Year 10-12 Senior Subject Handbook

“Growing in Faith and Knowledge”
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INTRODUCTION

Dear Students

Congratulations and well done on reaching the final stage of your schooling. We are very excited about the road ahead for all of us and we are planning on working together to achieve success.

Our purpose in these years is quite clear; to provide the opportunities, the motivation and the encouragement to enable you to achieve your potential in the subjects you choose to study. We aim to provide a caring Christian educational environment that allows growth and change while at the same time giving safety and direction. This is a delicate balance that requires much attention to detail. We understand that the Senior Years can be an exciting, stressful, joyous, sad, busy and fulfilling time. It is a time where you are closer to being adults than children, but at times it will feel like you are treated like a child and adult simultaneously. We want you to leave this College knowing that you have stretched yourselves as far as you can go, that you have asked for help as you have needed it, and in hindsight that you can confidently say that you made the most of your opportunities.

Your decision to enter these Senior Years in consultation with your parent/s, has placed on you greater responsibilities for self-learning, independent organisation and increased expectations with assessment and assignment submissions. As the senior students of this College, not only are you required to be a positive and exemplary role model to other students, but you now have a greater responsibility in your approach to studies, so that you can afford yourself the best opportunity for achieving your goals.

In developing our Senior Program we considered a number of pathway options that we will make available to you. We want to ensure that you have the support and pathways necessary for you to successfully move from schooling into the workplace or further education. Our academic pathway will include a selection of Authority and Authority Registered subjects as well as access to university subjects through QUT and Sunshine Coast University. Our vocational pathway offers VET certificate courses in partnership with Brisbane North Institute of TAFE, now TAFE Brisbane, and TAFE East Coast, formerly the Sunshine Coast Institute of TAFE. We also have available School-based Traineeships & Apprenticeships. Our program is flexible enough to allow you the opportunity to keep your options open by doing both academic and VET courses. Changes to TAFE funding arrangements suggest that doing a Cert III level course is best undertaken within the context of a school-based traineeship. We also have access to Distance Education subjects.

We believe that God has a plan for each of you and it is often at this stage of your life that His plan is revealed and started. This is an exciting time and we want to encourage you to work with friends, family and staff under the leadership of Jesus Christ to be all that you have been created to be.

Our goal is to ensure that both you and your parent/s are adequately informed to make decisions regarding subject selection. The purpose of this booklet is to provide you with information you will require to make successful subject choices for your senior years.

God bless you as you move forward into this next exciting phase of your life!
David Heyworth
Head of Senior School
FOREWORD

With the knowledge explosion of the Computer Age; knowing that many of the jobs of the future which our children will enter do not presently exist; and with the prospect that each working person can expect to change jobs two to three times in their working life….

*Education must equip students intellectually, physically, socially and spiritually to:*

- cope with change;
- have skills, not just knowledge;
- know how to access more knowledge;
- be able to effectively interact with others;
- have "get up and go" and initiative;
- appreciate aesthetics;
- enjoy "leisure time";
- productively contribute to society; and
- have a fulfilling life and close relationship with God.

The co-curricular activities offered at Glasshouse Country Christian College, sporting, social, cultural and spiritual, complement the academic curriculum in ensuring that students are well equipped to meet the future.

In making choices, students should consider:

- choosing subjects they will enjoy;
- choosing subjects in which they can achieve;
- endeavouring to gain a rounded education incorporating the arts, languages, social sciences and technical studies;
- future career aspirations and related areas of study; and
- future tertiary courses, prerequisite subjects and conditions of entry.
- accessing career counseling

For further information regarding course selection, contact the Dean of Studies, Mr Rob Steffler, or the Future Pathways Coordinator, Mr Paul Nash.
SENIOR SUBJECT SELECTIONS

Types of courses available in Years 10-12

- **Core study** of Religion and Ethics & Pastoral Care classes that will incorporate study skills, leadership training, QCS test preparation, career education etc. All students study these courses over the senior years.

- **Core electives** of English and Mathematics - all students must study an English and a Mathematics subject. There is a choice of Authority (OP) and Authority-Registered (Non-OP) subjects in each area to allow for different levels of ability.

- **Elective studies** consist of Authority subjects, Authority-Registered subjects, VET courses and possibly a university subject. Each student must select at **four in Year 10 and three in Year 11 and 12** from the choices available. Keep in mind your future career path when choosing elective subjects.

Authority and Authority Registered Subjects

**What is an Authority subject?**
An Authority subject is a subject where the course of study is based on a syllabus that has been issued by the Queensland Curriculum and Assessment Authority (QCAA). The work programs for Authority subjects and assessment of student achievement is subject to the full moderation procedures of the QCAA. Results from Authority subjects can count in the calculation of Overall Position Scores (OP’s) and Field Positions (FP’s) - the most common selection devices used by the tertiary sector.

**What is an Authority-Registered subject?**
An Authority-Registered subject is, in the case of this College, a subject devised from a Study Area Specification (SAS) for which a school’s study plan is accredited. SAS’s are subjects that are essentially vocational in nature and contain many practical elements.

For each Authority-Registered subject, a study plan is developed that outlines the scope and sequence of the subject matter and the assessment for the subject. Study plans must be approved by the QCAA. Levels of achievement in Authority-Registered subjects are subject to moderation procedures by the QCAA and are recorded on the Senior Statement.

**Note:** Results in Authority-Registered subjects are not used in the calculation of OP’s and FP’s.
**OP’S AND SAI’S (FOR YEAR 11 & 12)**

**What is an OP?**

An OP is a student's statewide rank based on overall achievement in QCAA approved subjects. It indicates how well the student has done in comparison to all other OP eligible students in Queensland.

Students are placed in one of 25 OP bands from 1 (highest) to 25 (lowest). The approximate distribution of students across the bands is shown below. In order to achieve an OP1, a student's achievement must be in the top 2% of OP-eligible students in Queensland.

**Approximate distribution of students across OP bands**

- Band 1 - about 2% of students
- Bands 2 to 6 - about 19% of students
- Bands 7 to 21 - about 73% of students
- Bands 22 to 24 - about 5% of students
- Band 25 - about 1% of students

**Eligibility for OP’s**

Students who want an OP must study 20 semester units of Authority subjects, including at least three subjects for four semesters each, and must sit the QCS Test.

**Interstate and overseas students**

Students who have undertaken senior studies elsewhere, and are not normally eligible because they do not have the required units of credit, are given concessional units of study. These concessional units help to make up the required 20 units necessary to be eligible for an OP and FP’s. These concessional units will not appear on students' Senior Certificates or QCE’s, but are granted notionally in the calculation of the OP and FP’s.

**How OP’s are calculated**

The OP calculations take into account a student's best 5 Authority subjects, that is, the 20 semester units in which they receive the highest scaled Subject Achievement Indicators (SAI’s). In calculating OP’s, all subjects are treated equally. There is no bias in favour of certain subjects (e.g. maths and science).

**Subject Achievement Indicators (SAI’s)**

A student's SAI for a subject shows how well a student has done compared to all the other students doing the same subject at the student's school. The top student in the subject at the school is assigned an SAI of 400, and the least successful student an SAI of 200. Other students are assigned SAIs between 400 and 200, depending on their achievement.

Schools and teachers are responsible for assigning SAI’s. Provisional SAI’s are available for students to check shortly after the end of the Year 12 school year.
Scaling

An unscaled SAI only gives an indication of the position of a student in relation to other students doing the same subject at the student's school. To allow comparisons between students taking different subjects and attending different schools, the SAI data undergoes a series of complex mathematical calculations called scaling.

The **first stage of scaling** places students in a given school onto one standard scale, irrespective of the subjects studied. The scaling procedure uses the subject-group's results (the average and spread) from the QCS Test to account for differences in the overall capability of students between subjects. A student's 5 best scaled SAI's are then averaged to produce an overall measure of the student's achievement compared to all other OP eligible students at the school. This measure is called the **Overall Achievement Indicator (OAI)**.

The **second stage of scaling** recalculates the OAI's so that they can be compared between schools. This calculation uses schools' overall results in the QCS Test to account for the different overall capability of students in different schools.

A student's individual QCS Test result is not used on its own in the calculation of their OP. Therefore, a student's grade on the QCS Test will not indicate what their OP will be. A student who wants to apply for a course interstate will have their OP converted to an ATAR (Australian Tertiary Admissions Rank).

**Interstate Transfer Index (ITI) calculations**

The Interstate Transfer Index (ITI) originated because Tertiary Admissions Centres wanted to compare students across Australia when they apply for tertiary places.

In Queensland, for the purposes of tertiary entrance, all students who complete Year 12 are considered tertiary eligible, not just those eligible for an OP. However, in other states only students who get the equivalent of an OP are considered tertiary eligible and receive an ITI. Therefore only OP eligible students in Queensland get an ITI.

Because participation rates at school, subject weightings, statistical adjustments and eligibility rules for a tertiary entrance rank vary significantly from state to state, ITI's are calculated using the entire potential Year 12 population as a base. The model used provides an estimate of the achievement of the senior student population within the statewide population. It involves estimating the achievement of the students at school compared to the underlying population, including those not at school, and ranking them within this population.

The ITI is calculated in Queensland using the same underlying fine-grained scale as the OP, but broken up in a different way. An ITI is a percentile ranking of the achievement of OP eligible students within the total population.

Each state is responsible for determining ITI's for its students and every year an independent statistician analyses each state's calculations to determine if there are anomalies or practices that seem to be inappropriate.
In order to attain a Queensland Certificate of Education, students will need to acquire 20 credit points of study. One semester of successful study in an Authority OR Authority Registered subject for example is equivalent to one credit point. In addition to gaining 20 credit points students will need to meet the literacy and numeracy standards set by the Queensland Studies Authority.

A course of study to attain the QCE will need to include a minimum of 12 credit points from “Core” courses of study. Core courses include Authority and Authority-Registered subjects, Vocational Certificates and School Based Traineeships/Apprenticeships.

<table>
<thead>
<tr>
<th>The required amount of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Students must attain between 12 and 20 credits from completed core courses of study</td>
</tr>
<tr>
<td>● Students may also include up to 8 credits from combination of core, preparatory, enrichment or advanced courses.</td>
</tr>
</tbody>
</table>

### Core courses of study

<table>
<thead>
<tr>
<th>Course</th>
<th>Set standard</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority or Authority-registered subjects</td>
<td>At least a Sound level of achievement</td>
<td>4</td>
</tr>
<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td>At least a Sound level of achievement</td>
<td>4</td>
</tr>
<tr>
<td>VET Certificate II, III or IV qualifications (includes school-based traineeships that incorporate on-the-job training)</td>
<td>Certificate awarded</td>
<td>Certificate II: 4</td>
</tr>
<tr>
<td>School-based apprenticeships</td>
<td>Certificate III: competencies demonstrated</td>
<td>2</td>
</tr>
<tr>
<td>Tailored training programs</td>
<td>Completed</td>
<td>4</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>At least a Pass grade (as defined by the course)</td>
<td>4 for each course</td>
</tr>
</tbody>
</table>
### Preparatory courses of study

<table>
<thead>
<tr>
<th>Course</th>
<th>Set standard</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationally recognised VET qualifications, accredited under the Vocational Education, Training and Employment (VETE) Act 2000, that lead to the award of a Certificate I vocational qualification</td>
<td>Certificate awarded</td>
<td>3 for qualifications of 200 nominal hours or more 2 for qualifications of 199 nominal hours or less Max. of 2 qualifications can count.</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VETE Act 2000*</td>
<td>Requirements met</td>
<td>2 Max. of 1 program can count</td>
</tr>
<tr>
<td>Recognised re-engagement programs</td>
<td>Requirements met</td>
<td>2 Max. of 1 program can count</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>Awarded</td>
<td>As recognised by the QCAA</td>
</tr>
<tr>
<td>Short course in literacy developed by the QCAA syllabus, or short course in numeracy developed by the QCAA syllabus</td>
<td>At least a Sound Achievement</td>
<td>1 per course</td>
</tr>
</tbody>
</table>

### Enrichment courses of study

<table>
<thead>
<tr>
<th>Course</th>
<th>Set standard</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognised certificates and awards</td>
<td>Awarded</td>
<td>As recognised by the QCAA</td>
</tr>
<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>Agreed standard</td>
<td>As recognised by the QCAA</td>
</tr>
<tr>
<td>Learning projects - workplace, community, self-directed</td>
<td>Satisfactory</td>
<td>1</td>
</tr>
<tr>
<td>Accredited VET courses</td>
<td>Pass</td>
<td>Credit determined by agreement</td>
</tr>
<tr>
<td>Authority extension subjects such as English Extension</td>
<td>At least a Sound Level of Achievement</td>
<td>2</td>
</tr>
<tr>
<td>School-based courses (non-QCAA)</td>
<td>A passing grade as defined by the recognised course</td>
<td>As recognised by the QCAA</td>
</tr>
<tr>
<td>Career Development: A short course senior syllabus 2010</td>
<td>At least a Sound Level of Achievement</td>
<td>1</td>
</tr>
</tbody>
</table>

### Advanced courses of study

<table>
<thead>
<tr>
<th>Course</th>
<th>Set standard</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>One- or two-semester university subjects completed by a person while enrolled at a school</td>
<td>Pass grade</td>
<td>2 or 4 credits, respectively</td>
</tr>
<tr>
<td>Competencies contributing to VET diplomas or advanced diplomas</td>
<td>Competencies demonstrated</td>
<td>Up to 8 credits (on the basis of 1 credit per completed competency)</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>Awarded</td>
<td>As recognised by the QCAA</td>
</tr>
</tbody>
</table>
QCE literacy and numeracy requirements

A QCE is awarded to a person who, in addition to achieving 20 credits in the required pattern of learning, has met the requirements for literacy and numeracy. These requirements are satisfied by any of the following options:

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students can meet QCE literacy requirements by satisfying any one of these options:</strong></td>
<td><strong>Students can meet QCE numeracy requirements by satisfying any one of these options:</strong></td>
</tr>
</tbody>
</table>
| At least a Sound Achievement in one semester of one of these subjects¹:  
  - English  
  - English Extension  
  - English Communication  
  - English for ESL Learners | At least a Sound Achievement in one semester of one of these subjects¹:  
  - Mathematics A  
  - Mathematics B  
  - Mathematics C  
  - Prevocational Mathematics |
| A student may:  
  - exit the subject after four semesters with a Sound Level of Achievement or higher  
  - exit the subject after one, two or three semesters with at least a Sound Level of Achievement  
  - exit the subject with a Limited or Very Limited Level of Achievement, having achieved a notional Sound² in a single semester. | A student may:  
  - exit the subject after four semesters with a Sound Level of Achievement or higher  
  - exit the subject after one, two or three semesters with at least a Sound Level of Achievement  
  - exit the subject with a Limited or Very Limited Level of Achievement, having achieved a notional Sound in a single semester. |
| At least a Sound Achievement in the short course in literacy developed by the QCAA | At least a Sound Achievement in the short course in numeracy developed by the QCAA |
| Competence in VET Vocational Literacy 3 (39153QLD) | Competence in VET Vocational Numeracy 3 (39163QLD) |
| A Pass grade in a literacy course recognised by the QCAA | A Pass Grade in a numeracy course recognised by the QCAA |
| At least a C on the Queensland Core Skills Test | At least a C on the Queensland Core Skills Test |
| At least a 4 for an International Baccalaureate examination in Language A1 HL (English) or Language A1 SL (English) | At least a 4 for an International Baccalaureate examination in Mathematics HL or Mathematics SL |

¹ Note: These subjects refer to those listed in the QCAA syllabus for QCE literacy and numeracy.

² Sound Achievement is the minimum level of achievement required for any QCE subject.
FUTURE PATHWAYS

Pathways are about utilising a variety of strategies to create options and flexibility during the senior phase of learning. It may involve options within and outside the formal school setting ie. academic and vocational, structured and unstructured work placement and other personalised elements.

There is no ‘best pathway’. The best career pathway for one student may be to go to University, while for another it may be to complete a Certificate at a Trade Training Centre and then go on to complete an apprenticeship. Graduates from the Trade Training Centre have a 96-98% chance of obtaining a full time apprenticeship after they have graduated from their course at the SCTTC.

The purpose of planning pathways is to maximise the chance of achieving your goals and to facilitate success in the senior phase of schooling. Hence exploring interests and abilities can start within a P-12 Framework, however it can take on a more structured form from Year 9 selections, with the opportunities to experience these electives in Year 10. This is similar to electives selected in Year 10 for Year 11. Some electives started in Year 10 will continue into Year 12.

Good pathways planning should be coordinated, individualised, modified where necessary to cater for individual differences and special needs. Furthermore the planning examines further options across education, business, training and the employment sectors.

This can include flexible and coordinated pathway options in your course of senior study, such as a combination of the following :-

1. School subjects both OP and Non OP at Year 11.
2. Completing four OP subjects, with the choice to sit or not the QCS test in Year 12. Students who adopt this pathway will be awarded a rank of between 1-99. The highest is 99 (approx’ an OP 1) and 1 the lowest (approx’). This rank is available at the end of December in Year 12.
3. TAFE stand alone courses, VET in Schools subjects (VETiS), those programs which are subsidised by the state government). These can be started in Year 10.
4. Certificate Level courses at the Sunshine Coast Trade Training Centre (SCTTC) at Caloundra.
5. A School-Based Traineeship or a School Based Apprenticeship. Certificate III level courses are best commenced and completed within the context of a school based traineeship.
In Year 10, students have already sampled a range of Senior Subjects, as a result of subject and elective choices made in Year 9 for Year 10. The school and other learning providers will work with you and your parents/carers to develop a Senior Education and Training (SET) Plan in YR10.

This is a formalising of future plans, which are still flexible, based upon decisions started in Year 9 and even earlier. Year 9s for example will have to start thinking about work experience in October 2014 for Term one, in 2015.

A range of career experiences are provided for Year 9 students for the following two major reasons:

1. to develop Career Self Awareness
2. to assist in the decision making process that will help the goals that are set in the SET PLAN of Year 10

Your SET PLAN in Semester two of Year 10 will help you:

- structure your learning in Years 11 and 12 around your abilities, interests and ambitions
- consolidate subjects choices for Year 11, that have been explored as electives, in Year 9 and 10
- be realistic about your choices of subjects for Year 11.
- think about your education, training and career options after Year 12.
- set and achieve your learning goals in Years 11 and 12, and beyond.
- allows for a collaborative planning approach with your parents/carers or teachers/careers, counsellors about your post-school plans.

The student, their parents or carers, and the school meet to develop the SET Plan, which details what, where and how a student will study during their final two years of the senior phase of learning. The plan is finalised by the end of Year 10, yet is dynamic in the sense that it can be amended with subject changes in Year 11, after consultation with the Head of Senior and or the Future Pathways Co-ordinator. The SET Plan is reviewed periodically to monitor the student's progress. It can be updated at any time.

The SET Plan involves six stages:

Stage 1. Exploring the future options. What pathways exist?
Stage 2. Exploring current preparation, through work experience, career education and attendance at information evenings.
Stage 3. Exploring further planning for subject choices in Year 11.
Stage 4. Examining subject prerequisites that are necessary, for courses beyond Year 12
Stage 5. Documenting the Plan
Stage 6. Implementing the Plan

Stage 1. Exploring the future options. What pathways exist?

During this stage, young people will be taking a close look at themselves, their strengths and ambitions. This promotes career self awareness. This exercise involves thinking about where they are now and then considering where they want to go.

Students should reflect upon their subject performances in Years 9 and 10, what they did well at and what they were most interested in. Students should also consider what courses and pathways they may want to pursue beyond Year 12.

This stage is designed to give young people the skills to develop individualised plans of action for the Senior Phase of Learning, through interactive website learning with the ‘My Future’ website The College Future Pathways Department will coordinate this process.
Stage 2. Exploring current preparation, through work experience, career education and attendance at Information evenings.

To make connections between a student’s self knowledge and future life and career goals, parents can help by assisting them to:

- Prepare for Work Experience.
- Volunteer to do additional work experience
- Explore careers, industries and employment data using websites such as:- www.myfuture.edu.au.
- Do the career quizzes and questionnaires on the MY FUTURE website and those suggested on connect, on the schools website.
- Set goals, with an awareness that they should be flexible.
- Recognise personal strengths and attributes. At this stage, Career Self Awareness is pivotal. It is important that students make connections between this type of self-knowledge (desires, skills and areas for improvement) and their plans for life and future career goals.
- Discuss these processes with your Year 10 child, with a view to enhancing the partnership with the school and reinforcing the necessity for students to be better prepared, for increasingly major decisions.
- Attending the information nights for Year 10 students in May and August.

Stage 3. Exploring further planning for subject choices in Year 11.

In stage 3 students need to objectively consider whether some subjects should be continued in Year 11. Facing up to the implications of not doing some subjects, can be emotionally painful, yet necessary for personal growth and alternative career planning.

During stage 3, exploring options will take on increasing importance in Year 10. It is suggested that parents and students take time to explore the career and work options available. Talk to the College about information and resources.

**Students should take advantage of the many resources available, such as:-**

- Print materials.
- Career exhibitions, ie attendance at Career Expos and TAFE and UNIVERSITY Open Days.
- Websites related to career and future options.
- Interviews with specialist career personnel.
- Talking to people doing an occupation that you may be interested in.
- Thorough discussions with parents.
- Selected occupations and career pathways that you are aware of and contacting associations in the Job guide to clarify whether additional, new pathways are available.
- The education and training requirements needed by institutions to help you achieve your goals.
- The full range of learning options available in the Senior Phase of Learning, ie doing a University subject in Year 11 through HEADSTART at the University of the Sunshine Coast. Successful completion of two subjects at USC will give you GUARANTEED ENTRY into certain courses. Students and parents must be certain on what courses have guaranteed entry.
● The QUT START program at the Queensland University of Technology is similar to HEADSTART, however different in that it allows only very high achieving students to study two QUT units during Year 12 and none in Year 11. If you pass your units, you may receive credit for related degrees, allowing then for you to have a reduction in University fees. In addition you can receive a maximum of two QTAC bonus ranks and end up with an additional 4 credit points towards the Queensland Certificate of Education, (QCE). An OP of 10 for example, in reality becomes an OP of 8.
● The value of different forms of learning, ie on line learning, and learning that involves flexible delivery.
● The full range of career options and subject pre-requisites.
● Tertiary entrance procedures including the range of options.

Stage 4. Examining subject prerequisites that are necessary, for courses beyond Year 12

In Year 10 students are issued with a Queensland Tertiary Admissions Centre book on Tertiary Prerequisites. The Tertiary Prerequisites QTAC 2017 book is a good guide, to Tertiary and TAFE course prerequisites, for current Year 10s. It will list down all the prerequisites needed for Tertiary and Tafe courses for entry in two years time.

If certain courses beyond Year 12 are to be pursued, there may be strict prerequisites ie Maths B for that course. The book is distributed in August and has a moratorium on the subject prerequisites listed for two years. A moratorium simply means that the subject prerequisites listed in this publication cannot change for two years.

Students currently in Year 9 can use the book distributed to Year 10’s in 2014, only as guide, because the definitive guide for subject prerequisites for Year 9 students will be ‘The Tertiary Prerequisites QTAC 2018’ book, distributed to them in 2015. Some prerequisites can change from year to year in that book distributed in Year 10.

Stage 5. Documenting the Plan

This stage will be completed in Year 10 by the student, the parents and the College. It involves coming to an agreement and documenting the SET Plan. This occurs at the beginning of Term 3 (see College Calendar). SET Plans are reviewed late in semester 1 in Yr11, to ensure subjects are right for you, and that you can maintain a pathway to the courses and career you want after Year 12.

Mutual expectations are very important, hence understanding what you can expect from the school and what the school can expect from you is essential. Similarly, understanding the rights and responsibilities that come with your individualised plan, further establishes that one’s education and training is a partnership between the school, training providers and the student’s family.

The signing of the SET Plan by students, parents, and the school reinforces the seriousness of the commitment you are making to your own individualised plan in terms of work ethic and time management in particular.

Stage 6. Implementing the Plan

This stage occurs during a student’s Senior Phase of Learning. It relates to the Plan being implemented and monitored. The plan is fluid in the sense that in part it may have been operational during Year 10, through a school based traineeship or apprenticeship, that started in either Semester 1 or 2 Year 10 and is continuing on into Year 11 and Year 12.

The SET Plan is dynamic, can be changed, and when accessed by the school or parents should reflect a student’s current program. Parents need to work with the learning provider, such as the College, TAFE, or a combination, to ensure the plan is on track and that they are implementing what was agreed.
It is important to remember that it is acceptable to change a SET Plan, however it may impact upon the number of credit points for the Queensland Certificate of Education and a student’s eligibility for an OP.

It is incumbent upon parents to stay involved in the SET Plan process, so that they can support students through their learning and decision making regarding subjects and careers. Parents know their child better than other educator or training organisation. The College will support students to monitor and adapt the plan.

Different strategies may be used including:

- Review sessions with the Future Pathways Department
- Personal interviews
- Requested meetings
HINTS ON CHOOSING SUBJECTS FOR THE FUTURE

Advice from students who have completed secondary school:

- Keep your options and mind open by choosing a wide variety of courses. Start to think about the future.
- Try to obtain some ideas for interest areas which show appeal to you. Having an area of interest is more important than having a specific job in mind. More importantly, choose subjects that will enable you to have the necessary background for a selected course or career.
- Utilise work experience programs offered effectively and gain as much experience as possible. Volunteer to do more work experience. This can demonstrate to an employer your positive commitment and attitude. This approach has often been rewarded with some students being offered apprenticeships.
- Try to gain an idea about what career fields interest you the most, but don't panic if you are not sure. You should stick with what you're good at and what you enjoy the most.
- Keep an open mind and a broader perspective about your future and consider careers with promising employment prospects, but also choose a career you will enjoy.
- Try to research and appreciate a wide range of professions, and regularly question people in these industries about their opinions and thoughts on their careers.

Essentially the student comments in this section go to confirm two major factors that should be considered when choosing a pathway for your senior phase.

- **What are your strengths and interests?**
- **What types of careers do you have in mind?**

Ten years of formal education will have given you a good basic idea of your strengths and interests. Use this as a starting point when selecting subjects. Do not expect miracles in Year 11. Experience shows that very few students make vast improvements over their year 10 performance. If you have always struggled with Maths or History, it is a safe to say that you may continue to do so in your senior years. Go for subjects where you have a proven track record and a high degree of interest. These give you the greatest chances of academic success.

While many students are unsure what careers they will ultimately decide upon, most have an idea of the general area of their future occupation – technical, scientific languages, social science, service industry, etc. If you are uncertain what you would like to do, choose a broadly based course that allows maximum flexibility and keeps your career options open. If you have a particular career in mind, make sure you find out first if you must study any subject in particular, to qualify for entry into the field of your choice.

Subject Selection

1. Choose at least two career options.
2. Identify and document possible pathways for these options.
3. Check for the necessary prerequisite or recommended subjects.
4. Check with teachers as to your ability to be successful at senior level in these prerequisite subjects.
5. Choose the subjects that represent the most important subjects that you require to meet future career or education leanings.
6. Next choose the additional subjects you wish to study. If your career choice requires admission to a University, you will need to receive an Overall Position or Rank. This will require you to study a minimum of five Authority subjects for an OP. When the College line system has been completed choose your elected subjects. If there is a clash you will need to choose between the two. Firstly check to see if either subject is offered on another line. If you choose an alternative subject, ensure that you do not eliminate any prerequisite subjects.
TERTIARY ENTRANCE PROCEDURES
For students contemplating further studies after school

Step 1: Make yourself eligible for tertiary entrance
You do this by selecting subjects which qualify you for an Overall Position Rank (OP). An OP is a comparative ranking of students overall academic achievement at school. It allows comparisons to be made between all students in the state, with students receiving an OP from 1 (highest) to 25 (lowest). To be eligible for an OP you must choose to study at least 5 Authority subjects. An Authority subject is one that contributes to an OP, while an Authority-Registered subject does not.

Step 2: Become eligible for the course of your choice
The particular Authority subjects you select should fulfil a number of requirements. Firstly, you should consult the prerequisites subject guide to ascertain if the tertiary course you’re interested in has any subjects you must study at school. If so, these must be included in your selection. Secondly, check to see which Field Positions (FP’s) are considered worthy of scrutiny for entry into the course of your choice. Fulfill other requirements, particularly in performing arts courses, which may require auditions, folios and have early application dates.

Step 3: Maintain your eligibility for tertiary entrance
To accomplish this, you must do several things. Firstly, while there is some flexibility in subject choice, you must study three Authority subjects continually through Years 11 and 12, and you must have a further eight semester units of Authority subjects. Secondly, you must sit for the Queensland Core Skills Test (QCS) in year 12. This is a curriculum-driven, non-subject specific test lasting about seven hours over two days. The results will be used to scale schools against each other across the state. Each student’s results on this test will be published on his/her Senior Statement using an A to E scale.

Students apply to Queensland Tertiary Admissions Centre (QTAC) for places in tertiary courses in Queensland through electronic lodgement. This electronic lodgement allows students to change or update their preferences more often and more easily than was previously possible. At the time of lodgement, students will not know their OP, FP’s or levels of Achievements in their subjects. However, they are able to change their preferences for a short period after this information becomes available in December of their Year 12.

Step 4: Get good results at school
In each Authority subject studied at school, the result will be reported as one of:-

- Very High Achievement
- High Achievement
- Sound Achievement
- Limited Achievement
- Very Limited Achievement

Each tertiary course has a quota or limit on the number of students who can be accepted into that course each year. The higher the results, the better the chances of being admitted into the tertiary course of choice. In the highly competitive courses, such as Medicine, not everyone who obtains an OP1 is accepted into Medicine.

Step 5: Certification: The Student Education Profile (SEP)
After you have finished Year 12, you should receive your Senior Statement &/or QCE. This is prepared by the Queensland Studies Authority and will contain the names of the subjects you have studied, the number of semesters for which you have studied each one and your exit levels of achievement in each subject. It will also contain your individual grading on The QCS Test.

You will receive a Tertiary Entrance Statement that is prepared by the Queensland Studies Authority. This statement will contain your OP and FP’s. Together these documents comprise your SEP (Student Education Profile).
Several factors decide whether or not students are accepted into particular courses at university.

1. Prerequisite subjects must be met. Each course will stipulate certain Authority subjects (and possibly minimum levels of achievement), which must be taken in years 11 and 12 if students are to be considered for admission to that course.
2. Students must have a sufficiently high OP rank to be included in the quota for that course.
3. Quotas for courses and OP Cut-Offs from year to year sometimes change.
4. Students who have an OP rank which is marginal for selection for a particular course will have their FP’s scrutinised. Each course will state which FP or combination of FP’s will be used to decide between students on marginal OP’s.
5. Enabling factors such as being eligible for Bonus Ranks, which increase your OP and or Rank.
6. Regional Preference Schemes. ie a Bonus Rank of one OP can be given to a student who from the Sunshine Coast selects The University Of the Sunshine Coast as a first preference.
7. Bonus Ranks also apply to students studying Maths C and a language.
8. Having completed two University subjects successfully such as The Sunshine Coast University’s HEADSTART program, thereby guaranteeing you entry into clearly identified Tertiary Courses.
9. Finally, other information may be considered, such as, school references, reports, interviews, folios and auditions.
SUBJECT OFFERINGS IN YEAR 10

The following subjects are possible choices for Year 10 dependent upon initial student interest in the individual course. All courses are aligned with the Year 11/12 curriculum and although they are not mandatory prerequisites, they are considered preparatory courses for the Year 11/12 subjects and will greatly benefit students who take them and continue on in a given subject through Year 11 and 12.

<table>
<thead>
<tr>
<th>Leads to Authority Subjects (OP)</th>
<th>Leads to Authority-Registered Subjects (SAS)</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>English Communication</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>Prevocational Mathematics</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>-</td>
</tr>
<tr>
<td>Introductory History (Ancient &amp; Modern)</td>
<td>-</td>
</tr>
<tr>
<td>French</td>
<td>-</td>
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<tr>
<td>Biology</td>
<td>-</td>
</tr>
<tr>
<td>Business Management &amp; Economics</td>
<td>-</td>
</tr>
<tr>
<td>Physical Science (Chemistry &amp; Physics)</td>
<td>-</td>
</tr>
<tr>
<td>Dance</td>
<td>-</td>
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<tr>
<td>Drama</td>
<td>-</td>
</tr>
<tr>
<td>Home Economics (Textiles)</td>
<td>-</td>
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<tr>
<td>Introduction to Hospitality</td>
<td>Introduction to Hospitality</td>
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<tr>
<td>Information Technology Systems</td>
<td>-</td>
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<tr>
<td>Legal Studies</td>
<td>-</td>
</tr>
<tr>
<td>Music</td>
<td>-</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Sport &amp; Recreation</td>
</tr>
<tr>
<td>Technology Studies (Engineering &amp; Design)</td>
<td>Manufacturing (Industrial Technology)</td>
</tr>
<tr>
<td>Visual Art</td>
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</tbody>
</table>

SUBJECT OFFERINGS IN YEAR 11 AND 12

The following subjects are possible choices for Year 11 & 12 dependent upon initial student interest in the individual course.

<table>
<thead>
<tr>
<th>Authority Subjects (OP)</th>
<th>Authority-Registered Subjects (SAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English Communication</td>
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<tr>
<td>Mathematics A</td>
<td>Prevocational Mathematics</td>
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<tr>
<td>Mathematics B</td>
<td>-</td>
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<tr>
<td>Mathematics C</td>
<td>-</td>
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<tr>
<td>Accounting</td>
<td>-</td>
</tr>
<tr>
<td>Agricultural Science</td>
<td>-</td>
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<tr>
<td>Ancient History</td>
<td>-</td>
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<tr>
<td>Biology</td>
<td>-</td>
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<tr>
<td>Business Management</td>
<td>-</td>
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<tr>
<td>Chemistry</td>
<td>-</td>
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<tr>
<td>Dance</td>
<td>-</td>
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<tr>
<td>Drama</td>
<td>-</td>
</tr>
<tr>
<td>Home Economics (Textiles)</td>
<td>-</td>
</tr>
<tr>
<td>Hospitality Studies</td>
<td>Hospitality</td>
</tr>
<tr>
<td>Information Technology Systems</td>
<td>-</td>
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<tr>
<td>Legal Studies</td>
<td>-</td>
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<tr>
<td>Modern History</td>
<td>-</td>
</tr>
<tr>
<td>Music</td>
<td>-</td>
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<tr>
<td>Physical Education</td>
<td>-</td>
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<tr>
<td>Physics</td>
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<tr>
<td>Science 21</td>
<td>-</td>
</tr>
<tr>
<td>Technology Studies (Engineering &amp; Design)</td>
<td>Manufacturing (Engineering &amp; Automotive)</td>
</tr>
<tr>
<td>Visual Art</td>
<td>-</td>
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</tbody>
</table>

Note: The common practice for all schools is to offer students the opportunity to study subjects not offered at their school through Distance Education. Students choosing to study this way are provided with a mentor at the College to oversee their progress and learning program.
SUBJECT OVERVIEWS (BY DEPARTMENT)

ENGLISH, HUMANITIES & LANGUAGES

PATHWAYS IN ENGLISH, HUMANITIES & LANGUAGES

English
The ability to communicate in written and verbal/signed Standard Australian English is essential to student success during their senior years of schooling and beyond. Both English pathways build upon the skills and understanding students have developed in their middle years of schooling. These two Year Ten programmes specifically target the literacy, skills and content reflective of the Year Eleven and Twelve programmes. As students develop their listening, reading, writing and viewing skills they develop confidence in their ability to navigate our world.

History
Building upon the skills and understanding of Middle School, the senior stream of History begins with a mixed programme and moves into two optional, specialist historical fields; Ancient and Modern History. The Year Ten programme, whilst targeting the skills required for either historical field of study, gives students an opportunity to taste both the ancient and modern worlds and provides them a direct pathway to the specialist study of Ancient History, Modern History or both. In both streams of History, students will use the Inquiry (questioning) learning process to explore significant people, events and movements of the period of study and will, where relevant, make connections to current world issues.

Languages (French)
French is a major world language spoken as the first language in 24 countries on 5 continents and as an official language in 33 countries. In the senior programme learners use written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments. They communicate about immediate and personal interests and involvements (family, friends, interests) and some broader social and cultural issues (health, social media, international experience, the environment).

ENGLISH (OP)
Beginning in Year Ten, English (OP) introduces students to senior skills and content required to successfully interact with the texts and written and spoken tasks of English (OP). Leaving behind the combined nature of Middle School Humanities, English (OP) follows the English National Curriculum programme, whilst also applying a rigour that aims at preparing students for a seamless step into the following two-year programme. The Year Eleven and Twelve programmes provide students with opportunities to demonstrate their understanding of a variety of texts and their ability to create texts of their own.

During this senior programme students will explore:
- contemporary and classic novels
- Shakespearean texts (sonnets and plays)
- Australian and international films
- hypertexts and other media-related texts.

Excursions:
- guest speakers and theatre visits
ENGLISH COMMUNICATIONS (NON-OP)

Stepping away from the significant focus on literary analysis, the English Communication (NON-OP) stream aligns students with a workplace trajectory. Literary analysis is replaced with the exploration of workplace and community documentation and rather than focusing on essays and monologues, students are requested to compile real-world documents and spoken tasks that showcase their literacy skills.

During the senior programme students will explore:
- hypertexts and social media
- community and workplace documents
- interview; verbal and nonverbal skills
- community focused novels and plays
- their personal learning journey and future plans

Excursions:
- guest speakers
- theatre (dramatic) / film viewing

INTRODUCTORY HISTORY (Year 10 only)

From the ancient to the modern world students will leave behind the combined nature of Middle School Humanities and take a more specialist journey into the study of History. The Year Ten programme explores the historical content of the National Curriculum and beyond, whilst equipping students with the skills needed to succeed in either field of Senior History. Students are encouraged to study Introductory History if they have an interest in people and events of the past, if they enjoy researching and exploring complex topics, and think they may like to study Ancient or Modern History in Years Eleven and Twelve. Using the Inquiry (questioning) learning process students will explore people, events and movements such as:
- introduction to Ancient History
- Australia's role in World War II
- the development of the Human Rights movement
- the American and Australian Civil Rights movements
- the development of popular culture.

Excursions:
- Research at a university campus/ museum visit.

ANCIENT HISTORY (OP)

Students are encouraged to study Ancient History if they have an interest in people and events of the ancient world and if they enjoy researching and exploring complex topics. It is also suggested that students who are on a pathway towards university will benefit from the rigour and skills developed in this subject. These skills include research, extended writing and the evaluation of information. Using the Inquiry (questioning) learning process students will explore people, events and movements such as:
- the role of archaeology and how we gain knowledge about the past
- the lives of people in ancient societies (Greece, Rome and Egypt)
- development of government in ancient Greece and Rome
- studies of ancient religions (Judaism to Christianity)
- the fall of Rome, the Medieval period and the Crusades.

In many cases students will be free to choose topics within the period for a deeper study.

Excursions:
- Archaeological dig (Abbey Museum)
- Research/ lecture at a university campus.
MODERN HISTORY (OP)

Students are encouraged to study Modern History if they have an interest in people and events of the recent past and if they enjoy researching and exploring complex topics. It is also suggested that students who are on a pathway towards university will benefit from the rigour and skills developed in this subject. These skills include research, extended writing and the evaluation of information. Using the Inquiry (questioning) learning process students will explore people, events and movements such as:

- famous and infamous leaders
- conflicts of the 20th century and beyond
- issues of ethics and human rights (e.g.: child labour)
- the role of Australia in world events.

In many cases students will be free to choose topics within the period for a deeper study.

Excursions:
- Research/lecture at a university campus
- Museum/speaker.

FRENCH (OP)

Students are encouraged to study French if they are considering careers in hospitality, tourism and international relations. Further real-work opportunities exist in the French-speaking world in the fields of trade and investment, research and development in science and technology, humanitarian and environmental projects, and communications, strategic and defence pathways. Year 10 is a period of language exploration and vocabulary expansion along with the increasing control of language structures and systems. Learners use French to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a wider range of texts and online materials.

During this senior programme students can participate in:
- immersion courses at USC and Alliance Française events
- French music and film festivals in Brisbane
- exchange programme (via email and/or international visit).

*Note: Students who choose French must have taken French in Year 9 as a prerequisite.*
Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics pervades so many aspects of daily life that a sound knowledge is essential for informed citizenship. Through enhanced understanding of mathematics, individuals can become better informed economically, socially and politically in an increasingly mathematically oriented society. It is our hope that students will develop an awareness of the order, precision, design and constancy of God’s creation as expressed through the discipline of mathematics.

The Mathematics courses on offer in Year 10 are Prevocational Maths, Mathematics A and Mathematics B which will lead into Year 11 with the addition of Mathematics C.

**PREVOCATIONAL MATHEMATICS (NON-OP)**

**Why Study Prevocational Maths?**
This subject provides students with the opportunities to study the function of maths in real-life career contexts related to health, finance, budgets, building and construction, workplace and community issues. This pathway is for students that have some learning gaps and would like to gain confidence as they consolidate mathematical skills and understanding.

**What do Students Learn?**
Students investigate data, measurement and number concepts through reading and interpreting and exploring everyday workplace calculations and procedures. Students also study measurement and number concepts through travel timetables, touring maps, itineraries and street directories. Students will explore measurement in everyday calculations and procedures involved with building design and construction.

**What do students study?**

**Year 10 (Subject to change)**
- Planning a trip around Australia
- Tuckshop management
- Keeping domestic pets
- Investing money
- My first job
- Design a garden (landscaping)
- Healthy bodies and nutrition

**Year 11**
- Jobs, Industry Awards, Taxation
- Earning Money and Paying Tax
- Travelling in OZ, Maps and Scale Drawing
- Measurement
- Financing and running a car
- Probability and Data Collection and Presentation
- Statistics
Year 12
- Planning to Leave Home
- My Dream Home - Buying Property
- Growing Vegetables
- Organising an Event
- Travelling Overseas, Time Zones
- Renovation Rescue
- Investing Money
- Starting a Business

How is student work Assessed?
Assessment for this subject is via portfolios, investigations, practical assignments, projects, oral presentations and open book exams.

MATHEMATICS A (OP)
The Mathematics A course is recommended for further study and training in technical trades like auto mechanics, carpentry and plumbing, tool making, sheet-metal fabrication, fitting and turning, tourism and hospitality, and management and administrative employment in a wide range of industries. It is also for tertiary studies in subjects with a moderate demand in mathematics. It provides students with the skills required for informed decision making in everyday life and work related situations. Focusing on the practical applications of mathematics, students will have opportunity to apply mathematics to real world situations.

What do students study?
Year 10 - Australian Curriculum
Number & Algebra
- Simple interest
- Apply the 4 operations to algebraic fractions
- Linear and simple quadratic equations
- Basic linear inequalities
- Simultaneous equations
- Parallel and perpendicular lines
Measurement & Geometry
- Pythagoras and trigonometric ratios
- Similar and congruent triangles
- Area and volume
Statistics & Probability
- Chance
- Data representation
- Quartiles, box plots and scatterplots
- Statistical reports

Years 11 and 12 - QCAA approved work program
The following main topics are covered:
- Financial Mathematics
- Applied Geometry
- Statistics and Probability
- Maps and Compasses
- Networks and Queuing
The course approach involves problem solving and applications, working systematically and logically, and communicating work accurately, professionally and with full justification.

**How are students assessed?**

Students are assessed using the three equally weighted criteria of:

1. Knowledge & Procedures
2. Modelling & Problem Solving
3. Communication & Justification

There are two written exams and 1 assignment per semester. Note that one exam consists of two papers. Students will use technology such as calculators and Microsoft Excel.

**MATHEMATICS B (OP)**

Mathematics B is an advanced mathematics course that is a precursor to tertiary studies in areas like science, medicine, engineering and mining, information technology, mathematics, finance, business and economics that require a high demand in mathematical understanding.

Mathematics B introduces students to many of the techniques needed for working and development in these areas. It also introduces students to analytical skills and systematic problem solving skills that are important in many other walks of life.

**What do students study?**

**Year 10 - Australian Curriculum**

**Number & Algebra**

- Simple and compound interest
- Surds
- Rational and irrational numbers
- Exponential laws and equations
- Factorise algebraic expressions
- Apply the 4 operations to algebraic fractions
- Expand and factorise quadratics
- Solve linear and quadratic equations
- Solve linear inequalities
- Solve linear simultaneous equations
- Sketch parabolas, hyperbolas, circles and exponential functions
- Describe features of functions
- Laws of logarithms
- Parallel and perpendicular lines

**Measurement & Geometry**

- Pythagoras in 3D
- Trigonometric ratios and functions
- Similar and congruent triangles
- Area, surface area and volume of composite solids
- Solve unknowns from formulas
- Solve problems involving bearings and angles of elevation/depression
- Sine, cosine and area rules
- Angle and chord properties
Statistics & Probability

- Two-and three-step chance experiments
- Probability of events
- Data representation
- Quartiles, boxplots, scatterplots
- Statistical reports
- Bivariate numerical data
- Mean and standard deviation

To be successful in the senior years, it is recommended that students attain at least a B grade for both Skills and Understanding in Year 9, that students have a strong aptitude for algebra and that students are willing to put in a great deal of extra time in consolidating and applying concepts.

Years 11 and 12 - QCAA approved work program

The following main topics are covered:

- Exponential and logarithmic functions and applications
- Introduction to functions
- Rates of change (including differential calculus)
- Periodic functions and applications
- Optimisation using derivatives
- Introduction to integration
- Applied statistical analysis

How do students learn?

As well as the usual teacher/classroom based learning, students are expected to spend time at home working through concepts and problem solving to further develop their understanding and skills. Regular assignments further contribute to developing deeper problem solving and research skills. Students are expected to become fluent in the use of technology such as graphic calculators, Microsoft Excel and data loggers.

How are students assessed?

Students are assessed using the three equally weighted criteria of:

1. Knowledge & Procedures
2. Modelling & Problem Solving
3. Communication & Justification

There are two written exams and 1 assignment per semester. Note that one exam consists of two papers.
MATHEMATICS C (OP- only offered in Year 11 and 12)

Why study Mathematics C?

Mathematics C is a recommended companion subject to Mathematics B. It provides additional preparation for tertiary subjects in areas of science, medicine, mining and engineering, information technology, mathematics, finance, business and economics.

Maths C introduces students to the beauty of higher order Mathematics in areas not previously studied. The content in Maths C can be abstract and will complement the subjects of Physics and Mathematics B.

What do students study?

YEAR 10 - Australian Curriculum

Students will follow the Year 10 Maths B course to prepare them for Maths C in Year 11 and 12.

Years 11 and 12 - QCAA approved work program

The following main topics are covered:

- Real and complex number systems
- Introduction to groups
- Matrices and applications
- Vectors and applications
- Structures and patterns
- Linear programming
- Calculus
- Dynamics

How do students learn?

As well as the usual teacher/classroom based learning, students are expected to spend time at home working through concepts and problem solving to further develop their understanding and skills.

Regular assignments further contribute to developing deeper problem solving and research skills.

Students are expected to become fluent in the use of technology such as graphic calculators, Microsoft Excel.

How are students assessed?

Students are assessed using the three equally weighted criteria of:

1. Knowledge & Procedures
2. Modelling & Problem Solving
3. Communication & Justification

There are two written exams and 1 assignment per semester. Note that one exam consists of two papers.
PATHWAYS IN SCIENCE
Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. It provides an understanding of scientific inquiry methods, a foundation of knowledge across the disciplines of science, and develops an ability to communicate scientific understanding and use evidence to solve problems and make evidence-based decisions. The school’s curriculum pathways have been designed to support students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

AGRICULTURAL SCIENCE (OP- only offered in Year 11 & 12)
Why study Agricultural Science?
Agricultural Science explores the ways that people manage natural resources such as plants, animals, climate, soil and water to meet their basic needs. These management practices derive from current understandings about science, food and fibre production systems, sustainable farming practices, agricultural technologies, consumer-driven economics and effective product marketing. The scope of the subject is thus very broad. Because of the fundamental importance of agriculture to humans, the study of this subject is relevant to all students, not just those from a rural background.

What is studied?
Senior Agricultural Science seeks to develop a broad and integrated understanding of agriculture through studies in the three interrelated objectives of knowledge, problem solving and communication, which also form the exit criteria. Students learn to:
- understand and apply a wide range of concepts and principles underlying agricultural systems
- understand and be sensitive to issues of sustainability within the environment
- plan, organise, interpret, analyse, synthesise and evaluate diverse information from a range of sources to solve agricultural problems
- apply a range of technologies
- communicate effectively
- appreciate the indispensable role that agriculture plays in Australian society.

Over the two-year course, five units (Agribusiness, Natural resources management, Plant science, Animal science and Sustainable production systems) are studied.

How do students learn?
The approach to learning is investigative, practical and hands-on. Students plan and carry out a variety of field-based learning activities, sometimes working individually and at other times in teams. The range of activities includes plant and animal investigations, laboratory investigations, field surveys, computer and data management, and exercises in observation, classification and identification. Students may also undertake non-mandatory structured rural industry work experience if this is incorporated in the course offered by the school.

How are students assessed?
Schools use a wide range of assessment techniques to determine the relationships between student achievement and the exit criteria of the course (knowledge, problem solving and communication). Assessment techniques may include:
- short answer responses such as multiple choice, definition of terms, drawing and labelling diagrams, sentence responses, paragraph responses
- extended written responses such as essays, reports, research assignments
- oral responses such as reports, seminars, debates, hypothetical situations, interviews, dramatic presentations.
BIOLOGY (OP)

Why study Biology?
Biology is the study of the natural systems of the living world. It is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge. The study of Biology provides students with opportunities to:

- gain insight into the scientific manner of investigating problems pertaining to the living world
- experience the processes of science, which lead to the discovery of new knowledge
- develop a deeper understanding and an enhanced aesthetic appreciation of the living world.

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

What do students study?
Biology is concerned with the study of the phenomenon of life in all its manifestations. It encompasses studies of the origin, development, functioning, continual change and adaptation of life and living systems. In addition it explores the consequences of intervention into these systems and our past, present and future impact upon them. Understandings are developed in terms of concepts inherent in the principles of biology which are:

- Survival and reproduction
- The interrelationship of structure and function in the natural world
- Continuity and change at all organisational levels in the living world

In Year 10 students will be focussing on the important basics of Biology. They will be introduced to various topics to help them prepare for Year 11 and 12. Topics that will be studied in Year 10 will be: Biological Classification; Cell Biology; Genetics; Reproduction; Photosynthesis and Respiration. Students will focus on developing the necessary skills such as: researching; collecting and analysing both primary and secondary data; error analysis determination; source evaluation and experimental design incorporating design modification. Students will be assessed in accordance to the Senior Syllabus' criteria in Biology.

These concepts are explored more specifically in the following units in Year 11 and 12:

1: Functioning cells homeostasis and regulatory mechanisms
2: Reproductive Technology
3: It’s all in the genes
4: Evolution – The Story of Life?
5: Bugs And Beyond
6: Backyard Blitz-ecosystems
7: Animal and plant physiology
8: Human Havoc

How do students learn?
Students of Biology will participate in a wide range of activities to develop their knowledge of biology and their ability to solve problems arising in their everyday experiences. Consequently, student work involves both practical and theoretical elements.

Practical Elements:
The course places considerable emphasis upon practical work conducted within a laboratory and in the field. There is a minimum time commitment for field work of ten hours. Field work is integrated with the study of the key concepts to help students better understand biological phenomena. During practical activities students learn to examine collected data, suggest hypotheses that explain observations, and design and conduct experiments.
Theoretical Elements:
Whilst the practical elements of any science are important it is the theoretical which gives foundation to all experimental design and understanding. Consequently, this course relies heavily on students’ ability to research, comprehend and use the theoretical underpinnings of scientific discovery in contexts which cover past, present and future applications.

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

PHYSICAL SCIENCE (Year 10 only)
Physical Science has been designed to more rigorously prepare students for Senior Chemistry and Senior Physics. It is envisaged that after completing this subject in Year 10 students will be better prepared to excel in these subjects in the Year 11 and 12. Physical Science will consist of a semester of Chemistry followed by a Semester of Physics. The course will cover both theoretical and experimental components. The Chemistry Unit will cover two major areas of Chemistry. The first area will be on Atomic Structure (subatomic particles) and Chemical Calculations (balancing equations, stoichiometry and the mole). The second area will focus on Electrochemistry (Activity Series, galvanic and electrolytic cells). The Physics Unit will cover the areas of Energy, Motion, Light and Electricity. To create familiarity with senior assessment criteria students will be assessed in-line with the Senior Syllabus’ criteria in Chemistry and Physics. Students will focus on developing the necessary skills such as: researching; collecting and analysing both primary and secondary data; error analysis determination; source evaluation and experimental design incorporating design modification.

*Note: Students who choose Physical Science must also choose Chemistry.

CHEMISTRY (OP- only offered in Year 11 & 12)

Why study Chemistry?
Chemistry is the study of matter and its chemical interactions. A study of Chemistry will help students gain a better understanding of the precision and design of the physical world God created as we investigate natural phenomena in the test tube, in the crust of the earth or in living organisms, and in events at the molecular level.

A knowledge of Chemistry can assist students in understanding and interpreting many experiences in their everyday surroundings, thus enriching their daily lives. Chemistry is intimately involved in extractive, refining and manufacturing industries, which provide our food, clothing and many of the articles we expose ourselves and use daily. The Senior Chemistry course will provide a foundation for students who will proceed to all tertiary level courses in science, engineering or health science.

What is studied?
The following topics are studied in Year 11 and Year 12
- Atomic structure
- The air we breathe
- Water
- Acids and Bases
- Redox Chemistry
- Petrol Heads (Energy)
- Organic chemistry
- Forensic Chemistry
How do students learn?
Students learn by:

- Practicing and applying learnt procedures, theories & concepts
- Solving problems
- Participating in discussions
- Formulating hypotheses and testing them through fieldwork, experiments, interviews and research
- Predicting outcomes and proposing strategies
- Researching from primary and secondary sources
- Interpreting data from a wide range of sources
- Individual and group work

How are students assessed?
Students are assessed in three criteria:

1. **Knowledge and Conceptual Understanding** (the ability to recall and apply concepts, algorithms and procedures)
2. **Investigative Processes** (the ability to plan and perform investigations, and analyse data)
3. **Evaluating & Concluding** (the ability to make decisions about the knowledge they have gained)

There are three assessment techniques:

1. **Extended Experimental Investigation or EEI**: Within this category, instruments are developed to investigate a hypothesis or answer practical research questions. The focus is on planning the extended experimental investigation and problem solving using primary data generated through experimentation by the student. Experiments may be laboratory- or field-based. An extended experimental investigation may last from four weeks to the entirety of the unit of work. The outcome of an EEI is a written scientific report.
2. **Supervised Assessment**: Examination including such items as short response, paragraph responses, practical exercises or response to stimulus.
3. **Extended Response Task**: A written (report, article, assignment) or non-written response (seminar, demonstration, PowerPoint presentation or computer simulation) to a question, problem, issue or circumstance.

**PHYSICS (OP- only offered in Year 11 & 12)**

Why study Physics?
Students who study physics have the unique opportunity to look into the workings of the Universe through which the Bible tells us ‘God reveals Himself to man’.

Physics is the study of the laws of the Universe which enables us not only to gain understanding of the world around us but also to use that understanding in every area of life from microwaves in the kitchen, the plasma screen TV in the lounge, the environmentally friendly cars of the future and the many medical applications in our modern hospitals, to mention just a few.

What is studied?
*It is important to note that, because of the mathematical nature of this subject, students will need to be studying Maths B at senior level. Topics include:*

- Using electricity
- Energy for free?
- Electrical, magnetic and gravitational fields
- Quantum physics
- Sound and light
- Nuclear physics
- Forces and motion
- Gas laws
How do students learn?
As well as the usual teacher/classroom based learning, students engage in practical experiments and investigations. These include both short and long term (up to a term in length) research projects designed to develop student’s problem solving, practical and research skills.

How are students assessed?
Students are assessed in three criteria:

- **Knowledge and Conceptual Understanding** (the ability to recall and apply concepts, algorithms and procedures)
- **Investigative Processes** (the ability to plan and perform investigations, and analyse data)
- **Evaluating & Concluding** (the ability to make decisions about the knowledge they have gained)

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2. **Supervised Assessment**: Examination including such items as short response, paragraph responses, practical exercises or stimulus items.

SCIENCE 21 (OP- only offered in Year 11 & 12)

Why study Science 21?
The ever-growing importance of scientific issues in our daily lives demands a populace who have sufficient knowledge and understanding to follow science and scientific debates with interest, and to engage with the issues science and technology pose - both for them individually and for our society as a whole.

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

The process of scientific inquiry used in Science 21 develops:

- knowledge and understanding of science
- skills in scientific investigative processes
- appreciation of scientific issues and the impacts of science
- the capacity to communicate about science.

What is studied?
Science 21 is an interdisciplinary science course that aims to develop in students a broad understanding of the relevant science in today’s scientific and technological age. It deals with themes in real-world contexts that are of intrinsic interest and importance to students - the way the human body works, the ways we communicate, our place in the universe, our environment, our enjoyment of both synthesised and natural things.

A course in Science 21 is built on the “scientific priorities” of Technology, Health and wellbeing, Catalysts for discovery and Environment.

The interdisciplinary nature of Science 21 enables students to become knowledgeable and active participants in a scientifically rich society. A course of study in Science 21 is academically rigorous and complements student learning in the established science disciplines of Physics, Chemistry, Biology and Earth Science.
How do students learn?
Science 21 uses an inquiry-based approach to learning. This is consistent with and builds upon the teaching and learning that underpins the Years 1–9 Science Essential Learnings and Standards and the Year 10 Guidelines: Science learning area.

Inquiry-based learning involves a range of strategies including investigations, individual and cooperative learning, and direct instruction. In this inquiry-based framework, students play a major role in answering questions asked by themselves or their teacher.

Inquiry-based learning is a process, a way of thinking and problem solving. It is an effective strategy for:

- the development of higher-order thinking skills
- increasing student involvement and ownership of their learning
- recognising and catering for individual difference.

How are students assessed?
A wide variety of assessment categories gives everyone scope to succeed in Science 21. These may include:

- supervised written assessments, including short and extended response questions, and
- responses to stimulus
- extended experimental investigations, involving gathering and analysis of data obtained through controlled experiments or field observations
- extended response tasks, involving gathering and analysis of secondary research data
- collections of work, involving a collection of short, related research activities.
BUSINESS AND INFORMATION TECHNOLOGY

PATHWAYS IN BUSINESS AND I.T.

Every day we face many consumer, financial, legal, business and employment choices. Business Education helps us to make informed and responsible decisions. Of course an integral part of the business world is its integration with technology. These days, success in an occupational field, be it law, medicine, business, education, entertainment, finance etc., requires a command of IT. It touches nearly all aspects of our lives: the way we work, the way we learn, the way we communicate, the way we socialise, the way we entertain ourselves. Where would we be without it? For certain, IT is and will remain the foundation of the global economy for years to come.

The Year 10 Business, Economics, Legal Studies and IT courses are specifically designed to lead into senior ITS, Accounting, Business Management and Legal Studies. They will introduce concepts through practical activities and the use of the latest technology before moving onto more in-depth aspects of the courses in the senior phase.

ACCOUNTING (OP- only offered in Year 11 & 12)

The study of accounting enables students to understand the processes involved in generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for planning, control and effective decision making. This course is designed, not only to provide a foundation in the discipline of accounting, but also to prepare students for further education, training and employment. The subject offers scope and flexibility through the exploration of financial decisions and provides relevance for general education.

Students are provided with opportunities to develop skills in managing financial resources which can be applied at a personal level and in the business environment. They will use information technology to enable them to apply the accounting process in business. Completion of this course should enable students to participate more effectively and responsibly in a changing business environment.

Accounting is designed for students in the senior phase of learning who have a special interest in business studies and in the management of financial resources.

Areas of study may include:
- introduction to accounting
- integrated accounting packages (Quickbooks, MYOB)
- budgeting
- accounting for cash, accounts receivable, inventories, non-current assets
- managerial decision making
- electronic business
- analysis of financial reports
- personal financing and investing

Learning experiences include (but are not limited to):
- workplace simulations
- group work
- excursions
- debating
- analysing and evaluating case studies
- using computers and in the internet
- oral presentations
- projects
- guest speakers
- utilising computerised accounting packages (Quickbooks and MYOB)
Every day, we encounter and experience situations directly influenced by a business organisation and its management decisions - the colours used in advertising and marketing materials, the employees hired to assist us with our enquiries, the latest must-have product to hit the market, the design of a particular facility, the impact of certain actions on our environment and economy . . . the list goes on. By studying business management and economics, learners will gain a greater understanding of the nature and role of business, and appreciate the influence their decisions and actions as future business leaders will have on society.

This course of study prepares students for Accounting and Business Management in years 11 & 12.

Areas of study may include:
- financial management
- information procedures
- budgeting
- enterprise and ventures (run your own small business)
- marketing
- macroeconomics (unemployment, inflation, globalisation)
- micro-economics (supply/demand, price mechanism, allocation of resources)

BUSINESS MANAGEMENT (OP - Year 11 & 12)
Business Management builds students’ understandings of the important role that managers play in businesses that vary in size and nature. Students develop knowledge and understanding of business management as they explore the main functions of businesses. Learning through case studies in authentic local, national and global business contexts, students apply their knowledge to business situations in order to identify issues. Students analyse and interpret business information and management strategies, evaluating the success of these in meeting business outcomes. Simulating the role of business managers, students formulate and justify management strategies and recommendations that impact on business objectives.

A course of study in Business Management can establish a basis for further education and employment in the fields of small-to-medium enterprise, business management, human resource management, financial management, commerce, marketing and operations management and corporate systems management.

Areas of study may include:
- management practices
- operations management
- small-to-medium enterprise management (Australia Zoo)
- human resource management
- marketing management
- managing change in technological developments
- agricultural industry management
- business development
LEGAL STUDIES (OP)

YEAR 10
Legal studies will allow students to explore the power vested in our democratic institutions and wielded by our elected leaders. It explores issues that will challenge the way they see the world and how they understand the concept of achieving justice through the law. Students will be introduced to the Australian legal system and how the individual interacts with and is affected by the law, and will gain insights into how the law works in practice in a variety of contexts. Students will be engaged and stimulated by up-to-date case law and recent legislative developments. Areas of study may include:

What is law?

Where do our laws come from?

What is civil law?

What is criminal law?

What are my rights & responsibilities?

How does the law affect me?

Skills/Activities:
● mooting
● reading and understanding legal terminology
● analysing real cases
● debating
● accessing legal information
● excursions

YEAR 11 & 12
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.

The immediate relevance of Legal Studies to students’ lives would promote and motivate students to make constructive judgements and informed commentaries on the law, its system and processes, from practical and critical social perspectives. Students examine and justify their own opinions and attitudes to legal and social issues needing resolution, preparing them to participate in society as active and informed citizens.

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics.
Areas of study may include:

- the legal system
- human rights
- civil obligations
- criminal law
- employment and the law
- environment and the law
- family and the law
- housing and the law
- indigenous Australians and the law
- international law
- sport and the law
- technology and the law

**INFORMATION TECHNOLOGY SYSTEMS (OP)**

The subject Information Technology Systems is a practical discipline which prepares students to meet the ever-changing nature of IT and to respond to emerging technologies and trends. It provides students with the knowledge and skills used in the systems supporting IT. These systems range from those supporting the development of information, such as documents or websites, to those supporting technology, such as computers or networks.

**YEAR 10**

This subject prepares students for Information Technology Systems in Years 11 and 12. Areas of study may include:

- Blogging
- Podcasting
- Photography
- Video tutorials
- Graphic design production
- The complete digital citizen
- Javascript

Skills/Learning Experiences:

- Image manipulation including animation, virtual reality scenarios, 2D design and 3D modelling
- Technical elements including text, pixels, palettes, fonts, text boxes, frames, objects
- Teamwork and responsibilities
- Factors influencing design decisions
- Using customised graphic software
- Purposed online communication
- strategies for participating online
- Developing an online community
- Strategies for developing effective and valuable contributions to online discussions, publication and broadcasts
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. 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, games design, website design and animation.

Contexts include, but are not limited to, the following:
- Animation
- Game design
- Graphic design
- Interactive media
- Mobile technology
- Multimedia
- Networking
- Video production
- Web design
THE ARTS

PATHWAYS IN THE ARTS

The Arts are a language that everyone speaks. They cut across racial, social, educational and cultural barriers and enhance cultural appreciation and awareness. Through studying the Arts subjects within Senior students develop many skills such as critical thinking, verbal skill, motivation, concentration, confidence and teamwork, along with analysis, synthesis and evaluation skills. All of the Arts subjects use both practical and theoretical means to develop an in-depth understanding into the role the Arts play in our lives and culture. The year 10 courses in Dance, Drama, Music and Visual Art are all designed to develop the necessary skills and understanding required for the successful progression into the Arts subjects within year 11 and 12.

DANCE (OP)

Dance is one of the earliest and most natural forms of expression. It is pre-verbal, beginning in children before words can be formed. Dance is a natural method of learning and a traditional form of cultural expression. Dance within years 10 - 12 develops students physical, emotional and social awareness, whilst enhancing the skills of critical thinking, analysis and evaluation. Students learn in the Dance classroom by structuring danceworks, performing dance works, learning and developing technical and expressive skills, developing physical and sensory awareness, examining different contexts, genres and styles, and fostering a critical awareness of the aesthetic values of others, within and across cultural and social groups.

YEAR 10

Dance in year 10 focuses on the Social, Ritual and Artistic aspects of dance and its relevance in today's society. Students begin to develop the technical and expressive skills required to perform numerous dance styles, as well as experimenting with the creation of dance works across a number of genres. Students will also begin to develop critical analysis and evaluation skills whilst responding dance works. As a part of this course students will attend live theatre productions and participate in professional workshops. Areas of study may include:

- Popular dance styles (Jazz, Hip Hop)
- Stomp
- Health (Anatomy, Nutrition)
- Fitness (Pilates, Body Balance, Aqua Aerobics, Zumba)
- Contemporary Dance
- Contact Improvisation
- Childrens Theatre

YEAR 11 AND 12

Dance in year 11 and 12 builds on the knowledge and skills that students have developed in year 10. Dance in year 10 is not a prerequisite for study in year 11 and 12 but it is encouraged. In year 11 and 12 students explore in greater depth the role that dance plays in Australian and global history, as well as in today's society. Students experiment in detail the ways in which dance can be used as a tool for not only self expression, but also political, social and cultural communication. As a part of this course students will also attend live theatre and participate in professional workshops. Areas of study may include:

- Commercial Dance
- Musical Theatre
- Popular Dance (Jazz, Hip Hop)
- Contemporary Dance
- Australian Pioneers
- Dance and Technology
- Site Specific Dance
- Ballet
- Careers in Dance
DRAMA (OP)

A lot of what happens in the drama classroom requires students to think on their feet. Through improvisation activities, students learn to be spontaneous and creative. Group work requires cooperation and collaboration. As students actively explore characters and situations of their own imagining, and in written scripts, they build on their ability to empathise and understand. It is also a subject that requires a great deal of peer trust, and so it plays an important role in teaching communication, listening and empathy skills. For most students, Drama is a way of building self-confidence.

YEAR 10

In year 10 Drama students develop their knowledge and understanding in realistic acting, as this is the most prominent form of performance in modern entertainment, and it is a skill that will benefit students public speaking ability. Students also develop improvisation skills, which although is a style of performance in and of itself, also allows students to strengthen their ability to think on their feet, speak confidently and encourages the expression of creative ideas and effective collaboration. Students will also utilise their knowledge and understanding of drama styles and forms to evaluate, assess and critique both written and live performances. Areas of study may include:

- Realism
- Australian Theatre
- Improvisation
- Commedia Dell Arte
- Mask work
- Documentary / Collage drama

YEAR 11 AND 12

Drama in year 11 and 12 builds on the knowledge and skills that students have developed in year 10. Students study in more depth the social, cultural and political driving forces behind dramatic art, and the impact of this on audiences. Students study various dramatic styles and practitioners in order to develop a well rounded understanding of the art form and the numerous avenues students can pursue in the field after school. Areas of study may include:

- Realism
- Australian Theatre
- Aboriginal and Torres Strait Islander theatre forms
- Physical Theatre
- Asian Theatre forms
- Greek Theatre
- Shakespeare
MUSIC (OP)
This music course is a practical based subject where students discover the abilities of performing, listening to and composing music. Students will explore, evaluate and discover composers and musicians from a variety of historical and present contexts. Basic skills will be taught and developed according to each individual’s level of music understanding in order to increase their participation in and appreciation of music. The main aim of the music course is to develop student’s awareness of the music around them and to develop their analytic skills in order to appreciate music further.

YEAR 10
Year 10 Music follows the Studio Sessions program. This program integrates keyboards, computers and Jamhub (for live performance). Students will explore the skills of a music producer, audio engineer and film composer. Students will learn and develop performance skills on their chosen instrument/voice, composition (writing your own music) and theory, listening and analysing skills, all important skills necessary for completing senior music. It is highly recommended that students are receiving lessons on their chosen instrument from a private tutor. Although it is not necessary to read music, it will greatly help you succeed in this subject. Attending live shows and concerts are also part of the Music course. Areas of study include:

- Music production
- Audio Engineering
- Film composing
- Musical Theatre

YEAR 11 AND 12
Music in year 11 and 12 extends on the learning that takes place in year 10. Students are required to explore the areas of composition, musicology (theory of music) and performance, both individually and in ensembles. Senior Music enables students to develop the skills necessary for further study in performance, composition and sound engineering. Areas of study may include:

- Jazz
- Small ensemble
- Folk music
- Australian music
- Independent study

VISUAL ART (OP)
Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and ‘read’ is fundamental to becoming a critical consumer and/or producer of art works.

YEAR 10
Students are involved in in-depth studies of the principles of art and design, the social, historical and cultural influences of art and artists, and the technical skills required to become proficient in a variety of visual media for self-expression. Students complete units of work in fundamental, 2-dimensional and 3-dimensional studies. Areas of study may include:

- Creating Art works from varied media
- 2D and 3D Art forms
- Painting/drawing
- Mixed media
- Digital Art
- Journaling
- Critiquing Art works
YEAR 11 AND 12

Visual Art uses an inquiry learning model, enabling multimodal thinking and individual responses though researching, developing, resolving and reflecting. Through making and appraising, resolution and display of artworks, students understand and acknowledge the role of visual art and the contributions of visual artists, designers and craftspeople.

In *making* artworks, students define and solve visual problems by using visual language and expression, experimenting and applying media to communicate thoughts, feelings, ideas, experiences and observations. In *appraising* artworks, students investigate artistic expression and critically analyse artworks within diverse contexts.

In year 11 the focus of study is experimental leading towards the completion of a body of work. In year 12 the sole focus is the resolution of two bodies of work, which includes in depth research, experimentation, image development and completion of the art work.

Areas of study may include:

- Experimental folios
- Appraising / Critiquing Art works
- Social commentary
- Identity
- Cultural Communication
PATHWAYS IN TECHNOLOGY & DESIGN STUDIES

In the Senior School there are two main pathways offered to students - Manufacturing and Technology Studies. Manufacturing (non OP) leads on from Industrial Technology in the Middle School Years 7-9. The main focus of this pathway is on the development of practical skills in the making of products. Technology Studies (OP) leads on from Design Technology, which was studied in the Middle School Years 7-9. This pathway focuses on the development of skills in the engineering design process and on producing design prototypes.

MANUFACTURING (Non-OP)

Why Study Manufacturing?
The Sunshine Coast region is experiencing an increased demand for proficient young people who can service the Trade and Manufacturing industry. Manufacturing is a course which provides Year 10, 11 and 12 students with the opportunity to undertake practical projects which develop skills for industrial, domestic and recreational environments. It incorporates safe practice and technological processes using a range of materials, resources and specialised machinery. The course would benefit those students who wish to pursue careers in the automotive and associated services industries, as well as trade careers in Engineering, Industrial Design, Manufacturing and the Construction Industry.

How do Students Learn?
During the course, students will develop their skills in the use of graphics, both hand-written and CAD, to communicate product details. They will also communicate their understanding of procedures, techniques and technical facts for the production process. Students will construct products using wood, plastics and metals by applying various cutting, bending, joining and shaping techniques. They will make logical decisions on the most appropriate hand and power tools, specialised machinery and processes to use when creating products.

What is Studied?

Year 10
This introductory course in Year 10, is designed to consolidate the wood working skills developed from previous years, but to primarily introduce students to metal fabrication. The following exemplify the kinds of topics which may be studied:

- Metal fabrication - Steel Hacksaw, Sheet metal helicopter, tool-box
- Oxy-Acetylene theory and practice
- CNC routing, Laser and CAD program prototyping with plastics
- Recreational model making and equipment, car and boat design, domestic implements
- Letter box designs
Year 11 and 12
The 2 year course involves an integrated practical approach to equip students with a basic knowledge and practical skill in automotive and engineering technology.

Automotive Studies
- Small engine, Car engine design, assembly and maintenance
- Fuels, fuel supply systems
- Ignition, exhaust and cooling systems
- Car Suspension and brake systems
- Safety in the automotive workplace

Engineering Studies
- Metal fabrication using oxy/acetylene welding and cutting, MIG welding procedures and CNC plasma cutting technology
- Scale model boat design and “hotrod” car production
- “Metal Art” creations – sheet metal shaping, forming techniques
- CNC routing technology for creating plastic, timber and metal components
- Laser cutting technology applications
- Recreational and domestic equipment products.

TECHNOLOGY STUDIES- ENGINEERING & DESIGN (OP)

Why Study Technology Studies?
Technology Studies involves Year 10, 11 and 12 students in designing, engineering and producing innovative and creative products. This course helps students to investigate the many ways in which people design/create and use different forms of technology to benefit the local and global community.

How do Students Learn?
Students will take on the role of designers, decision makers and communicators. Students focus on real-life design tasks to apply the product design process to solve complex problems. During the course, students will investigate and develop ideas to produce written design folios, production plans and complete project appraisals. Through a practical approach students will be required to produce innovative engineered products, prototypes or models using wood, plastics, metals and composite materials. They will make logical decisions on the most appropriate materials, tools, processes and systems to use when solving design problems.

Investigations will integrate the use of CAD programs, CNC router, Laser and 3D printing technologies for product design prototyping.
What is Studied?
During this course, the following design investigations exemplify the kinds of topics studied:

Year 10
- Aerodynamics in Design: CO2 Dragster prototypes
- CNC router/laser/3D printing design creations and Flat-pack products
- The Way Things Work – Trebuchet design
- The Way Things Work – Hydraulic Robot design

Year 11 and 12
- Gantry crane
- Power boat design
- Flat-pack furniture design
- Household appliance prototyping
- Toy design
- Motor bike Jack
- Alternative energy vehicle
- All terrain vehicle/aviation transporter
- Disability aide technology

HEALTH AND PHYSICAL EDUCATION

PATHWAYS IN HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION (OP)

Why Study Physical Education?
Physical Education involves students learning in, about and through physical activity. The Senior Physical Education course focuses on the complex interrelationships between motor learning, psychological and other factors that influence individual and team physical performances. It also focuses on the wider social attitudes to and understandings of physical activity.

What Do Students Learn?

YEAR 10
Students participate in both a theoretical and practical component, designed to prepare them for the Year 11 and 12 OP subject.

The themes/activities involved in the practical component are:
- Indirect Interceptive- Volleyball, Tennis, Lawn Bowls
- Mountain Biking
- Direct Interceptive- Golf, Touch Football, Futsal/Soccer
- Swimming (Recreational Bronze)

The themes that make up the theoretical component are:
- Skill Acquisition and Motor Learning
- Fitness and Training
- Biomechanics
- Life Saving Theory
YEAR 11 & 12

Students study four (4) physical activities over the 2-year senior course of study, with equal time and emphasis given to each activity:

- Touch Football (9 Weeks in Year 11 & 8 Weeks in Year 12)
- Team Volleyball (9 Weeks in Year 11 & 8 Weeks in Year 12)
- Netball (9 Weeks in Year 11 & 8 Weeks in Year 12)
- Golf (9 Weeks in Year 11 & 8 Weeks in Year 12)

Integrated subject matter is drawn from the following three (3) focus areas of study:

- Learning physical skills related to the activities.
- Processes and effects of training and exercise including physiology of exercise, training and program development and how these can improve team and individual performance.
- Equity and access to exercise, sport and physical activity in Australian society.

How Do Students Learn?

At least 50 per cent of timetabled time involves students engaging in physical activity. Students are involved in a variety of written, oral and physical learning experiences that are focused on the study of the four (4) physical activities. As part of our program we provide electronic access to student-centred and student-paced learning in Physical Education via E-Learning Physical Education and Datafish Biomechanical Analysis Software.

How Is Student Work Assessed?

A wide range of assessment techniques are used including physical, oral and written activities such as examination essays, research assignments, oral presentations as well as practical performance evaluations. The achievement level awarded to each student on exit from the course is based on student performance in the assessable exit criteria of the course as outlined in the syllabus. These criteria are Acquiring, Applying and Evaluating.

SPORT & RECREATION (Non-OP)

This Physical Education subject has been developed to expose learners to variety of aspects within the Sport and Recreation industry. Students are assessed on ability to plan and lead sporting and outdoor recreation programs rather than their individual physical ability and sporting skills. This course is suited to those students looking to progress to the Sport & Rec certificate course in Year 11. The Sport and Recreation program involves a range of experiences that provide knowledge, processes and skills contributing to many vocational pathways. Skills learned include the demonstration of effective communication techniques when coaching as well as event planning and outdoor recreational experiences.

What is studied?

- Learning experiences include:
  - Umpiring and Officiating competition
  - Organising of gym and fitness programs
  - Peer teaching and coaching experiences
  - Coaching techniques
  - Bush survival techniques
  - Event planning and management
  - Outdoor activities include but not limited to - Rock Climbing, Mountain Bike Riding and Canoeing.

ASSESSMENT

Assessment techniques include: practical tasks, oral and seminar presentations that may be supported by visual aids, reports, response to stimulus and written tests.
PATHWAYS IN HOSPITALITY AND HOME ECONOMICS

HOSPITALITY
Hospitality is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life, as well as with specific knowledge and skills related to employment within the industry. Many careers await students who choose to work in the hospitality industry. This industry comprises of businesses that provide food and beverage, accommodation and entertainment services for their guests or clients. All Hospitality subjects, have a practical and theory component and students will study front-of-house service and back-of-house service.

HOME ECONOMICS
Home Economics offers 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. Our school will be predominantly studying the TEXTILE component of this subject. 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.

HOSPITALITY (Year 10 only)
Hospitality gives students a foundation that, with further development of their skills and understandings in Year 11 and 12 Hospitality, could lead to professional hospitality careers in food and beverages, catering, resorts, tourist attractions, events or tourism.

Hospitality covers the most important aspects of professional food preparation and service within the Australian Hospitality Industry. Students will develop skills in workplace health and hygiene, espresso and non-alcoholic beverage making skills. Students throughout the year will assist with different restaurants, coffee shops and functions often playing a key role to the success of the event eg. Cafe Cuisine and Multicultural Cuisine. Students will analysis and evaluate these functions, giving recommendations for improvement at future events.

TOPICS: Café Culture and World on a Plate

ASSESSMENT: Students will be assessed on three criteria:
- Knowledge and Understanding
- Planning
- Performance

This will be demonstrated using the following techniques: practical tasks, oral and seminar presentations that may be supported by visual aids, research reports and written tests.
Hospitality Studies develops critical awareness of the social, cultural, environmental and economic factors that affect the hospitality industry, while promoting efficient, creative and entrepreneurial skills and a commitment to service.

Students create, implement and reflect on hospitality events, and examine and evaluate hospitality industry issues, exploring the possibilities for a sustainable future for the industry. Hospitality issues are challenges that impact the hospitality industry. Hospitality events are authentic opportunities for students to create hospitality products and provide services for clients/guests, reflective of industry practice, e.g. high tea, breakfast, buffet lunch, three-course meals, pre-function service.

What is studied?
A course of study in Hospitality Studies consists of exploring core hospitality management practices through a range of topics. The topics are:
- Kitchen production
- Beverage production and services
- Food and beverage services

This course of study has an increasing level of challenge in both breadth and depth of subject matter. The increasing complexity will be evident in the variety and difficulty of teaching and learning experiences aligned with increasing assessment challenges. Students work individually and in teams. They develop good communication skills and make decisions to create and implement a number of different hospitality events across the course of study.

By creating and implementing hospitality events, students develop understandings and skills in analysis, justification, planning, implementation, evaluation and reflection. As well, an inquiry approach underpins the learning of this subject; students explore, examine and evaluate issues and study the opportunities for a sustainable future for the industry. When investigating hospitality issues, students reflect on and expound a viewpoint, synthesise arguments with supporting evidence and draw conclusions relevant to the hospitality industry.

ASSESSMENT
Hospitality Studies students demonstrate achievement in the three dimensions of Inquiring, Planning, and Performing. This is evidenced in a variety of ways, using the following techniques:
- supervised written assessment
- research assessment
- performance assessment.

Assessment involves students in:
- understanding and investigating issues by examining information to synthesise arguments and draw conclusions
- using genre and language conventions
- analysing contextual factors, principles and procedures to develop plans and justify decisions for hospitality events
- evaluating planning and implementation of hospitality events and making recommendations for improvement
- demonstrating practical skills to create products and/or provide services, and managing resources to implement hospitality events.
HOSPITALITY - YEAR 11 AND 12 (NON-OP)

This Hospitality subject has been developed to engage learners in a range of contemporary real-life contexts. Hospitality learning involves a range of experiences that provide knowledge, processes and skills contributing to vocational pathways. Skills implicit in hospitality include working in teams, demonstrating effective communication, and organisational and interpersonal skills.

What is studied?

Learning experiences include:
- participating in workshops using hygienic, safe and efficient work methods to practise food production techniques
- evaluating the suitability of a range of foods for different situations and customers
- planning menus within the constraints of kitchen equipment, utensils, dining area and staff skill levels
- developing menus and completing cost analyses to meet profit requirements for functions
- designing a product and its image
- interacting with guest speakers
- completing requisitions and order forms
- purchasing commodities
- front office and housekeeping scenarios
- planning and evaluating hospitality ventures and events

ASSESSMENT

Assessment techniques include: practical tasks, oral and seminar presentations that may be supported by visual aids, reports, response to stimulus and written tests. Students will be assessed in three areas:
- Practical skills and Application
- Planning and Decision-making
- Knowledge

HOME ECONOMICS - TEXTILES (OP)

Why study Home Economics?

Home Economics offers 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. 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.

Our school will be predominantly studying TEXTILES.
What is studied?

YEAR 10
- Fabric and culture: Research task on cultures communicated on a textile article
- Fabric and colour: Students study different ways of applying colour to fabric meeting brief requirements
- Streetwear: Students explore fashion trends and how they impact on choice in wardrobe selection
- Needs and opportunities: Students develop a brief that meets set guidelines

OUTSTANDING DESIGN COMPETITION: This award is presented to the outstanding design in either fashion or interior (alternate years) as judged by a panel, which includes an industry representative. The winning entrant is presented with their award at the Awards Night Celebration.

ASSESSMENT
Assessment will consist of written tasks, portfolios of work and constructed items.

YEAR 11 & 12
Home Economics is concerned with developing deep understandings about the reciprocal impacts that capabilities, choices and priorities — individuals, families, government and non-government organisations and local and global communities — have on each others’ well-being through three areas of study:
- Individuals, families and communities
- Nutrition and food
- Textiles and fashion.

Each area of study is underpinned by broad understandings that guide a course of study. These broad understandings are that:
- the wellbeing of individuals, families and communities is explored through various points of view, exploring the impact of Textiles in communities being the core
- 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.

There will be two substantial units of work — one in Year 11 and one in Year 12. These permit depth and sophistication of understanding and increased complexity across the areas of study.

How do students learn?
Home Economics uses an inquiry approach to investigate issues and design challenges that are related to individual and family well-being in the context of maintaining healthy and sustainable local and global communities. Students will develop their reasoning skills through thinking critically and creatively by analysing, synthesising, evaluating and justifying the issue or design challenge relevant to the wellbeing of individuals, families and communities.

Using collective points of view such as social/cultural, historical, political/legal, technological, ethical, economic and environmental, students will be able to develop the skills of research and investigation needed for the critical and informed reasoning of a range of issues.

In a design challenge or practical task students will use the processes of planning and managing resources, exploring, using, developing and refining skills to create a product that meets the intended purpose in both food and textile contexts. Reflection in all stages of planning and production will be used to determine and justify the effectiveness of actions.
How are students assessed?
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, teacher may select from, and combine in a variety of ways, the following techniques:

- supervised written assessment
- research assessment
- product assessment.

Assessment involves students 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 textile contexts involves planning, evaluating and reflecting as well as the performance of a range of practical skills
DISTANCE EDUCATION

AUTHORITY (OP) SUBJECTS OFFERED:

- French
- German
- Chinese
- Japanese
- Economics
- Geography
- Modern History
- Senior Dance
- Music
- Visual Art
- IPT - Information Processing and Technology
- Accounting

AUTHORITY REGISTERED (OP) SUBJECTS OFFERED:

- Visual Art Studies
- Hospitality Practices
- Community Services and Children’s Services
- Science in Practice
- Career Education
- Information Technology
- Business

Note: There are prerequisite requirements for some of these subjects. For more information, please see Mr. Rob Steffler (Dean of Studies).
### ADDITIONAL INFORMATION THAT YOU MIGHT FIND HELPFUL

**WHICH ENGLISH SHOULD I CHOOSE?**

<table>
<thead>
<tr>
<th>AUTHORITY ENGLISH</th>
<th>ENGLISH COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Syllabus that emphasises critical literacy as the theoretical underpinning of course – in order to up the ‘ante’ of intellectual rigour of subject English.</td>
<td>● A variety of practical communication genres relevant to the three strands of <em>work</em>, <em>community</em> and <em>leisure</em>.</td>
</tr>
<tr>
<td>● Inclusion of metalanguage – ie. discourse, intertextuality, privileging, foregrounding, register etc.</td>
<td>● Written pieces range from 200 words – 500 words.</td>
</tr>
<tr>
<td>● Emphasis on <em>extensive</em> reading and writing.</td>
<td>● Range of assessment strategies with a stronger emphasis on spoken tasks.</td>
</tr>
<tr>
<td>● Written pieces ranging from 600 words under exam conditions to 1000 words in assignment</td>
<td>● Spoken tasks that range from 3 – 5 minutes</td>
</tr>
<tr>
<td>● Examples of tasks include: a marketing proposal, interior monologues, short story construction, analytical essays, extended research assignment.</td>
<td>● Examples of tasks include: multi-media presentation of travel itinerary, marketing for selected charities, conflict resolution interview and the planning of a music festival.</td>
</tr>
<tr>
<td>● Spoken tasks that range from 4 minutes to 10 minutes</td>
<td>● An emphasis on practical application of genres.</td>
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</tbody>
</table>
### WHICH MATHS SHOULD I CHOOSE?

<table>
<thead>
<tr>
<th></th>
<th>Pre-Vocational Maths</th>
<th>Maths A</th>
<th>Maths B</th>
<th>Maths C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OP eligibility</strong></td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
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<tr>
<td><strong>QCE eligibility</strong></td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>Desire to learn</td>
<td>C or higher in Grade 9/10 Mathematics</td>
<td>B or higher in Grade 9/10 Mathematics</td>
<td>You must also study Maths B</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td>Focus on measurement, money &amp; statistics in real life applications in a trade or business.</td>
<td>Focus on algebra, calculus, geometry &amp; statistics in preparation for further studies.</td>
<td>Focus on applied higher mathematics including functions, calculus, trigonometry for tertiary studies</td>
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<tr>
<td><strong>Assessment</strong></td>
<td>Practical activities</td>
<td>Supervised Examinations (one per term)</td>
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<td></td>
<td>Folio of work completed</td>
<td>Assignments</td>
<td>Assignments</td>
<td>Assignments</td>
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<td></td>
<td>Quizzes</td>
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<td></td>
<td>Projects – mostly in-class</td>
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<tr>
<td><strong>Future Pathways</strong></td>
<td>Workplace</td>
<td>Trades and careers in:</td>
<td>Tertiary studies in sciences such as:</td>
<td>Tertiary studies in sciences such as:</td>
</tr>
<tr>
<td></td>
<td>Retail</td>
<td>● Carpentry/ Plumbing/ Building Industry</td>
<td>● Engineering</td>
<td>● Engineering</td>
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<td></td>
<td>Service</td>
<td>● Accounts clerk</td>
<td>● Business</td>
<td>● Business</td>
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<td>● Tax agent</td>
<td>● Medicine</td>
<td>● Medicine</td>
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<td>● Health &amp; recreation</td>
<td>● Accounting</td>
<td>● Accounting</td>
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<td>● Scientist</td>
<td>● Scientist</td>
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<td></td>
<td>Trades</td>
<td>Tertiary studies in humanities or business such as:</td>
<td>● Statistician</td>
<td>● Statistician</td>
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<td></td>
<td>● Carpentry</td>
<td>● Teaching</td>
<td>● Teaching</td>
<td>● Teaching</td>
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<td></td>
<td>● Building</td>
<td>● Nursing</td>
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<tr>
<td></td>
<td>● Plumbing</td>
<td>● Management</td>
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<tr>
<td><strong>Recommended for</strong></td>
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<td>Students who enjoy the challenge of mathematics</td>
<td>Students who enjoy the challenge of mathematics</td>
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<td></td>
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<td></td>
<td>Students who are prepared to work hard.</td>
<td>Students who are prepared to work hard.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Students who are undecided on a University course and have the recommended pre-requisite ability.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Students who intend to pursue tertiary study requiring higher mathematics</td>
<td>Students who intend to pursue tertiary study requiring higher mathematics</td>
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</tbody>
</table>
Concerned about your teen’s future?

Want to know more about the career options for your teenager?  
Want to help them choose subjects for Year 9 and beyond?

Attend our free career and transition workshops for parents.

PACTS (Parents as Career Transition Support) is a series of interactive workshops developed to give parents/caregivers the confidence to assist their teenager with making a plan for life after school. Workshops include information about career planning, apprenticeships and traineeships, vocational education and training (VET), university, TAFE and employment.

For more information about the program, venues, and key dates phone 5316 7666, email yourfuture@qut.edu.au or visit www.facebook.com/yourfuturecareer

Register at www.eventbrite.com.au (type PACTS into the search box)

A Moreton Bay community initiative proudly supported by