

Burnside State  
High School

Smaller Smarter Safer

# Senior Curriculum Guide 2017

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## ***PRINCIPAL'S INTRODUCTION***

I extend a welcome to all students commencing their senior phase of learning at Burnside State High School. The senior phase of learning will provide you with the opportunity to build strong foundations for your future.

Smaller, Smarter, Safer underpins everything we do at Burnside State High School and we offer a range of subjects covering a diverse range of interests with our core values of care, consideration and co-operation ensuring we have created a productive learning environment. Our subject range, combined with excellent teachers, facilities and resources and a wide range of learning experiences, provides ample opportunity for every student to experience success and to develop multiple pathways to the future.

Developing multiple pathways to the future is fundamental in building strong foundations for success and in enabling successful transitions to further education and training and employment.

The range of subjects and pathways available allows you to select:-

- Academic subjects that prepare you for university entrance, school based distance education or virtual schooling
- Vocational subjects that prepare you for direct entry to the workforce or for further education and training at a TAFE college
- A combination of both
- A school-based traineeship/apprenticeship to complement any of the pathways above

In the senior phase of learning you must take increasing responsibility for your own learning and it is also a time for strengthening your commitment to lifelong learning.

A lifelong learner is:

- A knowledgeable person with deep understanding
- A complex thinker
- An active investigator
- A responsive creator
- An effective communicator
- A participant in an interdependent world
- A reflective and self-directed learner

Burnside State High School will provide you with many opportunities to build the foundations to your future, but ultimately the responsibility for your success rests with you.

The senior phase of learning isn't easy, but with good personal organisation, self-discipline, good work and study habits you can be very successful and achieve your goals. Set clear goals and be committed to working hard to achieve them.

I trust that you will enjoy the challenges of senior schooling and that you will reap the benefits for your future. If we work together, you will gain that "competitive edge" that you need and find your "Pathway to Success". Burnside State High School is the only state high school on the Sunshine Coast that has had 100% of students leave with an OP, QCE or VET qualification in 2009 through to 2015. Our Senior Phase program has been both a regional winner and state finalist for Education Queensland Showcase awards 2010 to 2012.

Smaller, Smarter, Safer. That's Burnside State High School.

Kerri Dunn  
Principal

**PROCESS FOR SELECTION OF SUBJECTS**

**FOR STUDENTS ENTERING YEAR 11 IN 2017**

<b>STAGE 1</b>	Term 2/3 (ongoing)	Careers Information and development of Senior Education Training Plan (SET Plan)	<b>Year 10 information about Careers</b>  Beacon Program Guidance Talks Information Sessions
<b>STAGE 2</b>	July/August	Year 11 Subject Talks by Heads of Department	<b>All Year 10</b> Various times
<b>STAGE 3</b>	Wednesday 27 July 2016	Subject Selection Expo Parent Evening	<b>Year 10 Parents and Students attend Information on Year 11 subject selection</b>
<b>STAGE 4</b>	Thursday 1 September 2016	SET Plan Interviews 1:00pm – 7:00pm in Professional Learning Centre  Initial Subject Selections	<b>Students wishing to enter Year 11 in 2017 MUST</b> have an interview to confirm subject selections (a) All students must be accompanied by parent/s (b) Appointments are necessary. To book an interview time phone 5459-7333 after 18 July, 2016 <b>NOTE:</b> Students may not be able to do all six subjects selected at this time.
<b>STAGE 5</b>	Term 4	Subject Confirmation	Students will receive confirmation of subjects for 2017

Students at Burnside High are offered the following choice of subject types:

1. **AUTHORITY SUBJECTS** – These subjects follow an approved Queensland Curriculum and Assessment Authority (QCAA) syllabus. A minimum of 20 semester units of these subjects is needed for an Overall Position (OP). Three of these subjects must be studied for 4 semesters.
2. **AUTHORITY REGISTERED SUBJECTS** – These subjects are accredited by the Queensland Curriculum and Assessment Authority and appear on the Senior Statement. They do not contribute towards tertiary entrance, i.e. they are not included in OP calculations.
3. **VOCATIONAL EDUCATION AND TRAINING (VET) CERTIFICATE COURSES** – These contain vocational competencies. Student achievement in subjects with vocational competencies receive credit towards qualifications recognised nationally within the Vocational Qualification Framework (VQF).

As you prepare to enter the Senior Phase of Schooling you will need to think carefully about your life goals. To assist you in this transition you will develop an individual Senior Education and Training Plan or SET PLAN. In developing this plan you will choose your pathway of study for the next 2 or 3 years.

- If you decide you want to pursue a course at University you will need to understand the prerequisite subjects needed and the significance of the Overall Position (OP) and Field Positions (FPs).
- If you decide to pursue Vocational Education and Training (VET) Courses you need to find out what is needed for entry into the course of your choice. Some of our subject offerings contain VET units, which will give you credit in a relevant course area.

## REPORTING OF ACHIEVEMENT IN THE SENIOR SCHOOL

Achievement in the senior school is reported as follows:

- (1) Senior subject results are recorded with an Exit Level of Achievement from Very High (VHA) to Very Limited (VLA).
- (2) Vocational units are reported as competent or not yet competent. Interim reports may indicate that a student is working towards competency.
- (3) The Queensland Core Skills Test (QCS Test) result is reported on a scale from A-E. The QCS is a common state wide test which measures the skills developed through the Senior Curriculum.
- (4) An Overall Position (OP) which indicates a student's rank order position is based on overall achievements in 20 semester units of QCAA Subjects. It is expressed as a numerical ranking from 1-25 and awarded to eligible students only.
- (5) A field Position (FP) which indicates a student's rank order position in individual QCAA subjects in up to five fields are awarded to eligible students. Each statement is expressed as a ranking from 1-10.

Information and explanation is always available from the school, either formally through student information sessions, parent information nights or informally through individual inquiries.

## Field Position subject weights

Year 12 in 2018

This table is for the use of Queensland students in Year 12 in 2018.

Syllabus	Year	Field A	Field B	Field C	Field D	Field E
Aboriginal and Torres Strait Islander Studies	2009	2	3	1	N/A	3
Accounting	2010	3	3	5	3	1
Aerospace Studies	2011	3	4	4	4	2
Agricultural Science	2013	3	3	4	3	3
Ancient History	2004	5	4	2	N/A	3
Arabic	2009	1	5	1	N/A	3
Biology	2004	5	4	4	3	2
Business Communication and Technologies	2012	3	4	4	3	3
Business Management	2013	4	3	4	3	2
Chemistry	2007	4	3	5	5	2
Chinese	2008	1	5	1	N/A	3
Chinese Extension	2011	2	5	1	N/A	4
Dance	2010	2	1	1	N/A	5
Drama	2013	3	2	1	N/A	5
Earth Science	2000	3	3	4	3	2
Economics	2010	5	5	4	3	1
Engineering Technology	2010	3	2	5	5	3
English	2010	5	4	1	N/A	3
English Extension	2011	5	2	1	N/A	2
English for ESL Learners (extended trial)	2007	3	4	1	N/A	3
Film, Television and New Media	2005	3	2	2	N/A	5
French	2008	1	5	1	N/A	3
French Extension	2009	2	5	1	N/A	4
Geography	2007	4	5	4	3	2
German	2008	1	5	1	N/A	3
German Extension	2009	2	5	1	N/A	4
Graphics	2013	1	3	5	3	4
Health Education	2010	5	2	3	2	2
Home Economics	2010	3	4	3	2	4
Hospitality Studies	2012	2	3	3	2	4
Indonesian	2008	1	5	1	N/A	3
Indonesian Extension	2009	2	5	1	N/A	4
Information Processing and Technology	2010	3	2	4	4	3

Syllabus	Year	Field A	Field B	Field C	Field D	Field E
Information Technology Systems	2012	3	3	3	3	3
Italian	2008	1	5	1	N/A	3
Japanese	2008	1	5	1	N/A	3
Korean	2008	1	5	1	N/A	3
Latin	2008	2	5	1	N/A	2
Legal Studies	2013	5	4	2	1	2
Marine Science	2013	3	3	4	3	3
Mathematics A	2008	1	2	5	4	N/A
Mathematics B	2008	1	2	5	5	N/A
Mathematics C	2008	1	2	5	5	N/A
Modern Greek	2008	1	5	1	N/A	3
Modern History	2004	5	4	2	N/A	3
Music	2013	3	1	2	1	5
Music Extension	2008	3	1	2	2	5
Philosophy and Reason	2014	5	3	3	3	N/A
Physical Education	2010	3	1	3	2	5
Physics	2007	4	3	5	5	2
Polish	2008	1	5	1	N/A	3
Punjabi	2012	1	5	1	N/A	3
Russian	2008	1	5	1	N/A	3
Science21	2010	4	4	5	4	2
Spanish	2008	1	5	1	N/A	3
Study of Religion	2008	5	4	2	N/A	2
Study of Society	2012	5	4	3	2	2
Technology Studies	2013	2	1	4	3	4
Vietnamese	2008	1	5	1	N/A	3
Visual Art	2007	4	2	2	N/A	5

## Field Positions (FPs)

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

- Field A** — extended written expression involving complex analysis and synthesis of ideas
- Field B** — short written communication involving reading, comprehension and expression in English or a foreign language
- Field C** — basic numeracy involving simple calculations, and graphical and tabular interpretation
- Field D** — solving complex problems involving mathematical symbols and abstractions
- Field E** — substantial practical performance involving physical or creative arts or expressive skills.

Field Positions may be used by some Tertiary providers when determining course offers to students with the same OP.

## LEARNING PROJECTS

Learning Projects are independent programs of learning that give flexibility to pursue your interests. You must prepare a proposal with the help of a mentor/teacher that outlines your workplace, community or self-directed learning project. More details can be found on the Queensland Curriculum and Assessment Authority (QCCA) website. All projects must be approved by the QCCA before a project is started.

## ONLINE CERTIFICATE COURSES

Online certificate courses are flexible learning options delivered by providers (Registered Training Organisations) to offer you the opportunity to study a Diploma or Certificate Course online. Your fees and obligations are managed by the provider of the certificate. Burnside High provides the space, computer and time for you to complete your studies.

## **SCHOOL-BASED APPRENTICESHIPS & TRAINEESHIPS**

School-based apprenticeships and traineeships (SATs) are one of the senior schooling pathways available for students in Years 10, 11 or 12 at Burnside SHS.

### **WHAT IS A SAT?**

SATs allow students to study for their Queensland Certificate of Education (QCE), work for an employer and earn a wage, as well as train towards a nationally recognised vocational qualification while completing high school.

SATs are available in hundreds of fields ranging from rural to retail, business to building, hospitality to hairdressing, and automotive to arts.

Depending on the qualification and when the SAT is started, many students can complete a school-based traineeship while at school.

A school-based apprenticeship provides a head start into a full-time or part-time apprenticeship and career. It is possible to complete up to a third of an apprenticeship while at school. After school this can be converted to a full-time or part time arrangement.

### **SATs AND THE QUEENSLAND CERTIFICATE OF EDUCATION (QCE)**

Achievement in a SAT can contribute credit towards the QCE.

#### *School-based traineeships:*

- School-based traineeships are generally Certificate II or III qualifications that include on-the-job training and paid employment
- Completed traineeships may contribute four (4) credits for Certificate II and up to eight (8) credits for Certificate III qualifications.
- Partly completed certificates undertaken as part of a traineeship may contribute credit towards the QCE.

#### *School-based apprenticeships:*

- School-based apprenticeships are generally Certificate III qualifications that include on-the-job training and paid employment
- Students can complete up to 30 per cent of competencies while enrolled at school which may contribute up to two (2) credits towards the QCE
- In addition, the on-the-job component over a two-year period may contribute up to four (4) credits towards the QCE.

### **SATs AND UNIVERSITY ENTRANCE**

Results from Vocational Education and Training undertaken as part of a SAT may be used by students who are **OP-ineligible** to gain a Selection Rank for university entrance.

### **HOW DO SATs WORK?**

A SAT is a legally binding contract of training and employment. The student is considered an employee in the workplace and is paid a wage in accordance with the payment set of the industry. At least 50 days (minimum 7.6 hours) paid employment must be provided per year for school-based apprentices and trainees. For Burnside SHS students, work contact hours will generally need to be on Thursdays, evenings and/or weekends.

The vocational training aspect of the program may be done on-the-job or may require the student to attend training separately. The choice of the training provider rests with the employer and may be a TAFE or private training provider.

Burnside SHS students are generally expected to maintain a normal subject load at school and not allow their SAT to have a negative impact on their educational goals.

## ***ASSESSMENT***

A variety of different assessment instruments are used. In some subjects students may be required to complete assignments as well as sit for tests. Each subject in this booklet indicates the type of assessment used.

The most important reason for assessment is for students to learn from their mistakes. Some assessment is also used to decide the level of achievement the student will be awarded when exiting from a subject. At Burnside High School we call this summative assessment. Assessment which is for learning purposes only is called formative assessment.

Competency Based Assessment is the process of collecting evidence and making judgements on the nature and extent of progress towards the performance requirements set out in a standard, or a learning outcome, and, at the appropriate point, making the judgement as to whether competency or the learning outcome has been achieved.

## ***REPORTS***

Year 11 students will normally be issued with four progress reports during the year and Year 12 students with two. Progress reports will be issued in Semester 2 of Year 12.

## ***ASSESSMENT CALENDAR***

All students will be issued with their own copy of a semester calendar listing due dates for assessable assignments and tests. A copy will also be posted home to parents.

## ***EXAMINATIONS***

Students should be present for all examinations according to the assessment calendar. Students absent for scheduled tests must provide the school with a parent note. In the case of illness, a medical certificate is required for senior students while a parent note will suffice for junior students. Students will complete the exam on return to school as soon as possible as per arrangements made by the Head of Department of the subject concerned.

## ***CONDITION FOR PROGRESSION TO NEXT SEMESTER***

Whether the students are to receive credit or not, students must submit all assignments listed on the assessment calendar. The assignment must be completed to a standard satisfactory to the school.

## ***RECOGNITION OF PRIOR LEARNING***

Recognition of Prior Learning (RPL) refers to the determination on an individual basis of competency of a person through previous formal or informal training, work experience or life experience. All students at Burnside SHS have access to RPL in VET related subjects, units and/or certificate courses.

## ***STUDENT COMPLAINTS/APEALS***

The school is committed to providing a learning environment in which complaints and appeals are responded to promptly and with minimum upset/distress and maximum protection to any parties concerned and ethical responsible management of complaints/appeals, transparency in decision-making processes and a visible accessible and fair complaints process.

## QUEENSLAND CERTIFICATE OF EDUCATION

### THE NEW LAW FOR REGISTERING YOUNG PEOPLE

Major elements of the Youth Participation in Education and Training Act 2003 were introduced on 1<sup>st</sup> January 2008.

The new law raises the school leaving age to make it compulsory for all young people to be either **'learning or earning'** until they turn 17.

#### WHAT DOES THE NEW LAW MEAN?

- As of 1 January 2006, young people are required to stay at school until they finish Year 10 or turn 16, whichever comes first.
- After that, if they are not working at least 25 hours per week, young people will need to:
  - Stay in education or training for a further 2 years, OR
  - Get a QCE, OR
  - Get a Certificate III vocational qualification or higher, OR
  - Turn 17

Whichever comes first.

- The new law also means that, from January 2006, every young Queenslanders must be registered with the Queensland Curriculum and Assessment Authority (QCAA) in Year 10 or in the year before they turn 16. This will occur automatically for students at Burnside SHS.

#### COMPULSORY SCHOOLING?

Year 10 students in 2008 were affected by the new laws. If students do not wish to complete Years 11 and 12 they are required to be employed 25 hours or more per week OR to be involved in further education and training e.g. TAFE or private provider. This package (The Youth Participation in Employment and Training Act) recognises that young people have the best chance to succeed if they stay engaged in senior schooling.

The Queensland Certificate of Education (QCE) will be issued ONLY to students who meet the requirements outlined.

Required Standard		Literacy and Numeracy	
Course of Study	Set Standard	Literacy	Numeracy
• Authority subjects and Authority-registered subjects	• At least a Sound Level of Achievement	• At least a Sound Level of Achievement in a semester of an Authority or Authority-registered English subject <b>or</b>	• At least a Sound Level of Achievement in a semester of an Authority or Authority-registered mathematics subject <b>or</b>
• Vocational Education and Training	• Competence	• Competence in VET modules 39153 Qld course in vocational literacy 3 <b>or</b>	• Competence in VET modules 39153 Qld course in vocational literacy 3 <b>or</b>
• University subjects achieved while at school	• At least a pass as defined by the course	• A pass in a literacy course recognised by the QCAA (NRS Level 3 or above) <b>or</b>	• A pass in a numeracy course recognised by the QCAA (NRS Level 3 or above) <b>or</b>
• International learning course of study	• At least a pass as defined by the course	• At least a Sound Level of Achievement in the new single-semester literacy course to be developed by the QCAA <b>or</b>	• At least a Sound Level of Achievement in the new single-semester numeracy course to be developed by the QCAA <b>or</b>
• Recognised awards and certificates	• Awarded	• At least a C on the Queensland Core Skills Test	• At least a C on the Queensland Core Skills Test
• Workplace, community and self-directed learning projects	• At least a pass as defined by the project		
V Some VET certificates III and IV attract less than 8 credits		<b>Find out more</b>	
* A young person completes 30% as part of a school-based apprenticeship			
T A young person studying Authority and/or authority-registered subjects must achieve at least a Sound Level of Achievement to be awarded 16 of the required 20 credits. Up to 4 credits may be achieved from part-complete subjects at Limited Achievement		<ul style="list-style-type: none"> <li>• visit the website at <a href="http://www.QCAA.qld.edu.au">www.QCAA.qld.edu.au</a></li> <li>• call the Queensland Curriculum and Assessment Authority on 07 3864-0299</li> <li>• email us at <a href="mailto:qce@QCAA.qld.edu.au">qce@QCAA.qld.edu.au</a></li> </ul>	

## **ASSESSMENT POLICY**

### **WHY SHOULD WE HAVE A POLICY?**

Assessment is integral to student learning. Effective monitoring and support will assist students to achieve to their potential. A grade can not be assigned work if is not submitted.

	<b>Policy</b>
Due Dates	<ul style="list-style-type: none"><li>• Students will be issued with Course Overviews and Assessment Planners each semester which will outline the course of study, all assessment items, due dates for drafts and their due date for submission</li></ul>
Exams and Orals	<ul style="list-style-type: none"><li>• Students must do these on the date set unless there are special circumstances.</li><li>• Parents of students who have legitimate reasons for missing an exam or oral need to contact the school BEFORE it is due. A medical certificate is required in the event of illness.</li><li>• Students who legitimately miss an exam or oral must consult with Faculty HOD immediately on their return and complete the assessment as soon as practicable after their return.</li><li>• If a student fails to sit a test/examination, without a legitimate reason e.g. truancy, loss of credit for the semester may result.</li></ul>
Assignments	<ul style="list-style-type: none"><li>• Students will be issued with an assignment cover sheet that includes due date for draft/s, due date for handing in plus the criteria for marking the assessment piece.</li><li>• Teachers will keep an Assessment Monitoring Checklist which will monitor and record student progress during the assignment.</li><li>• Students should request a receipt when handing in the assignment. They must be able to produce the receipt if the submission of their assignment is queried.</li></ul>
Drafts	<ul style="list-style-type: none"><li>• Students will be expected to submit at least one draft copy of the assessment item approximately one week before the due date.</li><li>• Students who fail to submit a draft will not have provided evidence for possible later assessment of the task. Consequently, students will be required to produce evidence of work either in the lesson the draft is due or in subsequent detentions before the due date.</li><li>• Parents will be notified by phone or letter that students have failed to submit a draft and the possible consequences of this.</li></ul>
Extensions of Time for Assignments	<ul style="list-style-type: none"><li>• Students who are unable to submit an assignment on due date for legitimate reasons e.g. illness can apply for an extension.</li><li>• The extension must be applied for from the Deputy – Senior School BEFORE THE DUE DATE. (Forms are available from the Administration Office).</li><li>• The approved extension must be handed to the teacher before or on the due date. Provided the assignment is then submitted on time (as indicated on the extension) there will be no penalty incurred for the late submission.</li></ul>

Late or Non-Submission of Work	<ul style="list-style-type: none"> <li>• Students not submitting an assignment on the due date without an approved extension will have a mark awarded based on the draft or evidence of work submitted on or before the due date.</li> <li>• They will provisionally awarded a Level of Achievement based on that mark but will still be required to submit the assignment completed to a reasonable standard in order to receive credit for that semester.</li> <li>• Immediately after the due date the class teacher will notify parents that the assignment has not been received and the consequences of this late submission</li> <li>• Students still needing to submit the item of assessment to meet the course requirement for the semester will have approximately one week after the original one to submit the assignment. Failure to meet this new due date will result in Thursday detention and withdrawal from class to complete the assessment.</li> <li>• If the student still fails to submit the assessment item then parents will be informed in writing by the Deputy – Senior School that course requirements have not been met and the student will not receive credit for that semester.</li> </ul>
Non-Participation in Assessment Task	<ul style="list-style-type: none"> <li>• If the student has provided no draft or evidence of work by the due date then the class teacher will provide the Faculty HOD with a documented record of monitoring and actions taken to circumvent non-submission of work.</li> <li>• Faculty HOD, in consultation with Deputy – Senior Schooling will then notify student and parent that the student will not receive credit for that semester.</li> </ul>
Plagiarism	<ul style="list-style-type: none"> <li>• Plagiarism is presenting someone else's work as if you created and wrote it yourself. It is regarded as a form of cheating.</li> <li>• Depending on the extent of the plagiarism, part or all of an assignment may not be marked. Subsequently students may not receive credit for that semester</li> <li>• Plagiarism can take a number of forms: <ul style="list-style-type: none"> <li>○ Copying or paraphrasing entire or parts of another resource from other sources such as the internet or books without acknowledging the source or providing a reference.</li> <li>○ Copying ideas or exact phrasing from another source (even if it is in combination with student's own words) without acknowledging the source or providing a reference.</li> <li>○ Copying or paraphrasing another student's work in part or its entirety.</li> <li>○ Copying from other group members and presenting the work as your own individual creation.</li> <li>○ Contributing little or less to a group project and claiming an equal share of marks.</li> <li>○ Collusion – students have exceeded an acceptable level of collaboration on an assignment with identical layout, mistakes, presentation or arguments.</li> </ul> </li> </ul>

## **SENIOR SCHOOL ASSESSMENT PROCEDURES**

1. Students must be issued with a course overview for each subject by the end of Week 2 of a semester. This will outline the course of study, all assessment items, due dates for drafts and their due date for submission. These should be glued in student note pads/folders
2. All students in Years 10, 11 & 12 will be issued with an assessment planner for each semester by the end of Week 3. This should be glued into their diary and one will be posted home to parents.
3. **Tests / Exams / Orals**
  - a. A roll will be marked by the teacher for tests / exams and this will be used to verify if a student has or had not sat for the test. In the exam block the teacher in charge of the session will mark the roll provided. Rolls will be returned to the Faculty HOD who will follow up missing students. The Faculty HOD in consultation with the Deputy – Senior Schooling will determine how each situation will be handled.
  - b. Parents of a student who is unable to complete an exam on the due date for legitimate reasons need to contact the school to explain the circumstances BEFORE the exam.

If a student is unable to sit a test/examination because of illness a parent will:

- i. Notify the school that morning of the student's inability to sit.
- ii. Obtain a medical certificate.

The Deputy – Senior School will notify teacher and faculty HOD of parental notification. Parent will be told that student must see Faculty HOD on their return to work out how the missed exam will be dealt with.

Immediately the student returns to school, the student will consult with the Faculty HOD who will determine when the test will be sat. Once sat, the exam will be marked and credited towards the semester's result.

- c. If a student fails to sit a test/examination, without a legitimate reason e.g. truancy, loss of credit for the semester may result. The parent will be notified in writing, by the Faculty HOD. This letter will clearly indicate the outcome of the student's non-sitting and the loss of credit for the semester. The student profile will show student did not sit exam and no Special Consideration was applied.
  - d. Students will receive their exam timetable at least one week prior to the commencement of their exam period.
  - e. Students should have no more than 2 exams / orals / combination on any one day in the exam period.
4. **Assignments**
- a. Students will be issued with an assignment cover sheet that includes due date for draft/s, due date for handing in plus the criteria for marking the assessment piece. Teachers will commence an Assessment Monitoring Checklist which will indicate dates for:
    - i. Issue of assignment.
    - ii. When student work was monitored in class.
    - iii. When draft was sighted.
    - iv. Phone call or letter to parents re non-submission of draft.
    - v. Submission of assignment.
    - vi. Phone call or letter to parents re non-submission of assignment.
    - vii. When late assignment received.
  - b. Class time will be allotted for working on the assignment; absence from class during this time will require students to catch up in their own time.

During this time teachers will monitor and record student involvement in assignment preparation. This is recorded on the Assessment Monitoring Checklist for the particular assignment.
  - c. Students will be given the opportunity to submit at least one draft copy of the assessment item approximately one week before the due date.

Teachers will record receipt of the draft on the Assessment Monitoring Checklist.

Students who fail to submit a draft will not have provided evidence for possible later assessment of the task. As a result, Burnside SHS students will be required to produce evidence of work either in the lesson the draft is due or in subsequent detentions before the due date of the final copy.

Parents will be notified by phone or letter that students have failed to submit a draft and the possible consequences of this.

Drafts must be returned to students ensuring that have sufficient time to work on their final piece of assessment.

- d.** Students should request a receipt when handing in the assignment. They must be able to produce the receipt if the submission of their assignment is queried. Students who submit an assignment through the main office are to ensure they receive a receipt.
- e.** Students who are unable to submit an assignment on due date for legitimate reasons e.g. illness can apply for an extension. The extension must be applied for from the Deputy – Senior School BEFORE THE DUE DATE. (Forms are available from the Student Administration Office). The extension will be given to the teacher before or on the due date. Provided the assignment is then submitted on time (as indicated on the extension) there will be no penalty incurred for the late submission. The assignment will then be marked and count towards semester credit for that subject.
- f.** Students submitting the assignment on the due date will:
  - i. Have their assignment marked.
  - ii. Be awarded a level of achievement.
  - iii. Have met Course requirement for Semester credit.
- g.** Students submitting the assignment, after the due date with an extension, on the new due date given will:
  - i. Have their assignment marked.
  - ii. Be awarded a Level of Achievement.
  - iii. Have met Course requirement for Semester credit.
- h.** Students not submitting an assignment on the due date and have not received an extension will:
  - i. Have a mark awarded based on the draft or evidence of work submitted on or before the due date.
  - ii. Be awarded a Level of Achievement based on that mark.
  - iii. Have annotation made on their profile indicating draft has been used to award a mark.
  - iv. Still be required to submit the assignment completed to a reasonable standard in order to meet the course requirement for the semester.

Immediately after the due date the class teacher will notify parents that the assignment has not been received and the consequences of this late submission.

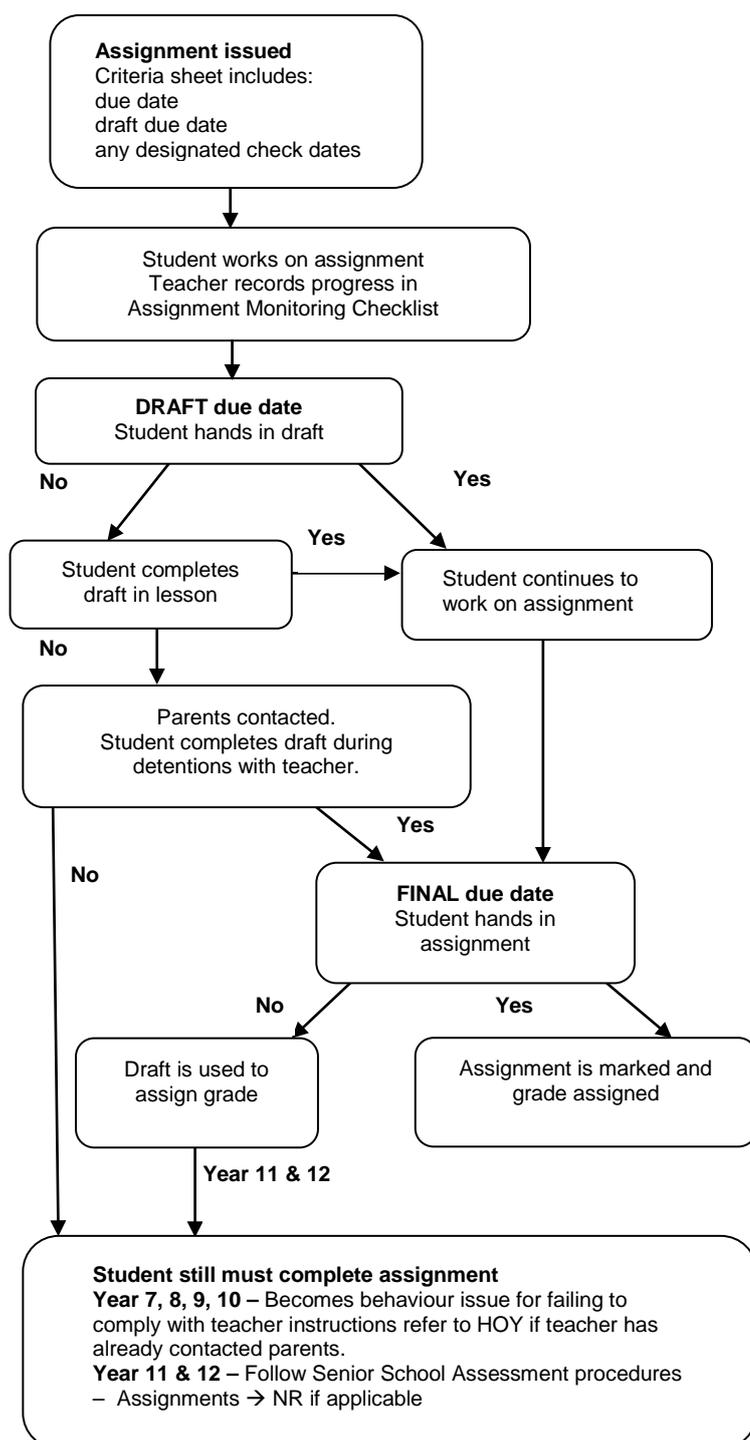
- i.** If the student has provided no draft or evidence of work by the due date then:
  - i. The class teacher will provide the Faculty HOD with a documented record of monitoring and actions taken to circumvent non-submission of work.
  - ii. Faculty HOD, in consultation with Deputy – Senior Schooling will notify student and parent that the student will not receive credit for that semester.
  - iii. Annotation to that effect will be made on the student profile.
- j.** Students who have received a level of achievement based on the draft or evidence of work submitted on or before the due date but still need to submit the item of assessment in order to meet the course requirement for the semester will:
  - i. Be advised of a new due date approximately one week after the original one to submit the assignment. This date will be given in the class teacher's letter sent immediately after the original due date (see above).
  - ii. Be required to attend school on Thursday to complete the assessment if this new due date is not met. The Faculty HOD will contact parents to arrange this after being advised by the class teacher of the situation.
  - iii. If the assessment is still not completed, the Deputy – Senior School will be notified and withdrawn from class to complete the assessment.

- iv. If the student submits the outstanding item of assessment then it will:
  - i. Be marked but not counted towards calculation of the Level of Achievement.
  - ii. Allow student to have met the course requirement for the semester credit.
- v. If the student still fails to submit the assessment item then:
  - i. Parents will be informed in writing by the Deputy – Senior School that course requirements have not been met and the student will not receive credit for that semester.
  - ii. Teachers will be notified so that profiles can be amended to show non-submission of the assessment item.

## RATIONALE

Assessment is integral to student learning. Effective monitoring and support will assist students to achieve to their potential. A grade can not be assigned work if is not submitted.

## GUIDELINES



- When assignment is handed out students are given a due date and a draft due date. The draft due date should be approximately 1 week before the due date.
- Students should be given sufficient class time on the assignment to allow an average student to achieve a pass grade.
- Teachers use Assignment Monitoring Checklist to record progress during assignment.
- Checking may involve students submitting part of the task, anecdotal records, quick quiz etc – whatever suits task for teacher to provide feedback and monitor progress. **If an NR is awarded the teacher must have a documented record of monitoring and actions taken to circumvent non-submission of work.**
- If a student does not hand in a draft then the student will spend the lesson it is due completing the draft. Failing that, teacher notifies parents and gives the student detentions to complete draft.
- By the due date, teacher should have some work to mark and assign a grade.
- On the due date students hand in assignment. Because of the above procedure all students will have something to be marked. Whatever teacher has seen or has been handed in **by the due date** is what is marked and used to assign the grade.
- Few students should need to be referred on to HOY or HOD or be in jeopardy of being not rated.
- In year 11 and 12 unless the draft is a reasonable attempt at completing the task the assignment still has to be completed to a reasonable standard.

## ***SPECIAL EDUCATION PROGRAM***

Burnside State High School is committed to achieving the highest outcomes for students with disabilities. The **Special Education Program (SEP)** provides specialised and individual educational programs for students with significant support needs which may include Autism Spectrum Disorder, Intellectual Disability, Speech Language Impairment and/or Physical, Hearing and/or Visual Impairment.

- We work as a team with families, teachers, specialists and students to identify strengths and put into action, a plan based on these capabilities.
- We create the right environment, atmosphere and attitude for students with disabilities to develop and reach their fullest potential.
- It's a collaborative effort and one that pays off! We collaborate with families to identify the strengths of students by gaining the knowledge of those who know them best. When a student is surrounded by people who believe in them and their abilities, they strive to fulfill these expectations.
- We create an environment that provides students with ongoing opportunities to learn, share, and engage.

### ***Education Adjustment Profile (EAP)***

All our students have a range of educational support needs and have an Education Adjustment Profile (EAP) to identify the adjustments that the school is making for the student, relevant to their disability. Adjustments are made in the following areas, where appropriate: curriculum, communication, social participation, emotional well-being, health and personal care, safety and learning environment access.

### ***Case Manager***

Each student is appointed a case manager who assists students and their parents/guardians to manage the disability. The case manager organises **Individual Education Plan (IEP)** and liaises with parent/guardians, teachers and specialists re student management, modification of assessment, monitoring of teacher aide support and providing information and expertise re managing the disability.

### ***Individual Learning Plan (ILP)***

Some students receive an Individual Education Plan which may comprise of a combination of inclusive, modified and alternate processes to meet their individual education & learning goals. An Individual Learning Plan (ILP) is for students who are not achieving at their grade level.

### ***Structure/Learning Experiences***

All programs are flexible and change to meet individual needs. We include students in mainstream classes and provide alternative programs for those who are not suited to full or partial mainstream learning. A range of adjustments are used to support students with disabilities in mainstream classes. Personal needs of students are catered for through adjustments in their learning and assessment.

### ***Senior School Program***

Students undertake a course of study specifically tailored to their individual needs. Students have the opportunity to choose from a combination of authority and authority registered subjects, where, they have access to specialised in class support from SEP teachers and teacher aides. Students also receive 1:1 support with the transition process from school to the workplace including assistance in gaining VET qualifications and traineeships and apprenticeships.

# **Queensland Curriculum and Assessment Authority**

# **Authority Subjects**

***These subjects are programs that  
follow Queensland Curriculum and  
Assessment Authority Syllabus***



## Ancient History

Code:	AHS
Description:	Through the study of Ancient History, we can understand how the modern world has been influenced by the peoples and achievements of the distant past. Ancient History is a fascinating area of study, rich in wonderful stories of human endeavour, achievement and disaster. The history of humankind from the very earliest times is part of everyone's heritage and the study of the subject Ancient History ensures that this heritage is not lost.
Pre-requisites:	Students who study Ancient History must also be studying English. A sound achievement or higher in Year 10 English.
Learning Experiences:	<p><b>Studies of Archaeology</b> Student's first background study will investigate the relationship between the historian and the archaeologist. The study will explore the controversy of preserving the past and filling in the gaps for the modern world.</p> <p><b>Studies of Pharaonic Power in Egypt</b> Students will complete an introduction into the early social structures of Ancient Egypt. Students will analyse the power of the Pharaoh in terms of its absolute impact on the lower masses and unique methods of punishment and control.</p> <p><b>Studies of Conflict in Ancient Greece</b> This depth study initially focuses on Persia's rise as a superpower and emergence as a formidable opponent to the Greek poleis. It explores conflict and how this led to extremist leaders having absolute power over the masses.</p> <p><b>Studies of Rome and Politics</b> This study explores the internal and external challenges towards Rome's political power. It looks at the social hierarchy and how varying social perspectives (Patricians, Plebeians, Farmers, and Slaves) documented this time of civil unrest and tension in Rome.</p> <p><b>Study of the Crusades</b> In this inquiry study students will be exposed to the Crusades. Students will commence the study with a focus on the Western background of the Crusades by interrogating the motivations, key leaders and consequences.</p> <p><b>Outcasts in Ancient Societies</b> Students will examine case studies into various groups which may include the perspectives of the slaves, eunuchs, concubines and serfs whilst also exploring the perspectives of women, children and the outcast groups of the Eta and Hinin.</p>
Assessment:	Students will be assessed in each of four categories of assessment: test essays in response to historical sources, research assignments in response to inquiry questions, multimodal presentations that may include non-written and visual presentations such as video, PowerPoint or interactive CD-ROM materials, and short response tests and response to stimulus tests.
Career Pathways:	Students with an interest in Ancient History have found themselves working in diverse fields including; archaeology, diplomatic service, advertising, cultural heritage, museums and libraries, tourism, research, education and government.

## Biology

Code:	BSC
Description:	The aim of this course is to enable students to recall and apply scientific knowledge to assist them in understanding and interpreting many experiences in their everyday life. Biology will help develop attitudes and values towards the impact and limitations of science and technology. Students will be asked to devise and design investigation. They will need to collect information and organise data through experimentation. This information will then be interpreted, analysed and communicated in various ways.
Prerequisites:	Having completed Biology in Year 10 would be an advantage. A sound level of achievement or higher in Year 10 Core Science.
Learning Experiences:	During the two year course students will undertake studies in: <ul style="list-style-type: none"> <li>• Cell Biology/Re-emerging diseases</li> <li>• Classification/Plant Physiology</li> <li>• Ecology/Human Impact</li> <li>• Evolution</li> <li>• Human Physiology</li> <li>• Genetics</li> <li>• Reproduction</li> </ul>
Assessment:	In each semester there will be a maximum of three pieces of assessment which could include Extended Experimental Investigations, Supervised Assessment Tasks and Extended Response Tasks.
Career Pathways:	Biology is a recommended precursor to tertiary studies in subjects with high demand in the areas of science, medicine, health, biomedical science, pharmacy, sport and exercise science, physiology, physiotherapy, vet science and aged care.

## Business Communication and Technologies

Code:	BCT
Description:	<p>Business Communication and Technologies (BCT) offers students opportunities to engage in and understand a range of business administrative practices through real-life situations and simulations.</p> <p>Business Communication and Technologies fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society.</p>
Prerequisites:	A sound level of achievement in Year 10 Business and Legal Studies would be an advantage. A sound achievement or higher in Year 10 English.
Learning Experiences:	<p>Business Communication and Technologies encompasses theoretical and practical aspects of business in contexts students will encounter throughout their lives.</p> <p>The underpinning practices of Business Communication and Technologies are integral to all business relationships and dealings, and shape the development of students' knowledge and skills.</p> <p>Topics of study may include:</p> <ul style="list-style-type: none"> <li>• Business Environments</li> <li>• Managing People</li> <li>• International Business</li> <li>• Workplace Health, Safety and Sustainability</li> <li>• Organisation and Work Teams</li> <li>• Managing Workplace Information</li> <li>• Social Media</li> <li>• Events Administration</li> </ul>
Assessment:	<p>Assessment techniques may include:</p> <ul style="list-style-type: none"> <li>• Short and/or extended responses</li> <li>• Research assignments</li> <li>• Projects and reports</li> <li>• Multimodal presentations such as seminar presentations, multimedia presentations, debates and reports</li> </ul>
Career Pathways:	The course is designed to provide a foundation in the study of business and to prepare students for further education, training and employment such as an administration assistant, clerical worker, data entry operator, information desk clerk, office junior and receptionist.

## Chemistry

Code:	CHM
Description:	The aim of this course is to incorporate chemistry into the view of the world and appreciate its implications on society. It will develop and apply knowledge and understanding to engage in real-life chemistry. The course will develop and use ideas, skills and techniques to perform experimental and non-experimental investigations. During their studies, students will be able to reach chemical conclusions and evaluate, predict, justify and communicate information.
Prerequisites:	Having completed Chemistry in Year 10 would be an advantage. A sound level of achievement or higher in Year 10 Core Science.
Learning Experiences:	During the two year course students will undertake studies in: <ul style="list-style-type: none"> <li>• Chemistry Toolkit</li> <li>• Everyday Materials</li> <li>• Party Drinks</li> <li>• Shipwrecks and Salvage</li> <li>• The Air We Breathe</li> <li>• Fuels</li> <li>• Making the Molecules We Want</li> <li>• Limestone Chemistry</li> </ul>
Assessment:	In each semester there will be a maximum of three pieces of assessment which could include extended experimental investigations, supervised assessment tasks and extended response tasks.
Career Pathways:	Chemistry is a recommended precursor to tertiary studies in subjects with high demand in the areas of science, medicine, health, biomedical science, pharmacy, mining and engineering.

## Dance

Code:	DAN
Description:	Dance engages the mind, body and spirit and provides opportunities for the development of physical, expressive, “critical, imaginative, appreciative and perceptive abilities” (Bannon & Sanderson 2000). Students develop as creative, complex thinkers, effective communicators, reflective and independent learners and participants in an interdependent world as they study and participate in various dance contexts, genres and styles.
Prerequisites:	A sound achievement or higher in Year 10 English. Year 10 Dance or prior experience is desirable but not required.
Learning Experiences:	<p>Students critically examine their experiences and understandings of dance and dance forms, exploring the interrelationship between practical and theoretical aspects of dance. Students learn to choreograph, perform and appreciate dance works.</p> <p>Through choreography and performance, students engage in problem solving and critical reflection in individual and group circumstances. Through choreography, students explore, manipulate, integrate and structure movement to reflect an intent which may be to create meaning, express personal or social ideas, tell stories and entertain. Through performance, students gain understandings of technical competencies and expressive skills. Students examine how and why dance reflects the contexts in which it is created by reflecting on, responding to and evaluating various dance genres and styles. Students then use these understandings to inform their dance making and appreciation of dance works.</p> <p>Students learn in Dance through:</p> <ul style="list-style-type: none"> <li>• Exploring movement, responding to and making judgments about their experiences</li> <li>• Manipulating dance components and skills</li> <li>• Structuring dance works</li> <li>• Performing dance works, learning and developing technical and expressive skills</li> <li>• Developing physical and sensory awareness, while exploring and strengthening their personal aesthetic</li> <li>• Examining differing contexts, genres and styles, fostering a critical awareness of the aesthetic values of others, within and across cultures and social groups.</li> </ul>
Assessment:	Students are assessed through the dimensions of <b>Choreography</b> , <b>Performance</b> and <b>Appreciation</b> . In Choreography, students develop dance works in response to stimuli to convey their choreographic intent. In Performance, students demonstrate their technical and expressive skills through the performance of dance works. In Appreciation, students provide an extended response that may involve solving a problem, expressing and justifying a point of view, explaining and evaluating an issue, applying concepts or theories to a circumstance, or critiquing a dance work.
Career Pathways:	School dance teacher, dance researcher, dance academic, choreography, professional dancer, studio teacher, street performer, dance company manager, dance critic, journalist, production manager

## Drama

Code:	DRA
Description:	<p>Drama is an art form that explores human conflict and tension. It generally takes the form of a story presented to an audience through dialogue and action. The story is conveyed using the elements of the theatre: acting, costumes, props, scenery, lighting, music and sound.</p> <p>Drama has an emotional and intellectual impact on both the participants and audience members. It holds up a mirror for us to examine ourselves, deepening our understanding of human motivation and behaviour. It broadens our perspective through stories that portray life from different points of views, culture and time periods.</p> <p>Drama education uses the art form of drama as an educational pedagogy for students of all ages. It incorporates elements of the actor's training to facilitate the students' physical, social, emotional, and cognitive development. It is a multisensory, kinaesthetic mode of learning used to increase awareness of self, improve clarity, creativity, and communication, and to deepen understanding of social and human behaviours.</p>
Prerequisites:	Senior Drama requires a minimum of a sound achievement (C) in Year 10 English as there is a strong focus on written comprehension and public speaking. Prior dramatic studies are suggested.
Learning Experiences:	<p>Over the course of the senior arts program, students will explore and gain experience in the various roles of the actor, director, writer, designer, and audience member. They will engage with a variety of dramatic styles such as absurdist theatre, epic theatre, naturalism, Elizabethan drama, collage drama, physical theatre and associated conventions. Drama education encompasses related disciplines and art forms such as pantomime, clowning, storytelling, melodrama, puppetry, improvisation, mask theatre, public speaking, playwriting, directing, and play productions.</p> <p>Learning experiences will include: Elements of drama, dramatic conventions and forms such as role-play, audience interaction, character development, stock character workshops, script deconstruction, and physical theatre workshops. Students will demonstrate their understanding of dramatic elements, conventions and techniques through their involvement in script writing, improvisational scenarios, and deconstruction of live theatrical performances as well as ongoing reflection upon their own creative process and performances.</p>
Assessment:	<ul style="list-style-type: none"> <li>• <b>Forming:</b> Students will create scripts, devise improvisational performances and direct dramatic action in response to relevant political and social issues</li> <li>• <b>Presenting:</b> Students will perform scripted and collaboratively devised theatre across a range of theatrical styles</li> <li>• <b>Responding:</b> Students will deconstruct and critique live theatre</li> </ul>
Career Pathways:	Actor (stage, film, television), arts administrator, choreographer, community artist, costume designer, dancer, dance/drama teacher, director, drama therapist, dramaturge, film editor, lighting designer, lighting technician, playwright, producer, set designer, singer, sound technician, speech pathologist, stage manager, stunt performer, presenter, theatre critic, voice coach, game designer, editor, journalist, lawyer, musician, production manager, radio announcer, biomechanical animation specialist.

## English

Code:	ENG
Description:	<p>Australia is a linguistically diverse country, with Standard Australian English as its national language. Senior English recognises and promotes effective communication skills in Standard Australian English to enable individuals to share in and contribute to local, national and global communities and cultures. Senior English requires students to write, speak or sign, view, listen, and think critically. In studying literary and non-literary texts, and through creating their own texts, students will conceptualise, imagine, appreciate, experiment, speculate, reflect, make decisions, hypothesise, analyse and evaluate. They are encouraged to enjoy and appreciate texts, and to understand the power texts have to influence, tell stories of a culture and promote shared understandings.</p> <p>Students intending to go to university must choose English.</p>
Pre-requisites:	A sound achievement (C) or higher in Year 10 English.
Learning Experiences:	<p>Throughout the two year course, students will study six units:</p> <p><b>Stand Up For Your Rights</b> This unit is an exploration of how a range of short fictional and non-fiction texts reflect and challenge the status quo and are vehicles for protest.</p> <p><b>You Can't Handle The Truth</b> This unit is an examination of the idea that there are no truly objective texts in society; the unit concentrates predominantly on media texts.</p> <p><b>Literature and Landscapes</b> In this unit students will analyse the depiction of landscapes in a variety of literature including a Shakespearean play.</p> <p><b>Know Your Rites</b> In this unit students explore rituals across times and cultures by examining texts. They will explore the relationships, connections and outcomes of a specific rite of passage.</p> <p><b>Texts in Transit</b> Students consider the notion that texts are not static; that they are evolving. They explore how versions of texts are created by shifts in culture, generic structure and a variety of other forms.</p> <p><b>Pandora's Box</b> Students design their own journey of discovery through literary and non-literary texts and reflect on vices and virtues.</p>
Assessment:	Assessment is both written and spoken/signed. Students complete three or four written tasks and two or three spoken/signed tasks in each year. Some assessment tasks are completed under test conditions, some using a combination of class and student time.
Career Pathways:	The study of English will be an asset in all career pathways. Specific English related careers include the following work areas: advertising, marketing, education, media, politics, writing, publishing and public relations

## Film, Television and New Media

Code:	FTV
Description:	<p>In a world with continually updating technology, it is important to have an understanding and ability to participate within Film, Television and New Media (FTVNM). For many in modern society, technology is the principal form of information and/or entertainment; therefore, it is imperative to recognize, evaluate and interact with the educational, cultural, expressive and manipulative nature of this medium.</p> <p>The "information" and "creative" industries are already among the largest employers and drivers of the economy in many countries. Their significance in our lives seems set to increase. FTVNM empowers students to be active participants with tools to become aware of the risks of global media and learn to engage appropriately through its form.</p>
Prerequisites:	A sound achievement (C) or higher in Year 10 English.
Learning Experiences:	<p>Students will engage in a variety of learning experiences within the FTVNM industry. Some examples are listed below:</p> <ul style="list-style-type: none"> <li>• Work effectively in group projects that will co-ordinate planning, filming and editing, negotiating schedules, equity in work load and technical issues.</li> <li>• Complete a storyboard based on a film script/screenplay identifying different shots, angles, composition, timing and transitions.</li> <li>• Take part in excursions to cinemas, film, television and animation studios</li> <li>• Make productions for real audiences such as peers and local community members.</li> <li>• Use editing technologies to manipulate and contrast images produced by others to create new meaning.</li> <li>• Understand how media manipulates products through propaganda to appeal to target audiences.</li> </ul>
Assessment:	<p>The program assesses the three core elements of design, production and critical appraisal of film and television:</p> <ul style="list-style-type: none"> <li>• <b>Design:</b> Students will complete tasks in the design criteria which can include: using oral and written treatments, character outlines, character images, three-column scripts, film script/screenplay, shooting script/shot list, and storyboard.</li> <li>• <b>Production:</b> Students will create whole or sequences of a video, animation, camera footage, editing, soundtrack and advertisement.</li> <li>• <b>Critique:</b> Students will critique texts through either extended writing (such as analytical essay, research assignment, report, feature article) or oral presentation (such as an interview, report, seminar, debate, voice over on a production and director's commentary).</li> </ul>
Career Pathways:	Career pathways for FTVNM include: advertising professional, film composer, producer, director, set designer, sound editor, film editor, visual effects co-ordinator, media industry specialist, post-production specialist, film critic, camera operator, and screenwriter.

# Geography

Code:	GEG
Description:	<p>Geography is the study of the human and natural characteristics of places and, the interactions between them. Geography is a rich and complex discipline which includes two vital dimensions:</p> <ul style="list-style-type: none"> <li>• The spatial dimension, which focuses on where things are and why they are there</li> <li>• The ecological dimension, which considers how humans interact with environments.</li> </ul>
Prerequisites:	Students who choose Geography must also be studying Senior English. A sound achievement or higher in Year 10 English.
Learning Experiences:	<p>Geography prepares students for adult life by developing in them an informed perspective. This perspective should be developed across the two-year course of study through a range of scales, including local, regional, national, and global scales. Geographically informed citizens understand the many interdependent spheres in which they live, and make informed judgments to improve their community, state, country and the world.</p> <p>To meet the challenges of the future, a geographically informed citizen should be able to:</p> <ul style="list-style-type: none"> <li>• Know and understand facts, concepts and generalisations about Geography</li> <li>• Apply geographic skills to observe, gather, organise, present and analyse information</li> <li>• Use geographic perspectives to evaluate, make decisions about, and report on issues, processes and events.</li> </ul>
Assessment:	<p>Units and Assessment:</p> <ul style="list-style-type: none"> <li>• <b>Responding to natural hazards:</b> Short-response test and report</li> <li>• <b>Managing catchments:</b> Stimulus response essay and Short-response test</li> <li>• <b>Sustaining communities:</b> Practical exercise and short-response test</li> <li>• <b>The Sunshine Coast:</b> Stimulus response essay and short-response test</li> </ul> <p>Note: This is a new subject; the assessment and units may change.</p>
Career Pathways:	<p>The study of this subject will provide skills useful for other subjects and a variety of careers. Students who choose Geography normally have an interest in humanities, graphing, mapping and current events. The study of Geography can lead to careers in mining, education, town planning and a variety of other areas. Geographically informed citizens understand the many interdependent spheres in which they live, and make informed judgments to improve their community, state, country and the world.</p>

## Graphics

Code:	GPH
Description:	There are ways of communicating other than the spoken and written forms. The form of communication that students will be learning in this subject is graphical communication. This will be done by using the design process to complete sketches and drawings, and use the computers with computer-aided drawing packages.
Prerequisites:	A sound achievement or higher in Year 10 Graphics.
Learning Experiences:	<p><b>YEAR 11</b></p> <p><b>Graphic Design</b> Students will assume the role of a Graphic Designer for a company that specialises in producing advertising material and business-oriented communication packages for small businesses. The computer programs students will use are:</p> <ul style="list-style-type: none"> <li>• Microsoft Word</li> <li>• Microsoft Publisher</li> <li>• Word Art</li> <li>• Clip Art</li> </ul> <p><b>Industrial Graphics</b> Students will assume the role of a Graphic Designer to design, draw and present a spice rack. To complete a folio presentation, students will be using the Computer-Aided Drafting program "Inventor" to draw:</p> <ul style="list-style-type: none"> <li>• Component Drawings</li> <li>• Assembly Drawings</li> <li>• In-Line Assembly Drawings</li> <li>• Rendered Pictorial Drawing</li> </ul> <p><b>Built Environment Graphics</b> Students will assume the role of an architect to redesign, draw and present a family home that needs to be renovated. The Computer-Aided Drafting program used is called "Revit". Presentation of drawings will include:</p> <ul style="list-style-type: none"> <li>• Site plan</li> <li>• Floor plan and furniture plan</li> <li>• Elevations and sectional views</li> <li>• Pictorial drawing</li> <li>• Exterior and interior shots with a camera</li> </ul> <p><b>Built Environment Graphics</b> Students will assume the role of a landscape architect to redesign, draw and present the complete yard of the family home that has just been renovated. Presentation of drawings will include:</p> <ul style="list-style-type: none"> <li>• Site plan</li> <li>• Four exterior camera shots</li> </ul>

Learning Experiences	<p><b>YEAR 12</b></p> <p><b>Graphic Design</b> Students will assume the role of a Graphic Designer for a company that specialises in producing advertising material and business-oriented communication packages. The computer programs to be used are:</p> <ul style="list-style-type: none"> <li>• Microsoft Word</li> <li>• Microsoft Publisher</li> <li>• Clip Art</li> <li>• Word Art</li> </ul> <p><b>Industrial Design</b> Students will assume the role of a Graphic Designer to design, draw and present a piece of furniture that would be used at home. To complete the presentation, the Computer-Aided Drafting program "Inventor" will be used to draw:</p> <ul style="list-style-type: none"> <li>• Component Drawings</li> <li>• Assembly Drawings</li> <li>• In-Line Assembly Drawings</li> <li>• Rendered Pictorial Drawing</li> </ul> <p><b>Built Environment Graphics</b> Students will assume the role of an architect to design, draw and present a new clubhouse for the Sunshine Coast Kayak Club using the Computer-Aided Drafting program called "Revit". Presentation of drawings will include:</p> <ul style="list-style-type: none"> <li>• Site plan</li> <li>• Floor plan and furniture plan</li> <li>• Elevations and sectional views</li> <li>• Pictorial drawing</li> <li>• Exterior and interior shots with a camera</li> </ul> <p><b>Built Environment Graphics</b> Students will assume the role of a landscape architect to survey a part of the school grounds and design an environment that would increase student usage. The Computer-Aided Drafting program called "Revit" will be used to present drawings and will include:</p> <ul style="list-style-type: none"> <li>• Site plan</li> <li>• Four exterior camera shots</li> </ul>
Assessment:	Students are required to submit a drawing folio for each of the units that are completed over the year. There is also a theory test in term 3 for Year 11 and Year 12.
Career Pathways:	If students are going to turn their interests to a trade, designer, engineering or architecture as a career after school life, learning the fundamentals of drawing will be an important step.

## Health Education

Code:	HED
Description:	Health Education offers students the opportunity to develop the knowledge, attitudes, values and skills needed to participate effectively in the promotion of equitable health outcomes, and assists them to reach their health potential. Rather than studying general topics, specific areas of concern are identified and investigated. These areas of concern are phrased as Health issues. Four different Health issues are investigated in Years 11 and 12.
Prerequisites:	Willingness to fully apply self to set research / written tasks. A sound achievement or higher in Year 10 English.
Learning Experiences:	<p>This subject is usually delivered to a combined Year 11 and 12 cohort and the program has been developed to be cyclic in nature. Learning experiences to be undertaken will be designed to enhance learning within the following units:</p> <ul style="list-style-type: none"> <li>• Personal Health (Stress as a Physical and Mental Risk Factor)</li> <li>• Community Health (Adolescent Binge Drinking)</li> <li>• Health of Specific Populations (Mental Health of Young People)</li> <li>• Family Health (Relationship Violence)</li> <li>• Personal Health (Body Image)</li> <li>• Environmental Health (Everyday Exposure to Chemicals)</li> <li>• Health of Specific Populations (Homeless Youth)</li> <li>• Peer Health (Adolescent Sexual Health)</li> </ul>
Assessment:	5 Formative pieces of assessment are undertaken each year. Assessment techniques include written assignments and reports, oral presentations, in-class essays, integrated (practical) tasks.

# Home Economics

Code:	HEC
Description:	Students will discover and further develop critical and creative capabilities that enhance individual and family well-being. Through exploration and practice, students will learn how to promote action in the context of maintaining healthy and sustainable local and global communities.
Prerequisites:	Sound achievement (C) or higher in Year 10 English. Year 10 Home Economics is also recommended but not essential. <b>Students must provide their own ingredients and fabric to complete the practical components of this subject.</b>
Learning Experiences:	<p>The course of study encompasses the broad areas of Nutrition and Food; Textiles and Fashion; and Individuals, Families and Communities. The four units studied have been developed from the Senior Home Economics Syllabus.</p> <p><b>The Power of Food</b></p> <ul style="list-style-type: none"> <li>• Food selection models</li> <li>• Nutrition facts</li> <li>• Diet patterns and diet related illness</li> <li>• Australian health – nutritional status</li> <li>• Media advice on diet and lifestyle</li> </ul> <p><b>Textiles and Modern Australia</b></p> <ul style="list-style-type: none"> <li>• Textile properties</li> <li>• Care and use of fibres and fabrics</li> <li>• Garment labelling</li> <li>• Classics/fads/trends</li> <li>• Consumer rights and responsibilities</li> <li>• Socially just and environmentally responsible choices</li> </ul> <p><b>Where We Live</b></p> <ul style="list-style-type: none"> <li>• House design</li> <li>• Smart housing</li> <li>• Maslow's hierarchy</li> <li>• Community design</li> <li>• Changes in Australian families</li> <li>• Design trends in home furnishing</li> <li>• Emerging textile technologies</li> <li>• Adolescents moving out of home</li> </ul> <p><b>Food, Nutrition and the Life Cycle</b></p> <ul style="list-style-type: none"> <li>• Nutrition through the life cycle</li> <li>• Food consumption patterns</li> <li>• Food availability</li> <li>• Food sustainability</li> <li>• Marketing techniques</li> <li>• Food manufacturing</li> </ul>
Assessment:	<p>In each semester there will be a maximum of 4 pieces of assessment to assess the following dimensions:</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding – essay or exam</li> <li>• Practical performance – design challenge and reflection journal</li> <li>• Reasoning and communicating processes – report, research journal or essay</li> </ul> <p>Students will be assessed summatively in Year 12. Each dimension has equal weighting when determining exit levels.</p>
Career Pathways:	Community and education agencies such as health, families, housing and community services as well as industries related to design, fashion, food and textiles.

## Information Processing and Technology

Code:	IPT
Description:	<p>Information technology refers to the creation, manipulation, storage, retrieval and communication of information, and to the range of technological devices and systems used to perform these functions.</p> <p>Information Processing and Technology (IPT) touches many aspects of human life and draws on and is applied to diverse fields of study such as mining, engineering, education or business. As a result, the study of this course will contribute in a significant way to the general education of students, whether or not they intend proceeding to employment specific to information technology.</p> <p>IPT has a practical approach and a significant emphasis on problem solving through applying the design, develop and evaluate cycle. The course has six topics with core subject material. Four of these topics have additional material; Intelligent Systems and Computer Systems are also additional material and can be included in a course of study.</p>
Prerequisites:	<p>A sound achievement (C) or higher in Year 10 Mathematics B.</p> <p>Year 10 Information Processing and Technology would be an advantage with an attainment of a high achievement (B) or higher.</p> <p>It is also advised that students who select IPT in Year 11 should also choose Mathematics B.</p>
Learning Experiences:	<p>In studying Information Processing and Technology, students will engage in a wide variety of learning experiences including:</p> <ul style="list-style-type: none"> <li>• Using technology, solving problems, researching and collaborating</li> <li>• Retrieving information from databases; designing, implementing, testing, evaluating and writing documentation for information systems and other computer programs</li> <li>• Participating in class discussions, role-plays, dilemmas and scenarios, constructing and controlling robotics devices, critically evaluating media reports and advertisements, and undertaking case studies to investigate existing or proposed systems.</li> </ul>
Assessment:	<p>Over the four semesters, students will be required to participate in the following assessment techniques:</p> <ul style="list-style-type: none"> <li>• Supervised written assessment</li> <li>• Extended response assessment</li> <li>• Product assessment</li> </ul>
Career Pathways:	<p>Further study could be undertaken at TAFE or university in the information technology areas or careers in information technology areas.</p>

## Japanese

Code:	JAP
Description:	<p>Learning Japanese widens horizons, broadens cognitive and cultural experience, develops communicative and intercultural competence and opens up new perspectives for learners, not only in relation to other cultures and languages, but also to their own language and cultural practices. Learning another language extends, diversifies and enriches learners' cognitive, social and linguistic development.</p> <p>Information and communication technologies (ICTs), trade and commerce have brought Australians into closer relationships and more frequent interactions with people of other cultures, countries and communities.</p>
Prerequisites:	Students, typically, will have studied Japanese for a continuous period throughout Years 7, 8, 9 and 10.
Learning Experiences:	<p>In the course of their studies, both individually and in groups, students will be involved in communicating ideas, information, opinions, arguments and conclusions, in a variety of formats and for a variety of audiences. They will collect, analyse, organise and evaluate the quality and validity of information gained from a variety of sources, and presented in a range of media and text types.</p> <p>This will be learned under four themes:</p> <ul style="list-style-type: none"> <li>• Family and Community</li> <li>• Leisure, Recreation and Human Creativity</li> <li>• School and Post-school Options</li> <li>• Social Issues</li> </ul>
Assessment:	<p>Grade 11: Formative assessment is used to provide feedback to students, parents, and teachers about achievement over the course of study. This provides students with experience in responding to particular types of tasks, under appropriate conditions.</p> <p>Grade 12: Summative assessment provides cumulative information on which levels of achievement are determined at exit from the course of study. Students' achievements are matched to the standards of exit criteria which provide the information for certification at the end of the course.</p> <p>The 4 Macroskills are Listening, Speaking, Reading and Writing</p>
Career Pathways:	International trade, banking and finance, mining, translating and interpreting, tourism, diplomacy, media and education.

## Legal Studies

Code:	LEG
Description:	Individuals and groups in Australian society are faced with many significant legal and social issues. To deal with these issues, people need to understand their legal rights and responsibilities. They need to be able to access the Australian legal system and investigate how it affects their basic rights, obligations and responsibilities. Informed citizens are better able to constructively question and contribute to the improvement of laws and legal processes.
Prerequisites:	A sound level of achievement (C) in Year 10 Business and Legal Studies would be an advantage. A sound level or higher in Year 10 English.
Learning Experiences:	<p>In Legal Studies, students develop an understanding of the ways in which the legal system can affect the lives of Australian citizens. By examining historical and social factors that have led society to create a legal system, students develop knowledge and understanding of the frameworks which regulate and shape our society. By analysing Australian and international legal systems, students consider the impacts that legal decisions can have on Australian society and how diverse groups influence and are influenced by the legal system.</p> <p>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. 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.</p> <p>There are four core areas of study:</p> <ul style="list-style-type: none"> <li>• The Legal System</li> <li>• Human Rights</li> <li>• Introduction to Civil Obligations</li> <li>• Criminal Law</li> </ul> <p>There are elective areas of study including :</p> <ul style="list-style-type: none"> <li>• Civil Wrongs (Torts) and the Law</li> <li>• Environment and the Law</li> <li>• Family and the Law</li> <li>• Sport and the Law</li> <li>• Technology and the Law</li> </ul> <p>A field study to the Brisbane Law Courts is compulsory every second year (approx. cost \$30).</p>
Assessment:	<p>Assessment includes:</p> <ul style="list-style-type: none"> <li>• Exams</li> <li>• Extended responses</li> </ul>
Career Pathways:	A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics.

## Marine Science

Code:	MRN
Description:	Marine Science is a practical science subject that lets you explore marine science concepts, systems and models in relevant contexts. Students will look at marine issues and problems by investigating a range of marine environments. Through investigations, students will become aware of the importance of protecting marine environments and active stewardship of marine environments.
Prerequisites:	Enrolment in Year 10 Marine Science or Biology would be advantageous. A sound level of achievement (C) or higher in Year 10 Science.
Learning Experiences:	<p>Over the two years of study in Marine Science students will learn key concepts that relate to marine biology, oceanography, conservation and sustainability, and marine research skills. Marine Science uses an inquiry-based approach.</p> <p>Students are given the opportunity to gain certificates in First Aid and Outdoor Education.</p> <p>Practical experiences will take place throughout the two year course. In Year 11 students will use small craft to access marine biomes (estuaries, mangroves) for primary data collection. Water safety and snorkelling sessions in the pool prepare students for the ultimate field trip: 6 days at Heron Island in Term 2 of Year 12.</p>
Assessment:	<p>Assessments include:</p> <ul style="list-style-type: none"> <li>• Extended response: response to research or stimulus materials, such as an extended marine investigation report, field report, essay, article, speech or presentation</li> <li>• Examinations: extended response tests or short-response tests</li> </ul> <p>In Year 12 you will complete 5 assessment responses, including one supervised extended response test and one extended marine investigation.</p>
Career Pathways:	Employment in marine science, marine biology, nautical science, fisheries and aquaculture, conservation and resource management, and tourism, seafood and maritime industries.

## Mathematics A

Code:	MAA
Description:	Mathematics A emphasises the development of positive attitudes towards the student's involvement in mathematics. This development is encouraged through the use of relevant personal and work-related learning experiences. There is also a focus on the development of mathematical knowledge and understanding through investigative and explorative approaches to learning.
Prerequisites:	Students will require a sound achievement (C) or higher in Year 10 Mathematics A.
Learning Experiences:	<ul style="list-style-type: none"> <li>• Earning money/taxation</li> <li>• Area, volume, capacity</li> <li>• Scale drawings</li> <li>• Geometry in construction</li> <li>• Quantity estimates for construction</li> <li>• Introduction to networks</li> <li>• Statistics – data displays, measures of central tendency</li> <li>• Regression lines, analysing data</li> <li>• Budgeting and spending</li> <li>• Money and business</li> <li>• Trigonometry/Pythagoras Theorem</li> <li>• Probability</li> <li>• Consumer credit/investments</li> <li>• Navigation basics</li> <li>• Interest - appreciation/depreciation</li> <li>• Fixing position and plotting courses</li> <li>• Networks and queuing</li> <li>• Statistical sampling</li> <li>• Maths in construction</li> </ul>
Assessment:	<p>In each semester there will be a maximum of 3 pieces of assessment which could include:</p> <ul style="list-style-type: none"> <li>• Extended modelling and problem solving tasks - students provide a response to a specific task or issue, which could be set in a context that highlights a real-life application of mathematics</li> <li>• Reports - assessment tasks are typically an extended response to a practical or investigative task, such as an experiment in which data are collected, analysed and modelled, a mathematical investigation, a field activity, or a project</li> <li>• Supervised test - conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses</li> </ul>
Career Pathways:	Mathematics A is a recommended precursor to further study and training in the technical trades such as toolmaking, sheet-metal working, fitting and turning, carpentry, plumbing, auto mechanics, tourism and hospitality, and administrative and managerial employment in a wide range of industries. It is also suitable as a precursor to tertiary studies in subjects with moderate demand in mathematics.

## Mathematics B

Code:	MAB
Description:	<p>Mathematics B aims to provide the opportunity for students to participate more fully in lifelong learning and to appreciate that Mathematics is:</p> <ul style="list-style-type: none"> <li>• A unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty</li> <li>• A way of thinking in which problems are explored through observation, reflection and logical, inductive or deductive reasoning</li> <li>• A powerful, concise and unambiguous symbolic system with written, spoken and visual components</li> <li>• A creative activity with its own intrinsic value, involving invention, intuition and exploration</li> </ul>
Prerequisites:	Students will require a high achievement (B) or higher in Year 10 Mathematics B.
Learning Experiences:	<ul style="list-style-type: none"> <li>• Trigonometry</li> <li>• Collection, presentation and analysis of data</li> <li>• Straight line functions</li> <li>• Periodic functions</li> <li>• Rates of change</li> <li>• Parabolic functions</li> <li>• Differential calculus</li> <li>• Trigonometric functions</li> <li>• Growth, decay and logarithms</li> <li>• Probability</li> <li>• Reversing derivatives</li> <li>• Polynomial functions</li> <li>• Derivatives of periodic and exponential functions</li> <li>• Integration</li> <li>• Binomial and normal distribution</li> <li>• Optimisation</li> <li>• Applications of integration</li> <li>• Applications of exponential and logarithmic functions</li> <li>• Transformations of functions</li> <li>• Applications of periodic functions</li> <li>• Optimisation using derivatives</li> </ul>
Assessment:	<p>In each semester there will be a maximum of 3 pieces of assessment which could include:</p> <ul style="list-style-type: none"> <li>• Extended modelling and problem solving tasks - students provide a response to a specific task or issue, which could be set in a context that highlights a real-life application of mathematics</li> <li>• Reports - assessment tasks are typically an extended response to a practical or investigative task, such as an experiment in which data are collected, analysed and modelled, a mathematical investigation, a field activity, or a project</li> <li>• Supervised tests - conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses</li> </ul>
Career Pathways:	Mathematics B is a recommended precursor to tertiary studies in subjects with high demand in mathematics, especially in the areas of science, medicine, mining and engineering, information technology, mathematics, finance, and business and economics.

## Mathematics C

Code:	MAC
Description:	Mathematics C is a companion subject to Mathematics B. It aims to extend the competency and confidence of students in mathematics beyond the scope of Mathematics B, to build on and combine many of the concepts introduced in Mathematics B, and to provide further opportunities for students to participate more fully in lifelong learning.
Prerequisites:	Students will require a high achievement (B) or higher in Year 10 Mathematics B.
Learning Experiences:	<ul style="list-style-type: none"> <li>• Group theory</li> <li>• Rationals, irrationals, surds</li> <li>• Permutations and combinations</li> <li>• Matrices 1</li> <li>• Vectors 1</li> <li>• Matrices 2</li> <li>• Complex numbers, Argand diagrams</li> <li>• Vectors 2</li> <li>• Secant, cosecant, cotangent</li> <li>• Dynamics 1</li> <li>• Complex numbers</li> <li>• Sequences, series and patterns</li> <li>• Matrix applications</li> <li>• Vectors 2</li> <li>• Calculus 1</li> <li>• Methods of proof</li> <li>• Dynamics 2</li> <li>• Advanced integration techniques</li> <li>• Advanced periodic and exponential functions</li> </ul>
Assessment:	<p>In each semester there will be a maximum of 3 pieces of assessment which could include:</p> <ul style="list-style-type: none"> <li>• Extended modelling and problem solving tasks - students provide a response to a specific task or issue, which could be set in a context that highlights a real-life application of mathematics</li> <li>• Reports - assessment tasks are typically an extended response to a practical or investigative task, such as an experiment in which data are collected, analysed and modelled, a mathematical investigation, a field activity, or a project</li> <li>• Supervised test - conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses.</li> </ul>
Career Pathways:	Mathematics C is a recommended companion subject to Mathematics B. It provides additional preparation for tertiary studies in subjects with high demand in mathematics, especially in the areas of science, medicine, mining and engineering, information technology, mathematics, finance, and business and economics.

## Modern History

Code:	MHS
Description:	Through the study of Modern History, students can understand why our modern world is the way it is. They can understand the processes of change and continuity that have shaped today's world, their causes, and the roles people have played in those processes. At a personal level, Modern History helps students to identify their social location, their place in time and their heritage within a distinctive culture. Students develop these understandings through processes of critical inquiry, debate and reflection, and by empathising with the views of others. In essence, Modern History is the study of the recent past to gain skills for the future.
Pre-requisites:	Students who study Modern History must be studying English. A sound achievement or higher in Year 10 English.
Learning Experiences:	<p>The two year course is organised around a series of themes or broad areas of study.</p> <p><b>Studies of Conflict</b> Students will understand that important conflicts have occurred in the modern world, and they can have military, political, social and cultural causes and effects. World War One and Terrorism are the focus of this unit.</p> <p><b>History of Ideas and Belief</b> Students will understand the impact that ideas and beliefs relating to imperialism have had in the modern world. The philosophy and practice of non-violent protest as created by Gandhi will be the focus of this unit of study.</p> <p><b>Studies of Hope</b> Students will understand that people have been inspired by hope for change, to respond to challenges in ways that promote well-being, with varying degrees of success.</p> <p><b>Studies of Power</b> Students will understand that power has played an important part in historical change, that the focus of power may change over time, and that individuals or groups have attempted to legitimise the use of power over others. The Nazi's abuse of power resulting in the horrors of the Holocaust will be the focus of this unit.</p> <p><b>History and Futures</b> Students will become aware of continuity and change, and trends over time. They will understand that trends are not inevitable and the future is not predetermined, but can be influenced on a range of levels.</p>
Assessment:	Students will be assessed in each of four categories of assessment: test essays in response to historical sources, research assignments in response to inquiry questions, multimodal presentations that may include non-written and visual presentations such as video, PowerPoint or interactive CD-ROM materials, and short response tests and response to stimulus tests.
Career Pathways:	Students can work across a wide range of areas including business administration and management, education, gallery and museum curation, journalism, law, public relations, public sector advising, tourism operations and/or writing.

## Music

Code:	MUS
Description:	Music has many attributes which help students gain skills in their creative, academic and social development. Senior Music focuses on developing the complete musician. Students develop knowledge and skills in performing, composing, musicology, and aspects of music industry.
Prerequisites:	A sound achievement or higher in Year 10 Music.
Learning Experiences:	<p>Students will develop skills in three main dimensions:</p> <p><b>Composition</b> Students will learn skills in composing and arranging for vocal and instrumental music genres.</p> <p><b>Musicology</b> Students will investigate various genres of music through listening and using the elements of music and various compositional devices. They will develop skills in critical listening which will aid them further in composing and performing, as well as broaden and enrich their appreciation for a wide range of musical genres and styles.</p> <p><b>Performance</b> Students will have the opportunity to develop confident performing skills for voice and/or instrument, as well as individual and group performances.</p> <p>Learning experiences will include playing a variety of music instruments, critical listening, music performance, historical aspects of music, music technology and musical elements.</p> <p>Units covered in this 2-year course include:</p> <ul style="list-style-type: none"> <li>• Musical Foundations</li> <li>• Song Writing</li> <li>• Defining Songs and Albums</li> <li>• Musical Traditions and Innovations</li> <li>• Music for Film, TV and Radio</li> <li>• Musicology 101</li> <li>• Functional Music</li> <li>• Australian Music</li> <li>• World Music</li> <li>• Music for Games</li> </ul>
Assessment:	<p>Music performance: Assessment will include two performances for a live or virtual audience. These may take place for the class group or for the wider community.</p> <p>Music Composition: Two original works by the student will be submitted for assessment.</p> <p>Music Analysis: Possible assessment may include written tests, assignments, listening tasks, various comprehension activities.</p>
Career Pathways:	Composer, performer, classroom music teacher, private instrumental teacher, sound engineer (live sound), studio engineer, artistic administrator, music journalist, musicologist

## Physical Education

Code:	PED
Description:	<p>Physical Education aims to allow students to develop as self-directed and independent learners, as well as intelligent performers. Students are regarded as being “physically educated” when they are able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate physical performances that reflect control over a wide range of skills, an ability to apply/adapt these skills, and a capacity to implement appropriate tactical principles</li> <li>• Gather, recall and comprehend facts, definitions, terminology and concepts relevant to physical activity</li> <li>• Interpret, analyse and manipulate information to meet task requirements</li> <li>• Employ higher order thinking skills such as hypothesising, synthesising, appraising and justifying</li> </ul>
Prerequisites:	Enthusiasm for being physically active and willingness to fully apply self to set research/written tasks. A sound achievement or higher in Year 10 English.
Learning Experiences:	<p>Senior Physical Education operates using an integrated approach with the theory elements relating directly to the practical work.</p> <p>Planned units of study undertaken in Year 11 and 12 include:</p> <ul style="list-style-type: none"> <li>• Volleyball/Skill Acquisition</li> <li>• Tennis/Access and Equity</li> <li>• Touch Football/Exercise Science</li> <li>• Biathlon/Exercise Physiology</li> </ul>
Assessment:	<p>The assessment techniques used as part of this course include:</p> <ul style="list-style-type: none"> <li>• Compilation of journals</li> <li>• Written examinations</li> <li>• Research assignments</li> <li>• Practical drill routines</li> <li>• Practical game play observation</li> <li>• Multi-modal productions</li> </ul>
Other:	A proportion of lessons are conducted off-campus and on occasions recesses may be used for travel. Involvement in this course requires payment of a subject levy which meets the costs of facility hire and bus expenses.
Career Pathways:	Further study and careers in fitness, sport, human movement and health industries.

## Physics

Code:	PHY
Description:	<p>Most people would agree that Physics has a reputation as a demanding subject. It is, certainly, a field that is heavily based in mathematics and that brings together concepts that can't simply be memorised the night before the exam - not that many students haven't tried to disprove this!</p> <p>It could equally be said that the study of high school Physics is only the first step in what will, for many students, be the beginning of a long and wondrous journey of discovery.</p> <p>Although Physics may be a bit of a stretch at times, there are many rewards to be gained. In return for your studiousness, Physics will introduce you to the fundamental machinery in the basement of the Universe and show you the forces that shape the cosmos.</p>
Prerequisites:	A sound level of achievement (C) or higher in Year 10 Physics would be an advantage. A sound achievement or higher in Year 10 Science.
Learning Experiences:	<p>During the two year course students will undertake studies in:</p> <ul style="list-style-type: none"> <li>• Physics of Sport</li> <li>• Physics of Fun</li> <li>• Physics of Music</li> <li>• Construction Physics</li> <li>• Road Physics</li> <li>• Electricity</li> <li>• Optics &amp; Astronomy</li> <li>• Modern Physics</li> </ul>
Assessment:	In each semester there will be a maximum of three pieces of assessment which could include extended experimental investigations, supervised assessment tasks and extended response tasks.
Career Pathways:	<p>Physics students of today may find themselves doing things that would once have seemed incredible. They may be building a fusion reactor, developing biomechanical limbs for amputees that are indistinguishable in function from the original limbs, or even designing spacecraft that will launch humanity to the stars.</p> <p>Careers that utilise Physics are diverse and include such occupations as scientist, engineer, radiographer, architect, electrician, optometrist, teacher, astronaut, physiotherapist...the list goes on!</p>

## Visual Art

Code:	ART
Description:	Visual Art prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems, think divergently and use higher order learning skills to articulate an informed and individualised aesthetic (style/expression). At a time when creativity is sought by industry, Visual Art significantly contributes to the design and manufacture of images and objects needed for living.
Prerequisites:	A sound achievement (C) or higher in Year 10 Visual Arts and Year 10 English. If you haven't previously studied art, an interview with the Arts HOD is required to gauge interest and previous experience.
Learning Experiences:	<p>Over the 2 years of study in Visual Arts, the course is broken into six different units. Students will explore a wide variety of art movements and artists, both modern day and traditional. They will create artworks in various mediums using many different tools/skills.</p> <p>Visual Art uses an inquiry learning model, enabling multimodal thinking and individual responses through researching, developing, resolving and reflecting.</p> <p>Through making and appraising, resolution and display of artworks, students understand and acknowledge the role of visual art and the contributions of visual artists, designers and craftspeople.</p>
Assessment:	Assessment is in two areas: making and appraising. These consist of folios of artwork and written assessment pieces. A level of achievement is decided by the combining of both making and appraising results.
Career Pathways:	<p>Studying Visual Art can take you into tertiary visual art/design courses, industry training, training at TAFE or university level or straight into a visual arts/design job with on-site training. Many career pathways outside the obvious artist or graphic designer value the skills learnt in Visual Arts. Any career path that requires you to be creative and question the environment around you benefits from skills learnt in Visual Arts.</p> <p>Possible careers: animator, illustrator, web designer, graphic designer, artistic director, photographer, reviewer/critic, interior designer, hair dresser, landscape architect, industrial designer, film and television, textile designer, sign maker, jeweller, artist/craftsperson, potter, screen printer, cartoonist etc.</p>

# **Queensland Curriculum and Assessment Authority**

# **Authority Registered Subjects**

***These subjects are programs that  
follow Queensland Curriculum and  
Assessment Authority Syllabus***



## Dance Studies

Code:	DST
Description:	This subject reflects the role of individuals who perform a range of tasks in the creative arts – dance industry. It is an appropriate alternative for students interested in the behind the scenes aspects of dance performance and utilises their interest and skills in performing and managing performances. It is a two year course and earns four points towards a student's Queensland Certificate of Education.
Prerequisites:	None
Learning Experiences:	<p>Students learn about practices in the creative arts – dance industry and this includes; auditioning, dance photography, dance performance, stage management, set and props design and construction, dance for popular performances and dance as exercise. A significant aspect of this course is students learn to work effectively and collaboratively together with workplace health and safety underpinning all units and develop their own creativity and confidence in a supportive and encouraging environment.</p> <p><b>Auditioning</b> Students learn techniques and develop their performance skills and dance sequences. Students compose an audition folio and are able to observe and provide feedback and their own and others dance performances.</p> <p><b>Dance Photography</b> Students learn the skills and techniques in physical performance photography. They learn the language of effective visual composition and to operate and manipulate the technology for dance shoots where they have designed the costumes and props for the activity.</p> <p><b>Dance Performance</b> Students extend their knowledge and understanding of dance terminology e.g. direction, focus, floor pattern, group formation and dynamic elements.</p> <p><b>Event Management</b> Students gain knowledge and understanding of the publicity and promotion of a live event and work collaboratively in developing and organising administrative duties involved in Arts Performances.</p> <p><b>Set and Props Design and Construction</b> Students design props and set construction for a musical theatre piece and research and understand the elements and purpose of set design.</p> <p><b>Dance for Particular Populations</b> Students' knowledge of dance performance is gained through selecting movements appropriate for the audience and gain awareness and understanding of dance components.</p> <p><b>Dance as Exercise</b> Students gain knowledge, understanding and develop skills and techniques to conduct an aerobic dance based session. This builds their expertise in utilising instructional techniques and develops their confidence in group situations.</p>
Assessment:	Students are encouraged to develop and demonstrate their ability, skills and knowledge in the practical and management aspects of dance studies. This is done through dance performance and choreography, developing a photography folio, assistant event management at the annual Dance Performances, promote Arts events, set and prop design and construction, and design and conduct an aerobic performance.
Career Pathways:	Choreographer, professional dancer, dance teacher, dance therapist, community dance worker, general performer, dance company manger, lighting designer, set designer, stunt performer, stage manager, costume designer, body conditioning instructor, grants specialist.

## Early Childhood

Code:	ECC
Description:	The primary focus of the early childhood field of study is to promote the wellbeing of young children and a greater awareness of the importance of quality practices in the wider community. Throughout the course, students are encouraged to develop knowledge and understanding including human development, the needs and rights of children, the value of play, concepts of childhood, the role of parents, the importance of families, behaviour management, special needs, workplace health and safety, industry practice and expectations, and legislation and ethical issues.
Prerequisites:	None
Learning Experiences:	<p><b>Health and Physical Wellbeing</b></p> <ul style="list-style-type: none"> <li>Investigate the nutritional needs and physical requirements of pre-schoolers. Investigate the policies and procedures in place to guide childcare facilities.</li> <li>Prepare a spoken and/or digital presentation aimed at parents to educate them on these requirements</li> </ul> <p><b>Play and Creativity</b></p> <ul style="list-style-type: none"> <li>Investigate materials and activities suitable to stimulate play and creativity in young children. Assemble a range of basic materials for children to utilise in play. Justify the inclusions.</li> <li>Compile a folio of art, craft and creative expression activities.</li> <li>Students will plan, justify, implement and reflect upon a practical activity to promote creativity and self-expression for invited children.</li> </ul> <p><b>Being in a Safe Place</b></p> <ul style="list-style-type: none"> <li>Investigate a current safety initiative and its effectiveness.</li> </ul> <p><b>Literacy and Numeracy</b></p> <ul style="list-style-type: none"> <li>Compile a folio of activities to support literacy and numeracy.</li> <li>Implement a play based activity to promote literacy or numeracy skills of a selected age group.</li> <li>Investigate and create a concept map around a theme suitable for young children.</li> <li>Compile a number of activities surrounding this theme.</li> <li>Select, implement and reflect upon one activity investigated above conducted with a group of young children.</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>Investigations – current issues in Early Childhood and the care of children</li> <li>Project – Play based units which include both theoretical and practical performance components. Students will be investigating, compiling and performing activities suitable for the care and education of young children.</li> <li>Practical components require students to plan, prepare and perform activities with invited young children or visit a child care facility.</li> <li>Theory exam</li> </ul>
Career Pathways:	Careers with children including childcare assistant, group leader, child-care director, education including primary school teacher, nanny/au pair, child care cook/nutritionist, after school care co-ordinator, baby sitter, community services, child care worker on cruise ship, holiday parks etc., sport and recreation, specialisations in other professions, e.g. medical, educating and working with people with special needs, parent or care giver.

## English Communication

Code:	ENC
Description:	<p>The focus of English in high school is to improve the students' reading, writing, speaking and general literacy skills. There are two types of English available for students to study in Senior School: English or English Communication. Students must choose at least one of these subjects. English Communication is for students who may need to improve their writing, reading or speaking skills. It has a vocational focus and equips students with the skills they require to enter the workforce.</p> <p>In English Communication, the students engage in tasks that have a close link to the real world. Students will gain confidence, develop non-verbal and verbal skills, and learn to work both independently and as a team.</p> <p>It is important to note that many University courses require English as a prerequisite thus if the student is <b><u>intending on applying to University</u></b> they are <b><u>advised against choosing English Communication</u></b>. It is strongly suggested they choose English.</p>
Prerequisites:	None
Learning Experiences:	<ul style="list-style-type: none"> <li>• <b>Crime Time:</b> This unit is a study of both crime and police procedure. It includes several real life police situations, and the study of police in films and television.</li> <li>• <b>Life, Love and Crickets:</b> Human relations are the key focus of this unit. We look at famous Australians who can't get along. We also study conflict resolution in family, friendship and work situations.</li> <li>• <b>Soaps and Sitcom:</b> Students study the wonderful world of television in this unit.</li> <li>• <b>World Trip:</b> In this unit students take on the role of a travel agent and plan their own world trip.</li> <li>• <b>Sight and Sound:</b> The music video, music, and the short story is the key focus of this unit. Students will explore how the music video came into being. They will also examine those music videos which have taken the world by storm.</li> <li>• <b>Job Search:</b> Students will get work ready by creating their own resume. They will also learn how to participate in a job interview.</li> <li>• <b>Autobiography:</b> Students will examine the important moments in their life so far and write their own story.</li> <li>• <b>Visions of Australia:</b> The wonderful world of Australian film will be the topic of the final unit for year 12.</li> </ul>
Assessment:	The students will do six assessment items in Year 11 and seven in Year 12. There are tests, assignments and oral presentations. This is similar to what the students do in Senior English but the lengths are shorter and the majority of the tasks are done at school so that the students can access teacher help.
Career Pathways:	Many students who study English Communication go on to enjoy the following careers: trades, apprenticeships and traineeships in retail, building, mechanics, printing, computers, landscape and/or beauty. The subject is highly diverse and the skills developed within this subject will be an asset to any career.

## Furnishing Skills

Code:	FSK
Description:	This subject provides learning experiences for students who are interested in gaining skills used in the building industry. Through undertaking the range of activities over the 4 semesters students will gain confidence in handling the materials and using the hand tools and machines used in the industry. The skills developed and the experience gained in this practical based subject will assist students in pursuing a career in the industry.
Prerequisites:	Year 10 Furnishing Skills would be an advantage but is not necessary.
Learning Experiences:	<p>The course will be workshop based with related theory topics.</p> <p><b>YEAR 11</b>  <b>Semester 1</b></p> <ul style="list-style-type: none"> <li>• Project Construction</li> <li>• Related Technology</li> <li>• Written Assignment</li> <li>• Work Books/Exam</li> </ul> <p><b>Semester 2</b></p> <ul style="list-style-type: none"> <li>• Project Construction</li> <li>• Related Technology</li> <li>• Work Books</li> </ul> <p><b>YEAR 12</b>  <b>Semester 3</b></p> <ul style="list-style-type: none"> <li>• Project Construction</li> <li>• Related Technology</li> <li>• Assignment</li> </ul> <p><b>Semester 4</b></p> <ul style="list-style-type: none"> <li>• Project Construction</li> <li>• Related Technology</li> </ul> <p><b>CLASS ACTIVITIES</b>  <b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Shoe remover, cutting board, carry all, camping table, ice box</li> </ul> <p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>• Dart board cabinet, hall stand, display box</li> <li>• Carcase construction, door manufacture, fitting catches and handles, finishing processes</li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Individual practical projects</li> <li>• Assignments</li> <li>• Exams</li> </ul>
Career Pathways:	Concreter, bricklayer, carpenter, painter & decorator, plasterer, tiler, furniture maker, cabinet maker

## Individual Learning Project

Code:	ILP
Description:	Individual Learning Projects are independent programs of learning giving students flexibility to pursue interests and qualifications in addition to the current Burnside SHS range of course offerings. Learning projects are one of the Enrichment category learning options of the Queensland Certificate of Education (QCE). On successful completion of an approved learning project, credit can be earned towards the QCE.
Pre-requisites:	Because learning projects may not provide the same amount of credit towards a QCE as other forms of learning, students completing a learning project would be expected to be able to earn their full QCE credit independently of their learning project.
Learning Experiences:	<p>Burnside SHS Individual Learning Projects are largely self-directed under the supervision of a staff mentor. The project is an independent study or investigation of an area of interest that provides access to new knowledge. The choice of study could be inspired by a special interest, hobby, or topic in an existing school subject explored in much more detail.</p> <p>Learning projects require planning for a certain amount of learning, and showing that it has been achieved. Learning projects are about building knowledge, and developing employability and lifelong learning skills. Burnside SHS Individual Learning Projects must demonstrate:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Initiative and enterprise</li> <li>• Planning and organising</li> <li>• Problem solving</li> <li>• Self-management</li> <li>• Technology</li> <li>• Capacity to learn independently</li> </ul>
Assessment:	Each learning project is unique, being initiated and developed by students in conjunction with the staff mentor. All learning projects must be approved in advance by the Principal and/or Queensland Curriculum and Assessment Authority (QCAA). Throughout the course of the learning project, students collate agreed evidence of their learning, particularly the employability and lifelong learning skills demonstrated through the project. On completion of the project, evidence of learning is submitted to the QCAA, or other appropriate authority, for validation.
Career Pathways:	Burnside SHS Individual Learning Projects provide students with the opportunity to increase their employability in a wide range of careers.

## Prevocational Mathematics

Code:	PVM
Description:	Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. It aims to help students overcome difficulties with, or negative attitudes towards, mathematics, so that they can use mathematics efficiently and critically to make informed decisions in their daily lives.
Prerequisites:	None
Learning Experiences:	<p>Students study five topics (number, data, location and time, measurement and finance) that are integrated into teaching and learning contexts that they find relevant. Contexts such as those listed below may be undertaken over the two years of study.</p> <ul style="list-style-type: none"> <li>• Planning an Event</li> <li>• Buying and Running a Car</li> <li>• Designing Games</li> <li>• Consumer Mathematics</li> <li>• Travel</li> <li>• Gambling</li> <li>• Health and Fitness</li> <li>• Investing</li> <li>• Making Money/Spending Money</li> <li>• Budgeting</li> <li>• Landscaping and Design</li> <li>• Running a Business</li> </ul>
Assessment:	Assessment is continuous throughout the 2 years, is mainly in-class and in a variety of modes to encourage success for students such as investigations, discussions, creating posters, observations and journals.
Career Pathways:	Prevocational Mathematics prepares students for entry to the workforce or to enrol in TAFE courses or other training. Many students who study Prevocational Mathematics go on to enjoy the following careers: trades, apprenticeships and traineeships in retail, building, mechanics, printing, computers, landscape and/or beauty.

## Recreation

Code:	PRS
Description:	<p>Aims of Senior Recreation include:</p> <ul style="list-style-type: none"> <li>• To educate students about the need for a balanced life style</li> <li>• To equip students with a variety of social and recreational skills to facilitate a balanced lifestyle</li> <li>• To have students appreciate the intrinsic worth of a lifestyle that includes regular recreational pursuits</li> <li>• To have students appreciate the environment needed to facilitate recreational pursuits</li> </ul>
Prerequisites:	Enthusiasm for being physically active.
Learning Experiences:	<p>Units of work undertaken in Year 11 and 12 include:</p> <ul style="list-style-type: none"> <li>• Water-based recreation</li> <li>• Footy field sports</li> <li>• Personal fitness</li> <li>• Racquet sports</li> <li>• Surfing</li> <li>• Rock climbing/orienteering</li> <li>• Resistance training</li> <li>• Golf</li> </ul>
Assessment:	Assessment involves a combination of written and practical tasks.
Other:	To ensure that this subject allows students to undertake a diverse range of experiences there will be occasions when lessons are conducted off-campus. Recess breaks may also be used for travel to some venues. This subject attracts a subject levy to meet the costs of experiences.
Career Pathways:	Further study and careers in fitness, sport, human movement and health industries.

## Religion and Ethics

Code:	REQ
Description:	<p>Religion and Ethics helps students understand the personal, relational and spiritual perspectives of human experience. A search for meaning assists students from different cultural, social, linguistic and economic backgrounds to learn about and reflect on the richness of religious and ethical worldviews.</p> <p>Religion and Ethics enhances students' understanding of how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues. It allows for flexible courses of study that recognise the varied needs and interests of students through investigating topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice. The course also explores how these topics are dealt with in various religious, spiritual and ethical traditions.</p>
Prerequisites:	None
Learning Experiences:	<p>The course is under development but electives may include:</p> <ul style="list-style-type: none"> <li>• The Australian scene</li> <li>• Ethics and morality</li> <li>• Good and evil</li> <li>• Heroes and role models</li> <li>• Indigenous Australian spiritualities</li> <li>• Peace and conflict</li> <li>• Religion and contemporary culture</li> <li>• Religions of the world</li> <li>• Religious citizenship</li> <li>• Social justice</li> <li>• Spirituality</li> </ul> <p>Note: This subject is new; the assessment and units may change.</p>
Assessment:	There are four types of assessment: <b>Project, Investigation, Extended response to stimulus and Examination.</b>
Career Pathways:	The study of this subject will provide skills useful for other subjects and a variety of careers. Possible careers include; social work, religious vocations, teaching and journalism.

## Social and Community Studies

Code:	CSZ
Description:	Social and Community Studies fosters personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future role in it. Students will study a range of contemporary and, at times, controversial issues in which they will develop the skills necessary to identify opposing perspectives and propose how to pave a more desirable future.
Pre-requisites:	None
Learning Experiences:	<p>The course is organised around the following units of study, with a few examples of topics to be covered in each unit:</p> <p><b>Money Management</b> Advertising, fair trade practices, environmental sustainability, standard of living, consumer wastefulness, work ethic and self-improvement, consumer responsibilities.</p> <p><b>Legally it Could Be You</b> Democracy, rights vs responsibilities, role of the courts and police, laws for protection, social actions in law reform, Australians and international law.</p> <p><b>Health – Food and Nutrition</b> Influences on eating habits, nutrients we require, eating disorders, fad dieting, food allergies, eating healthily on a budget, health initiatives, issues with importing food.</p> <p><b>Into Relationships</b> Identity, self-improvement, mental health, stress, stereotypes, prejudices, conflict resolution, active citizenship, cross-generational trauma of Indigenous people.</p> <p><b>Australia’s Place in the World</b> Tourism, multiculturalism, overseas aid, impacts of war and political changes, immigration policies, Australia’s trade and sporting partners, global citizenship.</p> <p><b>Today’s Society</b> Cultural views of families, influences on lifestyles, perceptions of sexuality and identity, racism and religious discrimination, influences of the media.</p> <p><b>Gender and Identity</b> Gender-based stereotypes, gender roles, representations of gender in popular culture, feminism, gender-based violence and discrimination, social norms.</p>
Assessment:	Students will be assessed in each of the four categories of assessment: projects, investigations, extended response to stimulus and examinations. Within these dimensions, students will engage with a range of media to produce items such as reports and multi-modal presentations.
Career Pathways:	This course of study assists students to develop their personal, interpersonal and citizenship skills and, in essence, is a combination of basic concepts covered in subjects such as Health, Legal Studies and Modern History. As such, the course will prepare students to work in a broad range of fields such as community development, social work, counselling, tourism, health care, environmental sustainability, and community services such as non-government organisations.

## Visual Design Studies

Code:	VDS
Description:	Visual Design is an authority registered subject that focuses heavily on practical skills. Visual Design prepares students for a career in many of the skill-based arts areas such as design, craft and fine art. Visual Design Studies aims to develop students' practical and creative thinking skills through design based projects.
Prerequisites:	A sound achievement (C) or higher in Year 10 Visual Arts is highly recommended.
Learning Experiences:	Over the 2 years of study in Visual Design Studies, the course is broken into fourteen (14) different units. Students will explore a variety of art and design genres/career paths including photography, ceramics, painting, craft, community art, illustration.
Assessment:	In each semester there will be a maximum of five (5) pieces of assessment which could include: <ul style="list-style-type: none"> <li>• Practical work</li> <li>• Resource book of notes, instructions and ideas</li> <li>• Competency based exams i.e. digital camera basics</li> <li>• Group tasks</li> <li>• Community activities</li> </ul>
Career Pathways:	<p>Studying Visual Design Studies can take you into tertiary visual art/design courses, industry training, training at TAFE level or straight in to visual arts/design job with on-site training. Many career pathways outside the obvious artist and graphic designer value the skills learnt in Visual Design Studies. Any career path that requires you to be creative and question the environment around you benefits from skills learnt in Visual Design Studies.</p> <p>Possible careers: animator, illustrator, web designer, graphic designer, artistic director, photographer, reviewer/critic, interior designer, hair dresser, landscape architect, industrial designer, film and television, textile designer, sign maker, jeweller, artist/craftsperson, potter, screen printer, cartoonist.</p>



NATIONALLY RECOGNISED  
TRAINING

# Queensland Curriculum and Assessment Authority

## VET Subjects

***These subjects contain competency based vocational modules and may include “on the job” training***

### VET DISCLAIMER

“The school must have certain teachers and equipment to run the courses advertised in this section. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications but it may incur a fee. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements. Late enrolment in a VET course means that a training and assessment agreement is for the negotiated package of units, which will lead to a statement of attainment.”

*‘Information correct at time of publication but subject to change’*

## BSB20115 Certificate II in Business

Code:	VBS
RTO Details:	Burnside State High School 30245
Description:	This is a Nationally Recognised Vocational Education and Training qualification. This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.
Prerequisites:	Nil, however a sound level of achievement (C) or higher in Year 10 Business and English would be an advantage. Certificate I in Business would also be advantageous.
Learning Experiences:	<p>Students will study a range of competencies for this certificate. The successful completion of 12 competencies will see the awarding of the certificate.</p> <p>Competencies studied will come from the following available competencies but will be determined by current business industry focus:</p> <ul style="list-style-type: none"> <li>• BSBCMM201 Communicate in the workplace</li> <li>• BSBCUS201 Deliver a service to customers</li> <li>• BSBIND201 Work effectively in a business environment</li> <li>• BSBINM201 Process and maintain workplace information</li> <li>• BSBINM202 Handle mail</li> <li>• BSBINN201 Contribute to workplace innovation</li> <li>• BSBITU201 Produce simple word processed documents</li> <li>• BSBITU202 Create and use spreadsheets</li> <li>• BSBITU203 Communicate electronically</li> <li>• BSBSMB201 Identify suitability for micro business</li> <li>• BSBSUS201 Participate in environmentally sustainable work practices</li> <li>• BSBWHS201 Contribute to health and safety of self and others</li> <li>• BSBWOR202 Organise and complete daily work activities</li> <li>• BSBWOR203 Work effectively with others</li> <li>• BSBWOR204 Use business technology</li> <li>• FNSACC301 Process financial transactions and extract interim reports</li> </ul>
Assessment:	<p>The program will be delivered mainly through class-based tasks that will simulate a business environment. The school will ensure learners have every reasonable opportunity to complete their training program.</p> <p>A range of teaching and learning strategies will be used to deliver the competencies. These may include:</p> <ul style="list-style-type: none"> <li>• Practical tasks</li> <li>• Activities in simulated work environments</li> <li>• Conducting research - ranging from small class activities to a major research activity using computers and other technologies</li> </ul>
Career Pathways:	This course is designed for students seeking pathways to further education or careers such as an Information Desk Clerk, Receptionist and Data Entry Operator. This qualification reflects the role of individuals in a variety of junior administrative positions.

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## MEM20413 Certificate II in Engineering Pathways

Code:	BDE
RTO Details:	Blue Dog Training Pty Ltd 31193
Description:	<p>The aim of this course is:</p> <ul style="list-style-type: none"> <li>• To provide initial training for prospective employees in the Engineering (Manufacturing) Industry</li> <li>• Provide students with a body of knowledge that is fundamental to an understanding of the broad range of technological experiences that can be built upon to keep pace with changing technology in the Engineering Industry</li> <li>• Equip students with practical skills that can be carried into various facets of the Engineering Industry</li> <li>• Promote safety awareness in all facets of the course</li> <li>• Enhance students' knowledge and use of machinery and tools</li> </ul> <p>The emphasis is on skill development, knowledge and the application of the knowledge in a practical situation.</p> <p>Certificate II in Engineering is coordinated by an external Registered Training Organisation (RTO), Blue Dog Training PTY LTD.</p>
Prerequisites:	Year 10 Engineering Studies would be an advantage but is not necessary.
Learning Experiences:	<p>Students will study a range of competencies for this certificate. The successful completion of 12 competencies will see the awarding of the certificate.</p> <ul style="list-style-type: none"> <li>• MEM13014A (C) Apply principles of occupational health and safety in the work environment</li> <li>• MEM16008A (E) Interact with computing technology</li> <li>• MSAENV272B (C) Participate in environmentally sustainable work practices</li> <li>• MEM18001C (E) Use hand tools</li> <li>• MEMPE005A (C) Develop a career plan for the engineering and manufacturing industry</li> <li>• MEMPE002A (E) Use electric welding machines</li> <li>• MEMPE006A (C) Undertake a basic engineering project</li> <li>• MEM18002B (E) Use power tools/hand held operations</li> <li>• MEM16006A (E) Organise and communicate information</li> <li>• MEMPE003A (E) Use oxy-acetylene and soldering equipment</li> <li>• MSAPMSUP106A (E) Work in a team</li> <li>• MEMPE001A (E) Use engineering workshop machines</li> </ul>
Assessment:	<p>Each term students are required to complete practical tasks combined with online learning modules related to specific tasks. These tasks are all proved by Blue Dog Training and must be completed to gain certificate.</p> <ul style="list-style-type: none"> <li>• Practical Exercises/Projects</li> <li>• Online Learning Modules</li> </ul>
Career Pathways:	<p>In this subject, students have the opportunity to undertake tasks in the area of Engineering which will lead into various occupations in the metal trades and manufacturing industries e.g. fitting and turning, boiler making, machining and automotive industries.</p>

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## SIT20316 Certificate II in Hospitality

Code:	VHS
RTO Details:	Careers Australia Education Institute Pty Ltd 22479
Description:	<p>Certificate II in Hospitality is a nationally recognised qualification that complies with the Australian Qualification Framework.</p> <p>This qualification reflects the role of individuals working front of house in hospitality venues, preparing and serving food and beverages to customers.</p>
Prerequisites:	<p>There are no entry requirements for this qualification.</p> <p>The program is designed for those students who have the desire and work ethic to pursue an employment outcome in the Hospitality Industry (Front of House).</p>
Learning Experiences:	<p>Over the two year course students will have the opportunity to participate practical activities at an industry level.</p> <p>There are 12 competencies in total to complete. The following competencies will be integrated across the two year course and will not be taught as discrete units. These competencies are highly practical and students must be able to demonstrate practically that they are competent in these modules.</p> <ul style="list-style-type: none"> <li>• BSBWOR203 Work effectively with others</li> <li>• SITHFAB001 Clean and tidy bar areas</li> <li>• SITHFAB002 Provide responsible service of alcohol</li> <li>• SITHFAB003 Operate a bar</li> <li>• SITHFAB005 Prepare and serve espresso coffee</li> <li>• SITHIND002 Source and use information on the hospitality industry</li> <li>• SITHIND003 Use hospitality skills effectively</li> <li>• SITXCCS003 Interact with customers</li> <li>• SITXCOM002 Show social and cultural sensitivity</li> <li>• SITXFSA001 Use hygienic practices for food safety</li> <li>• SITXWHS001 Participate in safe work practices</li> <li>• SITHCCC002 Prepare and present simple dishes</li> </ul>
Assessment:	<p>Assessment may include:</p> <ul style="list-style-type: none"> <li>• Practical performance – individual and team work activities</li> <li>• Excursion reports</li> <li>• Verbal or written questioning checklist</li> <li>• Industry Placement for a minimum of 12 shifts (<b>mandatory</b>)</li> <li>• Report from workplace supervisor</li> </ul>
Career Pathways:	<p>This course will assist students to gain employment in food and beverage careers in the Hospitality Industry, focussing on front of house positions such as waitressing, restaurant management, bar service, coffee making.</p>

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## SIT20416 Certificate II in Kitchen Operations

Code:	VHT
RTO Details:	TAFE Queensland East Coast 0418
Description:	<p>Certificate II in Kitchen Operations is a nationally recognised qualification that complies with the Australian Qualification Framework.</p> <p>This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills.</p>
Prerequisites:	<p>There are no entry requirements for this qualification. Located on the grounds of Maroochydore State High School, the Coastal Cookery Centre was developed out of a partnership between Burnside SHS, Maroochydore SHS, Nambour SHS, local industry and organisations <b>to train high quality students in the field of commercial cookery</b>. The program is designed for those students who have the desire and work ethic to pursue an employment outcome in the Hospitality Industry (Back of House).</p> <p>At the Coastal Cookery Trade Training Centre, you can choose to do the Certificate II in Kitchen Operations as a School Based Traineeship or as a Senior Phase of Learning subject.</p>
Learning Experiences:	<p>Learning will take place in a classroom where students will participate in activities in a real/simulated training work environment. Students will complete practical cookery in a commercial kitchen.</p> <p>The course comprises the following: Total units = 13 (8 core units + 5 elective units). The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF levels of this qualification.</p> <p>Core electives and competencies:</p> <ul style="list-style-type: none"> <li>• BSBWOR203 (C) Work effectively with others</li> <li>• SITHCCC001 (C) Use food preparation equipment</li> <li>• SITHCCC005 (C) Prepare dishes using basic methods of cookery</li> <li>• SITHCCC011 (C) Use cookery skills effectively</li> <li>• SITHKOP001 (C) Clean kitchen premises and equipment</li> <li>• SITXFSA001 (C) Use hygienic practices for food safety</li> <li>• SITXINV002 (C) Maintain the quality of perishable items</li> <li>• SITXWHS001 (C) Participate in safe work practices</li> <li>• TLIEI005 (E) Carry out basic workplace calculations</li> <li>• SITHCCC002 (E) Prepare and present simple dishes</li> <li>• SITHCCC003 (E) Prepare and present sandwiches</li> <li>• SITHCCC006 (E) Prepare appetisers and salads</li> <li>• BSBSUS201 (E) Participate in environmentally sustainable work practices</li> </ul>
Assessment:	<p>Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way.</p> <p>Evidence gathering methods include:</p> <ul style="list-style-type: none"> <li>• Direct observation checklist</li> <li>• Product resulting from an activity</li> <li>• Direct verbal or written questioning checklist</li> <li>• Reports from workplace supervisor</li> </ul> <p>Commitment to completion of this Certificate II involves the completion of 12 service periods in the Trade Training Centre and/or workplace.</p>
Career Pathways:	<p>This qualification provides a pathway to work in kitchen operations in organisation such as restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institution such as aged care facilities, hospitals, prisons and schools.</p>

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## CUA30915 Certificate III in Music Industries

Code:	VMI
RTO Details:	Burnside State High School 30245
Description:	<p>The course is studied over a period of four (4) semesters in years 11 and 12. Students will be supplied with a student study guide and assessment outline giving details of all assessment items and lessons. Units covered in the course are listed below.</p> <ul style="list-style-type: none"> <li>• BSBWHS201 Contribute to health and safety of self and others</li> <li>• CUACMP301 Implement copyright arrangements</li> <li>• CUAIND303 Work effectively in the music industry</li> <li>• CUAMCP301 Compose simple songs or musical pieces</li> <li>• CUAMCP303 Develop simple musical pieces using electronic media</li> <li>• CUAMPF202 Incorporate music technology into performance</li> <li>• CUAMPF203 Develop ensemble skills for playing or singing music</li> <li>• CUAMPF301 Develop technical skills in performance</li> <li>• CUAMPF302 Prepare for performances</li> <li>• CUAMPF303 Contribute to backup accompaniment</li> <li>• CUAMPF304 Make a music demo</li> <li>• CUAMLT302 Apply knowledge of style and genre to music industry practice</li> </ul>
Prerequisites:	<p>A sound achievement (C) or higher in Year 10 Music. Students must also be able to play an instrument to performance level.</p> <p><b>N.B. If a student joins the course after it has commenced they will only be partly credited.</b></p>
Learning Experiences:	<p>Music has attributes that help students gain many skills in their creative, academic and social development. This course allows students to develop a multiplicity of skills through the following experiences:</p> <ul style="list-style-type: none"> <li>• Learning and developing skills on a musical instrument</li> <li>• Developing and updating knowledge related to the contemporary music industry</li> <li>• Communicating and expressing musical ideas through song writing</li> <li>• Learning and developing performance skills</li> <li>• Developing safety awareness in the music industry</li> <li>• Expanding musical knowledge through listening</li> <li>• Recording own songs/compositions onto CD</li> <li>• Studying career opportunities in music</li> <li>• Developing and promoting their own image</li> <li>• Appreciating the relationship between music and technology</li> </ul>
Assessment:	<p>Assessment for the course is outlined in the student study guide and assessment outline booklet. Methods of assessment will vary with each module and may include:</p> <ul style="list-style-type: none"> <li>• Practical assignments</li> <li>• Formal tests</li> <li>• Written assignments</li> <li>• Homework tasks</li> <li>• Oral presentations</li> <li>• Online tests</li> <li>• Log book</li> <li>• Performances</li> <li>• Recordings</li> </ul>
Career Pathways:	<p>Composer, performer, classroom music teacher, private instrumental teacher, sound engineer (live sound), studio engineer, artistic administrator, music journalist, musicologist.</p>

*'Information correct at time of publication but subject to change'*

## SIT20116 Certificate II in Tourism

Code:	VTS
RTO Details:	Burnside State High School 30245
Description:	<p>This qualification provides a pathway to work in many tourism and travel industry sectors and for a diversity of employers including retail travel agencies, tour wholesalers, tour operators, attractions, cultural and heritage sites and any small tourism business requiring multi-skilled employees.</p> <p>Work could be undertaken in an office environment where the planning of tourism and travel products and services takes place, in the field where products are delivered, or a combination of both.</p> <p>This qualification reflects the role of individuals who use a defined and limited range of operational skills. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. They work under direct supervision.</p>
Prerequisites:	A sound achievement (C) in Year 10 English and Business Studies would be an advantage. Students will have to attend field trips/excursions that will involve assessment. These excursions occur each year and will be an additional cost above the subject fee for each trip.
Learning Experiences:	<p>Students will study a range of competencies for this certificate, with the successful completion of 11 competencies will see the awarding of the certificate.</p> <p>Competencies studied will come from the following available competencies as determined by the current teacher:</p> <ul style="list-style-type: none"> <li>• SITTIND001 Source and use information on the tourism and travel industry</li> <li>• SITXWHS001 Participate in safe work practices</li> <li>• SITXCCS003 Interact with customers</li> <li>• SITXCCS001 Provide customer information and assistance</li> <li>• SITTTSL302 Provide advice on Australian destinations</li> <li>• SITXCOM002 Show social and cultural sensitivity</li> <li>• SITXCOM001 Source and present information</li> <li>• SITXCCS002 Provide visitor information</li> <li>• BSBSUS201 Participate in environmentally sustainable practices</li> <li>• SITHFAB002 Provide responsible service of alcohol</li> <li>• BSBCMM201 Communicate in the workplace</li> <li>• BSBITU201 Produce simple word processed documents</li> <li>• SITXCOM003 Provide a briefing or scripted commentary</li> <li>• BSBCMM201 Communicate in the workplace</li> </ul> <p>Note: as Tourism industry is diverse, competencies delivered may change or be adjusted to suit this.</p> <p>Student <b>must attend work placement</b> in both year 11 and 12. The number of days required is determined by the competencies studied; but a minimum of 5 days is expected.</p>
Assessment:	<p>Assessment may include:</p> <ul style="list-style-type: none"> <li>• Product / portfolios / written assessment</li> <li>• Case studies</li> <li>• Observations with checklists</li> <li>• Questioning / role plays</li> <li>• Reports from workplace supervisor</li> </ul>
Career Pathways:	This qualification can provide pathways to tourism and travel industry sectors including work in retail travel agencies, office assistant for a small tour operator, retail assistant or ride attendant in an attraction, office assistant in a range of tourism or travel related businesses.

*'Information correct at time of publication but subject to change'*