



Upper Coomera State College

YEAR 11 2019 SUBJECT SELECTION GUIDE

*Innovative
Committed
Inspired*



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STATEMENT OF PURPOSE

Our Vision

- Innovative
- Committed
- Inspired

UCSC Creed

- My goal is to become an **informed, confident** and **well-balanced** graduate of Upper Coomera State College
- I will be **aspirational** and **positive**, and I will strive to realise my learning potential
- I will be a **safe, responsible** and **respectful** member of the community

Motto

Learning Pathways to the Future

Introduction

Dear Students, Parents and Guardians,

Students entering Year 11 are beginning an exciting time in their learning journey and are required to make some vital decisions about their future.

Upper Coomera State College prides itself on providing our students with learning pathways for the future. We have processes in place to ensure that every student's progress is closely monitored. The compilation and review of a Student's Education and Training Plan (SETP) is an important part of the process where students identify potential pathways for their future and then select opportunities offered through the College to work towards attaining their future goals.

We have provided information designed to assist students and their families in making informed choices with their pathway through Years 11 and 12.

If there is an aspect of a particular subject on which you require further information please contact the Head of Department for that subject, the Guidance Officer, or members of the Administration team. Appointments can be made by phoning the College on 5580 7555.

We wish our senior students success in the endeavours they undertake through their Year 11 and 12 studies and challenge them to strive for excellence in their studies as well as utilise effectively the very high quality programs, resources and facilities our College takes pride in offering.

Yours sincerely

Mike O'Connor
Executive Principal

Corey Munson
Secondary School Principal



FINANCIAL COMMITMENTS

2018 STATIONERY LIST – GENERAL REQUIREMENTS

The items below are not included in the Student Resource Scheme. Therefore parents/caregivers are required to purchase these stationery items for your child.

STATIONERY ITEM	QTY
ALL YEAR LEVELS 7 TO 12	
A4 Display books	1
Plastic document wallet	1
A4 Exercise books 96 pages <ul style="list-style-type: none"> • 5 subject spiral bound notebooks are NOT appropriate • Year 11 & 12 have option of A4 4-ring binder with loose leaf reinforced A4 refills & subject dividers or A4 exercise books 	10
Scientific calculator FX100AU (or equivalent)	1
USB 8GB	1
GLUE STICK UHU 40g acid free	1
Pencil case 340mm x 170mm	1
Sharpener 1 hole metal	1
Scissors	1
Ruler (not metal) 30cm plastic (translucent)	1
Eraser large	1
Ballpoint blue and black biros	6
Ballpoint red biro	2
Packet Crayola coloured pencils (12 pack)	1
Packet 4 assorted coloured highlighter pens	1
HB pencils	6
JUNIOR SECONDARY (YEAR 7 - 9) ONLY	
Grid book maths 0.5cm A4 96 pages	2
Artline felt tip marker 0.4	1
Packet Faber-Castell Connector felt pens (12 pack)	1
2B lead pencil	1
360 degree 100mm protractor	1
Micador 325 self-centering compass	1
SENIOR (YEAR 10 - 12) ONLY	
Maths Kent set 606	1
Graphics Calculator - Texas TI-84 - MATHS B & MATHS C - highly recommended	1
A4 exercise book- 48 page- BIOLOGY, CHEMISTRY, PHYSICS	1 per science subject



STUDENT RESOURCE SCHEME (SRS)

Whilst the cost of providing instruction, administration and facilities for the education of a student at a state school is met by the State, **a parent/guardian is directly responsible for providing the student with textbooks and other resources for a student's use while attending school.**

As a service to assist parents/guardians with the cost of these educational resources, Upper Coomera State College has chosen to operate a Student Resource Scheme (SRS). The SRS is endorsed by the P & C Association and is operated by the College under Education Queensland's Student Resource Scheme policy.

The purpose of the SRS is to provide parents/guardians with a cost effective alternative to purchasing textbooks, resources, consumables and/or materials from elsewhere, through reduced prices gained from the school's bulk purchasing processes.

A Student Resource Scheme enables a parent/guardian to enter into a written agreement with the College that, in return for payment of a specified annual participation fee, provides for the participating student's temporary use of prescribed textbooks and other resources and/or for the purchase of consumables and materials for the student's use.

The SRS is not used to raise funds for other purposes. Participation fees are only used for purchasing student resources.

Participation in the SRS is **voluntary**, and no obligation is placed on a parent/guardian to participate. A parent/guardian's decision to participate is based on consideration of the value afforded by the SRS.

Benefits of the Scheme:

- Long term loan of textbooks for classroom and/or home use (please note that home use may be an electronic copy of the textbook)
- Short term loan of textbooks for classroom and/or home use (e.g. plays or novels studied in English)
- Use of class sets of resources
- Use of reference materials
- Reproduced class materials which complement or substitute textbooks
- Some curriculum equipment items (e.g. equipment used in science, maths or physical education)

The Student Resource Scheme does not include:

- Voluntary financial contributions requested to supplement instruction, administration and facilities for the education of the student at the school
- Student internet access
- Resources funded by the state through grant funding to provide core educational service
- Optional school activities such as camps, excursions, performances, and formals.

2019 STUDENT RESOURCE SCHEME FEES: YEAR 11 & 12 - \$270

The College has made every effort to minimise costs to parents/guardians while ensuring that appropriate resources are available for student use

Participation in the SRS gives parents/guardians excellent value for money. The actual cost of a parent/guardian purchasing the items covered by the SRS is:

Cost to parents for NON-PARTICIPATION in SRS	Year 11	Year 12
	\$ 746.40 - \$1825.00 (approx.)	\$ 771.40 - \$ 1785.00 (approx.)

Actual cost for years 11 and 12 is dependent on subject selection.

If a student leaves the College during the school year a pro-rata refund will be made on the basis of a 40 week year.



NON-PARTICIPATION IN THE STUDENT RESOURCE SCHEME

A parent/guardian who does NOT wish to join the scheme is responsible for providing the student with items that would otherwise have been provided to the student by the Scheme to enable the student to engage with the curriculum. Parents/carers may request a complete list of the resources to be provided for their child at the Secondary Administration Office.

TEXTBOOK AND RESOURCE ALLOWANCE

The State Government Textbook and Resource Allowance provides financial assistance to parents/guardians to offset textbook and education resource costs for full-time and part-time students (with the exception of international fee paying students) in:

- Years 7 – 12 attending approved State and non-State schools
- Registered home schooling (Years 7 – 12)
- Australian Agricultural College campuses in Queensland (in lieu of Years 11 and 12); and
- Special Schools (for students aged 13 from 1 January)

The Allowance is paid by the Department of Education and Training through the school except for registered home schooling students where the allowance is paid directly to the parent/guardian.

Parents/guardians have the option to receive the allowance directly or as an offset of fees associated with participation in the school's Student Resource Scheme. This option is made available to each parent/guardian annually.

In 2016, the Textbook and Resource Allowance was \$121 for students in Years 7 to 10 and \$262 for students in Years 11 and 12.

NON-COMPULSORY (ENRICHMENT) ACTIVITIES

The College provides many opportunities for students to participate in activities which enhance their education. Optional school activities such as camps, excursions, performances, and formals are not included in the Student Resource Scheme.

Before a student can be considered for participation in an optional school activity, a parent/guardian who has joined the Student Resource Scheme is expected to have:

- Fully paid the Student Resource Scheme participation fee, or
- Paid the Student Resource Scheme participation fee up to and including the term in which the school activity takes place, or
- Made regular on-going payments towards the Student Resource Scheme annual participation fee as previously arranged with the Principal, or
- Been exempted by the Principal from paying all or part of the Student Resource Scheme participation fee.

USER PAYS PRINCIPLE AND SUBJECT FEES

The College is able to charge fees for educational services, including excursions, materials and consumables, not defined as instruction, administration and facilities as per Education Queensland's State Education Fees Policy. Subject fees are charged for excursions or materials for subjects where the instruction is extended through providing learning experiences in excess of materials provided by school grants.

The fees for subjects attracting user pays subject fees are clearly stated alongside the subject descriptions later in the booklet and on the subject selection form submitted by students in Term 3 or at enrolment. **User pays subject fees must be paid prior to the student commencing the subject, or the parent/guardian must be up-to-date with their individual payment plans.**



Pathways

Generally students studying Years 11 and 12 will follow one of the following three pathways through their senior studies:

Pathway Type Considerations	Australian Tertiary Entrance Rank (ATAR) Eligible	Training & Workforce Ready
Where does the student want to be on finishing Year 12?	Tertiary studies at University	Tertiary studies in some university courses and/or TAFE or private RTO. Full time employment, or full time apprenticeship or traineeship.
Score type allocated and used by QTAC and tertiary institutions	The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students. The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as '30.00 or less'. QTAC calculates the ATAR score. QTAC issues course offers from universities to students based on their ATAR score.	No score is required. Achievement of QCE and VET Certificate qualifications is preferred.
How are the Scores are calculated? Which types of subjects must be studied?	To be eligible for an ATAR, a student must have: <ul style="list-style-type: none"> • Satisfactorily completed an English subject; and • Completed five general subjects, • Or four general subjects plus one applied subject or VET course at AQF certificate III or above; • Accumulated their subject results within a five-year period. While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects. The ATAR will be calculated by combining a student's best five subject scaled scores. Scaled scores will be derived from a student's subject results as reported to QTAC by the Queensland Curriculum and Assessment Authority (QCAA), using a process of inter-subject scaling.	<ul style="list-style-type: none"> • It is recommended students aim to complete a school-based apprenticeship or traineeship. • Students study Authority-Registered and VET Certificate subjects.
Important information to consider before choosing the best pathway	General subjects require good at home study habits, good time management, and high literacy/numeracy skills. Investigate & apply for scholarships to offset tertiary studies costs. A student's ATAR score is dependent on how well they achieve in their subjects. Students should choose subjects where they have the best chance of doing well and that they enjoy.	

It is essential that students choose a pathway where they can select subjects they are capable of achieving success in. It is also very important for students to have a good idea of what they would like to achieve after Year 12. Students entering Year 11 need to consider subjects which will provide the greatest foundations for their intended pathways post-Year 12.



Types of Subjects

GENERAL SUBJECTS

General subjects are based on syllabi that have been approved by the Queensland Curriculum and Assessment Authority (QCAA). Results in General subjects can count towards the calculation of an ATAR when a student studies four or more General subjects. General subjects will contribute more to an ATAR score than other types of subjects if sound or higher results are achieved due to inter-subject scaling processes applied during the ATAR calculation. Students who do not achieve Sound Achievement (i.e. C grade or better) in core Year 10 subjects may find related General subjects in Years 11 and 12 difficult.

General syllabuses are developmental four-unit courses of study. Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE. Students should complete Units 1 and 2 before starting Units 3 and 4. Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

In Units 3 and 4 students complete a total of four summative assessment items — three internal and one external — that count towards the overall subject result in each General subject. Schools develop three internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus. The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument. Schools cannot change or modify an ISMG for use with summative internal assessment. As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

APPLIED SUBJECTS

Applied subjects are developed by the Queensland Curriculum and Assessment Authority (QCAA) and the emphasise practical skills and knowledge relevant to specific industries and workplaces. Results in one of these subjects may be used in the calculation of an ATAR when studied with four General subjects.

Applied syllabuses are developmental four-unit courses of study. Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners. Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation. A course of study for Applied syllabuses includes core topics and elective areas for study. Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student's exit result. Applied syllabuses do not use external assessment.



VOCATIONAL EDUCATION AND TRAINING (VET) CERTIFICATES

Vocational Education and Training (VET) assists in the learning of practical workplace skills to prepare students for employment in a specific industry. VET links the hands on learning with theoretical understanding. VET's intent is to give students better skills and more opportunities. VET qualifications are **NATIONALLY** recognised by employers and training providers.

Attainment of a VET qualification is proof that you are competent to do a specific job.



Upper Coomera State College is a registered training organisation and registered for the delivery of vocational courses through the Queensland Studies Authority.

VET studies can take place within an apprenticeship or traineeship, at Upper Coomera State College as a course of study, at another registered training organisation (e.g. TAFE), or in the workplace.

VET qualifications attained by students are recognised within the Australian Qualifications Framework (AQF), and this may give advanced standing or credit towards a traineeship or apprenticeship and/or credit towards entry to courses at TAFE institutes and other registered training organisations.

One fully completed VET qualifications at AQF Level 3, Level 4 and Diploma may contribute to an ATAR when studied with four General subjects.

Queensland Certificate of Education

The Queensland Government has introduced laws which required young people to be learning or earning. All young people are required to complete Year 10 at school and then go on to undertake a further two years of education and/or training. Young people are only exempt from these requirements if they gain full-time employment (employment must be guaranteed 25 hours per week or more). The aim of this legislation is encourage as many young people as possible to complete 12 years of schooling or its equivalent.

During Year 10, all students are individually registered with the Queensland Curriculum and Assessment Authority (QCAA). Their registration generates a Learner Unique Identifier (LUI) number and opens their learning account to bank credits towards their QUEENSLAND CERTIFICATE OF EDUCATION (QCE).

The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification. To be eligible to receive a QCE, a young person must:

- **Attain 20 credits**
- **Achieve the required standard**
- **Meet literacy and numeracy requirements**

The following tables lists the types of learning that can contribute towards a QCE, their values and the standards required for students to bank credits towards their learning accounts.

CORE	CREDIT	PREPARATORY Up to maximum of 4 credits	CREDIT	COMPLEMENTARY Up to maximum of 8 credits	CREDIT
General or Applied subject Unit 1 or Unit 2 completed	1 per unit	VET Certificate I (only 2 can count)	2 - 3	QCAA Short Course in Career Education	1
General or Applied subject Unit 3 and Unit 4	2	QCAA Short Course in Literacy	1	University subject (1 or 2 sems) ***	Varies check student connect
General Extension subjects Unit 3 and Unit 4	2	QCAA Short Course in Numeracy	1	Diploma & Advanced Diploma qualifications	1 for each competency
VET Certificate II	4	Recognised studies in QCAA approved preparatory courses of study	As set by QCAA	QCAA Short Course in Aboriginal & Torres Straight Islander Languages	Max 8 1
VET Certificate III or IV*	8				
School-based Apprenticeship or Traineeship**	4 - 8				

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* Some Certificate III and Certificate IV qualifications attract less than 8 credits, check Student Connect

** A young person completes 30% - 50% as part of a school-based apprenticeship depending on the length of the apprenticeship (eg. 4, 3 or 2 years). QCE credits achieved are: up to 2 credits for the training and 2 credits for each 50 days of on-the-job hours each year (up to a maximum of 4 credits in total)

*** University subject studies achieved while still at school

REQUIRED STANDARD	
Course of Study	Set Standard
General Subject Unit 1 and Unit 2	Satisfactory
General Subject Unit 3 and 4	Grade of C or better
Vocational Education & Training (VET)	Competence
University subjects achieved while at school.	Pass as defined by the course
Recognised studies, awards and certificates	Awarded
School-based apprenticeship or traineeship	All training associated with the school-based apprenticeship or traineeship must be fully completed, otherwise no points will be awarded

LITERACY AND NUMERACY	
Literacy	Numeracy
Satisfactory completion of Unit 1 or Unit 2 of English or Essential English A grade of C or better at exit from Unit 3 and Unit 4 studies of English or Essential English	Satisfactory completion of Unit 1 or Unit 2 of General Mathematics, Mathematical Methods, Specialist Mathematics or Essential Mathematics. A grade of C or better at exit from Unit 3 and Unit 4 studies of General Mathematics, Mathematical Methods, Specialist Mathematics or Essential Mathematics
Completion of FSK20113 Certificate II in Skills for Work and Vocational Pathways	Completion of FSK20113 Certificate II in Skills for Work and Vocational Pathways
Grade of C or better in the QCAA Short Course in Literacy	Grade of C or better in the QCAA Short Course in Numeracy

To find out more about the Queensland Certificate of Education:

- Visit the website at www.qcaa.qld.edu.au
- Call the Queensland Curriculum and Assessment Authority on 07 3864 0299
- Email qce@qcaa.edu.au



Duplication of learning in Applied subjects and VET Qualifications

The QCAA considers Applied subjects and VET qualifications at Australian Qualifications Framework (AQF) Level 2 that have similar subject matter and learning goals to be a duplication of learning.

Students may enrol in any VET qualification. However, when a student is enrolled in both the identified Applied subject and VET qualification that has been listed as having similar learning, credit for the QCE is determined by the QCAA. Relevant Applied subjects and related qualifications are identified on the QCAA website and apply to students at the time of enrolment in a course. This information is updated on the QCAA website annually.

The Applied subjects offered by the College that are affected by the duplication of learning issue are:

Applied Subject	VET Qualification	Maximum QCE Credit
Engineering Skills	MEM20413 Certificate II in Engineering Pathways	4
Hospitality Practices	SIT20316 Certificate II in Hospitality	4
Sport & Recreation	SIS20115 Certificate II in Sport and Recreation	4

QCE credit and qualifications from the same VET training package

When a student completes or partially completes multiple qualifications from the same VET training package, the highest level qualification in the Core category of learning will contribute credit to a QCE. A student who completes only a Certificate I from a training package accrues credit in the Preparatory category of learning. A student who completes a Diploma or Advanced Diploma accrues credit in the Complementary category of learning.

To ensure the requirements for breadth of learning for a QCE are met, a maximum of eight credits from the same training package can contribute to a QCE.

All completed qualifications are recorded on the statement of results.

The training packages that may be problematic for UCSC students are:

SIT Travel, Tourism & Hospitality Training Package	SIS Sport, Fitness & Recreation Training Package	BSB Business Services Training Package
SIT20316 Certificate II in Hospitality	SIS20115 Certificate II in Sport and Recreation	BSB20115 Certificate II in Business
SIT20116 Certificate II in Tourism	SIS30315 Certificate III in Fitness	BSB30115 Certificate III in Business
SIT30616 Certificate III in Hospitality		BSB50215 Diploma of Business
SIT30116 Certificate III in Tourism		



School-based Apprenticeships & Traineeships (SATs)

School-based Apprenticeships and School-based Traineeships now allow students to begin and in some instances complete a traineeship or apprenticeship while still continuing to study at school. Students in Years 11 and 12 can apply for an advertised SAT opportunity at any time.

SAT students:

- Combine school, work and training.
- Usually attend at least one day or work per week and train with a registered training organisation (this may be either on-the-job, at another venue, or at the College).
- May have a reduced timetable (e.g. be studying 5 subjects plus their SAT).
- Certificates can be credited towards a QCE, further study and may articulate to a higher level certificate or diploma.

The amount of QCE points gained from the VET qualification component of a SAT may also be affected by the duplication of applied subjects & VET issues, and the maximum number credits allowed from the same training package situation. This must be considered before signing up to a SAT to ensure a student remains on track to achieve their QCE. QCAA's Student Connect website will enable a student to consider the impact of this on their QCE plan.

Work Experience

Work experience or structured work placement involves a student working with an employer in an unpaid capacity to experience what it may be like to work in a particular job or industry. Structured work placement is always linked to a student being in the workplace to be able to demonstrate particular skills needed to complete a VET qualification. Work experience does not need to be linked to completion of study and may be accessed by students to try out different job opportunities. Students interested in signing up for a SAT may be required to complete work experience with an employer prior to the official SAT sign-up to ensure the student is sure they wish to complete the SAT.

Any student in Years 11 or 12 can participate in work experience and/or structure work placement. All work experience or structure work placement, whether organised by students/parents/family MUST be formalised through the school. This ensures the students is protected by insurance and to meet workers compensation requirements and is mandated under Government regulations.

If you require more information on SATs or would like to arrange a work experience or structure work placement opportunity please contact the College's Industry Liaison Officer, Lynn Davies via email ldavi157@eq.edu.au or by contacting College Administration on 07 5580 7555.

What Subjects Should I Choose?

It is important to choose your subjects carefully as your decisions may affect your success at school, your feelings about school, and also your level of preparedness or eligibility for particular training or tertiary study after school. Even though there are many factors to consider, choosing your program of study can be made easier if you go about the task logically, and follow a set of planned steps.

OVERALL PLAN

As an overall plan, it is suggested that you choose subjects which:

- You will enjoy
- You have achieved in or feel confident of achieving good results in
- Reflect your interests and abilities
- Help you reach your career and employment goals
- Will develop skills, knowledge and attitudes useful throughout your life



GUIDELINES

1. Find out about Career Pathways

It is helpful if you have a few career ideas in mind before choosing subjects. You will be guided through this process in Year 10 especially when you are required to complete your Student Education and Training Plan (SETP). If you are still unsure, then select subjects that will keep several career options open to you. The Guidance Counsellor and Industry Liaison Officer will be able to help get you started. You will also need to find out about the various pathways you can take to obtain qualifications you will need to get a job in the occupational areas in which you are interested. Once you know the different pathways, you can select the most appropriate one for you. The following resources are available and give you information about occupations and the subjects and courses needed to gain entry to these occupations.

Queensland Tertiary Admissions Centre (QTAC) MyPath <https://www.qtac.edu.au/atar-my-path/my-path>

The QTAC Guide is useful for information on tertiary courses offered in Queensland, from www.qtac.edu.au

Australia's national career information service, called My Future, available at www.myfuture.edu.au

The Job Guide, accessed at www.jobguide.dest.gov.au

Brochures from industry groups provide information on the various pathways to jobs within their industries. Start with the Industry Skills Councils at www.isc.org.au

Job and career planning information from the Department of Education, Training and the Arts website available at www.trainandemploy.qld.gov.au/client/jobs_and_careers/job_career_planning/

The Career Information Service accessed at www.cis.qsa.qld.edu.au

The Queensland TAFE Handbook is available at www.tafe.qld.gov.au

Going to Uni: Higher Education for Students in Australia can be found at www.goingtouni.gov.au

2. Find out about subjects offered by your school

The different types of subjects offered at the College are explained in the Pathways section of this booklet. It is important to know the difference between the Authority, Authority-Registered and VET subjects.

3. Check out each subject fully

Take these steps to ensure you understand the content and requirements of each subject you are interested in:

- Read subject descriptions and course outlines provided in this booklet.
- Talk to Heads of Department and teachers of each subject.
- Look at books and materials used in the subject.
- Listen carefully at subject selection talks.
- Talk to students already studying the subject.

4. Choose a combination of subjects that suits your needs and abilities

Traps to avoid:

- Do not select subjects simply because someone has told you that they "will help you get a better ATAR".
- Consider peoples' opinion of the subjects but do not make your decision on these only. Check the subjects for yourself.
- Do not select subjects because they are the same ones your friends are selecting.

VET – Consider taking subjects which lead to a VET qualification if:

- The subject relates to or could provide a pathway to a job that attracts you.
- Success in the subject may give you credit in a higher level course in which you are interested.
- You are interested in the subject and think you would enjoy studying it.

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

- Ensure you select the pre-requisite subjects required for your preferred courses (see QTAC website).
- Most students gain entry to university based on an ATAR score.
- Some institutions and courses will accept students who are not ATAR eligible if they have completed a particular VET certificate or diploma qualification. You need to check this information on the QTAC website and with the institution.

5. Be prepared to ask for help

If you and your parent/guardians are still uncertain about the combination of subjects you have chosen, check again with some of the many people available to talk to – teachers, Heads of Department, Guidance Officer, Industry Liaison Officer, Deputy Principals, Principals. Don't be afraid to seek their assistance. They are all prepared to help.

Links Between Subjects and Possible Careers

ENGLISH	MATHEMATICS	SCIENCE - PHYSICS	SCIENCE - CHEMISTRY
Actor	Accountant	Aerospace Engineer	Agronomist
Administrative Assistant	Aerospace Engineer	Air Force Technician/Officer	Agricultural Scientist
Advertising Account Executive	Agricultural Economist	Aircraft Maintenance Engineer	Anaesthetist
Advertising Manager	Agricultural Engineer	Air Traffic Controller	Aquaculture Technician
Anthropologist	Aircraft Maintenance Engineer	Architect	Biochemist
Archivist	Air Traffic Controller	Architectural Technician	Biomedical Engineer
Art Critic	Architect	Army Soldier-Technician/Officer	Biotechnologist
Arts Administrator	Astronomer	Astronomer	Chemical Engineer
Civil Celebrant	Auditor	Audio Visual Technician	Chemist
Clerical Officer – Local Govt	Bank Officer	Boiler Maker	Chemical Plant Operator
Copywriter	Building Contractor	Broadcasting Technician	Conservator
Court Recorder	Cartographer	Cable Joiner	Dietician
Cultural & Heritage Officer	Civil & Structural Engineer	Cartographer	Dispensary Technician
Desktop Publisher	Computer Engineer	Civil Engineer	Ecologist
Editor	Data Processing Operator	Computer Engineer	Environmental Engineer
Education Aide	Economist	Electrician	Environmental Health Officer
Film Critic	Electrical Engineer	Electrical Engineer	Environmental Scientist
Film & TV Editor	Electronics Engineer	Electronics Engineer	Food Technologist
Film, Stage & TV Director	Financial Dealer & Broker	Engineering Pattern Maker	Forensic Scientist
Funeral Attendant	Financial Planner	Forensic Scientist	Forester
Funeral Director	Gaming Worker	Geodetic Surveyor	Geneticist
Health Promotion Officer	Hospital Administrator	Geographer	Geologist
Hansard Reporter	Importer and Exporter	Geologist	Geophysicist
Historian	Industrial Designer	Geophysicist	Geoscience Technician
Interpreter	Industrial Engineer	GIS Officer	Heat Treater
Journalist	Insurance Agent	Geoscience Technician	Laboratory Worker
Law Clerk	Inventory & Supply Officer	Gunsmith	Medical Practitioner
Lawyer	Investment Analyst	Hydrographer	Medical Laboratory Technician
Librarian	Logistics Clerk	Instrument Fitter	Medical Scientist
Library Assistant	Marine Surveyor	Kiln Operator	Metallurgist
Library Technician	Market Researcher	Laboratory Worker	Metal Surface Finisher
Literature Critic	Materials Engineer	Marine Engineer	Microbiologist
Marketing Officer	Mathematician	Marine Surveyor	Minerals Process Engineer
Media Presenter	Mechanical Engineer	Mechanical Engineer	Natural Resource Manager
Project/Program Administrator	Mechatronic Engineer	Mechanical Fitter	Nurse
Proofreader	Meteorologist	Metal Machinist	Nutritionist
Public Relations Officer	Mining Engineer	Mine Surveyor	Oceanographer
Publicity Agent	Naval Architect	Naval Architect	Patient Examiner
Public Servant	Optometrist	Navy Technical Sailor	Pathologist
Publisher	Physicist	Optical Mechanic	Pest & Weed Controller
Research Officer	Pilot	Petroleum/Gas Plant Operator	Petroleum/Gas Plant Operator
Secretary	Programmer	Physicist	Pharmacologist
Sociologist	Quantity Surveyor	Pilot	Pharmacist
Speech Pathologist	Radiation Therapist	Power Plant Operator	Physiologist
Stage Manager	Retail Buyer	Prosthetic/Orthotic Technician	Plastics/Composites Processor
Teacher	Sales Assistant	Radiation Therapist	Podiatrist

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ENGLISH	MATHEMATICS	SCIENCE - PHYSICS	SCIENCE - CHEMISTRY
Theatre Critic	Ship's Master	Science Field Officer	Primary Products Inspector
Tour Guide	Software Engineer	Shipwright	Toxicologist
Tourist Information Officer	Sports Administrator	Sound Technician	Textile Technician
Transcript Typist	Statistician	Surveyor	Tissue Culture Technician
Translator	Stock & Station Agent	Telecommunication Technician	Veterinarian
Word Processing Operator	Surveyor	Toolmaker	Veterinary Nurse
Writer	Urban & Regional Planner	Welder	Water/Waste Water Plant
	Valuer		Winemaker
SCIENCE - BIOLOGY	HISTORY	PHYSICAL EDUCATION	THE ARTS
Acupuncturist	Administrative Assistant	Air Force General Entrant	Actor
Agricultural Engineer	Anthropologist	Ambulance Officer	Announcer
Agricultural Scientist	Archaeologist	Army Soldier	Artist
Agricultural Technical Officer	Archivist	Builder's Labourer	Arts Administrator
Animal Attendant	Arts Administrator	Dancer	Auctioneer
Aquaculture Technician	Conservator	Dietician	Audio Visual Technician
Audiometrist	Criminologist	Diver	Casting Director
Audiologist	Cultural & Heritage Officer	Firefighter	Choral Director
Biomedical Engineer	Editor	Fitness Instructor	Choreographer
Biotechnologist	Foreign Affairs & Trade Officer	Health Promotion Officer	Composer
Botanist	Historian	Jockey	Conductor
Cardiac Technologist	Industrial Relations Officer	Lifeguard	Dancer
Chiropractor	Journalist	Navy Sailor	Director of Photography
Dental Hygienist	Law Clerk	Nutritionist	Film Critic
Dental Technician	Lawyer	Police Officer	Film & TV Camera Operator
Dentist	Librarian	Physiotherapist	Film & TV Editor
Environmental Health Officer	Library Technician	Recreation Officer	Film & TV Lighting Operator
Environmental Scientist	Museum Curator	Sports Coach	Film & TV Producer
Farm Manager	Museum Officer	Sports Commentator	Floor Manager
Fisheries Officer	Parliamentarian	Sports Development Officer	Make Up Artist
Florist	Political Scientist	Sport & Exercise Psychologist	Model
Food Technologist	Public Servant	Sportsperson	Music Arranger
Forensic Scientist	Publisher	Sports Journalist	Music Critic
Forest Technical Officer	Records/Information Manager	Sports Medicine Practitioner	Musical Director
Greenkeeper	Religious Leader	Sports Physiologist	Musical Instrument Maker
Health Information Manager	Research Officer	Sports Scientist	Musician
Laboratory Worker	Sociologist	Stunt Performer	Piano Tuner
Landscape Architect	Tour Guide	Teacher	Producer's Assistant
Marine Biologist	Tourist Information Officer	Weight Loss Counsellor	Production Crew Member
Medical Imaging Technologist	Writer		Publicity Agent
Microbiologist			Scriptwriter
Medical Laboratory Technician			Set Designer
Medical Practitioner			Singer
Medical Scientist			Sound Technician
Natural Therapist			Stagehand
Nuclear Medicine Technologist			Stage Manager
Nurse			Teacher
Nutritionist			Theatre Critic
Obstetrician			Theatrical Costume Maker
Occupational Therapist			Wardrobe Supervisor
Optometrist			
Paramedic			TEXTILES & FOOD
Pathologist			Butcher
Physiotherapist			Caterer
Psychologist			Clothing & Furniture Producer
Pest & Weed Controller			Chef
Radiation Therapist			Childcare Worker
Speech Pathologist			Confectioner
Sports Scientist			Dietician/Nutritionist
Taxidermist			Events Coordinator
Tissue & Culture Technician			Fashion Designer
Toxicologist			Food Process Work/Technician
Veterinarian			Interior Decorator/Designer
Veterinary Nurse			Kitchen Hand
Winemaker			Pastry Cook
Zoologist			Sewing Machinist
			Teacher
LANGUAGES	INDUSTRIAL DESIGN		
Adult Migrant Teacher	Craftsperson		
Anthropologist	Technician		
Archaeologist	Musical Instrument Maker		
Captioner	Picture Framer		
Customs & Border Protection	Product Assembler		
Customs Broker	Steel Fixer		
Customs Clerk	Architect		
Flight Attendant	Boilermaker		
Foreign Affairs & Trade Officer	Building Contractor		
Foreign Correspondent	Cabinet Maker		
Hansard Reporter	Carpenter		
Historian	Engineer		
Hotel Manager	Fitter		
Immigration Officer	Glazier		
Importer & Exporter	Furniture Polisher		
Interpreter	Industrial Designer		
Linguist	Jeweller		
Police Officer	Joiner		
Ship's Master	Locksmith		
Speech Pathologist	Marine Engineer		
Teacher	Panel Beater		
Tour Guide	Roofer		
Tourist Information Officer	Sheet Metal Worker		
Medical Practitioner	Mechanic		
Medical Scientist	Welder		

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BUSINESS	INFORMATION TECH	MEDIA STUDIES	HOSPITALITY
Accountant	Air Force Technician/Officer	Actor	Airline Passenger Officer
Accounts Clerk	Analyst (IT)	Animator	Baker
Advertising Account Executive	Analyst Programmer	Arts Administrator	Bar Attendant
Advertising Manager	Applications Systems Analyst	Audio Visual Technician	Bar Manager
Admin. Assistant	Army Soldier – Technician	Copywriter	Barista
Arts Administrator	Army Officer	Cultural & Heritage Officer	Caravan Park Attendant
Bank Officer	Business Equip Technician	Desktop Publisher	Caterer
Brand Manager	Business Systems Analyst	Editor	Chauffeur
Bursar	Clinical Coder	Film & TV Camera Operator	Chef
Business Systems Analyst	Communications Technician	Film & TV Editor	Club Manager
Company Secretary	Computer Engineer	Film & TV Lighting Operator	Concierge
Compliance Officer	Computer Systems Auditor	Film & TV Producer	Cook
Conveyancer	Computer Tester	Film & TV Producer's Assistant	Croupier
Copywriter	Data Modeller	Film Critic/Reviewer	Events Coordinator
Credit Officer	Data processing operator	Film, Stage & TV Director	Flight Attendant
Customs Broker	Database Administrator	Games Developer	Front Office Attendant
Data Processing Officer	Electronics Technician	Graphic Designer	Gaming Worker
Economist	Electronics Engineer	Graphics Prepress Person	Hotel Manager
Export Clerk	Games Developer	Illustrator	Kitchen Hand
Finance Manager	GIS Officer	Journalist	Maitre D'
Financial Dealer & Broker	Health Informatician	Make-Up Artist	Pastry Cook
Foreign Affairs & Trade Officer	Health Information Manager	Media Planner	Porter
Hospital Administrator	Industrial Engineer	Media Presenter	Rider Operator
Hotel Manager	IT Support Technician	Multimedia Developer	Room Attendant
Human Resources Officer	IT Administrator	Photographer	Sales Assistant
Import Clerk	IT Manager	Production Crew Member	Sommelier
Importer & Exporter	IT Security Analyst	Projectionist	Tour Guide
Industrial Relations Officer	Management Consultant	Proofreader	Tourism Manager
Inventory & Supply Officer	Mathematician	Publisher	Tourist Information Manager
Investment Analyst	Mechatronic Engineer	Radio Producer	Travel Consultant
Logistics Clerk	Meteorological Technician	Set Designer	Valet
Management Consultant	Multimedia Developer	Sign Maker	Waiter
Market Researcher	Navy Technical Sailor	Sound Technician	
Marketing Officer	Navy Officer	Stage Manager	HEALTH
Occupational Health & Safety	Network Administrator	Theatre Mechanist	Environmental Health Officer
Office Administrator	Network Analyst	Costume Maker & Designer	Fitness Instructor
Operations Researcher	Network Designer	Web Designer/Developer	Health Information Manager
Public Relations Officer	Operations Researcher	Writer	Health Promotion Officer
Publisher	Patent Examiner		Herbalist
Real Estate Agent	Project/Program Administrator		Homeopath
Receptionist	Programmer	HEALTH	Massage Therapist
Recruitment Consultant	Records Manager	Aged Care Worker	Medical Imaging Technologist
Retail Buyer	Sales Representative (IT)	Anaesthetist	Medical Laboratory Scientist
Retail Manager	Software Engineer	Anaesthetic Technician	Medical Laboratory Technician
Sales Manager	Statistician	Aromatherapist	Medical Practitioner
Secretary	Systems Administrator	Audiometrist	Naturopath
Settlement Clerk	Systems Architect	Audiologist	Nurse
Shipping Clerk	Systems Designer (IT)	Biomedical Engineer	Occupational Therapist
Sports Administrator	Teacher	Cardiac Technologist	Operating Theatre Technician
Stockbroker	Web Designer/Developer	Chiropractor	Optical Dispenser
Taxation Agent	Web Administrator	Clinical Coder	Optometrist
Telemarketer	Word Processing Operator	Counsellor	Paramedic
Trade Union Official		Dental Assistant	Personal Care Worker
Training Officer		Dental Hygienist	Physiotherapist
Transport Administrator		Dental Prosthetist	Prosthetist/Orthotist
Treasurer		Dietician	Psychiatrist/Psychologist
		Dispensary Technician	Speech Pathologist
		Disability Services Instructor	Surgeon
		Diversional Therapist	



CHANGING SUBJECTS

Before changing subjects students and parents/guardians must carefully consider the impact that subject changes can have on a student's eligibility to achieve a QCE and ATAR (if eligible). Remember that all students must have at least 3 subjects that remain the same across Years 11 and 12 to remain eligible for a QCE and an ATAR (if applicable). It must be noted that if a student exits a subject with a D or E grade they will receive no credit for that subject towards their QCE.

Students may only change subjects as per the College Subject Change Policy. Subject changes must fit within the following parameters:

A subject change will only be permitted in the following circumstances:

1. Where despite all efforts a student is obtaining less than satisfactory results. In this instance, the student will be identified as requiring a subject change by either:
 - a. Their classroom teacher or Head of Department;
 - b. The end of term analysis of reporting data; or
 - c. The student has been identified as being at risk of not achieving their QCE by the Senior Secondary Head of Department
2. Unsafe behaviours in practical subjects. Teachers are not to send students to administration directly for subject changes for this reason. Students must have completed a safety re-training program and must be referred via the HOD after subsequent safety breaches.
3. Has selected subjects that are incompatible and unable to be completed at the same time.
4. Failure to complete mandatory components of the course. Students must be referred to Administration via the HOD.

Subject changes recommended by a teacher or Head of Department changes will only be reviewed at the following times.

Year 12	No subject changes are able to be made as both Unit 3 and Unit 4 of each subject must be studied as a pair to accrue QCE points for a subject. No students will be changed into VET subjects after Week 2 of Term 1.
Year 11	At the end of Unit 1 or 2 only.

There will be no changes between General subject types due to the foundational knowledge students need to build in Units 1 and 2 in order to be successful in Units 3 & 4. Any permitted subject changes will be to Applied or VET subjects only. The only exception to this will be necessary changes from Mathematical Methods and/or Specialist Mathematics to the General Mathematics strand.

Administration, in consultation with Heads of Department, will make a decision regarding semester unit credits for senior certification.

Student initiated subject changes will not be permitted. Students must carefully select subjects that are suitable for their ability and intended career/study pathway beyond Year 12.



ENGLISH

Faculty: English

WHY STUDY:

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts. Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it. Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

OBJECTIVES

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

PREREQUISITES:

Students **must achieve at least a C or higher in Year 10 English.**

PATHWAYS:

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

QCE POINTS: 4

CONTRIBUTES TO ATAR: YES

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts 	Texts and culture <ul style="list-style-type: none"> • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts 	Textual connections <ul style="list-style-type: none"> • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts 	Close study of literary texts <ul style="list-style-type: none"> • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students, complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E). Students undertake a variety of assessment tasks, which may include the following:

Unit 3 Summative Assessment		Unit 4 Summative Assessment	
Summative internal assessment 1 (IA1): • Extended response — written response for a public audience	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 4 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: NIL

Students may be required to attend excursions, which incur a cost for transport and/or admission.

FURTHER ADVICE:

Head of Department: Heidi Whitshed
Phone: 07 5580 7524
Email: hwhit103@eg.edu.au



ENGLISH AS AN ADDITIONAL LANGUAGE

Faculty: LOTE & International Student Programs QCE POINTS: 4

WHY STUDY:

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes. Students have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies. Students make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre. They explore the ways literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students develop empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods.

OBJECTIVES

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

PREREQUISITES:

Only students belonging to the College's International Student Program or those students identified by a Head of Department as meeting certain criteria may study this subject.

PATHWAYS:

A course of study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

CONTRIBUTES TO ATAR: YES

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Language, text and culture <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to a variety of media and literary texts Creating analytical and persuasive texts 	Perspectives in texts <ul style="list-style-type: none"> Examining and shaping perspectives in texts Responding to literary texts, including a focus on Australian texts Creating imaginative and analytical texts 	Issues, ideas and attitudes <ul style="list-style-type: none"> Exploring representations of issues, ideas and attitudes in texts Responding to literary and persuasive texts Creating analytical and persuasive texts 	Close study of literary texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E). Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment		Unit 4 Summative Assessment	
Summative internal assessment 1 (IA1): • Examination – analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response – imaginative spoken/multimodal response	25%
Summative internal assessment 2 (IA2): • Extended response – persuasive written response	25%	Summative external assessment (EA): • Examination – analytical extended response	25%

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 4 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: NIL

Students may be required to attend excursions which incur a cost for transport and/or admission.

FURTHER ADVICE:

Head of Department: Jacqui Lewis
Phone: 07 5580 7555
Email: jlew38@eq.edu.au

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COMPULSORY GENERAL SUBJECTS

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GENERAL MATHEMATICS

Faculty: Maths

QCE POINTS: 4

WHY STUDY:

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P-10 Australian Curriculum. General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics. Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

OBJECTIVES

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

PREREQUISITES:

Students considering General Mathematics must achieve at least a **C or higher in Year 10 Core or Advanced Mathematics**. Students choosing this course must be willing to complete all classroom exercises, homework and revision. Students must be able to work individually and with a group.

PATHWAYS:

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

CONTRIBUTES TO ATAR: YES

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations <ul style="list-style-type: none"> Consumer arithmetic Shape and measurement Linear equations and their graphs 	Applied trigonometry, algebra, matrices and univariate data <ul style="list-style-type: none"> Applications of trigonometry Algebra and matrices Univariate data analysis 	Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none"> Bivariate data analysis Time series analysis Growth and decay in sequences Earth geometry and time zones 	Investing and networking <ul style="list-style-type: none"> Loans, investments and annuities Graphs and networks Networks and decision mathematics

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E). Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment		Unit 4 Summative Assessment	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%	Summative external assessment (EA): • Examination	50%

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 2-3 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: NIL

Students **must have their own** scientific calculator.

FURTHER ADVICE:

Head of Department: Nichelle Harmon
Phone: 07 5580 7676
Email: nbidn3@eq.edu.au

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COMPULSORY GENERAL SUBJECTS

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MATHEMATICAL METHODS

Faculty: Maths

QCE POINTS: 4

WHY STUDY:

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics. Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P-10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

OBJECTIVES

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

PREREQUISITES:

Students considering Mathematical Methods must have achieved at least a **C or higher in Year 10 Advanced Mathematics or an A in Year 10 Core Mathematics**. Students choosing this course will be expected to enjoy solving mathematical problems. They must be willing to complete all classroom exercises, homework and revision. The ability to work individually and with a group will be an advantage.

PATHWAYS:

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

CONTRIBUTES TO ATAR: YES

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions <ul style="list-style-type: none"> Arithmetic and geometric sequences and series 1 Functions and graphs Counting and probability Exponential functions 1 Arithmetic and geometric sequences 	Calculus and further functions <ul style="list-style-type: none"> Exponential functions 2 The logarithmic function 1 Trigonometric functions 1 Introduction to differential calculus Further differentiation and applications 1 Discrete random variables 1 	Further calculus <ul style="list-style-type: none"> The logarithmic function 2 Further differentiation and applications 2 Integrals 	Further functions and statistics <ul style="list-style-type: none"> Further differentiation and applications 3 Trigonometric functions 2 Discrete random variables 2 Continuous random variables and the normal distribution Interval estimates for proportions

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E). Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment		Unit 4 Summative Assessment	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%	Summative external assessment (EA): • Examination	50%

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 2-3 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: NIL

Students **must have their own** scientific calculator and/or graphics calculator (Texas Ti-84 Plus recommended).

FURTHER ADVICE:

Head of Department: Nichelle Harmon
Phone: 07 5580 7676
Email: nbidn3@eq.edu.au

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COMPULSORY APPLIED SUBJECTS

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ESSENTIAL ENGLISH

Faculty: English

QCE POINTS: 4

WHY STUDY:

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts. Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts. Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

OBJECTIVES

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

PREREQUISITES:

Essential English has no preferred prerequisites as it is designed to develop student's literacy and communication skills for use beyond the classroom and caters for a diverse range of abilities.

PATHWAYS:

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

CONTRIBUTES TO ATAR: YES (Only for one Applied subject)

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none">• Responding to a variety of texts used in and developed for a work context• Creating multimodal and written texts	Texts and human experiences <ul style="list-style-type: none">• Responding to reflective and nonfiction texts that explore human experiences• Creating spoken and written texts	Language that influences <ul style="list-style-type: none">• Creating and shaping perspectives on community, local and global issues in texts• Responding to texts that seek to influence audiences	Representations and popular culture texts <ul style="list-style-type: none">• Responding to popular culture texts• Creating representations of Australian identities, places, events and concepts

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA. Students undertake a variety of assessment tasks, which may include the following:

Unit 3 Summative Assessment	Unit 4 Summative Assessment
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Extended response — spoken/signed response	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Extended response — Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Common internal assessment (CIA)	Summative internal assessment (IA4): <ul style="list-style-type: none">• Extended response — Written response

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 2 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: NIL

Students may be required to attend excursions, which incur a cost for transport and/or admission.

FURTHER ADVICE:

Head of Department: Heidi Whitsed
Phone: 07 5580 7524
Email: hwhit103@eq.edu.au



ESSENTIAL MATHEMATICS

Faculty: Maths

QCE POINTS: 4

WHY STUDY:

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance. Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

OBJECTIVES

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

PREREQUISITES:

Essential Mathematics has no preferred prerequisites as it is designed to develop student's numeracy skills for use beyond the classroom and caters for a diverse range of abilities.

PATHWAYS:

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

CONTRIBUTES TO ATAR: YES (Only for one Applied subject)

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none"> • Fundamental topic: Calculations • Number • Representing data • Graphs 	Money, travel and data <ul style="list-style-type: none"> • Fundamental topic: Calculations • Managing money • Time and motion • Data collection 	Measurement, scales and data <ul style="list-style-type: none"> • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data 	Graphs, chance and loans <ul style="list-style-type: none"> • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.. Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment	Unit 4 Summative Assessment
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Problem-solving and modelling task 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Examination

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 4 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: NIL

Students **must have their own** scientific calculator.

FURTHER ADVICE:

Head of Department: Nichelle Harmon
Phone: 07 5580 7676
Email: nbidh3@eq.edu.au



CAREER EDUCATION

Faculty: Senior Secondary

QCE POINTS: 4

WHY STUDY:

Career Education is a one-unit course studied by all Senior Students in Years 10-12. It is developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

It focuses on the development of knowledge, processes, skills, attributes and attitudes that will assist students to make informed decisions about their options and enable effective participation in their future study, working life and career. Career Education can also assist schools in the development of the Senior Education and Training (SET) Plans for students. Students explore career development and management strategies that help them plan for and shape their future, providing them with essential knowledge, understanding and skills for participation in a rapidly changing world of work. They come to understand what they need to adapt to multiple transitions in work, career and life, and use opportunities to transfer their developing abilities to a range of work-related and career contexts and activities.

As students consider their future directions and prepare to make successful transitions to work, career and further education and/or training, they explore career options that incorporate their interests and skills, set personal goals and implement initial stages of career plans.

OBJECTIVES

By the conclusion of the course of study, students will:

- demonstrate knowledge and understanding of self, work practices and career development processes
- select, analyse and apply information related to work and career development
- use oral and written language to communicate information
- plan, implement and adjust processes to achieve learning outcomes
- apply learning.

PREREQUISITES:

Career Education has no preferred prerequisites as it is designed to develop student's personal development and communication skills for use beyond the classroom and caters for a diverse range of abilities.

PATHWAYS:

A course of study in Career Education may establish a basis for further education, training and/or employment in a range of fields. Students learn within a practical context related to general employment and successful participation in society.

CONTRIBUTES TO ATAR: YES (Only for one Applied subject)

COURSE OUTLINE:

Unit 1	Unit 2
My current skills and attributes <ul style="list-style-type: none"> • xxx 	My options for the future <ul style="list-style-type: none"> • Xxx

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.. Students undertake a variety of assessment tasks which may include the following:

Unit 1 Summative Assessment	Unit 2 Summative Assessment
One assessment consisting of two parts: <ul style="list-style-type: none"> • a spoken/signed presentation — workplace interview or survey (Internal assessment 1A) • a student learning journal (Internal assessment 1B). 	One assessment consisting of two parts: <ul style="list-style-type: none"> • an extended written response — a career investigation (Internal assessment 2A) • a student learning journal (Internal assessment 2B).

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 1 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: NIL

Students must undertake work experience as part of the course requirements. This may incur travel costs to and from their chosen workplace.

FURTHER ADVICE:

Head of Department: Nicholl Horne
Phone: 07 5580 7555
Email: nhorn40@eq.edu.au



ANCIENT HISTORY

Faculty: Humanities

QCE POINTS: 4

WHY STUDY:

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion. Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses. Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

OBJECTIVES

By the conclusion of the course of study, students will:

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

PREREQUISITES:

Students must achieve at least a **B or higher in Year 10 Advanced or Core History AND a C or higher in Year 10 Authority English.**

Bring Your Own Device (BYOD) is an expectation for students wishing to participate in all Senior Humanities subjects. Our College website has all the information you need for this process.

PATHWAYS:

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research..

CONTRIBUTES TO ATAR: YES

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E). Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment		Unit 4 Summative Assessment	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world • Digging up the past • Ancient societies — Beliefs, rituals and funerary practices.	Personalities in their time • Hatshepsut • Perikles	Reconstructing the ancient world • Fifth Century Athens (BCE) • Early Imperial Rome	People, power and authority • Ancient Rome — Civil War and the breakdown of the Republic • Augustus

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 4 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: NIL

Students may be required to attend excursions which incur a cost for transport and/or admission.

FURTHER ADVICE:

Head of Department: Tam Higgins
Phone: 07 5580 7525
Email: thigg44@eg.edu.au



BIOLOGY

Faculty: Science

WHY STUDY:

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society. Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

OBJECTIVES

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

PREREQUISITES:

Students should have achieved a **B or better in Year 10 Core Science, or a C or better in Year 10 Biology/Chemistry or Year 10 Physics/Engineering, and a C or better in Year 10 English.** It is advisable that students possess an enthusiasm for studying Science and carrying out investigations. An ability to write fluently and the possession of well-developed research skills are essential for success in this subject.

PATHWAYS:

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

QCE POINTS: 4

CONTRIBUTES TO ATAR: YES

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none"> Cells as the basis of life Multicellular organisms 	Maintaining the internal environment <ul style="list-style-type: none"> Homeostasis Infectious diseases 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> Describing biodiversity Ecosystem dynamics 	Heredity and continuity of life <ul style="list-style-type: none"> DNA, genes and the continuity of life Continuity of life on Earth

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E). Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment		Unit 4 Summative Assessment	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%	Summative external assessment (EA): • Examination	50%

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 2 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: \$35(yr 11) \$75 (yr 12)

These fees cover the cost of compulsory excursions which students must participate in to complete assessment.

FURTHER ADVICE:

Head of Department: Julia Cullen
Phone: 07 5580 7555
Email: jcull12@eq.edu.au



BUSINESS

Faculty: Humanities

QCE POINTS: 4

WHY STUDY:

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs. Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations. Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

OBJECTIVES

By the conclusion of the course of study, students will:

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

PREREQUISITES:

Students **must achieve at least a C or higher in Year 10 English and a C or higher in Year 10 Mathematics.**

Bring Your Own Device (BYOD) is an expectation for students wishing to participate in all Business subjects. Our College website has all the information you need for this process.

PATHWAYS:

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Business creation <ul style="list-style-type: none"> • Fundamental s of business • Creation of business ideas 	Business growth <ul style="list-style-type: none"> • Establishmen t of a business • Entering markets 	Business diversification <ul style="list-style-type: none"> • Competitive markets • Strategic development 	Business evolution <ul style="list-style-type: none"> • Repositioning a business • Transformati on of a business

CONTRIBUTES TO ATAR: YES

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E). Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment		Unit 4 Summative Assessment	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): • Investigation — business report	25%	Summative external assessment (EA): • Examination — combination response	25%

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 2 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: NIL

Students may incur an occasional cost for an excursion and will be required to contribute to their print credit account as required.

FURTHER ADVICE:

Head of Department: Tam Higgins
Phone: 07 5580 7525
Email: thiqq44@eq.edu.au



CHEMISTRY

Faculty: Science

QCE POINTS: 4

WHY STUDY:

Chemistry is the study of materials and their properties and structure. Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds. Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

OBJECTIVES

- By the conclusion of the course of study, students will:
- describe and explain scientific concepts, theories, models and systems and their limitations
 - apply understanding of scientific concepts, theories, models and systems within their limitations
 - analyse evidence
 - interpret evidence
 - investigate phenomena
 - evaluate processes, claims and conclusions
 - communicate understandings, findings, arguments and conclusions.

PREREQUISITES:

Students should have achieved a **B or better in Year 10 Core Science, or a C or better in Year 10 Biology/Chemistry or Year 10 Physics/Engineering, plus a C or better in Year 10 Mathematics, and a C or better in Year 10 English.** It is advisable that students possess an enthusiasm for studying Science and carrying out investigations. An ability to write fluently and the possession of well-developed research skills are essential for success in this subject.

PATHWAYS:

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

CONTRIBUTES TO ATAR: YES

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions <ul style="list-style-type: none"> Properties and structure of atoms Properties and structure of materials Chemical reactions — reactants, products and energy change 	Molecular interactions and reactions <ul style="list-style-type: none"> Intermolecular forces and gases Aqueous solutions and acidity Rates of chemical reactions 	Equilibrium, acids and redox reactions <ul style="list-style-type: none"> Chemical equilibrium systems Oxidation and reduction 	Structure, synthesis and design <ul style="list-style-type: none"> Properties and structure of organic materials Chemical synthesis and design

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E). Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment		Unit 4 Summative Assessment	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%	Summative external assessment (EA): • Examination	50%

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 2 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: NIL

FURTHER ADVICE:

Head of Department: Julia Cullen
Phone: 07 5580 7555
Email: jcull12@eq.edu.au



DANCE

Faculty: The Arts

QCE POINTS: 4

WHY STUDY:

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures. Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

CONTRIBUTES TO ATAR: YES

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts? • Genres: – Contemporary – at least one other genre • Subject matter: – meaning, purpose and context – historical and cultural origins of focus genres	Moving through environments How does the integration of the environment shape dance to communicate meaning? • Genres: – Contemporary – at least one other genre • Subject matter: – physical dance environments including site-specific dance – virtual dance environments	Moving statements How is dance used to communicate viewpoints? • Genres: – at least one other genre • Subject matter: – social, political and cultural influences on dance	Moving my way How does dance communicate meaning for me? • Genres: – fusion of movement styles • Subject matter: – developing a personal movement style – personal viewpoints and influences on genre

OBJECTIVES

By the conclusion of the course of study, students will:

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills

PREREQUISITES:

Students must have achieved at least a **C or higher in Year 10 English**. Participation in Year 10 Dance or outside dance experience would be an advantage, but is not essential. It is advisable that students are active, motivated and enthusiastic to learn dance and are aware that this subject is both practical and theory based. Self-motivation is essential to this course.

Bring Your Own Device (BYOD) is an expectation for students wishing to participate in Dance. Our College website has all the information you need for this process.

PATHWAYS:

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research, and science and technology.

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E). Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment		Unit 4 Summative Assessment	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — dance work	35%
Summative internal assessment 2 (IA2): • Choreography	20%	Summative external assessment (EA): • Examination	25%

HOMEWORK AND STUDY:

Students are expected to work on their choreography and performances in their own time as well as class time. Students will also be required to research and draft analysis essays. In Years 11 and 12 students extend their dance capacity, students must have a willingness to spend time practising Dance over and above lesson time.

USER PAYS SUBJECT FEES: \$75

This fee includes compulsory dance workshops with professional artists and viewing of live professional performances to be used for assessment. Dance uniform: Students are to obtain black cotton / lycra dance pants and leotard. A UCSC dance t-shirt is available for purchase from the College.

FURTHER ADVICE:

Head of Department: Nicole Hughes
Phone: 07 5580 7555
Email: nhugh21@eq.edu.au



DIGITAL SOLUTIONS

Faculty: Digital Technologies

QCE POINTS: 4

WHY STUDY:

CONTRIBUTES TO ATAR: YES

Australia needs enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies. Digital Solutions enables students to use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play.

OBJECTIVES

By the conclusion of the course of study, students will:

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

PREREQUISITES:

Students must achieve at least a **C in Year 10 English, and Year 10 Mathematics**. It is essential that students are highly motivated and self-disciplined.

PATHWAYS:

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code <ul style="list-style-type: none"> • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions 	Application and data solutions <ul style="list-style-type: none"> • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions 	Digital innovation <ul style="list-style-type: none"> • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions 	Digital impacts <ul style="list-style-type: none"> • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E). Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment		Unit 4 Summative Assessment	
Summative internal assessment 1 (IA1): • Investigation — technical proposal for a Mobile App	25%	Summative internal assessment 3 (IA3): • Project — folio for the development of an Internet of Things (IoT) solution.	25%
Summative internal assessment 2 (IA2): • Project — digital solution for a Mobile or Web App	25%	Summative external assessment (EA): • Examination	25%

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 2 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: \$35

Students may incur an occasional cost for enrichment excursions.

FURTHER ADVICE:

Head of Department: Rohan Dean
Phone: 07 5580 7680
Email: rdean5@eq.edu.au



DRAMA

Faculty: The Arts

QCE POINTS: 4

WHY STUDY:

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

OBJECTIVES

By the conclusion of the course of study, students will:

- demonstrate an understanding of dramatic languages
- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning.

PREREQUISITES:

Students must have achieved at least a **C or higher in Year 10 English**. There is a theoretical component to Drama which requires writing essays and analysing texts. It is advisable that students are active, motivated and enthusiastic to learn drama and aware that it is a highly practical subject which involves performing in front of various audiences. Students must be willing to work in different groups and by themselves.

PATHWAYS:

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

CONTRIBUTES TO ATAR: YES

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms	Reflect How is drama shaped to reflect lived experience? • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts	Challenge How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts	Transform How can you transform dramatic practice? • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E). Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment		Unit 4 Summative Assessment	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — practice-led project	35%
Summative internal assessment 2 (IA2): • Project — dramatic concept	20%	Summative external assessment (EA): • Examination	25%

HOMEWORK AND STUDY:

Students are expected to work on all assessment tasks in class and at home. Particularly group work will require rehearsals out of school with other group members.

USER PAYS SUBJECT FEES: \$75

This fee covers a live theatre performance for a compulsory assessment item and workshops.

FURTHER ADVICE:

Head of Department: Nicole Hughes
 Phone: 07 5580 7555
 Email: nhugh21@eq.edu.au



ENGINEERING

Faculty: Science

QCE POINTS: 4

WHY STUDY:

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

OBJECTIVES

By the conclusion of the course of study, students will:

- recognise and describe engineering problems, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

PREREQUISITES:

Students must have achieved a **C or better in Year 10 Physics/Engineering, a C or better in Year 10 Maths, and a C or better in Year 10 English.**

PATHWAYS:

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

CONTRIBUTES TO ATAR: YES

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals and society <ul style="list-style-type: none"> • Engineering history • The problem-solving process in Engineering • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials 	Emerging technologies <ul style="list-style-type: none"> • Emerging needs • Emerging processes and machinery • Emerging materials • Exploring autonomy 	Statics of structures and environmental considerations <ul style="list-style-type: none"> • Application of the problem-solving process in Engineering • Civil structures and the environment • Civil structures, materials and forces 	Machines and mechanisms <ul style="list-style-type: none"> • Machines in society • Materials • Machine control

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E). Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment		Unit 4 Summative Assessment	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Examination	25%	Summative external assessment (EA): • Examination	25%

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 2 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: \$35

These fees cover the cost of compulsory excursions which students must participate in to complete assessment.

FURTHER ADVICE:

Head of Department: Julia Cullen
Phone: 07 5580 7555
Email: jcull12@eq.edu.au



FILM, TELEVISION & NEW MEDIA

Faculty: The Arts

QCE POINTS: 4

WHY STUDY:

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages. Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts.

Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

OBJECTIVES

By the conclusion of the course of study, students will:

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve conceptual and creative problems.

PREREQUISITES:

Students must have achieved at least a **C or higher in Year 10 English**. Completion of Year 10 Media Studies will be an advantage.

PATHWAYS:

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

CONTRIBUTES TO ATAR: YES

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Foundation <ul style="list-style-type: none"> • Concept: technologies How are tools and associated processes used to create meaning? • Concept: institutions How are institutional practices influenced by social, political and economic factors? • Concept: languages How do signs and symbols, codes and conventions create meaning? 	Story forms <ul style="list-style-type: none"> • Concept: representation How do representations function in story forms? • Concept: audiences How does the relationship between story forms and meaning change in different contexts? • Concept: languages How are media languages used to construct stories? 	Participation <ul style="list-style-type: none"> • Concept: technologies How do technologies enable or constrain participation? • Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors? 	Identity <ul style="list-style-type: none"> • Concept: technologies How do media artists experiment with technological practices? • Concept: representation How do media artists portray people, places, events, ideas and emotions? • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E). Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment		Unit 4 Summative Assessment	
Summative internal assessment 1 (IA1): • Case study investigation	20%	Summative internal assessment 3 (IA3): • Stylistic project	35%
Summative internal assessment 2 (IA2): • Multi-platform project	20%	Summative external assessment (EA): • Examination	25%

HOMEWORK AND STUDY:

It is an expectation that students will work on their design and filming for homework throughout the duration of the course. More time must be utilised outside of class time on production units.

USER PAYS SUBJECT FEES: \$75

FURTHER ADVICE:

Head of Department: Nicole Hughes
Phone: 07 5580 7555
Email: nhugh21@eq.edu.au



HEALTH

Faculty: Health & Physical Education

QCE POINTS: 4

WHY STUDY:

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum. Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

OBJECTIVES

By the conclusion of the course of study, students will:

- recognise and describe information about health-related topics and issues
- comprehend and use health approaches and frameworks
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

PREREQUISITES:

To be successful in Health Education students must have achieved at least a **C in Year 10 English**. Students also require an ability to write fluently and possess well-developed research skills.

PATHWAYS:

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

CONTRIBUTES TO ATAR: YES

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	Peers and family as resources for healthy living <ul style="list-style-type: none"> • Alcohol (elective) • Body image (elective) 	Community as a resource for healthy living <ul style="list-style-type: none"> • Homelessness (elective) • Road safety (elective) • Anxiety (elective) 	Respectful relationships in the post-schooling transition

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E). Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment		Unit 4 Summative Assessment	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Investigation — action research 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Investigation — analytical exposition 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Examination — extended response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination 	25%

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 3 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: NIL

It is required that students are a part of the schools Bring Your Own Device (BYOD) program to enable online collaboration, research and engaged learning.

Study costs for Griffith Health is \$100 for the two years, payable directly to Griffith University.

FURTHER ADVICE:

Head of Department: Camilla Nichols
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YEAR 11 2019 SUBJECT SELECTION GUIDE

GENERAL ELECTIVE SUBJECTS

Upper Coomera
State College
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JAPANESE

Faculty: LOTE & International Student Programs QCE POINTS: 4

WHY STUDY:

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

OBJECTIVES

By the conclusion of the course of study, students will:

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Japanese.

PREREQUISITES:

Students considering Japanese must have achieved a **C or higher in Year 10 Japanese** (either at UCSC or elsewhere), or have a comparable level of fluency (for example native speakers or students who may have lived or studied in Japan).

PATHWAYS:

A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

CONTRIBUTES TO ATAR: YES

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし My world <ul style="list-style-type: none">• Family/carers and friends• Lifestyle and leisure• Education	私達のまわり Exploring our world <ul style="list-style-type: none">• Travel• Technology and media• The contribution of Japanese culture to the world	私達の社会 Our society <ul style="list-style-type: none">• Roles and relationships• Socialising and connecting with my peers• Groups in society	私の将来 My future <ul style="list-style-type: none">• Finishing secondary school, plans and reflections• Responsibilities and moving on

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E). Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment	Unit 4 Summative Assessment
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — short response 15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Extended response 30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination — combination response 30%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response 25%

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 3 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: NIL

There will be enrichment activities and excursions for this subject which may incur minimal fees.

FURTHER ADVICE:

Head of Department: Jacqui Lewis
Phone: 07 5580 7555
Email: jlewi38@eq.edu.au



LEGAL STUDIES

Faculty: Humanities

QCE POINTS: 4

WHY STUDY:

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues. Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

OBJECTIVES

By the conclusion of the course of study, students will:

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

PREREQUISITES:

Students considering Legal Studies must achieve at least a **B or higher in Advanced or Core History AND a C or higher in Authority English**. It is recommended that students are able to read extensively and that they are developing their research and essay writing abilities. Students will be working individually and in groups to research legal issues.

Bring Your Own Device (BYOD) is an expectation for students wishing to participate in Dance. Our College website has all the information you need for this process.

PATHWAYS:

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

CONTRIBUTES TO ATAR: YES

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt <ul style="list-style-type: none"> • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing 	Balance of probabilities <ul style="list-style-type: none"> • Civil law foundations • Contractual obligations • Negligence and the duty of care 	Law, governance and change <ul style="list-style-type: none"> • Governance in Australia • Law reform within a dynamic society 	Human rights in legal contexts <ul style="list-style-type: none"> • Human rights • The effectiveness of international law • Human rights in Australian contexts

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E). Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment		Unit 4 Summative Assessment	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — argumentative essay	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 3 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: NIL

Students will be required to participate in excursions which will incur a small cost.

FURTHER ADVICE:

Head of Department: Tam Higgins
Phone: 07 5580 7525
Email: thigg44@eq.edu.au



MODERN HISTORY

Faculty: Humanities

QCE POINTS: 4

WHY STUDY:

CONTRIBUTES TO ATAR: YES

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces. Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations. Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

OBJECTIVES

By the conclusion of the course of study, students will:

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

PREREQUISITES:

Students must achieve at least **a B or higher in Year 10 Advanced or Core History AND a C or higher in Year 10 Authority English**. Students must be able to work well individually and in groups, direct their own research projects and engage critically with a broad range of historical documents.

Bring Your Own Device (BYOD) is an expectation for students wishing to participate in Dance. Our College website has all the information you need for this process.

PATHWAYS:

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none"> • French Revolution, 1789–1799 • Russian Revolution, 1905–1920s 	Movements in the modern world <ul style="list-style-type: none"> • Australian Indigenous rights movement since 1967 • African-American civil rights movement, 1954–1968 	National experiences in the modern world <ul style="list-style-type: none"> • Germany, 1914–1945 • Israel, 1948–1993 	International experiences in the modern world <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 • Cold War, 1945–1991

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E). Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment		Unit 4 Summative Assessment	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 3 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: NIL

Students will be required to participate in excursions which will incur a small cost for transport and/or venue admission.

FURTHER ADVICE:

Head of Department: Tam Higgins
Phone: 07 5580 7525
Email: thiqg44@eq.edu.au



MUSIC

Faculty: The Arts

WHY STUDY:

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology). Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

OBJECTIVES

By the conclusion of the course of study, students will:

- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.

PREREQUISITES:

Students must have achieved at least a **C or higher in Year 10 Music and a C or higher in Year 10 English**. Students who have not studied Music in Year 10 are required to audition to gain entry to this subject. Students must be able to read music, and play a musical instrument or be able to sing. Students must be able to perform in front of an audience.

PATHWAYS:

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

QCE POINTS: 4

CONTRIBUTES TO ATAR: YES

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Designs Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	Identities Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	Innovations Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	Narratives Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E). Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment		Unit 4 Summative Assessment	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Integrated project	35%
Summative internal assessment 2 (IA2): • Composition	20%	Summative external assessment (EA): • Examination	25%

HOMEWORK AND STUDY:

Students are expected to work on their performance and creativity in their own time.

USER PAYS SUBJECT FEES: NIL

FURTHER ADVICE:

Head of Department: Nicole Hughes
Phone: 07 5580 7555
Email: nhugh21@eq.edu.au



PHYSICAL EDUCATION

Faculty: Health & Physical Education

QCE POINTS: 4

WHY STUDY:

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies. Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

OBJECTIVES

By the conclusion of the course of study, students will:

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

PREREQUISITES:

To be successful in Physical Education students must have achieved at least a **C in Year 10 English and at least a B in Year 10 Physical Education.**

PATHWAYS:

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

CONTRIBUTES TO ATAR: YES

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none"> • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity 	Sport psychology, equity and physical activity <ul style="list-style-type: none"> • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers 	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity 	Energy, fitness and training and physical activity <ul style="list-style-type: none"> • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E). Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment		Unit 4 Summative Assessment	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Investigation — report	25%	Summative external assessment (EA): • Examination — combination response	25%

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 2 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: NIL

It is required that students are a part of the schools Bring Your Own Device (BYOD) program to enable online collaboration, research and engaged learning.

Study costs for Griffith Exercise Science is \$100 for the two years, payable directly to Griffith University. It is recommended that students wishing to join the GriffEx program also study Biology in year 11 and 12.

FURTHER ADVICE:

Head of Department: Camilla Nichols
Phone: 07 5580 7555
Email: cinic0@eq.edu.au



PHYSICS

Faculty: Science

QCE POINTS: 4

WHY STUDY:

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

OBJECTIVES

- By the conclusion of the course of study, students will:
- describe and explain scientific concepts, theories, models and systems and their limitations
 - apply understanding of scientific concepts, theories, models and systems within their limitations
 - analyse evidence
 - interpret evidence
 - investigate phenomena
 - evaluate processes, claims and conclusions
 - communicate understandings, findings, arguments and conclusions.

PREREQUISITES:

Students should have achieved a **B or better in Year 10 Core Science, or a C or better in Year 10 Biology/Chemistry or Year 10 Physics/Engineering, plus a C or better in Year 10 Mathematics, and a C or better in Year 10 English.** It is advisable that students possess an enthusiasm for studying Science and carrying out investigations. An ability to write fluently and the possession of well-developed research skills are essential for success in this subject.

CONTRIBUTES TO ATAR: YES

PATHWAYS:

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none"> Heating processes Ionising radiation and nuclear reactions Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> Linear motion and force Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> Gravity and motion Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> Special relativity Quantum theory The Standard Model

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E). Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment		Unit 4 Summative Assessment	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%	Summative external assessment (EA): • Examination	50%

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 2 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: \$35

This fee covers the cost of compulsory excursions which students must participate in for assessment.

FURTHER ADVICE:

Head of Department: Julia Cullen
Phone: 07 5580 7555
Email: jcull12@eq.edu.au



SPECIALIST MATHEMATICS

Faculty: Maths

QCE POINTS: 4

WHY STUDY:

CONTRIBUTES TO ATAR: YES

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power. Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours. Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

OBJECTIVES

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

PREREQUISITES:

Students must achieve at least a **C in Year 10 Advanced Mathematics or an A in Year 10 Core Mathematics**. Students choosing this course must enjoy solving mathematical problems. They must complete all classroom exercises, homework and revision. The ability to work individually and with a group will be an advantage. **Students must also select in Mathematical Methods.**

PATHWAYS:

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof <ul style="list-style-type: none"> Combinatorics Vectors in the plane Introduction to proof 	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"> Complex numbers 1 Trigonometry and functions Matrices 	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none"> Proof by mathematical induction Vectors and matrices Complex numbers 2 	Further statistical and calculus inference <ul style="list-style-type: none"> Integration and applications of integration Rates of change and differential equations Statistical inference

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E). Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment		Unit 4 Summative Assessment	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%	Summative external assessment (EA): • Examination	50%

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 4 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: NIL

Students **must have their own** scientific calculator and/or graphics calculator (Texas TI-84 Plus recommended).

FURTHER ADVICE:

Head of Department: Nichelle Harmon
Phone: 07 5580 7676
Email: nbidn3@eq.edu.au



VISUAL ART

Faculty: The Arts

WHY STUDY:

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices. Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

OBJECTIVES

By the conclusion of the course of study, students will:

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning.

PREREQUISITES:

Students must have achieved at least a **C or higher in Year 10 English** as there is a high standard of research and writing required in the tasks. Successful studies in Year 10 Art are highly recommended. 80% of work must be created within the teacher's presence. To succeed students must be committed. Visual Art requires a love for the subject and self-motivation. Success in the Arts is 20% inspiration and 80% perspiration. Students may also need to attend after-school tutorials on a regular basis.

PATHWAYS:

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

QCE POINTS: 4

CONTRIBUTES TO ATAR: YES

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based 	Art as code Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based 	Art as knowledge Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus & Media: student-directed 	Art as alternate Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus & Media: continued exploration of Unit 3 student-directed focus

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E). Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment		Unit 4 Summative Assessment	
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%	Summative external assessment (EA): • Examination	25%

HOMEWORK AND STUDY:

Written and practical assessments require additional time at home and students are expected to work at least 3 hours a week in addition to class time. The art room is open one afternoon each week for additional assistance and use of facilities. Students are encouraged to come regularly.

USER PAYS SUBJECT FEES: \$120

This fee covers costs of art materials (\$95 - this includes art journals, canvases, clay, paint, etc) and compulsory excursions students must participate in related to assessment (\$25).

FURTHER ADVICE:

Head of Department: Nicole Hughes
 Phone: 07 5580 7555
 Email: nhugh21@eq.edu.au



AQUATIC PRACTICES

Faculty: Science

QCE POINTS: 4

WHY STUDY:

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings. Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship. Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

OBJECTIVES

- By the conclusion of the course of study, students will:
- describe concepts and ideas in aquatic contexts
 - explain concepts and ideas in aquatic contexts
 - demonstrate skills in aquatic contexts
 - analyse information, situations and relationships in aquatic contexts
 - apply knowledge, understanding and skills in aquatic contexts
 - use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose
 - generate plans and procedures for activities in aquatic contexts
 - evaluate the safety and effectiveness of activities in aquatic contexts
 - make recommendations for activities in aquatic contexts.

PREREQUISITES:

Students must be able to swim a minimum 100m in any stroke.

PATHWAYS:

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

CONTRIBUTES TO ATAR: YES (Only for one Applied subject)

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Commercial Employment Aquaculture, aquaponics and aquariums Boat building and marine engineering Cultural understanding Safety & management practices 	<ul style="list-style-type: none"> Recreational Entering the aquatic environment Aquatic activities Safety & management practices 	<ul style="list-style-type: none"> Environmental Environmental conditions Ecosystems Conservation and sustainability Citizen in science Safety & management practices 	<ul style="list-style-type: none"> Recreational Entering the aquatic environment Safety & management practices

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop four summative internal assessments.. Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment	Unit 4 Summative Assessment
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Project – extended written and spoken/multimodal with Performance 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Project – extended written and spoken/multimodal with Performance
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Investigation – extended written and spoken/multimodal 	Summative internal assessment (IA4): <ul style="list-style-type: none"> Examination — Short written response

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 1 hour of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES:

\$160 (Year 11) & \$220 (Year 12)
This cost includes materials and services provided from sources not normally available at school (e.g. boat license course). There may be additional costs associated with enrichment activities.

FURTHER ADVICE:

Head of Department: Julia Cullen
Phone: 07 5580 7555
Email: jcull12@eq.edu.au



BUILDING & CONSTRUCTION SKILLS

Faculty: Industrial Design & Technology

QCE POINTS: 4

WHY STUDY:

CONTRIBUTES TO ATAR: YES (Only for one Applied subject)

Building and Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment. Students learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications.

Students develop transferable skills by engaging in construction tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

OBJECTIVES

By the conclusion of the course of study, students will:

- describe industry practices in construction tasks
- demonstrate fundamental construction skills
- interpret drawings and technical information
- analyse construction tasks to organise materials and resources
- select and apply construction skills and procedures in construction tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt construction processes
- create structures from specifications
- evaluate industry practices, construction processes and structures, and make recommendations.

PREREQUISITES:

Building & Construction Skills has no preferred prerequisites as it is designed to develop student's personal development and social skills for use beyond the classroom and caters for a diverse range of abilities.

PATHWAYS:

A course of study in Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Bricklaying & Concreting <ul style="list-style-type: none"> • Industry practices • Construction processes 	Landscaping <ul style="list-style-type: none"> • Industry practices • Construction processes 	Plastering & Painting <ul style="list-style-type: none"> • Industry practices • Construction processes 	Tiling <ul style="list-style-type: none"> • Industry practices • Construction processes

It is an OH&S requirement in the workshops that all students wear safety glasses and leather lace up shoes with substantial uppers (no runners, canvas or slip on) at all times. Students must be able to follow and act on the direct instruction from the teacher at all times. Failure to comply with this will lead to an OH&S retraining program and possible exclusion from the elective.

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop four summative internal assessments.. Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment	Unit 4 Summative Assessment
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Project – extended written and product 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Project –extended written and product
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Practical Demonstration 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Practical Demonstration

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 1 hour of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: \$120

This helps cover the cost of consumable items.

FURTHER ADVICE:

Head of Department: Heath White
Phone: 5580 7555
Email: hwhit65@eq.edu.au



DANCE IN PRACTICE

Faculty: The Arts

QCE POINTS: 4

WHY STUDY:

CONTRIBUTES TO ATAR: YES (Only for one Applied subject)

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers. Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

OBJECTIVES

By the conclusion of the course of study, students will:

- recall terminology, concepts and ideas associated with dance
- interpret and demonstrate the technical and expressive skills required for dance genres
- explain dance and dance works
- apply dance concepts and ideas through performance and production of dance works
- analyse dance concepts and ideas for particular purposes, genres, styles and contexts
- use language conventions and features to achieve particular purposes
- generate, plan and modify creative processes to produce dance works
- create communications and make decisions to convey meaning to audiences
- evaluate dance works.

PREREQUISITES:

Participation in Year 10 Dance or outside dance experience would be an advantage, but is not essential. It is advisable that students are active, motivated and enthusiastic to learn dance and are aware that this subject is both practical and theory based. Self-motivation is essential to this course.

PATHWAYS:

A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Contemporary Dance <ul style="list-style-type: none"> Dance performance Dance production Dance literacies 	Popular Dance <ul style="list-style-type: none"> Dance performance Dance production Dance literacies 	Contemporary Dance & Jazz <ul style="list-style-type: none"> Dance performance Dance production Dance literacies 	Popular Dance <ul style="list-style-type: none"> Dance performance Dance production Dance literacies.

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop four summative internal assessments.. Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment	Unit 4 Summative Assessment
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Project – extended written and performance 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Product – design solution, folio and choreography
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Performance 	Summative internal assessment (IA4): <ul style="list-style-type: none"> Project – extended written and performance

HOMEWORK AND STUDY:

Students are expected to work on their choreography and performances in their own time as well as class time. Students will also be required to research and draft written tasks.

USER PAYS SUBJECT FEES: \$75

This fee includes compulsory dance workshops with professional artists and viewing of live professional performances to be used for assessment. Dance uniform: Students are to obtain black cotton / lycra dance pants and leotard, (these are available for purchase from Target/Kmart/Big W or dance wear shops). A UCSC dance t-shirt is available for purchase from the College.

FURTHER ADVICE:

Head of Department: Nicole Hughes
Phone: 07 5580 7555
Email: nhugh21@eq.edu.au



ENGINEERING SKILLS

Faculty: Industrial Design & Technology

QCE POINTS: 4

WHY STUDY:

Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry. Students understand industry practices, interpret specifications, including technical information and drawings, demonstrate and apply safe and practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

OBJECTIVES

By the conclusion of the course of study, students will:

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

PREREQUISITES:

Engineering Skills has no preferred prerequisites as it is designed to develop student's personal development and social skills for use beyond the classroom and caters for a diverse range of abilities. It is recommended that students have successfully completed Year 10 Industrial Manufacturing Skills or a Junior Secondary ITD elective subject.

PATHWAYS:

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

CONTRIBUTES TO ATAR: YES (Only for one Applied subject)

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Fitting & Machining <ul style="list-style-type: none"> • Industry practices • Construction processes 	Sheet Metal Working <ul style="list-style-type: none"> • Industry practices • Construction processes 	Welding & Fabrication <ul style="list-style-type: none"> • Industry practices • Construction processes 	Design & Manufacture Project <ul style="list-style-type: none"> • Industry practices • Construction processes

It is an OH&S requirement in the workshops that all students wear safety glasses and leather lace up shoes with substantial uppers (no runners, canvas or slip on) at all times. Students must be able to follow and act on the direct instruction from the teacher at all times. Failure to comply with this will lead to an OH&S retraining program and possible exclusion from the elective.

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop four summative internal assessments. Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment	Unit 4 Summative Assessment
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Project – extended written and product 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Project – extended written and product
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Practical Demonstration 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Practical Demonstration

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 1 hour of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: \$120

This helps cover the cost of consumable items.

FURTHER ADVICE:

Head of Department: Heath White
Phone: 5580 7555
Email: hwhit65@eq.edu.au



HOSPITALITY PRACTICES

Faculty: Industrial Design & Technology

QCE POINTS: 4

WHY STUDY:

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service. Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

OBJECTIVES

By the conclusion of the course of study, students will:

- explain concepts and ideas from the food and beverage sector
- describe procedures in hospitality contexts from the food and beverage sector
- examine concepts and ideas and procedures related to industry practices from the food and beverage sector
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes.
- plan, implement and justify decisions for events in hospitality contexts
- critique plans for, and implementation of, events in hospitality contexts
- evaluate industry practices from the food and beverage sector.

PREREQUISITES:

Hospitality Practices has no preferred prerequisites as it is designed to develop student's personal development and social skills for use beyond the classroom and caters for a diverse range of abilities. It is recommended that students have successfully completed Year 10 Catering Studies or a Junior Secondary ITD elective subject.

PATHWAYS:

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

CONTRIBUTES TO ATAR: YES (Only for one Applied subject)

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Navigating the hospitality industry • Working effectively with others 	<ul style="list-style-type: none"> • Hospitality in practice 	<ul style="list-style-type: none"> • Kitchen operations • Beverage operations and service 	<ul style="list-style-type: none"> • Food and beverage service

It is an OH&S requirement in the kitchens that all students wear leather lace up shoes with substantial uppers (no runners, canvas or slip on) at all times. Students must be able to follow and act on the direct instruction from the teacher at all times. Failure to comply with this will lead to an OH&S retraining program and possible exclusion from the elective.

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop four summative internal assessments.. Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment	Unit 4 Summative Assessment
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Project – extended written and product 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Project –extended written and product
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Investigation – extended written and spoken/multimodal 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Investigation – extended written and spoken/multimodal

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 1 hour of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: \$160

This levy covers the cost of all food items during the year including take-away containers. Students will also need to purchase a display folder, stationary and A4 lined paper.

FURTHER ADVICE:

Head of Department: Heath White
Phone: 5580 7555
Email: hwhit65@eq.edu.au



INDUSTRIAL GRAPHICS SKILLS

Faculty: Industrial Design & Technology

QCE POINTS: 4

WHY STUDY:

Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

Students develop transferable skills by engaging in drafting and modelling tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete tasks.

OBJECTIVES

By the conclusion of the course of study, students will:

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information
- analyse drafting tasks to organise information
- select and apply drawing skills and procedures in drafting tasks
- use language conventions and features to communicate for particular purposes
- construct models from drawings
- create technical drawings from industry requirements
- evaluate industry practices, drafting processes and drawings, and make recommendations.

PREREQUISITES:

Industrial Graphics Skills has no preferred prerequisites as it is designed to develop student's personal development and social skills for use beyond the classroom and caters for a diverse range of abilities. It is recommended that students have successfully completed Year 10 Graphics, Year 10 Digital Manufacturing or a Junior Secondary ITD elective subject.

PATHWAYS:

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

CONTRIBUTES TO ATAR: YES (Only for one Applied subject)

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Industry practices • Drafting processes 	<ul style="list-style-type: none"> • Building and construction drafting 	<ul style="list-style-type: none"> • Engineering drafting 	<ul style="list-style-type: none"> • Furnishing drafting

It is an OH&S requirement in the workshops that all students wear safety glasses and leather lace up shoes with substantial uppers (no runners, canvas or slip on) at all times. Students must be able to follow and act on the direct instruction from the teacher at all times. Failure to comply with this will lead to an OH&S retraining program and possible exclusion from the elective.

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop four summative internal assessments. Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment	Unit 4 Summative Assessment
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Project – extended written and product 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Project –extended written and product
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Practical Demonstration 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Examination

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 2 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: \$35

Students MUST have their own USB flash drive (8 GB recommended). It is highly recommended that students download the CAD Software licence.

FURTHER ADVICE:

Head of Department: Heath White
Phone: 5580 7555
Email: hwhit65@eq.edu.au



INDUSTRIAL TECHNOLOGY SKILLS

Faculty: Industrial Design & Technology

QCE POINTS: 4

WHY STUDY:

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries. Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

OBJECTIVES

By the conclusion of the course of study, students will:

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

PREREQUISITES:

Industrial Technology Skills has no preferred prerequisites as it is designed to develop student's personal development and social skills for use beyond the classroom and caters for a diverse range of abilities. It is recommended that students have successfully completed Year 10 Industrial Manufacturing Skills or a Junior Secondary ITD elective subject.

PATHWAYS:

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

CONTRIBUTES TO ATAR: YES (Only for one Applied subject)

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Engineering <ul style="list-style-type: none"> • Industry practices • Production processes • Folding shovel • Welding, metal machining & lathe work 	Plastics <ul style="list-style-type: none"> • Industry practices • Production processes • PVC yabby pump 	Furnishing <ul style="list-style-type: none"> • Industry practices • Production processes • Adirondack chair 	Furnishing <ul style="list-style-type: none"> • Industry practices • Production processes • Laminated hardwood cutting board

It is an OH&S requirement in the workshops that all students wear safety glasses and leather lace up shoes with substantial uppers (no runners, canvas or slip on) at all times. Students must be able to follow and act on the direct instruction from the teacher at all times. Failure to comply with this will lead to an OH&S retraining program and possible exclusion from the elective.

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop four summative internal assessments.. Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment	Unit 4 Summative Assessment
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Project – extended written and product 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Project –extended written and product
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Practical Demonstration 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Practical Demonstration

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 1 hour of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: \$120

This helps cover the cost of consumable items.

FURTHER ADVICE:

Head of Department: Heath White
Phone: 5580 7555
Email: hwhit65@eq.edu.au



INFORMATION & COMMUNICATION TECHNOLOGY

Faculty: Digital Technologies

QCE POINTS: 4

WHY STUDY:

CONTRIBUTES TO ATAR: YES (Only for one Applied subject)

Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today. Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

OBJECTIVES

By the conclusion of the course of study, students will:

- identify and explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society
- analyse ICT problems to identify solutions
- communicate ICT information to audiences using visual representations and language conventions and features
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problems
- evaluate problem-solving processes and solutions, and make recommendations.

PREREQUISITES:

It is highly recommended that students achieve at least a C in Year 10 English. To be successful in this course students must have a genuine interest in computing and technology studies. Access to an internet connected computer at home will also improve your chances of success.

PATHWAYS:

A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Digital Imaging & Virtual and Augmented Reality <ul style="list-style-type: none"> • Use Adobe Illustrator and Photoshop • Make a logo for laser etching • Use Metaverse to design and make a breakout game 	Animation and Games <ul style="list-style-type: none"> • Use javascript to make an interactive and animated Mobile App • Extend your skills to make a mobile game App 	Web Technologies <ul style="list-style-type: none"> • Hardware • Software • ICT in society • Use Adobe Dreamweaver to code websites in HTML and CSS • Website Production • Manage your own project to develop a website. 	App Development <ul style="list-style-type: none"> • Use Appshed to make a real-world Mobile App • Extend your programming skills to make wearable tech.

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop four summative internal assessments. Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment	Unit 4 Summative Assessment
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Project – extended written and product: make a website 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Project –extended written and product: Mobile App
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Extended Response – extended written: copyright 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Project –extended written and product: Wearable Tech

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 1 hour of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: \$35

There may be associated enrichment excursion fees.

FURTHER ADVICE:

Head of Department: Rohan Dean
Phone: 07 5580 7680
Email: rdean6@eq.edu.au

YEAR 11 2019 SUBJECT SELECTION GUIDE

APPLIED ELECTIVE SUBJECTS

Upper Coomera
State College
P - 12



MEDIA ARTS IN PRACTICE

Faculty: The Arts

QCE POINTS: 4

WHY STUDY:

CONTRIBUTES TO ATAR: YES (Only for one Applied subject)

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight. Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices. Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

OBJECTIVES

By the conclusion of the course of study, students will:

- identify and explain media art-making processes
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques and technologies required for media arts
- organise and apply media art-making processes, concepts and ideas
- analyse problems within media arts contexts
- use language conventions and features to communicate ideas and information about media arts, according to context and purpose
- plan and modify media artworks using media art-making processes to achieve purposes
- create media arts communications that convey meaning to audiences
- evaluate media art-making processes and media artwork concepts and ideas.

PREREQUISITES:

An interest in learning more about screen and media industries is required. It is also recommended that you achieve a C in English in Year 10.

PATHWAYS:

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Media technologies • Media communications • Media in society • Media in the making (create) • At the movies (explore) 	<ul style="list-style-type: none"> • Media technologies • Media communications • Media in society • Audio - Manipulating the media (create) • Cinematic Soundscape (produce) 	<ul style="list-style-type: none"> • Media technologies • Media communications • Media in society • Moving Images • Documenting through the media (explore) • Creating a film trailer (produce) 	<ul style="list-style-type: none"> • Media technologies • Media communications • Media in society • Pitching for social media (create) • Producing a web series (produce)

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop four summative internal assessments.. Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment	Unit 4 Summative Assessment
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Project – extended written and product 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Product
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Product 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Project – extended written and performance

HOMEWORK AND STUDY:

There will be homework for this subject at least once a week. During times of practical assessment students will need to utilise their own time outside of school in order to meet due dates.

USER PAYS SUBJECT FEES: \$35

FURTHER ADVICE:

Head of Department: Nicole Hughes
Phone: 07 5580 7555
Email: nhuqh21@eq.edu.au

COURSE OUTLINE:



MUSIC IN PRACTICE

Faculty: The Arts

QCE POINTS: 4

WHY STUDY:

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists. Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

OBJECTIVES

By the conclusion of the course of study, students will:

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others' music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities.

PREREQUISITES:

To succeed in Music in Practice it is recommended that a student has achieved at least a C in Year 10 Music. Students who have not completed Year 10 Music must audition to gain entry to this subject. Students must be able to play a musical instrument or be able to sing.

PATHWAYS:

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

CONTRIBUTES TO ATAR: YES (Only for one Applied subject)

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
For the Money Elementary performance, creativity and audio engineering.	For the Show Intermediate performance, creativity and audio engineering	To Get Ready Advanced performance, creativity and audio engineering	Now Go Cat Go' Semi-professional performance, creativity and audio engineering.

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop four summative internal assessments.. Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment	Unit 4 Summative Assessment
Summative internal assessment 1 (IA1): • Project – extended written and performance/product	Summative internal assessment 3 (IA3): • Product (composition)
Summative internal assessment 2 (IA2): • Performance	Summative internal assessment (IA4): • Project – extended written and performance

HOMEWORK AND STUDY:

Students are expected to work on their choreography and performances in their own time as well as class time. Students will also be required to research and draft written tasks.

USER PAYS SUBJECT FEES: NIL

FURTHER ADVICE:

Head of Department: Nicole Hughes
Phone: 07 5580 7555
Email: nhugh21@eq.edu.au



SOCIAL & COMMUNITY STUDIES

Faculty: Humanities

QCE POINTS: 4

WHY STUDY:

CONTRIBUTES TO ATAR: YES (Only for one Applied subject)

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future. Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills. Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

OBJECTIVES

By the conclusion of the course of study, students will:

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations.

PREREQUISITES:

Social and Community Studies has no preferred prerequisites as it is designed to develop student's personal development and social skills for use beyond the classroom and caters for a diverse range of abilities.

Bring Your Own Device (BYOD) is an expectation for students wishing to participate in Dance. Our College website has all the information you need for this process.

PATHWAYS:

A course of study in Social & Community Studies can establish a basis for further education and employment, as

it helps students develop the skills and attributes necessary in all workplaces.

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Topic 1 <ul style="list-style-type: none"> • Personal skills — Growing and developing as an individual • Interpersonal skills — Living with and relating to other people • Citizenship skills — Receiving from and contributing to community 	Topic 2 <ul style="list-style-type: none"> • Personal skills — Growing and developing as an individual • Interpersonal skills — Living with and relating to other people • Citizenship skills — Receiving from and contributing to community 	Topic 3 <ul style="list-style-type: none"> • Personal skills — Growing and developing as an individual • Interpersonal skills — Living with and relating to other people • Citizenship skills — Receiving from and contributing to community 	Topic 4 <ul style="list-style-type: none"> • Personal skills — Growing and developing as an individual • Interpersonal skills — Living with and relating to other people • Citizenship skills — Receiving from and contributing to community

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop four summative internal assessments.. Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment	Unit 4 Summative Assessment
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Project – extended written and spoken/multimodal 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response — extended written and spoken/multimodal
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Investigation – extended written and spoken/multimodal 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Examination — Short written response

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 1-2 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: NIL

Students may be required to attend excursions which incur a cost for transport and/or admission.

FURTHER ADVICE:

Head of Department: Tam Higgins
Phone: 07 5580 7525
Email: thigg44@eq.edu.au



SPORT & RECREATION

Faculty: Health & Physical Education

QCE POINTS: 4

WHY STUDY:

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities. Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

OBJECTIVES

By the conclusion of the course of study, students will:

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

CONTRIBUTES TO ATAR: YES (Only for one Applied subject)

PREREQUISITES:

Sport & Recreation has no preferred prerequisites as it is designed to develop student's personal development and social skills, and caters for a diverse range of abilities. It is recommended that students have completed Year 10 Physical Education.

PATHWAYS:

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Sport & Recreation in the community • Health & safety in sport & recreation activities • Games and sports 	<ul style="list-style-type: none"> • Sport, recreation & healthy living • Personal and interpersonal skills in sport and recreation activities • Active play and minor games 	<ul style="list-style-type: none"> • Sport, recreation & healthy living • Health & safety in sport & recreation activities • Lifelong physical activities 	<ul style="list-style-type: none"> • Sport & Recreation in the community • Personal and interpersonal skills in sport and recreation activities • Games and sports

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop four summative internal assessments.. Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment	Unit 4 Summative Assessment
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Project – extended written and spoken/multimodal with Performance 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Project – extended written and spoken/multimodal with Performance
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Investigation – extended written and spoken/multimodal 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Examination — Short written response

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 1-2 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: NIL

FURTHER ADVICE:

Head of Department: Camilla Nichols
Phone: 07 5580 7555
Email: cjnic0@eq.edu.au



VISUAL ARTS IN PRACTICE

Faculty: The Arts

QCE POINTS: 4

WHY STUDY:

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs. Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

OBJECTIVES

By the conclusion of the course of study, students will:

- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas.

PREREQUISITES:

Study of Year 10 Art is recommended, but not essential. Students must be motivated and self-directed and have a keen interest in Visual Arts.

PATHWAYS:

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

CONTRIBUTES TO ATAR: YES (Only for one Applied subject)

COURSE OUTLINE:

Unit 1	Unit 2	Unit 3	Unit 4
Painting <ul style="list-style-type: none"> • Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation • Reproduction /appropriation • Painting 	2D Art <ul style="list-style-type: none"> • Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation • String Art • Optical Illusion folio 	Ceramics <ul style="list-style-type: none"> • Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation • Hand built ceramics 	Digital Photography <ul style="list-style-type: none"> • Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation • Photography • Image manipulation

ASSESSMENT:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop four summative internal assessments.. Students undertake a variety of assessment tasks which may include the following:

Unit 3 Summative Assessment	Unit 4 Summative Assessment
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Project – extended written and product 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Project – extended written and product
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Product (composition) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Product

HOMEWORK AND STUDY:

Students are expected to work on their choreography and performances in their own time as well as class time. Students will also be required to research and draft written tasks.

USER PAYS SUBJECT FEES: \$120

This fee covers the cost of portfolio work, colour printouts, and additional art consumables used throughout the course of study.

FURTHER ADVICE:

Head of Department: Nicole Hughes
Phone: 07 5580 7555
Email: nhugh21@eq.edu.au



BSB20115 CERTIFICATE II BUSINESS

Faculty: Humanities

QCE POINTS: 4

WHY STUDY:

This is a certified industry course that gives students a nationally recognised credential. The course would be beneficial to students to gain employment in the following roles: administration, customer service, customer relationships, positions associated with local/ corporate businesses or events.

PREREQUISITES:

It is highly recommended that students achieve at least a C or higher in Year 10 English. Bring Your Own Device (BYOD) is an expectation for students wishing to participate in all certificate subjects. Our College website has all the information you need for this process.

PATHWAYS:

A business qualification can establish a basis for further education and employment in the fields of business management, business development, business analytics, and human resources management.

COURSE OUTLINE:

Units of Competency

- [BSBWHS201 - Contribute to health and safety of self and others](#)
- [BSBSUS201 - Participate in environmentally sustainable work practices](#)
- [BSBWOR202 - Organise and complete daily work activities](#)
- [BSBWOR204 - Use business technology](#)
- [BSBITU202 - Create and use spreadsheets](#)
- [BSBIND201 - Work effectively in a business environment](#)
- [BSBITU203 - Communicate electronically](#)
- [BSBITU201 - Produce simple word processed documents](#)
- [BSBCMM201 - Communicate in the workplace](#)
- [BSBINM201 - Process and maintain workplace information](#)
- [BSBWOR203 - Work effectively with others](#)
- [BSBINN201 - Contribute to workplace innovation](#)

CONTRIBUTES TO ATAR: NO

ASSESSMENT:

Each unit is tested a number of times during the course. Successful completion of one task does not give a student competency in the embedded units. Students are considered as "working towards competency" during each task. When he/she exits, a judgement is made as to whether a student has achieved competency over their entire time in the course. To achieve certificates, students must be judged competent in all units. If unsuccessful in achievement of all units, students will receive a Statement of Attainment for the relevant units achieved.

Assessment will range from objective and short answer responses, projects, non-written presentations and procedural applications, practical skills demonstrations, and projects involving a folio of work to be completed.

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 1 hour of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: NIL

Students may participate in enrichment excursions which will have a small fee. Print credit may also need topping up each term because of the nature of this subject.

CERTIFICATE ISSUED BY:

Upper Coomera State College

FURTHER ADVICE:

Head of Department: Tam Higgins
Phone: 07 5580 7555
Email: thigg44@eq.edu.au





BSB50215 DIPLOMA OF BUSINESS

Faculty: Senior Secondary

QCE POINTS: 8

WHY STUDY:

Learn essential business skills with a Diploma of Business and put yourself ahead of your classmates, fast-tracking you towards a career in business.

You will develop skills and knowledge in how to plan projects, manage risk, recruit quality staff and analyse business operations.

Quality people are vital for organisations of every size and scope. Pursuing your diploma level studies could give you a wide variety of employment opportunities in the future.

Completion of this course will also satisfy the English prerequisite for some university courses. Some universities will also accept direct enrolments from students with a completed Diploma qualification. Check the QTAC website for current information.

PREREQUISITES:

There are no prerequisites, however to be successful in the achievement of at least a **C in Year 10 English** is an advantage. Good written and spoken communication skills will make this course easier. This course is delivered online and students must have access to a computer and the internet at home. It is desirable that students bring their own device.

PATHWAYS:

A business qualification can establish a basis for further education and employment in the fields of business management, business development, business analytics, and human resources management.

COURSE OUTLINE:

Units of Competency

- BSBADM502 Manage meetings
- BSBPMG522 Undertake project work
- BSBHRM513 Manage workforce planning
- BSBMGT516 Facilitate continuous improvement
- BSBRSK501 Manage risk
- BSBHRM506 Manage recruitment, selection and induction processes
- BSBWOR501 Manage personal work priorities and professional development
- BSBMGT517 Manage operational plan

CONTRIBUTES TO ATAR: YES

(Only for one VET Certificate III/IV/Diploma)

ASSESSMENT:

Assessment techniques could include: exams, projects and theory assignments. Competency-based assessment of practical skills.

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 2 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: \$3,300

This fee must be paid directly to the external registered training organisation. The fee can be paid upfront, or a payment plan options are available.

CERTIFICATE ISSUED BY:

Registered Training Organisation external to UCSC.

FURTHER ADVICE:

Industry Liaison Officer: Lynn Davies
Phone: 07 5580 7555
Email: ldavi157@eq.edu.au

Aurora Training
Phone : 1300 936 864
Email : admin@aurora.edu.au





SIS30315 CERTIFICATE III IN FITNESS combined SIS20115 CERTIFICATE II IN SPORT AND RECREATION

Faculty: Health & Physical Education

QCE POINTS: 8

WHY STUDY:

This online program prepares participants for employment in the sports and fitness industry as a gym instructor which is the minimum entry level to the fitness industry. The gym instructor is trained in fitness activity specific competencies to instruct individual and group clients in specified work environments such as a fitness / health centre. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, developing and instructing circuit classes and conducting group fitness sessions.

Please note if a student is selecting another subject where they are using their VETis funding they cannot choose this Subject.

PREREQUISITES:

To be successful in Certificate III in Fitness students must achieve at least a **C in Year 10 English and Year 10 HPE**. Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good written and spoken communication skills, and enthusiasm and motivation to participate in physical activity sessions. This is course is delivered online and students must have access to a computer and the internet at home. It is desirable that students bring their own device.

PATHWAYS:

Certificate III in Fitness will allow students to start a career in the Fitness industry. Students may also continue their study by completing a Certificate IV or Diploma course. Certificate II in Sport and recreation allows students to work in the sport and recreation industry i.e. coaching and managing sports centres

COURSE OUTLINE:

Units of Competency

- Provide fitness orientation and health screening
- Provide quality service in the fitness industry
- Develop and apply an awareness of specific populations to exercise delivery
- Apply anatomy and physiology principles in a fitness context
- Provide healthy eating information to clients in accordance with recommended guidelines
- Maintain sport, fitness and recreation equipment for activities
- Instruct and monitor fitness programs
- Undertake client health assessment
- Plan and deliver gym programs

CONTRIBUTES TO ATAR: YES

(Only for one VET Certificate III/IV/Diploma)

Units of Competency

- Plan and deliver group exercise sessions
- Instruct strength and conditioning techniques
- Work effectively in sport and recreation environments
- Follow occupational health and safety policies
- Undertake risk analysis of activities
- Provide first aid
- Work placement

ASSESSMENT:

Each competency is tested a number of times during the course. Students are required to complete both theory and practical assessment in which they design and deliver fitness training sessions to a variety of clients. Students will also be required organise and undergo 30 hours of work placement at a gym.

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 2 hours of homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES:

\$120 (Year 11) and \$75 (Year 12)

Year 11 fees must be paid by Week 8, Term 1 2019. Year 12 fee is for a compulsory First Aid Certificate (to be paid by Week 2, Term 2 Year 12). There may also be some costs for excursions to outside venues to participate and conduct fitness activities.

CERTIFICATE ISSUED BY:

College of Health & Fitness

FURTHER ADVICE:

Head of Department: Camilla Nichols

Phone: 07 5580 7555

Email: cjnic0@eq.edu.au



NATIONALLY RECOGNISED
TRAINING



SIT30616 CERTIFICATE III IN HOSPITALITY

Faculty: Industrial Design & Technology

QCE POINTS: 8

WHY STUDY:

Are you a born 'people person' or maybe you love assisting people in having a great time? If so, use it to your advantage. The Certificate III in Hospitality can help you to develop universal skills and knowledge which could send you on your way to your dream career. You have the option of learning about food and beverage, accommodation, or gaming, or mix it up. From working in hotels and restaurants to 'cruising' the Caribbean, you are only limited by your imagination. The hospitality industry has endless opportunities and with it being one of the biggest industries across the world, there is no telling where it could take you!

PREREQUISITES:

There are no prerequisites, however to be successful in Certificate III in Hospitality it is recommended students achieve at least a **C in Year 10 English and Year Mathematics**. It is also an advantage, but not essential, to have studied Year 10 Catering Studies.

PATHWAYS:

Possible job opportunities include Food and Beverage Attendant, Espresso Coffee Machine Operator, Waiter, Function Attendant, Restaurant or Function Host. Students might also choose to pursue university studies in a Bachelor of Business in Hotel Management.

COURSE OUTLINE:

To achieve a Certificate III in Hospitality 15 units must be completed including 7 core units and 8 elective units.

Units of Competency

- Work effectively with others BSBWOR203
- Source and use information on the hospitality industry SITHIND002
- Work effectively in hospitality service SITHIND004
- Provide service to customers SITXCCS006
- Show social and cultural sensitivity SITXCOM002
- Coach others in job skills SITXHRM001
- Participate in safe work practices SITXWHS001
- Provide responsible service of alcohol SITHFAB002
- Prepare and serve non-alcoholic beverages SITHFAB004
- Prepare and serve espresso coffee SITHFAB005
- Serve food and beverage SITHFAB007
- Use hygienic practices for food safety SITXFSA001
- Participate in safe food handling practices SITXFSA002
- Clean kitchen premises and equipment SITHKOP001

CONTRIBUTES TO ATAR: YES

Units of Competency

- Maintain the quality of perishable items SITXINV002

ASSESSMENT:

Each unit is tested a number of times during the course. Methods of assessment include: written responses, observations and teacher questioning. To achieve certificates, students must be judged competent in all units. If unsuccessful in achievement of all units, students will receive a Statement of Attainment for the relevant units achieved. Students are required to participate in a minimum of 36 work experience shifts at the school or through work placement in a café or restaurant in order to complete the course.

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 1 hour of homework/study each week.

USER PAYS SUBJECT FEES:

\$375 (Year 11), \$75 (Year 12)

This fee covers essential course costs beyond those provided by the school, for example ingredients used to make simple dishes and beverages. Students will also need to purchase their own stationery for the subject. There may be additional costs associated with excursions and course content provided by a 3rd party.

CERTIFICATE ISSUED BY:

Aurora Training Institute

FURTHER ADVICE:

Head of Department: Heath White
Phone: 07 5580 7555
Email: hwhit65@eq.edu.au





SIT20116 CERTIFICATE II IN TOURISM

Faculty: Industrial Design & Technology

QCE POINTS: 4

WHY STUDY:

This is a recognised industry course that gives students a nationally recognised credential. It is appropriate that students study the industry that provides so many Gold Coast livelihoods directly and indirectly.

PREREQUISITES:

It is highly recommended that students achieve at least a C or higher in Year 10 English. Bring Your Own Device (BYOD) is an expectation for students wishing to participate in all certificate subjects. Our College website has all the information you need for this process.

PATHWAYS:

Tourism develops skills in researching, communicating in a variety of media, computer literacy, customer service and interpersonal skills, all of which are useful for careers in the Tourism and Hospitality industries, or for further study at TAFE or university.

COURSE OUTLINE:

Units of Competency

- BSBITU201A: Produce simple word processed documents
- SITTIND201: Source and use information on the tourism and travel industry
- SIRXSLS201: Sell products and services
- BSBCMM201A: Communicate in the workplace
- SITXCCS202: Interact with customers
- SITXWHS101: Participate in safe work practices
- SITXCOM202: Provide a brief or scripted commentary
- SITXCCS303: Provide service to customers
- SITXCOM201: Show social and cultural sensitivity
- BSBCMM201A: Communicate in the workplace
- BSBWOR203B: Work effectively with others
- SITTGDE101: Interpret aspects of local indigenous culture
- SITXCOM101: Source and present information
- SITXCCS201: Provide visitor information

ASSESSMENT:

A wide variety of assessment instruments are used including excursion reports, practical exercises, guided essays, research assignments, content tests, orals and PowerPoint presentations.

CONTRIBUTES TO ATAR: NO

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 1 hour of homework/study each week.

USER PAYS SUBJECT FEES: \$35

This fee covers the cost of compulsory excursions which students must participate in for their assessment.

CERTIFICATE ISSUED BY:

Upper Coomera State College

FURTHER ADVICE:

Head of Department: Heath White

Phone: 07 5580 7555

Email: hwhit65@eq.edu.au





CPC10111 CERTIFICATE I IN CONSTRUCTION

Faculty: Industrial Design & Technology

QCE POINTS: 3

WHY STUDY:

This is a certificated industry course that gives students in Year 12 a nationally recognised credential. The course would be beneficial to students wishing to enter the following construction fields: Bricklaying, Carpentry, Plastering, Painting and Decorating, Tiling, Plumbing, Concreting, Landscaping.

PREREQUISITES:

It is highly recommended that students achieve at least a C or higher in Year 10 English, and a C or higher in Year 10 Mathematics. Completion of a Year 11 IDT subject, or a Junior Secondary IDT elective subject is recommended.

PATHWAYS:

TAFE/Apprenticeship in the Building Industry.

COURSE OUTLINE:

Units of Competency

- CPCCCM1002A Work effectively and sustainably in the construction industry
- CPCCCM1003A Plan and organise work
- CPCCCM1004A Conduct workplace communication
- CPCCCM2001A Read and interpret plans and specifications
- CPCCCM2005A Use construction tools and equipment
- CPCCVE1001A Undertake a basic construction project
- CPCCOHS1001A Work safely in the construction industry
- CPCCMCPCCM1005A Carry out measurements and calculations
- CPCCM2004A Handle construction materials
- CPCCM2006A Apply basic levelling procedures

ASSESSMENT:

Each unit is tested a number of times during the course. Successful completion of one task does not give a student competency in the embedded units. Students are considered as “working towards competency” during each task. When he/she exits, a judgement is made as to whether a student has achieved competency over their entire time in the course. To achieve certificates, students must be judged competent in all units. If unsuccessful in achievement of all units, students will receive a Statement of Attainment for the relevant units achieved.

CONTRIBUTES TO ATAR: NO

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 2 hours of online modules homework/study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: VETiS

Students are only able to complete this course if they have active VETiS funding available.

CERTIFICATE ISSUED BY:

Hutchinson Builders Gold Coast School of Construction.

FURTHER ADVICE:

Head of Department: Heath White
Phone: 07 5580 7555
Email: hwhit65@eq.edu.au





AUR21216 Certificate II in Automotive Underbody Technology

Faculty: Senior Secondary

QCE POINTS: 4

WHY STUDY:

If you're already working in the automotive industry, either at a probationary or work experience level, our Certificate II in Automotive Underbody Technology is the course for you. Designed as a transition from school to employment, in this course you'll learn the basics of motor mechanics including maintenance and service procedures, workplace safety and electrical fundamentals. The qualification covers the skills and knowledge required to perform a limited range of tasks related to familiarisation and inspection of mechanical and electrical components and systems of cars automotive machinery. It also covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body.

PREREQUISITES:

It is highly recommended that students achieve at least a C or higher in Year 10 English, and a C or higher in Year 10 Mathematics.

PATHWAYS:

TAFE/Apprenticeship in the Automotive Industry.

COURSE OUTLINE:

Units of Competency
AURAEA2002 Apply environmental and sustainability best practice in an automotive workplace
AURASA2002 Apply safe working practices in an automotive workplace
AURATA2001 Identify basic automotive faults using trouble shooting process
AURTTB2001 Inspect and service braking systems
AURTTD2002 Inspect and service steering systems
AURTTD2004 Inspect and service suspension systems
AURTTK2002 Use and maintain workplace tools and equipment
AURTTZ2002 Repair exhaust system components
AURAF2003 Communicate effectively in an automotive workplace
AURTTA2004 Carry out servicing operations
AURTTQ2001 Service final drive assemblies
AURTTQ2003 Service final drive (Driveline)

CONTRIBUTES TO ATAR: NO

Units of Competency
AURTTX2002 Inspect and service transmissions (Manual)
AURTTC2001 Inspect and service cooling systems

ASSESSMENT:

Each unit is tested a number of times during the course. Successful completion of one task does not give a student competency in the embedded units. Students are considered as "working towards competency" during each task. When he/she exits, a judgement is made as to whether a student has achieved competency over their entire time in the course. To achieve certificates, students must be judged competent in all units. If unsuccessful in achievement of all units, students will receive a Statement of Attainment for the relevant units achieved.

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 1 hour of homework/study each week. Students are also required to do compulsory work experience as part of this course.

USER PAYS SUBJECT FEES: VETIS

Fully funded under VETIS – No cost to a student who has not completed a VETIS Qualification previously

CERTIFICATE ISSUED BY:

TAFE Queensland Gold Coast

FURTHER ADVICE:

Industry Liaison Officer: Lynn Davies
Phone: 07 5580 7555
Email: ldavi157@eq.edu.au





CUF30601 CERTIFICATE III IN MEDIA

Venue: Helensvale State High School

Faculty: Senior Secondary

QCE POINTS: 7

WHY STUDY:

Students successfully completing this course gain a Certificate III nationally recognised qualification. It allows the opportunity to gain skills in a wide variety of multimedia environments, and to develop industry specific skills and knowledge.

PREREQUISITES:

It is highly recommended that students achieve at least a C or higher in Year 10 English. The following skills are also a necessity: word processing and file management, high motivation with a genuine interest in a career in the multimedia industry.

PATHWAYS:

Post-secondary pathways include further study in Certificate IV in Multimedia, Diploma of Multimedia, Bachelor of Multimedia, Bachelor of Visual/Graphic Design, website development, advertising and film development.

COURSE OUTLINE:

Year 11 Semester 1	Year 12 Semester 1
<ul style="list-style-type: none"> Industry knowledge 2D graphic design Visual design Health, safety and security 2D animation 	<ul style="list-style-type: none"> Using libraries and pre-existing components Advanced features of software Digital audio
Year 11 Semester 2	Year 12 Semester 2
<ul style="list-style-type: none"> Digital video editing Address copyright Web design and development 	<ul style="list-style-type: none"> Writing multimedia content Multimedia components Multimedia scripting Developing an interactive sequence

ASSESSMENT:

A wide variety of assessment instruments are used including exams, projects and theory assignments. Competency-based assessment of practical skills.

HOMEWORK AND STUDY:

Students will need to complete work towards modules of study not completed during class time at home.

CONTRIBUTES TO ATAR: YES

(Only for one VET Certificate III/IV/Diploma)

USER PAYS SUBJECT FEES: \$520

Payment is made in full to the registered training organisation. Semester payment plans are available.

CERTIFICATE ISSUED BY:

Helensvale State High School

FURTHER ADVICE:

Deputy Principal: Sharyn Stubbs, Helensvale State High School

Phone: 07 5573 8555

Email: sstub4@eq.edu.au



NATIONALLY RECOGNISED
TRAINING



HLT32507 CERTIFICATE III IN HEALTH SERVICES (Assistant Nursing)

Venue: Coombabah State High School

Faculty: Senior Secondary

QCE POINTS: 8

WHY STUDY:

This course gives students knowledge and skills to practise as an assistant within a hospital setting. Students are trained to safely work within a healthcare environment, having effective communication and interpersonal skills for dealing with clients and other professionals. The course will also give students a basis for working in an operating theatre. This course runs on Wednesdays at Coombabah State High School and is facilitated by Gold Coast Institute of TAFE.

PREREQUISITES:

Students must be fully committed to attending the course. Students must be focussed, self-motivated and display a high level of maturity. Being self-dependent and organised are also important.

PATHWAYS:

Students may choose to undertake further study in a Diploma or Bachelor of Nursing. Students may also practice as an assistant in nursing on completion of the course. It is a solid basis for any health career.

COURSE OUTLINE:

The course is for Year 11 students in 2019 and takes 18 months to complete and consists of:

Units of Competency

- HLTHIR301A Communicate and work effectively in health
- HLTIN301A Comply with infection control policies and procedures in health work
- HLTOHS200A Participate in OHS processes
- BSBFLM303B Contribute to effective workplace relationships
- BSBFLM303B Contribute to effective workplace relationships
- BSBMED201A Use basic medical terminology
- HLTAP301A Recognise healthy body systems in a health care product
- HLTCS305B Assist with client movement
- HLTCS306B Respond effectively to difficult or challenging behaviour
- HLTCS208B Transport client
- HLTAIN301A Assist nursing team in an acute care environment
- HLTAIN302A Provide support in an acute care environment

CONTRIBUTES TO ATAR: YES

(Only for one VET Certificate III/IV/Diploma)

Units of Competency

- HLTCS201B Maintain high standard of client service
- HLTCSR201A Perform CPR
- HLTFA201A Provide basic emergency life support
- HLTFA301B Apply first aid

ASSESSMENT:

Most assessment is competency based with worksheets and booklets, however there is a multiple choice exam for anatomy and physiology. Students must attend 2 weeks of practical experience in a work environment.

HOMEWORK AND STUDY:

It is expected that students will need to complete approximately 4 hours of homework or study each week due to the demands of this subject.

USER PAYS SUBJECT FEES: approx \$211

This was the cost of the course in 2011 including textbooks. Payment is made in full to the registered training organisation. Payment plans may be available.

CERTIFICATE ISSUED BY:

TAFE Queensland Gold Coast

FURTHER ADVICE:

Deputy Principal: Peter Hughes, Coombabah State High School
Phone: 07 5552 3822
Email: phugh6@eq.edu.au





OTHER PROGRAMS

Gold Coast Institute of TAFE Schools Program

The Gold Coast Institute of TAFE (GCIT) Schools Program allows students in Years 10, 11 or 12 the opportunity to complete a one-year or two-year course with GCIT that will contribute points towards their Queensland Certificate of Education (QCE). More detailed information can be obtained from the Gold Coast TAFE website (<http://tafegoldcoast.edu.au>)

Students must see Lynn Davies (Industry Liaison Officer) for a copy of the guide and enrolment information. A letter of endorsement from the College is necessary to enrol. Students must have own transport to and from the TAFE campus on the day classes are scheduled. Courses available in 2019 include:

Course Name	Course Duration	QCE Points
Certificate III in Health Services Assistance	Two years – online with some face-to-face contact	8
Diploma of Nursing (Year 11 students only)	Two years – online with some face-to-face contact, 8 units of 26 completed	8
Certificate III in Media	TBC	7
Certificate III in Early Childhood Education & Care	Two years	8
Certificate II in Hospitality	One year – every Friday	4
Certificate II in Engineering Pathways	6 months	4
Certificate II in Applied Fashion Design & Technology	One year – every Friday	4
Certificate II in Retail – Make-up & Skincare	One year – every Friday	4
Certificate II in Marine Mechanical	One Year	4
Certificate II in Horticulture	One year	4
Certificate II in Automotive Electrical	One year	4
Certificate I in Engineering	6 months	3
Certificate I in Construction	One year	3
Certificate II in Electro Technology	18 months	4
Certificate I in Plumbing Services	One year	2

Please note: All courses and costs are still to be confirmed. Contact TAFE for more information.

Upper Coomera State College students may also access Schools Program courses and Diplomas at other TAFE colleges. Courses are also available at Metropolitan South Institute of TAFE, Southbank Institute of TAFE and Logan TAFE.

FURTHER ADVICE:

Industry Liaison Officer: Lynn Davies
Phone: 07 5580 7683
Email: ldavi157@eq.edu.au



University Student for a Semester Programs

Some universities offer Year 11 and 12 students the opportunity to participate in their student for a semester programs.

Through these programs students are enrolled in a university subject from a Bachelor Degree they think they wish to pursue further study in after completing Year 12.

Some of the benefits gained by studying a university subject whilst still at school include:

- Having the opportunity to sample the degree you are considering
- Being able to work with students from a range of backgrounds in an academically encouraging environment
- Receiving academic credit for the course if subsequently accepted into the related degree program
- No course fees, subsequently reducing the cost of the degree (students are required to purchase textbooks though)
- QCE points for successful completion of the course towards the Queensland Certificate of Education
- Some universities and courses have guaranteed entry into the undergraduate degree program
- Some universities will offer 1 bonus rank towards entry into other degree programs

Upper Coomera State College students have had the opportunity to participate in student for a semester programs through the following universities:

- Griffith University
- Bond University
- University of Queensland (UQ)
- Queensland University of Technology (QUT)
- University of Southern Queensland (USQ)

Before applying for a university student for a semester course students must remember that the course is completed on top of their normal school studies. Students are not able to drop a subject to participate in these programs. The reason for this is that dropping a subject may affect their ATAR eligibility status which a student will require to gain entry into tertiary studies. Some universities, but not all, offer direct entry upon successful completion of the student for a semester program. Direct entry to a degree are usually dependent on the student passing the course which is also not guaranteed as students must completed the same assessment items as the university students. Students must check the university information to confirm whether direct entry is applicable. Students also need to consider how they will get to the university campus where the course is being offered.

Students will be notified of opportunities like this via the student notices and on assemblies.



Tertiary Studies Opportunities

Upper Coomera State College offers many opportunities for students to achieve pathways to tertiary studies courses. Some of these opportunities include:

Gold Coast Institute of TAFE (GCIT) Diploma Direct Entry & Scholarship Program

The Direct Entry and Scholarship program guarantees entrance into a Diploma at GCIT without using an OP or Rank score, before a student finishes Year 12. The Direct Entry program offers are granted based on a written application addressing three key selection criteria:

- Suitability to industry,
- Work ethic and communication skills
- Related school/TAFE vocational studies

Selections of scholarships are also awarded to applicants each year who have submitted an outstanding Direct Entry application. These scholarships include:

- 8 full Scholarships
- 4 half Scholarships

Applications are due in Term 3 of Year 12 and must be accompanied by a College recommendation (completed by HOD Senior School – Grant Webster). Students must have placed their preferred Diploma course in their QTAC application prior to submitting application. Students are awarded their Direct Entry in October if successful.

Griffith University – Griffith Connect Valued Partners Program

UCSC has been a Griffith Connect Valued Partners Program school since 2006. Students can apply for admission to a Bachelor degree through 9 different entry pathways. Students must have listed their preferred course for guaranteed entry on their QTAC application.

- Curriculum-related Programs – Year 11 & 12 studies in related UCSC subjects provide the guaranteed admission pathway. There is usually an administration fee charged by Griffith University for students to participate in the guaranteed admission program and students must still meet university course pre-requisite subject requirements:
 - ❖ Griffith Biology Program – Students study Biology at UCSC. This program leads to entry to Science and Health degrees eg. Bachelor of Science, Bachelor of Biomedical Science, Bachelor of Nursing.
 - ❖ Griffith Health Program – Students study Health Education at UCSC. This program leads to entry to Sport or Health degrees eg. Bachelor of Nursing, Bachelor of Exercise Science.
 - ❖ Griffith Exercise Science Program – Students study Physical Education at UCSC. Students must participate in workshop days at Griffith University. This program leads to entry to Sport or Health degrees eg. Bachelor of Nursing or Bachelor of Exercise Science.
 - ❖ Griffith Business Program – Students study Business Communication & Technology (BCT) at UCSC. Students must also participate in workshop days at Griffith University. This program leads to entry to Business degrees eg. Bachelor of Business or Bachelor of International Business
- Experience Day Programs – Students participate in workshop days at Griffith University.
- Griffith Engineering Program – Students must be studying English, Mathematical Methods and a Science subject to participate in this program. Students must also participate in workshop days at Griffith University in Year 11, and complete a Student for a Semester subject in Semester 1 of Year 12. This program leads to entry to a Bachelor of Engineering degree in either Civil, Environmental, Electrical, Mechanical Engineering
- GUEST Student for a Semester Program – Students study a university subject for one semester in either Semester 2 of Year 11, or Semester 1 or 2 of Year 12.



Bond University – Collegiate Partner Program Scholarships

Upper Coomera State College is a member of the Bond University Collegiate Partner program enabling students to receive direct entry and scholarships in the following areas:

- Collegiate Scholarship (50% tuition fees covered) – Students must have achieved As and Bs on their Year 11 & Year 12 report cards. Students are also required to demonstrated strong leadership skills, involvement in extra-curricular activities and participate in an interview. Students must have met the pre-requisite subjects for degree program they seeking direct entry for as well.
- Collegiate Dux Scholarship (50% tuition fees covered) – This opportunity is available to the Year 12 student who receives College Dux Award for being highest achieving ATAR eligible student in the cohort.
- Collegiate Leadership Scholarship (50% tuition fees covered) – Students must have achieved As and Bs on their Year 11 & Year 12 report cards and be able to demonstrate strong leadership skills. Students must also have held a student leadership position at the College eg. College Captain or Student Council Executive position and be able to demonstrate extensive involvement in extra-curricular activities. Students must also participate in an interview and meet pre-requisite subjects for degree program they seeking direct entry for.

Students apply for Bond University Direct Entry & Scholarships in Year 12 between April – July.

Southern Cross University – Star Early Entry Scheme

Students can apply for guaranteed admission to a Bachelor degree or Associate degree without needing to be OP eligible. Students apply for the Star Early Entry Scheme in Term 3 of Year 12. Students need a Principal's/Deputy Principal's recommendation to complement their application. The application process is online via the Southern Cross University website.

University Scholarships

Most universities offer academic, specialist and sporting scholarships. For information about how to apply for scholarships students need to go to each university website and look for a Future Students or Prospective Students page. Most scholarships have an application process (either paper-based or online) and some scholarships applications will require a reference from a school or community member. Scholarship applications are usually due for Year 12 students between September and December each year depending on the university.



STEM ACADEMY

Faculty: Science, Digital Technology, IDT & Maths

WHY APPLY:

The UCSC STEM Academy is an application only program for those students who excel in and are passionate about furthering their studies in Science, Technology, Engineering and Mathematics. Students in this program will be assisted in planning and successfully completing a direct entry pathway into tertiary study in the STEM fields. Students will also be enrolled as students of Griffith University, providing them with resources and access to academics not available to most high school students.

Students in the program will be enrolled in Authority English and Mathematics B and then can choose from specially designed subject packages based on their specialist area. They will also be required to complete a Griffith University pathways program and have the opportunity to complete one of two certificate qualifications supported by their studies at school.

The program will be supported not only by UCSC staff, but also by experts and mentors from Griffith University, industry and the community to ensure STEM Academy students are exposed to, and supported by a relevant, engaging and meaningful curriculum program.

STEM Academy students have the opportunity to participate in a range of extra-curricular opportunities including state and national academic competitions, workshops and programs run by Griffith University as well as exclusive access to a range of UCSC resources. STEM Academy students have a greater chance of being selected for the RISE Program.

STUDENT REQUIREMENTS

- Maintain enrolment in General English and Mathematical Methods
- Maintain enrolment in a minimum of two other STEM related subjects (Specialist Maths, Physics, Chemistry, Biology, Engineering, Digital Solutions)
- Be ATAR eligible
- Enrol in one of the Griffith University Pathways Programs (Grifphys, Grifbiol, Grifchem, Grifeng, Grifmaths, GrifIT)
- Maintain a high standard of academic achievement and behaviour

PARENT/CARER COMMITMENTS

- Ensure that your child achieves the student commitments.
- Meet the financial requirements of the program including payment of Student Resource Scheme (SRS)

SELECTION PROCESS

Selection into the STEM Academy is achieved by completing an online application which can be found on the College website under 'Signature Programs'.

STEM Academy Pathways – Senior Secondary

Year 10	
Core Subjects	Electives
<ul style="list-style-type: none"> • Phys/Chem or Biology • Advanced Mathematics • Humanities Elective • English 	<ul style="list-style-type: none"> • Digital Solutions OR • Engineering Design OR • Graphics <p>+ Additional Elective</p>

YEAR 11 2019 SUBJECT SELECTION GUIDE

COLLEGE SIGNATURE PROGRAMS

Upper Coomera
State College
P - 12



Year 11/12		
STREAM A <ul style="list-style-type: none"> English Mathematical Methods Specialist Mathematics Physics + 2 Electives + either GriffPhys, GriffMaths, or GriffEng.	STREAM B <ul style="list-style-type: none"> English Mathematical Methods Biology Chemistry + 2 Electives + either GriffBiol or GriffChem + Certificate II in Sampling and Measurement	STREAM C <ul style="list-style-type: none"> English Mathematical Methods Physics Chemistry + 2 Electives + either GriffPhys or GriffChem + Certificate II in Sampling and Measurement
STREAM D <ul style="list-style-type: none"> English Mathematical Methods Engineering Physics + 2 Electives + either GriffEng or GriffPhys + Certificate III Engineering & Technology	STREAM E <ul style="list-style-type: none"> English Mathematical Methods Engineering Digital Solutions + 2 Electives + either GriffIT or GriffEng + Certificate III Engineering & Technology	<p><i>Students can choose from one of the selected streams depending on their selected pathway.</i></p>

FURTHER ADVICE:

Program Manager: Julia Cullen – STEM Coordinator & Science Head of Department

Phone: 07 5580 7555

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SPORTS ACADEMY

Faculty: Health & Physical Education

WHY APPLY:

UCSC, in partnership with the Gold Coast Academy of Sport, offers a unique sporting excellence program for year 7 - 12 students, specifically designed to deliver quality outcomes to quality athletes. The program is designed for student athletes who are dedicated to succeeding in both the sporting and academic arenas. The Future Stars Program accepts students from a range of sporting backgrounds. The program in year 10 – 12 is extracurricular based.

WHAT THE PROGRAM OFFERS STUDENTS:

- Access to industry professionals and the latest techniques via the Gold Coast Academy of Sport
- Before and after school training opportunities
- Direct access pathway to Tertiary Education via Griffith University
- Industry experience at sporting events and carnivals
- Increased participation and access to HPE subjects and facilities
- Access to teachers who have industry experience
- An individual mentor who will meet regularly with the student to offer advice and guidance as well as peer mentoring
- Excursions to sports and/or fitness events throughout the year that will benefit the students' education
- Participation in school events (e.g. Clinic Days and Sports Events) to showcase their talents

STUDENT COMMITMENTS:

Students entering the program must be willing to:

- Respect teachers and fellow students
- Be punctual and prepared for all lessons.
- Maintain a high level of school attendance in order to maintain learning standards.
- Maintain high uniform standards in line with the UCSC dress code. Students are expected to wear the official Future Stars uniform to any events held outside of the College (excursions, competitions etc.).
- Submit all assessment complete and by the due date.
- Display high levels of behaviour at all times, with all UCSC staff (teaching and non-teaching), contract and supply teachers.
- Be part of the Student Resource Scheme (allowing us to supplement many activities)
- Attend and or participate in all College/Sports events.

SELECTION PROCESS:

Selection into the Sports Academy Program is achieved by completing an online application which can be found on the college website under 'Signature Programs'.

PREREQUISITES:

Students are to be competing at regional level or equivalent in their chosen sport to be able to apply for the program.

USER PAYS SUBJECT FEES:

The Fee is \$120 per year

FURTHER ADVICE:

Program Manager: Camilla Nichols – Health & Physical Education Head of department

Phone: 07 5580 7555

Email: cjnic0@eq.edu.au



THE CREATIVE ARTS SIGNATURE PROGRAM

Faculty: The Arts

WHY APPLY:

The Creative Arts Signature Program is a collaborative, innovative and industry relevant course of study for students who excel in the Creative Arts. With access to industry standard equipment and resources, students are provided with unlimited opportunities to excel in their creative field whilst being able to attain academic success. Designed for students who have a passion for The Arts our creative environment offers budding **dance, drama, music, art** and **film** students an opportunity to pursue their interests with other like-minded students.

WHAT THE PROGRAM OFFERS STUDENTS:

- Individualised and differentiated instruction based on the Creative Arts
- An opportunity to experiment creatively, develop skills and communicate artistic ideas
- Increased participation and access to Creative Arts subjects and facilities
- Access to teachers who have industry experience
- Specialised learning environment for students in core subjects for optimal outcomes
- An individual mentor who will meet regularly with the student to offer advice and guidance
- Excursions to arts events throughout the year that will benefit the students' education of the Arts
- Mentor workshops with local artists in their specific field
- Participation in school events (e.g. Big Night Out) to showcase their talents

STUDENT COMMITMENTS:

Students entering the program must be willing to:

- Respect teachers and fellow students
- Be punctual and prepared for all lessons.
- Maintain a high level of school attendance in order to maintain learning standards.
- Maintain high uniform standards in line with the UCSC dress code. Students are expected to wear full day formal uniform to any events held outside of the College (excursions, competitions etc.).
- Submit all assessment complete and by the due date.
- Display high levels of behaviour at all times, with all UCSC staff (teaching and non-teaching), contract and supply teachers.
- Be part of the Student Resource Scheme (allowing us to supplement many activities)
- Attend and or participate in all College/Arts events.

SELECTION PROCESS:

Selection into the Creative Arts Program is achieved by completing an online application which can be found on the college website under 'Signature Programs'.

PREREQUISITES:

Students are to be undertaking Arts based elective subjects to be able to apply for the program.

USER PAYS SUBJECT FEES:

There is no fee to participate in the Creative Arts Program but there will be costs involved in excursions and workshops throughout the year. Students in this program must participate in at least 1 excursion, 1 workshop and the annual arts event which alternates between Big Night Out and a School Musical.

FURTHER ADVICE:

Program Manager: Nicole Hughes- Arts Head of Department

Phone: 07 5580 7555

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