

Toowoomba State High School



Creating Stars for our Future

Senior Studies Program

Year 11 – Year 12
2018/2019

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Toowoomba State High School

Senior Studies Program

Year 11 – Year 12



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Year 11/12 Academic Programs

11	English
12	Mathematics A
12	Mathematics B
13	Mathematics C
13	Accounting
14	Ancient History
14	Biology
15	Business Communication and Technologies (BCT)
15	Chemistry
16	Dance
17	Drama
18	English Extension (only studied in Year 12)
18	Film, TV and New Media
19	Geography
19	Health Education
19	Information Technology Systems
19	Information Processing and Technology
20	Japanese
21	Legal Studies

21	Modern History
22	Music
22	Music Extension (only studied in Year 12)
23	Physical Education
23	Physics
24	Visual Art

Year 11/12 Industry and Vocational Options

25	English Communication
26	Prevocational Mathematics
26	Business Certificate I and II
27	Children's Services Certificate III (Early Childhood Education & Care)
28	Engineering Pathways Certificate II
28	Furnishings Certificate I & Manufacturing Cert I and Industrial Technology Studies
29	Hospitality Practices
29	Hospitality Certificate II (studied in Year 12 only)
30	Industrial Graphics Skills
31	Media Arts in Practice
31	Music Certificate II (Sound Production)
31	Recreation Studies
32	Social and Community Studies
33	Certificate I & II Skills for Work and Vocational Pathways

Other providers

34	TAFE South West courses
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Please be aware that should insufficient numbers of students select a subject, that subject may be withdrawn from the overall line structure and students will be requested to select an alternative subject.

All costs stated in association with subjects are indicative only and are subject to change.

How to choose Year 11/12 subjects

How to be sure of the subjects and requirements detailed in this information booklet

- Read the information in this booklet very carefully and note the advice.
- Talk with your parents and class teachers.
- Listen carefully to talks given by Heads of Department & teachers about specific subjects.
- Complete Senior Education and Training Plan (SETP), identifying career goals, skills, abilities, interests.
- Attend the Information Evening to be held on 31 July.
- Make an appointment to speak with the Guidance Officer to find out about career options and the effects of subject choices.
- Read the 'Job Guide for Queensland' and other career information.
- Ensure that your subject choices open up a variety of career pathways for you.
- Work with your class teachers to endorse your preliminary choices
- Attend the subject selection interviews in August and finalise your choices.

Choosing your Senior Year 11/12 Program:

At Toowoomba State High School you can complete a two (or in special cases a three year course) of study which meets your QCE and/or eligibility requirements;

- To improve your employment prospects;
- To gain entry to University or TAFE studies;
- To include industry and vocational programs to include: apprenticeship, traineeship, work placement and/or external vocational courses in your senior program.

Industry and Vocational programs

Consider taking Certificate courses if:

- You are interested in a particular subject/qualification because it relates to, or could provide a pathway to, a career that attracts you.
- Success in the subject/qualification may give you advanced standing (credit) in a higher level course in which you are interested.

Tertiary entrance

If you wish to study degree or diploma courses at university or TAFE after Year 12:

- Ensure you select prerequisite subjects required for your preferred courses.
- Understand that most students gain entry to university on the basis of an Overall Position (OP). To be eligible for an OP, in the 4 semesters of Years 11 and 12 you must complete 20 semester units of Authority subjects (the equivalent of 5 Authority subjects). At least three subjects must remain unchanged throughout Years 11 and 12.
- A small number of Year 12 students who are ineligible for an OP gain entry to tertiary courses on the basis of a selection rank. In the main such students gain entry to diploma and advanced diploma courses.
- If you are considering going to university it is important to ensure you will be eligible for an OP (Overall Position) and you must sit for the Queensland Core Skills (QCS) Test.
- During Year 11 and 12 staff will conduct regular QCS preparation lessons and students will sit for trial QCS Tests.
- For students who are not aiming to go to university, it is highly recommended that you sit for the QCS Test because your performance on this test could improve your chances of obtaining TAFE entry.

Senior School (Year 11/12) Programs

Academic (OP) Programs:

- You must have attained a “C” grade in English to select Academic or OP subjects.
- You must have satisfied any other prerequisites applying to enrolment in particular subjects as well.
- Preferably you would have been successful in the necessary Senior Foundation subjects in year 10.
- An English and Maths subject is compulsory for all courses of study.
- If you hope to attend a university to study a particular tertiary program after Year 12 then choose five or six Academy or OP subjects.

Such a choice will qualify you for an Overall Position (OP) score. Be aware that many tertiary programs require that you complete particular subjects in Year 11 and Year 12.

You should check to see that your Year 11 subject selection meets the needs of those tertiary programs that you would like to be considered for when you leave school.

Vocational and Community Pathways:

- Non-OP students should select at least one certificate course or commit to a TAFE course or School-Based Apprenticeship or Traineeship.

Always consider:

- Your best subjects in Year 10;
- The subjects which you enjoy in Year 10;
- Subjects which meet the pre-requisites set by tertiary institutions;
- Subjects which will help you reach your course and career goals;

Young people must acquire the skills and qualifications needed to compete for and create jobs in emerging fields and revitalise traditional industries. It is compulsory for young people to stay at school until they finish Year 10 or have turned 16. They are then required to participate in education, training, or full-time work for a further 2 years until they achieve their QCE or a Cert III or turn 17.

Students are expected to continue from Year 10 to 11/12. Legal requirements exist for students who want to choose a non-school pathway after Year 10 including full-time work, training or TAFE.

Personalised Program

Students can engage in a combination of programs by negotiating a personalised program.

Things to remember

- Participate fully in the SETP process so you are fully prepared to select your subjects.
- Your results in these subjects will determine your eligibility for a Queensland Certificate of Education.
- To achieve a QCE you need to pass the subjects you study.
- Your OP will also be determined in part by your academic results.
- You are choosing subjects you will study for two full years in Year 11 and Year 12.
- Changing subjects is discouraged. There are strict restrictions on how many subjects may be changed once you begin your studies, as changes prejudice your chances of securing a good OP and QCE.
- ***If you demonstrate an inappropriate level of commitment to your studies, you may lose your place in certain subjects or have your enrolment cancelled.***

Traps to avoid

Do not select subjects simply because someone has told you that they ‘help you get good results and give you a better chance of getting into university or getting a better OP’.

Try not to be influenced by suggestions that you should or should not choose a particular subject because a friend /brother / sister either liked or disliked it or the teacher when they studied it.

Senior School (Year 11/12) Pathways

ACADEMIC PATHWAY: OP	INDUSTRY & VOCATIONAL PATHWAY: Non-OP	PERSONALISED PATHWAY: Non-OP
Destination: University	Destinations: TAFE, Work, Apprenticeship.	Destinations: University, TAFE, Work, Apprenticeship.
<ul style="list-style-type: none"> • Study 6 Authority subjects or 5 Authority subjects and 1 SAS/ VET Quality Framework (VQF) certificate subject (on campus) • University pathway: Aiming for OP 1 to 15 • QSC Exam Preparation <p>Students must sit all practice tests and QCS test in September</p> <ul style="list-style-type: none"> • Access to school based traineeships or apprenticeships (SATs) or TAFE only in Year 10/11. • Authority English and Authority Mathematics (A or B) are compulsory. <p>It is strongly recommended that students choose 6 Authority Subjects to maximise outcomes and OP result.</p>	<ul style="list-style-type: none"> • Must study 6 subjects. • English Communication and Pre-Vocational Mathematics are compulsory • Should achieve two VQF certificate subjects at Certificate I or II level or higher (Certificate III or Diploma) • Access to school-based traineeship and apprenticeships (SATs) and TAFE in Years 10/11/12. • Rank eligible and can sit QCS test • Should study industry/trade subjects: Hospitality, Furnishings, and Engineering etc. • Able to study Non-Authority subjects (SAS/VET) only. 	<ul style="list-style-type: none"> • Must study 6 subjects. • English/English Communication & Maths A/Prevocational Maths are compulsory. • Should study one VQF certificate subjects at Certificate II level or higher • Access to school-based traineeships or apprenticeships (SATs) and TAFE in Years 10/11/12 • Rank eligible and can sit QCS test • Able to study Authority (three maximum) and/or Non-Authority subjects (SAS/VET) (three minimum).
WHO SHOULD CHOOSE THE ACADEMIC (OP) PATHWAY?	WHO SHOULD CHOOSE THE INDUSTRY PATHWAY?	WHO SHOULD CHOOSE THE PP PATHWAY?
<p>Students that:</p> <ul style="list-style-type: none"> • Enjoy academic rigour. • Enjoy theoretical aspects of learning with a high level of commitment to study. • Plan to gain entry into University courses upon completing Year 12. • Are achieving a 'C' level or higher in Year 10 subject/s. • Are prepared to do 2 to 3 hours of homework per night. 	<p>Students that:</p> <ul style="list-style-type: none"> • Are motivated by hands-on and practical aspects of learning. • Are looking to develop work readiness skills for their future. • Are looking to gain traineeships and apprenticeships while at school or upon completion of Year 12. • Are looking to move directly into the workforce once completing Year 12. • Are motivated by completing certificates and modules. 	<p>Students that:</p> <ul style="list-style-type: none"> • Enjoy learning in a flexible manner • Enjoy practical and theoretical aspects of learning • Are looking to enrol into courses that articulate into Diploma courses or into University Degrees • Are looking to gain traineeships or apprenticeships while at school or upon completion of Year 12 • Are achieving a 'C' level or higher in Year 10 subject/s • Are prepared to do 2 to 3 hours of homework per night

All Students must maintain QCE eligibility and are expected to achieve the QCE by the end of Year 12.

- Students must demonstrate the prescribed achievement in Year 10 subjects as a prerequisite for enrolment in Year 11/12 subjects.
- ***Students who do not attend school regularly or do not maintain assessment, effort and behaviour requirements at a satisfactory level will have their enrolment reviewed.***

Senior School (Year 11/12) Subject Guidelines

Students are advised to participate seriously in the SETP process which takes place in Terms Two and Three each year as this sets the stage for informed subject selections. Families are also urged to attend the Subject Selection evening in August and listen to presentations about subject choices and Senior Schooling. Year 10 students will select their Year 11 & 12 subjects on 04/08/17. Student choices will then be reviewed at their SETP interviews on 29 August. A parent or caregiver is required to attend the interview with them.

Students are advised that:

- It is not possible for the school to offer every subject or combinations of subjects desired by students.
- There are limits on the numbers of students able to be enrolled in particular subjects. Preference will be given to those who have met the prerequisites and have demonstrated the best potential for success.
- **If too few students nominate for any subject and / or if the school is unable to staff a particular subject, then the subject will not be offered and students will have to select another subject.**
- Subjects, once chosen, are regarded as firm commitments. There are limited opportunities and strict guidelines for making changes.
- It is **COMPULSORY** to choose an English subject and a Mathematics subject.
- Each student must choose six (6) subjects for study. This should be done taking into consideration future career pathways and should open up flexible future options.
- An additional two (2) subjects must be listed (in order of priority), in the event that any of the first six choices cannot be provided.
- Students intending to go to University must be OP eligible and must select at least five (5) Authority or Academy subjects.
- Students must maintain their QCE eligibility at all times during Senior.

Occasionally a student may wish to see if it is possible to change enrolment in a particular subject. Such changes are not made lightly and the appropriate procedure **MUST** be followed for this to occur. A subject change is not always appropriate or desirable.

Approval will only be granted if:

- The proposed change/s has/have merit relative to the student's schooling pathway.
- Any subject prerequisite for the new subject has been met by the student.
- There are vacancies in the class that the student proposes to join.
- The student's overall commitment and progress in his/her other subjects indicates ongoing enrolment in the overall study program is appropriate.
- The proposed change is not prejudicial to QCE or OP eligibility.
- The proposed change allows the student to demonstrate a quantum of work in the new subject.
- The proposed change takes place in a timeframe consistent with school policy.
- That the process proscribed in the Senior Change of Subject Form has been followed.

The Queensland Certificate of Education (QCE)

The QCE is Queensland's senior school-based qualification, awarded to eligible students on completion of the senior phase of learning, usually at the end of Year 12. The QCE is achievable for students and recognises a broad range of learning, including senior school subjects, vocational education and training (VET), workplace and community learning recognised by the Queensland Curriculum & Assessment Authority (QCAA), and university subjects undertaken whilst at school.

To be awarded a QCE, a student needs to demonstrate a significant amount of learning, to a set standard and in a set pattern, while meeting literacy and numeracy requirements. These requirements are measured in terms of credits. Credits are banked when the set standard has been met. Students must have at least 20 credits in the required pattern to be awarded a QCE.

If a student hasn't achieved enough credit to qualify for a QCE by the end of Year 12, they can add to their learning account for up to seven years after leaving school. Once they achieve 20 credits and have completed the QCE requirements, the QCAA will award their QCE in the following July or December.

Courses of Study

A wide variety of courses of study may contribute towards the QCE. Contributing studies are classified into four categories:

- **Core courses:** undertaken by students during the senior phase of learning include Authority and Authority-registered subjects.
- **Preparatory courses:** generally used as stepping stones to further study or training.
- **Enrichment courses:** provide learners with opportunities to develop their skills and knowledge at a higher level.
- **Advanced courses:** go beyond the scope and depth of typical senior secondary schooling. To gain credit for one- or two- semester university subjects, diplomas or advanced diploma courses in VET, the student must undertake these courses as part of a school program in partnership with a tertiary education institution. However, other recognised studies such as AMEB Grade 8 and higher do not need to be part of a school program to attract credit towards a QCE.

Different types and amounts of learning attract different amounts of credit towards the QCE. Credit is assigned when a minimum standard of achievement has been reached. A young person must achieve at least 20 credits to be eligible for a QCE. A minimum of 12 credits must come from completed Core courses of study. The remaining 8 credits may come from a combination of Core, Preparatory, Enrichment or Advanced courses, with a maximum of 6 credits from Preparatory studies.

Planning for a QCE

QCE planning starts in Year 10, when students develop a Senior Education and Training (SET) Plan. The SET Plan helps students structure their learning around their abilities, interests and ambitions. The plan is agreed between the student, their parents/carers and the school, and maps out what, where and how a student will study during their senior phase of learning — usually Years 10, 11 and 12. The SET Plan should be developed by the end of Year 10, updated as necessary, and regularly reviewed to monitor progress.

The Learning Account

Schools are required to register students with the QCAA, which usually happens during Year 10. When a student is registered, a learning account is created for them. The learning account records the individual student's school subject enrolments and results of any completed studies, which contribute to the QCE. These details are provided by the school and/or other learning provider/s.

Students are given a LUI (learner unique identifier) and a password for their learning account, which they can access any time through the Student Connect website at <www.studentconnect.qcaa.qld.edu.au>.

QCE Planning

Learning Options and Requirements

CORE	Course	Credit	Points	
	CORE courses usually undertaken by students in the senior phase of learning.		At least 12 credits are needed. At least one credit undertaken while enrolled at a school.	
	Authority or Authority-registered subjects	Per course (four semesters)	4	
	Subjects assessed by a Senior External Examination		4	
	VET Certificate II, III or IV qualifications (includes school-based traineeships that incorporate on-the-job training.	Certificate II	4	
		Certificate III or IV	5, 6, 7 or 8	
	School-based apprenticeships	Certificate III competencies	2	
		On-the-job component	4	
Tailored training programs		4		
Recognised international learning programs	Per course	4		

PREPARATORY	Course	Credit	Points	
	PREPARATORY courses: generally used as stepping stones to further study		A maximum of 6 credits can contribute	
	VET Certificate I vocational qualifications	(Max. of two qualifications can count)	2 or 3	
	Employment skills development programs approved under the VETE Act 2000	(Max. of one program can count)	2	
	Re-engagement programs	(Max. of one program can count)	2	
	Recognised certificates and awards	As determined by QCAA		
	Short course in literacy or short course in numeracy developed by the QCAA	Per course	1	

ENRICHMENT	Course	Credit	Points	
	ENRICHMENT courses: add value or complement Core courses of study		A maximum of 8 credits can contribute	
	Recognised certificates and awards	As determined by QCAA		
	Recognised structured workplace or community-based learning programs	As determined by QCAA		
	Learning Projects – workplace, community, self-directed		1	
	Authority extension subjects such as English Extension		2	
	Career Development: a short course senior syllabus			
	School-based subjects	As determined by QCAA		

ADVANCED	Course	Credit	Points	
	ADVANCED courses: go beyond senior secondary schooling		A maximum of 8 credits can contribute	
	One- or Two-semester university subjects while enrolled at a school	One-semester subject	2	
		Two-semester subject	4	
	Competencies contributing to VET diplomas or advanced diplomas while enrolled at a school	Up to 8 credits: per competency	1	
Recognised certificates and awards	As determined by QCAA			

Further detailed explanation of the QCE is available at

http://www.qcaa.qld.edu.au/downloads/senior/qce_brochure.pdf or <https://www.qcaa.qld.edu.au/3180.html>

Pathways to Tertiary Study

Obtaining an Overall Position (OP) is the usual pathway for Year 12 students to gain tertiary entrance, but other options are available to those wishing to pursue further studies.

OP Score

Students can seek tertiary entrance by obtaining an OP rank. To be eligible, they must study 20 semester units of Authority subjects, including at least three subjects for four semesters each, and sit the QCS Test. Students must also choose courses that meet the subject prerequisites for their tertiary preferences. Students who satisfy the prerequisites are then selected for particular courses based on their OP. Students with the best OPs are offered places first.

Other pathways

Students who aren't eligible for an OP, but wish to gain entry to tertiary courses can apply to QTAC for a selection rank based on "schedules", which are specifically developed for this purpose. For more information on schedules and tertiary entrance options, visit the Queensland Tertiary Admissions Centre (QTAC) website.

Young people with qualifications including the International Baccalaureate, AQF Certificate III, Certificate IV, Diploma, Advanced Diploma, music, dance, and speech and drama, can also apply to QTAC. QTAC will then use schedules to assess students and offer tertiary places. Queensland Core Skills Test results can be included in QTAC schedules.

Further Information

http://www.trainandemploy.qld.gov.au/client/jobs_and_careers/;

<http://www.myfuture.edu.au/>;

<http://www.year12whatnext.gov.au/>;

<http://www.jobguide.dest.gov.au/>

<http://www.qcaa.qld.edu.au/>

<http://www.qtac.edu.au/>

<http://www.tafe.qld.gov.au/>

<http://www.cis.qcaa.qld.edu.au/>

OP: Understanding the Basics

What is an OP?

Overall Positions (OPs) are a state wide rank order of students based on their achievement in Authority subjects. They show how well students performed in their senior studies, compared with the performance of all other students in the State. These comparisons take into account that different students take different subjects and attend different schools.

Each student receives one OP. The OP is a position in a rank order (first, second, third, etc.), not a score. There are 25 OPs, from OP1 (highest performance) to OP25 (lowest performance). Many students receive the same OP, because each OP represents a group of students whose achievements are comparable enough to place them in the same band.

How are OPs used?

OPs are used in the tertiary selection process. They are used by most tertiary institutions as a basis for making selections among applicants for a course when there are more eligible applicants than quota places for that course. OPs provide the most equitable way of comparing overall achievement in Authority subjects among school-leavers. There is no requirement for tertiary institutions to use OPs to select students, and many alternative grounds for selection are used such as auditions, portfolios, interviews and, in the case of non-school-leavers, alternative qualifications. It is also possible for school-leavers to enter some tertiary courses, generally courses in vocational education and training, without an OP.

Who receives an OP?

To gain an OP, a student must study a certain number of Authority subjects and satisfy other requirements. The basic eligibility requirement is 20 semester units in Authority subjects, with at least three subjects taken for four semesters. Each completed semester of a subject gives a student one unit of credit; studying a subject for four semesters gives four units; therefore, taking five subjects for four semesters gives 20 units. Students are also required to complete Year 12 and sit the Queensland Core Skills (QCS) Test.

Levels of Achievement

OP calculations begin with students' results in the subjects they have studied. Results in each subject are reported on the Senior Statement in terms of five levels of achievement:

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

These results are awarded according to specified standards and are verified through state wide moderation. Each level of achievement covers a range of achievement. This means that levels of achievement are too broad for calculating OPs. To calculate OPs, finer-grained comparisons of student achievement are necessary. These comparisons are provided by Subject Achievement Indicators (SAIs).

Important things to remember

- In all the calculations for OPs, only those students eligible for an OP are included. Ineligible students are not included in any of the calculations. They will not receive any SAIs.
- Students who are ineligible for an OP may sit for the QCS Test and receive a QCS Test grade on their Senior Statement.
- Their QCS Test result will not, however, be included in any scaling calculations.
- A student's own QCS Test result contributes to the calculation of group averages and spreads but does not directly contribute to that student's OP. For example, getting an A on the QCS Test does not guarantee an OP1.
- Top and bottom students in each subject in each school are arbitrarily assigned 400 and 200 respectively regardless of their actual level of achievement. For example, a 400 in French cannot be compared with a 400 in Physical Education. This is simply a standard way of capturing the "order" and "gaps" for those students.
- SAIs are displayed within each school but are not otherwise publicly available. It is meaningless to compare large-group SAIs across schools since they are on an arbitrary scale (400–200 for all subjects in all schools). A student assigned the 400 may have achieved a VHA, but they might have achieved a lower level of achievement. As long as they are the highest achieving student in the subject group, they will receive an SAI of 400. Similarly, the student assigned an SAI of 200 will always be the lowest achieving student, regardless of whether their level of achievement is a VLA or VHA.
- Scaled SAIs, OAI and scaled OAI are also not publicly available since they are merely interim results in the calculation process and have no useful meaning outside that process. Only OPs are reported as these are the only interpretable and justifiable outcome of the calculations.
- OPs cannot be predicted accurately from levels of achievement. One reason is that levels of achievement provide only a broad measure of achievement whereas OPs are based on finer comparisons (provided by the SAIs).
- Two students in the same school studying exactly the same subjects and obtaining exactly the same SAIs will receive the same OP.
- Schools may have very different proportions of students in each OP band. These proportions depend on the achievement of the students. There is no predetermined allocation of OPs to schools. OPs are awarded to students, not to schools.

Find out more by visiting www.studentconnect.qcaa.qld.edu.au

Year 11 and Year 12

Academic Programs 2018



All students must choose ONE English and ONE Mathematics subject in Year 11 and 12.

English

The course is derived from the Senior English Syllabus (2010) and the school's Work Program (2012). In English, students learn how language use varies according to context, purpose, audience, content, modes and mediums and how to use it appropriately, effectively and accurately for a variety of purposes. Students engage with texts through reading, viewing, and listening, and create texts through writing and speaking/signing. The subject provides students opportunities to develop higher-order thinking skills through analysis, evaluation and creation of varied literary and non-literary texts.

Course Outline

S1 (Y11) Areas of Study

A Very Real World - The World of Advertising: Visual and Critical Literacy

- Advertising and its place in modern society
- Visual literacy and advertising
- The diverse media of advertising

It's Our World – Poetry exploring issues concerning youth and Australian identity

- Australian poetry across time – a mirror of our changing society
- Voices of contemporary youth - Slam poetry

Assessment

The course requires a combination of at-home and in-class assessment genres, with a balance of formal testing and assignments.

- Multi-modal presentation (S)
- Formal exam, extended writing, responding to poetry (W)

S2 (Y11) Areas of Study

It's Our World - Australian Identity: Exploring Our Uniquely Australian Experience

- What it means to be Australian
- Representations of Australia, through culture
- Images and symbols of Australia
- Historical approach to Australian literature
- Migrant experiences

A Brave New World: The Contemporary Australian Novel

- Issues and themes for today's society
- Point of View, representations, reader positioning.

Assessment

- Feature Article (W)
- Imaginative Dramatic Monologue (S)
- Analytical Essay – formal exam (W)

S3 (Y12) Areas of Study

A Very Real World - The Language of Power, Persuasion and Propaganda

Role of propaganda in modern world

- Studies in use of propaganda
- Studies of propaganda
- Satire and its exposure of propaganda
- The role of media and questions of responsibility for information distribution and opinion-forming

Assessment

- Written Analytical Exposition (Exam Conditions)
- Formal Speech (S)

A Wide, Wide World: Global English.

Exploring Texts from Other Cultures

- Novel study: Texts from Third World authors in English, or representative of migrant communities and experience in Australia.
- Cultural challenges facing many Third World populations as they face the threats and rewards of a global community.

Assessment

- Short Story (W)

S4 (Y12) Areas of Study

Our New World: Shakespeare's Tragedies through a Modern Lens, Shakespeare's tragedies

- The popularity and relevance of Shakespeare
- View film versions of the play, exploring the ways directors and producers make the play relevant to a contemporary audience.
- Examination of the ways different discourses and themes are highlighted or enlisted to appeal to a modern audience.

Assessment

- Persuasive Courtroom Summation (S)
- Analytical Exposition – formal exam (W)

It's Our World - Exploring the Personal: Pausing to Reflect

- Reflect on the issues and texts that have most influenced and engaged through the course that is coming to a conclusion.

Assessment

- Reflective Feature Article (W) OR Multi-modal seminar presentation (S)

Mathematics A

This course provides continued mathematical education for students not seeking admission to those tertiary studies which require a strong mathematical background. Students will study those areas of Mathematics which should affect them in their daily lives. There will be less theoretical work than in Mathematics B and C.

Course Outline

S1 (Y11) Areas of Study

- Applied geometry
- Managing money
- Data collection and presentation

S2 (Y11) Areas of Study

- Applied geometry
- Managing money
- Data collection and presentation
- Land measurement

S3 (Y12) Areas of Study

- Managing money
- Data collection and presentation
- Land measurement
- Understanding data through models

S4 (Y12) Areas of Study

- Managing money
- Data collection and presentation
- Land measurement
- Understanding data through models

Semester Assessment

- Mid-semester test
- Assignment (3 weeks)
- End-semester exam

Notes: The most successful students will be those who have obtained at least a 'C' in Junior Mathematics and have a positive attitude to learning and can adhere to a regular study plan. Assessment is of students' performances in three separate criteria:

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

The Level of Achievement awarded to the student upon completion of the course depends on the standard of performance in each criterion. Students

are made aware of all requirements very early in the course.

Mathematics B

This course provides a strong mathematical background necessary for students wishing to enter certain tertiary courses, and is also suitable for those people planning a non-mathematical career path, but who nevertheless are good at Mathematics and enjoy learning it.

Course Outline

S1 (Y11) Areas of Study

- Linear and quadratic functions
- Descriptive statistics
- Trigonometry
- Indices and logarithms

S2 (Y11) Areas of Study

- Transforming functions and graphs
- Solving triangles
- Rates of change and calculus
- Periodic functions and their graphs

S3 (Y12) Areas of Study

- Differentiation rules
- Integration and its applications
- Periodic functions and their applications
- Exponential and logarithmic functions and their applications

S4 (Y12) Areas of Study

- Optimisation using derivatives
- Applied statistical analysis
- Exponential and logarithmic functions and their applications

Semester Assessment

- Mid-semester test
- Assignment (3 weeks)
- End-semester exam

Notes: The most successful students will be those who have obtained at least a 'B' in Junior Mathematics and have a positive attitude to learning and can adhere to a regular study plan. Assessment is of students' performances in three separate criteria:

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

The Level of Achievement awarded to the student upon completion of the course depends on the standard of performance in each criterion. Students are made aware of all requirements very early in the course.

Mathematics C

This course provides a strong mathematical background necessary for students wishing to enter certain tertiary courses, and is also very suitable for those people planning a non-mathematical career path but who nevertheless are good at Mathematics and enjoy learning it. Mathematics B is a necessary companion subject for Mathematics C.

Course Outline

S1 (Y11) Areas of Study

- Real number system and proof
- Groups and applications
- Matrices, Vectors and applications
- Permutations and combinations

S2 (Y11) Areas of Study

- Vectors and applications
- Matrices and applications
- Complex numbers
- Sequences

S3 (Y12) Areas of Study

- Further applications of vectors
- Applications of de Moivre's Theorem
- Kinematics and dynamics
- Finite differences
- Advanced periodic functions
- Approximation with derivatives

S4 (Y12) Areas of Study

- Integration techniques (exact and approximate)
- Dynamics (variable forces)
- Advanced exponential functions
- Simple harmonic motion

Semester Assessment

- Mid-semester test
- Assignment (3 weeks)
- End-semester exam

Notes: The most successful students will be those who have obtained at least a 'B' in Junior Mathematics and have a positive attitude to learning and can adhere to a regular study plan. Assessment is of students' performances in three separate criteria: 1. Communication and Justification, 2. Knowledge and Procedures, 3. Modelling and Problem Solving. The Level of Achievement awarded to the student upon completion of the course depends on the standard of performance in each criterion. Students are made aware of all requirements very early in the course.

Elective Programs

Accounting

Accounting is designed for students who have an interest in Business and Finance. The study of accounting provides students with opportunities to develop management and accounting skills that can be applied at a personal level and in the business environment. Students may participate in the USQ Accounting Careers Day among other challenges and competitions.

Course Outline

S1 (Y11) Areas of Study

Core Studies

- The accounting process to the trial balance
- End of year reports and analysis of reports

Assessment

- Practical assessment
- Short written response

S2 (Y11) Areas of Study

Elective Studies

- Accounting for cash and accounts receivable
- Accounting for non-current assets and design of spreadsheets
- Internal controls

Assessment

- Practical assessment
- Extended written response (Assignment)

S3 (Y12) Areas of Study

Elective Studies

- Accrual accounting
- Cash flow statement
- Personal financing and investing

Assessment

- Practical assessment
- Extended written response

S4 (Y12) Areas of Study

Core and Elective Studies

- MYOB – Accounting package
- Analysis of accounting reports and design of spreadsheets
- Budget and design of spreadsheets

Assessment

- Practical assessment
- Extended written response (Assignment)

Note: It is not necessary for a student to have completed a business unit in Junior to be successful at studying Accounting in Senior.

Ancient History

The two year course looks at the Ancient World and the Middle Ages with a balance of politics, conflict, culture and everyday life.

Course Outline

S1 (Y11) Areas of Study

Archaeology

- The discipline of archaeology
- The methodology of archaeology
- Case studies: Troy, Pompeii, Ur, Bog bodies etc

Funerary practices

- Egypt
- Minoan & Mycenaean civilisations

Assessment

- Content Test
- Written research assignment
- Response to stimulus test

S2 (Y11) Areas of Study

Greece

- Everyday life, eg. Housing, visual arts, entertainment, philosophy etc.
- Conflict: The Persian War, and the Wars of Alexander the Great

Assessment

- Multi-Modal presentation
- Content Test
- Essay based on historical evidence

S3 (Y12) Areas of Study

The Roman Republic

- The Roman Republican Constitution
- The fall of the Republic

The Roman Empire

- Augustus
- Julio-Claudian emperors
- the decline of the empire

Assessment

- Response to stimulus test
- Written research assignment
- Essay based on historical evidence

S4 (Y12) Areas of Study

Europe under the feudal system: The role of the church and monarchy, social structure etc.

Medieval kingship – the Plantagenet Dynasty

Assessment

- Multi-modal presentation
- Response to stimulus test

The prime focus of the course is on primary and secondary source materials and the development of research skills.

Biology

Biology is concerned with the study of life in all its variety. It encompasses studies of the origin, development, functioning and evolution of living systems and the consequences of change in those systems. Biology provides students with an understanding of the ways scientists investigate problems pertaining to the living world and the processes of science which lead to the discovery of new knowledge. This is an OP subject.

Course Outline

S1 (Y11) Areas of Study

Under the Microscope (Cell Biology)

- Cell theory
- Organic molecules and compounds
- Cell structure and function
- Osmosis and diffusion
- Enzymes

Animal Physiology

- Digestion
- Respiration (gas exchange)
- Circulation
- Human reproductive systems
- Reproductive technologies

Assessment

Extended Experimental Investigation -
Scientific Report
End-Semester Exam

S2 (Y11) Areas of Study

Ecosystems

- Biotic and abiotic factors
- Nutrient cycles
- Human impact on ecosystems
- Water studies
- Field study techniques

Diversity of Life

- Adaptations
- Taxonomy – Binomial nomenclature and hierarchical classification
- The five kingdoms
- Tools of taxonomy

Assessment

Field Study (compulsory) and Written Response

S3 (Y12) Areas of Study

Getting Energy and Internal Stability – Homeostasis and Excretion, and Plant Physiology

- Temperature regulation
- Maintaining internal environment (homeostasis)
- Excretion and removal of wastes (renal system)
- Transplantation

- Plants as energy converters
- Transport systems in plants

Microbes and Disease

- The nature of disease
- Diseases caused by bacteria, viruses, fungi and other microorganisms
- Prions
- Defence against disease
- Disease treatment
- Vaccination

Assessment

Written Report

Extended Experimental Investigation –

Scientific Report - plants

End of Semester Exam

S4 (Y12) Areas of Study

Genetics

- Inheritance of traits
- Genes and chromosomes
- Protein synthesis
- Genetic mutations
- Genetic technologies

Evolution

- Concept of evolution
- Darwin's theory of natural selection
- Evidence of evolution
- Evidence of evolution from DNA and protein analysis

Assessment

Mid-Semester Exam

Research and Written Response

Notes: Knowledge of Biology is important for those students who are seeking a career in medical sciences, biotechnology, agriculture, forestry, veterinary science, laboratory technology or food technology.

All students of Biology **must participate** in field-studies excursions which are included as a **mandatory** part of the course and **assessment**. The approximate cost of the ecosystem excursion in Year 11 is \$30. An excursion to the renal unit in Year 12 costs approximately \$10. **There is also a \$28 charge each year for a text required for this subject: Bio-Zone Student Workbook.** Other excursions will be offered throughout the course of the two years.

Business Communication & Technologies: BCT

Business Communication and Technologies offers students a variety of opportunities to engage in real-life and simulated business situations through the use of modern technologies. The course encourages

students to contribute to the dynamic and constantly changing business world. Students who undertake this course are provided with excellent foundations to transition into tertiary studies or employment in a business environment.

Course Outline

S1 (Y11) Areas of Study

Tourism and Hospitality

- Business environments
- Workplace health and safety and sustainability

S2 (Y11) Areas of Study

Retail

- Financial administration
- Social media

S3 (Y12) Areas of Study

Media

- International business
- Managing people

S4 (Y12) Areas of Study

Education

- Organisation and work teams
- Managing workplace information

Assessment (Each Semester)

- Short written responses
- Extended responses
- Research assignment
- Multimodal presentation

Chemistry

Chemistry is the study of substances and their interactions. Chemistry is central to understanding the phenomena of the structure of matter and chemical reactions and provides a link with other branches of natural science.

Course Outline

S1 (Y11) Areas of Study

Material World

- Structure and properties of matter
- Elements and compounds
- Chemical equations
- Chemical Bonding
- Stoichiometry

Water for Life

- Nature and properties of water
- The water cycle
- The importance and effect of water in everyday reactions
- Water as a solvent
- Water quality and treatment

Assessment

Mid-Semester Exam and Written Report

S2 (Y11) Areas of Study

Fuels and Energy

- Formation and composition of petroleum
- Combustion, Endothermic, exothermic reactions
- Reaction kinetics

Air – Something to Share

- Types and properties of gases in the atmosphere
- The role of the gases in the atmosphere
- Gas laws

Assessment

Extended Experimental Investigation – Scientific Report and End of Semester Exam

S1 (Y12) Areas of Study

A Perfect Balance – Swimming Pools

- Equilibrium
- Acid/base reactions
- Titrations

Wine – An Artful Process

- The structure and properties of carbon compounds
- The role of various compounds in wine making
- Fermentation process
- Redox reactions

Assessment

Written Report, Mid-Semester Exam and Extended Experimental Investigation – Scientific Report

S2 (Y12) Areas of Study

Shipwrecks and Salvage

- Properties of metals
- Corrosion
- Galvanic and electrolytic cells
- Restoring metals
- Preventing corrosion

New Materials – Manipulating Molecules

- Polymers
- Reactions involved in producing polymers
- Naming polymers
- Disposal and recycling of plastics

Assessment

Mid-Semester Exam and Written Article

Students participate in Royal Australian Chemical Institute competition each year at a cost of approximately \$15.

Dance

Students engage in a variety of dance genres through enriching experiences in choreography, performance and appreciation.

Course Outline

S1 (Y11) Areas of Study

Dance is Life!

- Defining features, history and current practices of ritual, social and artistic dance
- Choreographic explorations of the three main functions of dance – social, ritual, artistic.
- Elements and principles of choreography.

Dance Hits

- Exploration into past and current youth trends
- Investigating the development of the 'film clip'.
- Historical and practical understanding of popular dance styles.
- Choreography - Developing sequences.
- Analysis of technical and expressive skills of artists and dancers. Deconstructing dance clips.

Assessment

- Students will choreograph a dance piece, from the stimulus, 'Australian culture', drawing from ritual, social or artistic forms
- Performance of a popular dance routine
- Written analysis of the dance in a video film clip

S2 (Y11) Areas of Study

Dance is empowering

- Introduce students to contemporary dance, covering the evolution of contemporary dance with focus on the pioneers
- Investigate style and technique of contemporary dance and explore the abilities of the body as a means of communication

Dance & Convention

Introduce students to the characteristics, specialised language and historical, social and ritual contexts of ballet

Assessment

- Create a 1-2 minute contemporary dance work
- Perform contemporary dance, 1-3 minutes.
- Article: the 'modernisation' of ballet

S3 (Y12) Areas of Study

Dance in Lights!

Areas of Study

- Investigation of the history and social significance of musical theatre
- Develop knowledge of the themes, dance skills and components of musical theatre

The Message of Dance

- Introduction to choreographers: McKayle, Ailey, Page and Bruce
- Focus socio-political choreography

Assessment

- Perform adapted repertoire from musical theatre dance piece.
- Create a musical theatre piece
- Students create dance piece, developed from a chosen socio-political issue
- Analytical essay investigating socio-political themes in a dance-work

S4 (Y12) Areas of Study

New Moves

- Post-modern dance and choreography
- Push towards dance which challenges previous ideas of time, space and energy

Independent Study

- Students have the opportunity to experiment with different dance spaces/locations.
- Students may create their extended study around the college environment/opportunities or a community dance idea

Assessment

- Essay responding to a section of a dancework
- Performance of adapted repertoire, and
- Choice of one of the following:
 - Choreography around the theme: 'What dance means to me'
 - Performance of Australian contemporary choreographer's repertoire
 - Comparative essay comparing a section of two Australian choreographers' dance works

Drama

Senior Drama gives our talented drama students the opportunity to explore the elements of drama through advanced performance and acting techniques by covering a variety of dramatic styles, forms and conventions..

Course Outline

S1 (Y11) Areas of Study

Realism and Australian Theatre/Australian Gothic

- Group dynamics
- The Elements of Drama: Acting Skills, Realism, Stagecraft
- Analysis and Evaluation
- Australian Theatre
- Australian Gothic, Aboriginal and Islander Theatre Forms, Magic Realism and Scriptwriting

Assessment

- Presenting Task (Pair/Group - Practical)
- Responding Task (Individual - Written)
- Forming Task (Individual - Non-Practical)

S2 (Y11) Areas of Study

Australian Gothic cont. and Physical Theatre

- Devising
- Greek or Elizabethan Theatre
- Physical Theatre
- Acting Skills
- Asian Theatre Forms
- Analysis and Evaluation

Assessment

- Forming Task (Individual – Non-Practical)
- Responding Task (Individual - Written)
- Presenting Task (Group - Practical)

S3 (Y12) Areas of Study

Theatre For Social Change

- Political, Epic and Hybrid Theatre
- Brecht
- Contemporary Aboriginal and Islander Theatre
- One-Person Show Conventions
- Acting Skills, Stagecraft
- Analysis and Evaluation
- Directing

Assessment

- Presenting Task (Pair/Group - Practical)
- Responding Task (Individual - Written)
- Forming Task (Individual - Practical)

S4 (Y12) Areas of Study

Live Theatre

- Play-Building / Collage Drama
- Ensemble Skills
- Stagecraft
- Hybrid, Object, Epic and Verbatim Theatre
- Realism, Magic Realism
- Acting Skills
- Analysis and Evaluation and Scriptwriting

Assessment

- Forming Task (Individual - Written)
- Presenting Task (Class - Production)
- Responding Task (Written - Analytical Essay)

Notes: Students must be aware that much of our drama work involves group tasks and therefore absences must be kept to a minimum. Visits to live theatre productions in Toowoomba and Brisbane are offered and students are encouraged to attend these as part of their studies. At least once a year it will be compulsory for students to attend live theatre to complete their Responding assessment tasks.

Students will be required on occasion to work outside the regular class times to rehearse and polish their practical assessment pieces. This is especially relevant for the Course Production in Year 12, Term 3.

English Extension

The course is for Year 12 only and is an extension course for students who are talented and enthusiastic in the areas of English reading and writing. It is a two-semester course and requires students to continue with the authority OP subject of Senior English.

Course Outline

S1 (Y11) Areas of Study

Unit 1: Reading and defences

Unit 2: Complex transformation and defence

Unit 3: Exploration and evaluation

The critical literacy concepts attached to an understanding of multiple reading and writing practices are central to the course.

Students undertake a thorough reading of a modern novel, for example *The Great Gatsby* and approach it analytically by applying author-centred reading practices to it.

Assessment

Unit 1: Reading and accompanying defence.

Unit 2: Production of textual intervention and accompanying defence.

Unit 3: Thesis research and analytical disposition.

Note: The external panel review process occurs twice in the year; Monitoring at mid-year and Verification towards the end of Semester Two.

Prospective students should note that the enrolment process for this subject includes an interview and expected minimum B standard in Year 11 English.

Film, TV & New Media

Film, Television and New Media involves: designing; producing and analysing moving images. The subject consists of two thirds written assessment and one third practical assessment.

S1 (Y11) Areas of Study

I'm with the band! And Another time and place

- History and roles of music videos
- Production of music videos to cater for audiences of a particular music genre
- Difference between narrative and non-narrative music videos
- Filming and editing techniques; scriptwriting for music videos
- Historical influence and impact of Hollywood film studios on distribution of films worldwide
- Foreign film industries; film throughout history
- Social, cultural and political representations in genre film

Assessment

- Proposal for a music video in three column script format (Design)
- Group Video (production) of Music Video
- Comparative Film Review (Critique)

S2 (Y11) Areas of Study

The Real Us!

- Australian identity and discourse
- Indigenous and non – Indigenous Australians as subjects and audiences of media (films, television shows, documentary)
- Documentary conventions and expository skills
- Using technical and symbolic codes to construct non-stereotyped representations.
- Storyboarding techniques
- Continuity and linear editing. Sound recording and mixing

Assessment

- Proposal for a short documentary (Design)
- Analysis of Australian representations in Australian media (Critique)
- Individual (Production) of Short documentary

S3 (Y12) Areas of Study

Where's the Remote?

- Generic codes and conventions; history of television genres: Children's TV, crime dramas, reality TV, comedy, soap opera and teen
- Public and commercial TV and Australian content
- Representing 'reality'
- Stereotypes and discourse
- Advertising and target audiences

Assessment

- Proposal for a genre Television pilot (Design)
- Analysis of Australian and American TV genre (Critique)
- Group (Production) of TV pilot

S4 (Y12) Areas of Study

Tomorrow's Images (New Media) and Alternative Images

- Historical film movements and the impact film industries have had on national film products
- Traditional narrative, codes and conventions
- Symbolic codes and experimentations
- Editing technologies to manipulate and juxtapose images to create various meanings
- Non- narrative structure; alternative/ resistant readings and representations of gender, sexuality and race
- New media technologies

Assessment

- Analysis of a film movement
- Proposal for an alternative film (Design)
- Individual (Production) of alternative film
- Choice of Design, Production or Critique (New Media Technologies)

Notes: Throughout the subject students will be encouraged to participate in a production workshop and enter short film competitions; these activities will include a further cost.

Health Education

Senior Health class studies the social view of health, analysing specific issues related to teenagers. Health is an OP subject.

S1 (Y11) Areas of Study

Personal Health/Peer Health

- Nutrition
- Mental Health

Assessment

- Lifestyle Management – Analytical Report
- Mental Health – Oral Presentation

S2 (Y11) Areas of Study

Peer Health/Family Health

- Mental Health – Anxiety and Depression
- Domestic Violence a social view

Assessment

- Exam - Supervised Written Assessment
- Action Research Assignment

S3 (Y12) Areas of Study

Community Health

- Organ Donation

Assessment

- Action Research Report
- Supervised Written Assessment

S4 (Y12) Areas of Study

Health of Specific Populations

- Indigenous Health
- Schoolies

Assessment

- Research Assignment & Exam and Non-Written Presentation
- Own Assessment Choice

Information Technology Systems

Students develop the knowledge of and skills in, the systems supporting IT. Systems range from those supporting the development of information such as documents or websites, to those supporting technology, such as computers or networks.

Information Technology Systems prepares students to cope with, and harness to their advantage, the changes and significant opportunities associated with IT.

Course Outline

S1 (Y11) Areas of Study

- Graphic Design
- Multimedia

Assessment

- Practical Task
- Oral
- Exam

S2 (Y11) Areas of Study

- Animation
- Web design

Assessment

- Project
- Practical task

S3 (Y12) Areas of Study

- Graphic Design
- Web design

Assessment

- Practical Task
- Oral
- Exam

S4 (Y12) Areas of Study

- Animation 3D
- Multimedia

Assessment

- Practical Task
- Project

Information Processing & Technology

Information Processing Technology (IPT) is a dynamic OP subject incorporating Information Systems; Algorithm & Programming; Human Computer Interaction; and Social & Ethical implications of Information Technology. Current trends in the area of technology and the impact that this will have on students and society are studied.

S1 (Y11) Areas of Study

Expert Systems & Information Systems

Knowledge Based System will be examined, in particular an Expert System, with a focus on providing a solution to a real life problem.

Structured Query Language (SQL) in both databases and Geographic Information Systems (GIS) software will be studied to enable efficient data retrieval. Design issues relating to creating an efficient database,

system security and integrity, as well as aspects relating to information privacy will be studied.

Assessment

- Expert System Project
- SQL Report
- End of Semester Exam

S2 (Y11) Areas of Study

Information System Project & Artificial Intelligence

A project that will design and implementation of a working database will be completed and possible projects may range from establishing an online database for a company to developing a project using GIS software for the mining industry.

Artificial Intelligence concepts and theoretical applications will be studied in Term 4, focusing on the social and ethical aspects associated with the robotics industry.

Assessment

- Major Information System Project
- Artificial Intelligence Report
- End of Semester Exam

S3 (Y12) Areas of Study

Algorithm & Programming Foundations

The subject provides a foundation for writing code and fixing errors in Python, developing structure charts and understanding the advantages of structured programming.

Assessment

- Programming Folio
- Software Report
- End of Semester Exam

S4 (Y12) Areas of Study

Programming Project & Computer Systems

An extended program in Python will be written using the DDE software development cycle for a client. Projects may include software written for an educational game or business.

A brief overview of the history of the computer industry and how this impacts current computer architecture will be studied. Future trends in the Information Technology industry will be explored.

Assessment

- Major Programming Project
- Mid Semester Exam
- Computer System Report

Japanese

As the ability to communicate fluently in a foreign language becomes more and more important in a global economy, learning Japanese is a good way to be

ahead of other applicants in the job market. In the last five years the demand for people who can communicate in one or more languages has risen by almost 200 per cent. Toowoomba SHS is the only state school in the Toowoomba region to offer Senior Japanese.

This course continues to build on the foundations from junior Japanese and covers topics that are relevant to teenagers in the senior phase of school.

Course Outline

S1 (Y11) Areas of Study

Visiting Japan

- Student exchange, letters, introductions & interviews
- Rules, customs and culture, politeness, advice, emails
- Weather reports, recipes
- Holidays and celebrations in Australia and Japan including Christmas, New Year, Easter, animal year celebrations

S2 (Y11) Areas of Study

Leisure and My World

- Hobbies, activities, preferences, personal characteristics, personality quizzes
- Sports, fitness, healthy lifestyle.
- Entertainment, music, anime, theatre, movies, kabuki
- Environment, graffiti, recycling, litter
- Saving water, protecting animals

S3 (Y12) Areas of Study

Organising Trips and Part-time Work

- Travel in Japan, large numbers, places, holidays, Japanese year reckoning
- Accommodation in Japan – hotels, ryokan, minshuki, bookings
- Working in restaurants or souvenir shops, retail, tour guides, job advertisements, etc
- Transport, train systems, timetables

S4 (Y12) Areas of Study

Living Life!

- Driver's licence, getting a car, accidents, penalties
- Formal, clothing
- Future plans, gap years, university, graduation
- Living in Japan – working, accommodation, transport, applications, friendships
- Japanese culture, festivals, convenience stores

Assessment (Each Semester): Listening, Speaking, Reading and Writing

Legal Studies

This course informs students of the major principles on which the law is based and shows how the law works within society to achieve fair and just outcomes.

Course Outline

S1 (Y11) Areas of Study

The Legal system

- Common and Statute Law
- Court structure and Evidence

Introduction to Civil Obligations

- Negligence
- Contracts

Assessment

- Short response test
- Extended response to Stimulus test

S2 (Y11) Areas of Study

Criminal Law

- Nature of criminal law
- Court and criminal proceedings
- Offences and Defences
- Consequences of crime

Environment and the law

- Legislative support for the environment
- Case studies that test legislation

Assessment

- Extended response multi-modal
- Extended research response

S3 (Y12) Areas of Study

Human Rights

- Human rights within Australia
- Australia's international obligations

Family Law

- Marriage, Divorce and contentious issues in Family Law
- Wills

Assessment

- Extended written essay test
- Short response test
- Extended Response Multi-modal

S4 (Y12) Areas of Study

Independent Inquiry: Students develop their own hypothesis in their area of interest to research and present.

- Overview of the Law: reflection on the law, its strengths and weaknesses

Indigenous Australians and the law

- Criminal Law and changes in the treatment of indigenous Australians
- Precedent Case Study

Assessment

- Written research assignment
- Short response test

Modern History

This two year course takes themes from the 20th and 21st Centuries, looking at major events and ideas that have shaped the world today.

Course Outline

S1 (Y11) Areas of Study

Studies of ideas and beliefs:

- Ideas that shaped the 20th Century
- Nazism in Germany
- The Cold War
- Development of Islamism

Assessment

- Test
- Multi- modal presentation
- Essay based on historical evidence

S2 (Y11) Areas of Study

Studies of Conflict

- Australian War experience
- Indonesia - from Independence to East Timor
- Conflict at home

Assessment

- Written research assignment
- Test
- Essay based on historical evidence

S3 (Y12) Areas of Study

Studies of Hope

- Reconciliation in Australia
- Human Rights and Civil Rights movement in USA
- United Nations and Human Rights

Assessment

- Test
- Written Research Assignment
- Essay based on historical evidence

S4 (Y12) Areas of Study

Studies of Power

- Power and how it is exercised in the 20th Century
- Power and individuals
- Terrorist or Freedom fighter?

Assessment

- Multi Modal Presentation
- Essay based on historical evidence

Music

Music covers a wide range of music genres and is a course based on the 3 strands: Analysing, Composing and Performing.

Course Outline

S1 (Y11) Areas of Study

Strike a Chord & Film Music: The Power of Persuasion

- Music Fundamentals
- Development of performing skills and analytical skills based around film music
- Composing according to mood requirements of a visual stimulus
- Knowledge of film score repertoire

Assessment

- Ensemble performance (up to 8 performers)
- Group soundtrack composition and recording using Multi-track technology
- Individual analysis of a selected excerpt from an own-choice film score and Multi-media presentation to the class

S2 (Y11) Areas of Study

Music in the Theatre & From Allemande to Hip Hop

- Knowledge of music in theatrical contexts of stage and dance
- Performance rehearsal focus and etiquette
- Composing techniques for voice (and accompaniment)
- Analysis techniques

Assessment

- Practical performance in a 20-30 minute lunchtime concert. Group and individual items.
- Individual composing—song with a simple accompaniment
- Take home analysis exercise and unseen exam question under test conditions

S3 (Y12) Areas of Study

Dare To Be Different & And All That Jazz

- Art Music of the Twentieth Century – analysis and repertoire
- Jazz and Contemporary Music of the Twentieth Century

Assessment

- Comparative analytical essay of at least two works to support or refute a given hypothesis.
- Group performance of a 12-bar Blues piece where individual and group improvisation is possible
- Composition of a jazz song incorporating vocal and instrumental accompaniment in a jazz style

S4 (Y12) Areas of Study

Finding Your Voice & Your Signature Tune

- Vocal repertoire through the ages
- Methods of composing for voice in historical contexts (particularly in small group contexts)
- Performing songs in groups
- Analysing music
- Exploring a field of personal interest in music for a major study

Assessment

- Analysis of a vocal work
- Composition of a song (eg. madrigal or contemporary song with accompaniment)
- Performing a vocal piece as vocalist or instrumental accompanist.
- Student's selection of individual assessment task or project (analysing, composing, performing) for selective updating

Note: Students are encouraged to participate in departmental instrumental activities. These include the Instrumental Music Program and Orchestra Bands, Choir or other group activities such as excursions to live performances. Some costs may be involved to cover bus and entrance expenses.

Music Extension

Music Extension is a one year course. The subject enables students who have a particular interest in music, to focus on one area of study. These focus areas are performance, composition and musicology.

Course Outline

S3&4 (Y12 only) Areas of Study

Students study ONE strand of either:

- Performing (One type of instrument or voice)
- Composing
- Musicology

Assessment

- 1x Investigating task – research based analytical task using music evidence (essay / multimedia presentation)
- 1x Realising Task 1: Performance, Composition or Musicology
- OPTIONAL submission of another Investigating research-based/analysis task as per Semester 1
- Mandatory Realising Task 2

Note: Senior Music Extension MUST be studied simultaneously with the Parent Subject in year 12. The parent subject is also to be studied in year 11. Students are expected to be self-directed in their studies. The entire cohort meets for 80 minutes per week for a common after-school tutorial session.

Physical Education

Physical Education is the study and practice of physical activity, and focuses on the importance of physical activity in the life of individuals and on the significant role that physical activity plays in modern society.

S1 (Y11) Areas of Study

Tennis & Volleyball

- Tennis & Motor Learning
- Volleyball & Biomechanics

Assessment

- Practical assessment: Game play of both sports
- Written assessment including: Motor Learning : Research Report & Biomechanics: Multimodal Assessment

S2 (Y11) Areas of Study

Athletics & Touch

- Athletics & Energy Systems
- Touch & Sociology Figueroa's Framework

Assessment

- Practical assessment: Game play of both sports
- Written assessment

S3 (Y12) Areas of Study

Volleyball & Touch

- Volleyball & Sports Psychology
- Touch & Figueroa's Framework

Assessment

- Practical assessment: Game play of both sports
- Written assessment including: Sports Psychology: Written Extended Response & Figueroa's Framework: Research Report

S4 (Y12) Areas of Study

Athletics & Tennis

- Athletics & Training Programs
- Tennis & Figueroa's Framework

Assessment

- Practical assessment: Game play of both sports
- Written assessment including:
 - Training Program: Interview with Teacher
 - Interview Presentation
 - Figueroa's Framework: Research Report

Notes:

- A 'strong' Year 10 English mark is required as this subject has a significant theory component: Assignments, essays and research tasks;
- 'B' or better grade in Year 10 HPE is essential;
- Commitment to improving skills and fitness and
- Independent and group work skills, including homework and study skills, are required.

Physics

Physics studies the properties and interactions of matter and energy. Its applications have produced and continue to produce significant ideas, information and theories that change society.

Course Outline

S1 (Y11) Areas of Study

History of Measurement

- What is Measurement
- Determining Physical Quantities and Errors
- Using Scientific Notation, Significant Figures, Order of Magnitude

The Sound of Music

- Sound as a longitudinal wave
- the use of SI units and graphical representation
- Resonance produced by waves
- Characteristics of sound including loudness, intensity, and interference
- Waves in strings and air columns
- The Doppler effect for sound waves

Driving Safely

- The interaction of forces that cause motion
- Distance, displacement, speed, velocity and acceleration
- Laws of conservation within mechanical systems
- Determining the relationship between work, energy, force and power
- Understanding energy conversions involving gravitational potential energy, kinetic energy, and elastic potential energy.
- Calculating mass and motion affects

Assessment

- Diagnostic Exam
- Mid-Semester exam
- End-Semester Exam
- Extended Response Task – Scientific Report

S2 (Y11) Areas of Study

The Physics of Sport

- Projectile and circular motion, centripetal force
- Explosive motion and momentum
- Applications of the laws of conservation of momentum and conservation of energy to sport
- The mechanics of, and design of, sport

Motors and Generators

- The production of forces by the interaction between moving charges and magnetic fields
- The principles and applications of DC motors and AC induction motors

Assessment

- Extended Experimental Investigation – Scientific Report

- End-Semester Exam

S3 (Y12) Areas of Study

The Physics of Modern Instruments

- Lens and Mirrors
- Optical Fibres
- Lens defects and the Human Eye
- Cameras, telescopes, Microscopes and Lasers
- Photovoltaic cells

Electricity, Circuits and Semiconductors

- the use of a field model to represent and predict interactions between charged objects
- Voltage, potential difference and current for materials and simple electronic circuits
- the developments resulting from the discovery of semiconductors
- the design of household wiring to supply devices with the necessary energy input
- the energy efficiency of electrical devices

Assessment

Mid-Semester Exam

Extended Experimental Investigation

End-Semester Exam

S4 (Y12) Areas of Study

Nuclear Physics

- the properties and uses of emissions produced by unstable nuclei
- the discovery of particles using the laws of conservation of momentum and energy
- nuclear stability and related energy principles and the nuclear decay of unstable atoms
- the production and uses of radioisotopes
- nuclear reactions and their role in providing heat energy used to generate electricity

The Universe and Modern Physics

- the development, validation and application of Einstein's theory of special relativity
- variations in the characteristics and lifetimes of stars
- the scale of the universe and relevant calculations
- the significance of the sun as the nearest star from Earth
- development of quantum theory of light
- development and properties of lasers
- particle accelerators
- the Standard Model and the Big Bang model of universe

Assessment

Extended Experimental Investigation – Scientific Report

End-Semester Exam

Visual Art

Visual Art involves the production of artworks (making) and the appreciation of artworks (appraising) through the processes of researching, developing, resolving and reflecting.

S1 (Y11) Areas of Study

- Students explore the concept of PLACE through the focus of SURFACE and ENVIRONMENT.
- Media areas may include 2D Media, 3D Media and Time Based Media.

Assessment

- Experimental Folio X 2(prac)
- Visual analysis of unseen works(written)
- Exhibition catalogue(written)

S2 (Y11) Areas of Study

- Students explore the concept of OBJECT through the focus of COLLECTION AND CONNECTION
- Media areas may include 2D Media, 3D Media and Time Based Media

Assessment

- Formative Body of Work(prac)
- Research assignment(extended written response)

S3 (Y12) Areas of Study

- Students explore their own focus in response to the concept PERSONAL

Assessment

Body of work 1 inclusive of:

- *Making* : inquiry into the concept/focus
- *Appraising* : research assignment, extended written (800–1000 words).

S4 (Y12) Areas of Study

- Students explore their own focus in response to the concept COMMUNAL

Assessment

Body of work 2 inclusive of:

- *Making* : inquiry into the concept/focus
- *Appraising* : research assignment, extended written (800–1000 words)
- Collaborative extension piece

Note: Students will be required to supply a lot of their own art equipment relevant to their own art making. An A4 Visual Diary is required each semester. There is an excursion to Brisbane to the gallery of Modern Art. This will cost approx. \$25. There is a \$15 subject charge for materials needed for this subject.

Year 11 and Year 12 Industry & Community Pathways 2018



Student Enrolment in a VET Qualification: If a student enrolls into a VET Qualification, or changes their subject into a VET Qualification, they need to be made aware of the following three (3) possibilities:-

- Yes, they will have sufficient time to complete the VET Qualification
- They would only be able to complete the qualification if the student undertakes further work outside of the timetabled allocation.
- They will have insufficient time to complete the full VET Qualification.

The school must have certain physical and human resources to run VET courses. 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 qualification. The school retains the right to cancel the course if it is unable to meet requirements.

All students must choose ONE English and ONE Mathematics subject in Year 11 and 12.

English Communication

This course is designed to provide students with skills for lifelong learning; to help students gain and maintain employment; develop effective workplace and work-team communication skills; and open doors to further education and training. The course exposes students to a range of enjoyable language activities based on studies of the mass-media, literature and film.

S1 (Y11) Areas of Study

Communication Skills and the Workplace

- What is communication?
- Modern Communication basics - blogs, social media, emails, journal entries
- Non-verbal communication
- Giving and receiving instructions
- Demonstrating a skill
- Interviews and Resumes
- Telephones, advertisements, letters
- Teenage novel study

Assessment

- Communication folio
- Demonstration
- Job folio and interview
- In-class exam on novel

S2 (Y11) Areas of Study

Print Media and Crime Fiction

- Create a marketing campaign for a new singing sensation
- Structure, Language Features, Covers, Target Audience, Persuasive devices
- Movie Reviews & Structure

- Film (crime theme) or TV Crime Drama
- Narrative/Short Story Structure

Assessment

- Marketing folio - CD sleeve, CD Cover, poster, Magazine cover,
- Movie Review - Write a movie review on a movie shown in class.
- Narrative - Write a short story with a crime theme.

S3 (Y12) Areas of Study

Australian Identity

- Community relationships - Biography.
- Film Study
- Poetry
- Environmental issues
- Novel Study

Assessment

- Multi-modal oral presentation - biography of a local identity known to student.
- Supervised written exam
- Poetry essay
- Spoken presentation of solutions to environmental issues.
- Book review

S4 (Y12) Areas of Study

Moving On and Preparing for the World after school

- The major event: From concept to practical reality.
- The role of the media: A feature article.

- Problem solving at work: The place of a report.
- Workplace readiness

Assessment

- Preparation of the genres for conducting events: Letters, memos, invitations, telephoning, etc.
- Writing a feature article.
- A workplace report on a specific problem with an oral.
- Reflective essay

Notes: In line with the aim of this course to improve workplace communication skills, the assessment load, while it appears heavy, is largely conducted at school, in the classroom and in the computer labs. Assessment is practical-based. Teachers work with students in performing the tasks.

Pre-Vocational Mathematics

This subject aims to improve students' numeracy to assist them in pursuing a range of personal and vocational goals in the context of real life mathematics. It develops their confidence in and attitudes toward mathematics through its emphasis on knowing, applying, and explaining.

Course Outline

S1 (Y11) Areas of Study

- Interpreting time scales and data
- Metric conversions
- Probability and calculating odds
- Earning money and paying tax

Assessment

- In class activity (several lessons)
- Folio of worksheets (several lessons)
- Test – open book (1½ hours)

S2 (Y11) Areas of Study

- Map reading, directions, scale and timetables
- Planning a Qld holiday-mud maps, accommodation etc
- Buying and running a car and owning mobile phones

Assessment

- In class activity (several lessons)
- Assignment (several weeks)
- Test – open book (1½ hours)

S3 (Y12) Areas of Study

- Renting a property-rent, bonds, leases etc
- Buying a property-borrowing costs, types of loans

- Planning an overseas trip-flights, accommodation, passports, exchange rates etc

Assessment

- In class activity (several lessons) and Assignment (several weeks)
- Test – open book (1½ hours)

S4 (Y12) Areas of Study

- Building a house- plans, land sizes, etc.
- Investing your money
- Organising an event

Assessment

- Test – open book (1½ hours)
- Assignment (several weeks)

Elective Courses

Business

BSB10112 Certificate I Business

BSB20112 Certificate II Business

Certificate I and II in Business is a vocational qualification that equips students with the knowledge, skills and attributes required for a variety of career paths in clerical and administrative occupations. On completion of this certificate, students may choose to pursue additional business qualifications at TAFE or in the workforce.

Training Package Version Number 2.00

National Code	Unit of Competency Title	Core / Pathway/ Elective
BSBWH5201A	Contribute to health and safety of self and others	C
BSBITU202A	Create and use spreadsheets	E
BSBITU102A	Develop keyboard skills	E
BSBITU201A	Produce simple word processed documents	E
BSBSU5201A	Participate in environmentally sustainable work practices	E
BSBLED101A	Plan skills development	E
BSBCMM201A	Communicate in the workplace	E
GENENP201C	Undertake an individual or team enterprise project	E
BSBIND201A	Work effectively in a business environment	E
BSBITU203A	Communicate electronically	E
BSBWOR202A	Organise and complete daily work activities	E
BSBWOR204A	Use Business Technology	E

<https://training.gov.au/Training/details/BSB10112>

Course Outline

S1 (Y11) Areas of Study

WORKPLACE PREPARATION

- Operate a personal computer
- Produce simple word processed documents
- Plan skills development

S2 (Y11) Areas of Study

WORKING ENVIRONMENT

- Contribute to health and safety of self and others
- Participate in environmentally sustainable work practices
- Create and use spreadsheets

S3 (Y12) Areas of Study

WORKING EFFECTIVELY

- Work effectively with others
- Organize and complete daily work activities
- Use business technology

S4 (Y12) Areas of Study

WORKPLACE COMMUNICATION

- Communicate electronically
- Communicate in the workplace
- Work effectively in a business environment

Assessment: Competency based assessment in line with the QCAA requirements.

Equipment: All students require a scientific calculator.

Children's Services CHC30113 Certificate III Early Childhood Education and Care

Duration: Two Years

This program prepares participants for employment in Children's Services sector.

The Certificate III is the minimum entry level to work in Children's Services. Graduates will be competent in a range of essential skills. This subject allows students to explore Early Childhood careers while opening the doors and giving direction in Early Childhood career pathways. Successful completion of this qualification enables students to work as an Assistant in any childcare centre in Australia, as a Nanny or as a Teacher-Aide.

Students are required to undertake work placements throughout the course in an approved Early Childhood Service. This allows them to sample the industry first hand, whilst giving them the opportunity to gain the knowledge and skills required at this level of competency. Students are required to complete practical placement in a day care centre. This may be completed in a variety of

ways, including school holidays, Wednesday afternoons during sport, after school or a combination of these.

Assessment is undertaken throughout the course both in practical and theory exercises. Assessment is competency based and requires the completion of all projects and assignments, written and/or practical, as set out within the Unit Study Guides and Workbooks.

Students should have achieved at least a C standard in Year 10 English to handle the theory work involved. An ability to work independently on module tasks is essential.

Qualification packaging: 18 Units (15 core, 3 elective).

Toowoomba State High School will be delivering the Certificate III Early Childhood Education and Care under the auspice of a private Registered Training Organisation, Foundation Education.

Core Units

CHCECE007	Develop positive and respectful relationships with children
CHCECE003	Provide care for children
CHCECE005	Provide care for babies and toddlers
CHCECE010	Support the holistic development of children in early childhood
*HLTAID004	Provide an emergency first aid response in an education and care setting
CHCECE002	Ensure the health and safety of children
CHCECE004	Promote and provide healthy food and drinks
CHCCS400C	Work within a relevant legal and ethical framework
CHCPRT001	Identify and respond to children and young people at risk
HLTWHS001	Participate in work health and safety
CHCECE011	Provide experiences to support children's play and learning
CHCECE013	Use information about children to inform practice
CHCECE009	Use an approved learning framework to guide practice
HLTHIR404D	Work effectively with Aboriginal and/or Torres Strait Islander people
CHCECE001	Develop cultural competence

Electives

CHCECE006	Support behaviour of children and young people
CHCECE018	Nurture creativity in children
CHCECE026	Work in partnership with families to provide appropriate education and

	care for children
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Fees: Cost of this course for year 11 and 12 is **\$100**. Students must complete * HLTAID004- Provide an emergency first aid response in an education and care setting with an external provider. This cost is **\$140**. Students can pay this via instalments during the course of the 2 years.

REFUND POLICY

1. If TSHS cancels a course a full refund is available.
2. There are no refunds once the class has commenced.

**Engineering
MEM20413 Certificate II Engineering
(Pathways)**

RTO: Blue Dog Training (RTO No – 31193)

This Certificate II in Engineering Pathways is delivered to students through a partnership agreement with Blue Dog Training. The course prepares students for careers in Boiler Making, Diesel Fitter, Metal Fabricator, Welder, Manufacturing and many other aspects of the Engineering Industry.

To achieve this qualification, the student is required to successfully complete twelve (12 units) comprising four (4) core and eight (8) elective units.

Should a participant exit the qualification prior to completion, he/she may be eligible for a Statement of Attainment for the units of competency that have been successfully achieved.

Students are expected to follow all workplace health and safety requirements including wearing enclosed leather shoes and eye protection (provided by the students) or any other specialised personal protective equipment as directed by the teaching staff.

There is a Year 11 and Year 12 subject charge of **\$80** to cover the cost of project materials. Students must provide their own clear-lensed safety glasses.

National code	Title	Core / Pathway / Specialisation / Elective / etc.
MEM13014A	Apply principles of occupational health and safety in the work environment	Core
MEMPE005A	Develop a career plan for the engineering & manufacturing	Core

National code	Title	Core / Pathway / Specialisation / Elective / etc.
	industry	
MEMPE006A	Undertake a basic engineering project	Core
MSAENV272B	Participate in environmentally sustainable work practices	Core
MEM16006A	Organise & communicate information	Elective A
MEM16008A	Interact with computing technology	Elective A
MEM18001C	Use hand tools	Elective A
MEM18002B	Use power tools/hand held operations	Elective A
MEMPE001A	Use engineering workshop machines	Elective A
MEMPE002A	Use electric welding machines	Elective A
MEMPE003A	Use oxy-acetylene & soldering equipment	Elective A
MSAPMSUP106A	Work in a team	Elective B

**Furnishings
MSF 10113 Certificate I Furnishings and
MSA10107 Certificate I Manufacturing
(Pathways)
Industrial Technology Studies**

This is a two year course. In Year 11 students study the Industrial Technology Subject Area Specification (Furnishings) and Year 12 students complete two certificates – Certificate 1 in Furnishings- MSF10113 and Cert 1 Manufacturing- MSA10107. This course is used to develop skills and knowledge in basic furnishing techniques that include a variety of employment-related skills and the qualification directly leads to a pathway in the Furnishing (Cabinet Making) Industry and also in the Construction Industry.

National code	Certificate 1 Furnishings	Core / Pathway / Specialisation / Elective / etc.
MSAPMOHS100A	Follow OHS procedures	C
MSAPMOPS101A	Make Measurements	C
MSAPMSUP102A	Communicate in the workplace	C
MSAPMSUP106A	Work in a team	C
MSAENV272B	Participate in environmentally sustainable work practices	C

National code	Certificate 1 Furnishings	Core / Pathway / Specialisation / Elective / etc.
MSFFM1002	Operate basic woodworking machines	E
MSFFM1001	Construct a basic timber furnishing product	E
BSBDES201A	Follow a design process	E
National code MSA 10107	Certificate 1 in Manufacturing (Pathways)	Core / Pathway / Specialisation / Elective / etc.
MSAPCI101A	Adapt to work requirements in industry	C
MSAPCI102A	Apply effective work practices	C
MSAPCI103A	Demonstrate care and apply safe practices at work	C
MSAPCI1296A	Make a small furniture item from timber	E
MSAPMOPS101A	Make Measurements	E
MSFFM1002	Operate basic woodworking machines	E
MSFFM2001	Use furniture making sector hand and power tools	E
MSFFM2005	Join solid timber	E
MSFFM2003	Select and apply hardware	E

Hospitality

This is a two year course. Students will study the Hospitality Practices Study Area Specification (SAS) in year 11 and in year 12 they will either continue with the SAS or enrol in the Certificate II in Hospitality – SIT20316.

Hospitality Practices and SIT20316- Certificate II in Hospitality

Hospitality Practices provides students with an understanding of the role of the hospitality industry as well as the structure, scope and operation of related activities. It also provides a range of interpersonal skills with a general application in personal and working life as well as with specific knowledge and skills related to employment within the industry.

Course Outline

S1 (Y11) Areas of Study

Getting Started

- Hygiene & safety

- Food presentation & garnishing
- Menu planning (starters, soups, salads & entrees)
- Principles and methods of cookery related to: appetizers, salads, entrees, soup.
- Working with customers – completion of function tasks to order

Assessment

- Continuous Weekly Cookery
- Appetizers Team Task
- Individual Entrée Practical
- Theory Exam
- Food Production Folio

S2 (Y11) Areas of Study

Table of the Host

- Menu planning & Food presentation
- Principles and methods of cookery related to: main meals – including meat (beef, chicken, lamb, pork, fish/shellfish, vegetable and vegetarian cookery)
- Preparing for customer service.
- Styles of service.
- Communicate with customers
- Develop cultural understandings sensitivity in responding to different types of customers
- Serving customers

Assessment

- Continuous Weekly Cookery
- Practical sales activities
- Master Chef Team cookery Challenge
- Individual Main Practical Demonstration
- Theory Exam

S3 (Y12) Areas of Study

The Meeting of Many

- Menu planning & Food presentation
- Principles and methods of cookery related to: desserts, cakes & tortes
- Preparing restaurant for service
- Table service, welcoming and communicating with customers
- Serve and farewell customers
- Themed Function planning

Assessment

- Continuous Weekly Cookery
- Food Production Folio
- Luncheon -Team Function Task
- Individual Dessert Practical
- Theory Exam

S4 (Y12) Areas of Study

Areas of Study: With Tea & Coffee

- Hygiene & safety
- Food presentation & garnishing
- Personal Presentation & Team work
- Portion & Quality control – (costing, planning, standardized recipes)
- Food portioning and packaging
- Principles and methods of cookery related to: scones, biscuits, slices, muffins, small tarts, sandwiches and savoury finger foods.
- Product knowledge and preparation of coffee and other non-alcoholic beverages

Assessment

- Continuous Weekly Cookery
- Food & Beverage Production Folio
- High Tea - Team Cookery Challenge
- Individual Practical – Mystery Box
- Theory Exam

Notes: Students will be required to provide practical cookery ingredients on a weekly basis. There are also excursions throughout each semester. **There is a \$100 Subject fee in Year 11, and \$100 in Year 12.**

SIT20316- Certificate II in Hospitality

In year 12 students will have a chance to complete the Certificate 11 in Hospitality-SIT2031 if they wish to.

Toowoomba State High School is delivering this Certificate in partnership with a private Registered Training Organisation. This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes, and coffee shops. Possible job titles may include, bar attendant, café attendant, catering assistant, food and beverage attendant, front office assistant, porter and a room attendant. School staff will be assisted by trained Chefs/Trainers to deliver the following competencies.

National Code	Unit of Competency Title	Core / Group A/ Elective
BSBWOR203	Work Effectively with Others	C
SITHIND002	Source and Use Information on the Hospitality Industry	C
SITHIND003	Use Hospitality Skills Effectively	C
SITXCCS003	Interact with Customers	C
SITXWHS001	Participate in Safe Work Practices	C
SITXFSA001	Use Hygienic Practices for Food Safety	Elective
SITHCCC002	Prepare Simple Dishes	Elective

BSBSUS201	Participate in Environmentally Sustainable Work Practice	Elective
SITHFAB004	Prepare and Serve Non-Alcoholic Beverages	Elective
SITHFAB005	Prepare and Serve Espresso Coffee	Elective
SITXFSA002	Participate in Safe Food Handling Practices	Elective

Industrial Graphics Skills

Industrial Graphic Skills is a four semester course of study. This course is a practical hands on course involving drawing CAD and 3D models. This course allows students to analyse, select and apply drafting processes to produce technical drawings to industry specifications.

Course Outline

S1 (Y11) Areas of Study

- Furnishing Drafting
- Mechanical Modelling Graphics

Assessment

- Practical Demonstration
- Project

S2 (Y11) Areas of Study

- Business graphics
- Purpose of this unit is for students to gain knowledge of the building and construction industry and related drawing skills.

Assessment

- Exam
- Project – Technical drawing of a Cubby House.

S3 (Y12) Areas of Study

- Furniture Drafting 2
- Lego Construction

Assessment

- Practical Demonstration
- Project

S4 (Y12) Areas of Study

- Business Graphics 2
- Analyse select and apply drafting processes to produce technical drawings to industry specifications

Assessment

- Exam
- Project

Media Arts in Practice Non-OP Film and TV Subject

What is Media Arts in Practice all about?

The media arts play a central role in our everyday lives and through them we communicate information and ideas, express insights and attitudes, and convey meaning to others. Through the forms of film, television, radio, print, gaming and electronic media, the media arts bring excitement and interest into our lives. They help to extend our imaginations and serve to inspire and entertain us with reflections and comments on lived experience and culture. Media Arts in Practice gives you opportunities to create, share and evaluate media artworks that respond to individual, group or community needs and issues. This subject involves engaging with school and/or local communities, and where possible, provides opportunities to learn from practising media artists.

What will you learn?

You will learn the practical knowledge and skills needed when producing media artworks for a variety of real-world contexts and purposes. Your learning will be shaped around knowledge, understanding and skills organised into core and elective topics.

You will study three core topics — 'Media technologies', 'Media communications' and 'Media in Society' — which teach the basic concepts and ideas, and associated knowledge, understanding and skills that you will need to be able to engage with media arts technologies and communications. You will also learn the necessary knowledge, understanding and skills required for emerging careers in a dynamic, creative and global industry that is constantly adapting to new technologies. You will have opportunities to explore the core topics through at least two of six possible electives, which your school will select in response to student interests, available resources and teacher expertise. These electives include audio, curating, graphic design, interactive media, moving images and still image.

Assessment

Predominantly practical based activities
Small amount theory-based tasks

Music CUA20615 Certificate II Music (Sound Production)

Go to details of certificate packaging rules on [Traing.gov.au](http://training.gov.au)

<http://training.gov.au/Training/Details/CUA20615#>

This qualification reflects the role of individuals who perform a range of mainly routine tasks in the music industry, work under direct supervision, and use limited practical skills and fundamental operational knowledge in a defined context. **This qualification has a real focus on Sound Production. Students will be involved in sound editing and recording plus bumping in and out for shows.**

It is a preparatory qualification that can be used as a pathway into specialist Certificate III qualifications within the music industry. The Certificate II in Music takes one year to complete and has an approximate cost of **\$100**.

National Code	Unit of Competency Title	Core / Group A/B Elective
BSBWHS201	Contribute to health and safety of self and others	C
BSBWOR203	Work effectively with others	C
CUAIND201	Develop and apply creative arts industry knowledge	C
CUARES201	Collect and organise content for broadcast or publication	B
CUASOU201	Develop basic audio skills and knowledge	A
CUASOU202	Perform basic sound editing	A
CUASOU203	Assist with sound recordings	A
CUASTA202	Assist with bump in and bump out of shows	B

Recreation Studies

This course has been developed to meet the needs of a large number of senior students who wish to study and participate in a range of physical and recreational activities. The course also develops knowledge and skills useful for students interested in careers in the Recreational Industry.

Students in this course need to be in fulltime attendance. Due to the heavy practical work component of this course, it is not recommended for students on traineeships as absences due to their work commitments makes it difficult for them to fulfil assessment requirements.

Course Outline

S1 (Y11) Areas of Study

- Aquatics – Bronze Medallion RLSS & Bronze Medallion Theory (Stroke correction, swimming, lifesaving award components, swim fitness, rescue scenarios)
- Health Related Fitness – personal fitness evaluation & fitness sessions

Assessment

- Practical assessment of skills in variety of game and activity situations dependent on sport.
- Assignment: Written Exam Bronze Theory / Fitness Report

S2 (Y11) Areas of Study

- Indoor Climbing (**Associated costs involved - \$80 for the term**)
- Sport First Aid & Invasion Sport

Assessment

- Practical assessment of skills in variety of game and activity situations dependent on sport.
- Sport First Aid exams /Assignment tasks
- Novel Study “Touching the Void” reading analysis / Written assignment

S3 (Y12) Areas of Study

- Event management and organisation
- Archery (**associated costs involved - \$20 for the term**)
- Orienteering

Assessment

- Practical assessment of skills in variety of game and activity situations dependent on sport.
- Written Exam
- Written report – swimming carnival participation

S4 (Y12) Areas of Study

- Level 1 Coaching Award and theory
- Minor games
- Badminton
- Tournament draws & organisation

Assessment

- Practical assessment of skills in variety of game and activity situations dependent on sport.
- Coaching session

Notes:

Students are advised that the following recommendations need to be carefully considered before choosing this course of study:

- Full participation in two (2) swimming units is a **COMPULSORY** expectation of all students who do this course. Students who dislike swimming or do not swim will not complete the course requirements. Students, who are weak swimmers but are enthusiastic and willing to participate in every lesson, will benefit from the experience and are welcome.
- There are two (2) units where students are required to pay for equipment or services from outside providers. **Indoor Climbing attracts a cost of \$80** (admission & transport) and **Archery \$20** (equipment). Students will be asked to pay for these units through the school office as they occur.
- Specific topic sequencing will be dependent on available facilities and teacher expertise. Some units will require extra weekly cost for student participation i.e. Archery and Indoor Climbing over a six to seven week period. **If students choose to study this course they will be expected to participate in these sports.**

Social and Community Studies

This course teaches students information and skills for life after school.

Course Outline

S1 (Y11) Areas of Study

Legally it could be you

- Renting and buying a home
- Marriage, divorce and wills
- Negligence law

Assessment

- Short response tests
- Multi-modal presentation
- Folio of case studies

S2 (Y11) Areas of Study

Money Management

- Money, Credit and Contracts
- Personal finance and budgeting
- Consumer protection

The Arts and the Community

- The art and artefacts of the funerary practices of traditional Australian indigenous society and Ancient Egypt.

Assessment

- Short response test
- Written assignment
- Oral presentation

S3 (Y12) Areas of study

Health – Food and Nutrition

- Diet, allergies and recipes

- Indigenous health
- Australian weight epidemic

Assessment

- Response-to-stimulus essay

The World of Work

- Work readiness
- Working in a work environment
- Workplace legislation – conditions, discrimination and termination of employment

Assessment

- Short response test

S4 (Y12) Areas of study

In relationships

- Setting personal standards
- Life's special ceremonies and junctures
- Culminating social activity

Assessment

- Oral presentation
- Project

Vocational Education FSK20113-Certificate I in Skills for Vocational Pathways and FSK20113-Certificate II in Skills for Work and Vocational Pathways

Certificate packaging rules:

<http://training.gov.au/Training/Details/FSK>

Total number of units = 14, 8 core units plus 6 electives.

Download package from:

<http://training.gov.au/Training/Details/FSK>

This course is designed to develop workplace ready skills in students. In this course students are required to participate in work placement.

In Year 11 students will be enrolled in **FSK10113-Certificate I in Skills for Vocational Pathways** comprising of the following competencies.

National code	Title	Core / Elective / etc.
FSKDIG02	Use digital technology for simple workplace tasks	CORE
FSKLRG08	Use simple strategies for work related learning	CORE
FSKNUM08	Identify and use whole numbers and simple fractions, decimals and percentages	CORE
FSKNUM09	Identify, measure and estimate familiar quantities for work	CORE
FSKOCM03	Participate in simple spoken interactions at work	CORE

National code	Title	Core / Elective / etc.
FSKRDG07	Read and respond to simple workplace information	CORE
FSKWTG06	Write simple workplace information	CORE
BSBWHS201 A	Contribute to health and safety to self and others	ELECTIVE
FSKLRG06	Participate in work placement	ELECTIVE
FSKLRG07	Use strategies to identify job opportunities	ELECTIVE
FSKLRG10	Use routine strategies for career planning	ELECTIVE

In Year 12 students will be enrolled in **FSK20113-Certificate II in Skills for Work and Vocational Pathways** comprising of the following competencies.

National code	Title	Core / Elective / etc.
FSKDIG03	Use digital technology for routine workplace tasks	CORE
FSKLRG09	Use strategies to respond to routine workplace problems	CORE
FSKLRG11	Use routine strategies for work-related learning	CORE
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work	CORE
FSKNUM15	Estimate, measure and calculate routine metric measurements for work	CORE
FSKOCM07	Interact effectively with others at work	CORE
FSKRDG10	Read and respond to routine workplace information	CORE
FSKWTG09	Write routine workplace texts	CORE
FSKLRG07	Use strategies to identify job opportunities (From Cert I)	ELECTIVE
FSKLRG10	Use routine strategies for career planning (From Cert I)	ELECTIVE
FSKLRG06	Participate in Work Placement	ELECTIVE

National code	Title	Core / Elective / etc.
BSBIND201A	Work effectively in a business environment	ELECTIVE
BSBCMM201A	Communicate in the workplace	ELECTIVE
BSBIWHS201A	Contribute to health and safety to self and others (From Cert I)	ELECTIVE

The school has selected a broad variety of units of competency to allow flexibility within the course depending on the needs of its clients. This course is targeted specifically towards students requiring further foundation skills to prepare for workforce entry or vocational training pathways.

Duration: The expected completion time is 4 semesters. Assessments may be conducted at the school RTO, through work experience, simulated work environments or any combination of these.

Organisation: The program will be delivered through tasks that will simulate routine workplace scenarios.

A range of teaching and learning strategies will be used to deliver the competencies. These include:

- practical tasks
- group work
- activities in simulated work environments (as per Training Package requirements)
- work placements — students doing this course may be able to gain experience in local industry environments.

The school will ensure learners have every reasonable opportunity to complete their training program.

Course structure: Activities will be integrated, bringing together a number of units that reflect real industry outcomes and processes.

This course will be delivered through integration with other units of competency, rather than as a stand-alone learning program and includes assessment of employability skills that are embedded in the training package (or accredited course).

tafe South West

Toowoomba SHS has a partnership with tafe South



West to

deliver Certificate II qualifications in the following:

- Agriculture
- Automotive
- Beauty and Hairdressing
- Construction
- Digital Design
- Electrotechnology
- Horticulture
- Hospitality (6 months)
- Kitchen Operations (6 months)

- Other courses that may become available

Students enrol in these subjects directly with TAFE but MUST register their interest in these options at their Year 11 subject selection interview with the Head of Department Senior Pathways.

For more information, please refer to the tafe South West website <http://tafesouthwest.edu.au> and look for the 'Tafe in schools' tab.

Please see Mr Gibson for Course outlines and enrolment processes if you are not sure.