the Material World.
- Getting Down to Earth - Metals and Mining.
- What's the Solution? – Introducing the MOLE!
- Burning Issues - Energy and Fuels.
- The Acidic Environment and Swimming Pool Chemistry.
- Cleaning Up - Industrial Processes and the Environment.
- The Sinking of H.M.A.S. G.S.L.C.
- New Materials - From Plastics to Wine.

**PREREQUISITES**

At least a ‘B’ in both Year 10 Science and Year 10 Mathematics B Prep is recommended.

**ASSESSMENT**

In most semesters students will be assessed by supervised assessments (SAs), extended response tasks (ERTs), extended experimental investigations (EEIs) and by laboratory performance. Students will be required to demonstrate their knowledge and understanding of the subject by utilising the unique language of Chemistry.

**CAREER PATHS**

Chemistry is a prerequisite for a number of tertiary science courses, although students not wishing to continue their studies would also benefit from the everyday applications to the real world. Chemistry is a valuable support for the study of Biology and/or Physics.
CHRISTIAN STUDIES (SCHOOL SUBJECT)

This subject is studied by all students in Years 11 and 12. The total time allocation for Christian Studies is approximately one full day per term. It includes a number of half and full day workshops and seminars throughout the year.

PREREQUISITES

Nil

AIM

Christian Studies at the Year 11 and Year 12 level investigates and explores ideas and attitudes that are present in society which the students may encounter throughout their lives. This subject seeks to give students the opportunity to critique various worldviews and challenge their current attitudes and opinions. The ultimate aim is to foster a Christian world view as essential equipping for life.

CONTENT

The course exposes students to a variety of Christian and non-Christian expressions of faith, as well as religious and secular philosophies and practices. There are opportunities for the students to reflect on their own journey of faith in light of their current situation and give thought to where their journey may lead into the future.

ASSESSMENT

There will be no formal assessment for Christian Studies in Years 11 and 12.

Please note: Christian Studies remains an essential element of Good Shepherd's formal curriculum. Any absentees need to be explained in writing by parents before the workshop or excursion. As this is a compulsory part of our curriculum, students who are absent for the scheduled Christian Studies' activities will be required to complete the work that has been missed, usually by the submission of a written assignment.
Drama (Authority Subject)

The course is a challenging and rewarding course of study for those students willing to engage in the aesthetics of one of the oldest art forms known. Not only can students enjoy the beauty and entertainment that Drama has to offer, but they can be empowered by its ability to reflect, inform and shape our world.

PREREQUISITES

A minimum of a ‘C’ in Year 9 and 10 Drama is highly desirable. Whilst students can be successful in this subject without having completed the Junior course, it is anticipated that students entering the Senior Drama course will feel a need to 'fill in the gaps' in their knowledge in the early part of Year 11. Students' work is assessed in the dimensions of Forming, Presenting and Responding.

CONTENT

Forming: Students will learn to:

- manage the elements of Drama to create and shape dramatic meaning and action.
- explore, analyse and shape dramatic text.
- transform existing artistic work into new dramatic forms.

Presenting: Students will learn to:

- use the elements of Drama to present dramatic action appropriate to a range of audiences.
- use acting techniques in a variety of dramatic contexts.
- interpret a range of dramatic styles.

Responding: Students will learn to:

- demonstrate an understanding of the elements of Drama.
- identify and analyse the cultural context and content of Drama.
- synthesise understandings of form, content and context.

Before choosing this subject, students must be willing to:

- perform in front of a variety of live audiences as well as the video camera.
- learn lines (often lengthy and from different periods).
- hunt for appropriate sets and costumes.
- spend time in individual and group preparation.
- attend and review live theatre in their own time (College organised).
- read widely - play scripts, theories, reviews, text books.
- develop confident written and oral communication skills.
- attend and actively participate in practical workshops.
- take risks and extend one's personal comfort zone in order to develop skills.

CAREER PATHS

Drama can be of advantage in any profession as it helps students gain confidence in expressing themselves. Some pathways that the study of Drama can lead to are: university degrees in the Performing Arts, work in television and radio, theatre work. However, skills learned in Drama are not limited to drama courses; they spread into many other directions that students may follow.
Studies in Senior English develop students' knowledge of how language works in particular texts and how language works in our culture. To study English at a senior level is to build an understanding of the relationships among language, text studies and literacy, emphasising how these relationships help to make meaning and how language works in texts and in the culture.

The Senior English course consists of core units that offer students a fundamental grounding in the skills, knowledge and processes required at a senior level. Students will have the opportunity to draw on spoken, written and visual texts from a wide range of contexts and authors.

It is highly recommended that students should have received a minimum standard of a "C" grade in Year 10 English in order to cope with the demands of this course. Students who have received lower than a "C" in Year 10 are advised to consider studying the alternative course to Authority English, English Communication.

CONTENT

Sample units and texts

Talkin' About My Generation: This unit focuses on a topic that teenagers are aware of and interested in: themselves. It will investigate the way in which various texts, including film, novels and media texts, construct teenagers and issues pertaining to adolescence. Students will evaluate the representativeness of a selected text. (Sample texts include “Tomorrow When the War Began”, “Looking for Alibrandi”, “Dogs”, “Raw”, “Saving Francesca” and various media texts such as advertisements, newspaper articles and songs.)

The Play Must Go On: Students will study a modern drama text and explore the themes offered in this text. They will explore how the drama genre is an important vehicle by which playwrights voice their views about particular issues. Students will study a set drama text and will pay particular attention to the beliefs, attitudes and values that underpin the play. They will also examine how the playwright positions the audience to take on a particular reading. (Possible texts include “The Crucible”, “Twelve Angry Men”, “Summer of the Seventeenth Doll”, “Frankenstein”, “A Man for All Seasons”.)

Minorities and the Marginalised: The first part of this unit will focus on Australian minorities and marginalised groups, namely indigenous Australians. Students will engage in a study of indigenous issues and how these issues have been represented in various texts. Examples of such issues might include the following: the impact of European arrival on indigenous groups; the Stolen Generations; reconciliation; indigenous identity; current issues and challenges facing indigenous people. Students will examine literary and non-literary texts by and/or about indigenous groups eg poems, documentaries and films. The second part of the unit will examine monitories and marginalised groups from other times and/or other places as represented in a set literary text eg novel or play. (Sample texts include “Bran Nue Dae”, “Sampson and Delilah”, “Ten Canoes”, “The Kite Runner”, “To Kill a Mockingbird”, “The Divine Wind”.)

All The World’s a Stage: What lessons about life and human behaviour can be gained from reading Shakespeare? This question will underpin this unit. Students will read “Macbeth” and will explore its language, literary themes and characterisation. Students will also view film versions of the play to enhance their understanding of this text, to compare different interpretations of the play and to evaluate the relevance of studying Shakespeare in the 21st Century.
ASSESSMENT

Assessment is continuous over a two year period and will consist of a total of six written and spoken pieces each year (3 written, 3 spoken in Year 12; 4 written, 2 spoken in Year 11), with two-thirds of the written tasks completed under supervised conditions. Written tasks will range in length from 500-1500 words, while spoken tasks will last for 3-7 minutes.

CAREER PATHS

A minimum of “sound Achievement (C) in Authority English is a pre-requisite for many tertiary courses for direct entry after Year 12.
English Communication (Authority-registered Subject)

English Communication is an Authority-registered subject that focuses on the understanding and use of the process of communication. It is offered as an alternative to the Authority subject English, and is suitable for students who do not require the Authority subject English in order to gain tertiary entrance.

A student's results will be recorded on their Senior Statement and can be credited towards the Q.C.E. However, they will not be used in O.P. calculations. The result can be used in calculating a ranking for tertiary entry for O.P. ineligible students. Study of this subject would fulfil the Q.C.E. literacy requirement, if the required standard is met.

Students will be provided with guidance on how to develop and draw on a repertoire of communication skills and competence in language in the areas of work, community and leisure.

Students who have experienced difficulties in Junior English (received a grade of C- or lower) would be well advised to consider studying English Communication as opposed to Authority English, as the content and assessment is considerably less demanding.

**CONTENT**

**Sample units and texts**

- The Right Job For Me - finding it, getting it and keeping it.
- Soap Operas and Sitcoms - truth and illusion
- Relating to Others - workplace communications
- Staying Healthy ("Back on Track: Diary of a Streetkid" and/or "Anna's Story")
- Managing Money, Tax Time and Trade Unions
- The Mass Media - magazines and advertising
- Sport and Gender Stereotypes
- Becoming Independent
- Holidays and Travel

**ASSESSMENT**

Assessment will consist of approximately 50 - 70% spoken or signed tasks and 30 - 50% written. Written tasks will range in length from 250 - 600 words, while spoken tasks will be 3 - 5 minutes. Assessment is continuous.

**CAREER PATHS**

English Communication provides valuable skills for students who intend entering the workforce straight after school. It is also used as a pre-requisite for some T.A.F.E. courses.
Who should study English Extension? If you have a passion for studying literature, and a love of and aptitude for English, you may wish to consider this subject.

CONTENT

_English Extension_ is an OP eligible Year 12 subject that is designed to offer more challenge than Senior English, including expectations of accelerated independence, increased cognitive demands and assessment task requirements. English Extension builds on the literature study which students undertake in Senior English, giving opportunity to specialise in the theorised study of literature for two semesters. Texts across a range of cultural contexts, as well as past and present works valued for their form and style, are embraced in this subject, and will include novels, poetry, short stories, plays, film and nonfiction works.

English Extension is designed for students in Year 12 who have a special interest in literature and literary analysis. Students will be introduced to a variety of theoretical approaches used to analyse and evaluate literary texts, and will learn about and apply a number of theoretical approaches to the literary texts they study.

What will you learn?

English Extension provides opportunities for creative and flexible student work. Students might work in small groups, individually, in conference with the teacher or with other students. The learning experiences and selection of literary texts will ask students to apply their understanding of theoretical approaches of reading. Students will produce complex transformations of texts by intervening in a text or part of a text, and provide alternative perspectives for other readers. By the end of the course, they will engage in critically defensible evaluation of texts as literary documents.

ASSESSMENT

Assessment is both written and spoken or signed. Students complete three major tasks. Task 1 is a written defence (1000-1500 words). Task 2 consists of a written complex transformation (100-800 words) and a spoken defence (8-10 minutes), while Task 3 is a written analytical exposition (2500-3000 words). Students are encouraged to present their responses in any combination of print, hypertext, hypermedia or multimodal formats.

Additional information

Students enrolling in English Extension must be studying the Senior English parent course in year 12 and must have completed the two semesters of Authority English in Year 11. The student will gain 1 OP Credit for each semester that the course is studied. They will also gain 1 Q.C.E. credit for each completed semester if the minimum standard is attained. English Extension will be offered subject to sufficient student numbers enrolling.
Film, Television and New Media (Authority Subject)

Film, television and new media are primary sources of information and entertainment. Through studying the subject Film, Television and New Media, students: learn to be visually and critically literate; develop their understanding of the evolution of technology; generate and experiment with ideas by using technologies to express themselves as citizens, consumers, workers and imaginative beings; appreciate that diverse and changing moving-image media provide different experiences for people in different cultural contexts and also broaden their knowledge and understanding of the history, evolution and practices of the rapidly expanding moving-image media industries.

PREREQUISITES

It is highly recommended that students should have received a minimum standard of a ‘C’ in Year 10 English and have interests in pursuing a career in the area of film and television.

CONTENT - SAMPLE UNITS

- Propaganda in advertising – a unit investigating propaganda techniques in television advertising.
- Documentary studies – a practical unit that requires students to design and produce their own short documentary about an issue of interest, conducting research through interviews with local community members.
- Spectacular Science Fiction – an investigation of the history of science fiction film and television, the study of special effects technologies and the identification of sub-genres within science fiction (examples may include ‘E.T The Extra-Terrestrial’, ‘The Matrix’, ‘Planet of the Apes’, ‘Star Wars’)
- Music Videos - students study the codes and conventions of moving-image media and, in groups, produce a music video.

ASSESSMENT

Assessment is continuous over a two year period and will address the general objectives of design, production and critique. Assessment includes practical tasks, such as the design and production of storyboards, scripts and film, and written and spoken assessment, such as film critiques and research essays.

CAREER PATHS

Film, Television and New Media is a valuable course which provides opportunities for students to develop personal skills that are transferable to a range of work options and life paths. The subject is ideal for any student who enjoys working on creative projects and/or who wishes to pursue a career in film and television.
Fitness (Vocational Education Training Course)

Health and Fitness are areas of increasing interest to students and the wider community in modern Australia. As well as being an area of personal interest, it is also an area in which many people pursue a career. Students in Years 11 and 12 are being offered the opportunity to complete a Vocational Education and Training course, Certificate III in Fitness, as a timetabled subject in our senior curriculum. Certificate III in Fitness will be timetabled as a two year course. Fitness will be offered subject to sufficient numbers of students enrolling.

PREREQUISITES

While there are no specific prerequisites for this subject, an interest in a range of fitness programs and a desire to participate in a wide range of physical activities are required. The course includes 15 competencies which will require students to be disciplined and dedicated in order to complete the full certificate. Due to the rigour of the course, students who wish to study this course will need to discuss their interest in an interview with the Head of Department.

CONTENT

The course comprises of 15 competencies: 10 CORE COMPETENCIES and 5 chosen ELECTIVES

Core competencies cover such areas as:

- fitness orientation and health screening
- providing quality service in the fitness industry
- developing and applying an awareness of specific populations in regards to exercise delivery
- applying the principles of anatomy and physiology in a fitness context

ASSESSMENT

As this is a T.A.F.E certificate, students are not awarded A – E results in this course. Students will either be deemed ‘Competent’ or ‘Not yet Competent’ at completing various tasks within the 15 units of competency.

The assessment methods have been designed to complement the competencies described in the units and will vary according to the module studied. Assessment tasks include written tasks, as well as observation in practical settings, questioning and development of folios.

Assessment of competency should provide fair and equitable opportunities for all learners to demonstrate their capabilities in relation to the units of competency. On the job and or equivalent practical assessment observations will take place after the satisfactory completion of all theory units.

Completion of all of the 15 units contained within the Certificate III will also contribute eight (8) points towards the Queensland Certificate of Education (QCE) and the student will be issued with the Certificate III upon successful completion of the course. Successful completion of the certificate can also provide students with a Queensland Tertiary Admissions Centre (QTAC) ranking equivalent to approximately an Overall Position (OP) of 16. For more details, visit the QTAC website.
CAREER PATHS

This course aims to provide students with the skills and knowledge to register and work as an exercise instructor in gyms, fitness facilities, pools, community facilities and in outdoor environments. Completion of Certificate III also provides pathways to further T.A.F.E. courses such as Certificate IV and Diploma courses. Certificate III may also provide a foundation for tertiary pathways to study courses in exercise science at some universities.
There is perhaps no more current and relevant subject within the senior curriculum than Geography. It offers students the opportunity to engage with a range of contemporary topics, all of which directly relate to them as either global citizens or as members of their own local/regional community. It also allows them the chance to regularly get out of their classroom and participate in a variety of field work experiences.

As such, it is very much a “real-world” subject in which students learn about all sorts of issues that relate to the present and future state of our planet and the people who live on it.

**PREREQUISITES**

A minimum of a ‘C’ in Year 10 Humanities is recommended.

**CONTENT**

Some of the many topics studied across the two-year course include:

- Coastal environments
- Antarctica
- Natural hazards and disasters
- River catchments
- Urban/town planning
- Sustainability in development
- Managing the Earth’s resources
- Living with climate change
- “Third World” issues
- Famine, disease and epidemics

**ASSESSMENT**

Students complete a range of assessment tasks across the course which are designed to develop and gauge their knowledge, skills of analysis and decision making, as well as research and communication. These tasks take the form of short-response tests, stimulus-response essays, practical exercises (involving mapping, graphing and data analysis) and field reports (based on excursions to various local and regional locations).

**CAREER PATHS**

The knowledge and skills students acquire in Geography will equip them for a wide variety of tertiary courses and career pathways, many of which are in exciting new and/or developing industries. Some of these include:

- Travel and tourism (incl. eco-tourism)
- Environmental science
- Urban planning and development
- Mining and geology
- Property development and real estate
- House design
- “Green”/eco-friendly energy
- Emergency response/disaster management
- Wildlife officer/park ranger
- Agriculture and forestry
- Marine biology and fisheries
- Population studies
- Meteorology
German (Authority Subject)

Learning an additional language helps you to live and learn as part of our global community. It gives you insights into other cultures, as well as the language and communication skills to interact with members of local and international communities. The ability to speak an additional language can be essential in areas such as tourism and hospitality, business, international relations and diplomacy, education and communications. This ability also opens up opportunities to study abroad and to travel and live in parts of the world that would not have been possible without the local language.

PREREQUISITES

It is generally assumed that students entering the course have a thorough working knowledge of the German taught in the Junior Program. To enable the student to successfully progress through Year 11 and 12 German, a minimum of a ‘C’ in Year 10 German or equivalent is highly recommended.

LENGTH OF COURSE

The course is conducted over four semesters.

CONTENT

Learning a language requires communicating in meaningful and realistic situations. You will use the skills of listening, reading, speaking and writing in activities such as:

- listening to radio broadcasts, television programs, podcasts
- viewing videos and films
- communicating with students in other schools and countries
- reading cartoons, short stories, poems, novels and song lyrics

TOPICS

Learning a language also involves learning about people and culture. You will study a wide variety of topics drawn from four key themes:

- Family and Community.
- Leisure, Recreation and Human Creativity.
- School and Post-School Options.
- Social Issues.

ASSESSMENT

Each of the four macro-skills (i.e. listening, speaking, reading and writing) will be assessed separately. Assessment items are graded according to pre-determined criteria, covering the student’s ability to comprehend detail, to analyse and evaluate information and to respond to an inquiry.
GRAPHICS (AUTHORITY SUBJECT)

Graphics engages students in solving design problems and presenting their ideas and solutions as graphical products. Students explore design problems through the lens of a design process where they identify and explore a need or opportunity of a target audience; research, generate and develop ideas; produce and evaluate solutions. Students communicate solutions in the form of graphical representations using industry conventions where applicable.

PREREQUISITES

There are no prerequisites for this subject however students who have not studied Graphics in Year 10 must be willing to undertake extra work in Semester 1 to understand the fundamentals of technical drawing required by the course.

DIMENSIONS / OBJECTIVES

The course aims to provide interesting, logical and practical learning experiences to enhance the students' abilities to express their communication skills in graphical form. Students will develop solutions to design problems, sketch and draw freehand, develop spatial cognition and visualisation, produce technical graphical representations in both two-dimensional and three-dimensional formats and use existing and emerging technologies to present solutions graphically. Students will interpret, generate and create visual communications for particular purposes and audiences. Students plan and produce graphical representations in simulated real-world contexts. They will make judgments and justify decisions.

CONTENT

The course is divided into two design areas: Built Environment Design and Graphical Design. Industrial Design, Engineering Drawing, Architecture and Commercial Graphic Design also form part of the course.

In the Graphics course, students understanding of design factors and design processes in graphical contexts. Design problems provide settings for units of work where students create graphical representations of design solutions for a range of audiences, including corporate and end-user clients. These design settings are based in the real-world design areas of industrial design, graphic design and built environment design (architecture, landscape architecture and interior design).

ASSESSMENT

Graphics is a two year, four semester course. In Year 11 (semesters 1 and 2) assessment is formative. All Year 12 (semesters 3 and 4) assessment is summative. The areas of study will be assessed through a combination of assignments, formal examinations and presentation skills. Classwork and homework will be used to provide students formative feedback on their progress.

CAREER PATHS

On completion of the course, the student should be motivated to pursue vocations in such areas as graphic design, industrial design, built environment design (architecture, landscape architecture and interior design), engineering, urban and regional planning, surveying and spatial sciences, and building paraprofessionals.
Home Economics (Authority Subject)

Home Economics offer students opportunities to discover and further develop critical and creative capabilities that enhance individual and family wellbeing. In turn, these attributes can be used in their personal and professional lives, informing their future decisions and actions.

A central premise of Home Economics is that today’s actions and attitudes determine present and future welfare, security, and happiness of individuals, families and communities. Home economists educate, inform and advise government, industry and the community. Their advice can help individuals make better lifestyle choices.

CONTENT

Home Economics is concerned with developing deep understanding about the reciprocal impacts that capabilities, choices and priorities – of individuals, families, government and non-government organisations and local and global communities – have on each others’ wellbeing through three areas of study:

- Individuals, families and communities
- Nutrition and food
- Textiles and fashion

Each area of study is underpinned by broad understandings that guide a course of study. These broad understandings are that:

- the wellbeing of individuals, families and communities is explored through various points of view
- purposeful and informed decision making and action as citizens and consumers will help bring desired results
- a range of practical skills is essential for resourceful, creative and innovative design and production.

ASSESSMENT

Assessment in Home Economics enables students to demonstrate achievement in the three dimensions of knowledge and understanding, reasoning and communicating processes, and practical performance. To determine a student’s level of achievement, the following techniques will be used:

- supervised written assessment
- research assessment
- product assessment

Assessment involves student in:

- applying knowledge and understandings from the three areas of study across a range of situations
- using research techniques such as analytical expositions or research reports to investigate an issue related to an area of study or resolving a design challenge. Students will be required to complete independent research
producing a product in food and textile contexts involves planning, evaluating and reflecting as well as the performance of a range of practical skills

CAREER PATHS

Career opportunities are available in community and education agencies such as health, families, housing, and community services as well as in industries related to design, fashion, food and textiles. Others include:

- Interior Decorator
- Caterer
- Wardrobe Co-ordinator
- Youth Worker
- Dietician
- Textile Designer
- Retail Buyer
- Food Technologist
Hospitality is an Authority-registered subject of four semesters' length. While the student's results will be recorded on their Senior Statement, the result in this subject will not contribute to a student's OP/FPs.

Results can be credited towards the Q.C.E, if appropriate standards are met. Hospitality is a popular subject that allows students to develop the necessary catering and hospitality attributes for use in the Hospitality industry.

Hospitality aims to assists students to develop:

- the knowledge and skills essential for effective participation in the workforce in general and the hospitality industry in particular
- a responsible attitude toward the safety, health and well-being of self and others in work-related situations
- the ability to communicate effectively using hospitality-related language accurately and appropriately in both written and oral formats
- the skills associated with team work, cooperative planning, problem solving and decision making
- empathy with and understanding of social justice issues and cultural diversity as related to the hospitality industry
- an awareness of ethical and responsible attitudes in the work environment

**CONTENT**

The five underpinning topics of the core study area are:

- The hospitality industry
- Communication for the hospitality industry
- Cultural awareness for the hospitality industry
- Workplace health, hygiene and safety procedures in the hospitality industry
- Hospitality event management

Students will study a minimum of two electives through which the study area core are integrated into the course of study.

**Electives available:**

- Food Production
- Beverage production
- Food and beverage service
- School devised electives

Students will develop skills relevant to the hospitality industry. Their skills will be utilised through ventures that are initially teacher directed. Towards the end of their two year course, students will run a venture of their own choice, independently.
ASSESSMENT

Assessment in this subject will cover a range of techniques with emphasis on practical tasks and event management. Tasks will offer a variety of ways and conditions so students may demonstrate evidence of knowledge and skills in Hospitality.

The criteria on which students will be judged on completion of the course are:

- *Practical Skills and Application* - may cover a range of activities through conducting an event or venture in a hospitality context. This will assessed continuously and as one off ventures.
- *Practical Decision Making* – planning and practical decision making will be assessed continuously and as one off ventures.
- *Knowledge* – Objective and Short Response Exams
  - Response to Stimulus Tasks, for example Excursion Reports
  - Non written Presentations, including one-to-one and small group
INDUSTRIAL TECHNOLOGY SKILLS (AUTHORITY-REGISTERED SUBJECT)

We live in a society characterised by dynamic technological change and schools seek to prepare students for an active role within such a society. This syllabus is designed as a practical, project-orientated course, intended to develop life skills which have direct application to a technical or industrial field and which also help students adjust to the changing demands of society.

This course is designed for study over four semesters. The students' results in this subject will be recorded on their Senior Statement but will not contribute to OP calculations. Results can be credited towards the Q.C.E, if appropriate standards are met.

This course is relevant to all students as they seek to develop:

- an understanding of industrial technology and its application to industry.
- preparation for vocational employment.
- a capacity to cope with and contribute to life in a technological society.
- a sense of personal worth and self esteem.
- problem-solving abilities.

Industrial Technology Skills offers a flexible structure which allows programs to be modified in response to changes in the local economic, social or technological climate and to facilitate efficient use of available resources, equipment and teacher expertise.

The syllabus provides a broad framework, leaving a high degree of school choice over content offerings. In-particular, individual skill interests students may have can be developed further. For example, such skills might include home maintenance, furniture restoration, outdoor furniture construction and Mig. welding. This enables students to pursue elective studies that are focused on an industry of particular interest or allows for a wider focus for those who are not yet committed to a specific area of study.

In general, all students should be able to use their creativity and derive satisfaction from working with materials, tools and machines while they acquire the skills required to prepare them for future employment, as well as recreation and leisure activities.

CONTENT

This consists of the core principles of technology practice, safety and technological processes. An integrated approach is taken over a two-year period.

The study area core consists of:

- Technology practice- the actions of investigation, ideation, production and evaluation.
- An introduction to general occupational health and safety elements, which must be incorporated within the general delivery of projects, and is designed to equip students with a basic understanding of skills.
- Communication skills- the ability to communicate using the language of the workplace and to be able to adapt the form of communication to the anticipated audience. This includes knowledge and understanding of technical vocabulary, safety rules and regulations, identification of materials, hand tools, equipment, machines, available resources and methods of construction of practical projects.
- *Mathematical skills* - the ability to perform fundamental measurements and techniques of estimation and approximation for practical workshop purposes.
- *Manipulative skills* - the ability to apply technology and combine physical and sensory skills to operate hand and power tools and other equipment.
- *Organisational skills* - the ability to prioritise and monitor one’s own performance and available resources.
- *Collaborative skills* - the capacity to interact with other people and work effectively as a member of a team
- *Problem-solving skills* - the ability to clarify desired outcomes, maintain focus and respond to faults and difficulties as they arise.

**ASSESSMENT**

Assessment techniques include: observation of performance, online safety tests and practical tasks.
JAPANESE (AUTHORITY SUBJECT)

Learning an additional language helps you to live and learn as part of our global community. It gives you insights into other cultures, as well as the language and communication skills to interact with members of local and international communities.

The ability to speak an additional language can be essential in areas such as tourism and hospitality, business, international relations and diplomacy, education and communications. This ability also opens up opportunities to study abroad and to travel and live in parts of the world that would not have been possible without the local language.

PREREQUISITES

It is assumed that students entering the course have a thorough working knowledge of the Hiragana and Katakana alphabets. To enable the student to successfully progress through Year 11 and 12 Japanese, a minimum of a “C” in Year 10 Japanese or equivalent is highly recommended.

CONTENT

Learning a language also involves learning about people and culture. You will study a wide variety of topics drawn from four key themes:

- Leisure, recreation and human creativity.
- School and post-school options.
- Social issues.
- Family and community.

ASSESSMENT

Each of the four macro-skills (i.e. listening, speaking, reading and writing) will be assessed separately. Assessment items are graded according to predetermined criteria, covering their ability to comprehend detail, to analyse and evaluate information and to respond to an inquiry.
LEGAL STUDIES (AUTHORITY SUBJECT)

Individuals and groups in Australian society are faced with many significant legal and social issues. To deal with these issues, people need to understand their legal rights and responsibilities. They need to be able to access the Australian legal system and investigate how it affects their basic rights, obligations and responsibilities. Informed citizens are better able to constructively question and contribute to the improvement of laws and legal processes. In Legal Studies, students develop an understanding of the ways in which the legal system can affect the lives of Australian citizens. By examining historical and social factors that have led society to create a legal system, students develop knowledge and understanding of the frameworks which regulate and shape our society. By analysing Australian and international legal systems, students consider the impacts that legal decisions can have on Australian society and how diverse groups influence and are influenced by the legal system.

PREREQUISITES

A minimum of a ‘C’ in Year 10 Humanities and in Year 10 English is recommended.

CONTENT

- The Legal System
  How does the Australian legal system meet society’s needs? The law is part of daily life. It establishes rights and responsibilities to regulate how individuals and groups behave in society. The law is constantly changing to reflect values within society. Informed and active citizens should understand and respect the law, reflect on laws and seek change to benefit society. [CORE UNIT]

- Introduction to Civil Obligations
  How do civil agreements and the laws of negligence impact on citizens in a society? The law regulates private interactions between citizens in society, both planned (contract) and unplanned (negligence). The law imposes elements for a contract to be valid and for a negligence claim to be successful. Both the common law and statutory protection provide stakeholders with remedies. [CORE UNIT]

- Criminal Law
  To what extent does the criminal justice system successfully balance the rights of individuals with society’s need for order? Criminal law attempts to balance the rights of individuals to freedom from interference with person or property, and society’s need for order. Procedural matters, the rights of citizens and powers of the state, specific offences and defences, and punishment and compensation are some of the ways society and the criminal justice system interact. [CORE UNIT]

- Technology and Law
  How does the law keep pace with technological developments? Rapid developments occur in the design, development and implementation of technological discoveries. Traditional legal principles and processes are constantly challenged by the need to keep pace with new technologies. [ELECTIVE UNIT]

- Human Rights
  Does the Australian legal system adequately protect and enforce individual rights? The legal and political provision of individual rights creates responsibilities for individuals and society. Australian law attempts to balance the rights and responsibilities of the individual with the best interests of the greater community. [CORE UNIT]
- Independent Inquiry

Students choose their own topic based on the areas of laws studied, and undertake extensive research to make recommendations about how the law could be amended to meet stakeholders’ expectations.

- Family and the Law

How does the law recognise and regulate family relationships? The law has procedures and requirements for the legal recognition of a family unit. Family law is sensitive to changing social, cultural, ethical and moral values. The law upholds certain rights and obligations that apply to family members. [ELECTIVE UNIT]

ASSESSMENT

Students will undertake 5 assessment instruments per year that are equitably weighted using the following criterion and techniques:

<table>
<thead>
<tr>
<th>DIMENSIONS</th>
<th>TECHNIQUES</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Examination – Short response test; extended response test.</td>
</tr>
<tr>
<td>Investigating legal issues</td>
<td>Extended response – extended response to stimulus assignment, extended research response multi-modal, extended research response.</td>
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<tr>
<td>Responding to the law</td>
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CAREER PATHS

Legal Studies is a valuable course for each student, regardless of future career paths, as the two-year course enables students to become active and informed members of our society. The researching and writing skills learnt in this course assists students for any tertiary study. This Legal Studies course forms a valuable basis from which to pursue a wide variety of careers, including study and employment in the fields of law, law enforcement, criminology, justice studies, social work, government and politics, the public service, business, education, and economics.
MARINE SCIENCE (AUTHORITY SUBJECT)

This subject aims to provide students with knowledge and experiences that will be recognised by the outside community. It will equip students for the safer use of the marine environment and will provide the basic knowledge for several undergraduate courses.

Marine Science is a practical science subject that explores marine science concepts, systems and models in relevant contexts. A range of marine environments will be considered to promote an awareness and understanding of marine conservation and the active stewardship of marine environments. As an Authority subject, normal expectations in terms of application to homework and assignments are essential.

PREREQUISITES

A grade of ‘C+’ or better in Year 10 Science would assist progress in this course.

CONTENT

The Key Concepts covered are:

- Marine Biology
- Oceanography
- Marine Conservation and Sustainability

Students will also cover associated Marine Skills such as Snorkelling, First Aid and Power-Boating.

ASSESSMENT

Assessment will include a variety of techniques including:

- Examinations (Short and extended response tasks)
- Extended Response Tasks including Marine Investigations, Spoken research, Multimodal and Written Research

CAREER PATHS

This course will provide a solid foundation for employment in industries based on or around the sea, as well as providing a basis for further study and training. This course can lead to further education and employment in marine science, marine biology, nautical science, fisheries and aquaculture, resource management and tourism, seafood and maritime industries.
Mathematics (Overview)

Mathematics is an integral part of everyday life, and it is important for all students to have a grasp of basic mathematical concepts and be proficient in basic skills. Further, for those students who wish to go on to further study, Mathematics does play an important role in preparation for life in our increasingly complex world.

In recent years, the range of career opportunities requiring an advanced level of mathematical competence has expanded dramatically. Mathematics underpins most industry, trade and commerce, social and economic planning and communication systems.

Four subjects in Mathematics are offered at Senior level:

- Mathematics A
- Mathematics B
- Mathematics C
- Prevocational Mathematics

Mathematics A is not compatible with Mathematics C. Mathematics C can only be studied as a companion to Mathematics B.

Mathematics A (Authority Subject)

In Mathematics A, the skills needed to make decisions which affect students' everyday lives are provided. These skills are also called on in other subjects and provide a good general background for many areas of tertiary study. The study of Mathematics A will emphasise the development of positive attitudes towards a student's involvement in Mathematics. This development is encouraged by an approach involving problem solving and applications, working systematically and logically, and communicating with and about Mathematics.

It must be pointed out that Mathematics A is a rigorous and, at times, demanding subject.

PREREQUISITES

It is expected that for a student to be successful in Mathematics A they would need to have achieved at least a B- level in the year 10 Maths A prep course.

CONTENT

Mathematics A topics are:

- Managing money I and II—bank interest, credit cards, loans, taxation, budgeting, investments
- Elements of applied geometry—simple trigonometry, area and volume, latitude, longitude and time zones
- Linking two and three dimensions—scale drawings and plans, estimation of quantities and costings
- Data collection and presentation—graphical and tabular presentations, simple methods for describing and summarising data
- Maps and compasses involving either navigation or land measurement—practical use of a variety of maps, compass bearings, orienteering, navigation, site plans
• Exploring and understanding data—summary statistics, simple probability, interpretation of reports in the media.
• Networks and queuing, Critical Path Analysis, Queuing Analysis

ASSESSMENT

Students will be assessed in a variety of ways. Students may be required to construct models, use computer software or calculators, write reports, carry out investigations or give oral presentations on a prepared topic. Students will also undertake pen and paper tests.

CAREER PATHS

Some tertiary courses require/recommend the study of Mathematics A such as:

• Most Business and Commerce degrees.
• Many Primary Industry and Environment degrees.
• Some Recreation, Hospitality and Tourism degrees.
  (Please Check the QTAC booklet for specific courses)

MATHEMATICS B (AUTHORITY SUBJECT)

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 may also be applied 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 to ensure scientific literacy and to function effectively in a technologically skilled work force. 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.

PREREQUISITES

It is expected that for a student to be successful in Mathematics B they would need to have achieved at a least a B- level in the year 10 Maths B prep course.

CONTENT

Mathematics B topics are:

• Introduction to functions—linear, trigonometric, periodic, power, exponential and logarithmic
• Rates of change—instantaneous and average rates of change
• Periodic functions and applications—recognition of periodic functions, sketching, 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.

**ASSESSMENT**

Students will be assessed in a variety of ways. They may be required to construct models, use computer software or calculators, write reports, carry out investigations or give oral presentations on a prepared topic. Students will also undertake pen and paper tests.

**CAREER PATHS**

Some tertiary courses require the study of Mathematics B such as:

- Most Engineering degrees.
- Many Science and Applied Science degrees.
- Some specialised Business and Commerce degrees.
  (Please Check the QTAC booklet for specific courses)

**MATHEMATICS C (AUTHORITY SUBJECT)**

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

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

It is strongly advised that students with ability in Mathematics should attempt this subject. The study of Mathematics C would be advantageous for those students wishing to progress into Engineering and Physical Science courses.

**PREREQUISITES**

A minimum of a ‘B’ in Year 10 Maths B Prep.

A student must also be studying Mathematics B at Senior level.

**CONTENT**

Mathematics C topics are:

- Introduction to groups
- Real and complex number systems
- Matrices and applications
- Vectors and applications
- Calculus
- Structures and patterns.
- Number Theory
- Conics
ASSESSMENT

Students will be assessed in a variety of ways. Students may be required to construct models, use computer software or calculators, write reports, carry out investigations or give oral presentations on a prepared topic. Students will also undertake pen and paper tests.

CAREER PATHS

Some tertiary courses for which the study of Mathematics C would be beneficial include:

- Engineering, Pharmacy and Veterinary Science.
  (Please Check the QTAC booklet for specific courses)

PREVOCATIONAL MATHEMATICS (AUTHORITY-REGISTERED SUBJECT)

Mathematics is an integral part of everyday life and this subject has been developed to provide students with a relevant and practical mathematical basis for life after school. The main emphasis of this course is to improve the students' grasp of basic mathematical concepts, their proficiency in basic skills and the ability to apply these to various life-related situations.

While the student's Exit Level of Achievement will be recorded on his/her Senior Statement, the results will not be used in O.P. calculations. Results can be credited towards the Q.C.E if minimum standards are achieved. Study of this subject would fulfil the Q.C.E. numeracy requirement, if the appropriate standards are met.

PREREQUISITES

No prerequisites.

CONTENT

Mathematics found in real life contexts, for example:

- Buying a car
- Budgeting
- Planning a holiday
- Spending Money and Finance Issues
- House Design

ASSESSMENT

Students will be assessed in a variety of ways. Students may be required to construct models, write reports, carry out investigations or give oral presentations on a prepared topic. Students will also undertake some pen and paper tests.
**MODERN HISTORY (AUTHORITY SUBJECT)**

History is an exciting field in which human actions can be analysed and examined. In Modern History, students are encouraged to take a realistic view of what is involved in bringing about change in contemporary society. The syllabus prescribes that the majority of the course should focus predominantly on events of the 20th century.

**PREREQUISITES**

A minimum of a ‘C’ in both Year 10 English and Year 10 Society and Environment is strongly recommended.

**CONTENT**

The course follows a thematic approach. The following is a possible course of study:

**Studies of Conflict**

Through historical studies in this theme, students will understand that important conflicts of the 20th Century have occurred on local, national and international stages and that they can have military, political and cultural causes, effects and repercussions.

*Possible inquiry topics*: Armed conflicts (World War 2, World War 2); the Vietnam Wars; Communist-Nationalist conflict in China.

**Studies of Power**

Through historical studies in this theme, students will understand that power has played an important part in historical change, that the loci of power may change over time, and, that over time individuals, groups and societies have attempted to control and legitimise the use of power by some individuals, groups or institutions over others.

*Possible inquiry topics*: What makes a powerful person powerful? (Hitler); USA Imperialism post 1945.

**Studies of Hope**

Through historical studies in this theme, students will understand that through progressive movement and other agencies of social, cultural and political change, people have been inspired by hope for change to respond to challenges in ways that promote human and/or ecological wellbeing, with varying degrees of success.

*Possible inquiry topics*: Reconciliation in Australia; Gender relations.

**People and Environments though History**

Through historical studies in this theme, students will understand that changes and continuities in human values, attitudes, knowledge and practices can affect natural and built environments over time, and that human values, attitudes, knowledge and practices can be shaped by human experiences of environments.

*Possible inquiry topics*: Impact of the oil industry on global history.
ASSESSMENT

Throughout the two year course, students will develop skills that will equip them to demonstrate the following criteria:

- Planning and using an historical research process.
- Forming historical knowledge through critical inquiry.
- Communicating historical knowledge.

The tasks that may be used to demonstrate these skills include:

- Extended written responses to historical evidence. (test essay)
- Written research tasks.
- Multi modal presentations (dramatic presentation, video, computer simulation, role play, seminar, debate)
- Response to historical stimulus tests.
- Objective, short answer response tests.

CAREER PATHS

Modern History is useful for students who wish to gain a better understanding of the current world in which we live. The skills that are developed stand students in good stead as they take their place in the community and also if they wish to pursue tertiary studies in the Arts, Humanities and Social Sciences.
Music (Authority Subject)

Music holds a significant and special place in the everyday life of all cultures and societies. Studying Music can enhance your enjoyment of music and the arts, develop your practical and creative potential, and allow you to contribute to your community’s cultural life. The course of study encourages you to become a creative and adaptable thinker and problem solver, making informed decisions and developing your abilities to analyse and critically evaluate. A deeper level of knowledge, understanding and active participation in music making may support you in maintaining a lifelong engagement with music as an art form and as a means of creative, artistic and emotional expression.

CONTENT

The Music course is based around three broad areas:

• **Performance**, the interpretation of music through playing, singing and conducting.

• **Composition**, the creation of music

• **Musicology**, the study of music in social, historical and cultural contexts

All learning in these areas leads to developing your musicianship, the unique set of knowledge, understandings, skills, attitudes and artistic sensitivities that will allow you to think, work and engage in the world of music and to participate in all forms of music making. Underpinning these three areas is knowledge and understanding of music elements and concepts, and the skills to interpret and apply these within a range of music activities.

How will you learn?

You will participate in activities such as composing, arranging, investigating, researching, rehearsing, listening and performing in a variety of contexts, styles and genres to present your music ideas.

• In **performance** you will have opportunities to develop your practical music skills by playing instruments, singing, conducting and directing music performances — both solo and ensemble — to create or re-create musical works.

• In **composition** you will explore and experiment with sounds, instruments, styles, new media and methods of documenting sound to express your personal music ideas.

• In **musicology** you will research, analyse and evaluate music from many sources to communicate your music ideas and express music viewpoints.

You will be encouraged to attend live music performances, view music films and videos, and participate in school-based and extracurricular music activities.

You will also have opportunities to become adept in using various music-related technologies, including exploring innovative music-making techniques, experimenting with alternative methods of representing sound, and manipulating musical elements through electronic and new media.
ASSESSMENT

Assessment in Music gives you opportunities to demonstrate your musicianship and apply your knowledge and understanding of music elements and concepts.

In Music, assessment instruments include:

- performance tasks, which require you to perform to an audience (demonstrating and interpreting music elements and concepts through playing, singing and/or conducting).
- composition tasks, which require you to create music (applying your creative, expressive, aural, cognitive and technical skills)
- extended responses (written, spoken or multimodal), which require you to analyse, evaluate and synthesise music to express a viewpoint;
- written examinations, which require you to respond independently to questions or statements, under supervision; items may require you to read, listen to, interpret and analyse scores and recordings

In Year 11 and 12, you will be expected to complete two composition tasks, two musicology tasks and two performance tasks. These tasks may be combined. You must show evidence of extended writing as part of these tasks.

How can your family help?

Your parents and carers may assist you by:

- supporting the school’s Music program
- attending school and community music concerts and theatrical productions with you
- supporting music camps and excursions
- encouraging you to participate in school-based and extracurricular music activities and performances
- being considerate of the practical demands of the subject in terms of physical effort and time

CAREER PATHS

A course of study in Music can contribute 4 credits toward the Queensland Certificate of Education (QCE), and can establish a basis for further education and employment in the fields of music performance, composition, music research, pedagogy, teaching, sound technology, music theatre, Arts administration, and emerging creative industries.

Many universities and TAFEs offer courses with a strong music focus or in disciplines that build on the knowledge, understandings and skills which students develop in Music. Further music study can be undertaken as part of undergraduate and graduate studies in Music, and the Creative and Performing Arts, either in combined qualifications or as a creative link in interdisciplinary studies, e.g. Music and Law, and Music and Medicine.
MUSIC EXTENSION (AUTHORITY SUBJECT)
YEAR 12 COURSE

Why Study Music extension? Do you have specific musical abilities or talents? Do you enjoy music and want to explore a particular area of music in greater depth? Then Music Extension might be the subject for you.

CONTENT

Music extension is an exciting and challenging course for students who have already completed 2 semesters of Music in Year 11 and who are already enrolled in Year 12 Music. It is studied over both Year 12 semesters and is an Authority subject.

You will choose one of three specialisations - Composition, Musicology or Performance – as a context for expressing your music ideas and developing your personal music style. You focus on your chosen specialisation and you only complete the assessment requirements for your specialisation. As a composer, musicologist or performer you will be encouraged to develop technique and skills in your chosen specialisation and to communicate your music ideas to an audience through compositions, musicological presentations or performances.

Because the focus is on self-directed, independent learning, you will be able to plan your own course of study. You can select your own repertoire for performance, create your own music and/or select your own topics for research. You may also be involved in individual instruction and practice, personal research, classroom learning experiences and ensemble rehearsal.

What will you learn?

If you choose the Composition specialisation you will be creating your own music in a style or genre that allows you to best display your emerging skills as a composer. Your compositions may be vocal or instrumental, solo or ensemble, notated or recorded, and may be generated by electronic means and contemporary technologies.

If you choose the Musicology specialisation, you will be engaged in a research based study of music. This specialisation may involve document study, archival research, field research, stylistic analysis, and/or cross-disciplinary studies. The range of fields within Musicology includes historical musicology, ethnomusicology, philosophy of music, and acoustics.

If you choose the Performance specialisation, you will be performing as a soloist, a member of an ensemble, an accompanist, a conductor, or any combination of these. You should select repertoire in the style/s or genre/s that allow you to best display your emerging skills as a performer and which allow you to demonstrate the exit standards described in the syllabus.

Depending on your chosen specialisation, you will be:

- developing your music memory and aural skills
- discussing and experimenting with music ideas
- exploring innovative music-making techniques and compositional ideas
- exploring the capabilities of instruments, voices and other sound sources
- undertaking interviews, research and field studies
- experiencing live performances as an audience member and/or performer
- rehearsing, critiquing, refining and reflecting on your developing work
- developing an individual style.
ASSESSMENT

Over the two semesters you will be required to present one Investigating task and two Realising tasks. In the Investigating task you will research, explore, analyse and synthesise evidence from a range of music sources such as scores, audio and visual recordings, live performances, case studies, essays, lectures, journals or musicology surveys, and present your findings through, for example, an extended written response (1500 words), a multimedia or oral presentation.

In the two Realising tasks, depending on your specialisation, you will show the development and refinement of your technique and skills and express your music ideas in “the work” (that is your composition, performance or musicological presentation). The performance requirement is one 3 minute performance and one 15 minute performance. The composition requirement is one 1 minute composition and one 3 minute composition.

Additional information

Students enrolling in Music Extension will gain 1 O.P. credit for each semester of the course that is studied. Students will also gain 1 Q.C.E. credit for each completed semester, if the minimum standard is attained. Music Extension will be offered subject to sufficient student numbers enrolling.
Physical Education (Authority Subject)

Physical Education allows students to become involved in personalised studies of physical activity which are related to their individual capabilities. The subject encourages students to consider wider complex social issues which surround physical activity in Australia and the world.

Physical Education focuses on the complexity of and interrelationships between the psychological, biomechanical, physiological and sociological factors which influence individual and team performances.

Learning in, about and through physical activity will enable students to acquire knowledge, skills, understandings, capacities and attitudes as they participate in and study physical activity.

PREREQUISITES

A ‘C’ in Year 10 Health and Physical Education would be beneficial for background knowledge. A ‘C’ in Year 10 English would also be advantageous.

CONTENT

Students study four physical activities over the two year course. They are studied in an integrated way, with subject matter drawn from three content areas.

Learning physical skills:

- How are skills learned, implemented, maintained and enhanced?
- How does an understanding of motor learning assist in and improve team and individual performance in physical activities?
- How can understanding and applying theories of psychology influence participation, learning of and performance in physical activities?
- How do biomechanical understandings influence the learning of and performance in physical activities?

Processes and effects of training and exercise:

- How can an understanding of physiology of exercise, training and program development improve team and individual performance?

Sport, physical activity and exercise in the context of Australian society:

- How do socio-cultural understandings of sport, physical activity and exercise influence personal, team and community participation, appreciation and values, within Australian society?

At least 50% of timetabled time involves students engaged in physical activity. Probable areas of study will be badminton, touch, volleyball and lifesaving. (These may vary depending on staff and resources.) Each practical area is visited once in Year 11 and revisited again in Year 12.

ASSESSMENT

Students will be involved in a variety of written, oral and physical learning experiences. Judgements of a student’s performance are made against specified criteria, in both the practical and theoretical components of the course.
The pace of the expansion of knowledge is impressive or even disturbing. In the last 50 years we have moved through the "Atomic Age", the "Space Age", the "Electronic Age", the "Computer Age" and into the “Information Age” - all derived from Physics-based technologies.

In Physics, we seek to gain the satisfaction of a deeper understanding of our changing world. Models are used to display the natural laws of our universe. These models are often expressed in a mathematical form, along with experiments to test them.

The course is designed to investigate the laws which control the physical world, and to emphasise the practical application of these laws in everyday life. Students are encouraged to design their own experiments to test theories.

Through studies relating to real-world contexts, students will develop an understanding of key concepts associated with the fundamental themes of force, energy and motion. Physics ideas and concepts are explored in real-life situations within the following contexts:

PREREQUISITES

At least a strong ‘B’ in both Year 10 Science and Year 10 Mathematics B Preparation is recommended.

CONTENT

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</table>

ASSESSMENT

Levels of Achievement will be based on student responses to a variety of assessment items, including written tests, stimulus response tasks, extended experimental investigation and extended research tasks.

CAREER PATHS

- Engineering at tertiary level
- Pilots, audio-technicians
- Sports physiology (human movements)
- Scientists
- Surveyors
- Astronomers
- Weather forecasters

Mathematics C and/or Chemistry are valuable supporting subjects.
iPods, the internet, television, cars, medical advances, electricity .... without Science, none of these would have been possible.

Science 21 is an Authority Subject that is designed to help you understand your world and the roles that sciences — Physics, Chemistry, Biology and Earth Science — play in our everyday lives. The subject represents essential scientific knowledge for life in the 21st century. Science 21 is not just for students intending to pursue a career in Science. Even if you choose a different profession, the analytical and creative thinking skills, the application of scientific processes and techniques, and the communication and information literacy that you will develop will help you in your chosen career.

PREREQUISITES

A ‘C’ or better in Year 10 Science would assist in this subject.

CONTENT

5 focus areas are addressed over the 2 years of this course:

- Structure and properties of matter
- Living systems
- Earth and space
- Energy
- Information and communication.

Within these focus areas, topics such as: genetic engineering; infectious diseases; drugs and health; natural disasters; climate change and global warming; biodiversity, space; alternative energies; man’s ingenuity; forensic science; contributions of famous scientists including Einstein, Darwin and Newton and the various forms of technology may be studied.

ASSESSMENT

The learning process will be based upon real scientific inquiry, where you will ask questions, devise practical methods of gathering scientific data, evaluate issues and assess the impacts of science, today and in the future. Assessment methods will be varied and include written tests, practical investigations, assignments, projects and extended research tasks.

CAREER PATHS

Science21 is suitable for those students wishing to study a broad science subject without specialising in separate disciplines. Tertiary courses in science generally require in-depth studies in the separate disciplines (e.g. Chemistry, Physics) in Years 11 and 12. For this reason, the course is not generally considered a prerequisite for tertiary science courses but can, however, be used as a basis for some science oriented courses.

Note: If students are studying Chemistry, Physics or Biology, no more than one of these subjects can be studied at the same time as Science21.
Technology Studies (Authority Subject)

Technology Studies engages students in responding to real-world problems. These problems are based on identified human needs or become opportunities for improvement or advancement. These real-world problems are referred to as design problems. In design problems, students consider the impact of sustainable design when developing innovative ideas and producing products. Sustainable design considers ethical perspectives through the principles of social, economic and environmental sustainability.

PREREQUISITES

Due to the academic rigour required in an O.P. oriented course and the degree of reporting of research and concept development required, students wishing to enter this course must have obtained at least a “C” in Year 10 English. A “C” or better in Year 10 Design Technology provides a very beneficial background for Technology Studies.

CONTENT

Technology Studies involves students in the designing processes of:

- research and development of engineered products, systems and environments in a safe and sustainable manner
- producing major written pieces and graphical drawings
- acquiring a range of desirable transferable life skills
- inventive, innovative activities

ASSESSMENT

Assessment derives directly from the design learning experiences and includes a variety of techniques. Exit levels awarded are based on fullest and latest information about student performance in these three dimensions:

- Analysing design problems
- Applying design factors and communicating
- Synthesising and evaluating designs

Students complete these design tasks:

- Written project proposals and developments
- Practical projects
- Written design project appraisals
- Written environmental sustainability reports

CAREER PATHS

- Building and service professionals (such as Engineering design, Architectural design, Landscape survey design)
- Structural designer
- Industrial designer (products)
- Manufacturing designer
- Environments designer
Visual Art (Authority Subject)

Visual Art is a powerful and persuasive means which students use to make images and objects. It also provides them with the skills to communicate aesthetic meaning and understanding from an informed perspective. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and interpreted is fundamental to becoming a critical consumer and/or producer of art works.

PREREQUISITES

Students who have not formally studied Art should meet with the Art teacher to discuss their skills and abilities.

CONTENT

The two year Visual Art course consists of students researching, developing, resolving and reflecting in order to express concepts through a range of contexts and media areas. In Year 11 these media areas may include painting, drawing, print-making and ceramics. In Year 12, students will specialise in two areas of media.

In addition, students also study a diverse range of artists, artworks, visual literacy and expression from a range of social, cultural and historical contexts.

ASSESSMENT

A variety of assessment tasks such as creation of folios of work, relating to the development and resolution of each practical piece, will be used to assess students. Students will submit a final piece of work in each of their chosen media areas. Oral commentaries on their work may also be used to assess the piece. Students will also research and critique the work of other artists, in written reports.
The information below can help you investigate occupations by providing you with a selection of occupational titles that are related to the subjects you may be studying. The following steps are recommended and complement the process followed in Year 10 Career Education lessons.

- Identify the subjects you enjoy and in which you have some success.
- Use the table below to find the names of many occupations that are related to these broad subject areas.
- Gather information about these occupations. Use the Jobguide online (www.jobguide.dest.gov.au) or access the information online at: http://myfuture.edu.au,
- Discuss other possibilities with the Careers Guidance Counsellor.
- Although related to the occupations in this handout, the subjects are not necessarily prerequisites for them.

The following distinctions can be made:

**Prerequisite** subjects must be taken in Years 11 and 12 for specific tertiary courses and occupations.

**Recommended** subjects are not essential but are likely to make it easier to succeed in specialised subjects.

**Useful** subjects are not essential but give a general background or help develop particular skills.

Subject entry requirements should be investigated for any courses or occupations that interest you.

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<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>LANGUAGES OTHER THAN ENGLISH (LOTE)</th>
<th>HUMANITIES / CHRISTIAN STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
<td>Airline passenger officer</td>
<td>Archaeologist</td>
</tr>
<tr>
<td>Announcer</td>
<td>Announcer</td>
<td>Cartographer</td>
</tr>
<tr>
<td>Archivist</td>
<td>Anthropologist</td>
<td>Community worker</td>
</tr>
<tr>
<td>Barrister</td>
<td>Australian Federal police officer</td>
<td>Criminologist</td>
</tr>
<tr>
<td>Copywriter</td>
<td>Customs officer</td>
<td>Cultural heritage officer</td>
</tr>
<tr>
<td>Desktop publisher</td>
<td>Diplomatic officer</td>
<td>Employee relations officer</td>
</tr>
<tr>
<td>Editor</td>
<td>Exporter/importer</td>
<td>Geographer</td>
</tr>
<tr>
<td>Events coordinator</td>
<td>Foreign affairs and trade officer</td>
<td>Guide dog instructor</td>
</tr>
<tr>
<td>Film, stage and television director</td>
<td>Flight attendant</td>
<td>Historian</td>
</tr>
<tr>
<td>Journalist</td>
<td>Hotel/motel front office clerk</td>
<td>Home care worker</td>
</tr>
<tr>
<td>Lawyer</td>
<td>International/overseas officer</td>
<td>Market researcher</td>
</tr>
<tr>
<td>Librarian</td>
<td>Interpreter</td>
<td>Museum curator</td>
</tr>
<tr>
<td>Publisher</td>
<td>Journalist</td>
<td>Police officer</td>
</tr>
<tr>
<td>Proofreader</td>
<td>Marketing officer</td>
<td>Psychologist</td>
</tr>
<tr>
<td>Public relations officer</td>
<td>Police officer</td>
<td>Public relations officer</td>
</tr>
<tr>
<td>Speech pathologist</td>
<td>Teacher – LOTE</td>
<td>Rehabilitation counsellor</td>
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<tr>
<td>Stage manager</td>
<td>Tourism manager</td>
<td>Residential care worker</td>
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<tr>
<td>Teacher – secondary English</td>
<td>Tour guide</td>
<td>Social worker</td>
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<tr>
<td>Teacher – English as a second language</td>
<td>Translator</td>
<td>Town planner</td>
</tr>
<tr>
<td>University lecturer</td>
<td>Travel consultant</td>
<td>Welfare worker</td>
</tr>
<tr>
<td>Writer</td>
<td></td>
<td>Youth worker</td>
</tr>
<tr>
<td>INFORMATION COMMUNICATION TECHNOLOGY</td>
<td>HOSPITALITY / FOOD AND TEXTILES TECHNOLOGY</td>
<td>BUSINESS/LEGAL</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Architectural drafter</td>
<td>Beauty therapist</td>
<td>Accountant</td>
</tr>
<tr>
<td>Business systems analyst</td>
<td>Cook/chef</td>
<td>Auctioneer</td>
</tr>
<tr>
<td>Computer tester</td>
<td>Dressmaker</td>
<td>Bank/building society/credit union officer</td>
</tr>
<tr>
<td>Computer systems engineer</td>
<td>Events coordinator</td>
<td>Court and Hansom reporter</td>
</tr>
<tr>
<td>Computer hardware service technician</td>
<td>Fashion coordinator</td>
<td>Court registrar</td>
</tr>
<tr>
<td>Computer systems auditor</td>
<td>Flight attendant</td>
<td>Economist</td>
</tr>
<tr>
<td>Data processing operator</td>
<td>Florist</td>
<td>Health information manager</td>
</tr>
<tr>
<td>Database administrator</td>
<td>Food technologist</td>
<td>Hospital administrator</td>
</tr>
<tr>
<td>Desktop publisher</td>
<td>Functions coordinator</td>
<td>Human resources officer</td>
</tr>
<tr>
<td>Games developer (multimedia developer)</td>
<td>Gaming worker</td>
<td>Insurance officer</td>
</tr>
<tr>
<td>Help desk operator</td>
<td>Hairdresser</td>
<td>Lawyer – barrister; solicitor</td>
</tr>
<tr>
<td>Multimedia developer</td>
<td>Home care worker</td>
<td>Legal practitioner</td>
</tr>
<tr>
<td>Programmer</td>
<td>Home economist</td>
<td>Legal secretary</td>
</tr>
<tr>
<td>Software designer</td>
<td>Hospital food service manager</td>
<td>Management consultant</td>
</tr>
<tr>
<td>Software engineer</td>
<td>Hotel/motel front office clerk</td>
<td>Merchant banker</td>
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<tr>
<td>Systems architect</td>
<td>Kitchen hand</td>
<td>Purchasing officer</td>
</tr>
<tr>
<td>Systems designer</td>
<td>Nano</td>
<td>Real estate salesperson</td>
</tr>
<tr>
<td>Training officer</td>
<td>Retail buyer</td>
<td>Receptionist</td>
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<tr>
<td>Technical writer</td>
<td>Tour guide</td>
<td>Records manager</td>
</tr>
<tr>
<td>Telecommunications engineer</td>
<td>Tourist information officer</td>
<td>Sales assistant</td>
</tr>
<tr>
<td>Web developer</td>
<td>Waiter/food and beverage attendant</td>
<td>Secretary</td>
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<table>
<thead>
<tr>
<th>AGRICULTURE</th>
<th>MATHEMATICS</th>
<th>DESIGN TECHNOLOGY / GRAPHICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural and resource economist</td>
<td>Accountant</td>
<td>Architectural drafter</td>
</tr>
<tr>
<td>Agricultural scientist</td>
<td>Actuary</td>
<td>Aircraft maintenance engineer</td>
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<tr>
<td>Animal attendant</td>
<td>Analyst (information technology)</td>
<td>Automotive electrician</td>
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<tr>
<td>Botanist</td>
<td>Bank/building society/credit union officer</td>
<td>Building contractor</td>
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<tr>
<td>Bushland regenerator</td>
<td>Credit and loans officer</td>
<td>Cabinetmaker</td>
</tr>
<tr>
<td>Environmental engineer</td>
<td>Costing officer</td>
<td>Dental technician</td>
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<tr>
<td>Farmer/farm manager</td>
<td>Economist</td>
<td>Engineering tradesperson – electrical</td>
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<tr>
<td>Fisheries officer</td>
<td>Financial planner</td>
<td>Fitter</td>
</tr>
<tr>
<td>Forester</td>
<td>Geographic information systems officer</td>
<td>Furniture polisher</td>
</tr>
<tr>
<td>Gardener</td>
<td>Inventory and supply officer</td>
<td>Glazier</td>
</tr>
<tr>
<td>Horticultural technical officer</td>
<td>Market researcher</td>
<td>Heavy vehicle motor mechanic</td>
</tr>
<tr>
<td>Jackeroo/Jillaroo</td>
<td>Mathematician</td>
<td>Industrial designer</td>
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<tr>
<td>Landscape gardener</td>
<td>Physicist</td>
<td>Locksmith</td>
</tr>
<tr>
<td>Pest and weed controller</td>
<td>Programmer (information technology)</td>
<td>Metal machinist</td>
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<tr>
<td>Stablehand</td>
<td>Purchasing officer</td>
<td>Motor mechanic</td>
</tr>
<tr>
<td>Stock and station agent</td>
<td>Quantity surveyor</td>
<td>Optical mechanic</td>
</tr>
<tr>
<td>Sugar cane analyst</td>
<td>Researcher</td>
<td>Panel beater</td>
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<tr>
<td>Timber/forest products worker</td>
<td>Taxation agent</td>
<td>Plumber</td>
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<tr>
<td>Veterinary nurse</td>
<td>Teacher</td>
<td>Shipwright</td>
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<tr>
<td>Wool classier</td>
<td>University lecturer</td>
<td>Soft furnishing maker</td>
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<table>
<thead>
<tr>
<th>SCIENCE - PHYSICAL SCIENCES</th>
<th>SCIENCE - BIOLOGICAL / ENVIRONMENTAL</th>
<th>SCIENCE - HEALTH SCIENCES</th>
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<tbody>
<tr>
<td>Astronomer</td>
<td>Agricultural scientist</td>
<td>Ambulance officer</td>
</tr>
<tr>
<td>Chemical scientist</td>
<td>Agricultural technical officer</td>
<td>Audiologist</td>
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<tr>
<td>Chemical plant operator</td>
<td>Bioclinician</td>
<td>Cardiac technologist</td>
</tr>
<tr>
<td>Chemist</td>
<td>Biotechnologist</td>
<td>Chiropractor</td>
</tr>
<tr>
<td>Engineering – Aerospace; Biomedical; Chemical; Civil; Electrical; Electronic; Industrial; Marine; Mechatronic; Mechanical; Minerals processing; Mining; Materials; Telecommunications, etc.</td>
<td>Botanist</td>
<td>Dental hygienist</td>
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<tr>
<td>Geologist</td>
<td>Conservator</td>
<td>Dental therapist</td>
</tr>
<tr>
<td>Geophysicist</td>
<td>Environmental scientist</td>
<td>Dentist</td>
</tr>
<tr>
<td>Geoscience technician</td>
<td>Fisheries officer</td>
<td>Dietician/nutritionist</td>
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<tr>
<td>Geotechnical engineer</td>
<td>Forensic scientist</td>
<td>Medical practitioner</td>
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<tr>
<td>Meteorologist</td>
<td>Forest technical officer</td>
<td>Medical imaging technologist</td>
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<td>Geologist</td>
<td>Medical scientist</td>
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<tr>
<td>Patient examiner</td>
<td>Geoscience technician</td>
<td>Naturopath</td>
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<tr>
<td>Physicist</td>
<td>Hydrographer</td>
<td>Nurse - enrolled</td>
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<td>Pilot</td>
<td>Marine biologist</td>
<td>Nurse – registered</td>
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<tr>
<td>Quality assurance inspector</td>
<td>Marine scientist</td>
<td>Occupational therapist</td>
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<tr>
<td>Sound technician</td>
<td>Meteorologist</td>
<td>Optometrist</td>
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<tr>
<td>Surveyor</td>
<td>Microbiologist</td>
<td>Orthoptist</td>
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<tr>
<td>Surveying technician</td>
<td>Natural resource manager</td>
<td>Osteopath</td>
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<td>Park ranger</td>
<td>Pharmacist</td>
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<td>Primary products inspector</td>
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<td>Sugar cane analyst</td>
<td>Podiatrist</td>
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<td>Veterinarian</td>
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<td>Zoologist</td>
<td>Psychologist</td>
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</table>

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<table>
<thead>
<tr>
<th>CREATIVE / PERFORMING ARTS</th>
<th>HEALTH / PHYSICAL EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
<td>Ambulance officer</td>
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<tr>
<td>Artist</td>
<td>Diver</td>
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<tr>
<td>Arts administrator</td>
<td>Environmental health officer</td>
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<tr>
<td>Beauty therapist</td>
<td>Ergonomist</td>
</tr>
<tr>
<td>Camera operator – film; television; video</td>
<td>Fitness instructor</td>
</tr>
<tr>
<td>Conservator</td>
<td>Health promotion officer</td>
</tr>
<tr>
<td>Crafts person</td>
<td>Lifeguard</td>
</tr>
<tr>
<td>Dancer</td>
<td>Massage therapist</td>
</tr>
<tr>
<td>Film and television lighting operator</td>
<td>Naturopath</td>
</tr>
<tr>
<td>Film, stage and television director</td>
<td>Nutritionist/dietitian</td>
</tr>
<tr>
<td>Fashion designer</td>
<td>Occupational health and safety officer</td>
</tr>
<tr>
<td>Interior designer</td>
<td>Occupational therapist</td>
</tr>
<tr>
<td>Jeweller</td>
<td>Physiotherapist</td>
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<tr>
<td>Musician</td>
<td>Recreation officer</td>
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<td>Milliner</td>
<td>Sports administrator</td>
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<tr>
<td>Make-up artist</td>
<td>Sports coach</td>
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<tr>
<td>Model</td>
<td>Sports commentator</td>
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<tr>
<td>Museum technician</td>
<td>Sports development officer</td>
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<tr>
<td>Multimedia developer</td>
<td>Sports medicine practitioner</td>
</tr>
<tr>
<td>Music therapist</td>
<td>Podiatrist</td>
</tr>
<tr>
<td>Musical instrument maker</td>
<td>Sport psychologist</td>
</tr>
<tr>
<td>Set designer</td>
<td>Sports trainer</td>
</tr>
<tr>
<td>Sound technician</td>
<td>Sportsperson</td>
</tr>
<tr>
<td>Stage manager</td>
<td>Teacher – health and physical education</td>
</tr>
<tr>
<td>Visual merchandiser</td>
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</tbody>
</table>

NOTES