KIRWAN STATE HIGH SCHOOL
A WORLD CLASS SCHOOL

SENIOR
2017 SUBJECT BOOK

DET CRICOS NO: 00608A
Our mission is to provide educational excellence for tomorrow’s citizens. Our philosophy is to enable greatness through an inclusive culture underpinned by a mindful school community built on professionalism, continuous improvement and accountability.

We have respectful and supportive relationships with our whole school community, underpinned by the tenets of the United Nations Universal Declaration of Human Rights.

Our core beliefs about student learning are:

• All students can learn.
• All students can achieve at a high level.
• All students are part of a world wide community of learners.
• All teachers have high expectations of all students.
• All teachers are responsible for student learning.

Our core beliefs about student wellbeing are:

• We all accept responsibility for the wellbeing of others.
• We all deserve to feel safe, valued and respected.
• All students are citizens of the world.
• We must demand “greatness” from everyone.
• “Something is Right” in every person.

This Statement of Intent is embedded across our school and within each of the four areas that underpin the school’s strategic plan:

• Attendance
  - A Kirwan High scholar is in every class, every day, working hard.

• Quality Outcomes
  - A Kirwan High Scholar is inquiring, aspirational and achieves at a high level.

• Global Citizenship
  - A Kirwan High Scholar is inclusive and optimistic, and engages in the global community as a proactive, empathetic citizen.

• Leadership Capability
  - A Kirwan High Scholar acts with integrity, leading self and others to a successful future.
Throughout European and Asian history, a scholar has been a highly esteemed person with a passion to learn and make a positive contribution to the world.

At Kirwan High we value learning and citizenship above all else. We believe that all students can learn and achieve at a high level. We demand that all students be good citizens of the world and we expect all students to be leaders - leaders of self and leaders of others.

A Kirwan High Scholar is a leader who is:
• Inquiring
• Optimistic
• Inclusive
• Aspirational
• Acting with Integrity

As graduates of Kirwan High, our scholars will be confident and caring citizens who are prepared for the future and value personal excellence.

Kirwan High - a great school...a good place to be!
The mission of Kirwan High School is to provide “Educational Excellence for Tomorrow’s Citizens”. We aim to develop Kirwan High Scholars who are inquiring, optimistic, inclusive, aspirational and who act with integrity. Kirwan High graduates will be confident and caring citizens who are prepared for the future and value personal excellence.

In Senior Secondary, your final phase of schooling, it is important that you become an active participant in your own learning and take some responsibility for your own progress. You are now in the final preparation stage for your future as a citizen of the world. We believe we can offer you an education that will equip you with 21st century skills so that you can thrive in whatever career pathway you choose.

This booklet outlines a large range of subjects that will prepare you for entry into university, TAFE or work. The choice is yours. Remember to choose subjects that align with your interests and career aspirations and most importantly, will challenge you to work hard and achieve personal excellence.

Read this book carefully and discuss your options with your parents/guardians, teachers and/or Guidance Officers, so that you are able to make a well informed decision.

MEREDITH WENTA  B.Ed., Dip.Teach., Grad.Cert.PSM
EXECUTIVE PRINCIPAL
TABLE OF CONTENTS

KIRWAN SCHOLAR ......................................................................................................................... 1
FOREWORD FROM THE EXECUTIVE PRINCIPAL ............................................................................. 2
TABLE OF CONTENTS ....................................................................................................................... 3
HOW TO USE THIS BOOK ............................................................................................................... 5

PLANNING QCE PATHWAYS .......................................................................................................... 7

SECTION 1 ........................................................................................................................................... 11

SUBJECT SELECTION ......................................................................................................................... 11
FACTORS YOU SHOULD TAKE INTO ACCOUNT WHEN MAKING COURSE/SUBJECT DECISIONS .................................................................................................................. 11
CHOICE OF SUBJECTS ...................................................................................................................... 12
YEAR 11 AND 12 SUBJECTS NEEDED FOR TERTIARY COURSES AND CAREERS ......................... 13
TERTIARY ENTRANCE PROCEDURES ............................................................................................... 13
VOCATIONAL EDUCATION AND TRAINING (VET) ........................................................................ 15
STUDENT WELLBEING .................................................................................................................. 17

SECTION 2 ........................................................................................................................................... 18

THE ARTS DEPARTMENT .................................................................................................................... 18

ART .................................................................................................................................................. 19
DANCE ............................................................................................................................................. 21
DRAMA ........................................................................................................................................... 22
MUSIC ............................................................................................................................................. 23
MUSIC EXTENSION (YEAR 12) ......................................................................................................... 25
CERTIFICATE II in ABORIGINAL and TORRES STRAIT ISLANDER VISUAL ARTS INDUSTRY WORK ................................................................................................................................. 26
CERTIFICATE II in DANCE .................................................................................................................. 27
CERTIFICATE II in VISUAL ARTS .......................................................................................................... 28
INSTRUMENTAL MUSIC .................................................................................................................... 29
PHOTO-IMAGING STUDIES .............................................................................................................. 30

BUSINESS AND INDUSTRY DEPARTMENT ....................................................................................... 32

GRAPHICS ........................................................................................................................................ 33
CERTIFICATE I in AUTOMOTIVE VOCATIONAL PREPARATION ............................................................ 34
CERTIFICATE II in BUSINESS ............................................................................................................ 35
CERTIFICATE III in BUSINESS .......................................................................................................... 36
CERTIFICATE I in CONSTRUCTION ..................................................................................................... 37
CERTIFICATE II in ELECTRO TECHNOLOGY .................................................................................. 38
CERTIFICATE II in ENGINEERING .................................................................................................... 39
CERTIFICATE II in RESOURCES and INFRASTRUCTURE ................................................................ 39
CERTIFICATE II in ENGINEERING PATHWAYS .............................................................................. 40
CERTIFICATE II in HOSPITALITY ...................................................................................................... 41
CERTIFICATE II in KITCHEN OPERATIONS .................................................................................... 42
CERTIFICATE II in RETAIL SERVICES .............................................................................................. 43
CERTIFICATE II in TOURISM ............................................................................................................ 44
INDUSTRIAL GRAPHICS .................................................................................................................. 45

ENGLISH DEPARTMENT .................................................................................................................. 46

ENGLISH ......................................................................................................................................... 47
ENGLISH COMMUNICATION ............................................................................................................ 48

HUMANITIES AND LANGUAGES DEPARTMENT .............................................................................. 49

ANCIENT HISTORY .......................................................................................................................... 50
FRENCH .......................................................................................................................................... 51
GEOGRAPHY ................................................................................................................................... 52
JAPANESE ........................................................................................................................................ 53
LEGAL STUDIES .............................................................................................................................. 54
MODERN HISTORY .......................................................................................................................... 55
PHILOSOPHY AND REASON ............................................................................................................. 56
SPORT EDUCATION DEPARTMENT ................................................................................................................................................ 73

SCIENCE DEPARTMENT ................................................................................................................................................................. 64

MATHEMATICS DEPARTMENT ....................................................................................................................................................... 61

INFORMATION TECHNOLOGY DEPARTMENT .............................................................................................................................. 57

HEADS OF DEPARTMENT ............................................................................................................................................................... 87
HOW TO USE THIS BOOK

This book is designed to provide you with important information to help you decide on subject selection for the Senior School.

READ IT CAREFULLY. USE IT TO TALK TO YOUR FAMILY, YOUR TEACHERS AND THE GUIDANCE OFFICERS, ABOUT SUBJECT CHOICES. USE IT TO FILL OUT YOUR SUBJECT SELECTION FORM.

Section 1 contains general information about how to decide on certain subjects.
Section 2 contains photos/names of the Heads of Department and has an information outline of all the OP and Vocational subjects offered in each department.

REMEMBER: Whatever subjects you choose, doing your personal best has to be your objective and it needs to start from Day 1 of the school year.

SUBJECT SELECTION DEADLINES:

There is a subject selection parent/teacher/student night for Year 10 students going into Year 11 on Wednesday 10 August 2016 from 6.30pm. All existing Year 10 students must complete their Year 11 subject selection NO LATER THAN FRIDAY 2 SEPTEMBER 2016. New students must complete their subject selection upon enrolment. Students already in Year 11 do not need to reselect subjects for Year 12. They will be automatically rolled over for 2017.

SUBJECT FEES:

- Within curriculum subject offerings there are subject fees attached to certain subjects.
- These fees are outlined on the Subject Selection Form.
- A fee statement will be issued by 16 September 2016 with a 50% payment of the total required by 28 October 2016 to secure your student’s place in selected subjects.

SUBJECT CHANGES:

Students may change subjects at certain times of the year only. Subject changes are subject to availability and they are not automatically granted. The process outlined on the Subject Change form must be followed; forms are available at the Student Counter. Students who wish to make a subject change outside of the allocated opportunities must do so through the Principal.

The subject change opportunities are:

- Students in Year 12 will not drop or change subjects except under exceptional circumstances. In order to apply for exceptional circumstances the student would see a Guidance Officer before making a submission to the Principal. Exceptional circumstances are rare.
- Year 11 deadlines for change are:
  - End of week 3 Term 1
  - End of week 2 Term 2
  - End of week 2 Term 3

By the end of Semester 1 in Year 11, students will have had the opportunity to make a definite decision about subject choice.

When selecting subjects, students would be well advised to discuss their selection of subjects with their parents, teachers, the school Administration, House Master or the Guidance Officers. Each student will have a SET Plan interview in Term 3. Here are a few hints on choosing your subjects:

ACHIEVEMENT: If you have done well in a subject in Year 10, you are likely to continue to do well in that subject.

WORK ETHIC: A student is most likely to do well if he/she works consistently in class, studies hard and does all assignments and homework involved in each subject. There is no easy road to education success.

AMBITION AND INTEREST: Through studies in Year 10, you should have a fair idea as to the types of subjects in which you are interested. If you wish to follow a certain career, make sure you take the prerequisite subjects in Years 11 and 12. Remember that tertiary institutions require certain subjects in Years 11 and 12.

ATTENDANCE: You must come to school every day unless you are genuinely sick. There is a high correlation between attendance and academic achievement.

PRE-REQUISITES: These are subjects that you must study in order to get entry into a course at University. The QTAC pre-requisite guide outlines pre-requisites required for each course in Queensland.
How Can Guidance Officers Help?

Guidance Officers can help you to:

- research information on careers and provide you with career information resources
- choose subjects related to your career options
- inform you about the necessary pre-requisite subjects and criteria required by tertiary institutions (Universities, TAFE, Business Colleges, etc.) for specific courses
- define career pathways which will help you to successfully reach your career aspirations
- contact institutions and employees for further information.

Why Stay at School?

When thinking about options beyond Year 10, consider the advantages of continuing to Years 11 and 12.

- You are more likely to find the job that you want.
  Young people seeking employment are usually advantaged by completing Years 11 and 12, since employers are continuing to expect higher levels of education from job applicants.
- It is a good base for further study.
  Years 11 and 12 provide a foundation for further studies in colleges/TAFE, universities and for a variety of other learning opportunities.
- You can develop your social and personal skills.
  Those who choose to stay on at school are offered a range of experiences, which help students mature personally and socially – qualities which will enhance your future work, study and life prospects.
- It is a chance to do what you like best!
  Students are able to select many subjects and activities in Years 11 and 12, which cater for their individual interests.
- Young people must be either EARNING or LEARNING until 17 years of age.

Student must complete COMPULSORY schooling which is: - complete Year 10 or turn 16, whichever comes first. Then until their 17th birthday, they need to be earning or learning. This means they could be at TEC NQ, TAFE, working, Traineeship, Apprenticeship or school.

What To Expect If You Do Stay On

- Will there be time for your out-of-school interests?
  One of the main problems for Year 11 students is to strike a balance between study, family commitments, work commitments, sporting and social activities. It is not a good idea to totally exclude any of these activities, so it is up to you to decide on the best balance.
- Can you work part-time?
  Once you turn 15 you may be interested in looking for a part-time job. Handled properly, these jobs can add a new dimension to your life, broaden your experience, and, of course, increase your spending power without affecting your studies. However, working too many hours a week may affect your studies particularly if you are doing a demanding academic course.
- How much will your workload increase?
  As you have progressed through school you will have noticed that over the years the work has increased in both quantity and difficulty. You will certainly notice the difference in Year 11. Obviously that means greater effort and much more time spent in studying. But improved job prospects make it all worthwhile.
- What will people expect from you?
  Part of the process of getting older is that more is expected of you. Perhaps you have already noticed this within your family. Years 11 and 12 are no exceptions – there will be more demands, so your time will have to be managed very efficiently to meet deadlines.
Planning QCE pathways

As you have progressed through school, you will have noticed that over the years the work has increased in both quantity and difficulty. You will certainly notice the difference in Year 11. Obviously, that means greater effort and much more time spent in studying. But improved job prospects make it all worthwhile.

Young people seeking employment are usually advantaged by completing Years 11 and 12, since it is a good base for further study. You are more likely to find the job that you want. It is a good chance to do what you like best! You can develop your social and personal skills. It is a good opportunity to learn a skill that you can use later on. It is a good way to prepare for a career.

Students are able to select many subjects and activities in Years 11 and 12, which cater for their individual needs, interests and strengths. Those who choose to stay on at school are offered a range of experiences, which help students mature personally and socially. Each subject and activity is tailored to contribute to the self-knowledge and skills that students will need in further study and in the workplace.

Planning QCE pathways

Young people must be either EARNING or LEARNING.

 EARNING
• Can you work part-time?
• Will there be time for your out-of-school interests?
• Can you manage schoolwork and work commitments, sporting and social activities?
• Can you manage schoolwork, work commitments, sporting and social activities when they are not mutually exclusive?
• Can you study in the evenings and during school holidays?
• Do you have sufficient study time?
• Can you organise your time efficiently to meet deadlines?
• Do you have a reliable place to do your study?
• Do you have access to the required study resources?
• Do you have the drive and determination to study?
• Can you organise your study time to meet deadlines?
• Are you able to work towards your study goals?
• Can you manage your time and energy?
• Are you prepared to put in effort?
• Can you manage your time and energy?
• Are you prepared to put in effort?
• Can you maintain your health and well-being?
• Can you manage your time and energy?
• Are you prepared to put in effort?
• Can you maintain your health and well-being?

 LEARNING
• How can you improve your study skills?
• Can you work independently?
• Can you organise your time efficiently to meet deadlines?
• Can you organise your study time to meet deadlines?
• Are you prepared to put in effort?
• Are you prepared to put in effort?
• Can you maintain your health and well-being?
• Can you maintain your health and well-being?

Planning QCE pathways

After completing Year 10, students have the option of continuing to Years 11 and 12. To be awarded a QCE, students need to complete at least three subjects for all four semesters and sit the Queensland Core Skills (QCS) Test. FPs are calculated only for fields (areas of study that emphasise particular skills). A QCE is awarded to eligible students when they complete Years 11 and 12. It is a transcript of the learning account that records all contributing studies and results achieved. Students who continue to study towards a QCE after completing Year 12 will receive a Statement of Results when they become eligible for a QCE.

Planning QCE pathways

Students in Queensland are issued with a Senior Education Profile when they complete Year 12. All students receive a Senior Education Profile. It is a chance to do what you like best! You can develop your social and personal skills. It is a good base for further study. You are more likely to find the job that you want. It is a good chance to do what you like best! You can develop your social and personal skills. It is a good opportunity to learn a skill that you can use later on. It is a good way to prepare for a career.

Planning QCE pathways

When thinking about options beyond Year 10, consider the advantages of continuing to Years 11 and 12. Guidance Officers can help you to:

- define career pathways which will help you to successfully reach your career aspirations
- inform you about the necessary pre-requisite subjects and criteria required by tertiary institutions
- choose subjects related to your career options
- research information on careers and provide you with career information resources

Guidance Officers can help you to:

- define career pathways which will help you to successfully reach your career aspirations
- inform you about the necessary pre-requisite subjects and criteria required by tertiary institutions
- choose subjects related to your career options
- research information on careers and provide you with career information resources

Planning QCE pathways

Students must complete schooling which is:

- complete Year 10 or turn 16, whichever comes first.
- complete Year 11 or turn 17, whichever comes first.
- complete Year 12 or turn 17, whichever comes first.

Planning QCE pathways

It is awarded to eligible students when they complete Years 11 and 12. It is a chance to do what you like best! You can develop your social and personal skills. It is a good base for further study. You are more likely to find the job that you want. It is a good way to prepare for a career.

Planning QCE pathways

Planning QCE pathways

Planning QCE pathways
Working towards a QCE

About the QCE

The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification.

- The QCE is awarded to eligible students — usually at the end of Year 12.
- Students can still work towards a QCE after Year 12 or if they leave school.
- Learning options are grouped into four categories (see opposite).
- The QCE offers flexibility in what, where and when learning occurs.

How the QCE works

To achieve a QCE a student needs 20 credits in a set pattern.

- At least 12 credits must come from completed Core courses.
- Additional 8 credits can come from a combination of any courses.
- Students must achieve a Sound, Pass or equivalent to receive QCE credits.
- Literacy and numeracy requirements must be met (see opposite).

Planning a QCE pathway

QCE planning usually starts in Year 10.

- A Senior Education and Training (SET) Plan is developed to map a student’s future education and/or employment goals and their QCE pathway.
- Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects completed while at school, recognised workplace learning, certificates and awards.
- Students choose their own QCE pathway — there are hundreds of possible course combinations.
- Students can plan their QCE pathway and track their progress towards a QCE in their learning account on the Student Connect website at www.studentconnect.qcaa.qld.edu.au

For more information

There are a number of ways a student can gain a QCE.

The QCE Handbook provides information about:

- credit for partial completion of courses of study
- credit transfer for intrastate, interstate and overseas transfers
- conceded semesters for subjects exited at a Limited Achievement
- student learning accounts
- relaxation of completed Core requirements
- notional Sound in a subject for meeting literacy and numeracy requirements
- recognised studies.

Visit www.qcaa.qld.edu.au for a copy of the handbook
Learning options and credit values

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE courses</strong>: usually undertaken by students in the senior phase of learning</td>
<td>At least 12 credits are needed. At least 1 credit undertaken while enrolled at a school.</td>
</tr>
<tr>
<td>Authority or Authority-registered subjects</td>
<td>Per course (4 semesters) 4</td>
</tr>
<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td>4</td>
</tr>
<tr>
<td>VET Certificate II, III or IV qualifications (includes school-based traineeships)</td>
<td>Certificate II 4</td>
</tr>
<tr>
<td>Certificate III &amp; IV 5, 6, 7 or 8</td>
<td></td>
</tr>
<tr>
<td>School-based apprenticeships that incorporate on-the-job training</td>
<td>Certificate III competencies Up to 2</td>
</tr>
<tr>
<td>On-the-job component 4</td>
<td></td>
</tr>
<tr>
<td>Tailored training programs</td>
<td>4</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>Per course 4</td>
</tr>
<tr>
<td><strong>PREPARATORY courses</strong>: generally used as stepping stones to further study</td>
<td>A maximum of 6 credits can contribute.</td>
</tr>
<tr>
<td>VET Certificate I qualifications</td>
<td>(Max. of 2 qualifications can count) 2 or 3</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VETE Act 2000</td>
<td>(Max. of 1 program can count) 2</td>
</tr>
<tr>
<td>Re-engagement programs</td>
<td>(Max. of 1 program can count) 2</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Short course in literacy or short course in numeracy developed by the QCAA</td>
<td>Per course 1</td>
</tr>
<tr>
<td><strong>ENRICHMENT courses</strong>: add value or complement Core courses of study</td>
<td>A maximum of 8 credits can contribute.</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Learning projects — workplace, community, self-directed</td>
<td>1</td>
</tr>
<tr>
<td>Authority extension subjects, such as English Extension</td>
<td>2</td>
</tr>
<tr>
<td>Career development: A short course senior syllabus</td>
<td>1</td>
</tr>
<tr>
<td>School-based subjects</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td><strong>ADVANCED courses</strong>: go beyond senior secondary schooling</td>
<td>A maximum of 8 credits can contribute.</td>
</tr>
<tr>
<td>One or two-semester university subjects completed while enrolled at a school</td>
<td>One-semester subject 2</td>
</tr>
<tr>
<td>Two-semester subject 4</td>
<td></td>
</tr>
<tr>
<td>Units of Competency contributing to VET diplomas or advanced diplomas while enrolled at a school</td>
<td>Up to 8 credits (1 credit per competency)</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
</tr>
</tbody>
</table>

Literacy and numeracy requirements

The QCE offers students a range of options to satisfy the literacy and numeracy requirements, including:

- at least a Sound Achievement in one semester of a QCAA-developed English and Mathematics subject
- at least a Sound Achievement in QCAA-developed short courses in literacy and numeracy
- a Pass grade in a literacy and numeracy course recognised by the QCAA
- at least a C on the Queensland Core Skills (QCS) Test
- at least a 4 for an International Baccalaureate examination in English and Mathematics
- completion of FSK20113 Certificate II in Skills for Work and Vocational Pathways
- completion of 39282QLD Certificate I in Core Skills for Employment and Training — Communication
- completion of 39288QLD Certificate I in Core Skills for Employment and Training — Numeracy.
Senior Education Profile

Students in Queensland are issued with a Senior Education Profile when they complete Year 12. All students receive a Senior Statement. Eligible students also receive a Queensland Certificate of Education (QCE) and/or a Tertiary Entrance Statement, or a Queensland Certificate of Individual Achievement (QCIA). Students who continue to study towards a QCE after completing Year 12 will receive a Statement of Results when they become eligible for a QCE.

Queensland Certificate of Education

The QCE is Queensland’s senior schooling qualification. It is awarded to eligible students when they complete the senior phase of learning, usually at the end of Year 12. To be awarded a QCE, students need to complete a significant amount of learning, at a set standard and in a set pattern, and fulfil literacy and numeracy requirements.

Tertiary Entrance Statement

The Tertiary Entrance Statement shows an eligible student’s OP (Overall Position) and FPs (Field Positions). An OP indicates a student’s rank, based on overall achievement in Authority subjects. The student must study at least three of these subjects for all four semesters and sit the Queensland Core Skills (QCS) Test. FPs indicate a student’s rank based on overall achievements in Authority subjects in up to five fields (areas of study that emphasise particular knowledge and skills). FPs are calculated only for OP-eligible students.

Senior Statement

All students who finish Year 12 will receive a Senior Statement, regardless of whether they have met the requirements for the award of a QCE. This statement is a transcript of the learning account that records all contributing studies and results achieved.

Queensland Certificate of Individual Achievement

The QCIA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

Statement of Results

If a student leaves school or completes Year 12 without achieving a QCE, they can add to their learning account for up to seven years after leaving school. Once they become eligible, the QCAA will issue a QCE and a Statement of Results. The Statement of Results shows all contributing studies and the results achieved and, if applicable, a student’s QCS Test result.
SECTION 1
SUBJECT SELECTION

The subjects you choose for Year 11 will have an important effect on you whether you continue studying after Year 12 or obtain employment. So consider not only what you like to do, but also what you are best at or most suited to. Knowing and understanding your interests, achievements and aims will help when you start to select subjects.

What do you know about the subjects on offer?
Knowing details about your possible subject options is essential. Talk to teachers, look at the books and materials used in the subjects, read all subject selection materials produced by the school, and find out how the subjects are taught and assessed.

- Check out the subjects needed for courses or occupations which interest you.
- Because subject selections are important, ask for help from a number of people, including parents, teachers and guidance officers.

Are there other possibilities?
If you are interested in a subject that we do not offer talk to us and we may be able to arrange enrolment with Distance Education.

FACTORS YOU SHOULD TAKE INTO ACCOUNT WHEN MAKING COURSE/SUBJECT DECISIONS

In selecting subjects for Years 11/12, care should be exercised so you pick suitable subjects for your needs. In so doing, you will cover all career options and choose well-balanced courses you will enjoy doing. Perhaps you could apply the following five steps Decision Making Model to the selection process.

Clarify in your own mind and write down just what decision you are trying to make.

1. GET THE QUESTION STRAIGHT
   - Which subjects do I really have to make decisions about?
   - By when do I have to make that decision?
   - What are my real options?

2. GET THE FACTS
   - What are my abilities as shown by my past achievements?
   - What subject have I enjoyed in Year 10?
   - Have I the necessary prerequisite Year 10 subject?
   - What are the prerequisites for Tertiary courses or careers I am considering?
   - Have I read the subject descriptions in this handbook?
   - Have I consulted with people eg Other students who have previously selected these subjects, the Guidance Officer, teachers, my parents/guardians?
   - Am I prepared to make the commitment those subjects require eg. Study, excursions, work experience?

3. WEIGH UP THE FACTS
   - What are the most important considerations?
   - What are the consequences of each alternative? For example, for Tertiary requirements and options refer to Tertiary Courses Subject Entry Requirements.
   - You must list a number of choices and compare the advantages and disadvantages of each.

4. MAKE A DECISION
   Choose your subjects. This is best done after a period of time during which your unconscious mind has had time to weigh up the facts – for difficult choices it is an advantage to set a time limit and make the decision at that time.

5. CHECK THE RESULTS
   - Do these subjects suit my situations?
   - Are they possible to achieve reasonable results in?
   - Check with some of the people previously mentioned to see if your choices are suitable.

6. QCE
   - Am I eligible for the Queensland Certificate of Education?
   - Do I have more than 20 QCE credits?
   - Do I have at least 12 QCE credits from QCAA subjects, Certificate II’s and Certificate III’s?

NOTE Information regarding the many tertiary and non-tertiary courses and possible career options involved in your decision making can be obtained through consultation with the Guidance Officers.
CHOICE OF SUBJECTS

Subject choice must be related to known abilities, recorded performance, subjects taken in and Year 10, tertiary entrance requirements and any particular career the student has in mind.

STUDENTS MUST CONSIDER THE FOLLOWING PRE-REQUISITES WHEN CHOOSING SUBJECTS:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Department</th>
<th>Prerequisite Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>Humanities</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Biology</td>
<td>Science</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Science</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Dance</td>
<td>The Arts</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Drama</td>
<td>The Arts</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>French</td>
<td>Languages</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Geography</td>
<td>Humanities and LOTE</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Graphics</td>
<td>Business and Industry</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Health Education</td>
<td>Health and Physical Education and Sport</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Information, Processing and Technology</td>
<td>Information Technology</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Japanese</td>
<td>Humanities and LOTE</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Humanities and LOTE</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Marine Science</td>
<td>Science</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>Mathematics</td>
<td>C in Year 10 Maths</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>Mathematics</td>
<td>C in Year 10 Maths</td>
</tr>
<tr>
<td>Mathematics C</td>
<td>Mathematics</td>
<td>C in Year 10 Maths</td>
</tr>
<tr>
<td>Modern History</td>
<td>Humanities and LOTE</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Music</td>
<td>The Arts</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Philosophy &amp; Reason</td>
<td>Humanities and LOTE</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Health and Physical Education and Sport</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Physics</td>
<td>Science</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Science 21</td>
<td>Science</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Visual Art</td>
<td>The Arts</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Certificate III Health Services Assistants</td>
<td>Vocational Education Department</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Certificate III in Business</td>
<td>Business and Industry</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Certificate III in Early Childhood Education and Care</td>
<td>Vocational Education Department</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Certificate III in Events</td>
<td>Vocational Education Department</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Certificate III Information, Digital Media and Technology</td>
<td>Information and Technology</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Certificate III in Fitness</td>
<td>Health and Physical Education and Sport</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Certificate III in Sport and Recreation</td>
<td>Vocational Education Department</td>
<td>C in Year 10 English</td>
</tr>
</tbody>
</table>

1. Students studying QCAA Music in Years 11 and 12 are strongly advised to have studied Music to Year 10 and have studied voice or an instrument for at least two years.
2. Students who wish to study Chemistry or Physics should study Maths B.
3. Any student who has doubts about choice of subjects in Year 11 should arrange an appointment with one of the Guidance Officers at the earliest possible opportunity. An appointment may be made by phoning the school on 4773 8111.
YEAR 11 AND 12 SUBJECTS NEEDED FOR TERTIARY COURSES AND CAREERS

It is important that you choose subjects carefully, so that you fulfil the requirements of entry to certain tertiary courses or careers.

To do this you must:
1. Know the courses you wish to enter.
2. Find the institutions at which you can study these courses.
3. Check the entry requirements of these institutions before making your final selection.

ALL THIS INFORMATION CAN BE FOUND IN THE DOCUMENT “QUEENSLAND TERTIARY COURSES” WHICH IS DISTRIBUTED TO EVERY YEAR 10 STUDENT. MORE COPIES ARE AVAILABLE FROM THE GUIDANCE OFFICERS.

REMEMBER – If in doubt please consult with the School’s Guidance Officers.

TERTIARY ENTRANCE PROCEDURES

There are several ways of gaining entry into university degree courses. However, for Year 12 students it is recommended that they do this by qualifying for an Overall Position (OP).

OVERALL POSITION

The OP places students in one of 25 bands, where 1 is the top band and 25 is the bottom. OPs are based on how well a student achieves in Years 11 and 12, and how well the Year 12 cohort performs on the Queensland Core Skills (QCS) Test.

There are very few courses available at University for OPs of 18 and mainly Diplomas available for OPs higher than that. It is evident from these results that passing all subjects does not necessarily mean getting a good OP. In fact all students need to work hard to achieve their best possible school results if they wish to attain their best possible OP. It is also evident that getting all Very High Achievements does not mean the student will get an OP of 1. A student’s OP depends rather, not only on their levels of achievement, but on the average score of all students sitting the QCS test at the school. A student’s individual QCS score only contributes to that particular student’s OP because it contributes to the average result of the cohort. It does not contribute directly. Consequently if you choose to take the OP pathway, you choose to make the commitment to participate to your full potential in all QCS Practice sessions.

To qualify for an OP, a student must:
1. Complete four semesters of senior study.
2. Average five Queensland Curriculum Assessment Authority (QCAA) subjects per semester.
3. Keep three of these subjects unchanged for the entire four semesters of senior.
4. Sit the QCS test in September of Year 12.

Although the students’ top five subjects are counted in OP calculations, students wanting to obtain an OP need to take six Authority subjects in order to maximize their success.

OP ELIGIBLE SUBJECTS

- Ancient History
- Art
- Biology
- Chemistry
- Dance
- Drama
- English
- French
- Geography
- Graphics
- Health Education
- Information Processing and Technology
- Japanese
- Legal Studies
- Marine Science
- Mathematics
- Modern History
- Music
- Music Extension (Year 12 only)
- Philosophy and Reason
- Physical Education
- Physics
- Science 21
THE QUEENSLAND CORE SKILLS TEST

The QCS test is a four-part test set over two days during early September. It is used to compare groups of students in subject areas across the state. All students who wish to receive an OP (except for special circumstances) must sit the QCS test. **Students who wish to sit this test must participate in the special program organised by the school to prepare students for the test.** Students who decide they want to ‘have a go’ at the test without doing the preparation are disadvantaging every other student and will not be allowed to do so. No student who has not done the preparation will sit the QCS test at this school.

At Kirwan High we aim to give students every opportunity to do well at the QCS test. We do this by:

- Providing QCS classes for Year 12 students every Thursday morning from 8.00 am to 9.35 am and for Year 11 students every Thursday morning during period 1;
- Organising workshops run by specialist QCS consultants for Year 12 in Terms 1, 2 and 3 and for two days at the end of the year for Year 11 students;
- Holding QCS practice tests under the same conditions as the actual test;
- Getting student scripts marked by professional markers and providing individual written feedback.

QCS PREPARATION

The QCS test assesses performance in 49 Common Curriculum Elements – the skills and abilities underpinning the senior curriculum. For a student, the best preparation for the QCS test is to have worked hard and done their best during their time at school.

What Kirwan High offers under the umbrella “QCS Test Preparation” is therefore not an opportunity to cram content. Rather it is a strategy to ensure that students are completely familiar with the format, language, and operation of the QCS test so that in September, they are well placed to demonstrate their skills and abilities.

A comprehensive program to prepare students for their QCS test in Year 12 will start at the beginning of Year 11. Students participating are required to attend all QCS sessions provided. This preparation is mandatory for students wanting to take the QCS test at this school.

In addition to the morning preparation sessions, all students will sit for two full practice QCS tests, one at the end of Year 11 and the other in Term 2 of Year 12. The practice test papers will be sent away for professional marking and each student will receive an individual written report outlining the areas that that student will need to work on in order to improve their QCS results. Attendance at whole day workshops is also required of students.

The QCS program incurs a significant cost to the school. Basically the program we provide costs about $150 per student in Years 11 and 12. The school will subsidise this amount so that the cost to each student is approximately $30 for Year 11 and another $30 for Year 12.

ENTRY TO UNIVERSITY DEGREE COURSES

Typically, to gain entry to a degree course a student must have:

- A high enough OP (students without OPs can still gain entry if their results are high enough).
- Satisfied University subject pre-requisites.
- For talent-based courses, auditions, folios, interviews and applications can often be the principle criteria for selection.
- Complete a QTAC application form.

ENTRY TO TAFE DIPLOMA AND CERTIFICATE COURSES

An OP is not required, but can be used.

- Subject pre-requisites must be satisfied.

PRE-REQUISITE SUBJECTS

Many courses require that particular subjects be completed to a chosen standard. These are published annually in the booklets entitled “Queensland Tertiary Courses”. These are supplied to Year 10 and 12 students every year.

GETTING THE BEST OP

Once you have selected your pre-requisite subjects, the best way to maximize your OP is to pick subjects that you are good at and interested in, and then do as well as you can in these. You also need to attend all QCS preparation and work hard at achieving the best results you can in the QCS test.

MORE INFORMATION

- See the Guidance Officer.
- Look up the Queensland Curriculum Assessment Authority website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)
VOCATIONAL EDUCATION AND TRAINING (VET)

More than 95 per cent of Australia’s secondary schools offering senior secondary programs now offer Vocational Education and Training (VET) to their senior students. This means that students gain practical work skills and nationally-recognized VET qualifications as part of their school education.

At Kirwan State High School, we pride ourselves on our high stakes Vocational Educational Program.

VET programs assist students in obtaining high-level qualifications to enter the workforce.

**VET in Schools programs provide:**
- Increased opportunities for students to continue their studies
- Challenging courses that suit a diverse range of students
- Alternative pathways to work and further study
- Knowledge and skills that are vocationally relevant
- An effective preparation for entry to the workforce through work placement opportunities
- An industry recognised qualification
- Opportunities for young people to combine work and study
- A nationally recognised certificate that employers recognise and value.

It is important to remember that VET programs incur additional costs and require commitment. Students will need to invest extra time in their course of study, both in class and on work placement.

VET subjects are offered as stand-alone Certificate courses. This means that students are assessed as either Competent (C) or Not Yet Competent (NYC). Their report cards will indicate Working Towards Competency (WTC), until the entire course has been completed and the students have achieved Competence in all the units.

We utilise partner R.T.O.’s to support the delivery of our Certificate III’s in Fitness, Health Service Assistants, Early Childhood, Business and Sport and Recreation.

Students who enrol in VET courses as part of their senior study are acknowledged within the Australian Qualifications Framework by the QCAA. On completion of the course, students are issued with a nationally recognised qualification, either a Certificate for completion of the qualification requirements or a Statement of Attainment for partial completion of the Certificate requirements. On lines where students select a Vocational subject, students must choose either 1 x two year course or 2 x one year courses. All Vocational subjects are two (2) year courses, unless stated otherwise.

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Length of Course</th>
<th>QCE points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I in Automotive Vocational Preparation</td>
<td>1 year</td>
<td>2</td>
</tr>
<tr>
<td>Certificate II in Aboriginal and Torres Strait Islander Visual Arts Industry Work</td>
<td>2 years</td>
<td>4</td>
</tr>
<tr>
<td>Certificate II in Aboriginal and Torres Strait Islander Primary Health Care</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Certificate II in Aquaculture and Certificate II in Sampling and Measurement (Dual)</td>
<td>2 years</td>
<td>8</td>
</tr>
<tr>
<td>Certificate II in Business</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Certificate III in Business</td>
<td>2 years</td>
<td>8</td>
</tr>
<tr>
<td>Certificate I in Construction</td>
<td>2 years</td>
<td>3</td>
</tr>
<tr>
<td>Certificate II in Dance</td>
<td>2 years</td>
<td>4</td>
</tr>
<tr>
<td>Certificate III in Early Childhood Education and Care</td>
<td>2 years</td>
<td>8</td>
</tr>
<tr>
<td>Certificate II in Electro Technology</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Certificate II in Engineering (Trade Training) and Certificate II in Resources and Infrastructure</td>
<td>2 years</td>
<td>8</td>
</tr>
<tr>
<td>Certificate II in Engineering Pathways</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Certificate III in Events</td>
<td>2 years</td>
<td>8</td>
</tr>
<tr>
<td>Certificate III in Fitness</td>
<td>2 years</td>
<td>8</td>
</tr>
<tr>
<td>Certificate III in Health Services Assistants and Certificate II in Health Support Services (Dual)</td>
<td>2 years</td>
<td>8 + 4</td>
</tr>
<tr>
<td>Certificate II in Hospitality</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Certificate II in Information, Digital Media and Technology</td>
<td>2 years</td>
<td>4</td>
</tr>
<tr>
<td>Certificate III in Information, Digital Media and Technology</td>
<td>2 years</td>
<td>8</td>
</tr>
<tr>
<td>Certificate II in Kitchen Operations</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Certificate II in Retail Services</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Certificate II in Sport Coaching</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Certificate II in Sport and Recreation (NRL)</td>
<td>2 years</td>
<td>4</td>
</tr>
<tr>
<td>Certificate II in Sport and Recreation</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Certificate III in Sport and Recreation</td>
<td>2 years</td>
<td>8</td>
</tr>
<tr>
<td>Certificate II in Tourism</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>Certificate II in Visual Arts</td>
<td>2 years</td>
<td>4</td>
</tr>
</tbody>
</table>
WORK EXPERIENCE PROGRAM

- Work Experience is a MANDATORY part of the Vocational curriculum for all students at Kirwan State High School over the course of year 10, 11 or 12
- Work experience evaluation forms (filled out by work experience supervisors, upon the completion of work experience) an added bonus in a student’s portfolio. This can accompany their resume when applying for jobs, TAFE college enrolment, scholarships or bursaries

Work experience provides students with an in-depth knowledge of an industry area within the work force. Experience in the working environment enables students to understand the occupation, roles, duties, personal requirements, education and training requirements as well as the employment opportunities for a particular job. This can assist in determining if they are genuinely interested in pursuing this area of industry, training or qualification. These work experience forms are available from our website.

Work experience and timelines are listed on the school website.

(Contact the school directly or refer to the school newsletter and website for exact dates).

- Year 12 Work Experience (5 days)
- Year 11 Work Experience (5 days)
- Year 10 Work Experience (5 days)
- School holidays are also an option for our Tertiary bound students.

PLEASE NOTE:

- Term 4 and other requested times, could be organised on special request, by students and parents for work experience. This can be done by contacting the Work Experience Coordinator or the VET HOD (based in the VET/Careers office at the end of Administration)
- The VET Department will support students to seek placement from their own sources to secure work experience
- All students must be covered by a Workplace Health and Safety contract whilst participating in work experience
- Work experience contracts are generated by the school and signed by all relevant parties (parent/guardian, employer, student and principal) at least 7 days prior to the student commencing work experience

SCHOOL BASED APPRENTICESHIPS (SATs)

Australian School Based Apprenticeships allow students to work in industry on a part time basis as a trainee or apprentice whilst completing their QCE certificate. Students are currently completing SATs in a variety of areas, namely: Child Care, Hairdressing, Business Administration, Hospitality, Retail, Animal Studies and Engineering.

Students are paid as part time employees and attend off the job training (either TAFE for one day per week or week long blocks that have been predetermined.)

SATs are designed to enable students to work towards a vocational qualification (Certificate II or III level) whilst completing their senior education. SATs are paid employment for the time they work in the employer’s workplace. Students who complete SATs receive structured competence-based training and are trained by a Registered Training Organization (RTO) to obtain a nationally recognised qualification.

ADVANTAGES OF COMPLETING A SCHOOL BASED APPRENTICESHIP OR TRAINEESHIP INCLUDE:

- Commencing an apprenticeship while still at school with the option of continuing full time after completion of Year 12.
- Obtaining points to the students Queensland Certificate of Education (QCE).
- Ensuring a Vocational Education and Training (VET) qualification (which meets nationally recognised standards). Students do not pay for their theoretical training with the RTO while completing their SATs.

TO OBTAIN A SAT:

- Students can register an expression of interest with the VET HOD, when positions are advertised through the school.
- Gaining a SAT is a result of the students’ own efforts. This is achieved through Structured Work Placement experience, part-time work, family and friends.
- In some instances, students may be able to convert their part-time job to a SAT.
PLEASE NOTE:

- Ideally, students should be 15 YEARS or OLDER to commence a SAT.
- Traineeships and apprenticeships can be achieved through work experience (about 60-70%) by displaying exceptional work ethic and attitude
- Not all students are successful on their first application, but should persist if they wish to undertake a SAT.
- Students may be required to attend on-the-job and off-the job training during school time. It is expected that students take measures to catch up on any work missed.
- Due to additional workloads students need to be committed, and attempt to remain current with all school work
- School Based Apprenticeships are not suitable for students undertaking a tertiary pathway

**STUDENT WELLBEING**

The Student Wellbeing Department’s key purpose is to provide every student with opportunities to meet their potential. We aim to create a school community in which all student members feel that they belong, that they are safe and that they are worthwhile citizens.

Led by two Heads of Department (Junior school and Senior school), the key members of this team include the House Master, and the House Group (HGR) teachers. Additionally, the department will liaise with the School Based Youth Health Nurse, School Based Police Officer, Chaplain, Defence Transition Mentor, Youth Support Coordinator, Guidance Officers, Community Education Counsellors, as well as our Administration and Leadership Team. These people make up our Wellbeing Team.

The Student Wellbeing Department essentially focuses on the development of a positive and proactive pastoral care program which is led by the House Masters and delivered by teachers and support staff.

**ISSUES WHICH ARE OF INTEGRAL IMPORTANCE TO THIS DEPARTMENT INCLUDE:**

- an emphasis on the notion of service and leadership
- the implementation of the Extended House Group Program
- the development of a positive community in each year level, and the school as a whole. This will include the facilitation of activities and events for each year level
- the assurance that Kirwan High is a safe, caring and happy place for all members of the school community
- the monitoring of absences and non-achieving students, and the creation of success plans for such students
- an emphasis on the continued implementation of PBS (Positive Behaviour Support)
- the development of enthusiastic and committed teacher teams for each year level and house to assist the House Master in his/her duties

The Student Wellbeing Department has high expectations of students and believes that if students and staff feel that they belong and that they are a part of ‘something both worthwhile and great’, they will be successful. The Wellbeing Department oversees a comprehensive range of programs to foster a sense of school community and to ensure every student ‘belongs’ at Kirwan High.

We want the very best school we can possibly have so that our students enter the world with confidence, high self-esteem and pride. We want our students to be well rounded and socially responsible citizens who believe in their own potential. We want all of our students to be on a pathway that will lead them to success.

**PROGRAMS LED BY THE STUDENT WELLBEING DEPARTMENT INCLUDE:**

- Kirwan State High School Student Leadership Program;
- Anti-bullying Workshops;
- Reach for the Stars;
- Power Up;
- Student Voice and Class Representatives;
- Leadership through Service – House Charities and House Group Fundraising;
- House Group Meetings - Organisation and Program;
- Green Frogs (Recycling and Repurposing Program)
- Pink Shirts (Creating positive lunchtime spirit)
- Friends Program
- House HQ (Lunchtime activities, lunch and breakfast club)
ART QCAA Name: Visual Art

INTRODUCTION

Art at Kirwan State High School develops students’ ability to think and work in a creative and imaginative way. The course will not only develop their manual aptitudes and skills, but also their abilities to plan and execute a task independently. This training should also contribute to their general development and aesthetic education by supporting their capacity for creative work and their feelings for modern design and the arts in general.

COURSE OUTLINE

Senior Art is a four semester course developed over two years. Semester one and semester two of Year 11 will be devoted to a course of Visual Studies which integrates the making and appraising of artworks. The conceptual framework from which the Year 11 course is designed is made up of researching, developing, resolving and reflecting. Students will have the opportunity to work in a diverse range of two-dimensional and three-dimensional art and design activities. Some of these activities will include Drawing, Printmaking, Painting, Sculpture and Ceramics. Work in each term in Year 11 will follow designated thematic units.

In Year 12, the integrated processes of making and appraising will apply to two Bodies of Artwork. The Areas of Study will be chosen from Drawing, Painting, Printmaking, Ceramics, Sculpture or New Media. Art Theory and History studies are an important component of visual studies and each of the two areas of study contain Appraising assessment. In Year 11, many of the modern movements from Post-Impressionism to the present day will be studied. In Year 12, the Modern Contemporary Trends in Australian and Overseas art will be studied and assessed through written responses. Successful completion of this course will see students obtain four points of credit towards their Queensland Certificate of Education.

YEAR 11 UNITS

FOCUS

ASSESSMENT

Realization

Exploring

Fragments, Palimpsest and Scapes.

Fragments - The unit focuses on an exploration of fragments, palimpsests and scapes by first using shapes and images from nature and then historical objects and ideas to reveal links and to build up images

Experimental Folio 1 -

Experimental Folio 2

Research assignment (600–800 words)

Layering of the Senses

Decipher - This unit grows from fragments, Palimpsests scapes and encourages student to develop their own focus from a series of suggested ones. The unit initially focuses on the way that art evolved to reflect society For example briefly looking at traditional to Post Modern forms and the increasing use of layers of meaning and ideas in art.

Experimental Folio 2

Research assignment (600–800 words)

YEAR 12 UNITS

FOCUS

ASSESSMENT

Insight - Body Of Work 1

Crystallise (15 Weeks)

Throughout the Crystallise Unit students explore the idea that an artwork externalises the internal or encapsulates an idea, event or issue. Using various media, techniques and historical and psychological contexts, students are to articulate their personal aesthetic.

Summative, Body of work 1 - inclusive of:

Making: inquiry of the crystallize focus

Assignment (800–1200 words)

Body of Work 2

Emergence (15 Weeks + 6 Weeks)

Emergence signifies the student’s own emergence from the process. This unit encourages students to articulate and express their own visual version of their emergence as an art practitioner.

Summative, Body of work 2 - inclusive of:

Making: research, develop, resolve and reflect on the concept//focus

Body of work 1; extended writing (800–1200 words)

Post Verification

Further development of Body of work 2 inclusive of:

Emergence making

Appraising: Body of Work 2 - Critique

OP ELIGIBLE SUBJECTS

Art

Dance

Drama

Music

Music Extension (Music Performance – Year 12)

VOCATIONAL EDUCATION SUBJECTS

Certificate II in Aboriginal and Torres Strait Islander Visual Arts Industry Work

Certificate II in Dance

Certificate II in Visual Arts

Instrumental Music

Photo-imaging Studies
INTRODUCTION
Art at Kirwan State High School develops students’ ability to think and work in a creative and imaginative way. The course will not only develop their manual aptitudes and skills, but also their abilities to plan and execute a task independently. This training should also contribute to their general development and aesthetic education by supporting their capacity for creative work and their feelings for modern design and the arts in general.

COURSE OUTLINE
Senior Art is a four semester course developed over two years. Semester one and semester two of Year 11 will be devoted to a course of Visual Studies which integrates the making and appraising of artworks. The conceptual framework from which the Year 11 course is designed is made up of researching, developing, resolving and reflecting. Students will have the opportunity to work in a diverse range of two-dimensional and three-dimensional art and design activities. Some of these activities will include Drawing, Printmaking, Painting, Sculpture and Ceramics. Work in each term in Year 11 will follow designated thematic units.

In Year 12, the integrated processes of making and appraising will apply to two Bodies of Artwork. The Areas of Study will be chosen from Drawing, Painting, Printmaking, Ceramics, Sculpture or New Media.

Art Theory and History studies are an important component of visual studies and each of the two areas of study contain Appraising assessment. In Year 11, many of the modern movements from Post-Impressionism to the present day will be studied. In Year 12, the Modern Contemporary Trends in Australian and Overseas art will be studied and assessed through written responses. Successful completion of this course will see students obtain four points of credit towards their Queensland Certificate of Education.

<table>
<thead>
<tr>
<th>YEAR 11 UNITS</th>
<th>FOCUS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| Realization Exploring Fragments, Palimpsest and Scapes | Fragments- The unit focuses on an exploration of fragments, palimpsests and scapes by first using shapes and images from nature and then historical objects and ideas to reveal links and to build up images | • Experimental Fragment Folio 1  
• Essay (600 words)  
• Experimental Folio 2  
• Research assignment (600 – 800 words) |
| Layering of the Senses | Decipher- This unit grows from fragments, Palimpsests scapes and encourages student to develop their own focus from a series of suggested ones. The unit initially focuses on the way that art evolved to reflect society For example briefly looking at traditional to Post Modern forms and the increasing use of layers of meaning and ideas in art. | • Experimental Folio 2)  
• Research assignment (600 – 800 words) |

<table>
<thead>
<tr>
<th>YEAR 12 UNITS</th>
<th>FOCUS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| Insight- Body Of Work 1 Crystallise (15 Weeks) | Throughout the Crystallise Unit students explore the idea that an artwork externalises the internal or encapsulates an idea, event or issue. Using various media, techniques and historical and psychological contexts, students are to articulate their personal aesthetic. | • Summative, Body of work 1 - inclusive of: Making; inquiry of the crystallize focus  
• Assignment (800–1200 words) |
| Body of Work 2 Emergence (15 Weeks + 6 Weeks) | Emergence signifies the student’s own emergence from the process. This unit encourages students to articulate and express their own visual version of their emergence as an art practitioner. | • Summative, Body of work 2 – inclusive of: Making; research, develop, resolve and reflect on the concept/focus  
• Body of work 1; extended writing (800 -1200 words)  
• Post Verification Further development of Body of work 2 inclusive of: Emergence making  
Appraising: Body of Work 2 – Critique |
PREREQUISITES
Year 10 Art is not a pre-requisite for Senior Art, although it would be to the student’s advantage. Students who have not completed Year 10 Art and wish to take Senior Art should have a sound academic achievement to cope with the heavy load of practical and theoretical work.

EXHIBITION OPPORTUNITIES
- The Kirwan High Art Gallery
- Young Artist Exhibition – Perc Tucker Regional Gallery
- Art Now exhibition – Pinnacles Gallery
- Creative Generation- Pinnacles Gallery
- Art Expo- Galleria, Pinnacles Gallery
- Various Competitions locally and nationally.

ASSESSMENT
Students will be assessed for MAKING (practical work) and APPRAISING (written work). The assessment instruments include practical folios, bodies of artwork, written assignments, and visual arts journals.

FEES - Subject Resource costs apply - see Subject Selection Form.
The fee covers the cost of art materials, ICT software and hardware upgrades and some professional workshops. Materials are often ordered in to cater for the students’ body of work needs where possible.
INTRODUCTION
The Senior Dance program at Kirwan High engages students in a study of a wide range of dance styles and influences from the dance world. Confidence in movement and performance are skills that the dance program develops and can be utilised in many fields. Successful completion of this program will see students obtain four credit points towards their Queensland Certificate of Education. The Senior Dance program allows for many specific dance related careers including professional dance performers, dance therapists, modelling, teaching, physiotherapy, costume design, stage design and management.

COURSE OUTLINE
The course involves the study of Dance through an understanding of the CHOREOGRAPHY, PERFORMANCE and APPRECIATION processes within the various contexts of the dance. The students learn by taking part in choreography and technique classes where theory and practice are integrated. The course also involves observation of performances – both live (where possible) and filmed.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Focus</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: The Nuts and Bolts of Dance</td>
<td>Elements and Principles of the three organisers of dance; Choreography, Performance and Appreciation</td>
<td>Performance Task</td>
</tr>
<tr>
<td>Unit 3: Dance for Change</td>
<td>Contemporary technique and the study of how choreographers have portrayed social issues. Focus on choreographers: Christopher Bruce and Alvin Ailey.</td>
<td>Performance Task/Choreographic Task</td>
</tr>
<tr>
<td>Unit 4: Dance on Your Toes</td>
<td>Characteristics of Ballet including technique, specialised vocabulary, ballet history and the future of ballet.</td>
<td>Appreciation Task</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Focus</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 5: Song and Dance</td>
<td>Different styles of dance used in musical theatre. Musical Theatre plots and purpose. Historical, social and cultural significance</td>
<td>Performance Task/Choreographic Task</td>
</tr>
<tr>
<td>Unit 6: The Beauty of Dance</td>
<td>Philosophy and choreographic style of choreographers: Merce Cunningham and Graeme Murphy</td>
<td>Performance Task/Appreciation Task</td>
</tr>
<tr>
<td>Unit 7: Dance on Film</td>
<td>Ideology behind postmodernism and Postmodern dance. The beginnings in the Judson Church Dance Theatre. How Postmodern dance has changed over time. Unit ventures into how current contemporary choreographers explore dance through film.</td>
<td>Choreographic Task/Appreciation Task</td>
</tr>
<tr>
<td>Unit 8: Acting Dance</td>
<td>The blend of Contemporary dance and theatre (acting and text). The motivation and message behind dance theatre.</td>
<td>Choice of Performance/Choreography or Appreciation Task</td>
</tr>
</tbody>
</table>

PREREQUISITES
Whilst it is possible for students with a genuine interest but limited experience in dance to achieve success, it is strongly advised that students planning to study dance in Years 11 and 12 have achieved success in Years 8, 9 and 10 Dance and be taking Authority English.

PERFORMANCE/EXHIBITION OPPORTUNITIES
Built into the Dance course, are a number of opportunities for students to perform in a public arena. These performances may include:
- Annual Arts Expo
- Kirwan’s Got Talent
- House Parades
- Annual Cultural Fest

COURSE REQUIREMENTS
- Students will need suitable comfortable clothing for practical classes. Leotards and tights are recommended. Similar alternatives such as a singlet top and shorts may be worn.
- Students will be expected to perform assessment pieces in suitable dance clothes. Some blank CD’s to record class music or MP3 player is highly recommended. A USB drive can be used to hold electronic resources such as music, video and other learning resources.
- Costumes will be required at certain times. Students will be encouraged to make or provide their own at minimal cost, and some will be supplied.

FEES - Subject Resource costs apply - see Subject Selection Form
This fee covers the cost of dance resources including: ICT Software and hardware upgrades, purchasing of music for performances, consumable items such as CDs and DVDs.
DRAMA
QCAA Name: Drama – No.88

INTRODUCTION
In contemporary society, young people are living in a world that is becoming increasingly complex, with the advance of technology and the further development of mass media as a primary form of communication. The Senior Drama Program at Kirwan State High offers students an avenue to explore the multitude of signs and symbols that emanate from the media and encourages them to define and shape their own identity within social and cultural contexts. Drama is a dynamic art form that can empower students with the skills for a wide range of career options. Successful completion of this course will see students obtain four credit point points towards their Queensland Certificate of Education.

COURSE OUTLINE
The course has a high degree of ‘hands on’ practical workshops complemented with relevant written work which includes analysis, synthesis and evaluation of complex dramatic action. This mode of learning demands active participation and group work, thus assisting students to develop their collaborative skills. Kirwan State High School places utmost importance on the Performing Arts and encourages students to take their performances out into the community to further the dramatic experience. This program offers and encourages the experience of public performances, an essential element of our philosophy towards the Arts at Kirwan High.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Focus</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Finding Our Feet | An introduction to the Elements of Drama and Realism through an exploration of Australian Theatre. | Respond to a live performance of an Australian play
| Stepping Out Into The Open | A journey back in time to look at traditional Italian comedy, Commedia dell’Arte | Improvise a Commedia dell’Arte scenario |
| On Solid Ground | An in-depth look at Theatre of the Absurd and the idea of existentialism. | Respond to a live performance in the style of Absurdism
| Moving In Every Direction | An exploration of contemporary Aboriginal and Torres Strait Islander plays through Physical Theatre | Form a piece of Physical Theatre based on a theme from an Aboriginal or Torres Strait Islander play |

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Focus</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Moving Back to Move Forwards | A focus on Shakespeare and how it can be reimagined and presented to a contemporary audience | Respond to a live piece of Shakespearean theatre
| Heading Towards a Change | An exploration into the Political Theatre of Augusto Boal and Bertolt Brecht | An analytical response to a piece of Political Theatre
| Where From? Where To Now? | A journey through real life to develop Verbatim Theatre | Form an idea for a Verbatim Theatre script
| Heading In The Right Direction | A look at how theatre has evolved and pieces of Contemporary Theatre that are being created today | Form a Contemporary Theatre script OR
| | | Present a contemporary piece of theatre OR
| | | Respond to a piece of Contemporary Theatre |

PREREQUISITES
Students who are seriously considering a career in the Arts are well advised to have studied Drama in Years 8, 9 and 10. However this is not mandatory and students embarking on Drama Studies in Year 11 will be well rewarded. Due to the high demand for the written aspects of this course, it is advisable that students also be taking Authority English.

PERFORMANCE/EXHIBITION OPPORTUNITIES
Built into the Drama subject course are a number of opportunities for students to perform in a public arena. These performances may include:
- Drama Club
- Arts Expo
- Cultural Fest
- Kirwan’s Got Talent
- Drama Showcase
- Cabaret Night
- Eisteddfod
- One-Act Play Festival

FEES - Subject Resource costs apply - see Subject Selection Form
This fee covers the cost of music resources including: ICT software and hardware upgrades, purchasing of play texts and costumes for performances, consumable items such as CDs and DVDs.
MUSIC
QCAA Name: Music – No.91

INTRODUCTION

Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. A study of music helps students understand and heighten the enjoyment of the arts in their lives and the music heritage of a range of cultures.

Studying Music fosters students’ confident expression of their creativity and individuality through composing and performing music to communicate feelings, thoughts and ideas, whether at home or in the wider community. Students become adaptable and innovative problem-solvers, making informed decisions and, as inquirers, develop their ability to deconstruct and critically evaluate. They are also encouraged to become adept in using various music-related technologies.

COURSE OUTLINE

In studying music, students develop their ability to perform, compose and analyse musical repertoire through engaging with the musical elements of: Pitch and Melody, Rhythm and Meter, Expressive Elements, Instrumentation, Timbre, Texture and Structure.

<table>
<thead>
<tr>
<th>YEAR 11 UNITS</th>
<th>FOCUS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music 101</td>
<td>- Performance skills are a key aspect of being a successful musician.</td>
<td>- Solo or group performance in any style with repertoire of your own choice</td>
</tr>
<tr>
<td>A Night at the Orchestra</td>
<td>- Music has continued to develop throughout the course of history. Each new ear saw new treatment from the composers of the time.</td>
<td>- Analysing the characteristics of the musical eras in order to determine the era of an unknown and unstudied work</td>
</tr>
<tr>
<td>Love and Loss</td>
<td>- The portrayal of love and loss in different contexts, including popular, sacred and secular.</td>
<td>- Composing a love or loss song to suit a particular scenario (e.g. a song for a film love scene excerpt, composing a song for a loved one’s special occasion, or composing a memorial song for a deceased friend or hero)</td>
</tr>
<tr>
<td>Who are we?</td>
<td>- The use of identity songs at public events such as sporting fixtures and nationalistic and ceremonial events.</td>
<td>- Analysing the musical characteristic of music for identity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 12 UNITS</th>
<th>FOCUS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music of the Theatre</td>
<td>- Music for entertainment on the stage – an investigation of how composers keep audiences coming back!</td>
<td>- Analysing the portrayal of a particular theme (e.g. triumph, despair, love) in the music of two different musicals.</td>
</tr>
<tr>
<td>Home-grown</td>
<td>- A study of uniquely Australian styles and genres of music, from popular music through to the experimental music.</td>
<td>- Performing repertoire from a chosen piece of musical theatre</td>
</tr>
<tr>
<td>The Bold and the Beautiful</td>
<td>- Music can usually be categorized into two primary types: Bold or Beautiful. What makes music bold? Who decides that music is beautiful?</td>
<td>- Composing a piece which utilizes an unusual sound source</td>
</tr>
<tr>
<td>Reflections in the Mirror</td>
<td>- A personal reflection of the individuals’ musical influences.</td>
<td>- Investigative Report presenting research and musical analysis about one chosen Australian composers and their methods of manipulating the musical elements.</td>
</tr>
</tbody>
</table>

23
PREREQUISITES

Whilst it is possible for students with a genuine interest but limited experience in music to achieve success, it is strongly advised that students planning to study music in Years 11 and 12 have:

1. achieved success in Years 8, 9 and 10 Music; and
2. have developed a level of proficiency on an instrument or voice.

PERFORMANCE OPPORTUNITIES

Built into the music subject course, are a number of opportunities for students to perform in a public arena. These performances may include:
- Pre-Show entertainment for the annual End of Term 1 Concert (Year 11)
- Bold and Beautiful Concert (Year 12)
- Annual Arts Expo (Year 11 and 12)
- Year level celebration parades (Year 11 and 12)
- House Parades (Year 11 and 12)
- Rite of Passage Ceremony (Year 12)
- Senior Induction (Year 12)
- Annual Cultural Fest (Year 11 and 12)
- Kirwan’s Got Talent (Year 11 and Year 12)
- Annual Music Department Cabaret (Year 11 and Year 12)

FEES – Subject Resource costs apply - see Subject Selection Form.

This fee covers the cost of music resources including: ICT Software and hardware upgrades, purchasing of sheet music and backing tracks for performances, consumable items such as CDs and DVDs.
MUSIC EXTENSION (YEAR 12)
(Also offered in a preparatory phase in Year 11)
QCAA Name: Music Extension – No. 94

INTRODUCTION
Music Extension is studied in addition to Music and caters for students with specific abilities in one of three specialisations – Composition, Musicology or Performance. It is designed for students interested in exploring in greater depth one of these areas of study, which are explicitly linked to and derived from the general objectives of the Senior Music syllabus.

As with the parent Music subject, the process of audiation is central to student experiences and development in Music Extension. Students build on the foundation established in their music studies in Years 8 - 11 by applying their developing audiation through one of the three offered specialisations. Students develop their audiation and strive for a heightened level of musical success through the interrelated general objectives, investigating and realising. Successful completion of this course will see students obtain four points towards their Queensland Certificate of Education.

COURSE OUTLINE
Students choose to study ONE of the specialisations – Composition, Musicology OR Performance. They engage in a program of study which is applicable to their chosen area of specialisation.

<table>
<thead>
<tr>
<th>COURSE FOCUS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning activities may include:</td>
<td>Composition Specialisation – two compositions or a folio of compositions; plus one written investigating task.</td>
</tr>
<tr>
<td>• developing audiation and music ideas</td>
<td>Musicology Specialisation – one written investigating task; plus two extended pieces of research/writing as part of the realising dimension of the course.</td>
</tr>
<tr>
<td>• developing musical memory</td>
<td>Performance Specialisation – one written investigating task; two performances.</td>
</tr>
<tr>
<td>• discussing and experimenting with music ideas</td>
<td>Achievement in Music Extension is judged by matching a student’s achievement in the assessment tasks with the exit criteria of the subject. These criteria are: Investigating and Realising.</td>
</tr>
<tr>
<td>• researching performance practices</td>
<td></td>
</tr>
<tr>
<td>• exploring and analysing contextual, generic and stylistic features of musical scores, audio and visual recordings, and performances</td>
<td></td>
</tr>
<tr>
<td>• undertaking interviews, research and field studies to explore hypotheses about, for example, style, culture, motivation, discourse, compositions and performances</td>
<td></td>
</tr>
<tr>
<td>• considering the implications of non-musical contextual influences on music, such as artistic, political, sociological, economical, ideological and philosophical viewpoints</td>
<td></td>
</tr>
<tr>
<td>• deconstructing and evaluating other people’s compositions, musicological presentations and performances</td>
<td></td>
</tr>
<tr>
<td>• experiencing live performances as an audience member and/or performer</td>
<td></td>
</tr>
<tr>
<td>• examining programming of concerts</td>
<td></td>
</tr>
<tr>
<td>• rehearsing, critiquing, refining and reflecting on their developing work</td>
<td></td>
</tr>
<tr>
<td>• developing an individual style</td>
<td></td>
</tr>
<tr>
<td>• seeking feedback from mentors, including peers, to develop music ideas and refine skills and techniques.</td>
<td></td>
</tr>
</tbody>
</table>

PREREQUISITES
1. Students must have studied two semesters of Year 11 Music and should have achieved or have the potential to achieve a “Very High” or “High” level of achievement in Year 11 Music. Students must have concurrent enrolment in Year 12 Music.
2. This course has a great emphasis on independent work. Students will be provided with guidance and regular timetabled contact with the class teacher, but must have the ability to work independently.

PERFORMANCE/EXHIBITION OPPORTUNITIES
• Music Extension Performance Recital (Term 1)
• Music Extension Performance Concert (Term 3)
• Arts Department Cabaret
• School and Public Concert Events

FEES - Subject Resource costs apply - see Subject Selection Form.
This fee covers the cost of music resources including: ICT Software and hardware upgrades, purchasing of sheet music and backing tracks for performances, consumable items such as CDs and DVDs.
CERTIFICATE II in ABORIGINAL and TORRES STRAIT ISLANDER VISUAL ARTS
INDUSTRY WORK

INTRODUCTION
This certificate course will focus on basic art-making skills that underpin visual arts and craft practice of the Aboriginal and Torres Strait Islander Cultures. An Aboriginal and Torres Strait Islander referencing group has been established to work with educators to ensure that appropriate cultural knowledge is being delivered throughout the program. Successful completion of this course will credit students with four points towards their Queensland Certificate of Education.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Focus</th>
</tr>
</thead>
</table>
| Unit 1 - Discovery – NADOC Week Poster Design | • Artist Profile  
• Apply techniques to produce drawings  
• The basics – elements and principles of Design. |
| Unit 2 - Traditional Painting – My Place | • Apply techniques to produce paintings  
• Responding to NAIDOC Week as an artist. |
| Unit 3 - Traditional Jewelry Design Naidoc Week Presentation | • Develop jewelry-making skills  
• Responding to cultural connections. |
| Unit 4 – Printmaking for Awareness Gift Card Design. | • Develop Printmaking skills  
• Creation of gift cards for Christmas with an awareness theme for Closing the Gap. |

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 5 – Senior Aboriginal or Torres Strait Islander Shirt Design</td>
<td>• Develop drawing skills whilst creating a professional design for a shirt to represent the Certificate.</td>
</tr>
</tbody>
</table>
| Unit 6 – Reconciliation Week Painting Workshops with School community | • Develop Painting skills with a contemporary focus.  
• Responding to reconciliation Week theme. |
| Unit 7 – 3D Design for Art Expo Cairns Indigenous Art Fair Camp | • Students will develop sculptural skills, using traditional and contemporary techniques |
| Unit 8 – Artist Farwell | • Students will create an artwork that represents who they are around the ‘Rite of Passage’ theme. |

COURSE OUTLINE
• Communicate in the workplace  
• Contribute to the health and safety of others  
• Organize and complete daily work activities  
• Prepare for work in the Aboriginal and Torres Strait Islander Visual arts Industry  
• Investigate and present features of Aboriginal and Torres Strait Islander culture  
• Develop drawing skills  
• Develop jewelry-making skills  
• Develop painting skills  
• Develop printmaking skills  
• Develop sculptural skills  
• Work with an Aboriginal Community or organization  
• Assist with the presentation of public activities and events  
• Store finished creative work  
• Select and prepare work for exhibition

PREREQUISITES
Students need to have strong organizational skills and basic drawing skills. Students will be required to keep a Visual Arts Journal to collect evidence of required competencies.

EXHIBITION OPPORTUNITIES
• The Kirwan High Gallery Space  
• Arts Expo - Galleria – Pinnacles Gallery.  
• Young Artist Exhibition – Perk Tucker Gallery  
• NAIDOC Week celebrations  
• Exhibitions with Guest Artists  
• Senior Artists Farewell at Kirwan High Gallery  
• Indigenous information evening.  
• Various competitions both online and throughout the many local galleries.

POSSIBLE CAREER PATHWAYS
• Entry into the Diploma of Visual Arts – Great Barrier Reef TAFE.  
• Retail assistant/marketing.  
• Craft/market supplier/assistant.  
• Cottage industry worker/artist.  
• Community arts workshop assistant.  
• Traineeship in Gallery

FEES – Subject Resource costs apply - see Subject Selection Form. This fee covers the cost of art resources including: ICT software and hardware upgrades, consumable items such as paint, ink, paper, colour pencils, Clay, glazes, Canvasses, colour printing, traditional materials, contributes to guest speakers etc.
## CERTIFICATE II in DANCE

### INTRODUCTION
This certificate course will focus on the practical skills of dance. This course will give students the opportunity to practice dance technique in a range of different styles with a focus on choreography and performance. Successful completion of this course will credit students with four points towards their Queensland Certificate of Education.

### COURSE OUTLINE

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: The Fundamentals of Dance</strong></td>
<td>The basic elements and principles of Dance; technique and safe Dance practice</td>
</tr>
<tr>
<td><strong>Unit 2: Dance Around the World</strong></td>
<td>Investigating Dance in different countries. How different cultures and their lifestyle revolves around Dance. Cultural Dance from around the world – Indian Bollywood and Egyptian Saidi Dance.</td>
</tr>
<tr>
<td><strong>Unit 3: Introduction to Street Dance</strong></td>
<td>Street dance – investigating the commercial dance world.</td>
</tr>
<tr>
<td><strong>Unit 4: Expressive Dance</strong></td>
<td>Contemporary Dance – concentrating on current practice of Australian Dance artists.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 5: Cutting Edge Dance</strong></td>
<td>Focus on avant garde contemporary Dance</td>
</tr>
<tr>
<td><strong>Unit 6: Dancing in Culture and Society</strong></td>
<td>Investigating Dance in different countries. How different cultures and their lifestyle revolves around Dance.</td>
</tr>
<tr>
<td><strong>Unit 7: Dancing in the Streets</strong></td>
<td>Street Dance and Hip Hop – new forms of dance including Krump, Shuffling and other current forms.</td>
</tr>
<tr>
<td><strong>Unit 8: Musical Theatre Dance</strong></td>
<td>Musical theatre – Stage and Screen shows. Highlighting the role of dance in musical theatre and how the three elements of singing, dancing and acting work together.</td>
</tr>
</tbody>
</table>

### PREREQUISITES

Whilst it is possible for students with a genuine interest but limited experience in dance to achieve success, it is strongly advised that students planning to study Cert II Dance in Years 11 & 12 have achieved success in Years 8, 9 & 10 Dance.

### PERFORMANCE/EXHIBITION OPPORTUNITIES

Built into the Dance course, are a number of opportunities for students to perform in a public arena. These performances may include:

- Annual Arts Expo
- House Parades
- Annual Cultural Fest
- Kirwan’s Got Talent
- Annual Cultural Fest
- Kirwan’s Got Talent
- Dance Studio teacher
- Arts administrator

### POSSIBLE CAREER PATHWAYS

- Dancer
- Choreographer
- Community arts practitioner
- Dance Studio teacher
- Arts administrator

### COURSE REQUIREMENTS

- Students will need suitable comfortable clothing for practical classes. Leotards and tights are recommended. Similar alternatives such as a singlet top and shorts may be worn.
- Students will be expected to perform assessment pieces in suitable dance clothes. Some blank CD’s to record class music or MP3 player is highly recommended. A USB drive can be used to hold electronic resources such as music, video and other learning resources.
- Costumes will be required at certain times. Students will be encouraged to make or provide their own at minimal cost, and some will be supplied.

### ASSESSMENT AND STATEMENT OF ATTAINMENT

A Statement of Attainment will be issued to students who have been assessed and deemed competent against a Unit of Competency.

### FEES – Subject Resource costs apply - see Subject Selection Form.

This fee covers the cost of dance resources including: ICT Software and hardware upgrades, purchasing of music for performances, consumable items such as CDs and DVDs.
CERTIFICATE II in VISUAL ARTS

INTRODUCTION
This certificate courses will focus on units of Design but may include other units based on Art and Craft. This is a flexible and practical course created to give students an awareness and appreciation of a wide variety of Design disciplines, principles and communication using design language and terms. The course is structured to link to other school faculties, the general community and the business world. The design course also prepares students who may wish to pursue a design related field such as Architecture, Industrial Design, Environmental Design, Fashion Design, Commercial Art and others. Successful completion of this course will credit students' four points towards their Queensland Certificate of Education.

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Breville Product Re-Design</td>
<td>• Apply techniques to produce drawings  • The basics – elements and principles of Design.</td>
</tr>
<tr>
<td>Unit 2: Courier Mail Article Illustration</td>
<td>• Apply techniques to produce paintings  • Illustration tools used for Newspaper Layout, using traditional design techniques.</td>
</tr>
<tr>
<td>Unit 3: Animated Noise, CD Cover Design</td>
<td>• Apply Techniques to produce digital images.  • Introduction to Photoshop basics</td>
</tr>
<tr>
<td>Unit 4: Logo/ Menu Design</td>
<td>• Apply techniques to produce digital images  • Development of Photoshop skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 12</th>
<th>FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 5: Corporate Branding Design</td>
<td>• Digital Imaging techniques  • Re-visiting digital skills and techniques</td>
</tr>
<tr>
<td>Unit 6: Drink Label, Beverage Range Design</td>
<td>• Produce Ceramics  • Basic hand building ceramic techniques  • Design of Label and bottle shape.</td>
</tr>
<tr>
<td>Unit 7: Post Cards from the Edge Gouache Painting</td>
<td>• Produce Paintings  • Gouache painting techniques on a small scale.</td>
</tr>
<tr>
<td>Unit 8: Riverway Development Artist Impression Drawing</td>
<td>• Produce Drawings  • Artist impression drawings focusing on perspective skills</td>
</tr>
</tbody>
</table>

COURSE OUTLINE
- Contribute to health and safety of self and others
- Make simple creative work
- Use drawing techniques to represent the object or idea
- Source and use information relevant to own arts practice
- Capture photographic images
- Develop ceramic skills
- Develop digital imaging skills
- Produce digital images
- Produce drawings
- Develop painting skills
- Develop drawing skills
- Use ideas and techniques for creative work
- Produce paintings

PREREQUISITES
Students need to have strong organizational skills and basic drawing skills. Whilst it is possible for students with a genuine interest but limited experience in Design, to achieve success; it is strongly advised that students planning to study Cert II in the Visual Arts in Years 11 and 12, have achieved success in Years 8, 9 and 10 Design and/or Visual Arts.

EXHIBITION OPPORTUNITIES
- The Kirwan High Gallery Space
- Arts Expo - Galleria – Pinnacles Gallery
- Young Artist Exhibition – Perc Tucker Gallery
- Various competitions both online and throughout the many local galleries

POSSIBLE CAREER PATHWAYS
- QCE entry into New Media Arts – James Cook University (supported by folio of works)
- Photo imaging assistant/trainee
- Retail assistant/marketing
- Craft/market supplier/assistant
- Cottage industry worker/artist
- Advertising
- Community arts workshop assistant
- Trainee in ceramics studio
- Graphic designer

FEES – Subject Resource costs apply - see Subject Selection Form.
This fee covers the cost of Design resources including; ICT software and hardware upgrades, consumable items such as paint, ink, paper, colour pencils, graphite pencils, clay, glazes, colour printing etc.
INSTRUMENTAL MUSIC

COURSE OUTLINE

Kirwan High’s Instrumental Music program is now very well established not only at Kirwan, but also in the local community. Free tuition is provided for students in six areas, which are:-

- Woodwind
- Brass
- Percussion
- Strings
- Vocal
- Guitar

When students reach a competent standard of playing they will be expected to participate in one or some of the school Ensembles. They are as follows:-

- Jazz Band
- Concert Band
- Wind Symphony
- String Orchestras
- Choirs
- Big Band
- Various Small Ensembles
- Percussion Ensemble
- Pops Orchestra

As this is a voluntary program, it is expected that all students involved in the program will show exemplary levels of behaviour and commitment to the development of their musical abilities and the program as a whole.

COURSE REQUIREMENTS

- Students will be required to attend lessons each week and participate in at least one large ensemble. A limited number of instruments are available from the school on a loan basis.
- Students will be encouraged to become involved in concerts, workshops, competitions and tours throughout Australia and overseas.
- All students (new and continuing) will be required to sign an Instrumental Music participation contract.

FEES – Subject Resource costs apply - see Subject Selection Form.

This fee allows the department to (sample selection only):
- Purchase new sheet music for ensembles and lesson
- Purchase new instruments
- Maintain current instrument fleet
- Provide transport to performance opportunities
- Eisteddfod entries
- Photocopying
PHOTO-IMAGING STUDIES
QCAA Name: Photo-Imaging Studies – No. 6274

INTRODUCTION
The Photo-Imaging Studies course at our school is an authority-registered subject which is drawn from the Creative Arts SAS. It is a vocational learning strand which is not an OP-eligible subject. However, successful completion of the full course will contribute 4 points towards a Queensland Certificate of Education.

Through involvement in this two-year course, students are developing and nurturing their creative thinking as they follow processes and capture and develop images using SLR manual and automatic digital cameras.

Students are encouraged to work in groups or as individuals to gain confidence and self-esteem and to demonstrate the ability to work independently and to develop leadership qualities. The documentation of aspects of their personal, social and cultural lives while at school and in the local community is valued.

Students will be developing specific skills and knowledge of the black and white photography as well as digital photographic disciplines and are encouraged to maintain their arts and photography interests in lifelong pursuits beyond school.

<table>
<thead>
<tr>
<th>UNIT NAME</th>
<th>FOCUS OF LEARNING EXPERIENCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| Capturing and Developing Images | ▪ Become familiar with the functions, features of a SLR camera  
▪ Manually operate a SLR camera  
▪ Apply principles of composition and design when capturing photographic images  
▪ Develop skills and techniques in the darkroom while developing film and black and white photographs  
▪ Develop knowledge of darkroom processes and WH&S issues while developing film and photographs | ▪ Collate and document information on cameras, developing film and photographs in Photographic Folio  
▪ Produce a folio/folder of at least four photographs and associated contact prints and test strips  
▪ Critique photographs in Photo-Imaging Folio  
▪ Test to assess understanding of photographic terminology, functions and features of a camera  
▪ Darkroom and WH&S Checklist completed through teacher observation |
| Palimpsests and Unconventional Images | ▪ Become familiar with terminology  
▪ Develop knowledge of WH&S issues  
▪ Operate digital camera computer technology  
▪ Develop skills and techniques when using Photoshop  
▪ Create a digital photographic folio containing some images that challenge the viewer to look beyond the obvious and banal  
▪ Mount selected images from both folios for display at Art Expo | ▪ Student Observation Checklist recording student use of Photoshop tools and techniques  
▪ Collate and document processes, digital techniques and reflections on Photographic Questionnaire  
▪ Digital imaging works folio |
| Concept                      | ▪ Further develop camera and darkroom processes and demonstrate leadership by occasionally mentoring Yr.11 students  
▪ Write critique of professional photographers on a published social comment photograph  
▪ Create folio of photos containing developed images to reflect a teacher/student negotiated theme | ▪ Collate and document photographic information and experimental photographs in folio  
▪ Critique of professional photographers published photograph (social comment, ritualistic or surrealistic)  
▪ Photographic folio with series of explained and critiqued related photographs |
| Social Comment               | ▪ Further develop and understand relevant digital and Photoshop terminology, skills and techniques  
▪ Demonstrate knowledge of WH&S issues  
▪ Awareness of issues surrounding copyright and personal rights when capturing images of subjects and locations  
▪ Develop a series of related photographic images using a teacher negotiated concept | ▪ Teacher Observation Checklist  
▪ Written critique  
▪ Completed digital imaging works folio |

NOTE: This course does not supply students with a certificate.
PREREQUISITES
Entry into this course is by application only. Student applications will be based upon achievement, behaviour and work ethic across Year 9 and 10. Places are strictly limited; waiting lists will be created if required. Applicants should have achieved at least a ‘C’ in Year 10 Art or Design and be studying Art or Design in Year 11 and 12.

EXHIBITION OPPORTUNITIES
Excursions may be organised by class teachers as opportunities arise. Participation in these excursions is an integral part of the course.

Whilst the majority of technology-based work will take place during class time, students will be expected to complete homework as prescribed by the teacher, as well as spending their own time to complete projects outside of school hours where required.

- The Kirwan High Gallery Space
- Arts Expo - Galleria – Pinnacles Gallery
- Photographic Exhibitions – Perc Tucker Gallery
- Various competitions both online and throughout the many local galleries

POSSIBLE CAREER PATHWAYS
Students will gain skills that better position them for entering a career in the photographic and design industry. Possible pathways could include:

- Entry into a Certificate course from the Photographic Industry Training Package, offered by TAFE and Universities.
- Employment in the photography, commercial art studios and for media areas.
- Photographic assistant/trainee.
- Photographer for local photographic studios and developers.
- Photographer for media outlets like newspapers, nature catalogues and fashion magazines.
- Exhibitions of personal photographs.
- Freelance photographer.

FEES - Subject Resource costs apply - see Subject Selection Form.
Fees will cover photographic film, paper, chemicals, computer, Photoshop Software, colour printing (selected images), mounting card and the use of SLR camera.
INTRODUCTION

Graphics engages students in solving design problems and presenting their ideas and solutions as graphical products. Students sketch and draw freehand, produce technical graphical representations in both two-dimensional and three-dimensional formats and use existing and emerging technologies to present solutions graphically. Successful completion of this course will see students obtain four credit points towards their Queensland Certificate of Education.

COURSE OUTLINE

Semester 1: Industrial and Graphic Design
Semester 3: Built Environment and Graphic Design
Semester 2: Built Environment and Industrial Design
Semester 4: Industrial Design

POSSIBLE CAREER PATHWAYS

- Engineer: Mechanical, Civil and Electrical
- Architect
- Draftspersons
- Construction and Engineering Trades

PRE-REQUISITES

There is no pre-requisite for senior Graphics but studying of Graphics in Year 10 is an advantage.

COURSE REQUIREMENTS

- Students may be required to complete a folio of drawings at home over the course of study.
- 2B and 2H Pencils, colouring pencils and ink pens are required. Refer to stationery list supplied by the school.

ASSESSMENT

- Extended Response Exams – class time.
- Design Folios – class time, and the rest at home.
- Folio Drawings.

OP ELIGIBLE SUBJECTS

- Graphics

VOCATIONAL EDUCATION SUBJECTS

- Certificate I in Automotive Vocational Preparation
- Certificate II in Business
- Certificate III in Business
- Certificate I in Construction
- Certificate II in Electro Technology
- Certificate II in Engineering and Certificate II in Resources and Infrastructure (Dual Certificate)
- Certificate II in Engineering Pathways
- Certificate II in Hospitality
- Certificate II in Kitchen Operations
- Certificate II in Retail Services
- Certificate II in Tourism
- Industrial Graphics
INTRODUCTION
Graphics engages students in solving design problems and presenting their ideas and solutions as graphical products. Students sketch and draw freehand, produce technical graphical representations in both two-dimensional and three dimensional formats and use existing and emerging technologies to present solutions graphically. Successful completion of this course will see students obtain four credit point points towards their Queensland Certificate of Education.

COURSE OUTLINE
Semester 1: Industrial and Graphic Design
Semester 2: Built Environment and Industrial Design
Semester 3: Built Environment and Graphic Design
Semester 4: Industrial Design

POSSIBLE CAREER PATHWAYS
• Engineer: Mechanical, Civil and Electrical
• Architect
• Draftspersons
• Construction and Engineering Trades

PRE-REQUISITES
There is no pre-requisite for senior Graphics but studying of Graphics in Year 10 is an advantage.

COURSE REQUIREMENTS
• Students may be required to complete a folio of drawings at home over the course of study.
• 2B and 2H Pencils, colouring pencils and ink pens are required. Refer to stationery list supplied by the school.

ASSESSMENT
• Extended Response Exams – class time.
• Design Folios– class time, and the rest at home.
• Folio Drawings.
CERTIFICATE II in BUSINESS
(This is a one year course)

INTRODUCTION
This stand-alone course is designed to provide vocational education and training necessary to gain a nationally recognised Certificate II qualification evidencing basic knowledge and skills common across all business roles. The course aims to give students meaningful skills in communication, teamwork, use of business technology, processing financial documents and information handling.

This qualification is recognised nationally under the Australian Qualifications Framework (AQF) and provides four points towards a student's QCE.

COURSE OUTLINE
Units of competency encompass skills and knowledge for effective communication, sound teamwork, competent use of business technology, accurate processing of financial documents and efficient information handling. This course delivers foundation knowledge and skills required to enter employment as a clerical or administrative worker across all industries.

- Contribute to health and safety of self and others
- Work effectively in a business environment
- Process and maintain workplace information
- Communicate in the workplace
- Operate a personal computer
- Communicate electronically
- Produce simple word processed documents
- Deliver a service to customers
- Work effectively with others
- Organise and complete daily work activities
- Create and use spreadsheets
- Plan Skills Development

The program will be delivered through class-based and online tasks that will simulate a business environment. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Group work
- Simulated work activities
- Work experience

POSSIBLE CAREER PATHWAYS
This course can lead to jobs such as:
- government roles
- receptionist
- clerical assistant
- office assistant
- call centre operator
- administration assistant.

ASSESSMENT
Assessment will involve theory tests and/or assignments, workbooks, scenarios, case studies, observation and work experience.

FEES - Subject Resource costs apply - see Subject Selection Form.

CERTIFICATE I in AUTOMOTIVE VOCATIONAL PREPARATION
(This is a one year course)

INTRODUCTION
This subject is ideal for students who have an interest in mechanics and the workings/components of small motors. Automotive is a vocational education course that focuses on developing knowledge, skills and safety aspects related to mechanics and small motors.

This course also caters for those students who wish to learn basic mechanical skills without wanting to do a trade or to those students who want to start the basics that will lead them to a school based or full time apprenticeship.

Students are to successfully complete all of the practical and theoretical components (of which there is a significant amount) for each of the 7 competencies. At the end of the 2 year course a nationally recognised Certificate I in Automotive will be rewarded to the student. Successful completion of this course will provide students with two (2) credit points towards their Queensland Certificate of Education.

COURSE OUTLINE

- Identify environmental requirements in an automotive workplace
- Apply automotive workplace safety fundamentals
- Apply automotive electrical system fundamentals
- Apply automotive mechanical system fundamentals
- Use and maintain workplace tools and equipment
- Remove and tag engine system components
- Remove and tag automotive electrical system components
- Carry out workshop practice activities
- Use and maintain basic measuring devices

COURSE REQUIREMENTS

- Students will be required to purchase their own safety equipment.
- It is imperative that students are able to demonstrate safe working practices, punctuality for class and be self-motivated.
- Students are to pay their ‘Kirwan State High Schools Textbook and Resource Scheme’ so that they have access to all textbooks required and the course required equipment and materials.
- Students will be required to partake in period of work experience in a chosen field. This has been successful in showing students the realities of the workplace and is a good chance to impress a future employer.

ASSESSMENT
This subject incorporates both practical and theoretical aspects of each module. Assessment will be in the form of written tests and the marking of student completed projects. The modules are expressed in terms of learning outcomes. For competency to be granted in a module, all learning outcomes within the module must be achieved.

POSSIBLE CAREER PATHWAYS
Mechanic – Automotive, Small Motor, Marine Motors & Diesel Fitter

FEES - Subject Resource costs apply - see Subject Selection Form.
CERTIFICATE II in BUSINESS
(This is a one year course)

INTRODUCTION
This stand-alone course is designed to provide vocational education and training necessary to gain a nationally recognised Certificate II qualification evidencing basic knowledge and skills common across all business roles. The course aims to give students meaningful skills in communication, teamwork, use of business technology, processing financial documents and information handling.

This qualification is recognised nationally under the Australian Qualifications Framework (AQF) and provides four points towards a student’s QCE.

COURSE OUTLINE
Units of competency encompass skills and knowledge for effective communication, sound teamwork, competent use of business technology, accurate processing of financial documents and efficient information handling. This course delivers foundation knowledge and skills required to enter employment as a clerical or administrative worker across all industries.

- Contribute to health and safety of self and others
- Work effectively in a business environment
- Process and maintain workplace information
- Communicate in the workplace
- Operate a personal computer
- Communicate electronically
- Produce simple word processed documents
- Deliver a service to customers
- Work effectively with others
- Organise and complete daily work activities
- Create and use spreadsheets
- Plan Skills Development

The program will be delivered through class-based and online tasks that will simulate a business environment. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Group work
- Simulated work activities
- Work experience

POSSIBLE CAREER PATHWAYS
This course can lead to jobs such as:

- government roles
- receptionist
- clerical assistant
- office assistant
- call centre operator
- administration assistant.

ASSESSMENT
Assessment will involve theory tests and/or assignments, workbooks, scenarios, case studies, observation and work experience.

FEES - Subject Resource costs apply - see Subject Selection Form.
CERTIFICATE III in BUSINESS

INTRODUCTION

The Certificate III in Business is a nationally recognised high-level qualification for students looking for employment across a large range of business environments. Business education is important for students in the later years of schooling as it is at this time they gain a degree of independence in accumulating and managing finances, make decisions about goods and services, and acquire legal rights and responsibilities as citizens. The program covers the skills and knowledge required of a worker entering the Business Services Industry and/or pursuing further tertiary business pathways (e.g., Certificate IV, Diploma and Bachelor of Business).

This is achieved by students examining micro business opportunities and working alongside an experienced Business Teacher (Program Coordinator) to undertake projects and deliver services within their school community. For example: Fundraising projects, Delivery of service projects and Community events.

This qualification is recognised nationally under the Australian Qualifications Framework (AQF) and provides eight points towards a student’s QCE.

COURSE OUTLINE

Units of competency will require students to solve interesting problems using critical and creative thinking, display leadership, innovation and teamwork, devise risk management strategies, undertake e-learning and develop personal organisation skills including priority setting and personal development. This course delivers foundation knowledge and skills required to enter employment as a clerical or administrative worker across all industries.

- Apply knowledge of WHS legislation in the workplace
- Develop and extend critical and creative thinking skills
- Promote innovation in a team environment
- Contribute to team effectiveness
- Undertake e-learning
- Organise personal work priorities and development
- Participate in WHS hazard identification, risk assessment and risk control
- Deliver and monitor a service to customers
- Recommend products and services
- Write simple documents
- Design and produce business documents
- Identify suitability for micro business
- Develop a micro business proposal
- Be MoneySmart

The program will be delivered through online class-based tasks that will simulate a business environment. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks and Project work
- Group work
- Simulated work activities
- Work experience

POSSIBLE CAREER PATHWAYS

University Degree and/or Certificate IV or Diploma

This course can lead to jobs such as:

- Small business owner
- Accountant/Financial Advisor
- Marketing Manager
- Business Manager
- Customer Service Manager

ASSESSMENT

Assessment activities include the completion of practical and knowledge tasks throughout the program. All assessment tasks (including any resources required) are completed online 24/7 allowing for completion at any time. Each term, a specific number of assessment tasks are due for completion. Your teacher will regularly review your completion of assessment and provide feedback, when required.

FEES - Subject Resource costs apply - see Subject Selection Form.
CERTIFICATE III in BUSINESS

INTRODUCTION
Building and Construction is a competency-based course which offers students the opportunity to undertake a range of tasks within the context of the various sectors of the construction industry. Project-based activities and units of competency are linked together in the context of projects that reflect workplace practices. Successful completion of this course will provide students with three points of credit towards their Queensland Certificate of Education.

COURSE OUTLINE
Over this two year course, students will be expected to complete the following competencies:

- Work effectively and sustainably in the construction industry
- Plan and organise work
- Conduct workplace communication
- Read and interpret plans and specifications
- Use construction tools and equipment
- Work safely in the construction industry
- Apply OHS requirements, policies and procedures in the construction industry
- Undertake a basic construction project
- Handle construction materials
- Apply basic levelling procedures
- Carry out measurements and calculations

POSSIBLE CAREER PATHWAYS

- Building - carpentry, concreting, block/brick laying
- Plumbing
- Plastering
- Painting
- Roof tiling

COURSE REQUIREMENTS

- Students who contribute to the Kirwan State High School Textbook Scheme have access to all textbooks, equipment and other resources.
- During onsite work students must have steel capped workboots which complies with Australian Standards. It is also recommended that students wear overalls/overcoat or long sleeve work shirts and long trousers for protection of their school uniform and their personal safety.

ASSESSMENT
This subject incorporates both practical and theoretical aspects of each module. Assessment will be in the form of written tests and the marking of completed student projects. The modules are expressed in terms of learning outcomes and associated performance criteria. For competency to be granted in a module, all learning outcomes within the module must be achieved.

FEES - Subject Resource costs apply - see Subject Selection Form.
CERTIFICATE II in ELECTRO TECHNOLOGY
(This is a one year course)

INTRODUCTION
This course provides students with an insight to the electro technology discipline. Students will learn basic skills including the safety processes required to work on-site, readying them for entry-level roles or apprenticeships.

COURSE OUTLINE
Students will be required to successfully complete all competencies including significant theoretical aspects. This means that there is an amount of written work to be undertaken.

- Apply Occupational Health and Safety regulations, codes and practices in the workplace
- Solve problems in d.c. circuits
- Use of routine equipment/plant/technologies in an energy sector environment
- Carry out routine work activities in an energy sector environment
- Identify and select components, accessories and materials for energy sector work activities
- Apply environmentally and sustainable energy procedures in the energy sector
- Maintain documentation
- Deliver a service to customers
- Provide basic instruction in the use of electro technology apparatus
- Use computer applications relevant to a workplace
- Fabricate, assemble and dismantle utilities industry components
- Fix and secure electro technology equipment

POSSIBLE CAREER PATHWAYS
This pre-apprenticeship program will equip students with basic skills and knowledge to gain an apprenticeship as a computer systems technician, data communications tradesperson, electrician, refrigeration or air conditioning mechanic, or instrumental technician.

COURSE REQUIREMENTS
It is recommended that participants have a minimum sound achievement of Year 10 Maths and English or equivalent. The White Card (Safety Induction) is delivered within the program content and participants are not required to have the White Card prior to commencement of program.

ASSESSMENT
Both theoretical workbooks as well as practical based problems are part of the assessment.

FEES - Subject Resource costs apply - see Subject Selection Form.
CERTIFICATE II in ENGINEERING
CERTIFICATE II in RESOURCES and INFRASTRUCTURE

Dual Certificate

INTRODUCTION
Certificate II in Engineering is offered in conjunction with the Trade Training Centre Program. This program engages the highest calibre students in a rigorous, high profile and rewarding training program that is valued and respected by industry. This subject is by application only!

COURSE OUTLINE
Students will be required to successfully complete all competencies including significant theoretical aspects. This means that there is an amount of written work to be undertaken. When all competencies are completed successfully over the two years the student will be rewarded with a Certificate II in Engineering.

- Apply principles of occupational health and safety in the work environment
- Plan to undertake a routine task
- Apply quality systems
- Apply quality procedures
- Work with others in a manufacturing, engineering or related environment
- Perform routine oxy acetylene welding
- Carry out mechanical cutting
- Perform manual heating and thermal cutting
- Perform routine manual metal arc welding
- Use workshop machines for basic operations
- Perform engineering measurements
- Interact with computing technology
- Use improvement processes in team activities
- Use hand tools
- Use power tools/hand held operations
- Perform metal spinning lathe operations (basic)

COURSE REQUIREMENTS
- Students who contribute to the Kirwan State High School Textbook and Resource Scheme have access to all textbooks.
- Students are required to provide their own eye and hearing protection in the form of safety glasses and ear plugs which conform to the Australian standards.
- It is expected that students purchase steel capped workboots that comply with Australian Standards. It is also expected that students wear overalls/overcoat or long sleeve work shirts and long trousers for protection of their school uniform and their personal safety.
- Students will be required to partake in a period of work experience in a chosen field which will be organized by the school. This has been successful in showing students the realities of the workplace and is a good chance to impress a future employer.

ASSESSMENT
This subject incorporates both practical and theoretical aspects of each module. Assessment will be in the form of written tests and the marking of student completed projects. The modules are expressed in terms of learning outcomes. For competency to be granted in a module, all learning outcomes within the module must be achieved.

POSSIBLE CAREER PATHWAYS
Boilermaking, fitting and turning, plumbing, automotive industry, sheet metal fabrication, structural cladding, roofing, welding, diesel fitting.

FEES - Subject Resource costs apply - see Subject Selection Form.
CERTIFICATE II in ENGINEERING PATHWAYS
(This is a one year course)

INTRODUCTION
This subject is ideal for students who have an interest in any of the metal trades. Metal Technology is a vocational education course that focuses on developing knowledge, skills and safety aspects related to metal trades. This course also caters for those who wish to learn basic metal manufacturing skills without wanting to do a trade. Successful completion of this course will earn students four points of credit towards their Queensland Certificate of Education.

COURSE OUTLINE
Students will be required to successfully complete all competencies including significant theoretical aspects. This means that there is an amount of written work to be undertaken. When all competencies are completed successfully over the two years the student will be rewarded with a Certificate II in Engineering.

• Apply principles of occupational health and safety in the work environment
• Develop a career plan for the engineering and manufacturing industry
• Undertake a basic engineering project
• Participate in environmentally sustainable work practices
• Organise and communicate information
• Interact with computing technology
• Use hand tools
• Use power tools/hand held operations
• Use engineering workshop machines
• Use electric welding machines
• Use fabrication equipment
• Work in a team

COURSE REQUIREMENTS
• Students who contribute to the Kirwan State High School Textbook and Resource Scheme have access to all textbooks.
• Students are required to provide their own eye and hearing protection in the form of safety glasses and ear plugs which conform to the Australian standards.
• It is recommended that students purchase steel capped workboots that comply with Australian Standards. It is also recommended that students wear overalls/overcoat or long sleeve work shirts and long trousers for protection of their school uniform and their personal safety.
• Students will be required to partake in a period of work experience in a chosen field which will be organized by the school. This has been successful in showing students the realities of the workplace and is a good chance to impress a future employer.

ASSESSMENT
This subject incorporates both practical and theoretical aspects of each module. Assessment will be in the form of written tests and the marking of student completed projects. The modules are expressed in terms of learning outcomes. For competency to be granted in a module, all learning outcomes within the module must be achieved.

POSSIBLE CAREER PATHWAYS
Boilermaking, fitting and turning, plumbing, automotive industry, sheet metal fabrication, structural cladding, roofing, welding, diesel fitting,

FEES - Subject Resource costs apply - see Subject Selection Form.
CERTIFICATE II in HOSPITALITY
(This is a one year course)

INTRODUCTION
Certificate II in Hospitality is ideal for students who have and interest in the hospitality industry and in particular the front of house preparation and service of food and beverages. This certificate focuses on developing a deep understanding of knowledge and skills applicable in the service industry of Hospitality. This course will ready students for either full or part time employment in the Hospitality industry and provide them with a nationally recognised qualification and upon completion of all practical and theory components of the course; students will obtain 4 points towards their QCE.

COURSE OUTLINE
Students are to successfully complete all theoretical and practical components for each of the 12 competencies. Important: it is essential that students are able to demonstrate safe working practices, hygienic practices for food safety, be punctual, be a team player, take pride in their work and be self-motivated.

- Work effectively with others
- Source and use information on the hospitality industry
- Show social and cultural sensitivity
- Interact with customers
- Participate in safe work practices
- Use hospitality skills effectively
- Communicate in the workplace
- Participate in environmentally sustainable work practices
- Prepare and serve espresso coffee
- Prepare and serve non-alcoholic beverages
- Provide responsible services of alcohol (provided by external provider)
- Use hygienic practices for food safety

COURSE REQUIREMENTS
- Students are required to purchase the Kirwan State High School Hospitality shirt (included in course fees), black trousers or skirt, tights and closed in black leather shoes for various functions.
- Students are to pay their ‘Kirwan State High School Textbook and Resource Scheme’ so that they have access to all textbooks required and the course required equipment and resources.
- Students will be expected to work in and out of school hours to cater for various school functions and events throughout the year.
- Students will be required to complete work experience in the hospitality industry within the 12 month course (recommended during last week of term 1 or term 2, negotiable with class teacher)

ASSESSMENT
This subject integrates practical and theoretical aspects in each module. Assessment is in the form of written tests and assessment and observations of student’s practical tasks. The modules are expressed in terms of learning outcomes for each element of a module. For a competency to be granted, all learning outcomes within the module must be achieved consistently.

CAREER PATHS
Bar attendant, bottle shop attendant, catering assistant, food and beverage attendant, housekeeping attendant, porter, receptionist or front office assistant or a gaming attendant.

FEES – Subject Resource costs apply - see Subject Selection Form.
CERTIFICATE II in KITCHEN OPERATIONS  
(This is a one year course)

INTRODUCTION
Kitchen Operations is the ideal subject for students interested in a career as a cook or looking for an introduction to kitchens. The course covers basic kitchen skills, which include knife handling, cutting techniques, food preparation, cooking and presentation of food. The course will ready students for either full or part time employment in the Hospitality industry and provide them with a nationally recognized qualification and upon completion of all practical and theory components of the course; students will obtain 4 points towards their QCE.

COURSE OUTLINE
Students are to successfully complete all theoretical and practical components for each of the 13 competencies. Important it is essential that students are able to demonstrate safe working practices, hygienic practices for food safety, be punctual, be a team player, take pride in their work and be self-motivated.

- Work effectively with others
- Participate in safe work practices
- Use hygienic practices for food safety
- Use food preparation equipment
- Use Cookery Skills effectively
- Clean kitchen premises and equipment
- Maintain the quality of perishable items
- Produce dishes using basic methods of cookery
- Participate in environmentally sustainable work practices
- Prepare simple dishes
- Prepare sandwiches
- Interact with customers
- Produce appetisers and salads
- Produce vegetable, fruit, egg and farinaceous dishes
- Provide responsible Services of Alcohol (provided by external RTO)

COURSE REQUIREMENTS
- Students are required to purchase the Kirwan State High School Hospitality shirt (included in course fees), black trousers or skirt, tights and closed in black leather shoes for various functions.
- Students are to pay their ‘Kirwan State High School Textbook and Resource Scheme’ so that they have access to all textbooks required and the course required equipment and resources.
- Students will be expected to work in and out of school hours to cater for various school functions and events throughout the year.
- Students will be required to complete work experience in the hospitality industry within the 12 month course (recommended during last week of term 1 or term 2, negotiable with class teacher)

ASSESSMENT
This subject integrates practical and theoretical aspects in each module. Assessment is in the form of written tests and assessment and observations of student’s practical tasks. The modules are expressed in terms of learning outcomes for each element of a module. For a competency to be granted, all learning outcomes within the module must be achieved consistently.

CAREER PATHS
Possible career pathways include:
- hospitals/nursing homes catering assistant
- hotels/motels kitchen hand
- restaurants/bistros kitchen hand
- reception centre kitchens
- catering company assistant

FEES – Subject Resource costs apply - see Subject Selection Form.
CERTIFICATE II in RETAIL SERVICES
(This is a one year course)

INTRODUCTION
Recent surveys show that the retail industry provides nearly 20% of employment in our local area. To help prepare students for the needs of the community, we offer a Retail Course in Retail Services that will prepare students with the skills, knowledge and attitude for the retail industry, whether it be for casual work outside of school or a full time career in the retail industry. Retail Services is a non-QSA subject and therefore is a non-OP eligible subject.

Students who complete the ten core competencies and three elective competencies will have an opportunity to achieve a Certificate II in Retail Services. Successful completion of this course will earn students four points of credit towards their Queensland Certificate of Education.

COURSE OUTLINE
There are fourteen units of competency:

- Communicate in the workplace to support team and customer outcomes
- Work effectively in a customer service environment
- Interact with customers
- Apply safe work practices
- Organise and maintain work areas
- Perform stock control procedures
- Minimise loss
- Operate retail technology
- Balance and secure point-of-sale terminal
- Sell products and services
- Advise on products and services
- Apply Point of Sale Handling Procedures
- Merchandise products
- Plan, create and maintain displays

COURSE REQUIREMENTS
Students require internet access, printing credit and a USB drive. Students will be required to participate in class excursions to complete assessment which is vital to obtaining competencies for the completion of the certificate.

ASSESSMENT
Assessment is conducted in various forms to ensure each student is competent. Assessment ensures that students are demonstrating the learning outcomes of each competency: Practical demonstrations/Assignments/Internal Work Placement/External Placement/Discussions/Exams/Case studies/Role plays.

POSSIBLE CAREER PATHWAYS
Shop assistant/managing, office assistant/managing, cashier, merchandising, marketing, data operator.

FEES - Subject Resource costs apply - see Subject Selection Form.
CERTIFICATE II in TOURISM
(This is a one year course)

INTRODUCTION
This program provides entry level training for those students seeking employment in the Tourism Industry. Training areas include local, state, national and international tourism information and attractions, customer relations, meetings and events. Students who successfully complete this course will earn four points towards their QCE.

COURSE OUTLINE
Core Competencies
• Source & use information on the tourism & travel industry
• Interact with customers
• Show social and cultural sensitivity
• Participate in safe work practices
Focus Competencies
• Access information on event operations
• Address protocol requirements
• Co-ordinate on-site event registrations
Elective Competencies
• Interpret aspects of local Australian Indigenous culture
• Source and present information
• Produce simple word documents
• Provide visitor information

This course is designed for students who have a strong interest in the Tourism Industry. Previous work experience or part-time work is an advantage.

PRE-REQUISITES
Nil

COURSE REQUIREMENTS
• Students will require network access, printing credit and a USB stick for assignment items.
• Students will also be required to participate on excursions that are vital to achieving required competencies.

DELIVERY AND ASSESSMENT
The program is developed through class based tasks and projects, which simulate a working environment. Teaching and assessing strategies will include work folios, scenarios, case studies, diaries, journals, role plays, oral presentations and practical demonstrations.
Students will have the opportunity to undertake work placement in the tourism industry.

COURSE BENEFITS
• A nationally recognised qualification
• Skills in communication and customer relations.
• Develop international, national, state and local tourism knowledge.
• Participate in several local area excursions.
• Opportunity to experience work in a variety of tourism settings.
• General workplace skills applicable to all areas of employment.
• Leads to TAFE Tourism courses at Barrier Reef TAFE in Certificate III and IV as well as Diploma in Tourism Management. These courses may articulate into a Bachelor of Tourism at James Cook University.
• QCE – 4 points towards QCE if all required assessment is completed to industry standard.

POSSIBLE CAREER PATHWAYS
This course is designed to assist students in a variety of careers in the Tourism Industry including:
• Tour Guide
• Front Desk Receptionist
• Front Office Clerk
• Retail Tourist Operator or Assistant
• Guide/Assistant in Eco-Tourism
• Tourism Marketing

FEES - Subject Resource costs apply - see Subject Selection Form.
INDUSTRIAL GRAPHICS
QCAA Name: Industrial Graphics – No.6074

INTRODUCTION
This is a non OP subject, which is only available to students undertaking the VET pathway. The course provides students with the knowledge and skills to be able to produce, read and interpret plans and drawings relevant to industrial operations. The course is broad enough to cater for all specific interests such as Building and Construction, Engineering and Automotive.

UNIT OF STUDY
There are five units of study:

1) Introduction to Drafting
   This unit allows for the development of knowledge and skills implicit in the design and drafting industry.

2) Computer – Aided Design (CAD)
   This unit introduces students to the industry practices associated with using CAD programs to draft and produce plans, designs and working drawings.

3) Ready-to-Assemble Furniture (RTA)
   This unit develops students’ knowledge and skills in the drafting of sketches, working drawings and 3D representations that enable the manufacture of furniture.

4) Residential Renovations and Extensions
   This unit introduces students to the industry practices associated with drafting and the production of plans and designs that can be followed by construction workers, architects and builders.

5) Manufacturing Industry Practices
   This unit develops student’s teamwork and communication skills which are essential for effective participation in manufacturing workplaces.

PRE-REQUISITES
Junior Graphics would be an advantage but is not essential.

POSSIBLE CAREER PATH
Construction, Boilermaker, Fitter and Turner, Mechanic.
ENGLISH DEPARTMENT

INTRODUCTION

English is an academic subject. In the senior years, the subject English focuses on the study of language and texts. Students focus on developing their understanding of English and how to use it accurately, appropriately and effectively for a variety of purposes and different audiences. English offers students opportunities to enjoy language and be empowered as purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. Successful completion of this course will credit students four points towards their Queensland Certificate of Education.

COURSE OUTLINE

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. English provides students with opportunities to explore and experiment with various literacy and non-literary texts that are written, spoken/signed, digital and multimodal.

The subject also provides students with opportunities to develop higher-order thinking skills through the analysis, evaluation and creation of varied literary and non-literary texts.

At least a “Sound” level of achievement in Senior English is a pre-requisite for entry into many university courses and is desirable when applying for jobs.

PRE-REQUISITES

Students must have achieved a ‘C’ or higher in Year 10 English.

COURSE REQUIREMENTS

- Students will be set regular homework. Homework may be follow-up to or revision of work undertaken in class; it may be reading; or it may be work on assignments.
- Students are able to borrow the necessary texts (novels, plays, anthologies) once the contribution is made to the Resource Scheme.
- The equipment required is listed on the stationery list.
- Excursions are organized by class teachers as necessary and as opportunities arise.

ASSESSMENT

Assessment in Senior English is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. The criteria used are Understanding and responding to contexts, Understanding and controlling textual features and Creating and evaluating meaning.

Assessment is written, multi-modal, spoken or signed. Students complete three or four written tasks and two or three spoken or signed tasks in each year. Some assessment tasks are completed under test conditions, some using a combination of class and student time. Students must attain a Sound for both written and spoken tasks to be awarded at least Sound Achievement at exit.

PLEASE NOTE:

KIRWAN STATE HIGH SCHOOL OFFERS AN ALTERNATE TO THIS SUBJECT IN THE FORM OF ENGLISH COMMUNICATION

ENGLISH DEPARTMENT

GLYNNIS DOBSON
HEAD OF DEPARTMENT

OP ELIGIBLE SUBJECTS

- English

VOCATIONAL EDUCATION SUBJECTS

- English Communication
ENGLISH
QCAA Name: English – No.1

INTRODUCTION
English is an academic subject. In the senior years, the subject English focuses on the study of language and texts. Students focus on developing their understanding of English and how to use it accurately, appropriately and effectively for a variety of purposes and different audiences. English offers students opportunities to enjoy language and be empowered as purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. Successful completion of this course will credit student’s four points towards their Queensland Certificate of Education.

COURSE OUTLINE
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. English provides students with opportunities to explore and experiment with various literacy and non-literary texts that are written, spoken/signed, digital and multimodal.

The subject also provides students with opportunities to develop higher-order thinking skills through the analysis, evaluation and creation of varied literary and non-literary texts.

At least a “Sound” level of achievement in Senior English is a pre-requisite for entry into many university courses and is desirable when applying for jobs.

PRE-REQUISITES
Students must have achieved a ‘C’ or higher in Year 10 English.

COURSE REQUIREMENTS
- Students will be set regular homework. Homework may be follow-up to or revision of work undertaken in class; it may be reading; or it may be work on assignments.
- Students are able to borrow the necessary texts (novels, plays, anthologies) once the contribution is made to the Resource Scheme.
- The equipment required is listed on the stationery list.
- Excursions are organized by class teachers as necessary and as opportunities arise.

ASSESSMENT
Assessment in Senior English is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. The criteria used are Understanding and responding to contexts, Understanding and controlling textual features and Creating and evaluating meaning.

Assessment is written, multi-modal, spoken or signed. Students complete three or four written tasks and two or three spoken or signed tasks in each year. Some assessment tasks are completed under test conditions, some using a combination of class and student time. Students must attain a Sound for both written and spoken tasks to be awarded at least Sound Achievement at exit.

PLEASE NOTE:
KIRWAN STATE HIGH SCHOOL OFFERS AN ALTERNATE TO THIS SUBJECT IN THE FORM OF ENGLISH COMMUNICATION
ENGLISH COMMUNICATION

QCAA Name: English Communication – No.6125

INTRODUCTION

This subject is aimed at students wishing to enter the workforce, apprenticeships and/or TAFE courses. Students considering further study at University SHOULD NOT select English Communication. Successful completion of this course will credit student’s four points towards their Queensland Certificate of Education.

COURSE OUTLINE

The English Communication course aims to ready students for life roles related to work, community and leisure. In particular, it aims to develop in students:

- knowledge and understanding of key workplace communications skills, and roles and relationships in the workplace;
- a desire to plan and work as a member of a group and to accept responsibility for standards;
- the ability to communicate appropriately and effectively;
- a sense of individual and cultural identity;
- a respect for other people and Australia’s cultural heritages;
- an appreciation of language as used in literature, drama, film and the workplace.

PRE-REQUISITES

Nil

COURSE REQUIREMENTS

- Students are set regular homework. Homework can be follow-up to or revision of work covered in class. This could be work on assignments.
- The equipment needed is listed on the stationery list supplied by the school.
- Excursions are organised by class teachers as necessary and as opportunities arise.

ASSESSMENT

Students complete a range of written and spoken tasks ranging from individual tasks and presentations, to group projects which incorporate written and spoken elements requiring students to co-ordinate their efforts as effective work team members. There is a strong emphasis on spoken skills with between 50% and 70% being spoken assessment, while 30% to 50% may be predominantly written. There is a balance of tasks undertaken under supervised conditions and those that allow teacher input through the drafting and editing process.
ENGLISH COMMUNICATION

QCAA Name: English Communication – No. 6125

INTRODUCTION

This subject is aimed at students wishing to enter the workforce, apprenticeships and/or TAFE courses. Students considering further study at University SHOULD NOT select English Communication. Successful completion of this course will credit the student’s four points towards their Queensland Certificate of Education.

COURSE OUTLINE

The English Communication course aims to ready students for life roles related to work, community and leisure. In particular, it aims to develop in students:

- knowledge and understanding of key workplace communications skills, and roles and relationships in the workplace;
- a desire to plan and work as a member of a group and to accept responsibility for standards;
- the ability to communicate appropriately and effectively;
- a sense of individual and cultural identity;
- a respect for other people and Australia’s cultural heritages;
- an appreciation of language as used in literature, drama, film and the workplace.

PRE-REQUISITES

Nil

COURSE REQUIREMENTS

- Students are set regular homework. Homework can be follow-up to or revision of work covered in class. This could be work on assignments.
- The equipment needed is listed on the stationery list supplied by the school.
- Excursions are organised by class teachers as necessary and as opportunities arise.

ASSESSMENT

Students complete a range of written and spoken tasks ranging from individual tasks and presentations, to group projects which incorporate written and spoken elements requiring students to co-ordinate their efforts as effective work team members. There is a strong emphasis on spoken skills with between 50% and 70% being spoken assessment, while 30% to 50% may be predominantly written. There is a balance of tasks undertaken under supervised conditions and those that allow teacher input through the drafting and editing process.
ANCIENT HISTORY
QCAA Name: Ancient History – No.20

INTRODUCTION
Exploring ancient civilisations from pre-history to the cusp of the medieval world, the subject Ancient History strives to provide students with opportunities to be both critical and creative thinkers. Engaging with a variety of civilisations and time periods, students of Ancient History strengthen their analytical skills, communicate in a range of written and multimodal communication modes, and master the ability to research and critique historical sources. Ancient History provides students with the essential skills required of successful university students, and fosters a life-long love of history. Successful completion of this two year course will enable students to obtain four credit points towards their Queensland Certificate of Education.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>TOPIC</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 (Year 11)</td>
<td>Snapshots of the Past Studies of Archaeology The Family Photo Album Studies of everyday life of people in ancient societies</td>
<td>Short Answer/Response to Stimulus Exam</td>
</tr>
<tr>
<td>Semester 2 (Year 11)</td>
<td>Postcards from Pharaonic Egypt Pharaonic Power in Egypt Making Life Easier Studies of Technologies, Innovations and Inventions</td>
<td>Short Answer/Extended Paragraph Test Extended Written Response to Historical Evidence Multimodal Presentation</td>
</tr>
<tr>
<td>Semester 3 (Year 12)</td>
<td>War, What is it Good For? Studies in Conflict The Thinker Studies in Philosophy</td>
<td>Extended Written Response to Historical Evidence Short Answer Test Multimodal Presentation</td>
</tr>
<tr>
<td>Semester 4 (Year 12)</td>
<td>We Came, We Saw, We Conquered Personalities in History We All Fall Down Studies of Europe in Transition</td>
<td>Short Answer/Extended Paragraph Test Written Research Task Short Answer/Response to Stimulus</td>
</tr>
</tbody>
</table>

POSSIBLE CAREER PATHWAYS
Students with a background in history are highly sought-after in multitude of careers including:

- Teaching
- Law
- The Public Service
- Research
- History
- Librarianship
- Journalism
- Anthropology
- Archaeology

STUDENTS SUITED TO ANCIENT HISTORY ARE THOSE WHO:

- Have an inquiring mind and are interested in world events and/or pursuing studies in Humanities disciplines at university
- Are able to read and comprehend written material
- Enjoy or were successful at Humanities in the junior school

THE STUDY OF ANCIENT HISTORY WILL DEVELOP IN STUDENTS

- The ability to research and read widely;
- The ability to classify and categorise information;
- The ability to make a judgement about a topic and support points with evidence;
- The ability to communicate an argument or point-of-view at length;
- The ability to appreciate human change and development over centuries;
- A strong ability to succeed in the Queensland Core Skills Test (QCS).

PRE-REQUISITES
It is essential that students have achieved at least a ‘C’ in Year 10 English and History. Strong literacy skills are required for success in this course.

COURSE REQUIREMENTS

- Class sets of resources are available for students to use.
- All students will require a notebook and at least one manila folder for this subject. The folder is to be handed to the teacher for the keeping of assessment. In addition, students will require the use of two smaller notebooks for research assignment records.

HOMEWORK

- studying, re-reading sections on topics;
- preparation and completion of assignments;
- preparation reading for subsequent lessons;
- learning new terms and materials;
- practice paragraphs/essays to reinforce classroom learning;
- extension of classroom activities, close exercises, tables, diagrammatic interpretation;
- revision and study for tests.
FRENCH
QCAA Name: French – No.5

INTRODUCTION
The Senior French Course is designed to develop each student’s ability to communicate in French through the skills of listening, speaking, reading and writing. Through learning French, students develop a greater awareness of the nature and purpose of language in general, which can enhance the student’s use of English. Language learning promotes clear thinking, clarity of expression and problem solving. It also fosters cross-cultural understanding. It develops in students a respect for people of other languages and cultures and equips students to participate more effectively in a rapidly changing world. Successful completion of this course will see students obtain four credit point points towards their Queensland Certificate of Education.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>TOPIC</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>• La Jeunesse (Adolescence)</td>
<td>Exams (each term)</td>
</tr>
<tr>
<td>(Year 11)</td>
<td>• Mon Avenir (Life choices)</td>
<td>• Reading</td>
</tr>
<tr>
<td></td>
<td>• La Sante (Health Issues)</td>
<td>• Listening</td>
</tr>
<tr>
<td>Semester 2</td>
<td>• Les Actualités (Current Socials)</td>
<td>• Speaking</td>
</tr>
<tr>
<td>(Year 11)</td>
<td>• L’Imagination française (French Literature)</td>
<td>• Writing</td>
</tr>
<tr>
<td>Semester 3</td>
<td>• Célébrez (Celebrations)</td>
<td></td>
</tr>
<tr>
<td>(Year 12)</td>
<td>• Mon Histoire</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sur mes vacances (Travel)</td>
<td></td>
</tr>
<tr>
<td>Semester 4</td>
<td>• Au Lycee (French Schooling Systems)</td>
<td></td>
</tr>
<tr>
<td>(Year 12)</td>
<td>• Mes Postes (Jobs and Employment)</td>
<td></td>
</tr>
</tbody>
</table>

POSSIBLE CAREER PATHWAYS
- Teaching
- Translation/Interpretation
- Editing/Proofreading
- Travel, Tourism, Hospitality
- Foreign Affairs/Relations
- International Organisation
- International Careers

STUDENTS SUITED TO FRENCH ARE THOSE WHO
- have obtained a pass in year 10 French at ‘C’ level or better;
- have a commitment to improving their communication skills;
- have a genuine interest in career opportunities where study of a foreign language is required or advantageous;
- are self-motivated and capable of independent study;
- have a strong interest in the people and customs of other countries;
- are internationally minded.

PRE-REQUISITES
A study of French in the junior school would be an advantage. However, if students have not studied French in year 10, they can apply to the Head of Department. Additionally, it is essential that students achieve at least a ‘C’ in Year 10 English or better. Strong literacy skills are required for success in this course.

COURSE REQUIREMENTS
- Class sets of resources are available for students to use (Encore Tricolore 4/5 as well as supplementary texts and authentic resources).
- Students should have their own French/English – English/French dictionary.

An overseas trip may be offered to students as an opportunity to be immersed in the French language and as an opportunity to “live” the language through holiday, language courses and home stay. In addition, Year 11 and Year 12 are offered cultural excursions to restaurants and French immersion days each year. Costs are additional to school fees.

LANGUAGES ARE YOUR PASSPORT TO THE WORLD!!
GEOGRAPHY
QCAA Name: Geography – No.24

INTRODUCTION
Geography is the study of people and their relationship to the environment. It is a dynamic subject which focuses on current and future issues, and these affect and influence our lives. It enables students to understand the human and physical components of the environment. It also identifies how different environmental, social, economic or political processes operate to produce different spatial patterns throughout the world. Successful completion of this course will see students obtain four credit point points towards their Queensland Certificate of Education.

CAREER OPPORTUNITIES

- Engineering/Business Industry
- Environmental Agencies
- Governmental Departments
- Consultancies
- Australian Public Service
- Armed Forces
- Diplomatic Services
- Tourist Industry
- National Parks
- Urban Planning
- Department of Primary Industry
- Cartography
- Remote Sensing
- Weather Forecasting

STUDENTS SUITED TO GEOGRAPHY ARE THOSE WHO

- have an inquiring mind and are interested in natural and built environments
- will potentially study business, engineering, earth science or urban planning at university
- are able to read and comprehend written material
- are interested in spending time out of the classroom doing field work

COURSE OUTLINE

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>TOPIC</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Responding to Natural Hazards</td>
<td>Practical Exercise</td>
</tr>
<tr>
<td></td>
<td>Managing the Local Environment (Catchments)</td>
<td>Short-Response Test</td>
</tr>
<tr>
<td>Semester 2</td>
<td>The Geography of Disease</td>
<td>Stimulus Response Essay</td>
</tr>
<tr>
<td></td>
<td>Feeding the Worlds People</td>
<td>Short-Response Test</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Sustaining Communities</td>
<td>Practical Exercise</td>
</tr>
<tr>
<td></td>
<td>Connecting People and Places</td>
<td>Short-Response Test</td>
</tr>
<tr>
<td>Semester 4</td>
<td>Living with Climate Change</td>
<td>Stimulus Response Essay</td>
</tr>
<tr>
<td></td>
<td>Sustaining Biodiversity</td>
<td>Short-Response Test</td>
</tr>
</tbody>
</table>

PRE-REQUISITES

It is essential that students achieve at least a ‘C’ in Year 10 English and History. Strong literacy skills are required for success in this course. Previous study of Geography in Year 10 will be an advantage, but students without this experience often achieve excellent results in Years 11 and 12.

COURSE REQUIREMENTS

- Costs of field trips are NOT included. Students will be required to pay for field trips as they occur. Prices are set to cover the cost of the excursion and kept as affordable as possible. At least four school days must be spent in the field across the two years of study.
- A notebook, a manila folder, a selection of coloured pencils, a good mapping pen such as Artline or Nikko, clipboard, presentation folders, and loose A4 lined paper.
- Textbooks, CD Roms, worksheets and other texts are provided via the Textbook, Equipment and Resource Scheme.
- Spatial technologies – a minimum of 40 hours required across the two year course.

HOMEWORK

- Studying, re-reading sections on topics.
- Preparation and completion of assignments.
- Practice paragraphs/essays to reinforce classroom learning.
- Preparation reading for subsequent lessons.
- Learning new terms and materials.
- Extension of classroom activities, close exercises, tables, diagrammatic interpretation.
- Revision and study for tests.
JAPANESE
QCAA Name: Japanese – No.9

INTRODUCTION
The Senior Japanese course is designed to develop each student’s ability to communicate in Japanese through the skills of listening, speaking, reading and writing. Through learning Japanese, students develop a greater awareness of the nature and purpose of language in general, which can enhance the student’s use of English. Language learning promotes clear thinking, clarity of expression and problem solving, as well as fostering cross-cultural understanding. It develops in students a respect for people of other languages and cultures and equips students to participate more effectively in a rapidly changing world. Successful completion of this course will see students obtain four credit point points towards their Queensland Certificate of Education.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>TOPIC</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>• Facebook Me (Self-introductions)</td>
<td>Exams each Semester</td>
</tr>
<tr>
<td>(Year 11)</td>
<td>• Student Exchange</td>
<td>• Reading</td>
</tr>
<tr>
<td></td>
<td>• Around the World</td>
<td>• Listening</td>
</tr>
<tr>
<td>Semester 2</td>
<td>• Youth of Today</td>
<td>• Speaking</td>
</tr>
<tr>
<td>(Year 11)</td>
<td>• Green Planet</td>
<td>• Writing</td>
</tr>
<tr>
<td></td>
<td>• Generation Avatar</td>
<td></td>
</tr>
<tr>
<td>Semester 3</td>
<td>• Lights, Camera, Action</td>
<td></td>
</tr>
<tr>
<td>(Year 12)</td>
<td>• Healthy Life</td>
<td></td>
</tr>
<tr>
<td>Semester 4</td>
<td>• When I Grow Up</td>
<td></td>
</tr>
<tr>
<td>(Year 12)</td>
<td>• Customs and Celebrations</td>
<td></td>
</tr>
</tbody>
</table>

POSSIBLE CAREER PATHWAYS
• Teaching
• Translation/Interpretation
• Editing/Proofreading
• Travel, Tourism, Hospitality
• Foreign Affairs/Relations
• International Organisation
• International Careers

PRE-REQUISITES
A study of Japanese in the junior school would be an advantaged however, if those students who have not studied Japanese in year 10, they can apply to the Head of Department. Additionally, it is essential that students achieve at least a ‘C’ in Year 10 English. Strong literacy skills are required for success in this course.

COURSE REQUIREMENTS:
• have obtained a pass in year 10 Japanese at a SA level or better (or negotiation with HOD)
• have a commitment to improving their communication skills
• have a genuine interest in those career opportunities provided by the study of a foreign language
• are self-motivated and capable of independent study
• have a strong interest in the people and customs of other countries
• are internationally minded
• Class sets of resources are available for students to access throughout the year.
• Students should have their own Japanese/English – English/Japanese dictionary.
• All students will require a notebook/folder and at least one manila folder for this subject. The folder is to be handed to the teacher for the keeping of assessment.

An overseas trip may be offered to students as an opportunity to be immersed in the Japanese language and as an opportunity to “live” the language through holiday, language course and home stay. In addition, Year 11 and Year 12 are offered cultural excursions to restaurants and Japanese immersion days each year. Costs are additional to school fees.

LANGUAGES ARE YOUR PASSPORT TO THE WORLD!!
**LEGAL STUDIES**

QCAA Name: Legal Studies – No.29

**INTRODUCTION**
Legal Studies focuses on enhancing students’ ability to recognise the diverse legal situations and issues that arise in their everyday lives. These situations and issues often have legal implications that affect the rights and obligations of themselves and other community members. Students will gain knowledge to understand legal frameworks that regulate and shape society.

Legal Studies enables students to formulate personal views of the world and understand how the law affects their world. Through critical analysis, examination and problem solving, they are empowered to make decisions that can benefit themselves and the community.

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>TOPIC</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 (Year 11)</td>
<td>The Legal System</td>
<td>Examination - Short Response Test</td>
</tr>
<tr>
<td></td>
<td>An introduction to the structure and principles of the legal system.</td>
<td>Extended Response to Stimulus – multimodal task</td>
</tr>
<tr>
<td></td>
<td>Criminal Law</td>
<td>Extended Research Response (Feature Article)</td>
</tr>
<tr>
<td></td>
<td>A study of the crimes, defences and penalties used in Queensland</td>
<td></td>
</tr>
<tr>
<td>Semester 2 (Year 11)</td>
<td>Introduction to Civil Obligations</td>
<td>Examination – Short Response Test</td>
</tr>
<tr>
<td></td>
<td>A study of legal agreements and the tort of negligence</td>
<td>Examination – Extended Response Test (seen question)</td>
</tr>
<tr>
<td></td>
<td>Employment and the Law</td>
<td>Examination – Extended Response Test (unseen question)</td>
</tr>
<tr>
<td></td>
<td>A study of workplace rules and regulations</td>
<td></td>
</tr>
<tr>
<td>Semester 3 (Year 12)</td>
<td>Family and the Law</td>
<td>Extended Research Response (research essay)</td>
</tr>
<tr>
<td></td>
<td>A study of the law that regulates family relationships and breakdowns</td>
<td>Examination – Short Response Test</td>
</tr>
<tr>
<td></td>
<td>Housing and the Law</td>
<td>Examination – Extended Response Test (unseen question)</td>
</tr>
<tr>
<td></td>
<td>A study of the laws with regard to the purchase, selling and renting of property</td>
<td></td>
</tr>
<tr>
<td>Semester 4 (Year 12)</td>
<td>Independent Study</td>
<td>Extended Research Response (research essay)</td>
</tr>
<tr>
<td></td>
<td>Students investigate a topic of their choice</td>
<td>Examination – Short Response Test</td>
</tr>
<tr>
<td></td>
<td>International Law/Human Rights</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A reflection on Australia’s place in an international framework, with a focus on human rights in Australia.</td>
<td></td>
</tr>
</tbody>
</table>

**POSSIBLE CAREER PATHWAYS**
- Police and corrective services
- Court System
- Advocacy
- Community Legal Services
- Policy Development
- Paralegal
- Social Work
- Justice Administration
- Law
- Journalism and the Media
- Public Service

**STUDENTS SUITED TO LEGAL STUDIES ARE THOSE WHO HAVE AN INTEREST IN**
- acquiring knowledge of the relationship between law and society
- acquiring knowledge of citizens’ rights and responsibilities
- developing skills in using legal information
- understanding the historical development of Australia’s legal system
- communicating with others about legal matters
- responsible community members

**PRE-REQUISITES**
In order to achieve good results for this subject, students who choose this subject must have attained a ‘C’ or better in Year 10 English and History or Geography.

**COURSE REQUIREMENTS**
- Class sets of resources are available for students to use (available through the textbook contribution scheme).
- All students will require a notebook/folder and at least one manila folder for this subject. In addition, students will require the use of two smaller notebooks for research assignment records.
- Additionally, students will:
  - go on excursions (e.g., law courts and JCU)
  - engage with guest speakers from the local community
  - have the opportunity to participate in mooting in affiliation with Bond University
  - have the opportunity to participate in the North Queensland Schools Constitutional Convention

**HOMEWORK**
- Studying, re-reading sections on topics.
- Preparation and completion of assignments.
- Practice paragraphs/essays to reinforce classroom learning.
- Preparation reading for subsequent lessons.
- Learning new terms and materials.
- Extension of classroom activities, close exercises, tables, diagrammatic interpretation
MODERN HISTORY
QCAA Name: Modern History – No.21

INTRODUCTION
The study of Modern History gives students the skills and knowledge to interpret the problems of contemporary society. The examination of the triumphs and mistakes of the past is essential in order to understand and solve the problems of the present. Students who experience success in Modern History cite their improved understanding of the issues that the world is experiencing today, as the greatest single thing they learnt during this subject. Successful completion of this course will see students obtain four credit point points towards their Queensland Certificate of Education.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>TOPIC</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>The French Revolution</td>
<td>• Objective Short Answer Test</td>
</tr>
<tr>
<td>(Year 11)</td>
<td>Studies of political and social change</td>
<td>• Response to Stimulus Exam</td>
</tr>
<tr>
<td></td>
<td>The Age of Imperialism (The British in India)</td>
<td>• Written Research Task</td>
</tr>
<tr>
<td></td>
<td>Studies of the motivations and lasting effects of Imperialism</td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td>The East-Timor Conflict</td>
<td>• Extended written response to</td>
</tr>
<tr>
<td>(Year 11)</td>
<td>Studies of the development of East-Timor as a nation</td>
<td>Historical Evidence</td>
</tr>
<tr>
<td></td>
<td>Reconciliation in Australia</td>
<td>• Multi-Modal Presentation</td>
</tr>
<tr>
<td></td>
<td>Studies of reconciliation between the Indigenous and non-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Indigenous peoples of Australia and the extent in which it</td>
<td></td>
</tr>
<tr>
<td></td>
<td>has been achieved</td>
<td></td>
</tr>
<tr>
<td>Semester 3</td>
<td>Russia and Stalin</td>
<td>• Objective Short Answer Test</td>
</tr>
<tr>
<td>(Year 12)</td>
<td>Studies of how Josef Stalin gained power in the Soviet Union</td>
<td>• Extended Written Response to Historical Evidence</td>
</tr>
<tr>
<td></td>
<td>and the effects of his power</td>
<td>• Written Research Task</td>
</tr>
<tr>
<td></td>
<td>Japan as a Superpower</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Studies of the development of Japan as a global superpower</td>
<td></td>
</tr>
<tr>
<td>Semester 4</td>
<td>The Arab-Israeli Conflict</td>
<td>• Multi-Modal Presentation</td>
</tr>
<tr>
<td>(Year 12)</td>
<td>Studies of the struggle for peace in the Middle-East</td>
<td>• Response to Stimulus Exam</td>
</tr>
<tr>
<td></td>
<td>Terrorism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Studies of terrorism as a response and generator of conflict</td>
<td></td>
</tr>
</tbody>
</table>

POSSIBLE CAREER PATHWAYS
- Teaching
- Historical Research
- Journalism
- The Public Service
- Librarianship
- Law
- Anthropology
- Archivist
- Tourism
- University Lecturer
- Publishing
- Intelligence
- Psychology
- Political Science

STUDENTS SUITED TO MODERN HISTORY ARE THOSE WHO
- Are considering a research-based course at university (Medicine, Law, Psychology, Journalism, Political Science)
- Have an inquiring mind and are interested in world events, conflicts and politics
- Are able to read and comprehend written material
- Have learnt the basics of research in the junior school and would like to expand their skills

PRE-REQUISITES
It is essential that students have achieved at least a ‘C’ in Year 10 English and History. Strong literacy skills are required for success in this course.

COURSE REQUIREMENTS
- Class sets of resources are available for students to use.
- All students will require a notebook and at least one manila folder for this subject. The folder is to be handed to the teacher for the keeping of assessment. In addition, students will require the use of two smaller notebooks for research assignment records.

HOMEWORK
- studying, re-reading sections on topics;
- preparation and completion of assignments;
- revision and study for tests;
- extension of classroom activities;
- practice paragraphs/essays to reinforce classroom learning;
PHILOSOPHY AND REASON
QCAA Name: Philosophy and Reason - No. 0030

INTRODUCTION

Philosophy and Reason is concerned with developing the ability to reason and the role of reasoning in developing coherent world views. The benefits to students of the study of Philosophy and Reason lies in their attainment of knowledge, skills and processes of rational thought. These directly affect the students’ quality of life, not only in determining the rational nature of their own decisions but also their responses to the views of others. The skills of analysis, argument presentation and rational justification are extremely useful for all areas of tertiary study and have been consistently identified by business and community leaders as necessary for modern working life. Philosophy and Reason is not about learning content in a particular subject area, but rather it is about acquiring skills and processes that may be utilised in any subject area. Students are not taught what to think, they are taught how to think. Successful completion of this course will see students obtain four points towards their Queensland Certificate of Education.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>TOPIC</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>1. Fundamentals of Argument</td>
<td>Extended Written Response</td>
</tr>
<tr>
<td>(Year 11)</td>
<td>2. Philosophy of Mind Part 1</td>
<td>Short Response Examination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extended Response Examination</td>
</tr>
<tr>
<td>Semester 2</td>
<td>3. Philosophy of Religion Part 1</td>
<td>Extended Research Response</td>
</tr>
<tr>
<td>(Year 11)</td>
<td>4. Moral Philosophy</td>
<td>Extended Multimodal Response</td>
</tr>
<tr>
<td>Semester 3</td>
<td>5. Social &amp; Political Philosophy</td>
<td>Extended Research Response</td>
</tr>
<tr>
<td>(Year 12)</td>
<td>6. Philosophy of Mind Part 2</td>
<td>Short Response Examination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extended Response Examination</td>
</tr>
<tr>
<td>Semester 4</td>
<td>7. Philosophy of Religion Part 2</td>
<td>Extended Research Response</td>
</tr>
<tr>
<td>(Year 12)</td>
<td>8. Significant Thinkers</td>
<td>Extended Multimodal Response</td>
</tr>
</tbody>
</table>

PRE-REQUISITES

It is recommended that students have attained a ‘C’ in their junior Humanities and English subjects. Strong literacy skills are required for success in this course.

GLOBAL AIMS

At the conclusion of this course, students should have developed:
- An improved ability to think clearly, analytically and creatively
- A critical, open-minded and unprejudiced approach in the use of logical analysis, recognising the need for a balanced growth of emotions and reason
- The ability to appreciate the processes of science and the humanities by dealing directly with the underlying rational bases of such fields as natural and social science, mathematics, linguistics, law and computing
- An improved ability to interpret verbal information and express themselves clearly, by focusing on the important role that language plays in reasoning
- An improved understanding of cognitive and metacognitive processes (theirs and others’)
- An improved understanding of the underlying cultural, social, moral and religious structures of the world.

HOMEWORK

Students should expect to do homework in a variety of forms:
- Re-reading and gaining knowledge of topics done in class.
- Preparation and completion of research assignments.
- Practice paragraphs/essays to reinforce classroom learning.
- Preparation and background reading on topics and in preparation for lessons.
- Learning new terms and materials.
- Revision and study for tests.

TEXTBOOKS

- Class sets of texts are available for student use.
- The internet and school library are also available for student use.
INFORMATION TECHNOLOGY DEPARTMENT

TIM VILLALBA
HEAD OF DEPARTMENT

OP ELIGIBLE SUBJECTS

- Information Processing Technology

VOCATIONAL EDUCATION SUBJECTS

- Certificate II in Information, Digital Media and Technology
- Certificate III in Information, Digital Media And Technology
INTRODUCTION

IPT focuses on the way in which information is gathered, structured, represented, stored, accessed, manipulated and communicated. It emphasises the design and development of computer software. With a strong focus on real world problem solving, Information Processing and Technology will attract students who enjoy, or who show ability for, a structured approach to problem solving. The course will allow them to design, develop and evaluate solutions using computers. Successful completion of this course will see students obtain four credit point points towards their Queensland Certificate of Education.

COURSE OUTLINE

Information Processing and Technology includes the following topics:

Information Processing and Technology is a course of study that provides students with knowledge, skills, processes and understanding of information technology. It emphasises problem identification and solution rather than the use of specific applications, and is an intellectual discipline that involves a study of information systems, algorithms, software programming, human–computer interaction, and the social and ethical issues associated with the use of information technology.

<table>
<thead>
<tr>
<th>Algorithms</th>
<th>A number of procedural or algorithmic design systems are studied, and students acquire skills in at least one formal representational system.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relational information systems</td>
<td>The architecture of information systems and methods for developing these systems are studied, and students produce working information systems.</td>
</tr>
<tr>
<td>Software programming</td>
<td>Students study the development of software and build skills in the design, development and evaluation of computer programs that solve practical problems or meet particular needs. This involves coding that is necessary to automate systems and to control robots.</td>
</tr>
<tr>
<td>Structured Query Language</td>
<td>Students are introduced to a formal query language, Structured Query Language (SQL), for the manipulation of data within a database.</td>
</tr>
<tr>
<td>Social and ethical issues</td>
<td>Students study the impact of developments in information technology on themselves and communities worldwide. This topic is integrated within other topics of study.</td>
</tr>
<tr>
<td>Human–computer interaction</td>
<td>This topic develops students’ understanding of the interaction between humans and technology to inform better design and improve user interfaces. This topic is integrated within other topics of study.</td>
</tr>
<tr>
<td>Intelligent systems</td>
<td>This material introduces a formal model to describe the architecture of intelligent systems, and presents methods for developing these systems. Students produce working intelligent systems.</td>
</tr>
<tr>
<td>Computer systems</td>
<td>Students study how computers and computer systems are organised, designed and implemented.</td>
</tr>
</tbody>
</table>

COURSE REQUIREMENTS

IPT is designed to challenge and extend. A minimum of High Achievement for Mathematics, Science and English is recommended. Students, whose primary interest is in learning about “computers” or gaining experiences with software packages, are advised to select Certificate II or III in Information, Digital Media & Technology rather than IPT. IPT is a rigorous and demanding course with a strong “problem solving” and “design” emphasis.

ASSESSMENT

Students are assessed using a range of techniques including:

- Supervised written tests;
- Extended responses such as argumentative essays;
- Product development;

Essays are written at home. Product development can be completed in teams.

POSSIBLE CAREER PATHWAYS

Engineering, Automation and Robotics Developer, Multi Media Development, Network Administration, Graphic Designing, IT Technical Support, Website Development, Systems Administration, Systems Developer and Database Analyst. This subject helps you become IT enabled for any career path.

PRE-REQUISITES

Students wishing to study IPT must attain a ‘C’ for English, Maths, Science or ICT at the end of year 10.

FEES - Subject Resource costs apply - see Subject Selection Form.
CERTIFICATE II INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

INTRODUCTION
The technology of the 21st century is rapidly evolving. This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry. This subject will provide students with a sophisticated understanding of technology and its uses. Successful completion of this course will earn students four points of credit towards their Queensland Certificate of Education.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Navigating technology - This unit will explore and investigate aspects in relation to using technology including operating a personal computer, using, communicating and searching on the internet, using digital devices and using computer operating systems.</td>
</tr>
<tr>
<td>Term 2</td>
<td>Using technology wisely – word processing, WHS and sustainability - This unit will develop students’ skills in word processing, students’ knowledge of WHS necessary to carry out their own work and skills and knowledge required to effectively measure resource use and carry out improvements.</td>
</tr>
<tr>
<td>Term 3</td>
<td>Using applications - This unit will build on students’ knowledge of word processing and allow students to transfer this knowledge to other applications and integrate data between applications</td>
</tr>
<tr>
<td>Term 4</td>
<td>Communicate and work in IT - This unit will develop students’ ability to work and communicate effectively within information technology environments, use equipment and software. It will teach them how to support those who provide IT advice and support to clients, including the communication of comprehensive technical information.</td>
</tr>
<tr>
<td>Term 5</td>
<td>Capture images - This unit will develop students’ knowledge and skills associated with the use of digital camera technology including setting up for photos, types of photos and composition instruction.</td>
</tr>
<tr>
<td>Term 6</td>
<td>Edit images - This unit will develop students’ knowledge and skills associated with editing and manipulating an image captured digitally and preparing it for export</td>
</tr>
<tr>
<td>Term 7</td>
<td>Maintain IT - This unit will develop students’ skills and knowledge in the area of maintenance. This includes maintaining inventories, system integrity and equipment.</td>
</tr>
<tr>
<td>Term 8</td>
<td>Social Media Tools - This unit will develop students’ skills and knowledge in the area of social media. This will include establishing a social network presence using social media tools and applications</td>
</tr>
</tbody>
</table>

Certificate –Certificate I Information, Digital Media and Technology
- Operate a personal computer
- Operate word processing applications
- Use, communicate and search securely on the internet
- Use digital devices
- Contribute to health and safety of self and others
- Participate in environmentally sustainable work practices

Certificate –Certificate II Information, Digital Media and Technology
- Contribute to health and safety of self and others
- Participate in environmentally sustainable work practices
- Use computer operating systems and hardware
- Work and communicate effectively in an IT environment
- Operate application software packages
- Operate a digital media technology package
- Use social media tools for collaboration and engagement
- Integrate commercial computing packages
- Maintain inventories for equipment, software and documentation
- Connect hardware peripherals
- Maintain IT system integrity
- Maintain IT equipment and consumables

PREREQUISITE
Nil. However, Junior ICT or a Certificate I Information, Digital Media and Technology would be an advantage.

ASSESSMENT
Because this is a Certificate course, assessment is continuous and ongoing. Our aim is to have every student with a Certificate I and II by the end of year 12. The course has the following types of assessment: Assignments, Training diaries, Worksheets, Workplace simulations

POSSIBLE CAREER PATHWAYS
- This subject helps you become ICT enabled for any career path
- Further study possible to achieve:
  - Cert III Information, Digital Media & Technology
  - Cert IV Information Technology
  - Cert IV Information Technology Support
  - Cert IV Web-Based Technologies

FEES - Subject Resource costs apply - see Subject Selection Form.
CERTIFICATE III INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

INTRODUCTION
This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. Students working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies. Competent students of this course are qualified for ICT in any workplace and the level 3 certificate means they are competent to work unsupervised.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Web development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Using web-authoring tools to create, modify and test simple web pages and websites.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Programming</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introductory programming tasks used in the development of a game or application.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Animation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Using industry-current software to create 2D animations and using an authoring tool to produce discrete interactive sequences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 4</th>
<th>Working and communicating with clients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Working and communicating effectively within information technology environments, equipment and software. Providing IT advice and support to clients, including the communication of comprehensive technical information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 5</th>
<th>Initialising and administering a system</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Installing operating system (OS) software and making adjustments. Troubleshooting problems and conducting diagnostic tests on a range of platforms. Implementing components of systems backup, restore, security and licensing in a stand-alone or client server environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 6</th>
<th>Hardware and software</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Managing the maintenance and location of hardware. Modifying and connecting system hardware components. Carrying out maintenance and fault repair according to organisational procedures, in order to keep equipment and software operating.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 7 and 8</th>
<th>Design and prepare video assets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Create visual designs for a range of interactive media components and prepare video assets for inclusion in the interactive media. Design and prepare video assets relating to sustainability and safety. Prepare assessment product. Participate in workplace occupational health and safety (OHS) consultative processes. Effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.</td>
</tr>
</tbody>
</table>

Certificate – Certificate III Information, Digital Media and Technology

- Participate effectively in WHS communication and consultative processes
- Implement and monitor environmentally sustainable work practices
- Work and communicate effectively in an IT environment
- Create user documentation
- Install and optimize operating system software
- Run standard diagnostic tests
- Connect internal hardware components
- Care for computer hardware
- Provide basic system administration
- Provide IT advice to clients
- Maintain equipment and software
- Prepare video assets
- Create visual design components
- Build simple websites using commercial programs
- Create 2D digital animations
- Author interactive sequences
- Apply introductory programming techniques

PREREQUISITE
Nil. However, Junior ICT would be an advantage.

ASSESSMENT
Because this is a Certificate course, assessment is continuous and ongoing. The course has the following types of assessment: Assignments, Training diaries, Worksheets, Workplace simulations

POSSIBLE CAREER PATHWAYS
- This subject helps you become ICT enabled for any career path
- Further study possible to achieve:
  - Certificate IV Information, Digital Media and Technology
  - Diploma Information, Digital Media and Technology

FEES - Subject Resource costs apply - see Subject Selection Form.
MATHEMATICS DEPARTMENT

NIGEL MARTIN
HEAD OF DEPARTMENT

OP ELIGIBLE SUBJECTS

- Mathematics A
- Mathematics B
- Mathematics C

EXTENSION MATHEMATICS

- University Mathematics MA1011 (Year 12 Semester 1 only)

VOCATIONAL EDUCATION SUBJECTS

- Prevocational Mathematics

PREREQUISITE

Nil. However, Junior ICT would be an advantage.

ASSESSMENT

Because this is a Certificate course, assessment is continuous and ongoing. The course has the following types of assessment: Assignments, Training diaries, Worksheets, Workplace simulations.

POSSIBLE CAREER PATHWAYS

- This subject helps you become ICT enabled for any career path
- Further study possible to achieve:
  - Certificate IV Information, Digital Media and Technology
  - Diploma Information, Digital Media and Technology

FEES - Subject Resource costs apply - see Subject Selection Form.
**MATHEMATICS**

**QCAA Name: Mathematics A – No.36 QCAA Name: Mathematics B – No.37**

**QCAA Name: Mathematics C – No.38**

**INTRODUCTION**

There are three QCAA OP eligible options for the study of Mathematics in Years 11 and 12 – Mathematics A, B and C. Students may study Mathematics A, Mathematics B or Mathematics B and C together and are advised to determine if prospective employers or tertiary courses require a particular level of Mathematics. These subjects are designed for students intending to continue studying at University after Year 12.

Mathematics A, B and C will emphasise the development of positive attitudes towards a student’s involvement with Mathematics. This development is encouraged by an approach requiring working systematically and logically, involving problem solving and real applications and communication with and about Mathematics. The topics studied are used to develop students’ capacity to interpret and analyse information, their ability to make judgements based on evidence, and to justify and communicate results in a variety of forms. Successful completion of each individual course will see students obtain four credit points towards their Queensland Certificate of Education.

**COURSE OUTLINE**


**Mathematics B** is designed to increase students’ confidence in using mathematics to solve problems as well as provide a basis for further studies in areas involving mathematics. The subject matter has been organised into the following topics: Applied Geometry, Functions, Rates of Change, Optimisation, Financial Mathematics, Calculus and Statistical Analysis. A student’s learning experiences will include both purely mathematical and real-life applications developed individually and in group situations.

**Mathematics C** will give students the opportunity to extend their knowledge and thinking processes into new areas of Mathematics, and hence will provide an excellent preparation for further study in the areas of Mathematics, Engineering Science, Technology, and other areas that are based on mathematical principles. The additional rigour and structure of the Mathematics required by this subject will equip students with valuable thinking skills, which will serve them well in more general contexts. The subject matter has been organised into the following topics: Real and Complex Number Systems, Matrices, Vectors, Calculus, Pattern Analysis, Dynamics, Advanced Periodic and Exponential Functions and Linear Programming.

**MA1011 – Mathematical Foundations for Advanced Secondary Students** (Availabilty subject to negotiation)

This subject will be offered during Extensions to Year 12 Maths C students currently achieving an “A” level or recommended by their Year 11 teacher. It is a university subject that will be offered in partnership with James Cook University with credit being given towards a university degree.

The content of the course includes:

- Algebra including partial fractions and the binomial theorem;
- Analytic Geometry; Functions and Graphs; Exponential and Logarithmic Functions; Trigonometry; Differentiation, including implicit differentiation and related rates; stationary points, curve sketching; Simple Integration; Matrix Algebra.

**PRE-REQUISITES**

- Mathematics A – Must achieve a ‘C’ in Year 10 Mathematics
- Mathematics B and C – Must achieve a ‘C’ in Year 10 Mathematics – Tertiary. Good algebra skills are required

**COURSE REQUIREMENTS**

- Students need to be organised at home to spend approximately one hour a night on:
  - Homework;
  - Revision of previous work;
  - Completing assignments (as applicable)
- Class sets of textbooks and other resources are provided under the school’s Textbook and Resources Scheme.
- It is compulsory for all students studying Mathematics B to have a Graphics Calculator to use throughout the course. Students may participate in a rental program or purchase their own Graphics Calculator.
- Each student studying Mathematics A needs to have their own scientific calculator for daily in-class use.
- Other Equipment – refer to stationery list.
PREVOCATIONAL MATHEMATICS
QCAA Name: Prevocational Mathematics – No.6140

COURSE OUTLINE
Prevocational Mathematics is designed to provide vocationally oriented students with a relevant and practical mathematical basis for life after school, with the opportunity to improve number skills, to develop an awareness of how Mathematics may be utilised in everyday situations to build confidence in making meaning of Mathematics and to foster an attitude of success in Mathematics.

In this course, students will be challenged by learning activities involving practical and real-life applications, through which they will develop basic knowledge and numeracy skills that are required in order to successfully commence a career in any industry or vocation.

Through the Units, which may be approached using ‘Themes’ each semester, students will be offered opportunities to develop communication skills, use technology, practice mathematical techniques and use these to make informed decisions in real-life contexts. Possible themes include: Car Maths, Holiday Planning, Construction Maths, Maths in Sport (Olympics), Maths in Small Business, Maths in Medicine, Landscaping, Shopping Maths and Nutrition.

This course will contribute 4 QCE points if completed successfully.

PRE-REQUISITES
Nil

COURSE REQUIREMENTS
Students must have a scientific calculator with them for every lesson.

ASSESSMENT
Students are assessed continuously through achievement of stated criteria. This may be during normal classes or student’s own time via written tests, practical tasks, oral testing and interviews with other students or assignments.

The Criteria for Prevocational Maths tasks are:-

• Knowing
• Applying
• Explaining
SCIENCE DEPARTMENT

OP ELIGIBLE SUBJECTS

- Biology
- Chemistry
- Marine Science
- Physics
- Science 21

VOCATIONAL EDUCATION SUBJECTS

- Certificate II in Aquaculture and Certificate II in Sampling and Measurement (Dual Certificate)
**INTRODUCTION**

Biology is concerned with the study of life. It encompasses studies of the origin, development, functioning and evolution of living systems and the consequences of human interaction in those systems.

**COURSE OUTLINE**

Over the course of the two years, students will develop an understanding of concepts inherent in the principles of biology through the following contexts:

Successful completion of this course will see students obtain four points of credit towards their Queensland Certificate of Education.

**YEAR 11:**

<table>
<thead>
<tr>
<th>CONTEXT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Meaning of Life</td>
<td>All organisms are composed of one or more cells, with the cell being the structural unit of all living things. The cell is the smallest unit that retains the characteristics of life with each new cell arising from pre-existing cells. The Structure of the cell is related to its function. All cells can release energy stored in glucose and other organic compounds. Cells then use this energy to build, store, break apart and eliminate substances in ways that help them survive and reproduce.</td>
</tr>
<tr>
<td>Mission Beach Field Trip</td>
<td>An understanding of the function and relatedness of ecosystems is essential for their long-term preservation. The interactions that take place and the various natural and anthropogenic impacts are complex. Management and conservation of the natural world is essential at a local and global scale to ensure the balance within and between ecosystems is maintained. Students will carry out an environmental impact assessment in the Mission Beach area and make strategic recommendations to local council regarding the ecological issues of the surrounding area.</td>
</tr>
<tr>
<td>The Secret Life of Plants</td>
<td>Photosynthesis is the vital link between the physical and the biological worlds. Only a few types of organisms – plants, algae and some bacteria – possess chlorophyll, which can, when embedded in the membranes of a living cell, carry out photosynthesis. Once light energy is trapped in chemical form, it becomes available as an energy source to all other organisms, including human beings. We are totally dependent upon photosynthesis, a process for which plants are exquisitely adapted. The diversity of external features (structure) and internal features (physiology) of plants reflects the range of complex environments plants have inhabited. Human make sense of this diversity with a variety of classification systems.</td>
</tr>
<tr>
<td>The Mating Game</td>
<td>The ability to reproduce, whether by sexual or asexual means, is a common feature to all life. Cellular division in somatic (mitosis) and sex cells (meiosis) forms the basis to an understanding of reproduction. The systems involved in human reproduction are studied to gain insight into the connectedness of systems within a complex organism. An understanding into reproductive mechanisms has allowed human intervention into these natural processes. Human reproduction is now routinely tested, monitored and manipulated through technology such as ultrasound, amniocentesis, and the many types of IVF.</td>
</tr>
</tbody>
</table>

**YEAR 12:**

<table>
<thead>
<tr>
<th>CONTEXT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports Medicine</td>
<td>Sport and exercise science is concerned with one of the most fundamental aspects of life – physical activity. Physical activity is vital in daily living, recreation and athletic pursuits. Within this context, the scientific foundations of sports and exercise will be explored through real life contexts such as the Cowboys and other local sporting teams. The impacts and benefits of exercise on the cardiac, pulmonary, muscular-skeletal systems and the energy required to fuel these systems will be examined.</td>
</tr>
<tr>
<td>Biotechnology &amp; Your Future</td>
<td>Biotechnology can be thought of as the biological study of plants, animals and bacteria that are used in technology. This includes agriculture, production of foods and medicine, cleaning the environment and creating renewable energy sources. DNA manipulation techniques are being applied in many of these settings to take science further than ever imaginable. Students will be exposed to biotechnology in their everyday lives and will need to make informed and socially responsible decisions.</td>
</tr>
<tr>
<td>Independent Project</td>
<td>Students will have an opportunity to undertake a term of independent research relating to any biology topic studied. Students will be encouraged to work collaboratively with a real scientist in the community. Their work can form part of a Student Research Scheme or CREST project.</td>
</tr>
<tr>
<td>Origins &amp; Futures</td>
<td>Evolution is one of the most important ideas to emerge from science. It is the foundation of biology and the key to understanding human origins. The mechanisms of evolution determine who lives, who dies and who gets to pass on their traits to their offspring. It is also relevant to people here and now..... it has significance in development of antibiotic resistant pathogens, modern medicine, agriculture, conservation and society at large as we alter the evolution of many species. We have a responsibility to use our knowledge of evolution to minimise our negative impacts on the biosphere. It is also one of the most widely misunderstood modern science, and identification of student misconceptions is vital to ensure they can participate in society as a scientifically literate person.</td>
</tr>
</tbody>
</table>
POSSIBLE CAREER PATHWAYS

Biology is strongly recommended for students who would like to study Life Sciences, Medicine, Nursing, Dietics, Forensics, Genetics researcher/consultant, Physiotherapy, etc. at University or work in the related fields of forestry, fisheries, land management, rangers, ‘ecotourism’, vet science, animal husbandry.

PRE-REQUISITES/COMPLEMENTARY SUBJECTS

A ‘C’ or above in Year 10 Science and an interest in Life Sciences is an essential pre-requisite to the study of this subject. Students may study other Science subjects concurrently with the study of Biology.

COURSE REQUIREMENTS

Particular attention is drawn to the safety necessities of wearing footwear with either leather or vinyl uppers when working in the science laboratories. Teaching resources will be provided and funded by the School Resource Scheme. Students of Biology will participate in a wide range of activities to develop their knowledge of Biology and their ability to solve problems arising in their everyday experiences. Students will also be required to purchase a laboratory coat (approx. $25) to be worn during all practical and fieldwork activities.

The course places considerable emphasis upon practical work conducted within a laboratory and in the field. There is a minimum time commitment for fieldwork of ten hours. Fieldwork is integrated with the study of the key concepts to help students better understand biological phenomena. Students will be required to meet the costs associated with these fieldwork experiences.

ASSESSMENT

Students will be expected to complete a variety of assessment tasks if they are to fulfil the requirements of the course and thus achieve their final level of achievement. Items will include field reports, assignment writing, written tests, investigations, experimental reports, research projects and manipulative skills. In each year there will be four pieces of assessment. There will be two written tasks (under supervised exam conditions), an extended experimental investigation and extended response (oral presentation) in each year.

FEES - Subject Resource costs apply - see Subject Selection Form.
CHEMISTRY
QCAA Name: Chemistry – No.40

INTRODUCTION
Chemistry is the study of matter and its interactions. Because humans live in a material universe chemistry is central to understanding the phenomena of the reactions of matter. Knowledge of chemistry can assist students in understanding and interpreting many experiences in their everyday surroundings, thus enriching their daily lives. An understanding of chemistry will assist students to participate as informed and responsible citizens in making decisions in which economic benefit and the quality of the environment are considered. Successful completion of this course will see students obtain four credit point points towards their Queensland Certificate of Education.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Year 11</th>
<th>CONTEXT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s Bond with Chemistry</td>
<td>Atoms make up all that is around us from paper to the stars in the sky. Not all atoms are the same; different substances are made up of different atoms or combinations of atoms. How these atoms combine along with the language and basic concepts of chemistry will be introduced.</td>
<td></td>
</tr>
<tr>
<td>Spoil Yourself Rotten.</td>
<td>Chemists play an important role in keeping consumer’s safe and ensuring they get quality products. Food, beverages and personal hygiene products will be investigated using analytical techniques and their underlying structures will be examined.</td>
<td></td>
</tr>
<tr>
<td>Industrial Chemistry</td>
<td>Have you ever considered just how many items around your home are made of metals? The industrial and chemical processes involved to obtain metals in their pure form will be investigated.</td>
<td></td>
</tr>
<tr>
<td>Biotechnology for the Next Millennium</td>
<td>Current medical and food technologies use living organisms or their components to generate a useful product or service. Techniques, such as electrophoresis, and how they will be explored.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12</th>
<th>CONTEXT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up, Up and Away</td>
<td>The need to understand thermochemistry is explored in the context of hot air balloons, combustion engines and/or rockets. Thermochemistry will be linked to the properties of gases and the laws and models that describe the behaviour of gases.</td>
<td></td>
</tr>
<tr>
<td>Saving Our Planet</td>
<td>Humans participate in activities which generate waste products. These have the potential to harm our planet. Students will investigate and research a potential means of removing CO₂ from the atmosphere. Fundamental concepts of equilibrium, acid base and intermolecular forces will be explored.</td>
<td></td>
</tr>
<tr>
<td>Biochemistry</td>
<td>Biochemistry is the chemistry of biology. Biochemists study the structures and physical properties of biological molecules. Hence the function of enzymes and cellular processes that occur in the body need to be understood to understand how the body works. The concept of rates of reaction will be explored in this unit.</td>
<td></td>
</tr>
</tbody>
</table>

POSSIBLE CAREER PATHWAYS
The senior Chemistry course will also provide a foundation for students who will proceed to tertiary level courses in science, engineering or health sciences. Students are advised to check tertiary institutions’ entry requirements, as chemistry features prominently in many tertiary pathways.

PRE-REQUISITES/COMPLEMENTARY SUBJECTS
To study Chemistry at the senior level, students should have attained a ‘C’ in Year 10 Science and Mathematics. Students taking Chemistry must also take Mathematics B as a companion subject. Other Science subjects e.g. Biology, Physics and Science 21 may also be studied concurrently with the study of Chemistry, although the study of Science 21 as a companion subject is NOT recommended.

COURSE REQUIREMENTS
Particular attention is drawn to the safety necessities of wearing footwear with either leather or vinyl uppers when working in the Science laboratories. Teaching resources will be provided and funded by the School Resource Scheme. Students will also be required to purchase a laboratory coat (approx. $25) to be worn during all practical and fieldwork activities. Excursions are organized as required. Students are expected to participate fully in excursions, to meet all costs and to complete any necessary scientific reports resulting from the data collected on the excursion.

ASSESSMENT
Students have an opportunity to demonstrate their mastery of the course via a series of mandated assessment items. These include extended experimental investigations, non-experimental investigation, stimulus response and written tests.

FEES - Subject Resource costs apply - see Subject Selection Form.
INTRODUCTION
Marine environments are incredibly diverse and complex yet are iconic parts of the Australian way of life. From facilitating recreational pursuits, to their exploitation as a source of medicinal and material supplies, marine environments provide the next frontier for explorative Science. Knowledge and understanding of these environments provide the key to being better equipped to protect these fragile environments from the many threats acting upon them.

Students studying Marine Science will participate in inquiry based investigations which explore authentic, relevant and cutting edge contexts. They will utilize a range of methodologies (such as boating and snorkelling) to plan and conduct research-based investigations which explore local marine environments, issues and problems. Successful completion of this course will see students obtain four credit points towards their QCE.

COURSE OUTLINE
The range of topics studied will draw from the following Areas of Study:

<table>
<thead>
<tr>
<th>MARINE BIOLOGY</th>
<th>Marine environments are home to a wide variety of marine organisms, each with unique characteristics that enable survival. Observation and classification of marine organisms allows populations to be monitored over time. Organisms and ecosystems form dynamic and complex relationships, which shape the adaptations of the organism and the features of ecosystems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCEANOGRAPHY</td>
<td>The movement of water, atmospheric gases, nutrients, heat and pollution shapes oceans, coastlines and global climate. Studying the geological features of oceans enhances our understanding of the cycling of matter and provides a link to the distribution of marine species. Developing awareness of the role of human activities in shaping oceans, coastlines and climates can inform sustainable resource management decisions.</td>
</tr>
<tr>
<td>CONSERVATION AND SUSTAINABILITY</td>
<td>Humans have a long-help affinity with the ocean. In order to ensure longevity of marine environments, human activities must be monitored. Gathering and interpreting data from marine environments can determine the effects of human activities and guide sustainable resource management decisions.</td>
</tr>
<tr>
<td>MARINE RESEARCH SKILLS</td>
<td>Marine research skills enable students to access marine environments to gather data and undertake investigations. Safe techniques are integral in order to correctly design and conduct experiments and investigations. Boating and snorkelling will be integrated within the course to facilitate data collection.</td>
</tr>
</tbody>
</table>

Possible contexts for these areas of study to be covered include:

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sand and Sediments: Carving the Coastline</td>
<td>Biochemistry of the Marine Environment</td>
</tr>
<tr>
<td>Aquaculture: The Fish Farm</td>
<td>Fisheries Science: Conservation and Management</td>
</tr>
<tr>
<td>Global Impacts on Marine Environments: Past to Present</td>
<td>Functional Physiology</td>
</tr>
</tbody>
</table>

PRE-REQUISITES/COMPLEMENTARY SUBJECTS
Students must have an interest in Science and a commitment to Marine Science to succeed. Students must have achieved a ‘C’ in Year 10 Science, Maths and English to study Marine Science. Students may study any combination of Science subjects concurrently with Marine Science.

POSSIBLE CAREER PATHWAYS
The senior Marine Science course provides a foundation for students who will proceed to tertiary level courses in the Sciences (Marine Biology, Environmental Science or Environmental Chemistry disciplines) or who have an interest in Environment and Conservation based employment.

COURSE REQUIREMENTS
Particular attention is drawn to the safety necessities of wearing footwear with either leather or vinyl uppers when working in Science laboratories.

Excursions, field work and camps form a mandatory part of the course. Students are required to participate fully and meet all costs.

Likely excursions include:
- Short excursions to Marine Education facilities such as Reef HQ, James Cook University, Australian Institute of Marine Science etc.
- One-day field trips to Marine Environments such as Pallarenda, local Rocky Shore Ecosystems etc.
- Longer Field Trips/Camps (3-4 days) to Orpheus Island, Lucinda, Mission Beach etc.

ASSESSMENT
Students have opportunities to undertake a range of assessment instruments including Short and Extended Response Tests, Experimental Report Assessments and Extended Marine Investigations. Many assessment instruments involve deriving scientific data through experimentation or field work, analysing this data and deriving conclusions.

FEES – Subject Resource costs apply - see Subject Selection Form.
INTRODUCTION

Physics concerns the scientific inquiry of the natural laws which govern our universe. The pace of expansion of our knowledge of the universe and all its physical features is impressive. In half a lifetime we have moved through the ‘Atomic Age’, the ‘Space Age’, and the ‘Electronic Age’ and into the ‘Computer Age’. All these fields are derived from Physics-based technologies. Upon successful completion, students are certified with 4 Queensland Certificate of Education (QCE) Credits.

COURSE OUTLINE

Year 11

<table>
<thead>
<tr>
<th>CONTEXT</th>
<th>KEY IDEAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION TO PHYSICS</td>
<td>Students will study the nature of variables and the classes of relationships that exist between them. They will then define the difference between accuracy and precision, and the related concepts of random and systematic errors. The assessment is to plan and execute an investigation into the cooling of a hot liquid.</td>
</tr>
<tr>
<td>ROAD TRAFFIC ACCIDENTS</td>
<td>Students will study 1-dimensional motion and learn how to interpret distance-time and speed-time graphs. Using car accidents as an example, they study vectors as quantities having magnitude and direction. Momentum scenarios will also be studied, as will the conversion of kinetic energy in a car’s crumple zones.</td>
</tr>
<tr>
<td>ENERGETICS</td>
<td>This unit looks at the definition of energy as the capacity to do work, and that it is conserved. Then students derive and study the three formulae for gravitational potential, kinetic and elastic potential energy. Then experiments reveal conceptual differences between heat and temperature, temperature’s interpretation in terms of kinetic theory, the definition of specific heat capacity and the use of its formula.</td>
</tr>
<tr>
<td>POWER TO THE PEOPLE</td>
<td>Students will study the operation of power stations. This unit looks at the definition of voltage as the energy per unit charge, Kirchhoff’s laws, Ohm’s law and series and parallel circuits. Students will then study A.C. and D.C. motors and generators, relating their parts to their function.</td>
</tr>
</tbody>
</table>

Year 12

<table>
<thead>
<tr>
<th>CONTEXT</th>
<th>KEY IDEAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAVES</td>
<td>This unit looks at wave terminology such as wavelength, speed, frequency, period, transverse, longitudinal, superposition, interference. Students will experiment with the two dimensional model known as Huygens’ secondary wavelets, and the related phenomena of diffraction and two slit interference. The study of acoustics introduces sound and its ability to pass through a range of media, its different speeds, and the relationship between pitch, volume and timbre and frequency, amplitude and waveform.</td>
</tr>
<tr>
<td>PHYSICS IN THE ENTERTAINMENT INDUSTRY</td>
<td>This unit applies much of the material from the previous unit to the theatre. Students will be introduced to the different ways electrical energy can be converted into light energy. The unit investigates the construction of some simple process circuitry on s – dec and by soldering. Students will research an electronic circuit to investigate and construct/troubleshoot the circuit for assessment.</td>
</tr>
<tr>
<td>MODERN PHYSICS</td>
<td>Students will study Einstein’s theory of special relativity. Types of radioactivity and the structure of the nucleus will be introduced, leading to more advanced ideas in particle physics.</td>
</tr>
<tr>
<td>MEDICAL IMAGING</td>
<td>This unit looks at how physicians can determine the internal structure of the Human Body without invasive procedures. Radiographers play an important role in modern medicine, determining the location and extent of anomalous tissue. Students will study ultrasound, X-rays, CAT, PET and MRI scans.</td>
</tr>
</tbody>
</table>

PRE-REQUISITES/COMPLEMENTARY SUBJECTS

Students must have performed well, at least a ‘C’ in Year 10 Science and Mathematics to attempt senior Physics. They must take senior Mathematics B as a companion subject. A study of Mathematics C is also recommended. Other Science subjects (eg. Chemistry, Biology) can be studied concurrently with Physics.
POSSIBLE CAREER PATHWAYS

Many of the students who complete a Senior Physics course will not become physicists. A few will work in Physics fields or in related areas like engineering, but all can gain the satisfaction of a deeper understanding of our changing world.

Students are advised to check the requirements and recommendation of tertiary institutions and careers. Many jobs, TAFE courses and more importantly at this level, universities, stipulate Physics as an entry requirement or as an advised subject.

Careers that list Physics as an entry or companion subject range: aeronautical engineer, army engineer, astronomer, audiologist, automobile engineer, biomedical engineer, biophysicist, building technologist, civil engineer, electrical engineer, electrician, electronics engineer, ergonomist, flight engineer, food scientist, forensic scientist, geophysicist, health and safety officer, information scientist, laboratory technician, lighting technologist, mechanical engineer, metallurgist, meteorologist, mining engineer, naval engineer, nuclear scientist, optician, patent lawyer, physicist, pilot, production engineer, radio engineer, radiographer, recording engineer, space scientist, structural engineer, science teacher, telecommunications engineer.

COURSE REQUIREMENTS

See the school’s uniform policy and stationery requirements. Particular attention is drawn to the safety necessity of wearing footwear with either leather or vinyl uppers when working in the science laboratories. Teaching resources will be provided and funded by the School Resource Scheme.

ASSESSMENT

Students will be required to complete TWELVE assessment items in the two-year Physics course. These items will include designing and writing up experiments, written tests, practical reports, written assignments, scientific article comprehension and manipulative skills. They include both in-class assessment and take home assessment. Students must commit themselves fully to completing all assessment tasks if they are to achieve the final level of achievement of which they are capable.

FEES – Subject Resource costs apply - see Subject Selection Form.
**SCIENCE 21**

QCAA Name: Science21 – No.46

**INTRODUCTION**

Science21 is an interdisciplinary science course that encourages students to develop a broad understanding of science relevant to the young adult. In today’s scientific and technological age, it is recommended for all students. The interdisciplinary nature of Science21 enables students to become knowledgeable and active participants in a scientifically rich society. A course of study in Science21 may also complement student learning in the established science disciplines such as Physics, Chemistry, Biology and Earth Science. Upon successful completion, students are certified with 4 Queensland Certificate of Education (QCE) Credits.

**COURSE OUTLINE**

The range of topics studied will draw from the following Scientific Priorities:

| TECHNOLOGY | Technology is the application of Science to produce a product. Scientific development is critically dependent in the development of scientific technologies. Some technologies are developed specifically for furthering Science itself. |
| HEALTH & WELLBEING | Science impacts on human health, particularly in areas relating to the cause, spread and control of infectious disease. In terms of wellbeing, Science directs attention to preventative measures and provides solutions to health and lifestyle challenges. The impacts of Science on health and wellbeing have accelerated in the last century. They have great prospects for the future and affect not only humans, but also other animals and plants. |
| CATALYSTS FOR DISCOVERY | Unique circumstances often precipitate rapid progress in Science. These unique circumstances include: crises, global change, the work of exceptional individuals, and new frontiers for exploration. These unique circumstances may be driven by recognition of threats to health or safety or the national interest. Realisation of potential requires huge financial commitment with the promise of recompense. These unique circumstances often result in an explosion of knowledge and technology at a sophisticated level that filters down to consumers in a short period of time and at economical rates. It also leads to the development of new industry and employment opportunities. |
| ENVIRONMENT | Human interactions with the Earth have a profound effect on future generations. Science informs complex global problems. The advances in all areas of science, together with enormous increases in computing power and communication technologies, are making it possible to address these problems. These advances hinge on the collaboration of experts in many fields working in trans-disciplinary teams. On a personal level, it is socially responsible to develop an understanding of the issues and to contribute to informed community debate. |

**PRE-REQUISITES/COMPLEMENTARY SUBJECTS**

Students must have an interest in Science and a commitment to Science21 to succeed. Physics and Chemistry are not permitted as companion subjects to Science21. Students must have achieved a ‘C’ in Year 10 Science, Maths and English to study Science 21.

**POSSIBLE CAREER PATHWAYS**

Primary/Secondary teacher, hairdresser, police, aquaculture, ranger, electrician, mining; or any field requiring some Science knowledge.

**COURSE REQUIREMENTS**

Particular attention is drawn to the safety necessities of wearing footwear with either leather or vinyl uppers when working in Science laboratories. Teaching resources will be supplied and are funded by the School Resource Scheme. Excursions and camps form a mandatory part of the course. Students are required to participate fully and meet all costs.

**ASSESSMENT**

Students have opportunities via a variety of mandatory assessment tasks to demonstrate their achievements. Tasks will include supervised tests, extended practical investigations, non-experimental investigation and collections of work.
CERTIFICATE II in AQUACULTURE
CERTIFICATE II in SAMPLING and MEASUREMENT
Dual Certificate

INTRODUCTION
This qualification will provide students with a diverse range of learning experiences such as raising and caring for live marine animals, using laboratory equipment in water and soil testing, breeding live feed stock and operating a small vessel (boat). This qualification also gives students pathway options into laboratory, production and field operations within the construction, manufacturing, resources, government, environmental and aquaculture sector. It will provide students with a broad range of transferrable skills and knowledge relevant to work in these fields.

Successful completion of this course will provide students with eight credit points towards their Queensland Certificate of Education.

COURSE OUTLINE
Content areas covered may include: plan and conduct laboratory/field work; participate in environmentally sustainable work practices; handle stock; feed stock; perform basic tests. Students must complete twenty three competency units in order to be awarded this dual qualification. Competency units include:-

- Participate in environmentally sustainable work practices
- Produce algal or live-feed cultures
- Record and present data
- Participate in laboratory/field workplace safety
- Collect routine site samples
- Handle and transport samples or equipment
- Conduct routine site measurements
- Communicate with other people
- Plan and conduct laboratory/field work
- Perform basic tests
- Work effectively in the seafood industry
- Work within a laboratory/field workplace (induction)
- Control diseases
- Use waders
- Operate a small vessel
- Deliver a service to customers
- Process and maintain workplace information
- Use business technology
- Feed stock
- Handle stock
- Meet workplace OHS requirements
- Communicate in the seafood industry

POSSIBLE CAREER PATHWAYS
- Aquaculture farming (abalone, prawns, barramundi, salmon)
- Hatchery technician
- Biological science technician
- Fish research assistant
- Mineral assayer
- Samplers and testers
- Production personnel
- Plant operators
- Sample couriers

PERSONAL REQUIREMENTS
- Maturity and enthusiasm
- Motivation and commitment to both the theoretical and practical aspects of the course

PRE-REQUISITES AND COURSE REQUIREMENTS
- A minimum of a ‘C’ in year 10 English
- All students must have the required equipment set by the program.

FEES – Subject Resource costs apply – See Subject Selection Form
OP ELIGIBLE SUBJECTS

- Health Education
- Physical Education

VOCATIONAL EDUCATION SUBJECTS

- Certificate III in Fitness
- Certificate II in Sport Coaching
- Certificate II in Sport and Recreation (NRL)
- Certificate II in Sport & Recreation
- Certificate III in Sport and Recreation
- Sports Academy Programs:
  - AFL
  - Basketball
  - Football
  - Hockey
  - Netball
  - Rugby League
  - Touch
  - General

INTRODUCTION

This qualification will provide students with a diverse range of learning experiences such as raising and caring for live marine animals, using laboratory equipment in water and soil testing, breeding live feedstock and operating a small vessel (boat). This qualification also gives students pathway options into laboratory, production and field operations within the construction, manufacturing, resources, government, environmental and aquaculture sector. It will provide students with a broad range of transferrable skills and knowledge relevant to work in these fields.

Successful completion of this course will provide students with eight credit points towards their Queensland Certificate of Education.

COURSE OUTLINE

Content areas covered may include: plan and conduct laboratory/field work; participate in environmentally sustainable work practices; handle stock; feed stock; perform basic tests. Students must complete twenty three competency units in order to be awarded this dual qualification. Competency units include:

- Participate in environmentally sustainable work practices
- Work within a laboratory/field workplace (induction)
- Produce algal or live-feed cultures
- Control diseases
- Record and present data
- Use waders
- Participate in laboratory/field workplace safety
- Operate a small vessel
- Collect routine site samples
- Deliver a service to customers
- Handle and transport samples or equipment
- Process and maintain workplace information
- Conduct routine site measurements
- Use business technology
- Communicate with other people
- Feed stock
- Plan and conduct laboratory/field work
- Handle stock
- Perform basic tests
- Meet workplace OHS requirements
- Work effectively in the seafood industry
- Communicate in the seafood industry

POSSIBLE CAREER PATHWAYS

- Aquaculture farming (abalone, prawns, barramundi, salmon)
- Hatchery technician
- Biological science technician
- Fish research assistant
- Mineral assayer
- Samplers and testers
- Production personnel
- Plant operators
- Sample couriers

PERSONAL REQUIREMENTS

- Maturity and enthusiasm
- Motivation and commitment to both the theoretical and practical aspects of the course

PRE-REQUISITES AND COURSE REQUIREMENTS

- A minimum of a ‘C’ in year 10 English
- All students must have the required equipment set by the program.

FEES

- Subject Resource costs apply
- See Subject Selection Form
HEALTH EDUCATION
QCAA Name: Health Education – No. 67

INTRODUCTION
This subject aims to develop the knowledge, attitudes, values and skills needed to participate in health promotion. Health Education is an OP subject for those interested in making decisions and solving problems about personal, peer, community and community and specific population health needs.

Upon successful completion, students are certified with 4 Queensland Certificate of Education (QCE) Credits.

COURSE OUTLINE

YEAR 11
- Personal Health: Nutrition
- Personal Health: Sexual Health
- Peer Health: Mental Health
- Family Health: Domestic Violence

YEAR 12
- Community Health: Sun Safety
- Community Health: Road Risks
- Specific Populations: Indigenous Health
- Specific Populations: Schoolies

COURSE REQUIREMENTS
Commitment to develop knowledge, understanding and skills in a wide range of health related areas which will include:
- Gathering and interrogating information from a wide variety of sources including excursions, media articles, guest speakers and internet
- Developing skills of investigation, collaboration and evaluation
- Developing strategies for health development and promotion
- Evaluating the effectiveness of health promotion strategies

POSSIBLE CAREER PATHWAYS
Health and Physical Education Teacher, Nursing, Paramedic, Medical Imaging, Physiotherapy, Medicine, Speech Therapy, Nutrition and Dietetics, Health Administration, Occupational Health and Safety, Environmental Health and other allied health professions. In addition, this subject provides the knowledge and skills and values for personal health maintenance throughout life.

ASSESSMENT
Three major areas are focused on in assessing student performance:
- Acquiring knowledge and skills
- Applying knowledge, skills and strategies
- Evaluating and recommending health strategies

COURSE REQUIREMENTS
Students will be accessing community facilities – some of which will require bus transport. Students will be expected to pay for this transport.

PRE-REQUISITES
Students wishing to study Health Education must attain a ‘C’ for Year 10 English.
INTRODUCTION

Physical Education is an ideal subject for students wishing to gain entry into university or for those who would like to pursue a career in the Health Sciences, Sports Science or Physical Education Industry.

The study of Physical Education will develop physically educated students, who can demonstrate competence in thinking and performing with a variety of physical activities, and reflect on and challenge established views about physical activity. Upon successful completion, students are certified with 4 Queensland Certificate of Education (QCE) Credits.

COURSE OUTLINE

Each of the units are designed to integrate the theoretical concepts and the associated physical activity.

YEAR 11

<table>
<thead>
<tr>
<th>Theory</th>
<th>Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill acquisition</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Fitness components and energy systems</td>
<td>Touch Football</td>
</tr>
<tr>
<td>Sociocultural issues in sport</td>
<td>Netball</td>
</tr>
<tr>
<td>Biomechanics</td>
<td>Swimming</td>
</tr>
</tbody>
</table>

YEAR 12

<table>
<thead>
<tr>
<th>Theory</th>
<th>Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training programs</td>
<td>Swimming</td>
</tr>
<tr>
<td>Sport Psychology</td>
<td>Touch Football</td>
</tr>
<tr>
<td>Sociocultural issues in sport</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Fitness components and energy systems</td>
<td>Netball</td>
</tr>
</tbody>
</table>

COURSE REQUIREMENTS

Students gaining entry into Physical Education will be expected to participate fully in all lessons. The lessons will be made up of 50% theory and 50% practical.

Aside from the stationery requirements, students are advised to have a change of clothes for practical lessons. Swimming goggles are recommended for swimming practical lessons.

Work outside class time (homework) is essential. Whilst students may not have set work, they will need to be: continually participating in structured training programs; updating journal activities and evaluations; and revising and researching notes.

If students have trouble participating in some aspects of the course due to medical reasons, they need to provide a medical certificate and must maintain involvement through some alternative contribution to the program.

ASSESSMENT

1. Physical Performance Assessment – four physical activities will be assessed in each year of the course.
2. Written/Oral Assessment – each term there will be one major written or oral assessment i.e. eight pieces over two years. Each piece of assessment is integrated with the physical activity studied.

PRE-REQUISITES

Students wishing to study Physical Education in Year 11 must have achieved a 'C' in Year 10 English, HPE or Sport Science.
CERTIFICATE III in FITNESS

INTRODUCTION
The fitness industry is one of the fastest growing industries in Australia. More people are spending time and money on fitness and businesses are increasingly recognising the benefits of health and fitness programs for their employees.

In the past five years, the industry has seen a growth rate of 15 per cent a year. Personalised services, including yoga, pilates and lifestyle coaching by personal trainers and exercise physiologists, are becoming more popular.

Studying a Certificate III in Fitness will provide students with the skills, knowledge and practical experience essential to working and instructing in a gymnasium.

Kirwan SHS works in partnership with Binnacle (Registered Training Organisation) to deliver the Certificate III in Fitness program. Students are able to deliver fitness programs within their school community. Graduates will gain competency in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in community and commercial fitness settings. Upon successful completion, students are certified with 9 Queensland Certificate of Education (QCE) Credits.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 1</strong></td>
</tr>
<tr>
<td>• Health and safety in fitness</td>
<td>• Specific populations</td>
</tr>
<tr>
<td>• Sport and recreation industry</td>
<td>• Customised gym programs</td>
</tr>
<tr>
<td>• Anatomy and physiology</td>
<td><strong>Term 2</strong></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td>• Supervising gym programs</td>
</tr>
<tr>
<td>• Fitness equipment use and maintenance</td>
<td>• Fitness advice</td>
</tr>
<tr>
<td>• Risk analysis</td>
<td>• Nutrition</td>
</tr>
<tr>
<td>• Customer service</td>
<td>• Anatomy and physiology</td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td><strong>Term 3</strong></td>
</tr>
<tr>
<td>• Personal work schedules</td>
<td>• Specific populations</td>
</tr>
<tr>
<td>• Community fitness programs</td>
<td>• First Aid</td>
</tr>
<tr>
<td>• Anatomy and physiology</td>
<td><strong>Term 4</strong></td>
</tr>
<tr>
<td>• Health assessments and fitness programs</td>
<td><strong>Term 4</strong></td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
<td>• Risk analysis</td>
</tr>
<tr>
<td>• Client screening and health assessments</td>
<td>• First Aid</td>
</tr>
<tr>
<td>• Nutrition</td>
<td>• Instructing clients</td>
</tr>
<tr>
<td>• Instructing clients</td>
<td>• Meeting client needs</td>
</tr>
<tr>
<td>• Meeting client needs</td>
<td><strong>Term 3</strong></td>
</tr>
</tbody>
</table>

POSSIBLE CAREER PATHWAYS
The Certificate III in Fitness will predominately be used by students to STUDY A Certificate IV or to gain employment in the fitness industry as personal trainers and group fitness instructors. A Certificate III in Fitness can also be used as an alternative entry into University.

This program offers:
• Senior First Aid

PRE-REQUISITES
Completion of Year 10 work experience in the related field is preferred. Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm/motivation to participate in physical activity sessions. Students will undertake an interview to determine if pre-requisites have been met.

COURSE DEMANDS & FEES
Certificate III in Fitness is a very demanding course that requires a high level of commitment from students. There will be a range of tasks and roles in a variety of contexts.

FEES – Subject Resource costs apply - see Subject Selection Form.

STUDENTS WHO CHOOSE THIS COURSE WILL ONLY BE PERMITTED TO SELECT ONE (1) OTHER CERTIFICATE FROM THE FITNESS SPORT AND RECREATION AREA
CERTIFICATE II in SPORT COACHING
(This is a One Year Course)

INTRODUCTION
This is an ideal certificate for students hoping to gain employment in the sport industry. To achieve the qualification, students must achieve competence in 13 units of competency for coaching. Students studying a specialist sport program may cover some competencies in their chosen sport.

The Certificate II in Sport Coaching will aim to develop the students’ knowledge and understanding of the sporting industry.

Upon successful completion of this course, students are certified with four Queensland Certificate of Education (QCE) Credits.

COURSE OUTLINE
- Organise and complete daily work activities
- Apply first aid
- Teach the fundamental skills of Athletics
- Teach fundamental Basketball skills
- Teach fundamental Basketball tactics and game strategy
- Apply legal and ethical coaching practices
- Reflect on professional coaching role and practice
- Coach junior players to develop fundamental perceptual motor skills
- Teach foundation Netball skills
- Teach the skills of Rugby League for modified games
- Assist in preparing and conducting sport and recreation sessions
- Work effectively in sport and recreation environments
- Follow Occupational and Health and Safety policies

PRE-REQUISITES
Nil. Students studying a specialist sport program will complete some competencies within their chosen sport, this will link into the overall certificate program.

ASSESSMENT
Students will be expected to demonstrate competency in all required modules. Assessment will take the form of written exams, assignments, oral presentations and practical demonstrations.

FEES - Subject Resource costs apply - see Subject Selection Form.

STUDENTS WHO CHOOSE THIS COURSE WILL ONLY BE PERMITTED TO SELECT ONE (1) OTHER CERTIFICATE FROM THE FITNESS SPORT AND RECREATION AREA
CERTIFICATE II in SPORT and RECREATION (NRL)

INTRODUCTION

Kirwan State High School works in partnership with Binnacle Training to deliver “Rugby League in Schools” which incorporates the nationally recognised qualification SIS20313 Certificate II Sport & Recreation. In addition, this program also incorporates the National Rugby League (NRL) Beyond the Goalposts program. This involves students receiving NRL accreditations in refereeing and coaching (modified games). The course will develop skills and knowledge required of a Rugby League Coach or official working at a community or club level. These include Communication in Sport, Organising and Completing Work Activities and following Health and Safety Standards in the Sport Industry.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 5</strong></td>
</tr>
<tr>
<td>• Introduction to Sport, Fitness and Recreation Industry</td>
<td>• Rugby League modified games coaching Level 1</td>
</tr>
<tr>
<td>• Health and Safety in Sport</td>
<td>• Plan and deliver coaching sessions</td>
</tr>
<tr>
<td>• Communication in Sport</td>
<td>• Anatomy and Physiology – Sport First Aid</td>
</tr>
<tr>
<td>• Introduction of Rugby League refereeing</td>
<td></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td><strong>Term 6</strong></td>
</tr>
<tr>
<td>• Rugby League Refereeing Course</td>
<td>• Rugby League Modified games Coaching Level 1</td>
</tr>
<tr>
<td>• Deliver refereeing sessions</td>
<td>• Plan and deliver coaching sessions</td>
</tr>
<tr>
<td>• Organise and complete work tasks</td>
<td>• Conduct warmup and cool-down sessions</td>
</tr>
<tr>
<td>• Maintain sport-fitness equipment</td>
<td>• Updating knowledge of sport, fitness and recreation industry</td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td><strong>Term 7</strong></td>
</tr>
<tr>
<td>• Personal communication skills</td>
<td>• Customer Service: dealing with complaints</td>
</tr>
<tr>
<td>• Rugby League referring course</td>
<td>• managing conflict</td>
</tr>
<tr>
<td>• Deliver refereeing sessions</td>
<td>• Identifying/meeting customer needs</td>
</tr>
<tr>
<td>• Maintain sport/fitness equipment</td>
<td>• CPR refresher</td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
<td></td>
</tr>
<tr>
<td>• First Aid</td>
<td></td>
</tr>
<tr>
<td>• Respond to emergencies</td>
<td></td>
</tr>
</tbody>
</table>

PRE-REQUISITES

Students must possess a passion for Rugby League skill development as well as having studied either Year 10 Sport Fitness and Recreation, Health & Physical Education or Rugby League Excellence.

Students must have good quality written and oral communication skills

ASSESSMENT

This is a highly practical subject. Students will be exposed to a variety of high intensity rugby league skill sessions as well as physical training sessions. There will be a range of tasks and roles within the rugby league setting.

FEES - Subject Resource costs apply - see Subject Selection Form.
CERTIFICATE II in SPORT and RECREATION

INTRODUCTION
This subject provides students with two Certificate II Level Qualifications. Students will leave this program with qualifications that will support their work in the field of community-based sporting events.
Graduates will be competent in a range of essential skills – such as preparing and conducting coaching and sports-based sessions, providing quality customer service, using business technology and applying workplace health and safety.
Upon successful completion, students will gain Nationally recognised qualifications – Certificate II in Sport and Recreation & Certificate II in Community Recreation and also obtain eight QCE points.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>TOPICS STUDIED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td>• Following health and safety standards in the workplace</td>
</tr>
<tr>
<td>• Health and Safety</td>
<td>• Learning about the sport and recreation industry</td>
</tr>
<tr>
<td>• Plan a work schedule for program/event</td>
<td>• Completing work tasks to required standard</td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td>• Responding to emergency situations</td>
</tr>
<tr>
<td>• Respond to emergencies</td>
<td>• Protecting the environment at work</td>
</tr>
<tr>
<td>• Collecting information</td>
<td>• Assisting with sport and recreation sessions</td>
</tr>
<tr>
<td>• Using technology to process information</td>
<td>• Providing quality customer service</td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td>• Using and maintaining sport and fitness equipment</td>
</tr>
<tr>
<td>• The Sport &amp; Recreation Industry</td>
<td>• Using computers to produce documents and file and store data</td>
</tr>
<tr>
<td>• Equipment use and maintenance</td>
<td>• Industry-recognised First Aid Certificate</td>
</tr>
<tr>
<td>• Review of OHS and work tasks</td>
<td></td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
<td><strong>TOPICS STUDIED</strong></td>
</tr>
<tr>
<td>• First Aid</td>
<td>• Planning and delivery of coaching and refereeing sessions</td>
</tr>
<tr>
<td><strong>Term 1 (Year 12)</strong></td>
<td>• Responding to emergency situations</td>
</tr>
<tr>
<td>• Customer service</td>
<td>• Using and maintaining sport and fitness equipment</td>
</tr>
<tr>
<td>• Dealing with customer complaints</td>
<td>• Using computers to produce documents and file and store data</td>
</tr>
<tr>
<td><strong>Term 2 (Year 12)</strong></td>
<td>• Industry-recognised First Aid Certificate</td>
</tr>
<tr>
<td>• Preparing and conducting sessions</td>
<td></td>
</tr>
<tr>
<td>• Using equipment</td>
<td></td>
</tr>
<tr>
<td><strong>Term 3 (Year 12)</strong></td>
<td>• Environmental sustainability in sport and recreation</td>
</tr>
<tr>
<td>• Environmental sustainability in sport and recreation</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT
Program delivery will combine both class-based tasks and practical components in a real sport environment at the school. This involves the delivery of a range of sport programs to students at the school.
A range of teaching/learning strategies will be used to deliver the competencies. These include:
• Practical tasks
• Hands-on activities involving clients
• Group work
• Work experience within the school sporting programs (athletics and swimming carnivals, cross country etc)
Evidence contributing towards competency will be collected throughout the course. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.

PRE-REQUISITES
Students must have a passion for and/or interest in pursuing a career in the sport or fitness industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

FEES - Subject Resource Costs apply - see Subject Selection form.

STUDENTS WHO CHOOSE THIS COURSE WILL ONLY BE PERMITTED TO SELECT ONE (1) OTHER CERTIFICATE FROM THE FITNESS SPORT AND RECREATION AREA
CERTIFICATE III in SPORT and RECREATION

INTRODUCTION
Studying a Certificate III in Sport & Recreation will provide students with the skills, knowledge and practical experience essential to working in the field of community based sporting events. Kirwan SHS works in partnership with Binnacle (Registered Training Organisation) to deliver the Certificate III in Sport & Recreation program. Students are able to deliver Sport & Recreational programs within their school community.

Graduates will be competent in a range of essential skills – such as preparing and conducting sport/fitness coaching sessions, providing quality customer service, managing conflict and conducting risk assessments.

Upon successful completion, students are certified with 9 Queensland Certificate of Education (QCE) Credits:
- Nationally recognised qualification – Certificate III in Sport and Recreation (8 Credits - Core)
- Recreation Short Course (1 Credit – Enrichment)

COURSE OUTLINE

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Term 1</td>
</tr>
<tr>
<td>• Sport &amp; Recreation Industry</td>
<td>• Customer service</td>
</tr>
<tr>
<td>• Health &amp; Safety in sport</td>
<td>• Managing conflict</td>
</tr>
<tr>
<td>• Assisting with programs/activities</td>
<td>• Using social media tools for collaboration</td>
</tr>
<tr>
<td>Term 2</td>
<td>Term 2</td>
</tr>
<tr>
<td>• Equipment use and maintenance</td>
<td>• Delivering community fitness programs</td>
</tr>
<tr>
<td>• Preparing &amp; Conducting sessions</td>
<td>• Organising work schedules</td>
</tr>
<tr>
<td>• Effective Communication</td>
<td>Term 3</td>
</tr>
<tr>
<td>Term 3</td>
<td>Term 3</td>
</tr>
<tr>
<td>• Beginning Coaching Principles</td>
<td>• Risk analysis of activities</td>
</tr>
<tr>
<td>• Critical &amp; Creative thinking</td>
<td>• Completing work schedules</td>
</tr>
<tr>
<td>• Junior Sports Coaching</td>
<td>• Delivering community fitness</td>
</tr>
<tr>
<td>Term 4</td>
<td>Term 4</td>
</tr>
<tr>
<td>• Apply First Aid Certificate</td>
<td></td>
</tr>
<tr>
<td>• Emergency situation training</td>
<td></td>
</tr>
<tr>
<td>• Junior Sports Coaching</td>
<td></td>
</tr>
</tbody>
</table>

POSSIBLE CAREER PATHWAYS
The Certificate III in Sport & Recreation will predominately be used by students to gain employment in the Sport & Recreation Industry. Students will be able to undertake a Certificate IV in Sport & Recreation if they choose. A Certificate III in Sport & Recreation can also be used as an alternative entry into University.

This program offers:
- Direct pathway into Certificate IV in Sport and Recreation (or Certificate IV in Fitness).
- First Aid qualification and CPR certificate

PRE-REQUISITES
Completion of Year 10 work experience in the related field is preferred. Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions. Students will undertake an interview to determine if pre-requisites have been met.

COURSE DEMANDS & FEES
Certificate III in Sport & Recreation is a very demanding course that requires a high level of commitment from students. There will be a range of tasks and roles in a variety of contexts.

FEES - Subject Resource Costs apply - see Subject Selection form.

STUDENTS WHO CHOOSE THIS COURSE WILL ONLY BE PERMITTED TO SELECT ONE (1) OTHER CERTIFICATE FROM THE FITNESS SPORT AND RECREATION AREA
INTRODUCTION
The aim of the Kirwan High Sports Academy is to provide passionate sports students the opportunity to improve their performance and excel in their chosen sport. Sports Academy students will develop their individual, physical, technical, tactical and psychological skills in their chosen sport.

In Years 11 and 12 students may elect to be a part of one (1) of the following Specific Sports Academies or participate in a General Sports Academy program.

- AFL
- HOCKEY
- NETBALL
- TOUCH
- BASKETBALL
- RUGBY LEAGUE
- FOOTBALL
- GENERAL

A General Sports Academy program is available to students wanting to improve their physical performance capability in individual sports or in other sports that are not part of the Sports Academy program.

COURSE OUTLINE
In each Sports Academy program students spend a large portion of time in the development and refinement of the core skills fundamental to their sport. This is achieved through deliberate, purposeful practice and the provision of meaningful feedback from coaches.

Aside from physical performance development, students will engage in the following key academy components.

- Sports Psychology
- Mental Health
- Nutrition
- Movement fundamentals
- Video Analysis / GPS devices
- Community Service
- Public Speaking
- Fitness testing

The Sports Academy is endeavouring to form and maintain local national and international partnerships to provide students with the most cutting edge and comprehensive programs and performance opportunities.

EXPECTATIONS
- Academy students are expected to represent the school in any team they are selected for and are to participate in all school sporting carnivals. Further, students are encouraged to participate in local sporting competitions;
- Students are expected to participate in all practical, theoretical and workshop activities required of the program. If injured, students are expected to bring a note. For injuries that may keep the student from participation over time, students should consult a doctor or appropriate medical professional and manage the injury;
- Failure to consistently participate in the sports programs will result in a parent interview or a possible cancellation of enrolment in the program;
- Students should always be courteous and respectful and their behaviour should be of the highest standard when travelling and representing the school. Students will be expected to sign a Sports Academy contract.

ACADEMY COACHING STAFF
Kirwan State High School has qualified and experienced teachers who manage the academy programs and coach the athletes in both technical and tactical aspects. Academy coaches maintain a close liaison with the Regional Directors of Coaching who provide ongoing coaching support and program advice. Practice sessions are often presented by or supported by the Director of Coaching or recognised and respected officials.

COURSE REQUIREMENTS
All sports students should have appropriate sporting equipment required by each specific program. All students must wear the correct sports academy shirt.

PRE-REQUISITES
Students wanting to enrol in the sports Academy will participate in a training/trial day in 2016 where they will undergo a variety of fitness tests and participate in sport specific drills where students must be able to demonstrate a base level of fitness and possess the core skills required of their sport.

ASSESSMENT
All sports Academy students will participate in performance reviews each term and will also complete written assessments and oral presentations throughout their course of study.

FEES - Subject Resource costs apply - see Subject Selection Form.
CERTIFICATE II in ABORIGINAL and TORRES STRAIT ISLANDER PRIMARY HEALTH

INTRODUCTION

This qualification is offered to students in the senior phase of learning who have an interest in Aboriginal and/or Torres Strait Islander primary health care. The qualification provides entry level knowledge for health workers providing services to Aboriginal and/or Torres Strait Islander patients and establishes a basis for further study.

This qualification is for anyone else including non-Indigenous people that has an interest in improving the well-being of Aboriginal and/or Torres Strait Islander people. This qualification is more broadly being used by the Aboriginal Community Controlled Health Service as an entry point for Aboriginal and/or Torres Strait Islander people to enter into a career in either the health or community services sector. Upon successful completion, students are awarded 4 Queensland Certificate of Education (QCE) points.

COURSE OUTLINE

- Work with Aboriginal and/or Torres Strait Islander clients and communities
- Support clients to obtain access to health services
- Provide First Aid
- Comply with infection control policies and procedures
- Participate in workplace health and safety
- Provide basic health information to clients
- Perform work role in Aboriginal and/or Torres Strait Islander primary health care context
- Locate, compare and use highly familiar measurements for work
- Read and respond to simple workplace information
- Write simple workplace information

COURSE REQUIREMENTS

Commitment to develop knowledge, understanding and skills associated with Primary Health Care. Some areas include:

- Practical tasks
- A range of hands-on activities involving patients (i.e. students)
- Group work
- Health projects within the school community
- Discovery Days at university and within the health industry
- Possible work placement within the health centre

POSSIBLE CAREER PATHWAYS

This is an entry level qualification to becoming a Health Worker. Students are exposed to other employment and training opportunities within health and social services. This program has strong links with universities.

ASSESSMENT

Course assessment activities include the completion of Learner Workbooks (practical and knowledge) throughout the year.

PRE-REQUISITES

Nil

FEES

Subject Resource costs apply - see Subject Selection Form.

VOCATIONAL EDUCATION SUBJECTS

- Certificate II Aboriginal and Torres Strait Islander Primary Health
- Certificate III in Early Childhood Education and Care
- Certificate III in Events
- Certificate III in Health Services Assistants and Certificate II in Health Support Services (Dual)
- Industry Placement/Work Experience
- School Based Apprenticeships/Traineeships
CERTIFICATE II in ABORIGINAL and TORRES STRAIT ISLANDER PRIMARY HEALTH

INTRODUCTION
This qualification is offered to students in the senior phase of learning who have an interest in Aboriginal and/or Torres Strait Islander primary health care. The qualification provides entry level knowledge for health workers providing services to Aboriginal and/or Torres Strait Islander patients and establishes a basis for further study. This qualification is for anyone else including non-Indigenous people that has an interest in improving the well-being of Aboriginal and/or Torres Strait Islander people. This qualification is more broadly being used by the Aboriginal Community Controlled Health Service as an entry point for Aboriginal and/or Torres Strait Islander people to enter into a career in either the health or community services sector. Upon successful completion, students are awarded 4 Queensland Certificate of Education (QCE) points.

COURSE OUTLINE
Unit of Competency Title
- Work with Aboriginal and/or Torres Strait Islander clients and communities
- Support clients to obtain access to health services
- Provide First Aid
- Comply with infection control policies and procedures
- Participate in workplace health and safety
- Provide basic health information to clients
- Perform work role in Aboriginal and/or Torres Strait Islander primary health care context
- Locate, compare and use highly familiar measurements for work
- Read and respond to simple workplace information
- Write simple workplace information

COURSE REQUIREMENTS
Commitment to develop knowledge, understanding and skills associated with Primary Health Care. Some areas include:
- Practical tasks
- A range of hands-on activities involving patients (i.e. students)
- Group work
- Health projects within the school community
- Discovery Days at university and within the health industry
- Possible work placement within the health centre

POSSIBLE CAREER PATHWAYS
This is an entry level qualification to becoming a Health Worker. Students are exposed to other employment and training opportunities within health and social services. This program has strong links with universities.

ASSESSMENT
Course assessment activities include the completion of Learner Workbooks (practical and knowledge) throughout the year.

PRE- REQUISITES
Nil

FEES - Subject Resource costs apply - see Subject Selection Form.
CERTIFICATE III in EARLY CHILDHOOD EDUCATION AND CARE

INTRODUCTION
Cairns Training Academy (CTA), partners with Kirwan State High School, to deliver the Certificate III in Early Childhood Education and Care. The course is delivered and assessed by staff at Kirwan State High School under the guidance of CTA.

Students will have this qualification recorded on their QCE provided the mandatory placement and all required assessment is completed to industry standard. Successful completion of this course earns students eight points towards their Queensland Certificate of Education.

COURSE OUTLINE

UNIT NAME
- Participate in work health and safety
- Participate effectively in the work environment
- Work within a relevant legal and ethical framework
- Identify and respond to children and young people at risk
- Develop cultural competence
- Work effectively with Aboriginal and/or Torres Strait Islander people
- Support behaviour of children and young people
- Provide experiences to support children's play and learning
- Support children to connect with their world
- Use information about children to inform practice
- Ensure the health and safety of children
- Provide care for children
- Promote and provide healthy food and drinks
- Provide care for babies and toddlers
- Develop positive and respectful relationships with children
- Use an approved learning framework to guide practice
- Support the holistic development of children in early childhood
- Provide an emergency first aid response in an education and care

COURSE REQUIREMENTS
- Students must complete 280 hours of Industry Placement to an industry standard.
- Students will receive all course materials for each unit
- Students will need to purchase a Childcare shirt to wear on placement.
- Students will need to pay for their First Aid course.
- Students who choose the Childcare course MUST choose Childcare on their extension (XGS) line to complete the required theory.

There are four weeks of mandatory industry placement per year within nominated childcare facilities. This occurs at the end of each term. Students must have a Positive Notice (blue card) for Child related employment before these placements can take place. Forms can be obtained from the VET Office.

PRE-REQUISITES
- A minimum of a ‘C’ in Year 10 English.
- Work experience in the child care industry would be advantageous.

ASSESSMENT
Teachers at Kirwan State High School deliver the training and conduct the assessment under the direct guidance of CTA the Registered Training Organisation. Students are allocated 5 lessons per week. Assessment involves completion of 18 units of competency (off the job assessment) to industry standard, as well as successful completion of their “on the job” Assessment book while on placement.

POSSIBLE CAREER PATHWAYS
- Certificate III level qualification is recorded on their QCE
- Allows students to explore Early Childhood Learning and gain direct pathways into Childcare or teaching
- Qualifies the successful students to:
  - Work in any childcare centre in Australia
  - Gain employment as a Nanny
  - Early Childhood Teacher-aide

FEES – Subject Resource costs apply - see Subject Selection Form.
CERTIFICATE III in EVENTS

INTRODUCTION
This course is ideal for students who want to work in the events industry as an events manager, festival manager, sports events manager, arts events manager, corporate events manager or similar. Students will develop knowledge of the events industry and acquire a range of management, budgetary and event specific skills including the selection of appropriate venues, development of event concepts, IT skills for events, business administration, risk management, operational planning and event specific project management. Successful completion of this course will credit students’ twenty points towards their Queensland Certificate of Education.

COURSE OUTLINE
Students undertaking this course would benefit from undertaking the following certificates to support their Events pathway.

Certificate II in Hospitality – Front of House (4 QCE Points)
Certificate II in Tourism (4 QCE Points)
Certificate III in Business (8 QCE Points)

Students could also complete Responsible Services of Alcohol (RSA) and Responsible Gambling Services (RSG) as part of the Events stream. This will incur additional costs.

POSSIBLE CAREER PATHWAYS
This program is an ideal choice if students would like to gain skills, knowledge and experience in different aspects of hospitality, events, business and tourism before undertaking further study or future career decisions.

The Hospitality units are an excellent introduction and valuable experience to have for part-time employment; the Events and Business units will provide organizational and coordination skills; while the Tourism units will give an insight into the tourism industry and future employment prospects.

These careers could include: Event coordinator, venue coordinator, conference coordinator, and exhibitions coordinator.

What additional studies could this course lead to?
Diploma of Hospitality Management
Diploma of Tourism
Diploma of Events

FEES – Subject Resource costs apply - see Subject Selection Form.
CERTIFICATE III in HEALTH SERVICES ASSISTANTS
CERTIFICATE II HEALTH SUPPORT SERVICES
Dual Certificate

INTRODUCTION
This qualification is conducted within partnership arrangement with Gold Coast Institute of TAFE. This qualification will lead students to a diverse range of pathway options within the Health Industry. This qualification provides students with skills and knowledge in assisting allied health professional staff.

Health Services Assistants assist professional staff by visiting clients, preparing written and verbal reports, and helping with personal care that clients or carers may not be able to attend to. They work under the direction of professional staff such as social workers, physiotherapists, speech pathologists, occupational therapists and diversional therapists. Successful completion of this course will provide students with eight credit points towards their Queensland Certificate of Education.

COURSE OUTLINE
Content areas covered may include: support the care of clients; assist with client/patient movement; orientation to aged care, disability work or mental health work. Fifteen competency units are required for award of this qualification, including:

- Comply with infection control policies and procedures
- Participate in WHS processes
- Contribute to effective workplace relationships
- Assist with an allied health program
- Maintain high standard of client service
- Assist with client movement
- Recognise healthy body systems in a health care context
- Interpret and apply Medical Terminology appropriately
- Organise workplace information
- Work effectively with culturally diverse clients and co-workers
- Support the care of clients
- Clinical skills in the workplace
- Work effectively with people with a disability
- Work effectively with older people
- Interact effectively with children
- Apply First Aid (Mandatory unit – delivered with another provider)

POSSIBLE CAREER PATHWAYS
- Therapy assistant
- Podiatry assistant
- Physiotherapy assistant
- Speech Pathology assistant
- Occupational therapy assistant
- Allied health assistant

PERSONAL REQUIREMENTS
- Maturity and empathy
- Able to relate well to frail, sick or disabled people of all ages;
- The ability to undertake work placement in a variety of Allied Health environments

COURSE REQUIREMENTS
- Students are to undertake 40 hours of structured work placement per year (2 per year)
- Students are required to purchase a Kirwan SHS Allied Health Polo shirt for work placement

PATHWAYS INTO THE HEALTH INDUSTRY
This Certificate will lead directly to employment. This may be full time employment or a part time job whilst studying. This certificate will lead to credits towards Certificate IV Allied Health Assistance. It will provide knowledge, language, skills and experience in the Allied Health Industry for students wishing to pursue a university qualification in the Health Sciences.

140 hours (2 weeks per year) of Structured Work Placement are required in an Allied Health work environment.

Students learn the theoretical aspects in a classroom, through in class tasks and workshop settings and are able to demonstrate and transfer this knowledge in the Allied Health context, whilst on placement.

QCE points: 12 QCE (8 PLUS 4)

FEES - Subject Resource costs apply - see Subject Selection Form
HEADS OF DEPARTMENT

DATA ANALYSIS AND SCHOOL IMPROVEMENT
PETER SPILSBURY

- Monitoring all QSA Programs &
- QCS Preparation

INTERNATIONAL AND LIBRARY RESOURCES
ELENA HAWKINS

International Student Program &
Library

SPECIAL EDUCATION PROGRAM
DIMITY BARNES

SENIOR STUDENT WELLBEING
ALAHNA MARSHALL

SENIOR TEACHING AND LEARNING
KAREN WATSON

- Year 11 & 12 QCS Curriculum

CERTIFICATE III in HEALTH SERVICES ASSISTANTS
CERTIFICATE II HEALTH SUPPORT SERVICES
Dual Certificate

INTRODUCTION
This qualification is conducted within partnership arrangement with Gold Coast Institute of TAFE. This qualification will lead students to a diverse range of pathway options within the Health Industry. This qualification provides students with skills and knowledge in assisting allied health professional staff. Health Services Assistants assist professional staff by visiting clients, preparing written and verbal reports, and helping with personal care that clients or carers may not be able to attend to. They work under the direction of professional staff such as social workers, physiotherapists, speech pathologists, occupational therapists and diversional therapists. Successful completion of this course will provide students with eight credit points towards their Queensland Certificate of Education.

COURSE OUTLINE
Content areas covered may include:
- support the care of clients;
- assist with client/patient movement;
- orientation to aged care, disability work or mental health work.

Fifteen competency units are required for award of this qualification, including:

- Comply with infection control policies and procedures
- Participate in WHS processes
- Contribute to effective workplace relationships
- Assist with an allied health program
- Maintain high standard of client service
- Assist with client movement
- Recognise healthy body systems in a health care context
- Interpret and apply Medical Terminology appropriately
- Organise workplace information
- Work effectively with culturally diverse clients and co-workers
- Support the care of clients
- Clinical skills in the workplace
- Work effectively with people with a disability
- Work effectively with older people
- Interact effectively with children
- Apply First Aid (Mandatory unit – delivered with another provider)

POSSIBLE CAREER PATHWAYS
- Therapy assistant
- Podiatry assistant
- Physiotherapy assistant
- Speech Pathology assistant
- Occupational therapy assistant
- Allied health assistant

PERSONAL REQUIREMENTS
- Maturity and empathy
- Able to relate well to frail, sick or disabled people of all ages;
- The ability to undertake work placement in a variety of Allied Health environments

COURSE REQUIREMENTS
- Students are to undertake 40 hours of structured work placement per year (2 per year)
- Students are required to purchase a Kirwan SHS Allied Health Polo shirt for work placement

PATHWAYS INTO THE HEALTH INDUSTRY
This Certificate will lead directly to employment. This may be full time employment or a part time job whilst studying. This certificate will lead to credits towards Certificate IV Allied Health Assistance. It will provide knowledge, language, skills and experience in the Allied Health Industry for students wishing to pursue a university qualification in the Health Sciences.

140 hours (2 weeks per year) of Structured Work Placement are required in an Allied Health work environment. Students learn the theoretical aspects in a classroom, through in class tasks and workshop settings and are able to demonstrate and transfer this knowledge in the Allied Health context, whilst on placement.

QCE points: 12 QCE (8 PLUS 4)

FEES - Subject Resource costs apply - see Subject Selection Form
WELCOME TO KIRWAN HIGH SCHOOL
A WORLD CLASS SCHOOL

2016 Music Captains
Annaliese Palmer & Gabriel Williams

2016 Sport Captains
Chanae Dawson & Caleb Souter

2016 Indigenous Captains
Rhonda Ross & Marcus Cummins

You are welcome to contact us to discuss the progress of your child on any educational issue: 4773 8111