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### AUTHORITY SUBJECTS – Contributes to Overall Position (OP)

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### VOCATIONAL EDUCATION AND TRAINING (VET)

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### VET IN SCHOOLS PROGRAM

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Welcome to Warwick State High School. I trust that you will enjoy the coming years of study at this school, a time that will bring great benefits to you personally and eventually professionally. Success at Warwick State High School will be enhanced by a daily commitment to your AAA Rating – Attendance, Attitude and Achievement and a focus on the school’s RRR Values – Respect, Responsibility and Relationships. In the end, success at school involves hard work and commitment. As Principal of the school, I am committed to developing a first class education system that meets the unique needs of all children. To maximise learning is our school’s central priority – EVERY STUDENT SUCCEEDING.

In order to maximise learning, the Warwick State High School environment is characterized by:

- clear standards of academic and social behaviour where teaching and learning rights are protected;
- a flexible, broad and coherently organised curriculum;
- high quality teaching and learning practices matched by high quantity teaching and learning time;
- quality time for teachers to reflect on, evaluate and improve curriculum and teaching;
- literacy and thinking skills as key organising principles for all our programs;
- commitment to developing confident and productive users of new technologies;
- celebrating and rewarding successes and achievement;
- clear communication between home and school;
- positive and caring interpersonal relationships;
- opportunities to further student excellence and personal development above and beyond the classroom;
- alternative learning environments and pathways.

Students entering Year 11 begin a course of study that assists them to life beyond the traditional school environment. They also enter a time when school is no longer compulsory. They are given the best opportunity to acquire the essential knowledge, skills and understanding for future success through comprehensive, flexible and balanced curriculum. The program offered provides variety, flexibility and choice.

We hope you will find in this booklet the answers to many of your questions about the subjects available in this school for students in Year 11. During the last twelve months, students have been introduced to the whole range of subjects. Now is the time for a careful selection of subjects based on students’ needs and ambitions, their past achievements and their general interests.

All Heads of Department and subject teachers have contributed to this booklet and I thank them for their efforts. If there is any aspect of a particular subject on which you require further information, appointments may be made with subject department heads by contacting the school office. Appointments with the Guidance Officer may also be made through the school office. In addition, any member of the Executive Leadership team will be happy to discuss any issues with you.

I hope that you find this booklet useful and that the choice of subjects for the next two years results in a worthwhile experience for your students. We believe that students who choose their areas of study wisely after sufficient consideration and guidance, and will have greater success in achieving their Queensland Certificate of Education will find their senior school studies to be more enjoyable.

Cheryl Bullion

Principal
Explanation of Laws relating to the Senior Phase of Learning (Years 11 and 12)

Introduced in 2006, the legislation requires that all young people must complete Year 10, and then participate in further education and training, full-time employment, or a combination of education, training and employment. These laws make it compulsory for young people to stay at school until they finish Year 10 or have turned 16, whichever comes first. In addition:

• young people are required to then participate in education or training for a further two (2) years, or until they have gained a Senior Statement, and if they qualify, a Queensland Certificate of Education (QCE)
• or until they have gained a Certificate III vocational qualification
• or until they have turned 17.

Exemptions are provided for young people who enter full time work (greater than 25 hrs/week) after they have completed Year 10 or have turned 16.

At the end of Year 12 students will receive a Student Education Profile which may include the following:

1. Queensland Certificate of Education (QCE)
2. Senior Statement
   • Subject Results
   • Queensland Core Skills (QCS) Test Result
   • Training Qualifications
3. Tertiary Entrance Statement
   • Overall Position (OP)
   • Field Position (FP)
4. Statement of Results – VET subjects
5. Queensland Certificate of Individual Achievement (QCIA)

Depending upon your eligibility criteria and chosen subject combinations you may not receive all the above documents. These documents are issued by the QCAA and posted out in December of the year you complete Year 12.

Queensland Certificate of Education (QCE)
The Queensland Curriculum and Assessment Authority (QCAA) awards this certificate at the end of Year 12 to any student who qualifies. To qualify for a Queensland Certificate of Education (QCE) students will have had to meet a number of criteria, including:

• set standards of achievement (passing subjects studied)
• set literacy and numeracy requirements
• a set pattern of study (3 selections from core must be passed for all of Year 11 and 12)
• a substantial amount of learning (minimum of 20 credits) whether it be from completed core units, other core preparatory, enrichment or advanced courses of study or a combination of these elements. These courses cover a wide variety of options and are quite flexible in their nature.

The QCAA will issue the QCE only when the student has met these criteria. Literacy and numeracy skills are essential with the recognition of set standards of achievement in these areas. Selection of subjects will need to be considered carefully to ensure students qualify for a QCE.

Senior Statement
The QCAA also issues a Senior Statement that records the specifics of a student’s learning achievements that are banked in a learning account. These are established early in Year 10. Students are able to access their learning account to review their number of credits etc, by using their LUI learner unique identifier (a number/code). This number is given to the students early in Year 10.

Tertiary Entrance Statement
Students seeking tertiary study have to meet tertiary entrance requirements. Only OP eligible students are issued with a Tertiary Entrance Statement when they complete Year 12. Students who are OP eligible must sit for the Queensland Core Skills Test held in late August/early September of the year they complete Year 12. Throughout the year information evenings/sessions are held to explain this information. Further supporting information is distributed through newsletters.

However, more information is readily available at the Queensland Curriculum and Assessment Authority (QCAA) Website:

www.qcaa.qld.edu.au

Queensland Certificate of Individual Achievement (QCIA)
Recognises the achievements of students who are on individualised learning programs.
Guidelines for Selection of Subjects

Subjects are divided into semester units. Each student should study six (6) subjects through Years 11 and 12 over 4 semesters. Following are the types of subjects offered:

1. **AUTHORITY SUBJECTS:** These are subjects for which the school’s work program is based on a syllabus, common to all schools throughout Queensland. To qualify for a Tertiary Entrance Statement (OP) you will need to choose a minimum of 5 authority subjects. It can be advantageous to select 6 Authority subjects.

- Accounting
- Agricultural Science
- Ancient History
- Art
- Biology
- Business Communications and Technology
- Chemistry
- Drama
- English, English Extension (Literature Year 12 only)
- Geography
- Graphics
- Home Economics
- Information Processing and Technology
- Japanese
- Legal Studies
- Maths A, Maths B, Maths C
- Modern History
- Music, Music Extension (Year 12 only)
- Physical Education
- Physics
- Science 21

2. **AUTHORITY REGISTERED SUBJECTS:** These are subjects that are designed by the teachers at our school based on QCAA guidelines. They will appear on your Queensland Certificate of Education (subject to meeting criteria) but do not contribute to your OP. If you are planning to receive a Tertiary Entrance Statement, you may choose one subject from this area.

- Arts in Practice
- Business Studies
- Early Childhood Studies
- Engineering Skills
- English Communication
- Fashion
- Furnishing Skills
- Hospitality Practices
- Industrial Graphics Skills
- Information Communication Technology Studies
- Industrial Technology Studies
- Music in Practice
- Pre-Vocational Mathematics
- Recreation
- Tourism
- Visual Arts in Practice

3. **VOCATIONAL EDUCATION TRAINING (VET):** The following certificate courses are offered as part of our RTO (Registered Training Organisation – 30450)

- Certificate II in Engineering Pathways (MEM20413)
- Certificate II in Rural Operations (AHC21210)
- Certificate II in Active Volunteering (WSS122K)
- Certificate II in Sampling and Measurement (MSL20109)

4. **EXTERNAL TRAINING PROVIDER:** These are subjects where results are awarded by an external training provider, for example, TAFE, Australian Music Examinations Board (AMEB), Trinity College of Music.

**Extra-Curricular Activities (May incur extra costs)**

Samples of extra-curricular activities include:

- Structured workplace learning
- Leadership opportunities/camp
- Personal & group challenges
- Student council
- Competitions – Maths / Geography etc.
- Queensland Core Skills Test – training manual
- Safe Driver training
- Curriculum excursions
- Band / band camp
- Participation in open days, career expos, university experience days and attend presentations from various training/tertiary institutions.
- Undergraduate Medical Admissions Test (only for limited students)
- Sporting competitions
- School musical
- Public speaking & debating
- Peer mediation training and mentoring

**What is the Queensland Core Skills Test?**

The Queensland Core Skills (QCS) Test is a Queensland test, designed for Queensland students, developed by the Queensland Curriculum and Assessment Authority and administered in schools. It is a common statewide test for Queensland Year 12 students. It is an achievement test, not intelligence or an aptitude test. It is based upon the Queensland senior curriculum. The test is accessible to all Year 12 students regardless of individual differences in subject selections.
What are OPs and Field Positions?

**Overall Position (OP)** - a student’s rank order based on overall achievement in Authority Subjects calculated from 20 semester units of 5 subjects over 4 semesters. OP’s go from 1 (the highest) to 25 (the lowest) – students require 20 semester units to be eligible. At least 3 subjects must be studied for 4 consecutive semesters over the 2-year period. OP Eligible students must sit for the QCS test.

**Field Position (FP)** - a student’s rank order position based on overall achievements in Authority subjects is up to 5 fields A, B, C, D, E. In each field the FP goes from 1 (highest) to 10 (lowest). They are designed to assist universities and TAFE institutes to select students with similar OPs for entry to courses. FP’s are related to skills in certain areas eg. complex mathematical computations. Students may not receive a Field Position in each field as this depends on the subjects chosen.

Vocational Education and Training (including the TAFE in Schools Program)

Warwick SHS is a Registered Training Organisation (RTO # 30450), and as such can deliver a variety of courses containing formally recognised qualifications from the Australian Qualifications Framework (AQF). The qualifications delivered by most Queensland secondary schools are at Certificate I and II levels.

Warwick SHS works in close partnership with other RTOs (TAFE and private providers) to support student access to VET qualifications. VET at WSHS can be accessed in a variety of ways. Students can study certificate courses offered by Warwick SHS or other training providers. Student completing a School-based Apprenticeship and Traineeship will also engage in VET through various training providers.

**Why choose VET at school?**

VET can provide opportunities for all senior students including those who are seeking university entrance or employment specific training. It provides learning opportunities beyond the traditional curriculum and flexible pathways from TAFE to University. All assessment meets industry standards. You have the opportunity to:

- Earn a VET qualification before completing Year 12 (Certificate I, II or III)
- Commence a Diploma program while still at school through the Accelerate Program (see below for further details)
- Receive an insight into the Industry you are interested in to determine if it is right for you
- Stand out in the crowd when applying for jobs
- Earn credit points towards your QCE

**VET and the Queensland Certificate of Education (QCE)**

- **Certificate I** - a Certificate I is worth 2 or 3 QCE credits points. There is no limit to the number of Certificate I qualification a student can gain, but only 2 qualifications will count towards a QCE.
- **Certificate II, III and IV** - a Certificate II is worth 4 QCE credits points, while many Certificates III and IV are worth up to 8 credits.

**VET and Tertiary Entrance**

- **OP** - To be eligible for Tertiary entrance a student must choose a minimum of 5 Authority (OP) subjects. This means that a student can be OP eligible and still study a VET qualification.
- **Rank** - If a student is ineligible for an OP, a VET Certificate III qualification, combined with the results of all subjects studied, may be used to calculate a selection rank for tertiary entrance.

**How is VET offered at Warwick SHS?**

VET at WSHS is offered in 3 different ways:

1. Students can study Authority Registered subjects that promote vocational learning but do not have a certificate qualification included.
2. Students can study VET certificate courses offered by Warwick SHS (RTO # 30450).
3. Students can engage in VET offered by other training providers eg TAFE.

**VET and Authority Registered Subjects**

Some subjects are designed to promote vocational education and/or employment opportunities with work experience being strongly recommended. School subjects do not generally have a VET qualification embedded, however, they do provide valuable insight into their industry areas:

- Arts in Practice
- Business Studies
- Early Childhood Studies
- Engineering Skills
- English Communication
- Fashion
- Furnishing Skills
- Hospitality Practices
- Industrial Graphics Skills
- Information Communication Technology Studies
- Industrial Technology Skills
- Music in Practice
- Pre-Vocational Mathematics
- Recreation
- Tourism
- Visual Arts in Practice
VET offered by Warwick SHS (RTO 30450)

- MSL20109  Certificate II in Sampling and Measurement

VET offered by external Learning Providers (including TAFE)

**TAFE Queensland South West - RTO # 0526 (Warwick Campus) – Wednesday afternoon – Material Cost Payable**

- AUR21212  Certificate II in Automotive Underbody Technology  Warwick
- AHC21210  Certificate II in Rural Operations  Warwick
- SIT20213  Certificate II in Hospitality  Warwick
- SIT20312  Certificate II in Kitchen Operations  Warwick
- CHC30113  Certificate III in Early Childhood Education, Education Care  Warwick
- MEM20413  Certificate II in Engineering Pathways  Warwick
- CPC10111  Certificate I in Construction  Warwick
- UEE22011  Certificate II in Electrotechnology  Toowoomba
- AHC20410  Certificate II in Horticulture  Toowoomba
- HLT30113  Certificate III in ATSI Primary Health Care  Toowoomba
- SIH20111  Certificate II in Hairdressing  Toowoomba

Volunteering Queensland (RTO 6020)

- CHC24015  Certificate II in Active Volunteering  Warwick State High School

**Accelerate Programs – Full Fee Courses**

- SIT50212  Accelerate to Events
- HLT51612  Accelerate to Health

**Accelerate Programs** have been developed as a pathway for school students to transition into a Diploma program at the completion of Year 12. Throughout Years 11 and 12, students in an Accelerate Program will undertake a minimum of 8 units of competency that are part of a Diploma qualification, or form the pre-requisites of underpinning knowledge to gain entry into a Diploma Program. Generally students will not receive a full qualification by the end of Year 12 but will transition smoothly into a Diploma Program after Year 12.

**Detailed Fact Sheets** Fact sheets regarding any TAFE subject are available in the TAFE School 2017 Course Guide. These can be found on [http://tafesouthwest.edu.au/study-with-us/school-students/tafe-at-school](http://tafesouthwest.edu.au/study-with-us/school-students/tafe-at-school) If you cannot access the website a 2017 Course Guide can be obtained from the Student Resource Office.

**How do I apply for a TAFE subject?**

1. Complete your Warwick SHS Subject Selection Form indicating the TAFE subject you wish to study
2. Complete the TAFE Expression of Interest **date to be advised**
3. TAFE will send out relevant enrolment documents after **date to be advised**

**When do I start?** You will commence your program in February 2016. Courses can commence in Year 11 or 12.

**Costs:** Most Certificate I and II courses have no fees attached Some Certificate III courses are available as listed above but fees are considerably less than the mainstream rate eg Certificate III Early Childhood Education and Care - In 2016 the fee was approximately $480. Accelerate Programs are also charged at the full fee for service rate.

Enrolment documents from TAFE will include information regarding fee payment (if applicable).

**Can I enrol in a Toowoomba course?** Yes, you can enrol in a course at another campus, however, it is your responsibility to arrange your transport at your own cost.

**Transport from Warwick SHS to Warwick TAFE:** In past years transport has been arranged to take students to TAFE and return them to school in the afternoon at an additional cost. This service is still to be determined for 2017.

**Want more information?** If you have any questions please contact Head of Senior Secondary, Miss Schimke, at Warwick SHS.
School-based Apprenticeships and Traineeships (SATs)

SATs allow students to work for an employer and train towards a recognised qualification under contract of training while completing a program of school studies. Students whose SAT is not completed by the time they finish Year 12 may convert to a full-time or part-time apprenticeship or traineeship, post school.

Multiple Pathways

There are multiple pathways offered by WSHS to ensure students prepare for their chosen career.

- Qualify for Tertiary Entrance (University/TAFE) by studying at least 5 Authority Subjects
- Follow Pathways for Training and Employment (a job, TAFE enrolment or apprenticeship/traineeship)
- Combination of Authority, Authority Registered and TAFE Subjects or courses by other providers
- School-based Apprenticeships and Traineeships

These pathways can all be used for gaining entry to higher levels of study in the future.

- University and Tertiary Education
- Employment and Further Training
- Nationally recognised Training Programs to gain National Qualifications
- School Based Traineeships/Apprenticeships

Samples of Courses for Year 11 and 12

While the information below is useful – it is only a guide. If you have any questions or queries it is advisable that you contact the school. All conditions for the QCE must be attained to receive this document.

Example 1 - Six Authority Subjects:
- Tertiary Entrance Statement (OP) and QCE
- Options - University, TAFE, Work, etc

- English
- Maths B
- Chemistry
- Maths C
- Physics
- IPT

Example 2 - Five Authority Subjects and one Authority Registered Subject:
- Tertiary Entrance Statement and QCE (OP)
- Options – University, TAFE, Work

- English
- Maths B
- Chemistry
- ICT*
- Physics
- Biology

Example 3 - Four Authority Registered Subjects and Two Authority Subjects
- QCE
- Options - TAFE, Work, Defence, etc

- English
- Maths A
- ICT*
- Recreation*
- Furnishing Skills*
- Hospitality Practices*

Example 4 - Five Subjects Only and School Based Apprentice/Traineeship (SAT)
- QCE
- Options - TAFE, Work, Defence. Etc

- English Communication*
- Pre-Vocational Maths*
- Hospitality Practices*
- Art
- Plus one other
- SAT

Example 5 - Three Authority and three Authority Registered Subjects:

- English
- Maths B
- ICT*
- Physical Education
- Accounting
- Music
- Hospitality Practices*

The course of study you select does not have to be one of these but if you want a Tertiary Entrance Statement you must select at least FIVE (5) Authority subjects, preferably SIX (6) Authority subjects.

* Indicates subjects that do not contribute to the OP.
Enrolment Process – Year 11 2017

Students and parents are advised to attend the follow events to ensure that good choices are made when selecting subjects for 2017.

1. **Parent Information Evening**
   
   **Purpose:** Review pathways and hints on helping parents/students select subjects and review QTAC Tertiary Prerequisite Guide.
   
   - Tuesday 12 July 2016
   - 7.00pm – 8.15pm
   - S Block Theatre Room S105

2. **Warwick Careers Market**
   
   **Purpose:** meet tertiary study and career industry representatives to assist in making informed career choices.
   
   - Tuesday 26 July 2016
   - 5:30pm – 7:30pm
   - WIRAC

3. **Subject Information Expo**
   
   **Purpose:** meet our Teachers, Heads of Department and Administration to assist in making informed subject choices.
   
   - Tuesday 2 August 2016
   - 5:00pm – 7:00pm
   - School Hall, Victoria Street

4. **Parent Student Teacher Year 11 Enrolment, Subject Selection and SET Plan Interview**
   
   **Purpose:** meet with a Teacher Mentor who will conduct enrolment for 2017 and assist parents and students with subject selection 2017/2018.
   
   - Week 5: 8 – 12 August 2016 – **Student and Parent/Carer must attend**
   - Meet at main office
   - Book Interview: link will be provided through SOBs (same as Parent Teacher Interviews)
   - Opening of SOBS – 25 July 2016

5. **Final Subject Selection (to be completed Online in OneSchool)**
   
   **Purpose:** Completion of subject selection for 2017/2018.
   
   - Open: Monday 15 August 2016. Initial selection to be entered prior to interview
   - Closed: Friday 19 August 2016
   - Signed hard copy to be presented to school by 19 August 2016
   - Applications for TAFE subjects to Warwick State High School - to be advised

6. **Follow up Issues**
   
   **Purpose:** Review individual cases.
   
   - End term 3 and early term 4

   **Year 11 enrolments are not accepted until interview process has been completed.**
Subject Selection

1. **Subject Choice:**
   - **Students must select 6 subjects** – one subject per “line”. There are six lines.
   - **Compulsory** – English (English or English Communications), Maths (Prevocational Maths, Maths A, B or C. (Students studying Maths C must study Maths B).

2. **Types of Subjects**
   - **Authority** - At least 5 Authority subjects are required for a Tertiary Entrance Statement to qualify for an Overall Performance (OP).
     - All OP eligible students **MUST** sit for the Core Skills Test (QCS) in Year 12.
     - Non-OP students **MAY** sit the QCS if they wish.
   - **Authority Registered subjects, TAFE, SATS and Vocational Certificates.** These subjects do not count towards a Tertiary Entrance Statement (OP).
   - **All Subjects** count towards Queensland Certificate of Education.

3. **Pre-requisites**
   - Authority subjects have pre-requisites. (listed on next page)
   - Students must have achieved the minimum result indicated in Year 10 to study the specific subject.
   - If a student believes they are eligible for special consideration they are required to meet with Deputy Principal of Senior Secondary and the Head of Department (in consultation with the Guidance Officer).

4. **Class Sizes**
   - Class numbers are capped, for example, due to kitchen and manual arts workshop safety.
   - Where numbers exceed restrictions, academic capabilities will be considered, as well as order enrolled.
   - Classes will not commence where there are insufficient numbers in the subject.

5. **All school-based Apprenticeships or Traineeships (SAT)**
   - All students must initially select six subjects. If students obtain a placement, the subject load is reduced by one subject. If the SAT is terminated, students will resume six subjects.

6. **TAFE Subjects**
   - Students will be required to participate in an induction program at the beginning of 2017.
   - A number of TAFE subjects run outside traditional school hours – TAFE hours are specific to the subject, anyone selecting a TAFE subject must look carefully at the information the TAFE Information booklet.
   - TAFE Information booklet will be issued and placed on-line when the full details become available.
   - Expressions of interest (EOI) - see Miss Schimke HOD Senior Secondary for more info (closing date to be confirmed.

7. **Other**
   - A small number of subjects **may** be offered completely off-line (e.g. Japanese from 7.45 – 9.00am or from 3.15 – 4.00pm)
   - Students **may** access Distance Education if subjects are not offered by the school, eg., Economics or if the subject fails to run due to lack of numbers or there is a clash in the lines (or desired subjects).
   - Enrolments into Distance Education are undertaken through the Guidance Officer. An appointment with the Guidance Officer is essential.
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<td>English – C Science – C</td>
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<td>Ancient History</td>
<td>English – C</td>
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<tr>
<td>Art</td>
<td>English – C Art – C</td>
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<td>Biology</td>
<td>English – C Science – C</td>
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<tr>
<td>Business Communication and Technology</td>
<td>English – C</td>
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<tr>
<td>Chemistry</td>
<td>English – C Mathematics – C Science - C</td>
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<td>Drama</td>
<td>English - C Drama – C</td>
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<td>English</td>
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<tr>
<td>English Extension (Yr 12 – 2017)</td>
<td>English – B</td>
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<tr>
<td>Geography</td>
<td>English – C</td>
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<tr>
<td>Graphics</td>
<td>Graphics – B</td>
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<td>Home Economics</td>
<td>English – C</td>
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<tr>
<td>Information Processing and Technology</td>
<td>English – C Mathematics – C</td>
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<td>Japanese</td>
<td>Japanese – C</td>
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<tr>
<td>Legal Studies</td>
<td>English – C</td>
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<tr>
<td>Mathematics A</td>
<td>Mathematics – C</td>
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<tr>
<td>Mathematics B</td>
<td>Mathematics – B</td>
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<tr>
<td>Mathematics C</td>
<td>Mathematics – B Must select Mathematics B</td>
</tr>
<tr>
<td>Modern History</td>
<td>English – C</td>
</tr>
<tr>
<td>Music</td>
<td>English – C Music – C A practising musician (either within or outside of the school)</td>
</tr>
<tr>
<td>Music Extension (Yr 12 – 2018)</td>
<td>Two semester of Yr 11 Music. Concurrent enrolment in Yr 12. It is recommended that students be a member of the choir and/or the instrumental music and band program.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>English – C HPE – C A strong interest in healthy lifestyles and physical activity</td>
</tr>
<tr>
<td>Physics</td>
<td>English – C Maths – C Science – C</td>
</tr>
<tr>
<td>Science 21</td>
<td>English – C Science – C</td>
</tr>
</tbody>
</table>
After SETPlan/Subject Selection interview, students of Warwick State High School will be required to enter your subject selections for 2017. Students enrolling into Year 11/12 for 2017/18 from another school will do subject selections on paper copy.

How to do subject selection online in OneSchool:

- Log on to the school website: www.warwickshs.eq.edu.au
- Click on OneSchool: Right hand side of screen under “Quick Links”
- Logon to OneSchool: Same username and password as used at school
- First time user: Complete the Responsible Use Agreement
- Click on ‘My Education Plan’: Top left side of screen
- Go to the ‘Subject Selection’ tab: Make selections
- Print out Selection: Print a copy of your selections
- Sign and Date: Parent/Carer and Student to sign. Return to Student Resources Room.

Other functions available on OneSchool:

- **Intended Learning:** You plan what you intend to do with your education over the coming years
- **Personal:** An area for you to set some goals, identify areas to improve, list your interests and strengths, and the place to find your previous report card details. Here you can set targets for specific subjects and plan for how you intend to achieve them.
- **Careers and Courses:** Under careers you can search for different career areas, and find the links to the job guide details about those careers. Within the courses section you can search for specific course names, or search on universities / colleges / TAFE – and find out what courses they offer – add these to your preferences for later reference. When things are no longer relevant – you can delete them. Within the Apprenticeship, Traineeship and Work sections you can record your employment history – keeping records that will help you prepare resumes and contact details for referees.
- **Subject Selection:** This is the area available for you at different times of the year, selecting subjects – this tab will not be open at all times.
- **Monitor and Review:** This section will be used when you have an appointment with the guidance officer or other school staff to discuss career options and pathways – it becomes a record of assistance provided and changes made.
**Accounting**

**Pre-requisites:** English – C, Maths - C

**Subject Description:** Accounting is a system of recording, reporting, analysing and interpreting the financial information of an accounting entity and involves the conveyance of relevant business information to interested users. This information is used to help evaluate performance, to facilitate decision-making and control, and to report on the operation of an organisation from internal and external perspectives.

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.

**Key Topics:**
- Foundation Studies
- Internal Controls
- Accounting Package MYOB
- Analysis of Financial Reports
- Accrual Accounting
- Accounting for Non-current Assets
- Accounting for Cash
- Elective Studies

**Assessment:** In Accounting, students will be assessed over three criteria: Interpretation and Evaluation, Knowledge and Procedural Practices and Applied Practical Processes.

Assessment instruments will be both written and practical and will vary in length from 30 to 90 minutes. This will include in-class assignments for computer accounting, as well as research assignments.

**Career Opportunities:** Accounting, Auditing, Business Management, Human Resource Management, Hotel Management, Computing Careers, Banking and Financing, Public Service.

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**Agriculture Science**

**Pre-requisites:** English – C, Science - C

**Subject Description:** Agricultural Science is the field of learning which investigates ways of improving the productivity of our farms whilst protecting the environment and producing wholesome products. Australia leads the world in many aspects of agriculture because of the work of our agricultural scientists over the years.

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**Ancient History**

**Pre-requisites:** English - C

**Subject Description:** The study of Ancient History is based on a number of themes. Within each theme, one or more inquiry topics are studied in depth. Students will study a minimum of three themes and four inquiry topics. One of the inquiry topics will focus on Greece in Year 11 and on Rome in Year 12. The following topics will be studied during the two years:
- Archaeology
- Funerary practices
- Studies of changing practices in society and government in the Greek world
- Everyday lives of people in ancient societies
- Political centrism in Rome
- Personalities in history
- Europe in transition

The focus of learning experiences in Ancient History is student inquiry. Students identify historical issues for investigation, develop research questions to investigate these issues and analyse and evaluate both primary and secondary sources to reach conclusions or make judgements.

**Assessment:** Students will be assessed using a variety of techniques including:
- objective short answer/response to stimulus tests
- multimodal presentations,
- extended written responses to stimulus
- written research assignments
Costs: Students may be required to participate in excursions. Costs include transport and (where applicable) food.

Career Opportunities: Teacher, writer, university lecturer, journalist, archaeologist, travel consultant, editor, art historian, librarian, foreign affairs officer, tour guide, archivist, museum curator.

Art
Head of Department – Mr Ian Follett

QCAA Subject Code: 80
QCE Credit Points: 4
QCE Learning Option: Core
Pre-requisites: English – C, Art – C
Subject Description: The Senior Art course enables students to give visual form to thoughts, feelings, ideas and beliefs. It develops their ability to interpret, respond to and communicate their experiences. Consequently, through Art, students learn to be visually literate. This enhances their capacity to think, create, question and provides skills to interpret and express ideas. The study of Visual Arts in conjunction with other subjects contributes significantly to the overall general educational goals of social, emotional, intellectual, physical and aesthetic development of the student.

The course has a focus on problem solving in which students are expected to research, develop and resolve ideas in a visually pleasing manner.

In their final year students will undertake a number of individually selected concept based tasks allowing them to explore in more depth personal interests in selected art media processes. This is an OP eligible subject.

Key Topics:

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Essentially Human</td>
<td>• Exploring Humanity</td>
</tr>
<tr>
<td>• State of the Heart</td>
<td>• Body of Work 1</td>
</tr>
<tr>
<td>• State of Mind</td>
<td>• Exploring Humanity</td>
</tr>
<tr>
<td>• Mind, Body and Spirit</td>
<td>• Body of Work 2</td>
</tr>
</tbody>
</table>

Assessment:

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• practical folios (one per unit)</td>
<td>• practical folios (one per unit)</td>
</tr>
<tr>
<td>• an oral presentation (Term 1)</td>
<td>• extended writing task (Terms 1 and 3)</td>
</tr>
<tr>
<td>• exam (Term 2)</td>
<td>•</td>
</tr>
<tr>
<td>• extended writing task (Term 3)</td>
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</tbody>
</table>

Costs: Students will be required to purchase a visual journal. Possible excursion/s to art galleries (prices dependent on location of exhibition). Students may need to consider extra cost if projects require specialist materials and or presentation requirements.

Career Opportunities: This is invaluable preparation for many vocations including: Artist, art teacher, graphic designer, interior designer, commercial artist, art gallery curator, ticket writer, window dresser, architect, interior decorator, film industry, fashion designer, desktop publisher, screen printer, book illustrator, sign writer, primary school teacher, industrial designer, set designer, makeup artist, photographer, costume and stage design, environmental design, performance artist, ceramicist.

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Biology
Head of Department – Mr David Coates

QCAA Subject Code: 42
QCE Credit Points: 4
QCE Learning Option: Core
Pre-requisites: English – C, Science - C

Subject Description: Biology is the study of living things and their inter-relationships with the living and non-living environment. Our course aims to develop in students a respect for the living world and an appreciation of the consequences of human activity on it. It also aims to develop in students, knowledge of their own bodies, how to care for themselves and how to maintain good health.

Note: Field work is a mandatory part of this course with at least 5 hours being spent in a natural ecosystem. This may include an overnight camp.

Key Topics:

- all living things are composed of cells
- multicellular organisms are made up of organ systems
- organisms adapt to and interact with their environments
- change is a constant feature of cells, organisms and environments
- all biological processes occur in a state of dynamic equilibrium
- organisms have mechanisms for passing their characteristics on to the next generation

Assessment: Students are assessed in the following areas:

- Understanding biology (recall ideas, concepts and theories and apply them in a variety of situations)
- Investigating biology (formulate hypotheses; design and carry out investigations; collect, interpret and analyse data; make judgements and draw conclusions)
- Evaluating biological issues (recognize and understand the implications of biological issues; evaluate the reliability and accuracy of sources of information; justify decisions; develop scenarios based on analysis of information)

Assessment will be continuous throughout the course. It will comprise of a variety of tasks including:

- extended responses (assignments, non-experimental investigations, orals etc. involving both class time and student-managed other time)
- written tasks (tests, document analyses, practical reports etc. done under supervised conditions)
- extended experimental investigations (practical reports, journal articles, orals etc. based on hands-on activities over an extended period of time)
- field trip report (included in one of the above)

Costs: A compulsory part of the course is field work. This will involve costs to be determined at the time.

Career Opportunities: Agronomist, forest ranger, horticultural scientist, veterinary scientist, soil and water conservationist, stock and station salesperson, animal technician, rural technician, bacteriologist, biologist, microbiologist, pharmacologist, zoologist, ecologist, botanist, geneticist, oceanographer, general practitioner, radiographer, environmental health officer, taxidermist, teacher.
Assessment: An extensive range of assessment techniques and learning activities are used including:

- short written response items
- extended written responses
- response to stimulus material
- written and spoken research and multimodal presentations.

Cost: Students will be required to participate in fieldwork. Fees will be charged for the cost of both transport and the activity itself.

Career Opportunities: Business administration, events administration, workplace health and safety or tertiary study in the fields of business, business management, accounting, events management and human resources.
Key Topics:
Year 11
- Australian Theatre and Realism
- Physical Theatre
Year 12
- Non-Realist Theatre
- Contemporary Theatre

Assessment: Students are assessed under the dimensions of forming (devising performances and scriptwriting); presenting (sharing a variety of dramatic presentations in informal and formal performances, exploring a variety of acting conventions); and responding (interpretation and analysis of content and context of a number of performances of various dramatic styles). These dimensions are equally weighted and assessment will reflect this. Assessment tasks may include group and solo performances, research, reviews analysis and devising performance.

Costs: Possible excursions to view live theatre. This may take place in or out of school time. Cost will be kept to a minimum.

Career Opportunities: Drama is a subject which compliments other subjects, confidence in English orals, a greater understanding of history, a strong ability to work with others and an increased level of confidence in problem solving.

Employment opportunities in hundreds of careers are enhanced through background in Drama – actor, stage manager, set designer, fashion designer, radio and television announcer, dancer, choreographer, producer/director (performing arts), speech therapist, teacher, playwright, tour guide, public relations officer, barrister.

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English

Head of Department – Ms Jacinta Boland

QCE Subject Code: 1
QCE Credit Points: 4
QCE Learning Option: Core

Pre-requisites: English - C

Subject Description: English focuses on the study of language and texts. The course provides students with opportunities to explore and experiment with various literary and non-literary texts that are written, spoken/signed, digital and multimodal. Students will learn to communicate effectively, enjoy and appreciate a range of texts, interpret, analyse and evaluate texts from diverse cultures and periods. Students will explore contemporary Asian and Australian texts as well as some classic titles in English literature. Most tertiary courses require a Sound Achievement in Authority English.

Key Topics:
Year 11
- We All Call Australia Home
- Canon or Clueless?
Year 12
- The Green Light –Symbolism in text
- An Emotional Highlight - Romantic Literature
- Put Out the Light – Shakespearean Drama
- Spotlight on Australian Literature

Homework: 3 – 4 hours per week. This includes reading, research and assignment work.

Assessment: Students must pass both spoken and written tasks in order to attain a sound achievement and be awarded credit points towards the QCE. Assessment instruments include both assignments and exams across genres which include essays, reviews, feature articles and short stories.

Costs: Year 11 and 12 students may be required to participate in touring Arts Council / or Grin and Tonic Productions, and subject related excursions. Fees will be kept to a minimum.

Career Opportunities: Lecturer, teacher, librarian, solicitor, barrister, journalist, diplomat, public relations officer, social worker, speech pathologist, publisher, occupation therapist, journalist.

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English Extension (Literature – Year 12 only)

Head of Department – Ms Jacinta Boland

THIS SUBJECT IS NOT SELECTED UNTIL TERM 4, 2017 AND IS DEPENDENT ON STUDENT NUMBERS.

QCE Subject Code: 95
QCE Credit Points  2
QCE Learning Option: Core


Subject Description: The course is designed for two semesters of Year 12, studied concurrently with the parent subject, year 12 English. The course involves an in-depth consideration of literature, focusing particularly on developing an explicit understanding of reading practices. The course involves an in-depth consideration of literature, focusing particularly on developing an explicit understanding of reading practices, while giving students the opportunity to analyse and discuss literature and literary theory in great depth. The course is designed to offer more challenge than Senior English, including the standards by which student achievement is assessed. Students are required to drop a subject in order to take up this subject. Most of the study time will be offline where students access the teacher in tutorial-type sessions in addition to periods of independent study.

Skills developed are very useful for any course of study at a university level.

Key Topics:
- four reading approaches
- complex transformation of a simple text
- literature past and present
- how can texts be read as literary and what are the reader’s implications on texts and their meaning?

Assessment:
- written defence
- written transformation and oral defence
- extended written response

Costs: Students may be required to participate in touring Arts Council or Grin and Tonic performances. All costs to students will be kept to a minimum.

Career Opportunities: Careers in the arts / humanities

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Geography

Head of Department – Mrs Leisa Betts

QCE Subject Code: 24
QCE Credit Points: 4
QCE Learning Option: Core

Pre-requisites: English - C

Subject Description: Geography is the study of the earth’s surface as the space in which people live. Senior Geography consists of studies of people and places, and of the relationship between people and their environment. A course in Geography will include, not only a study of physical environments, but also
the way that people have sought to modify physical and social environments, and the effects of these human activities.

Geography as an area of study is a dynamic one, in which technological development, especially in areas such as satellite imagery and computers, is changing our understanding of the physical world and the way that information about it is gathered. Geography will assist students to understand the rapid expansion in knowledge and understanding of their physical and social world.

**Key Topics:** The Senior Geography course is designed around four themes. Each theme offers a range of core and elective topics.

### Semester 1 – Managing the Natural Environment

**Core Unit 1:**
- Responding to natural hazards
- Cyclones/bush fires/floods

**Core Unit 2:** Managing catchments
- Murray-Darling Basin
- Condamine River

### Semester 2 – Social Environment

**Core Unit 3:** Sustaining communities
- Darling Downs
- Conurbations and megacities

**Core Unit 4:** Transport planning
- Transport infrastructure in South East Qld
- Local planning

### Semester 3 – Resources and the Environment

**Core Unit 5:** Living with climate change
- Global
- Pacific
- National energy production

**Core Unit 6:** Sustaining biodiversity
- Asia (deforestation)
- Biomes of Australia
- Case study (Girraween)

### Semester 4 – People and Development

**Core Unit 7:** Feeding the world’s people
- Global
- Africa
- South America

**Core Unit 8:** Exploring the geography of disease
- Global – current epidemic
- Africa – HIV/AIDS: a case study

Field excursions are an essential requirement of this course.

**Assessment:** Students will be assessed using a variety of techniques including:
- short response tests
- stimulus – response essays
- practical exercises
- reports

**Costs:** Students will be required to participate in fieldwork. Fees will be charged for the cost of transport.

**Career Opportunities:** Town planner, surveyor, travel agent, GIS (particularly in mining industry), journalist, teacher, real estate agent, meteorologist, flight attendant, public servant, public relations officer.

Geography is useful for tertiary studies: anthropology, architecture, environmental studies, engineering, economics and commerce, geography, geology, journalism, psychology, social work, surveying, town planning, teaching and tourism.
Home Economics
Head of Department – Mr Scott Thompson

QCAA Subject Code: 71
QCE Credit Points: 4
QCE Learning Option: Core

Pre-requisites: English - C

Subject Description: Senior Home Economics is designed to be both theoretical and practical. Students will study food and nutrition, textiles and fashion and investigate their living environments. NB: Textile practical work focuses on decorating a tree for Jumpers and Jazz in July.

Key Topics:
- Jumpers and Jazz in July tree decoration
- the impact of food on health
- food technology and the consumer
- living environments
- consumer textiles
- adolescent nutrition issues
- living independently

Assessment: (there will be a maximum of 3 tasks per semester)
- supervised exams
- research assessments
- practical products and process journals

Cost: Students will be required to provide ingredients for practical food preparation lessons and textile resources for textile production tasks.

Career Opportunities: Home Economists educate, inform and advise government, industry and the community, to assist individuals to 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, nutrition and textiles.

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

Information Processing and Technology
Head of Department – Mr Wayne Hoger

QCAA Subject Code: 87
QCE Credit Points: 4
QCE Learning Option: Core

Pre-requisites: English – C, Maths – C

Subject Description: Information Processing and Technology (IPT) is a challenging academic study. The results from this subject can contribute to Overall and Field Position scores.

IPT deals with the ways in which information is gathered, structured, represented, stored, accessed, manipulated and communicated. It involves examination of information processing problems and solutions. This requires students to be able to acquire knowledge and to be able to apply analysis skills to a problem, create solutions, evaluate the results of their own efforts and effectively communicate these things with others.

Key Topics:
- Information systems
- Algorithms and Programming
- Artificial Intelligence
- Social and Ethical Issues
- Computer Systems

Assessment:
- Term exams
- Reports dealing with Social/Ethical issues
- Major Case Studies (one each in Semesters 2, 3 and 4)
- Minor Case Studies and Practical Exercises (one each in semesters 1, 3 and 4)

Cost: Nil. The school does not make the assumption that students will have access to a computer at home, although this is useful and desirable. There is no requirement for the purchase of any particular software for home use.

Career Opportunities: IPT is relevant to students who wish to enter virtually any profession. Even though there is a major Computer Science Component to IPT, undergraduate and graduate courses for many of the professions (Librarianship, Teaching, Law, Engineering, Medicine, Veterinary Science, etc.) require some computer studies component. Faculty at the University of Queensland and QUT have indicated that students who study IPT at high school are advantaged in Computer Science and Engineering courses at those institutions.

Japanese
Head of Department – Ms Jacinta Boland

QCAA Subject Code: 9
QCE Credit Points: 4
QCE Learning Option: Core

Pre-requisites: Japanese – C

Subject Description: Communication in, and knowledge of a foreign language is viewed most favourably by employers across various sectors of the corporate community.

Japanese is particularly relevant to our state and local community in areas such as tourism and hospitality, business, agriculture, manufacturing and trade. A large number of businesses, service providers and government departments have links with Japan and have a growing need for employees with some Japanese language background.

The study of senior Japanese gives students a solid foundation for communicating in Japanese through listening, speaking, reading and writing skills across a variety of relevant topics.

QCS TEST/OP BENEFITS

Many of the CCEs (Common Curriculum Elements) tested in the year 12 QCS test are embedded into senior Japanese proving to be a very valuable subject choice. A very good result in Japanese has a very positive influence on an overall position at the end of Year 12.

LEARNING JAPANESE IS INTELLECTUALLY CHALLENGING

Students will:
- learn how to learn, which can improve performance in other subjects
- learn how to problem solve by developing highly flexible and creative thought patterns
- learn how to relate to people from different cultures
- improve their knowledge of English language structure and usage by comparing English with Japanese
- improve critical thinking
- enhance a deep cross-cultural understanding

Key Topics:
- Year 11: Talking about self and family life, and everyday activities and behaviours, festivals and celebrations in Australia and Japan, special occasions, interests, sports and hobbies, entertainment, music, film and drama, and environmental and recycling issues.
• Year 12: Holiday plans and itineraries travel in Japan, tourism
• and hospitality, adolescence and the end of school, future plans – preparation for work, and living in Japan.

**Assessment:**
• each term, the four macroskills (listening, speaking, reading and writing) are tested under exam conditions.
• each test is weighted equally.

**Cost:** Students may be involved in some excursions or other class activities to further enhance the learning experience, which may have associated costs. Attending the biannual school trip to Japan is an option available to students studying Japanese.

Career Opportunities: Studying a language opens up a variety of career choices in fields of education, hospitality, commerce, trade, the armed services, the diplomatic services, the travel industry, career choices in fields of education, hospitality, commerce, trade, tourism and the end of school, future plans – preparation for work, and living in Japan.

### Legal Studies

**QCAA Subject Code:** 29
**QCE Credit Points:** 4
**QCE Learning Option:** Core

**Pre-requisites:** English - C

**Subject Description:** Legal Studies enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures.

Students develop an understanding of the ways in which the legal system can affect the lives of Australian citizens through inquiry, analysis, examination and problem solving.

Students can make decisions which may benefit themselves and the community now and in the future.

The immediate relevance of Legal Studies to students’ lives should promote and motivate students to make constructive judgments 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 law enforcement, criminology, justice studies, social work, government, corrective services, business, education, journalism, economics and politics.

**Key Topics:** Legal Studies includes four core areas of study, two elective areas of study and one independent inquiry.

**Core Topics:**
- The Legal System - How does the Australian legal system meet society’s needs?
- Human Rights - Does the Australian legal system adequately protect and enforce individual rights?
- Criminal Law - Does the Australian legal system adequately protect and enforce individual rights?
- Introduction to Civil Obligations - How do civil agreements and the laws of negligence impact on citizens in a society?

**Elective Topics (two of the following):**
- Family Law - How does the law recognise and regulate family relationships?
- Technology and the Law - How does the law keep pace with technological developments?
- International Law - How effective is the legal system in promoting peace and resolving conflict within and between nation states?

**Independent Inquiry (Year 12 only):**
- extended written research response
- involves students undertaking an independent, self-directed, in-depth investigation of a topical legal issue facing Australian society

**Assessment:**
- short response tests
- extended response tests
- extended research responses
- extended responses to stimulus
- multi modal presentations

**Cost:** Students may be required to participate in excursions. Fees will be charged for the cost of transport.

**Career Opportunities:** A course of study in Legal Studies can establish a basis for further education and employment in the fields of law (solicitor, law clerk, barrister, legal secretary), law enforcement, criminology, justice studies, social work, government, corrective services, business, education, journalism, economics and politics.

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### Mathematics A

**QCAA Subject Code:** 36
**QCE Credit Points:** 4
**QCE Learning Option:** Core

**Pre-requisites:** Maths – C

**Subject Description:** This subject is designed to provide the necessary basis for citizens to make informed decisions about everyday issues that relate to Mathematics. Emphasis is placed on life-related situations from a wide range of interesting topics. Development of mathematical skills and use of practical techniques is a central part of the course.

**Key Topics:**
- applied geometry
- managing money
- exploring data
- land measurement
- networks and queuing

**Assessment:**
- term exams
- investigations
- modeling and problem solving activities

**Tutorials:** The mathematics department offers free tutorials one afternoon each week where students are strongly encouraged to come along and ask questions of qualified mathematics teachers.

**Career Opportunities:** A good background for further studies in areas that is not heavily dependent on Mathematics. Careers in retail, hospitality, secretarial, most apprenticeships and banking generally require success in this subject.

### Mathematics B

**QCAA Subject Code:** 37
**QCE Credit Points:** 4
**QCE Learning Option:** Core

**Pre-requisites:** Maths – B

**Subject Description:** This subject emphasizes the Mathematics of a technological society by modeling and solving real-life situations with the development of mathematical thought and language. Fundamental techniques from year 10 are briefly reviewed and used as a basis for further study. Mathematics B is...
an extremely useful subject for most professions and university study.

**Key Topics:**
- functions
- rates of change
- exponential and logarithmic functions
- optimisation
- statistical analysis
- calculus

**Assessment:**
- term exams
- investigations
- extended modeling and problem solving tasks

**Cost:** TI-Nspire CX CAS Graphics calculator

**Career Opportunities:** Provides a basis for employment or tertiary studies where strong mathematics is an advantage eg banking, economics, physical and behavioural sciences, engineering and statistics.

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**Mathematics C**

**Acting Head of Department – Mr Darren Shuptrine**

**QCAA Subject Code:** 38

**QCE Credit Points:** 4

**QCE Learning Option:** Core

**Pre-requisites:** Maths – B, Must select Mathematics B.

**Subject Description:** Designed to provide a challenge for academically capable students in their study of mathematics. The course will involve extending topics from Maths B, as well as introducing additional topics providing opportunities to study independently and develop strong conceptual reasoning.

**Key Topics:**
- complex numbers
- matrices
- dynamics
- vectors
- conics
- groups

**Assessment:**
- term exams
- investigations
- extended modeling and problem solving tasks

**Tutorials:** The mathematics department offers free tutorials one afternoon each week where students are strongly encouraged to come along and ask questions of qualified mathematics teachers.

**Career Opportunities:** Provides a necessary foundation for tertiary studies in actuarial studies, biometrics, statistics, engineering, aviation, space studies, operations research and pure and applied mathematics.

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**Modern History**

**Head of Department – Mrs Leisa Betts**

**QCAA Subject Code:** 21

**QCE Credit Points:** 4

**QCE Learning Option:** Core

**Pre-requisites:** English – C

**Subject Description:** Studying Modern History helps increase understandings of why the modern world is the way it is. Students understand the processes of change and continuity that have shaped today’s world, their causes, and the roles people have played in these processes.

It emphasises planning and using an historical research process, forming historical knowledge through critical inquiry and communicating historical knowledge. There is a special focus on values in historical studies.

The focus of learning experiences in Modern History is student inquiry. Students identify historical issues for investigation, develop research questions to investigate issues, analyse and evaluate sources and reach conclusions or make judgements.

**Key Topics:** The course of study in Modern History is based on a number of themes. Within each theme, one or more inquiry topics is studied in depth. Students will study a minimum of three themes and four inquiry topics. One of the inquiry topics will focus on a significant element of Australian history. The inquiry topics will be predominantly 20th Century in focus, across a range of time periods within the century. Each inquiry topic begins with a brief background study.

**Course organisation:**

The History of Ideas and Beliefs
- Anti-Semitism in Nazi Germany
- Capitalism in Crisis – The Great Depression and the New Deal

Studies of Conflict
- Cold War conflicts

Studies of Power
- People power: anti-Vietnam war demonstrations

Studies of Hope
- The struggle for Aboriginal rights
- Apartheid in South Africa
- The Individual in History
- Evaluating the role and influence of a significant historical figure – student choice negotiated with the teacher

Studies of Change
- Gender relations

**Assessment:** Students will be assessed using a variety of techniques including
- objective and short answer tests
- news story, editorial
- written research assignments
- multi-modal presentations
- extended written responses to stimulus

**Cost:** Students may be required to participate in excursions. Fees will be charged for the cost of transport.

**Career Opportunities:** School teacher, writer, university lecturer, journalist, barrister, solicitor, archaeologist, travel consultant, editor, art historian, librarian, foreign affairs officer, tour guide, archivist, museum curator.

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**Music**

**Head of Department – Mr Ian Follett**

**QCAA Subject Code:** 91

**QCE Credit Points:** 4

**QCE Learning Option:** Core

**Pre-requisites:** English – C, Music – C, or a practising musician (either within or outside of the school). Students who have not studied Year 10 Music should discuss the course requirements with the Head of Department. Ability to play a musical instrument, while not a pre-requisite it is a definite advantage. (Senior Music has a strong written and oral communication component). Students do not need to own a musical instrument, while not a pre-requisite it is a definite advantage.
Subject Description: Music holds a significant and special place in the everyday life of all culture and societies. Studying Music can enhance students' enjoyment of music and the arts and develop practical and creative potential. The course of study encourages students to become a creative and adaptable thinker and problem solver, maker of informed decisions develops students' abilities to analyse and critically evaluate. A deeper level of knowledge. Understanding and active participation in music making may support students in maintaining a lifelong engagement with music as an art form as well as a means of creative, artistic and emotional expression. A course of study in music provides opportunities for students to:

- Explore and experiment with sounds, instruments styles, new media and methods of documenting sounds to express personal music ideas.
- Research, analyse and evaluate music from many sources to communicate music ideas and express music viewpoints
- Develop practical music skills by playing instruments, singing, conducting and directing music performances- both solo and ensemble-to create and re-create musical works

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

Key Topics: Units studied are chosen from the following list:

- Film Music
- Music Traditions
- Keyboard Music
- New Directions and Innovations
- Music of the Theatre
- I Did it My Way (independent study)

Assessment: Assessment instruments include:

- Composition tasks which require students to create music by combining musical elements and compositional devices to express a style or genre
- Musicology tasks which require students to analyse evaluate and synthesise music to express a viewpoint. These tasks may be written, spoken or multi-modal
- Performance tasks which require students to perform to an audience, demonstrating and interpreting music elements and concepts through playing, singing and/ or conducting

All tasks have equal weighting. Most assessment tasks are completed in class time. Performance work will need to be continually practiced outside school hours in students own time for homework.

Cost: Possible excursions to attend live music performances (prices dependent on location of event)

Career Opportunities: employment (or further education) in the fields of, music performance, composition, music research, sound technology, music theatre, Arts administration, teaching, recording studio technician/engineer.

This subject is NOT SELECTED UNTIL TERM 4, 2017 FOR YEAR 11 STUDENTS.

QCAA Subject Code: 94

QCE Credit Points: 4

QCE Learning Option: Core

Pre-requisites: Two semesters of Year 11. Concurrent enrolment in Year 12 Music. It is recommended that students be a member of the choir and or the instrumental music and band program.

Subject Description: This is an authority subject that caters for students with specific abilities in Music. It is designed for students interested in exploring in greater depth one of the three (3) musical specialisation areas of study. Two semesters of study in Year 12 Music Extension is OP eligible.

Music Extension is a companion subject to Senior Music. Music Extension is designed to offer more challenge than Senior Music. Whether for career or commercial/leisure needs, students will have the opportunity to gain the basis of a life-long engagement with music

Key Topics: Students of Music Extension develop and apply audiation as they undertake study in one of the three specialisations.

- Composition: students create, in score or sound recorded format, expressions of their own voice through original treatment of musical elements. The emphasis in this specialisation is on how students manipulate musical elements to create works that demonstrate cohesion and an understanding of the capabilities of their selected sound sources. Students may explore, follow on and/or break composing conventions.
- Musicology: musicology is the systemic and scholarly study of music as a branch of knowledge or a field of research which is distinct from composition or performance. This specialisation develops from analysing repertoire, but moves students beyond this to explore in greater depth the complex relationships between deconstructed music and the concepts of context, genre, style, influences and socio-cultural perspectives. Students will present their findings in a format that best suits the nature of their inquiry such as critical essay, oral presentation or a multi-media presentation.
- Performance: students choosing performance specialisation select repertoire and create an expressive performance that engages with an audience, in a style or genre that allows them to best display their emerging skills as a performer. In the performance specialisation students must elect to perform on one instrument, to sing or conduct.

Students may perform as a soloist, as a member of an ensemble, as an accompanist or as a conductor. Their program may include just one or any combination of performance situations such as soloist, small ensemble or large ensemble.

Assessment: Students will drop an existing subject to take up Music Extension and gain three 70-minute lessons for Music Extension at the times that the dropped subject would have been scheduled. Students will participate in an additional 80-minute period per week which may exist out of class time. (A high degree of commitment to the course is expected).

Students will be required to complete two investigating and two realising tasks.

- Investigating tasks ask students to research within their chosen specialisation by exploring, analysing and synthesising evidence. In researching music scores,
students gain insights into different aspects and this may lead to a deeper understanding of music ideas, informing their practice as a composer, musicologist or performer.

- Realising tasks ask students to develop and express music ideas for an audience.

**Cost:** Students will need to purchase their own sheet music and provide photocopies of such at various times throughout the course. Students may also need to pay for an accompanist if required for performance recitals.

**Career Opportunities:** Pre-school, primary, secondary teaching, professional musician, arranger, composer.

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**Physical Education**

**Head of Department – Mr Scott Thompson**

**QCAA Subject Code:** 68  
**QCE Credit Points:** 4  

**QCE Learning Options: Core**

**Pre-requisites:** English – C, HPE - C. Students need a strong interest in healthy lifestyles and physical activity. Physical skills need to be sound, though students do not have to be outstanding sports performers to succeed in the subject. The main requirement is a strong motivation to improve their performance in written, oral and performance tasks related to physical activity.

**Subject Description:** Physical Education involves the study of physical activity and engages students as intelligent performers, learning in, about, and through physical activity.  
Student learning is organised around the 3 dimensions of learning in, about, and through physical activity.

**Key Topics:** These are investigated within the context of 4 selected physical activity options. The options that run will depend on class numbers, staffing and student interest. Majority decisions will be made

- Yr 11 Term 1 – football (soccer) or touch or futsal
- Yr 11 Term 2 - netball or hockey
- Yr 11 Term 3 - track and field or orienteering
- Yr 11 Term 4 - badminton or volleyball

The same four physical activities are re-visited in year 12, but focusing on different key topics:

- learning physical skills – how are skills learned, implemented, maintained and enhanced? Investigates the influence of motor learning and psychology theory on participation learning of, a performance in physical activities.
- processes and effects of training and exercise – how can an understanding of physiology of exercise, training and program development improve team and individual performance?
- sport, physical activity and exercise in the context of Australian society – how do social and cultural attitudes influence personal, team and community participation, appreciation and values within Australian society?

**Assessment:** Assessment for each physical activity includes one written item and one physical assessment task. Physical tasks include modified tasks and game play, achievement in performance situations, and implementation of training programs

- Year 11 assessment is formative, Year 12 is summative
- Year 11
  - Term 1 – journal of learning
  - Term 2 – unseen essay
  - Term 3 – research report
- Year 12
  - Term 1 – unseen essay
  - Term 2 – research report
  - Term 3 – goal-setting journal
  - Term 4 – training program

**Career Opportunities:** Useful preparation for tertiary studies in human movement related fields. Valuable for those wishing to work in sport, recreation, or therapy related fields.

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**Physics**

**Head of Department – Mr David Coates**

**QCAA Subject Code:** 41  
**QCE Credit Points:** 4

**QCE Learning Option: Core**

**Pre-requisites:** English – C, Maths – C, Science – C.

**Subject Description:** Physics seeks to understand the nature of the universe in terms of energy and the forces acting between its components. In doing so, it has led to today’s technological world with its modern developments in industry, medicine and communications.

**Key Topics:**

- Introduction – Newton’s Laws and motion
- Building it up and out – Structures: Stress and Strain Analysis
- Invisible forces – Induction, conduction, electromagnetism
- Seeing the unseen - optics
- Energy in motion – wave motion, Doppler, harmonics
- Transport – Work, kinetic energy, forces in flight
- Electrical circuits – Ohm’s law, resistance, transistors
- Medical physics – Ultrasound, X-ray, radioactive decay
- Hot stuff – Specific heat, energy change, thermodynamics
- Using the atom – Mass energy, nuclear fission/fusion, half life

**Assessment:** Students are assessed in the areas of Knowledge and Conceptual Understanding (recall and interpret concepts and theories, describe and explain phenomena, and apply algorithms), Investigative Processes (conduct and appraise research tasks, operate equipment safely, and use primary and secondary data) and Evaluating and Concluding (analyse interrelationships, predict outcomes and communicate in a variety of ways).

**Assessment plan:** Depending on the particular unit being studied, the types of assessment task are Supervised Assessments, Extended Response Tasks, and Extended Experimental Investigations.

**Cost:** Students may need to purchase supplies in order to complete a bridge construction task – approx. $30.

**Career Opportunities:** Human Movement Instructor, Sound Engineer, Marine Engineer, Marine Surveyor, Agricultural Engineer, Electrician, Electrical Engineer, Radio Technician, Architect, Hydrologist, Mineralogist, Physicist, Pathologist, Dentist, Optometrist, Audiologist, Teacher.
Assessment:

Assessment Plan:

• of contextualised units and Conceptual Understanding (knowledge of basic scientific concepts and skills to demonstrate understanding of these future impacts of humanity on our planet).

• Investigative Processes (thinking skills to enable them to engage in learning through an inquiry-based process, developing their ability to work and think scientifically through real-life experience.

The ability to undertake independent study programs is required.

Key Topics: The Science 21 course is delivered through a series of contextualised units

• Forensics
• Landcare of Condamine
• What’s your poison?
• Should old cars be banned?
• Dangerous Earth
• New show ride
• Global warming and sustainable living
• Space
• Immortality
• Chemistry of skin care

Assessment: Students are assessed in the areas of Knowledge and Conceptual Understanding (knowledge of basic scientific concepts and skills to demonstrate understanding of these concepts), Investigative Processes (thinking skills to enable them to identify, investigate, analyse and draw conclusions about issues) and Issues and Impacts (awareness of past, present and future impacts of humanity on our planet).

Assessment Plan: Assessment will be continuous throughout the course. It will comprise a variety of tasks including at least one of each of the following:

• Supervised written assessment (test, document analysis, preparation of scientific article, etc)
• Extended experimental investigation report (report based on a scientific inquiry)
• Extended response task (conduct secondary research into a scientific question or issue and examine its impact)
• Collection of work (annotated bibliography, practical report, critique of an article, feature article for a scientific journal, photo journal, etc.)
• Non-written presentation (oral, model, seminar presentation, video/computer game, web page, real-life presentation, etc.)

Career Opportunities: Although Science 21 does not lead directly into any particular careers, it provides a knowledge base that will be of benefit to students entering a wide variety of fields in which an understanding of basic scientific concepts is an asset, for example primary school teaching. The development of self-motivation and the ability to undertake independent work by students studying Science 21 will be an asset in many careers in which such qualities are considered desirable.

Arts in Practice

Arts in Practice is a four-semester course of study. Semesters 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understandings and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four semesters as students develop greater independence as learners. Semesters 3 and 4 consolidate student learning.

Unit 1: On Show: Students will explore how multiple art forms can work together to enhance meaning in an artwork.

Unit 2: Film School: Students learn to manipulate digital imagery and technologies to create products for display.

Unit 3: The Show Goes On... Students become involved in an Arts event viewed by the community e.g a school event (e.g. musical, ANZAC Day) and/or Jumpers & Jazz as a focus for their artistic efforts.

Unit 4: Graduating Film: Students will explore the idea that artworks can be used to pay homage to people, places or events.

Assessment:

• Investigations are undertaken and result in the creation of Multi-modal presentations
• Individual artworks are designed and created across multiple art forms
• Projects are undertaken, culminating in works seen beyond the immediate school community and supported by spoken statements explaining their intent.

Cost: Students are required to maintain a journal. An annual excursion may be organised depending on suitability of available performances.

Career Opportunities: Arts in Practice could enhance career opportunities as an actor, dancer, artist, musician, director, cinematographer etc.
**Business Studies**

Head of Department – Mrs Leisa Betts

QCAA Subject Code: 6035  
QCE Credit Points: 4  
QCE Learning Option: Core

**Subject Description:** The subject Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts. The business sector is estimated to employ over two million Australians and is growing at the rate of approximately 5% per year. This means that exciting opportunities exist in the business sector across a range of business contexts.

Through learning across the core ‘Business practices’ and ‘Business functions’, students will experience the knowledge and skills used when working in a business, exploring and applying these through a variety of business contexts. Students will learn how to make informed and effective decisions in consumer and financial contexts. They will also analyse business information and planning, and propose and implement outcomes and/or solutions across business contexts in real or simulated business environments.

**Key Topics:**
- Working in a Not-For-Profit Organisation
- Marketing a Tourist Activity
- Events Management
- Financial Administration
- A Brave New Business World – Communication
- A Brave New Business World – Retail
- Events Management II
- Industrial Relations and Workplace Health and Safety

**Assessment:**
- Projects (which include at least two components chosen from practical, written, spoken or multimodal)
- Extended responses to stimulus materials
- Short response examinations.

**Cost:** Practical field trips and excursions will attract some additional costs.

**Career Opportunities:** A course of study in Business Studies can establish a basis for further education and employment in education, health and community services. There is opportunity for work in early childhood settings such as: childcare facilities, kindergartens and early learning centres.

**Engineering Skills**

Head of Department – Mr Wayne Hoger

QCAA Subject Code: 6417  
QCE Credit Points: 4  
QCE Learning Option: Core

**Subject Description:** Engineering Skills is a two year program studied for three lessons per week. It focuses on the underpinning industry practices and production processes required to manufacture products in sheet metal working, welding and fabricating, and fitting and machining. Students may use materials such as steel, zinc coated steel, ferrous alloys (high and low carbon steel, stainless steel) and non-ferrous metals (aluminium, copper, brass), polymers, and composites.

By studying this subject students’ enhance their opportunities regarding employment, further study, leisure and lifelong learning. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

**Key Topics:**
- Industry practices are used to effectively and efficiently manage the production of items, to develop workplace health and safety ethic, to enhance personal and interpersonal skills, and to create an understanding of customer expectations.
- Production processes combine production skills and procedures to safely manufacture products to specifications.

**Industry Specific Electives (A selection covered)**
- Sheet metal working
- Welding and fabricating
- Fitting and machining

**Assessment:** Students will be required to provide evidence of what they are learning in a variety of forms. These may include:
- Objective and short-answer or response tests
- Written responses/Oral presentations/Practical work/Teacher observation of student skills

**Warning:** As part of the Engineering Skills course, students will be required to complete a number of practical exercises. Once completed, students may be permitted to take these items home. Parents need to be aware that the products are a result of the teaching exercise only. They do not and were never intended to conform to Australian Standards and should not be used for their normal practical purpose if a risk to the user exists.

**Early Childhood Studies**

Head of Department – Mr Scott Thompson

QCAA Subject Code: 6226  
QCE Credit Points: 4  
QCE Learning Option: Core

**Subject Description:** The first five years of life are critical to shaping a child’s future. The subject Early Childhood provides students with opportunities to explore the nature and the importance of the early years. A cornerstone of Early Childhood is for creation of play-based activities by students. As students learn to create and plan, identify and solve problems, and work with others, they develop self-confidence, independence, a responsible attitude towards children and readiness for the workplace. Across the course of study, students will have opportunities to interact with children from early childhood education and care services from birth to five years.

**Key Topics:**
- play and imagination
- indoor and outdoor learning environments
- health and physical wellbeing
- literacy and numeracy in the early years

**Assessment:**
1. Project eg students plan and implement a story telling session which includes props
2. Exam

**Cost:** Students may be required to provide some resources for practical tasks. Cost will be minimal.

**Career Opportunities:** A course of study in Early Childhood can establish a basis for further education and employment in education, health and community services. There is opportunity for work in early childhood settings such as: childcare facilities, kindergartens and early learning centres.
English Communication
Head of Department – Ms Jacinta Boland

QCAA Subject Code: 6125
QCE Credit Points: 4
QCE Learning Option: Core

Subject Description: English Communication is a two year course of study directed at developing students’ ability to interact and communicate effectively with others at work and in their personal lives. The activities in English Communication are often based on real life or life-like contexts and use a balance of media such as films, music, plays, newspapers, and novels. In this course, students will have the opportunity to:
- make meaning of everyday texts and understand the influence of different cultural and social contexts
- develop speaking, reading, listening and writing skills.
- become confident in making judgements to accept or challenge meanings in texts.

Key Topics: Students will work through a number of units which include:
- Community heroes
- How to win friends and influence people
- Hunger games
- Getaway
- Justice
- Launch to the future
- All work and no play
- Looking forward, looking back

Assessment:
- Approximately 60% of the assessment in English Communication is oral and might include such tasks as presentations, scripted role-plays, interviews and telephone calls.
- Approximately 40% of the assessment items are written tasks. These vary in length and could require students to design a resume or write a TV news report or write a paragraph under exam conditions.
- English Communication requires co-operation and teamwork and there may be some items of assessment for which students will need to be part of a group.

Cost: Students may be required to participate in excursions into the community. Fees will be charged for transport and admission and (where applicable) for food.

Career Opportunities: Effective written and spoken communication is essential in any workplace. Students who undertake English Communication might consider a career in the retail, tourism or hospitality industries or further study at TAFE.

Furnishing Skills
Head of Department – Mr Wayne Hoger

QCAA Subject Code: 6418
QCE Credit Points: 4
QCE Learning Option: Core

Subject Description: Furnishing Skills is a two year program studied for three lessons per week. It focuses on the underpinning industry practices and production processes required to manufacture products in the furnishing industry, encompassing a wide range of fields including soft furnishing, commercial and household furniture making, cabinet making and upholstery. Students may use materials such as textiles, timber, polymers, composites and metals.

Cost: Students will be required to provide some resources for practical tasks. Cost will be kept to a minimum.

Career Opportunities: Fashion is a dynamic industry that supports a wide variety of vocations. A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Key Topics:
- Industry practices are used to effectively and efficiently manage the production of items, to develop workplace health and safety ethic, to enhance personal and interpersonal skills, and to create an understanding of customer expectations.
- Production processes combine production skills and procedures to safely manufacture products to specifications.

Industry Specific Electives (A selection covered)
- Furniture making
- Cabinet making
- Furniture finishing
- Glazing and framing
- Upholstery

Fashion
Head of Department – Mr Scott Thompson

QCAA Subject Code:
QCE Credit Points: 4
QCE Learning Option: Core

Subject Description: Fashion is an integral part of everyday life, with individuals making choices about what clothing and accessories to wear. Fashion choice is determined by culture, history, function (eg. work or sport requirements), economic considerations, personal taste, peer group, availability and trends. The subject, Fashion, has a practical focus where students learn through doing. Through undertaking this course students will be challenged to use their imagination, create, innovate and express their ideas, design and make design solutions in a range of fashion contexts. Students undertake group and teamwork and individual projects. They manage personal projects and are encouraged to work independently on Fashion design tasks. Students learn to appreciate the design of others while developing their own personal style. They explore fashion culture, fashion trends and marketing.

Key Topics:
- Fashion culture – history and trends, careers
- Fashion technologies – textiles and materials, technical skills
- Fashion design – design process, visual presentation skills, merchandising, branding

Assessment:
- Project eg. Design and create an embellished piece of fabric, explain how this fabric might be used in an end product or design and complete a visual diary for a collection of fashion items that would meet a trend collection
- Product eg design and construct an accessory or wearable art item, draw a window display to house a collection of work, make a fashion piece that has an on-trend element

Cost: Students will be required to provide some resources for practical tasks. Cost will be kept to a minimum.

Career Opportunities: Fashion is an integral part of everyday life, with individuals making choices about what clothing and accessories to wear. Fashion choice is determined by culture, history, function (eg. work or sport requirements), economic considerations, personal taste, peer group, availability and trends. The subject, Fashion, has a practical focus where students learn through doing. Through undertaking this course students will be challenged to use their imagination, create, innovate and express their ideas, design and make design solutions in a range of fashion contexts. Students undertake group and teamwork and individual projects. They manage personal projects and are encouraged to work independently on Fashion design tasks. Students learn to appreciate the design of others while developing their own personal style. They explore fashion culture, fashion trends and marketing.

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Assessment: Students will be required to provide evidence of what they are learning in a variety of forms. These may include:
Objective and short-answer or response tests/Written responses/Oral presentations/Practical work/Teacher observation of student skills

Warning: As part of the Furnishing Skills course, students will be required to complete a number of practical exercises. Once completed, students may be permitted to take these items home. Parents need to be aware that the products are a result of the teaching exercise only. They do not and were never intended to conform to Australian Standards and should not be used for their normal practical purpose if a risk to the user exists.

Hospitality Practices
Head of Department – Mr Scott Thompson

QCAA Subject code: 6006
QCE Credit points: 4
QCE Learning Option: Core

Subject Description: The hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers, and it consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders. Hospitality Practices enables students to develop knowledge, understanding and skills of the hospitality industry and to consider a diverse range of post school options.

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

Key Topics:
- Navigating the Hospitality Industry
- Working effectively with others
- Hospitality in practice
- Kitchen operations
- Food and beverage service

Assessment:
- Project – Practical Task – 2 per year
- Theory Test – 1 per year
- Extended Response – 1 per year

Cost: It is essential that students participate in practical cooking lessons. Students will be required to provide ingredients for some practical cooking lessons and practical Projects assessment task.

Career Opportunities: The hospitality and tourism industry is one of the major employment areas of the future and as it continues to rapidly expand so do the job and career opportunities it offers.

The study of hospitality can lead to part time work, further training or a career as a chef, kitchen hand, bar attendant, food service attendant, housekeeping, gaming industry, function

Industrial Technology Skills
Head of Department – Mr Wayne Hoger

QCAA Subject Code: 6420
QCE Credit Points: 4
QCE Learning Option: Core

Subject Description: Industrial Technology Skills is a two year program studied for three lessons per week. A range of units of study will be developed from a selection of industry areas which include building and construction, engineering (manufacturing) and furnishing. These units will be covered within industrial, domestic and/or recreational contexts.

Industrial Technology Skills offers students the opportunity to develop work, life and/or leisure skills integrating occupational health and safety, communication, drafting/freehand sketching, mathematical skills, manipulative skills, organisational skills, collaborative skills, and problem-solving skills.

The flexibility of this course is intended to allow students to gain some knowledge and skills in a number of different industry areas, rather than focus on one area

Key Topics:
- Core (All covered)
  - Occupational health and safety, communication, mathematical skills, manipulative skills, organisational skills, collaborative skills, and problem-solving skills.
- Industry Specific (A selection covered)
  - Selection and application of hand tools, power tools, and static machinery
  - Materials selection, construction and assembly
  - Drawing interpretation and setting out
  - Surface preparation and finishing
  - Selection and application of welding/cutting processes
**Assessment:** Students will be required to provide evidence of what they are learning in a variety of forms. These may include:
- Written responses / Oral presentations
- Practical work
- Teacher observation of student skills.

**Warning:** As part of the Industrial Technology Skills course, students will be required to complete a number of practical exercises. Once completed, students may be permitted to take these items home. Parents need to be aware that the products are a result of the teaching exercise only. They do not and were never intended to conform to Australian Standards and should not be used for their normal practical purpose if a risk to the user exists.

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**Information and Communication Technology**

**Head of Department – Mr Wayne Hoger**

**QCAA Subject Code:** 6107  
**QCE Credit Points:** 4  
**QCE Learning Option:** Core

**Pre-requisites:** Keyboarding skills desired

**Subject Description:** Foundation ICT has been designed as a two year course. During this course students will be involved in activities that will assist them with the technology used in the wider curriculum of senior studies at Warwick SHS. These skills will also be transferable into any type of further studies or employment. It is not a requirement for students undertaking this subject to have access to a computer and the Internet at home; however it would be of an advantage.

**Key Topics:** A range of units and topics will be covered in this course that range from the use of multimedia applications such as Windows MovieMaker and PowerPoint to digital photography and video.

**Assessment:** Students will be required to provide evidence of what they are learning in a variety of forms. These may include:
- Teacher Observation
- Assignments
- Practical Tasks
- Orals
- Portfolios

**Career Opportunities:** All Information Technology based subjects and a wide range of units can be implemented into a variety of different career paths.

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**Music in Practice**

**Head of Department – Mr Ian Follett**

**QCAA Subject Code:** 6414  
**QCE Credit Points:** 4  
**QCE Learning Option:** Core

**Subject Description:** Music is a unique aural art form that uses sound and silence as a means of personal expression. It affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Australia’s rich cultural diversity is reflected in its music, which embraces all genres and style from Indigenous and Western Traditions to contemporary music practices, innovation and experimentation.

Students will actively engage with the principles and practices of music – the essential music knowledge, understandings and skills explored through the activities of composing, performing and responding in and to music. Music in Practice gives students opportunities to develop knowledge and skills that may lead to working in many different musical occupations and roles within the local or broader community.

Students will also need to demonstrate good communication skills, initiative, and self-management as some tasks may involve working closely with community members.

**Key Topics:** Music in Practice is a four semester course of study. Year 11 is designed to allow students to experience Music in Practice at an introductory level. In Year 12 students will further explore their skills and development of knowledge in a range of musical areas. The focus is on real world and industry skills so tasks are tied into the school and wider community events as much as possible to give students hands on experiences.

Students complete units on:

- **Contemporary Music and Practical Music Skills** – Focus is on contemporary and popular music genres and styles as well as building practical music skills.
- **Live production and performance** – Students will have the opportunity to develop the knowledge, understanding and skills necessary for producing and performing in a live music event.
- **Song writing** – Students develop the necessary songwriting skills to effectively write songs that express their own or others’ ideas and emotions.
- **Community Music** – Students investigate music performed in the school community and the wider community.
- **Music Technology and Performance** – Students explore technology that is used by a musician to help make music.
- **Performance Craft** – Students develop the craft of performance and to understand the nature of performance and how to connect with and communicate to an audience.

**Assessment:** A range of tasks will enable students to demonstrate achievement in the objects of the course of Knowing and Understanding, Applying and Analysing and Creating and Evaluating all whilst observing occupational health and safety practices.

Tasks may involve:
- Projects
- Performance
- Composition
- Investigation
- Extended Response to stimulus

**Cost:** Students will be required to have a folder/book to record notes and planning. Excursions suitable to the unit of study may be organised depending on opportunities.

**Career Opportunities:** Music in Practice could enhance career opportunities such as musician, band or recording group member, music journalist, media composer, DJ, sound or studio engineer, songwriter or arranger, music sales and merchandise staff, record producer, concert promoter, entertainment manager, tour manager or music director.

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**Pre-Vocational Mathematics**

**Acting Head of Department – Mr Darren Shuptrine**

**QCAA Subject Code:** 6140  
**QCE Credit Points:** 4  
**QCE Learning Option:** Core

**Subject Description:** This subject is designed to deliver basic mathematical skills in real-life related contexts to students who have had very limited success with junior Mathematics. This is the lowest level mathematics subject in which a sound achievement will qualify students for a QCE.
Tourism

QCAA Subject Code: 6094
QCE Credit Points: 4
QCE Learning Option: Core
Pre-requisites: English – C is desired

Subject Description: The tourism industry encompasses complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in entertainment, culture, conferences, adventure, shopping, dining, challenges and self-development or visiting friends and relatives. The subject Tourism enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services. It is designed to give students a variety of intellectual, technical, operational and workplace skills. Tourism students will learn concepts and ideas related to the core topics — ‘Tourism as an industry’, ‘The travel experience’ and ‘Sustainable tourism’. They will develop an understanding of the tourism industry and learn about employment opportunities and the range of skills needed to successfully undertake these positions. Students will also develop knowledge and understanding about reasons why people travel, and the importance of understanding the place, culture, laws and documents required for travel. Students will learn about the impacts of tourism, consider tourism challenges and opportunities, and the role of sustainable management in tourism.

Key Topics:
- Defining Tourism
- Tourism in the Local Area
- Eco-Tourism in Queensland
- Employment and Tourism
- Marketing Australia
- Preparing to Travel Overseas
- Global Sustainable Tourism
- The Future of Tourism

Assessment:
- projects
- investigations
- extended responses to stimulus
- short response examinations

In Year 12, students will be expected to complete four assessment responses which include at least three different assessment techniques, one that is a project and one that is an examination.

Recreation

QCAA Subject Code: 6407
QCE Credit Points: 4
QCE Learning Option: Core

Pre-requisites: A strong interest in the Health, Fitness and Recreation areas, as well as a strong motivation to improve their own skills.

Subject Description: This subject continues to provide the foundations of mathematics that are necessary for independent adult lives.

Key Topics:
- Number
- Data
- Location & Time
- Measurement
- Finance

Assessment: Investigations, folios, numercy tests, oral presentations

Tutorials: The mathematics department offers free tutorials one afternoon each week where students are strongly encouraged to come along and ask questions of qualified mathematics teachers.

Career Opportunities: This subject continues to provide the foundations of mathematics that are necessary for independent adult lives.

Practical Assessment: is based on participation, effort and performance of physical activities.

Written Assessment: Includes two investigations and two multi-part projects.

Cost: Costs are incurred for hire/entry to external facilities e.g. aquatic Centre, gym, squash courts. If students choose to complete accredited courses, then costs apply as well.

Career Opportunities: Knowledge and skills obtained through this course will enable students to participate safely in a wide range of recreation activities and to help conduct a variety of these activities. This could apply to volunteer or paid involvement with e.g. sport and aquatic centres, health and fitness groups, recreation camps, adventure tour organisations, sports clubs, gymnasiuums, sport facilities, community organisations.

Tourism

Head of Department – Ms Leisa Betts

Defining Tourism
- Tourism in the Local Area
- Eco-Tourism in Queensland
- Employment and Tourism
- Marketing Australia
- Preparing to Travel Overseas
- Global Sustainable Tourism
- The Future of Tourism

Assessment:
- projects
- investigations
- extended responses to stimulus
- short response examinations

In Year 12, students will be expected to complete four assessment responses which include at least three different assessment techniques, one that is a project and one that is an examination.
Cost: Practical field trips, industry visits and excursions will attract some additional costs.

Career Opportunities: A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

Visual Arts in Practice
Head of Department – Mr Ian Follett

QCAA Subject Code: 6415
QCE Credit Points: 4
QCE Learning Option: Core

Subject Description: Visual Arts in Practice is an appropriate study area for all students interested in exploring and developing their skills and processes across a variety of visual art forms. Four main elective areas are explored: Design, Craft, 3D and 4D. Students are encouraged to take the opportunity to strengthen skills they already possess whilst also taking the opportunity to explore and develop areas in which they might have a more limited experience.

Key Topics: Visual Arts in Practice is a four-semester course of study. Semesters 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understandings and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four semesters as students develop greater independence as learners. Semesters 3 and 4 consolidate student learning.

Students complete units on:
- Design - Students design products to meet a set criteria
- Craft - A variety of craft activities such as: leatherwork, candle making, jewellery, paper crafts etc
- Three -Dimensional Artworks - Students explore clay making and other sculptural processes to create forms.
- Two-Dimensional Artworks - Students create a folio of two-dimensional artworks (such as drawings, paintings and prints) responding to a set stimulus/concept and prepare them for formal display.

Assessment:
- A written component supporting an art project
- Individual artworks are designed and created
- Projects are undertaken, culminating in works seen beyond the immediate school community.

Cost: Students are required to maintain a journal. Students who choose to undertake expensive projects/artworks may need to contribute to costs. Possible excursion to Art Galleries (prices dependent on location of exhibition).

Career Opportunities: Visual Arts in Practice could enhance career opportunities as an artist, art teacher, graphic designer, interior designer, commercial artists, art gallery curator, ticket writer, window dresser, film industry, desktop publisher, printer, book illustrator, set designer, costume designer, ceramicist. Etc
Students will need to provide the following PPE (Personal Protection Equipment).

Long sleeve shirt: It must be made from a non-flammable material and is highly recommended that students purchase a known brand high-visibility style work shirt.

Long pants: Students are to wear long pants (work pants or jeans) during all activities.

Protective footwear: Students are required to have steel capped work boots or shoes to be able to enter the workshop.

Stationery: Students are required to provide a range of day to day stationery such as pens, pencils, ruler, notebook and other items that they would generally be expected to bring to any other form of theoretical class.

Computer Equipment: Students are required to provide a laptop suitable for the operation of the learning management software (LMS) and Computer Aided Drafting (CAD).

Assessment: Assessment for this course will be assessed as competency-based assessment (competent/not yet competent). If all units of competency are fully completed, students will be issued with MEM20413 Certificate II in Engineering. If the certificate is partially completed, any fully completed units of competency will contribute towards a Statement of Attainment.

Assessment Techniques: Students will be required to provide evidence of what they are learning in a variety of forms. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Techniques may include:
- teacher observation of student skills
- written responses
- oral conversations
- photos of practical work
- practical tasks

Costs: There are currently no extra material fees for this course, however there may be additional costs for excursions to industry areas over the course.

Career Opportunities: Combined with further study in this field, students can complete qualifications (some as high as diploma level) in the engineering and motorsport sectors.

NB: This information is correct at time of publication but subject to change.

Warning: As part of the Certificate II in Engineering Pathways, students will be required to complete a number of practice exercises. Once completed, students are permitted to take some of these items home. Parents need to be aware that the products are a result of the teaching exercise only. They do not and were never intended to conform to Australian Standards and should not be used for their normal practical purpose if a risk to the user exists.

Certificate II in Rural Operations
Head of Department – Mr David Coates

RTO: TAFE Qld South West – RTO No.: 0526
VET Certificate Code: AHC21210
QCE Credit Points: 4
QCE Learning Option: Core

Pre-requisites: English – C, Science – C are desired

Subject Description: This is a nationally recognised Certificate that is either the basis for entry level of work in the Agriculture field, or can be recognised for prior learning in further study if the student so desires. This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights/obligations outlined in the enrolment process and information handbooks provided.

Key Topics:
AHC21210 Certificate II in Rural Operations
Students must achieve competence in all units below:

Code | Units of Competency
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AHCCHM201A | Apply chemical under supervision
AHCFL210A | Operate tractors
AHCIM209A | Operate farm machinery
AHCIRG202A | Assist with the operation of pressurized irrigation
AHCISU208A | Construct and maintain irrigation systems
AHCIST201A | Assist with the operation of irrigation systems
AHCNUR210A | Assist in animal husbandry
AHCPLT201A | Handle livestock using basic techniques
AHCPT201A | Assist with handling of livestock
AHCPTL201A | Assist with the operation of livestock transport
AHCPTM201A | Assist with the operation of livestock transport
AHCWOL201A | Pen sheep
AHCWOL202A | Operate tractors
BBSITU203A | Communicate electronically
BBSITU204A | Provide livestock management services
BBSITU205A | Provide veterinary services
BBSITU206A | Provide livestock management services
BBSITU207A | Assist with the operation of livestock transport

Assessment: Assessment for this course is competency-based if all units of competency are fully completed, students will be issued with AHC21210 Certificate II in Rural Operations. If the certificate is partially completed, any fully completed units of competency will contribute towards a Statement of Attainment.

Assessment Techniques: Students will be required to provide evidence of what they are learning. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Techniques include:
- written tests, response to stimulus material,
- project/practical work, teacher checklists
- diary maintained throughout the year, oral presentations

Costs: Year 11 - $45 Year 12 - $45. Fees indicated are approximate and should be used as a guide only. Exact fees can be supplied at the time of enrolment.

Career Opportunities: This qualification provides an occupational outcome for industries and agencies in rural and regional Australia (Farm worker, laboratory technician, weed and pest control officer, agricultural machinery dealer, nursery worker, landscape gardener, stock and station agent). This information is correct at time of publication but subject to change. Depending on the units selected, individuals can be employed not only in rural industries, but also other rural and regional sectors such as local government, tourism, hospitality, transport, construction, community services, information technology and metals.

Pathways from this qualification: Further training pathways from this qualification include, but are not limited to, Certificate III in Agriculture, Certificate III in Production Horticulture and Certificate III in Horticulture.

Certificate II in Sampling and Measurement
Head of Department – Mr David Coates

RTO : Warwick State High School RTO No. : 30450
VET Certificate Code: MSL20109
QCE Credit Points: 4
QCE Learning Option: Core

Pre-requisites: English – C, Science – C are desired

Subject Description: This qualification covers the skills and knowledge required to perform a range of sampling and measurement as part of production or field operations in the construction, manufacturing, resources and environmental industry sectors.
**Key Topics:** This course may include the following units of competency:
- Participate in environmentally sustainable work practices
- Work within a laboratory/field workplace (induction)
- Record and present data
- Participate in laboratory/field workplace safety
- Collect routine site samples
- Handle and transport samples or equipment
- Conduct routine site measurements
- Communicate with other people
- Plan conduct laboratory/field work
- Maintain the laboratory/field workplace fit for purpose
- Apply critical control point requirements
- Perform calibration checks on equipment and assist with its maintenance
- Receive and prepare samples for testing
- Perform basic test

**Assessment:** Assessment for this course is competency based. If all units of competency are fully completed, students will be issued with MSL20109 Certificate II in Sampling and Measurement. If the certificate is partially completed, any fully completed units of competency will contribute towards a Statement of Attainment.

**Important Information**

**Campus:** Warwick Trade Training Centre

**Duration:** 2 years

**Attendance:** Wednesday 12 noon - 3:00pm

**Cost:** To be advised

All students must wear clothing appropriate for work, including covered shoes, safety glasses, long sleeved cotton shirt and long cotton pants. Students must also bring the relevant work book, pens and paper to all classes.

**Career Opportunities:** The certificate offers entry level for sampling and measurement skills applied across a range of industries. Employment opportunities include samplers and testers, production personnel, plant operators, production operators, field assistants, drivers, sample couriers, and many others.

Samplers and testers conduct limited sampling and testing as part of their duties in their particular industry. In some industry sectors (for example, mineral assay) this work forms a whole job role. They apply a restricted range of skills and operational knowledge to perform these tasks and do not generally work inside a laboratory. They:
- follow set procedures to sample raw materials and products
- may package, label, store and transport samples
- use simple equipment (hydrometers, thermometers and pH meters) to make measurements and perform basic tests that take a short time and involve a narrow range of variables and easily recognised control limits
- may make visual inspection of products and packaging.

Examples of the work of laboratory assistants are given below.
- A milk tanker driver conducts aseptic sampling of milk before loading and then conveys the samples to the laboratory.
- An operator in a quarry may take samples from stockpiles and conveyors and conduct simple tests on different grades of aggregates.
- A field officer working in environmental monitoring may visit a catchment area to collect water samples
- Sampler/testers take air samples for testing for microbial monitoring of air conditioning or cooling towers.

**Application:** This qualification is typically used to prepare new employees or develop the skills of existing workers within the construction, manufacturing, resources and environmental industry sectors. Training programs for this qualification are suitable to be undertaken as part of a formal training contract with an employer under an Australian Traineeship or Apprenticeship arrangement.

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**Certificate II in Active Volunteering**

**Head of Department – Mr Wayne Hoger**

**RTO:** Volunteering Queensland Inc. **RTO No.:** 6020

**QSA Subject Code:** CHC24015

**QCE Credit Points:** 4

**QCE Learning Option:** Core

**Subject Description:** Certificate II in Active Volunteering is a nationally recognised certificate which provides students with the vital skills to prosper in their volunteering roles, while providing a solid foundation for a variety of career pathways they may wish to pursue in the future.

The course allows students to:
- Build skills and confidence
- Develop workplace networks
- Gain references
- Strengthen their self-esteem.

In addition, research shows that if a young person participates in volunteering they will be more likely to engage and connect with others in their community.

**Key Topics:**
- Participate in WHS processes
- Communicate with people accessing the services of the organisation
- Work with others
- Be an effective volunteer
- Undertake basic administrative duties

A further four electives will be negotiated from the areas of Health, Sport & Recreation, Public Safety, Administration and Preparing for Work.

**Please note:** This course requires participants to complete 30 hours of volunteering in the community

**Assessment:** Assessment for this course is competency-based (competent/not yet competent). If all units of competency are fully completed, students will be issued with Certificate II in Volunteering. If the certificate is partially completed, any fully completed units of competency will contribute towards a Statement of Attainment.

**Assessment Techniques:** Students will be required to provide evidence of what they are learning in a variety of forms. Evidence gathering for this qualification is continuous and techniques may include:
- objective and short-answer or response tests
- written responses
- oral presentations
- practical work
- teacher observation of student skills

**Cost:** $85.00. Fees indicated are approximate and should be used as a guide only. Exact fees can be supplied at the time of enrolment. Fees are non-refundable.

**Career Opportunities:** Volunteering offers students an ideal pathway into a range of industry areas including community services, sport and recreation, environment and conservation, arts, emergency services and human rights and justice.
MICROSOFT ACADEMY

QCE Credit Points: Maximum of 8
QCE Learning Option: Enrichment

Pre-requisites: Nil

Subject Description: The program Microsoft IT Academy is intended to assist students to gain knowledge and skills in various Microsoft business applications and technologies. The program allows students to receive accreditation as a “Microsoft Office Specialist”. In order to receive this accreditation, students must complete practice exams then pass a final exam for each application.

Key Topics:
Options available for study include the following Microsoft applications:
- Word
- Excel
- PowerPoint
- Access
- Outlook
- OneNote

Assessment: Students will be assessed through external practical exams conducted online my CertiPort. To participate in this assessment, parental permission must be provided due to privacy regulations.

Cost: At this stage, there is no cost to students to complete these accreditations. The cost is currently borne by Education Queensland and Warwick SHS.

Career Opportunities: Provides a wide range of skills in the Microsoft applications that can be applied into any occupation or further study.

VET IN SCHOOLS PROGRAM

Fact sheets regarding any TAFE subject will be available in the TAFE Information booklet.

1. Complete your Warwick SHS Subject Selection Form indicating the TAFE subject you wish to study
2. Complete the TAFE Expression of Interest online before 18 September 2015
3. TAFE will send out relevant enrolment documents after 18 September 2015