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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 Curriculum and Assessment 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 QCAA website, [http://qcaa.qld.edu.au](http://qcaa.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</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>
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</tbody>
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...achieve the required standard...

<table>
<thead>
<tr>
<th>COURSE OF STUDY</th>
<th>SET STANDARD</th>
<th>LITERACY – one of the following</th>
<th>NUMERACY – one of the following</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.</td>
<td>• at least a Sound Level of Achievement in a complete semester of an Authority or Authority-registered Mathematics subject</td>
</tr>
<tr>
<td>• vocational education and training (Cert II, III, IV)</td>
<td>• at least a pass as defined by the course certificate 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)</td>
<td>• a pass in a numeracy course recognised by the QSA (NRS Level 3 or above)</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</td>
<td>• at least a Sound Level of Achievement in the QSA Short course in numeracy</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>
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</table>

...and include literacy and numeracy.

* Some Certificates III and IV are exempted and will attract less than 8 credits.
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 student’s work 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, their results from completed semesters 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 QCAA 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 vocational education and training 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. or private providers 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 years 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 have benefitted them in the world of work and further study. Below are examples of the types of certificate that students at Good Shepherd have completed.

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)
Vocational Education and Training Courses

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 and by appointment after school 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 entrance.)

The Queensland Curriculum and Assessment Authority also offers an excellent Career Information Service found at https://studentconnect.qcaa.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 Curriculum and Assessment Authority (QCAA), 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.

AUTHORITY-REGISTERED SUBJECTS
These are subjects which have Queensland Curriculum and Assessment 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 and Training)
This subject allows students to gain competencies from a nationally accredited training package. Completed competencies and certificates 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 Curriculum and Assessment Authority (QCAA) 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 at the Information Evening
4. Discussions between students and parents
5. Discussions with teachers
6. Career Planning Interview
7. Subject Preferences submitted online and receipted by Day 1 Term 3
8. Subject lines determined. Students' selection of subjects confirmed in Term 3
10. Registration complete
11. Learning Account opened
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.

CONTENT
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 (AUTHORITY SUBJECT)
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.

CONTENT

• 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 Humanities and in Year 10 English is recommended.

CONTENT

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:

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>TECHNIQUES</th>
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<tbody>
<tr>
<td>Knowing and understanding business</td>
<td>Supervised written – extended written response</td>
</tr>
<tr>
<td>Investigating business issues</td>
<td>Supervised written – short responses</td>
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<td>Evaluating business decisions</td>
<td>Research – written research responses</td>
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<td>Research – spoken research response</td>
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<td>Research – multimodal research response</td>
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<td>Extended response – written extended response</td>
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<td>Extended response – spoken extended response</td>
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<td>Extended response – multimodal extended response</td>
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</table>
**CAREER PATHS**

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 in 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.

**CHEMISTRY (AUTHORITY SUBJECT)**

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.

**PREREQUISITES**

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

**CONTENT**

- 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 HMAS G.S.L.C.
- New Materials - From Plastics to Wine.

**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.

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.

PREREQUISITES

Nil

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)

In a society in which effective communication is vital, the study of Drama develops verbal and non-verbal, individual and group communication skills which are skills for living. Drama fosters self-discipline, confidence and team work and develops skills in interpreting, researching, negotiating, problem solving and decision making.

Drama enhances students’ artistic and creative abilities and gives them a better understanding of themselves and their world. In this subject, students learn about drama, they learn about the world through drama and they learn about themselves in drama. Through an exploration of drama contexts relating to identity, societies, cultures, ideologies, gender, time and change, students are able to become more critically reflective members of the Australian community.

PREREQUISITES

It is not necessary for students to have completed Middle Years Drama although achieving at least a ‘C’ standard in this subject would be an advantage. It is recommended that students should have received a ‘C’ in English in order to enrol in Drama. Any student not fulfilling these requirements may seek an interview with the Drama teacher.
It must be noted that students choosing this subject will, at times, be required for assessment out of school hours. Also, as part of their learning experiences in Drama, students are encouraged to attend live dramatic performances both in and out of class time. The study of Drama requires that students sometimes work in groups. Students must be willing to accept this condition and be co-operative and reliable group members.

A good command of English is required to succeed in Drama as there is a strong theoretical component to all units.

**CONTENT**

<table>
<thead>
<tr>
<th>Year 11 Drama</th>
<th>Year 12 Drama</th>
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<tbody>
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<td>Absurd Theatre</td>
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<tr>
<td>Cinematic Theatre</td>
<td>Epic Theatre</td>
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<tr>
<td>Verbatim Theatre</td>
<td>Post-Modern Performance</td>
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<tr>
<td>Greek Tragedy</td>
<td>One Person Show</td>
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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.

**ASSESSMENT**

Assessment involves the three dimensions of **Forming, Presenting** and **Responding**.

**Forming** tasks involve the decision making necessary to prepare for a performance and can relate to scripted drama or student devised work. This tests the students’ knowledge base with regard to the elements of drama and involves both oral and written assessment.

**Presenting** tasks are the polished performances of student work either individually or in a small group. This assessment focuses on the study of both Australian Drama and World Drama.

**Responding** tasks are written analytical responses to the work of their peers or theatrical performances at large, plays and play texts, drama periods and styles. Students are required to respond, in the course of study, as audience, actor, designer and director.

**CAREER PATHS**

The study of drama provides a good foundation for tertiary study in creative and performing arts, arts administration, acting, media studies, teaching, journalism, law, public relations and speech pathology.

Drama is also important in the development of leisure skills as it encourages on-going involvement in community theatre and encourages active interaction in all forms of cultural activity. Any career which involves social interaction and public presentation will be enhanced by the study of Drama.
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.

**PREREQUISITES**

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**

The course units are as follows:

**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.)

**Tell Me a Story:** In this unit, students will focus on the short story genre and will explore some of the key elements of a short story. Students will not only learn to value short stories for their aesthetic qualities but will come to appreciate the rich tapestry of their lives and learn how powerful a tool language is when it comes to constructing their world. Their study will involve reading conventional short stories from a range of different times and places, including stories by and about indigenous Australians. They will also be exposed to more recent trends and styles eg tandem stories. Students will be required to write a story suitable for publishing in an anthology.

**I've Got Something to Say:** Students will examine the persuasive writing genre, with a specific focus on the types of opinionative columns that appear in newspapers and magazines. Students will learn about the techniques of positioning readers to take on a particular point of view. After examining and deconstructing various models of opinionative columns on a range of topics, students will then be required to construct their own opinionative column for a newspaper, based on unseen stimulus material.

**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 minorities 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”, “Samson and Delilah”, “Ten Canoes”, “The Kite Runner”, “To Kill a Mockingbird”, “The Divine Wind”.)

**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”.

**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.

**I Come from a Land Down Under/Blast from the Past:** In this elective novel unit, students will be required to read and analyse either an Australian text (which constructs a particular representation of an Australian experience or icon), or one that is considered a “classic”. The “Down Under” unit looks at the concept of national identity and features an exploration of various representations of Australians, including indigenous Australians. The “classic” unit focuses on why such texts have endured over time, and involves students examining a novel in terms of its underlying ideas, attitudes, beliefs and values, and the ways that groups, times and places are represented within it. For either unit, students will be required to write an analytical essay that analyses a particular presentation that is foregrounded in the text they have studied.

**A Thing of Beauty is a Joy Forever:** In this unit, students will examine the way in which poets, both in the past and present, have constructed the “big” issues in life, eg: love, death, life’s journey, religion, etc. Students will read a range of poetry from different times and places, including Australian poems by Indigenous and non-Indigenous writers. Students will analyse the various readings of life foregrounded by poets, including examining the language devices used by poets to position readers. Students will also be encouraged to reflect on the influences, beliefs and values that have shaped their own lives as they make a personal response to their studies.

**Where Have I Come From? Where Am I Going?:** Students will explore biographical and autobiographical texts and come to understand how life experiences can shape self-identity, and how the expression of these can be shaped by language choices and the selection or omission of details. They will also look at how these factors impact on reader positioning. In doing so, students will reflect upon themselves as young adults and consider the shaping influences that have contributed to their own identity and the way they see the world.

**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 a two year/four semester 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 Middle Years 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 concentrates on the functional elements of literacy.

**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
- Youth Culture – where do I fit in?
- 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. Example of tasks include:

- film review
- travel itinerary
- developing a resume/work profile
- radio advertisement

**CAREER PATHS**

English Communication provides valuable skills for students who intend entering the workforce straight after school. It is a pre-requisite for most T.A.F.E. courses.

**ENGLISH EXTENSION (AUTHORITY SUBJECT) YEAR 12 COURSE**

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 Authority English, including expectations of accelerated independence, increased cognitive demands and assessment task requirements. English Extension builds on the literature study which students undertake in Authority 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 Authority English parent course in Year 12 and must have completed the two semesters of Authority English in Year 11. The student’s results in the two semesters of the course will be recorded on their Senior Statement. Results can contribute to O.P. calculations, and to Q.C.E. calculations, if minimum standards are met. 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**

The following are sample units

- **Music Videos** - students study the codes and conventions of moving-image media to design and produce their own music videos.
- **Whose Interests Are Being Served?** – a unit encompassing a study of journalism ethics, investigating the ways in which different television news services report on local, national and international events.
- **Spectacular Science Fiction** – an investigation of the ways in which special effects technologies influence the plausibility of the science fiction genre. Film studies have included: *Star Wars Episode 4* (1977), *Close Encounters of the Third Kind* (1977), *Blade Runner* (1982) and *Avatar* (2005).
- **The Art of Style** – students learn about film styles and design (via a screenplay or storyboard) a short film that they will later produce. In addition, they will complete a director’s commentary of their films.
- **Fan Culture and the Internet** – as the final component of the Year 12 course, this unit offers students a choice between designing a spinoff television show, producing a fan film or trailer, or critiquing a cult film’s status.
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 director's commentaries and multimodal spoken presentations.

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 AND 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. It 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 15 competencies: 10 core competencies and 5 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.

GEOGRAPHY (AUTHORITY SUBJECT)
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
- Feeding the world’s people
- The geography of disease

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)**

German is an Authority subject of four semesters length. 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 communication. 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 Middle Years 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.

**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

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.

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.
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.

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 develop 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
- 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 PRACTICES (AUTHORITY-REGISTERED SUBJECT)
Hospitality Practices 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 Practices is a popular subject that allows students to develop the necessary catering and hospitality attributes for use in the Hospitality industry. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders. Hospitality Practices enables students to develop knowledge, understanding and skills of the hospitality industry and to consider a diverse range of post school options.

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. Through this focus, students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector.

CONTENT
The course consists of three core topics:

• navigating the hospitality industry
• working effectively with others
• hospitality in practice

Students will also study two electives:
• kitchen operations
• food and beverage service

The subject enables students to develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. In each year of the course students plan and implement at least one actual event in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts. As well, students examine and evaluate industry practices from the food and beverage sector.

Students develop awareness of industry workplace culture and practices and develop the skills, processes and attitudes desirable for future employment in the sector. They have opportunities to develop personal attributes that contribute to employability, including the abilities to communicate, connect and work with others, plan, organise, solve problems, and navigate the world of work.

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:

• Knowing and understanding - involves students building connections between new knowledge and their prior knowledge of hospitality. Students describe and explain concepts and ideas and associated knowledge, understanding and skills fundamental to the food and beverage sector.
• Examining and applying – involves students examining core concepts and ideas and procedures to establish relationships across industry practices from the food and beverage sector. They apply production and service skills to make decisions to produce products and perform services for events in hospitality contexts. They communicate ideas and information for specific purposes.
• Planning and evaluating – involves students planning for actual and simulated events in hospitality contexts and justifying decisions, and critiquing the planning and implementation. Students evaluate industry practices from the food and beverage sector by assigning merit according to criteria.

CAREER PATHS

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

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-oriented 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 core study area 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.
INFORMATION TECHNOLOGY STUDIES (AUTHORITY SUBJECT)

Information Technology (IT) is an area characterised by frequent and rapid change. It presents particular challenges for Australian society, especially the need to respond to emerging technologies and trends. Information Technology involves the use of technologies by which people manipulate and share information in its various forms.

The subject Information Technology Systems (ITS) is a highly practical discipline which prepares students to meet these rapid changes and to respond to emerging technologies and trends. It provides students with the knowledge and skills used in the systems supporting IT.

Information Technology Systems should prove especially relevant to students in the way it prepares them to cope with, and harness to their advantage, the rapid changes and significant opportunities associated with IT, now and into their future.

PREREQUISITES

It is recommended that students have achieved at least a “C” grade in both English and ICT in Year 10 as a prerequisite for studying ITS. Due to the progression within this subject, students need to have completed year 11 ITS if they wish to join the Year 12 ITS class.

CONTENT

Semester 1 – Graphic Design, 3D Modelling and 3D Animation

Students will learn Graphic Design using Photoshop to manipulate and create images. They will also develop skills in the use of 3Ds Max to create 3D objects, 3D environments, and Rig/Animate original 3D characters for use in Virtual Reality, Augmented Reality, Animation and Game Design. Students will also become proficient in the use of the colleges 3D printers, creating and printing their own models.

Semester 2 – Game Design, Programming and Future Trends in Technology

Students will develop programming skills using C# and apply these programming skills to create 3D games using Unity 3D. They will also be introduced to the Virtual Reality headsets to program and control their games. Students will also explore current technologies including the Brain Activity Trackers and VR Headsets available at the college. They will also discuss and research future technologies that apply to IT.

Semester 3 – Web Design and Networks

Students will learn HTML and CSS to create websites via Dreamweaver. They will also explore the fundamentals of networks and learn basic network administration skills.

Semester 4 – App Design

Students will learn to create their own mobile applications using a variety of the programming languages they have utilised over the past 2 years. These applications will need to be original and engaging.

ASSESSMENT

Throughout the 2 year course, students will develop skills that will equip them to demonstrate the following criteria:

• Knowledge & Communication
• Design & Development
• Implementation & Evaluation

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

• Projects
- Multimodal presentations
- Supervised written exams
- Practical exercises

**CAREER PATHS**

This subject may lead to employment in such areas as IT support, graphic and multimedia manipulation, or tertiary study in the fields of multimedia design, game design, software engineering, app design, 3D design, computer programming network administration and animation.

**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 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:

DIMENSIONS
• Knowing and understanding the law
• Investigating legal issues
• Responding to the law

TECHNIQUES
• Examination – short response test; extended response test.
• Extended response – extended response to stimulus assignment, extended research response multi-modal, extended research response.
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 assist students in 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. An ability to research and write extended scientific reports would be beneficial.

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 to be proficient in basic skills. Furthermore, 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 a 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 or carry out investigations on a prepared topic. Students will also undertake written 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.
- Education
  (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 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 or carry out investigations on a prepared topic. Students will also undertake written 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
- 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 written 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 and 21st centuries.

**PREREQUISITES**

A minimum of a ‘C’ in both Year 10 English and Year 10 Humanities 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 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 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 College’s Music program
- attending College 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), be used in O.P. calculations 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.
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
Results in Music Extension can contribute to an O.P and a Q.C.E., if minimum standards are met. 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.

PHYSICS (AUTHORITY SUBJECT)
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 related to the context-based units studied.

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

CONTENT

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
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</thead>
<tbody>
<tr>
<td>• Waves of Energy</td>
<td>• Tarps and Eskies</td>
</tr>
<tr>
<td>• People of the Move</td>
<td>• Electricity In the Home</td>
</tr>
<tr>
<td>• Amusement Park Physics</td>
<td>• Electronic Devices</td>
</tr>
<tr>
<td>• Discovering the Solar System</td>
<td>• Particle Physics</td>
</tr>
<tr>
<td></td>
<td>• The Search for Understanding</td>
</tr>
</tbody>
</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
- Engineers
- Pilots
- Audio-technicians
- Sports physiology (human movements)
- Scientists
- Surveyors
- Astronomers
- Weather forecasters

*Mathematics B, Mathematics C and/or Chemistry are valuable supporting subjects.*
SCIENCE 21 (AUTHORITY SUBJECT)

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

Science 21 is an interdisciplinary Authority subject that aims to develop in students a broad understanding of Physics, Chemistry, Biology and Earth Science and their relevance in today’s scientific, technological age. This subject is not only for students intending to pursue a career in Science as the analytical and creative thinking skills gained will support and prepare students for a multitude of different career paths.

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 including forensic science, genetic engineering, drugs and brain chemistry, alternative energies, space, natural disasters, bionics and life style chemistry will be studied.

ASSESSMENT

The learning process will be based upon real scientific inquiry where students 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

Science 21 is suitable for those students wishing to study a broad science subject without specialising in separate disciplines. A course of study in Science 21 is academically rigorous and complements student learning in the established science disciplines of Physics, Chemistry and Biology. Tertiary courses in science generally require studies in separate disciplines 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.

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:

- Design Folio
- Practical projects
- Written design project appraisals and recommendations
- Solving Design Problems – Written Report

**CAREER PATHS**

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

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**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 Visual 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 photography, 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.

CAREER PATHS

Future directions available from the study of this subject include such diverse careers as: graphic design, illustration, industrial design, interior design, landscape architecture, museum curator, photographer, potter, sculptor, teacher of art, textile designer, theatrical costume maker and designer, theatrical make-up technician, fashion designer, cartoonist, gallery director, animator, archaeologist, architect, art critic or art historian.
OCCUPATIONS RELATED TO SUBJECTS IN YEARS 11 AND 12

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.thegoodguides.com.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.

<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>
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<tr>
<td>Publisher</td>
<td>Journalist</td>
<td>Police officer</td>
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<tr>
<td>Proofreader</td>
<td>Marketing officer</td>
<td>Psychologist</td>
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<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>
</tr>
<tr>
<td>Stage manager</td>
<td>Tourism manager</td>
<td>Residential care worker</td>
</tr>
<tr>
<td>Teacher – secondary English</td>
<td>Tour information officer</td>
<td>Social worker</td>
</tr>
<tr>
<td>Teacher – English as a second language</td>
<td>Tour guide</td>
<td>Town planner</td>
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<tr>
<td>University lecturer</td>
<td>Translator</td>
<td>Welfare worker</td>
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<tr>
<td>Writer</td>
<td>Travel consultant</td>
<td>Youth worker</td>
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<tr>
<td>Information Communication Technology</td>
<td>Hospitality / Food And Textiles Technology</td>
<td>Business/Legal</td>
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<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 Hansard 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>• Nanny</td>
<td>• Real estate salesperson</td>
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<tr>
<td>• Training officer</td>
<td>• Retail buyer</td>
<td>• Receptionist</td>
</tr>
<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>Science - Physical Sciences</th>
<th>Science - Biological / Environmental</th>
<th>Science - Health Sciences</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>• Chemical plant operator</td>
<td>• Biochemist</td>
<td>• Cardiac technologist</td>
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<tr>
<td>• Chemist</td>
<td>• Biotechnologist</td>
<td>• Chiropractor</td>
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<tr>
<td>• Engineering – Aerospace; Biomedical; Chemical; Civil; Electrical; Electronic; Industrial; Marine; Mechatronic; Mechanical; Minerals processing; Mining; Materials; Telecommunications, etc. Engineering associate (mechanical) Geologist Geophysicist Geoscience technician Metallurgist Metallurgical technician Meteorologist Naval architect Patent examiner Physicist Pilot Quality assurance inspector Sound technician Surveyor Surveying technician</td>
<td>• Botanist</td>
<td>• Dental hygienist</td>
</tr>
<tr>
<td>• Biologist</td>
<td>• Conservator</td>
<td>• Dental therapist</td>
</tr>
<tr>
<td>• Botanist</td>
<td>• Environmental scientist</td>
<td>• Dentist</td>
</tr>
<tr>
<td>• Conservator</td>
<td>• Fisheries officer</td>
<td>• Dietician/nutritionist</td>
</tr>
<tr>
<td>• Environmental scientist</td>
<td>• Forensic scientist</td>
<td>• Medical practitioner</td>
</tr>
<tr>
<td>• Fisheries officer</td>
<td>• Forest technical officer</td>
<td>• Medical imaging technologist</td>
</tr>
<tr>
<td>• Forensic scientist</td>
<td>• Geologist</td>
<td>• Medical scientist</td>
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<tr>
<td>• Geologist</td>
<td>• Geoscience technician</td>
<td>• Naturopath</td>
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<tr>
<td>• Geoscience technician</td>
<td>• Horticultural scientist</td>
<td>• Nurse - enrolled</td>
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<tr>
<td>• Horticultural scientist</td>
<td>• Hydrographer</td>
<td>• Nurse – registered</td>
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<tr>
<td>• Hydrographer</td>
<td>• Marine biologist</td>
<td>• Occupational therapist</td>
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<tr>
<td>• Marine biologist</td>
<td>• Marine scientist</td>
<td>• Optometrist</td>
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<tr>
<td>• Marine scientist</td>
<td>• Meteorologist</td>
<td>• Orthoptist</td>
</tr>
<tr>
<td>• Meteorologist</td>
<td>• Microbiologist</td>
<td>• Osteopath</td>
</tr>
<tr>
<td>• Microbiologist</td>
<td>• Natural resource manager</td>
<td>• Pharmacologist</td>
</tr>
<tr>
<td>• Natural resource manager</td>
<td>• Park ranger</td>
<td>• Physiotherapist</td>
</tr>
<tr>
<td>• Park ranger</td>
<td>• Primary products inspector</td>
<td>• Podiatrist</td>
</tr>
<tr>
<td>• Primary products inspector</td>
<td>• Sugar cane analyst</td>
<td>• Prosthetic technician</td>
</tr>
<tr>
<td>• Sugar cane analyst</td>
<td>• Veterinarian</td>
<td>• Psychologist</td>
</tr>
<tr>
<td>• Veterinarian</td>
<td>• Zoologist</td>
<td>• Radiation therapist</td>
</tr>
<tr>
<td>• Zoologist</td>
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</tbody>
</table>
### Agriculture Mathematics Design Technology / Graphics

- Agricultural and resource economist
- Agricultural scientist
- Animal attendant
- Botanist
- Bushland regenerator
- Environmental engineer
- Farmer/farm manager
- Fisheries officer
- Food technologist
- Forester
- Gardener
- Horticultural technical officer
- Jackeroo/Jillaroo
- Landscape gardener
- Pest and weed controller
- Stablehand
- Stock and station agent
- Sugar cane analyst
- Timber/forest products worker
- Veterinary nurse
- Wool classer
- Accountant
- Actuary
- Analyst (information technology)
- Bank/building society/credit union officer
- Credit and loans officer
- Costing officer
- Economist
- Financial planner
- Geographic information systems officer
- Inventory and supply officer
- Market researcher
- Mathematician
- Physicist
- Programmer (information technology)
- Purchasing officer
- Quantity surveyor
- Statistician
- Taxation agent
- Teacher
- University lecturer
- Valuer
- Architectural drafter
- Aircraft maintenance engineer
- Automotive electrician
- Building contractor
- Cabinetmaker
- Dental technician
- Engineering tradesperson – electrical
- Fitter
- Furniture polisher
- Glazier
- Heavy vehicle motor mechanic
- Industrial designer
- Locksmith
- Metal machinist
- Motor mechanic
- Optical mechanic
- Panel beater
- Plumber
- Shipwright
- Soft furnishing maker
- Tiler – roof; wall and floor

### Creative / Performing Arts Health / Physical Education

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