STRUCTURE OF THIS HANDBOOK

Section 1: Introduction to Coursing Procedures: the coursing procedures for Year 9 into 10 and Year 10 into 11 including the subjects available for each year level. QCE - details regarding the Queensland Certificate of Education.

Section 2: The Senior Curriculum for Year 10’s; a detailed description of the subjects offered at The Rockhampton Grammar School for Year 10 in 2017.

Section 3: The Senior Curriculum for Year 11’s; a detailed description of the subjects offered at The Rockhampton Grammar School for Year 11 in 2017.

Section 4: Certificate Courses: I, II, III and IV as delivered and the year levels in which each certificate is offered.

Section 5: School Based Apprenticeships and Traineeships (SATs) and Work Experience: a detailed description of external vocational education opportunities as well as other educational opportunities. This includes a number of nationally recognised certificate courses and information about school-based traineeships/apprenticeships.

Section 6: Resources: a guide for students and parents including in-school resources and web sites.

AIM

The Senior Coursing Handbook aims to provide parents and students with information that relate to the courses offered by The Rockhampton Grammar School in Years 10, 11 and 12. As such, it serves as a reference document during the important process of subject selection.

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<thead>
<tr>
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<th>Title</th>
<th>Telephone</th>
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<tbody>
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Changes to Senior Certification beginning with the Current Year 9 Cohort

The current Year 9 students will be certified under a new ATAR system which replaces the Queensland OP system which has been in place for over 20 Years. At publication date, QCAA (the Queensland Curriculum and Assessment Authority) had not formally indicated the details of how this ATAR is to be calculated nor had the place of VET and Certificates been clarified. Likewise, QCAA has not yet indicated how Year 11 subjects completed in Year 10 will be treated.

While RGS has in recent years encouraged Year10 students to “taste” both Year 11 subjects and Certificates while in Year 10, with the current uncertainty about how they are to be treated we will only be allowing the current Year 9 students to select at most, either one year 11 subject, or one Certificate subject. Students who select a Year 11 subject or a Certificate must do so in full understanding that it may not be counted towards an ATAR.

Current Year 10 students will be on the long running OP/QCE Certification.
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Section 3: The Senior Curriculum – Year 11 for 2017

### CORE SUBJECTS

- English
- English Communication
- Mathematics
- Mathematics A
- Mathematics B
- Prevocational Mathematics

### ELECTIVE SUBJECTS

- Accounting
- Agriculture Science
- Ancient History
- Aquatic Practices
- Biology
- Business Management
- Chemistry
- Dance
- Drama
- English Extension (Year 12 only)
- Geography
- Graphics
- Health Education
- Information Processing and Technology
- Japanese
- Legal Studies
- Mathematics C
- Modern History
- Music
- Music Extension (Year 12 only)
- Physical Education
- Physics
- Technology Studies
- Visual Art
- Visual Arts in Practice
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SECTION ONE: OVERVIEW
SENIOR SUBJECT SELECTION

Year 10
In Year 10 students are required to select two elective subjects in their course of study. Students have the option of reassessing their electives at the end of Semester 1 and, if there is available space in the preferred elective, will be able to change electives for Semester 2.

Year 10 students all do a core group of subjects in English, Mathematics, Science, Social Science and Health and Physical Education. During the coursing process students indicate the level of both Mathematics and Science that they wish to do in Year 10.

In Mathematics the options are: Advanced Mathematics; Mathematics or Foundation Mathematics.
The Science options are: Advanced Science or Science.

Year 11
All students are required to select six subjects or courses at the beginning of Year 11. At The Rockhampton Grammar School, these six subjects or courses will consist of:

**CORE SUBJECTS:**
- English OR English Communication
- Mathematics A OR Mathematics B OR Prevocational Mathematics

(Students who choose Mathematics B are also eligible to choose Mathematics C as an elective).

**ELECTIVE SUBJECTS:**
Following Coursing night, all students are required to select 4 elective subjects or courses. Only one subject can be selected in each block.

Selection Process (Timelines)
Students currently in Year 9 and 10 have participated in a series of subject talks and information sessions during Term Two. Information sessions for students will be on going in Term Three and Four. During these sessions, students have provided information about the subjects they are considering and this information has been used to derive the elective blocks.

Students will receive a hard copy of the 2017 Coursing Booklet towards the end of the term, and an electronic copy will be posted on the school’s website and onto ParentLounge. The final subject blocks will be emailed

Students and their parents are strongly encouraged to attend the Senior Coursing Night on Monday 18th July 2016 beginning at 7:00pm in the Theatre for Year 10 in 2017 and the Auditorium for Year 11 in 2017. Staff and senior students currently enrolled in various subjects will be available in the spaceframe following this to provide guidance and answer questions to assist in finding the right combination of subjects for students.

Following the coursing night, both Year 9 and Year 10 students will complete their subject selections online. Once completed electronically, students will print out the selection confirmation form and have it signed by their parents acknowledging that they are happy with their student's selection. This signed print out should be either handed in on coursing night, or handed in to the Senior School Office by Monday 25th July.

Parents and students are asked to note that all Senior School subject offerings are dependent upon minimum sizes, staffing and resources availability to run each year. Once students and parents have made these selections, decisions will be made regarding the final subjects offered and students will be advised of any changes during the coursing sessions throughout Terms Three and Four.

Further support for designing a course of study can be obtained by making an appointment with Head of the Senior School, Ms Denise Wright. Appointments can be made by contacting Ms Megan Thomasson (Senior Staff Administrative Officer) on (07) 4936 0625.

School of Distance Education Courses
Some students may consider the option of studying a subject through the School of Distance Education (SDE). The cost of studying one (1) subject is approximately $1500 per year. This cost will be added to the student’s fees.
CRITERIA FOR STUDENT SUBJECT SELECTION

- **Enjoyment of learning a particular subject** - Choose elective subjects on the basis of those most enjoyed. The more a subject is enjoyed, the more likely there is to be motivation to work well and study hard when the course becomes challenging. It is a myth that if students do the supposedly most difficult subjects, they will get a higher OP. A high OP is only gained by achieving well in the chosen subjects, regardless of which subjects they are. It is pointless for students to enrol in subjects in which they are not interested. Parents are urged to listen to their children in this regard.

- **Ability or aptitude in a subject** - Choose subjects with good results. Use the results in the Middle School as a guide or ask the teacher regarding the likelihood of success in a particular subject.

- **Necessary prerequisites for tertiary studies** - A university or TAFE course may require a Sound or High Level of Achievement over four semesters of study in particular subjects as a prerequisite for admission into that course. Some subjects are listed as assumed; meaning that undertaking these would be beneficial, but not essential for admission into the tertiary course. Students should consult the QTAC publication “Tertiary Prerequisites 2019” before making their final subject selections.

- **Greatest number of future career options** - It is advised not to select too narrow a range of subjects as this may restrict career options. With the disappearance of traditional occupations, the evolution of new job categories and the high level of competition for tertiary places, it is sensible to keep options open. It is the School's experience that many students in Years 10 and 11 are not ready to make definite career choices and should not, unnecessarily, lock themselves into a narrow pathway.

- **Balance in the course** - In developing as a balanced person with a well-rounded education, it is wise to give expression to the many parts of one's personality. Not all subject choices need to relate directly to a career path, although future career options must weigh heavily in any subject choice. Consider a balance of subjects drawn from at least two of the Sciences, Humanities, Business and Creative areas to ensure an enjoyable two years of study and growth as a rounded individual with skills, knowledge and attitudes for future life.

- **Attainment of credits for the QCE** - Each selection whether it is a subject or vocational education course will gain credits for the QCE. A minimum of twelve (12) credits must be gained from completed Core courses - these are school subjects or Certificate II courses.

  Students should also aim to balance life at school with a carefully planned selection of vocational choices and/or co-curricular involvement. It is the School's experience that the most successful students are those who are busily involved in many areas of school life.
THE QCE for Current Year 10s

The Queensland Certificate of Education (QCE) will be issued to Year 12 students upon the successful meeting of specific criteria. The QCE enables students to design a course of study to more closely match career goals as it recognises more learning options including enrichment programmes, community-based programmes, university subjects completed at school, and music and dance certificates or awards. Not all the learning needs to take place at school although students do need to be registered with a school during Year 10.

Eligibility
The student must be enrolled with a school and registered with the Queensland Curriculum and Assessment Authority (QCAA). This registration process will occur during Year 10 or when the student turns sixteen years of age - whichever comes first. Most students will achieve the QCE following the completion of Year 12. Credits will not disappear once Year 12 has been completed, and students may complete extra courses to achieve the QCE following Year 12.

Credits
Each eligible student is required to achieve 20 credits. Credits have two elements - the amount and the set standard (set levels of literacy and numeracy)
For example: four semesters of study in a school subject with an exit achievement of a Sound Achievement level (SA) will be equivalent to four (4) credits. Students who complete Certificates II or III or school-based traineeships will gain credits for this learning as well. All study at school, if meeting set amounts and standards, will accrue credits towards the QCE.

Literacy and Numeracy Requirement
Each student must also meet the literacy and numeracy requirement. The following are ways in which this can be achieved:
- exiting Year 12 with a SA or higher in English and Mathematics subjects
- at least a Sound level of achievement in a semester of authority or authority-registered English and Mathematics subjects
- a pass in the Literacy and Numeracy short courses - registered with the QCAA (Queensland Curriculum and Assessment Authority)

Learning Accounts
The QCE recognises the need for students to take responsibility for their learning. Students access their Learning Account to check that credits for learning have been banked into Learning Accounts. Students are responsible for contacting each of their external learning providers with any queries. Schools will only bank credits for the learnings for which they are responsible.

Senior Statements
All students completing Year 12 will be issued with a Senior Statement regardless of whether the QCE will be awarded. The statement is the official record of all the learning achievements that have been banked into the Learning Account for the schools and Registered Training Organisations at which the student was enrolled during Years 10, 11 and 12.

OP Eligibility
The QCE does not impact upon a student's OP eligibility. The process for calculating the OP score remains unchanged.

Senior Certificate for Current Year 9s

Once the new Queensland system, referred to as ATAR, has been finalised by QCAA, current Year 9s and parents will be advised by postings on Parent Lounge and advice in the Daily Notices
**QCE - AN AMOUNT OF LEARNING AT A SET STANDARD**

<table>
<thead>
<tr>
<th>An amount</th>
<th>At a set standard</th>
<th>In a set pattern</th>
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<tbody>
<tr>
<td>20 credits to be eligible for a QCE</td>
<td>Sound Achievement, pass or equivalent</td>
<td>Minimum 12 credits from completed Core courses of study and 8 credits from any combination of courses of study</td>
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<tr>
<td>But . . . a maximum of 6 credits from Preparatory courses of study</td>
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**Requirements**

- Literacy and numeracy

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QCE
SECTION TWO: THE SENIOR CURRICULUM FOR YEAR 10’s
Subject Description
The English Programme is based on the principles of the Australian Curriculum - English. Students engage with a range of written and spoken texts to learn how to “analyse, understand, communicate with and build relationships with others and the world around them” (Rationale, Australian Curriculum English). English is central to the learning and development as individuals and as global citizens.

Pathways
At the completion of Year 10, students can choose either Senior English, which is a Queensland Curriculum and Assessment Authority subject (counts to OP), or English Communication, which is a QCAA registered subject (does not count to OP but does count towards the QCE).

At the beginning of Year 10, a small group of identified students demonstrating gaps in their basic English knowledge will be invited by the Head of English to join a class which will work on a modified programme, known as Foundations English. These students will be subsequently advised on an individual basis as to their suitability to study Senior English or English Communication, but are free to join either.

Content
In the Senior School, English classes complete common units based on a range of thematic and stylistic elements. Below are examples of such units, although these are subject to constant updates.

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<tr>
<td>• Documentary review</td>
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<td>• Persuasive Speaking</td>
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<td>• Novel study with a response to literature exam</td>
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<tr>
<td>• Scrumptious Stories (short stories)</td>
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<td>• Advertising analysis feature article</td>
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<td>• Perform a duologue from one of Shakespeare’s plays</td>
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Major Curriculum Elements
English includes many curriculum elements. These include: using correct spelling, punctuation and grammar; using vocabulary appropriate to a context; key literacy skills; structuring and organising extended written texts; expounding a viewpoint; use of comprehension strategies; comparing and contrasting; interrelating ideas, themes and issues; hypothesising; criticising; analysing; synthesising; creating; composing and devising; justifying; and gesturing.

Prerequisites
English is compulsory in Year 10. The programme does assume a minimum standard of grammatical and linguistic capability as well as a regular reading practice. Entry to Foundations English is by invitation only.

Semester Assessment
In each year, students complete approximately four written and two oral tasks. Written tasks may include: narratives, expository essays, responses to literature, feature articles and film analysis. Spoken tasks may include: panel discussions, acting, formal persuasive speaking, analysis and multimedia presentations.

Criteria Assessed
The School has adopted the language of the QCAA Senior English syllabus for Year 10 Criteria to allow students to become familiar with these standards before attempting Year 11 & 12 English. Therefore, students are assessed on: Understanding and Responding to contexts; Understanding and Controlling Textual Features; and Creating and Evaluating Meaning.

Textbooks and other Specialist Equipment
Please see the current booklist which is available on the Rockhampton Grammar School Website under the Middle School heading. Changes are made regularly to suit the developing needs of the course and ensure current and engaging content.
MATHEMATICS

Subject Description
The Mathematics programme of The Rockhampton Grammar School is based on the general principles in The Australian Curriculum (ACARA) - Foundation to Year 10 Curriculum.

The course is organised around the interaction of three content strands and four proficiency strands. The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands are Understanding, Fluency, Problem Solving and Reasoning.

Pathways
In Year 9, students either completed the 9 Mathematics or 9 Advanced Mathematics course. To build on the content covered in Year 9, students are recommended to enrol in 10 Mathematics if they studied 9 Mathematics or 10 Advanced Mathematics if they studied 9 Advanced Mathematics. These courses are designed to prepare students for the study of Mathematics A or Mathematics B respectively in Years 11 and 12. The study of 10 Advanced Mathematics is a prerequisite to the study of Mathematics B and Mathematics C in Years 11 and 12.

At the beginning of Year 10, a small group of students not requiring more rigorous mathematics is invited to join a class that studies Foundation Mathematics. This course emphasises numerical methods rather than the more algebraic aspects of Mathematics. Students studying Foundation Mathematics are prepared for the study of Mathematics A or Prevocational Mathematics in Years 11 and 12.

Major Curriculum Elements
The students will develop increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities will enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Elements that are emphasised include calculation, analysis, synthesis, interpretation, calculation, interpolation, extrapolation, communication and justification and also modelling and problem solving. The Dimensions of Learning emphasis is structured problem solving with all mathematical content. Students are then exposed to multiple-choice national Mathematics competitions to enhance their ability in unfamiliar contexts.

Content
10 Maths:
Money and Financial Mathematics, Patterns and Algebra, Linear and Non-Linear relationships, Using Units of Measurement and Geometric Reasoning (Pythagoras and Trigonometry, Chance, Data Representation and Interpretation).

10 Advanced Maths: 10 Maths + Advanced Trigonometry, Real Numbers, Patterns and Algebra II, Linear and Non-Linear Relationships II.

Prerequisites
Mathematics is compulsory in Year 10. It is recommended that students wishing to study 10 Advanced Mathematics in Year 10 should be achieving a High Achievement or better at the conclusion of Year 9 Advanced Mathematics. Students who studied 9 Mathematics that wish to enrol in 10 Advanced Mathematics should be achieving a Very High Achievement at the conclusion of Year 9. They should also understand that some required content for the study of 10 Advanced Mathematics would not have been covered in 9 Mathematics. It is strongly recommended that these students discuss this pathway with the HoD of Mathematics prior to making subject selections. The study of Foundation Mathematics in Year 10 is by invitation only.

Semester Assessment
Each semester the assessment consists of Math Mates, one alternative piece of assessment and an examination at the end of each term. The assessment is weighted 40% for each examination and 10% for Math Mates and the alternative piece of assessment.

Criteria Assessed
The major criteria assessed are understanding and fluency, and problem solving and reasoning.

Text Books and other Specialist Equipment
All students are required to have their own copy of the textbook Pearson Mathematics, Maths Mate (4th Edition) and a Casio fx9860G AU graphics calculator.

The graphics calculator the Senior Maths C students purchase is a Casio fx-CG20 AU. It is strongly recommended that these calculators are engraved and this can be done at the time of purchase at the Red & Black Shop.

Other equipment required includes a mathematics pad available from the Red & Black Shop. Students should also purchase a ruler, pencils, pens, a protractor and compasses.
Subject Description
The Advanced Science programme is an integrated course covering the traditional areas of Physics, Chemistry, Biology, and Earth Science. Emphasis is placed on the development of scientific literacy; the scientific approach to solving problems and experimentation. Current issues in science and technology and their impact on our society and on individuals also form a part of the course. During Year 10 students will rotate through each of term each of Biology, Chemistry, Physics and Earth Science so that students are easily able to identify what is required for the Year 11 Biology, Chemistry and Physics subjects.

The Science program is a modified course that covers the basics and allows students more time on individual topics. It is not suitable for any students considering Physics or Chemistry in Years 11 and 12.

Pathways
The Advanced Science students who develop their science skills particularly in the areas of problem solving, analysis and prediction, will be suitable candidates for senior science subjects. Senior students have the choice of Aquatic Practices, Chemistry, Physics, Biology.

Students who select Science have the choice of Biology or Aquatic Practices.

Major Curriculum Elements
The students will be exposed to the topics listed in the subject content table. They will be assessed on their Science Understanding and their Science Inquiry Skills, which includes questioning and predicting, planning and conducting, processing and analysing data and information and communicating.

Semester Assessment
Assessments will include spelling tests, assignments, experimental reports and end of topic examinations. Students who took General Science in Year 9 or who wrote modified assessments during Year 10 are not recommended to do Physics, or Chemistry in Year 11.

Criteria Assessed
The major criteria that are assessed are Knowledge and Conceptual Understanding, Investigative Process and Evaluating and Concluding.

Content
Students will receive instruction in short course units of Physics, Chemistry, Biology and Earth Science. Each unit will take a term to complete and students will rotate through each of the science branches across the year.

SEMIESTER ONE

**Biology**
DNA and genetics
Deoxyribonucleic Acid, genes and chromosomes, cell division- mitosis, asexual and sexual reproduction, characteristics and inheritance

Natural selection and evolution
Fossils, natural selection and variation, evolution and species, human evolution

**Chemistry**
The periodic Table
Electron Configurations, Arrangement of elements, Bonding- metallic, covalent and ionic, Grouping (Group 1 alkali metals, Group 7 halogens, Group 8 Noble gases)

Chemical reactions
Chemical equations (word and formula), balancing chemical equations, classifying reactions (decomposition, precipitation and redox), rates of reactions, surface area

**Physics**
Motion and Energy
Distance and displacement, speed and velocity, acceleration, acceleration due to gravity, Newton's Law of motion (First, second and third), energy (kinetic & potential), work and conservation of energy

Structures
Forces in a structure, balanced and unbalanced forces, tension, materials used in structures

**Earth and Space Sciences**
The Universe
Stars and life cycle of stars, supernova, black holes, galaxies, big bang, structure of planets, atmosphere.

Sustainability
Biosphere, carbon and nitrogen cycles, weather and climate, gases in the atmosphere, human impact on climate, climate change

Pathways
Senior Physics
Senior Chemistry

Text Books
Pearsons Science 10 Students Book
Pearsons Science 10 Activity Book
SOCIAL SCIENCES

HISTORY AND GEOGRAPHY

Length of Course
Each year the students will complete a semester of Geography and a semester of History as separate subjects in order to give them a greater grounding in these areas and enhance the necessary skill development. The courses will consist of 5 x 40 minute lessons per week.

Subject Description
Year 10 course involves the study of History and Geography as separate discipline areas within the Social Science framework. There will, however, be areas of Civics that will be studied throughout the year in order to meet QCAR requirements and to promote effective citizenship within the student body.

Pathways
Senior Modern History – QCAA subject
Senior Geography – QCAA subject
Senior Ancient History – QCAA subject

Content
The history course will follow the National Curriculum History programme version 3.0 as stated by the Australian Curriculum Assessment and Reporting Authority.

Major Curriculum Elements
Recognising letters, words and other symbols, finding material in an indexed collection, interpreting the meaning of words, pictures, tables and graphs, using correct spelling, grammar and punctuation, summarising, compiling lists, recording data, graphing, structuring and organising text, explaining to others, expounding a viewpoint, empathising, comparing and contrasting, classifying, reaching a conclusion, generalising, hypothesizing, criticizing, analysing, evaluating, justifying.

Semester Assessment
Students will be assessed according to a selection of the following techniques;
- Short Response tests
- Essays – response to stimulus
- Reports
- Orals/ multi modal presentations
- Practical tests – response to stimulus
HISTORY

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within Asia-Pacific region, and its global standing.

Outline
1. Overview – modern world and Australia
   - World War II
   - Rights and freedoms

GEOGRAPHY

Content
The Year 10 Geography curriculum focuses on elements of both the physical and human environment through different scales of study.

There will be a focus on The Coastal Environment of Australia and how we integrate our lifestyles into this important ecosystem. Students will locate different coastlines of Australia. They will learn about the physical processes that shape this dynamic environment. The human impacts on our fragile coastline and the management initiatives put in place to address real and potential risks will be emphasised. Case studies include field work to be undertaken on the Capricorn Coast.

The second unit will focus on the fundamentals of human development. The studies will centre on the unequal distribution of wealth and resources around the world and discuss ways that this has occurred and indeed how it may be addressed. Case studies will focus on international issues and in particular Asian and African countries, thus extending the spatial knowledge and awareness of the students.

Outline
1. Environmental Change and Management
   - Coastal Change and Management
   - An Unequal World
HEALTH AND PHYSICAL EDUCATION

Subject Description
Active engagement in physical activity is the major emphasis in Physical Education. This emphasis acknowledges the valued role of physical activity as a medium for learning by doing. Movement experiences provide opportunities for students to develop not only concepts and skills for participation in physical activity, but also for self-awareness, aesthetic appreciation, problem solving, decision making and interpersonal communication. Health Education focuses on personal, peer, community and specific populations to give students skills to enhance their own health and those around them.

Pathways
Health and Physical Education in Year 10 may assist student with the physical requirements of Year 11 Physical Education and the theoretical building blocks for Year 11 Health Education as well as provide a background to lifelong involvement in healthy well-being and physical activity.

Content
This programme concentrates on developing and refining swimming, athletics and gross and fine motor skills. We believe in developing the whole person and encourage participation and teamwork in all lessons, allowing for the social benefits that permeate physical activity to be fostered.

<table>
<thead>
<tr>
<th>SEMESTER PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming</td>
</tr>
<tr>
<td>Aquathlon</td>
</tr>
<tr>
<td>Athletics</td>
</tr>
<tr>
<td>Motor Skills</td>
</tr>
<tr>
<td>Health</td>
</tr>
</tbody>
</table>

1. Motor Skills
2. Aquatics
3. Health

Swimming: Initially stroke assessment is completed and from the results, students participate in activities suited to their ability. These activities will range from stroke correction and competition skills, to water polo, snorkelling and lifesaving.

Aquathlon: Preparation and planning is the basis for this brief unit. Students will examine various race techniques and learn how to plan a basic training programme. The School currently has three students who are Queensland champions in the sport of aquathlon (swim/run) and there is a world championship in this event. This unit serves as a transition from the swimming unit into preparation for the School cross country (usually held on the last day of first Term).

Athletics: The teaching of ‘technical events’ is the focus of this unit. Events such as javelin, discus, triple jump, high jump and relay changes will form the core of this unit. Students are encouraged to attend further club training sessions and develop their skills.

Motor Skills: The students will experience a range of activities that could be further extended upon in the extensive co-curricular programme on offer at the School.

Health: The students will experience a range of activities that explore the impact of socio cultural factors on their personal health and that of their community.

Major Curriculum Elements
Analysing, extrapolating, comparing, manipulating/operating/using equipment, synthesising, judging/evaluating, empathising and explaining to others.

Semester Assessment
Assessment is an ongoing process in Physical Education. Students are given the opportunity to display competency in various tasks over the course of a specific unit. Health Education will be assessed each term in the forms of essays, reports, exams and multimodal assessment.

Criteria Assessed
Participation, application and skill level are appraised using specific criteria and common understanding of expected outcomes.

Text Books and other Specialist Equipment
Students are required to wear PE uniform (PE hat, red RGS shirt or house shirt, black RGS PE shorts, RGS PE socks and running/cross training shoes) during class. Black swimming costumes (PE shorts may be worn) and a rash/sun safe top (preferably black) required during aquatic units. A HPE workbook is to be purchased for Health and theoretical components.
ELECTIVES

All Year 10 students select two electives which may (if eligible) include either a Year 11 option available for study in Year 10 or a Certificate or an Introduction to a Certificate.

SIT20216 – CERTIFICATE II IN HOSPITALITY

This course is divided into units of competency that are assessed to industry standards. The emphasis is on skills and knowledge required to work in the Food and Beverage area of a Hospitality establishment. This aids students in their transition from school to work.

Please refer to page 76 of this coursing booklet for further information.

ICT20115 – CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

This course is divided into units of competency and is assessed to industry standards. With an emphasis on the use of technology, application development, multimedia and web technologies completing the Certificate II in Information, Digital Media and Technology in either Years 10 or 11 helps students in their transition from school to work.

Please refer to page 78 of this coursing booklet for further information.

SIS20313 – CERTIFICATE II IN SPORT & RECREATION

Binnacles Certificate II in Sport and Recreation is offered to Year 10 students where students participate in the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – including officiating games, coaching beginner participants to develop fundamental skills, communication in the Sport, Fitness and Recreation industry, and assisting delivery of activity programs.

Please refer to page 81 of this coursing booklet for further information.

PASTORAL CARE PROGRAM – ALL YEAR 10 STUDENTS

ICT10115 – CERTIFICATE I IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

All Year 10 students will complete this certificate as part of their curriculum preparation. This course is divided into units of competency and is assessed to industry standards. With an emphasis on the use of technology, application development, multimedia and web technologies completing the Certificate I in Information, Digital Media and Technology in Year 10 helps students in their transition from school to work.

Please refer to page 77 of this coursing booklet for further information.
What is the subject about?
Agriculture is the production of food and fibre using scientific methodology to inform production and best practice. This subject is based in the technology and science national curriculum and examines the science and practice of modern agriculture, horticulture and animal production. It is a study relevant to those students interested in primary production and the nurture and care of plants and animals.

The subject includes theoretical and practical aspects of study in the production of a designed solution as a focus to answer a question related to industry, with use of farm areas for vegetable growing, permaculture, poultry, enterprise, horticulture, aquaculture and cattle husbandry. The School has a property to demonstrate commercial practices.

Students will also undertake learning in WPBS, and will be required to complete OnGuard training modules as a part of their coursework. Please note there is also a managed risk when working in a practical environment, and this may include zoonotic potential. Q fever vaccination is recommended as well as good hygiene practices.

Exposure to industry usually forms a part of this course and provides a familiarisation with senior Agricultural Science which follows on in this pathway. Please note students are unable to select both this subject and Certificate III in Agriculture.

What are the main topics studied?

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How does genetics effect production? – Students explore principles of genetics, cellular biology, reproductive anatomy, management of stock for reproduction as well as assisted reproductive technologies and how an understanding of genetics and EBV’s can be used to improve production outcomes. Some safety training will be undertaken</td>
<td>Exam</td>
</tr>
<tr>
<td>2</td>
<td>What skills do I need for Agriculture? – Students undertake basic training in essential farm skills and investigate the skills needed by industry</td>
<td>Project</td>
</tr>
<tr>
<td>3</td>
<td>Food tourism and the short supply chain – Students develop an understanding of supply chain management with the application of understandings in managing their very own short supply chain project</td>
<td>Portfolio</td>
</tr>
<tr>
<td>4</td>
<td>Technology in Agriculture – Students will design a technological solution to an agricultural problem and explore the use of technology in Agriculture</td>
<td>Project</td>
</tr>
</tbody>
</table>

Areas of Assessment and Curriculum links
Students will be assessed in the areas of Understanding and Skills

Curriculum links include:

TECHNOLOGY
Food and Fibre context - Investigate and make judgements on the ethical and sustainable production and marketing of food and fibre. Technology and societies - Critically analyse factors, including social, ethical and sustainability considerations that impact on designed solutions for global preferred futures and the complex design and production processes involved.

SCIENCE
Biological Science context - Transmission of heritable characteristics from one generation to the next involves DNA and genes
Science as a human endeavour and Inquiry skills

CROSS CURRICULUM PRIORITIES
Literacy, numeracy and sustainability
Understanding of the context knowledge, use and influence of science, Skills including scientific inquiry and process and production skills.

For whom is this subject best suited?
Agriculture is an applied science and to do well students will require at least Sound Achievement levels in Mathematics, Science and English. Previous study of Agriculture is beneficial; however, is not a prerequisite. This subjects forms part of the pathway for students to gain entry into tertiary studies and the school has a number of articulation arrangements in place to benefit our students. Please refer to www.rgs.qld.edu.au/agriculture for more information.

Agriculture is not only designed for students with a rural background, but would suit any student with an interest in environmental, biological or veterinary science.

What costs are involved?
There is no set text for Agriculture, although class sets are sometimes used for different units. The only additional expense would be excursions which are approximately $100 subject to opportunities. Students will require a 2 ring binder and calculator.

Why might this subject be a wise choice?
This subject provides students with a good mix of practical and theoretical experiences in Agriculture with a focus on scientific approaches to agriculture. It provides foundation opportunities to benefit those students wishing to undertake Senior Agricultural Science, as well as those who wish to study Agriculture without undertaking a Certificate course.
Subject Description
Young people live in an increasingly complex web of interacting cultures and subcultures. They need a learning environment that promotes imagination, critical thinking, cultural engagement, communication, creativity and problem solving. Drama provides this learning environment, both as an art form and as an aesthetic way of knowing that integrates oral, kinaesthetic, visual and aural dimensions and sign systems.

Drama explores and celebrates the human presence within real, imagined and mediatised worlds. It connects students to their own creative processes and provides opportunities for them to imagine themselves as others exploring beliefs, feelings, behaviours and relationships across diverse situations. Through engagement with drama, students develop knowledge, understanding and skills of dramatic languages and dramatic perspectives (heritage — before 1980, and contemporary — after 1980). They apply them to a creative investigation of the world and their place in it.

Drama provides students with a range of skills transferable to a variety of vocational and future pathways. In a knowledge-based economy, the world requires workers who are innovative thinkers, adept communicators and excellent team players. The collaborative nature of drama as an art form provides students with opportunities to learn and to manage the interpersonal and intrapersonal skills required to work effectively, both individually and in groups.

Pathways
Drama will better equip students for their course of study in senior subjects such as Drama and Dance.

Content

<table>
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<tr>
<th>YEAR TEN DRAMA</th>
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<td>Collage Drama</td>
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<td>Unit Two</td>
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<tr>
<td>Realism</td>
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<td>Unit Three</td>
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<tr>
<td>Musical Theatre</td>
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<tr>
<td>Unit Four</td>
</tr>
<tr>
<td>Commedia Dell’ Arte</td>
</tr>
</tbody>
</table>

Major Curriculum Elements
Drama is explored through the general objectives of Forming, Presenting, and Responding. These are interrelated and complementary.

When Forming, students actively create, shape and manage dramatic forms and styles.

When Presenting drama, students use dramatic languages through dramatic action to express and communicate their ideas and meanings effectively to an audience. They are also required to display a range of planned, rehearsed and/or polished acting and performance techniques.

Through Responding, students develop their skills in critical analysis, interpretation, evaluation, reflection and written communication.

Prerequisites
Nil.

Semester Assessment
Year 10 — Forming and presenting of theatrical styles, scriptwriting, design and theatrical review.

Criteria Assessed
Forming, Presenting and Responding

Text Books and other Specialist Equipment
None required.
Subject Description
A wide variety of musical styles are studied in Music, from music of the baroque period to contemporary popular music including jazz and rock. The musical elements are used to analyse, compose and perform music in many different genres including film, programmatic music and jazz. Students develop skills in music that allow them to create and perform their own compositions.

Pathways
Music studies are developmental in nature with Music in Years 8 and 9 serving as a foundation for students intending to study Music in the Senior School.

Content
**YEAR 10**
- Performance Music
- Score I.T.
- Programmatic Music
- Performance Music

Major Curriculum Elements
Students develop knowledge, skills and affective objectives in four dimensions:

- **Analysing** involves the acquisition, development and application of knowledge and understanding of a wide and varied repertoire and encompasses visual and aural analysis. Students will be able to demonstrate achievement in analysing through their knowledge of the music elements; application of knowledge and understanding of musical elements; written and spoken communication skills; and aural skills.

- **Composition** involves the acquisition, development and application of music-writing skills to create music in a variety of styles and genres. Students demonstrate achievement in composition through scoring, technical skills and stylistic application.

- **Performing** enables students to display musical skills in a variety of styles and genres. Achievement in performance is demonstrated through music literacy, performance technique and musical interpretation.

- **Dimensions of Learning** involves students in using the music curriculum to develop and practice the critical thinking skills of comparison, classifying, constructing support, invention and systems analysis.

Prerequisites
No previous experience is required for students electing Music in Year 10. It is recommended, however, that all music students have some facility on a musical instrument, and that all music students participate in at least one school co-curricular ensemble. Students are encouraged to supplement class music with private instrumental or vocal music tuition.

Semester Assessment
**YEAR 10:**
- Score I.T.
  - Composition of Film Music
- Performance
  - Performance of a solo or as a group and Analysis Paper
- Programmatic Music
  - Composition and Analysis Paper
- Performance
  - Perform solo or as a group

All assessment tasks are equally weighted within each semester for the respective year levels.

Criteria Assessed
To attain a high level of achievement in Music, it is not necessary for students to be at an advanced level of performance on an instrument. Students need to demonstrate a willingness to develop their musical literacy in reading, writing and performing to the best of their ability.

- **Analysis** – Students are assessed in their understanding of the musical elements and their ability to deconstruct music from a wide variety of styles and genres.

- **Composition** – Students are assessed on their ability to compose in a variety of styles according to the unit of study.

- **Performance** – Students are assessed in the areas of solo performance and ensemble performance.
VISUAL ARTS

Subject Description and Content
Year 10 Visual Art provides opportunities for the students to explore a variety of art processes and materials while learning about communicating ideas through personal expression. This involves the making and the appraising of artworks including a variety of styles and approaches. Students may gain a great deal of enjoyment and expertise by undertaking Art - it is a course suited to everyone who would like to extend their creativity.

Making activities introduce students to a wide variety of art skills and materials. They are allowed to learn from hands on experience by exploring and creating unique artworks of their own. They learn the basic underlying principles of design and how they apply to all artworks whether two or three dimensional. The variety challenges students to try new techniques and to find a medium that suits their skills and interest.

In Appraising they learn about artworks relating to a variety of media that they are using themselves, providing opportunities for the students to develop skills in analysing, interpretation and evaluating artworks and styles. They learn how to look at, discuss and write about artworks using correct terminology. Students discover the historical context of artworks and learn to appreciate artworks that correlate with their making activities.

Artists, art movements, art techniques and art criticism will be studied with an emphasis on giving students a contemporary perspective of art and an appreciation of art throughout history including the contribution of different cultures. Students have the opportunity to visit art exhibitions and take part in art competitions both local and in the wider community.

Pathways
Year 10 Visual Arts will better equip students for the Senior Visual Arts sequence. The aesthetic and appraising skills developed in these classes can also apply across curriculum areas, enhancing experiences in graphic arts, technology and manual arts skills and home economics, for example. Art occupations include: Fine Artist - painter, sculptor, printmaker, ceramicist, glass artist, Graphic Design, Industrial Design, Art Administration, Art Teaching Conservation, Gallery Management, Photography - journalism, magazine and newspaper work, Communication Design, Theatre, Film and Television - stage and set design, costume design, Jewellery making - gold and silver smithing, Landscape Architecture, Architecture, Interior Architecture, Furniture Design and Product Design.

Prerequisites
Nil. Some creative ability is certainly advantageous in this subject but previous experience is not necessary as the skills are all thoroughly taught over the duration of the course.

The following is a sample of the course content.

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<thead>
<tr>
<th>SEMESTER ONE</th>
<th>Appraising</th>
<th>SEMESTER TWO</th>
<th>Appraising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making</td>
<td></td>
<td>Making</td>
<td></td>
</tr>
<tr>
<td>Fibres</td>
<td>Study of related artists – critique</td>
<td>Ceramics</td>
<td>Study of related artists – comparative essay</td>
</tr>
<tr>
<td>Painting</td>
<td></td>
<td>Sculpture</td>
<td></td>
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<tr>
<td>Printmaking</td>
<td></td>
<td>Digital Media</td>
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</tbody>
</table>

Major Curriculum Elements
Through the making process students learn to understand and apply visual language and concepts through researching, developing and resolving individualised ideas. Through exploration and experimentation they learn to analyse and synthesise this information, select and manipulate art materials, techniques and processes and create personal artworks.

Through the appraising process students explore meaning and aesthetics in a social and cultural context by describing, analysing, interpreting and evaluating information and developing and resolving individualised responses.

Semester Assessment
Making Folios – 70% Appraising Assignments – 30%

Criteria Assessed
The following criteria are used to assess student achievement: knowledge, evaluation, communication, research, analysis, interpretation, problem solving, synthesising, appraising, application and justification.

Text Books and other Specialist Equipment
- Art Wise, Class sets used,
- visual diary/sketchbook (minimum A4 size),
- pencils (HB, 2B and 4B)
- an eraser.
BUSINESS ENTERPRISE AND MANAGEMENT (BEAM)

Subject Description
Business Enterprise and Management provides students with a greater understanding of the operation and importance of business in our society. It introduces students to different aspects of the business world. Through the study of this subject, students gain an understanding of how business, economic and legal activities impact on and present a range of challenges to individuals and members of groups and organisations in their roles as active and informed citizens, consumers, workers or entrepreneurs. It also introduces Senior School business subjects to students by examining key concepts and principles relating to accounting, business management, economics and legal studies.

By examining the workings of existing enterprises, students will learn how businesses operate in the global market. Business Enterprise and Management provides an introduction to record keeping and basic accounting to assist in the evaluation of business viability. Students learn the basics of business planning and the importance of marketing a product or service in order for the business to be a success.

The global financial crisis demonstrates the importance of understanding what drives our economy and how the decisions that are made by consumers, businesses and government affect it. It is important that students have an understanding of the different types of business environments and the fundamentals of economic management thus enabling them to make informed decisions. It is equally important that students are aware of decisions they need to make about their personal finances such as saving, spending and investing.

Students will also be involved in making personal decisions about their future through the Towards Independence unit addressing issues associated with renting, buying a car, insurance, budgeting, the law and legal obligations and the changing work environment.

Topics studied allow students an opportunity to learn skills aimed at developing enterprise, initiative and ingenuity. Business Enterprise and Management also allows students to develop their personal business acumen, resolve conflict, solve problems, and develop team participation, leadership and interpersonal skills.

Pathways
Business Enterprise and Management relates to all senior business subjects – Accounting, Legal Studies, Business Management and vocational education business certificate subjects.

Content

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>SEMESTER TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Financial Management (manual and Excel spreadsheets)</td>
<td>2. Towards Independence – current legal, economic and work environment issues facing our society</td>
</tr>
</tbody>
</table>

Major Curriculum Elements
Recalling and remembering business-related terms; analysing and interpreting the meaning of data, tables, diagrams and graphs; explaining and discussing issues and current business events; decision making, justifying and constructing support for ideas, opinions and beliefs; calculations (with calculators and computer programs); identifying strategies; generating and testing ideas; invention and analysing errors and perspectives.

Prerequisites
No prerequisites. Students can study Year 10 Business Enterprise and Management without having completed Year 8 and/or Year 9 Business Enterprise and Management.

Semester Assessment
Techniques include short and extended written response examinations, business planning journals, assignments including written reports, case studies and multi-modal, design and preparation of documents, and participation in school-based business ventures and classroom activities.

Criteria Assessed
Assessment is based on a combination of the following criteria –
- Knowledge and understanding
- Application
- Analysis and evaluation
- Research and communication
- USB
- Headphones
- Display book for handout material

Textbooks and Other Specialist Equipment
- No textbook is required
- A calculator
- A4 writing pad

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DESIGN AND TECHNOLOGIES

GRAPHICS

Subject Description and Content

Graphics engages students in solving design problems and presenting their ideas and solutions as graphical products.

The Design Process: Students understand and define the design problem (exploring design problems), develop and refine ideas (developing ideas), produce graphical products and evaluate solutions (producing graphical products). Students communicate ideas, information and solutions through annotated graphical representations.

Computer Aided Design and Drafting (CADD) is becoming increasingly important. Currently 80-90% of class time is allocated to computer graphics and the remainder to sketching and manual presentation techniques. The CADD software currently in use is AutoCAD 2017 & nXt Render.

Pathways

Skills learned in Year 10 Graphics will be developed further in Year 11 and 12 Graphics. Students would find Senior Graphics challenging without previous experience in the Junior Graphics. Graphical Occupations include Architectural designer, builder, cartographer, commercial artist, Design/project engineering, electronic media/illustrator, environmental designer, fashions/textile designer, fine artist/illustrator, geographical drafting technician, graphic designer, industrial designer, interior designer, landscape designer, mechanical/electrical designer, technical illustrator, technology teacher or town planner.

Prerequisites

Students would find Year 10 Graphics difficult without previous experience in the Year 9 Graphics. However, with determination and effort, it is possible. Prior experience using traditional method in the subject would make the transition much easier (i.e. the tee-square and board).

Semester Assessment

Semester 1: Assignment (Built Environment Design) Semester test (Built Environment Design) Semester 2: Classwork (continuous throughout the semester) Assignment (Industrial Design)

Criteria Assessed

Graphics is assessed in three criteria areas:

1. Knowledge & Understanding – the ability to comprehend graphical principles, procedures and conventions, identify & describe criteria based on the design factors.
2. Analysis & Application – the ability to apply design factors to develop ideas, analyse and interpret graphical and design information, use graphical skills to produce graphical products for particular audiences.
3. Synthesis & Evaluation – the demonstration of synthesising ideas to develop graphical solutions, evaluating solutions and graphical representations, proposing recommendations and justifying decisions.

Please note: Skills in the use of AutoCAD is not tested. It is meant to be a production tool in the subject. However most of the test instruments use AutoCAD and therefore CADD skills are assessed indirectly (as a production tool).

Text books and Other Specialist Equipment

The text book and equipment from Year 9 are reused in Year 10.

Equipment

- 0.5mm pacer with HB or B leads
- 1 set of HB – 6B sketching and shading pencils
- A4 display folder (two)
- Set colouring pencils (Crayola is best)
- Black fine liner (0.4 mm)
- Black bevel edged marker (e.g. Pental N60)
- Eraser, a clear plastic ruler and a ~8GB USB drive

Software:

Besides having a borrowed licence on their tablets, students may wish to download a free student educational version of AutoCAD2017 for home use from the Autodesk website under Community – Student and Educators (http://www.autodesk.com/education/free-software/autocad). Simply register online with your school email address and follow the download instructions (see your teacher for help/instructions and the computer specifications required). The software running on school laptops is very limited due to the low computer specifications.
DESIGN AND TECHNOLOGY

Subject Description—
Students are given an introduction to the principles of design with a focus which changes from a closed design brief to a more open one as the year progresses and their experience and skills increase. Experience will be gained in a variety of hand-, power- and machine-tools and control systems. During this time, they will construct a number of design projects from a variety of different materials. Students are given a range of design problems and expected to use the design principles they have been taught in order to solve it.

Pathways
Senior Technology Studies or Certificate II in Engineering Pathways

Major Curriculum Elements
These include: declarative and procedural knowledge, comparing, classifying, constructing support, analysing errors, planning, decision making, problem solving, innovation and invention.

Content

SEMESTER ONE
- Basic design principles.
- Construction of a variety of artefacts incorporating a number of hand-, power- and machine-tools, increasingly incorporating the application of design principles.

SEMESTER TWO
- This is a continuation and extension of Semester One
- Students have the opportunity to extend skills and proficiency as they work within parameters to solve design problems that are open in nature.

Semester Assessment
Assessment of practical work. Assessment of Design Folio.

Criteria Assessed
Knowledge and understanding; Processes and production skills.

Text Books and other Specialist Equipment
No texts required.

Specialist Equipment:
Year 10 students will be supplied with a safety package consisting of leather apron, hearing protection and a display folder. The cost will be applied to student sundry accounts. Students must wear appropriate PPE in all lessons, including enclosed leather shoes and supplied safety glasses.

INDUSTRIAL PROCESSES

Subject Description
Industrial Processes offers a course of studies that will aim to develop and expose students to a variety of learning experiences and will focus on introducing competency based training and testing that may be required for future student aspirations. No formal competencies, however, will be achieved during this course. This course will focus on developing activities with an emphasis on practical work and as such will be suitable for any student who is interested in obtaining skills in the areas mentioned above.

Content
Activities include: Metal fabrication, Welding and Brazing, Production of timber artefacts, Use of hand held power tools, Use of metal and wood lathes, Use of some free standing machines (band saw etc.), Use of various finishes (paints, varnishes etc, Advanced production processes

Students will also be instructed in reading and interpreting working drawings, production of material lists, selection of different materials for different purposes, and methods of joining various materials.

Semester Assessment
Results will be primarily based on class produced projects.

Text Books and other Specialist Equipment
Texts: No texts required.

Specialist Equipment: Students will be supplied with a safety package, consisting of leather apron, hearing protection and display folder. The cost will be applied to student sundry accounts. Students must wear appropriate PPE in all lessons, including enclosed leather shoes and supplied safety glasses.
**Subject Description**

The Japanese course aims to build on previous studies in Year 7, 8 and 9 and serves as a transition into the Year 11 and 12 course.

Over the course students will focus on the following:

Explore the language and cultural practices surrounding the attainment of personal milestones in both Australia and Japan and reflect on the similarities and differences between growing up in Australia and Japan. Explore cultural stereotypes, and reflect on the changing faces of Japanese and Australian society. Reflect on their language learning strategies and explore the fast food of Japan and compare it with that of Australia. Reflect on the relationship between eating habits and culture.

Explore the differences in shopping between Japan and Australia. Consider how culture is reflected in shopping customs and customer service and reflect on and compare the popular past-time activities of Japanese and Australians and on the differences between living in urban cities as compared to rural countryside areas.

Compare Japanese and Australian school trips, and learn about places that Japanese students visit. Reflect on the differences and similarities between jobs that Japanese teenagers might have in comparison to Australian teenagers, and reflect on the future aspirations of Japanese young people, and how this compares to the goals of young Australians.

**Content**

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<tbody>
<tr>
<td>Leisure and Recreation</td>
</tr>
<tr>
<td>Natural World/Community</td>
</tr>
<tr>
<td>International World</td>
</tr>
<tr>
<td>Employment</td>
</tr>
</tbody>
</table>

**Major Curriculum Elements**

- Compiling lists
- Interpreting the meaning of tables, diagrams, maps and graphs
- Interpreting the meaning of words
- Recalling and remembering
- Recognising characters
- Translating from one form to another
- Using vocabulary appropriate to a context
- Classifying
- Comparing and contrasting
- Compiling results in tables
- Creating and composing
- Criticising
- Explaining to others
- Expounding a viewpoint
- Generalising from information
- Graphing
- Judging and evaluating
- Recording data

**Prerequisites**

As Japanese is a subject that builds on previous experience, it is highly recommended that students have studied and passed Japanese at Year 9 level to do this course.

**Semester Assessment**

The four macro skills - listening, speaking, reading and writing - will be tested twice each year. The students will have two examinations per term.

**Criteria Assessed**

Listening - Comprehension (content, deduction, appreciation)
Speaking - Conveying meaning (range of language, appropriateness of language, communication strategies, features of oral production)
Reading - Comprehension (content, deduction, appreciation)
Writing - Conveying meaning (range of language, appropriateness of language, organisation of text, script).

**Text Books and other Specialist Equipment**

Text and activity books used throughout the year will need to be purchased by students. They are also required to purchase their own English-Japanese-English dictionary, and stationery as outlined in the booklist.
MARINE OPERATIONS

Subject Description
Marine Operations is a course suitable for students who have an interest in marine activities, awareness of safety considerations and ability to work independently and in small groups. This course is designed to give students the knowledge, skills and attitudes to interact in the marine environment and challenge students with activities that they are not likely to experience in everyday life. There is a large amount of practical activities in the course.

Pathways
There are a wide range of employment opportunities to work in the marine environment. These include employment in marine biology and research, commercial fishing, tourism, shipping, defence, customs, boat construction and maintenance. Many people also undertake recreational activities in the marine environment including fishing, snorkelling, boating and diving. This course provides students with the opportunity to increase their knowledge and enjoyment of the marine environment whether for a career or for recreation in a safe and responsible manner.

Marine Operations is not a pre-requisite for Aquatic Practices in Year 11 and 12 and is suited to any student who finds marine activities interesting.

Content

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>SEMESTER TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Aquatic safety</td>
<td>● Power boating (Boat Licence)</td>
</tr>
<tr>
<td>● SCUBA</td>
<td>● Aquaculture</td>
</tr>
<tr>
<td>● Recreational fishing</td>
<td>● Marine Biology</td>
</tr>
<tr>
<td>● Estuary Rod construction</td>
<td>● Marine research skills</td>
</tr>
</tbody>
</table>

Major Curriculum Elements
Within Marine Operations we cover many of the core curriculum elements such as analysis, synthesis, interpreting tables, diagrams, maps, graphs, calculations, interpolating, extrapolating and justification.

Prerequisites
No prerequisites are required for this course

Semester Assessment
Students are assessed using a variety of different tasks. These include:
● Formal examinations at end of each semester
● Multimedia assignment (Marine Biology)
● Construction assignment (fishing rod)
● Field trip report (Coral reef study)

Criteria Assessed
Knowledge and Understanding (K&U); Information Processing and Reasoning (IPR); Practical Skills (S).

Textbook and Other Specialist Equipment
Snorkel, mask and fins required for practical lessons.

Additional Costs
There will also be some costs applied to student’s sundry account for fishing rod construction project and field trips.

Students will also undertake a compulsory one week voyage on a Tall Ship during Term 2 as part of their assessment. Costs of this trip are expected to be around $700.
SPORTS SCIENCE

Subject Description
The course is designed for students in Year 10 of all levels of academic ability who wish to learn more about the science of sports, current issues in sport, and develop skills which may lead to a lifelong involvement in sport. This subject has a strong focus on physical activity and is designed so students learn through movement. All aspects of the course are explored through participation in selected contexts in which students experience, examine, apply and analyse human performance and sociology.

Pathways
Students who are interested in sport and/or health issues and who may be considering undertaking senior Health and/or Physical Education will find this subject interesting, beneficial and informative. Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields.

Aims
This course aims to provide students with:
- an opportunity to develop positive attitudes towards, and an understanding of, physical fitness
- knowledge concerning human anatomy and physiology
- an opportunity to develop a wide range of motor skills specific to the course
- an opportunity to develop skills in laboratory testing and report writing
- an opportunity to experience sports not normally found in core physical education classes
- an understanding of health in the context of society

Objectives
On completion of this course, students who undertake the course should be able to:
- identify the benefits of regular exercise and choose fitness activities suitable to their needs
- identify and describe basic physical principles relating to sports performance
- demonstrate an understanding of the principles of motor learning as they relate to physical recreation/sport
- list and discuss a range of factors which affect skill development in both individual and team sports
- demonstrate basic skills involved in the sports selected
- discuss trends and issues relating to sport in our society

Content

**SEMESTER ONE**

**PE Theory -**

1 - Fitness
Benefits, designing programs, fitness testing

2 - Enhancing Sporting Performance
Biomechanics / Analysis of Performance

**PE Practical -**

Ten Pin Bowling/Squash/Badminton/ Netball/ Golf

**SEMESTER TWO**

**PE Theory -**

1 - Doping in Sport
Impact of doping methods on elite sport

2 - Sports Injury
Planning for safety, injury management

**PE Practical -**

Dance/Laser Tag/Gridiron/OzTag

Major Curriculum Elements
Compiling results in a tabular form, operating/manipulating/using equipment, translating from one form to another, comparing, contrasting, interrelating ideas/themes/issues, extrapolating, analysing, justifying.

Prerequisites
Sport Science is designed in such a way that it has no formal prerequisites. However, this course would be beneficial for any student considering undertaking senior Health and/or Physical Education.

Semester Assessment
50% Practical, 50% Theory

Criteria Assessed
Acquire, Apply, Evaluate.

Text Books and other Specialist Equipment
Text Book: No text book is required. However a student workbook will be published at a cost to the student.
Specialist Equipment: Students are required to wear PE uniform (PE hat, red RGS shirt or house shirt, black RGS PE shorts, RGS PE socks and running/cross training shoes) during practical classes. Minor costs will be incurred throughout the year when utilising community facilities such as the bowls club, ten-pin bowling, squash and local sporting clubs.
Students who are interested in enrolling in a Year 11 subject would be expected to be achieving at a VHA level in several of their current Year 9 subjects and have excellent time management and work habits. Students may elect to do either one or two semesters of the Year 11 subject and may in Year 11 either continue with the subject and do Year 12 semester units as a Year 11 student OR discontinue the subject at the end of Year 10 and select other OP eligible subjects as a Year 11 student.

Year 11 subjects offered to Year 10 students in 2017 are: Accounting, Dance and Information Processing and Technology.

Students may also select Year 11 Geography instead of the Year 10 History/Geography combination. Students may select to do one semester of Year 11 Geography and then return to semester 2 Year 10 History. Having completed Year 11 Geography students may either continue into Year 12 Geography as a Year 11 student OR select other Year 11 subject options.

However, parents and students are asked to note that at this stage RGS does not know whether this will be allowable under the new QTAR system and whether credit from Year 10 studies can contribute to the Senior Certificate.

Students may only select ONE year 11 subject, and if selecting a Certificate course cannot also select a Year 11 subject.

Students and parents selecting Year 11 subjects should be aware that the Year 11 and 12 school timetable covers longer hours than Year 10 (8.30am to 3.10pm) and that early (7.50am start) and late (3.50pm finish) may occur. If transport is a consideration, students need to be fully appraised before selecting a Year 11 subject. The actual timetabling for individual 2017 subjects will only be known early in 2017.

**CERTIFICATES**

| Certificate in Agriculture: AHC20110 (Northern Skills Alliance) for Year 10 – See Section Four, page 69 |
| Certificate II in Sports & Recreation: SIS20313 (Binnacle Training) – See Section Four, page 82 |
| Certificate II in Hospitality: SJT20213 for Year 10 & 11 – See Section Four, page 77 |
| Certificate I in Information, Digital Media and Technology: ICA10115 for Year 10 – See Section Four, page 78 |
| Certificate II in Information, Digital Media and Technology: ICA20115 for Year 10 & 11 – See Section Four, page 79 |

**OP SUBJECTS**

| Accounting – See Section Three, page 38 |
| Dance – See Section Three, page 46 |
| Geography – See Section Three, page 50 |
| Information Processing and Technology – See Section Three, page 54 |
SECTION THREE: THE SENIOR CURRICULUM FOR YEAR 11’s
What is this subject about?

In the senior years, the subject English focuses on the study of language and texts. Students focus on developing their understanding of English and how to use it accurately, appropriately and effectively for a variety of purposes and different audiences. English offers students opportunities to enjoy language and be empowered as purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. (Senior Syllabus - English, 2010).

The study of English at a senior level at The Rockhampton Grammar School aims to provide students with the necessary skills to create and interact with a range of texts in a variety of situations. A major aim of our course is to build on the foundations of language learning that students have previously experienced and to refine their skills in these areas. Most importantly, students will use language, both spoken and written, to express their ideas about issues of importance to them.

What are the main topics covered?

<table>
<thead>
<tr>
<th>YEAR 11</th>
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</thead>
<tbody>
<tr>
<td>Unit Topic/Focus</td>
<td>Assessment Tasks</td>
</tr>
</tbody>
</table>
| **The Australian Experience:** Students examine a range of Australian texts from the media, novels and films to determine the construction of Australian images. They examine and identify stereotypes and explore the way in which some views might be more often seen as true than others. | Feature article
Film multimedia presentation
Expository essay examination |
| **The Dramatic Australian:** Students study a Shakespearean play and look at how it can be interpreted within an Australian context. | Duologue |
| **Poets and Poetry:** Students develop an understanding of and appreciation for poetry through exposure to a range of poets and their works. | Short Story completed under supervised conditions |
| **Nothing Personal** In this unit, students will engage in the concept of popular culture and its impact on various generations' values, attitudes and beliefs. | Personal Column |

<table>
<thead>
<tr>
<th>YEAR 12</th>
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<tbody>
<tr>
<td>Unit Topic/Focus</td>
<td>Assessment Tasks</td>
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</tbody>
</table>
| **The Search for Identity:** In an increasingly international and global society, students will discuss the notion of personal identity and explore the selective creation of identity in a range of texts and genres. | Narrative Intervention
Expository essay examination |
| **Constructing Worlds:** This unit will focus on a range of texts which represent versions of different worlds. The aim is for the students to become more aware of how these texts are constructed. | Multimedia presentation
Short story completed under supervised conditions |
| **Acting Alive:** Students study many plays and are presented with characters who communicate ideas to the audience. Through a monologue performance, students provide emotional insight to a chosen character. | Monologue |
| **Our World:** As a culmination of the work done in the last two years, this unit focuses on students drawing together their knowledge of text constructions and how these combine to reflect their world and possible futures. | Personal column |

Please note - topics subject to change following yearly course reviews.
How do students learn?
Students will be engaged in a variety of worthwhile learning activities including:
- group discussions which allow them to make observations and express personal views
- teacher-guided activities to impart relevant background information
- listening, reading or viewing texts either individually, in small groups or as a whole class
- analysing and critically responding to texts, in written and spoken form
- comparing and contrasting texts
- scanning, note-making and summarising information
- journaling
- planning and drafting written assessment tasks
- rehearsing and presenting performances, public readings, debates or speeches.

How are students assessed?
These assessment tasks range in conditions from fully supervised, unseen examination questions to assignments on which students can receive feedback from their teachers and other sources. Tasks can either be written or spoken with four written tasks and two spoken tasks in Years 11 and 12.
In Year 11, all student work is formative and, therefore, does not count towards the exit level of achievement. The importance of the work in Year 11, however, cannot be undervalued as it is a practice in genre and style for the Year 12 course. Students who experience exceptional circumstances in Year 12 may rely on work from Year 11 to support their folio.
Year 12 work is completely summative and is considered in full to determine the student’s exit level of achievement.

For whom is this subject best suited?
As English is a QCAA subject, it contributes towards the generation of students’ OPs. Satisfactory completion of the subject is also a prerequisite for most university courses. Hence, this course is recommended for students who:
- have a reasonable level of English skills (i.e. received a Sound Achievement or better for English in Year 10) and wish to further develop their language skills
- wish to practice and develop skills of interpretation and analysis
- enjoy reading and responding to both fiction and non-fiction texts
- wish to study a university course where English is a prerequisite subject.

What costs are involved in this subject?
A variety of texts will be used throughout the course. Other basic stationery supplies are required, as set out in the School book list. Class novels and texts are borrowed from the School.
ENGLISH COMMUNICATION
THIS COURSE IS OFFERED AS AN ALTERNATIVE TO SENIOR ENGLISH

What is this subject about?
Effective communication is integral to our society. New technologies, the influences of globalisation and the restructured workplace require students to be able to interpret, construct and make judgments about meanings in texts in preparation for lifelong learning. English Communication is designed to allow students to develop and use these skills in the areas of work, community and leisure. (English Communication Syllabus, 2004)

The two-year English Communication course is specifically designed to provide opportunities for students to master essential communication skills pertaining to the workplace and life beyond the School environment.

What are the main topics studied and how do students learn?
(Please note – topics subject to change to allow for diverse student interests).

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>Unit Topic and Outline</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td><strong>Australian Identity:</strong> Students are introduced to what it means to be an Australian and those who inspire us to be better citizens. Students will also learn how to analyse film techniques and how they can be used to portray aspects of, or messages about, Australian identity.</td>
<td>Persuasive Speech Film Review</td>
<td></td>
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<tr>
<td><strong>Plan Plan Plan:</strong> This unit allows students to investigate problems facing teenagers in modern society. In order to raise awareness for one of these issues, students will work together to plan an event for local youth.</td>
<td>Event Plan Informal Speech</td>
<td></td>
</tr>
<tr>
<td><strong>World of Work:</strong> Sooner or later, young adults will need to find a job. In this unit, students research what it might take to be the No. 1 applicant for a job, and how to present themselves in a profession and engaging manner during a mock interview.</td>
<td>Job Interview Instructional Webpage</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 12</th>
<th>Unit Topic and Outline</th>
<th>Assessment</th>
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<tbody>
<tr>
<td><strong>'Don't Fight With Me' – Conflict Resolution:</strong> A big cause of stress in the workplace, and in our day to day life, can be uncertainty about how to resolve conflicts and disputes. In this unit, students research a chosen issue that employees may face in the workplace, and deliver a presentation that provides their audience with a range of strategies for conflict resolution.</td>
<td>Multi-media presentation</td>
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<tr>
<td><strong>Tell Me A Story:</strong> In any work of fiction, authors often leave out gaps or silences where they assume that the audience will have an understanding of the characters, setting or events. Based on a novel studied in class, students will create their own short story that either fills a gap or silence, or shows an alternative ending.</td>
<td>Short Story</td>
<td></td>
</tr>
<tr>
<td><strong>Outwit, Outplay, Outlast:</strong> Whilst no one will be ‘voted off the island’, students will look to media texts to understand how to present information to people about survival skills in interesting ways. In groups, students focus on teamwork and instructional skills.</td>
<td>Instructional speech</td>
<td></td>
</tr>
<tr>
<td><strong>Moving Out:</strong> So many look forward to it, but how many young people actually understand the realities of moving out of home? In this unit, students contemplate a personalised, realistic projection of their lives beyond school and aim to motivate others with their ideas.</td>
<td>Persuasive Speech</td>
<td></td>
</tr>
<tr>
<td><strong>Memoirs of Me:</strong> As students approach the end of their time at high school, they are given the opportunity to write a blog reflecting on their time at school, who they are, and where their future might take them.</td>
<td>Blog</td>
<td></td>
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</tbody>
</table>

How are students assessed?
English Communication is an Authority-registered subject that devotes approximately 70% of assessment to spoken skills and 30% to writing skills. Given this ratio, many of the tasks involve direct liaisons with professional agencies outside of the classroom. Therefore, students are required to participate in ‘real’ projects where they learn the art of communication and the value of effective communication as it applies to real life situations.

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Formative assessment underpins all tasks undertaken in Year 11, whilst summative assessment occurs in Year 12. Formative assessment is used to provide feedback to students, parents and teachers about achievement over the course of study. This enables students and teachers to identify the students' strengths and weaknesses so students may improve their achievement and better manage their own learning. The formative techniques used are similar to summative assessment undertaken in Year 12. Summative assessment provides cumulative information on which levels of achievement are determined at exit from the course of study. Assessment tasks are therefore designed to increase in complexity as students build on knowledge and skills throughout the course.

An exit level of achievement will be awarded on completion. The criteria on which a student will be judged are:
- Knowledge of contextual features
- Knowledge of textual features
- Knowledge and understanding of texts.

For whom is this subject best suited?
English Communication is an Authority-registered subject and it does not contribute towards the generation of an OP score. The study of English Communication would be recommended for students who:
- are considering entering Defence Forces (non-officer positions), a trade, direct employment or entry into TAFE following the completion of Year 12
- wish to master essential communication skills pertaining to the workplace and life beyond the School environment.
Parents and students are advised that many TAFE courses require a Sound Achievement in English, be it QCAA English or English Communication, as a pre-requisite for entry into Diploma courses. A Sound Achievement in English Communication may be a more sensible goal for some students than to risk a Limited Achievement in English.

What costs are associated with this subject?
There is no set text for this course. Basic stationery is described in the School book list.

Why might this subject be a wise choice?
English Communication provides students with essential knowledge and skills relevant to the workplace, the community and the pursuit of leisure activities beyond the School environment. Professional conduct is explicitly taught, practised and expected throughout the course. Students are encouraged to establish goals and develop routines that can be directly applied to their schooling, and remain with them throughout life.

Upon completion of English Communication, students should be able to:
- gather, record and convey simple and routine information
- give and follow simple and routine instructions
- participate in small informal work groups
- deal with clients about simple, routine matters
- employ effective writing skills and strategies to write simple work related documents
- gather and evaluate information on employment opportunities
- prepare and apply for a job
- undertake a job interview as an interviewee
- evaluate personal performance in the job application process
- participate in small group discussions
- co-operate with team members to plan and prepare presentations
- make job related presentations
- prepare and present documents relevant to a specified task
- deliver oral presentations relevant to the specified task
- use communication skills to effectively interact with customers and clients
- use communication skills to effectively deal with difficult situations involving customers and/or clients.
The School offers the following courses in mathematics:

- Mathematics A (Core)
- Mathematics B (Core)
- Mathematics C (Elective)
- Prevocational Mathematics (Core)

Prevocational Mathematics is not an OP eligible course but does provide credits towards the QCE.

Which course best suits me?

In making decisions about which courses to study, a number of factors need to be considered:

Mathematics A or B?

Mathematics A is recommended for students not intending to go to university to study science, health sciences and mathematics related courses. Mathematics A should not be regarded as a less demanding subject than Mathematics B. Mathematics A is more life related and less abstract than Mathematics B. Mathematics B is a course for students who are mainstreaming to courses at university in mathematics, science, health sciences, applied science, engineering and information technology. It is recommended that students entering Mathematics B should have studied Advanced Mathematics in Year 10.

Mathematics C (Elective)?

Mathematics C is a course for those students wishing to specialise in mathematics. It is recommended that students enrolling in Mathematics C have a good HA or better in Advanced Mathematics at Year 10. Note: Students enrolling in Mathematics C must enrol in Mathematics B. The study of Mathematics C enables students to gain bonus ranks for tertiary entrance.

Prevocational Mathematics?

Prevocational Mathematics is designed to provide students with a relevant and practical mathematical basis for life after school. It should enable students to make informed decisions in their many life roles.

What costs are involved?

All students must own a copy of the set text as published in the School book list. New copies of the text are approximately $70.00 - $80.00. Students must own the prescribed calculator as specified for the subject. Mathematics A, B and C students must own their own Casio fx-CG20 AU calculator. The cost of the calculator is in the $200 - $300 range depending upon the model. The calculator must be engraved with the student’s name. Students should also purchase a padded vinyl bag in which to carry the calculator. Prevocational mathematics students may continue with the calculator used in the middle school.

The School has an extensive computer network. Grammatical, Autograph, FX Equation, Curve Expert, FX Stat., and an array of interactive algebra and number crunching software are available on the network. These can be accessed in or out of class time and are available to supplement the benefits of the graphics calculators and thinking processes required for mathematics assignments in the Senior School.

How are students assessed?

In each of the four semesters of Mathematics A, B and C, students must undertake:

- formal examinations in mid-semester and at the end of semester
- a project or assignment which is largely completed outside of class time.

In each mathematics subject, student performance is judged equally on three criteria:

- Knowledge and Procedures
- Modelling and Problem Solving
- Communication and Justification.

In each of the four semesters of Prevocational Mathematics, students must undertake:

- a formal examination at the end of semester
- projects which are done both in and out of class / and or
- a group investigation which is completed in and out of class.

In Prevocational Mathematics, student performance is judge equally on three criteria:

- Knowing
- Applying
- Explaining.

Assessment of Semesters One and Two of Year 11 is formative. This allows students the opportunity to develop the skills and processes required in each criterion to achieve in Year 12. Assessment of Semesters Three and Four is summative and contributes to the calculation of student exit levels of achievement.
MATHEMATICS A

What is this subject about?
Mathematics is an integral part of a general education. It is important in making informed decisions on everyday issues such as:

- choosing between loan repayment schedules or insurance plans
- interpreting information in the media
- reading maps or house plans
- estimating quantities of materials.

In Mathematics A, the skills needed to make decisions which affect students’ everyday lives are further developed. These skills are also called on in other subjects and provide a good general background for many areas of tertiary study.

The study of Mathematics A will emphasise the development of positive attitudes towards a student's involvement in mathematics. This development is encouraged by an approach involving problem solving and applications, working systematically and logically, and communicating with and about mathematics.

What are the main topics studied?
Mathematics A consists of core and elective topics.

Core topics are:
- Managing money I and II – bank interest, credit cards, loans, taxation, budgeting, investments
- Elements of applied geometry – simple trigonometry, area and volume, latitude, longitude and time zones
- Linking two and three dimensions – scale drawings and plans, estimation of quantities and costings
- Data collection and presentation – graphical and tabular presentations, simple methods for describing and summarising data
- Maps and compasses involving either navigation or land measurement – practical use of a variety of maps, compass bearings, orienteering, navigation, site plans
- Exploring and understanding data – summary statistics, simple probability, interpretation of reports in the media.

The elective topic offered by the School is Networks and Queuing.

How do students learn?
Students will participate in a wide range of activities such as:
- investigating the efficient use of credit cards or the cost and upkeep of a swimming pool
- designing a large car park or an optimum sprinkler system for a home garden
- examining how statistics are used in the media, for example, in advertising or in weather reports following an orienteering path and reading maps.
What is this subject about?
Mathematics is an integral part of a general education. It underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component for effective participation in a rapidly changing society.

In Mathematics B, mathematical skills are developed which form the basis for further study in mathematics. These skills are needed not only in the traditional careers of engineering or the physical sciences, but also as tools in fields as diverse as agriculture, food technology, geography, biology, commerce, economics and management. The modes of thinking developed in Mathematics B provide ways of modeling and problem solving in situations in order to explore, describe and understand the world's social, biological and physical environment.

Mathematics B is designed to raise students' competence in, and confidence with, the mathematics needed to make informed decisions to ensure scientific literacy and to function effectively in a technologically skilled work force. Students are given the opportunity to appreciate and experience the dynamic nature of mathematics. They are encouraged to study the power of mathematics through problem solving and applications in life-related contexts.

What are the main topics studied?
The course includes:
- introduction to functions – linear, trigonometric, periodic, power, exponential and logarithmic
- rates of change – instantaneous and average rates of change
- periodic functions and applications – recognition of periodic functions, sketching, investigating shapes and relationships, general forms of periodic functions
- exponential and logarithmic functions and applications – exponential functions, logarithmic functions, the relationships between them, compound interest, annuities
- optimisation using derivatives – differentiation as a tool in a range of situations which involve the optimisation of continuous functions
- introduction to integration – applications of integration
- applied statistical analysis – types of variables and data, stem-and-leaf and box-and-whisker plots, probability, random sampling, discrete and continuous probability distributions, inference.

How do students learn?
Students will participate in a wide range of activities such as:
- calculating the amount of simple interest generated over a given period using a graphing calculator or a suitable computer software package
- discussing how instantaneous rates of change may be used to measure the sensitivity of the human body to various stimulants or sedatives
- using computer software and graphing calculators in the investigation of optimal points and optimal values in life-related situations
- discussing different sampling situations, possible difficulties and sources of bias.
PREVOCATIONAL MATHEMATICS

What is this subject about?
As mathematics is an integral part of everyday life, this subject is designed to provide students with a relevant and practical mathematical basis for life after school. A student's grasp of mathematical concepts, proficiency in basic skills and ability to apply these to various life-related contexts carries significant ramifications for successful performance in vocational as well as leisure pursuits.

Prevocational Mathematics provides a suitable challenge for those students who prefer and enjoy learning activities with practical and real-life application. The subject is designed to foster an attitude of success for students who may have experienced difficulty with mathematics of a more theoretical nature.

What are the main topics studied?
This subject continues to strengthen middle school mathematics strands within real-life contexts.

The core topics are:
- Mathematics for Interpreting Society: Number
- Data
- Location and Time
- Measurement
- Finance

How do students learn?
Students will participate in a wide range of activities such as:
- investigating methods of earning and saving money
- constructing scale drawings and plans
- reading scales on maps to identify distances and for navigational purposes
- interpreting data from charts and graphs
- researching and devising a travel itinerary and budget for a proposed overseas holiday
What is this subject about?
Accounting students enjoy a practical course where much of the learning is completed through ‘doing’ and often involves working with case studies. Accounting is an information system which involves the recording, reporting, analysing and interpreting of financial and other data used for making and evaluating decisions about the allocation of resources. People use accounting information to help evaluate performance, to facilitate decision making and control, and to report on the operation of an organisation from both internal and external perspectives.

The study of Accounting provides not only a foundation in the discipline of accounting but also an understanding of the processes involved in using accounting information to make effective decisions. Current technologies are integrated throughout the course to promote more meaningful learning experiences.

What are the main topics studied?
The course is organised around core and electives grouped under ‘Recording and Controls’ and ‘Reporting and Decision Making’:

**Recording and Controls**
- CS1 – Core Studies 1
- The Accounting Process

**Reporting and Decision Making**
- CS2 – Core Studies 2
- End of Period Reports

**Recording and Controls**
- CS3 – Core Studies 3
- Integrated Accounting Package (MYOB)

**Reporting and Decision Making**
- CS4 – Core Studies 4
- Budgeting (including spreadsheets)

**Elective Studies – Recording and Controls**
- ES2 – Elective Studies 2
- Accounting for Cash
- ES3 – Elective Studies 3
- Accounting for Accounts Receivable
- ES4 – Elective Studies 4
- Accounting for Inventories
- ES6 – Elective Studies 6
- Internal Controls

**Elective Studies – Reporting and Decision Making**
- ES8 – Elective Studies 8
- Accrual Accounting
- ES9 – Elective Studies 9
- Analysis of Financial Reports
- ES13 – Elective Studies 13
- Personal Financing and Investing

During the course, students may study:
- principles of double-entry accounting
- preparation of accounting records and reports and the use of information communication technologies (ICTs) relevant to the preparation of accounting records and reports
- accounting packages
- accrual accounting and accounting for the GST
- use of information and communication technologies relevant to the preparation of accounting records and reports - accounting packages and spreadsheets
- control of the major financial elements of a business - cash, credit transactions, inventories and non-current assets
- analysis and interpretation of financial reports in order to make decisions
- personal financing and investing.
Knowledge and application of spreadsheets is essential to this course.

The accounting procedures taught are consistent with the practices of professional bodies.

The study of Accounting is of benefit to students because it:
- promotes the development of numeracy, effective communication skills and logical reasoning processes
- introduces students to relevant information and communication technologies
- enables students to participate more effectively and responsibly in a changing business environment
- provides information useful to individuals in the management of their personal financial affairs
- assists students to appreciate the necessity for accuracy and the presentation of high-quality work.

How do students learn?
Students are involved in a wide range of learning activities to achieve the general objectives of the subject. Together with many of the more traditional teaching and learning activities, students may be involved in analysing and evaluating case studies, using computers and the internet, undertaking research activities, completing assignments and projects, collecting and interpreting newspaper and magazine articles, listening to guest speakers, using audio-visual materials, analysing statistics and data, participating in excursions to suitable venues and conducting debates and discussions. The learning experiences present students with realistic accounting situations and encourage them to develop their knowledge and skills and express opinions about accounting issues.

How are students assessed?
Assessment techniques include supervised written assessment (short answer response, extended response, multiple choice), extended response (extended written response, research assignments and spoken/multimodal presentations) and practical assessment.

The standards describe how well students have achieved the general objectives and are described in terms of three dimensions:

**Dimension 1: Knowledge and procedural practices:** refers to the student’s ability to explain and apply fundamental accounting concepts and procedures to a broad range of accounting information in routine situations.

**Dimension 2: Interpretation and evaluation:** refers to the student’s ability to analyse a variety of accounting situations, develop logical arguments and communicate a justified position.

**Dimension 3: Applied practical processes:** refers to the student’s ability to synthesise challenging practical accounting situations by recording, processing and reporting accounting information.

For whom is this subject best suited?
Accounting is best suited to students who are interested in learning more about business. Students are provided with opportunities to develop skills in managing financial resources that they can apply in the business environment and also on a personal level. They are encouraged to think logically, to apply accounting principles in a consistent and effective manner and to become independent learners.

What costs are involved?
Students are required to purchase the Accounting text, a suitable folder for handouts and classbooks and USB.

Why might this subject be a wise choice?
Accounting enables students to understand the processes involved in generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for planning, control and effective decision making. The course is designed not only to provide a foundation in the discipline of accounting, but also to prepare students for further education, training and employment.

The changing processes of accounting practice are recognised, especially with respect to the development and use of new information and communication technologies (ICTs). Students will use ICTs to enable them to apply the accounting process in business, their daily lives and as members of society. Completion of this course should enable students to participate more effectively and responsibly in a changing business environment. (Extract from QCAA Publication – [www.QCAA.qld.edu.au](http://www.QCAA.qld.edu.au))
AGRICULTURAL SCIENCE

What is the subject about?
Agricultural Science is a hands-on subject that allows students to explore and investigate ideas, systems, issues and problems in agriculture. Students experience the agricultural industry through plant science, animal science and the facets of business that impact on agricultural production. They will also investigate and analyse issues relating to sustainable resource management that affect agricultural production systems.

What are the main topics studied?

<table>
<thead>
<tr>
<th>Year A</th>
<th>Unit Title</th>
<th>Year B</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>Semester</td>
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<td>Semester</td>
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</tbody>
</table>
| 1     | **Production Horticulture**  
Students will understand the structure and function of plants in terms of production and will investigate short and long supply chains associated with value added production of fruit and vegetable products. Various production methods and systems will be assessed so as to allow students to evaluate exemplar production models and make recommendations on their viability and sustainability. Safety training will also occur.  
Assessment – Short response test, extended response test | 1     | **Paddock to Plate**  
An inquiry unit investigating the processes to produce red meat to market requirements.  
Students will investigate digestive anatomy and physiology, nutrition requirements, feed and pasture production and QA, market variables and standards i.e MSA or EU accreditation. A cost-benefit analysis of the animal production to be conducted and justified by students. Safety training will also occur.  
Assessment – Short response test, extended response test |
| 2     | **Egg and layer production**  
Students will study the structure and function of animals with particular focus on reproduction and genetics.  
They will explore the poultry industry domestically and internationally and then undertake an experimental assessment of the effect of nutrition.  
Assessment – Short response test, extended research response (EAI)  
**Towards 2060- Advancements in Agriculture - Plants**  
Students will investigate a technology associated with horticultural or cropping production systems and evaluate its effect on the enterprises triple bottom line.  
Assessment – Extended research response | 2     | **Cropping in the 21st century**  
This unit focuses on the classification of plants, specifically those associated with cropping enterprises, plant genetics, and plant reproduction.  
An evaluation of cropping enterprises in terms of Marketing, Ethics, and sustainability will also occur along with a investigation into factors effecting crop production, with particular emphasis on the effect of plant nutrition.  
Assessment – Short response test, extended research response (EAI)  
**Towards 2060- Advancements in Agriculture - Animals**  
Students will investigate a technology associated with animal production systems and evaluate its effect on the enterprises triple bottom line.  
Assessment – Extended research response |

Areas of Assessment
Knowledge and Understanding, Investigation and analysis, Evaluation and Communication

For whom is this subject best suited?
Agricultural Science is an applied science and to do well students will require at least Sound Achievement levels in Mathematics, Science and English. Previous study of Agriculture or Certificate III in Agriculture in middle school is beneficial; however, is not a prerequisite. This subject forms the last step in the pathway for students to gain entry into tertiary studies and the School has a number of articulation arrangements in place to benefit our students. Please refer to www.rgs.qld.edu.au/agriculture for more information. Agricultural Science is not only designed for students with a rural background, but would suit any student with an interest in environmental, biological or veterinary science.

What costs are involved?
There is no set text for Agricultural Science, although class sets are sometimes used for different units. The only additional expense would be excursions which are approximately $250.00 per year.

Why might this subject be a wise choice?
A course of study in Agricultural Science can contribute 4 credits towards the Queensland Certificate of Education (QCE), and open a door to further education and employment in agriculture, horticulture, agronomy, food technology, aquaculture, veterinary science, equine science, environmental management, biotechnology, business, marketing and agricultural education, research and development.
ANCIENT HISTORY

What is this subject about?
Ancient History is an inquiry into the people and culture of ancient civilisations. Through the study of Ancient History we can understand how the modern world has been influenced by the peoples and achievements of the distant past. This enables us to understand the processes of change and continuity that have shaped today’s world.

What are the main topics studied?

<table>
<thead>
<tr>
<th>SEMESTER/THEME</th>
<th>INQUIRY TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Introduction to Ancient History and Egyptian Civilisation.</td>
</tr>
<tr>
<td>Studies in Pharaonic Power in Egypt.</td>
<td>The emergence of the Pharaohs and the relationship with power and religion.</td>
</tr>
<tr>
<td></td>
<td>The changing nature of Pharaonic power over time in Ancient Egypt.</td>
</tr>
<tr>
<td>Semester 2</td>
<td>The evolution of the City-State</td>
</tr>
<tr>
<td>Studies of Greek Society and</td>
<td>Changing patterns of government – Athens and Sparta – democracy and empire.</td>
</tr>
<tr>
<td>Studies of Conflict</td>
<td>The Peloponnesian Wars</td>
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<td></td>
<td>The Persian Wars</td>
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<tr>
<td>Semester 3</td>
<td>The foundation of Rome and characteristics of early society</td>
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<tr>
<td>Studies of politics in Rome</td>
<td>The Republic</td>
</tr>
<tr>
<td></td>
<td>Civil war and the breakdown of the Republic.</td>
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<tr>
<td></td>
<td>The Augustan Principate – re-centralisation of power</td>
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<tr>
<td>Semester 4</td>
<td>The role of the individual in history</td>
</tr>
<tr>
<td>Personalities in History</td>
<td>Absolute rulers in The Roman Empire</td>
</tr>
<tr>
<td></td>
<td>Poets/Philosophers and Great Women</td>
</tr>
</tbody>
</table>

How do students learn?
Students focus on historical inquiry and are required to participate in class discussions, research work, reading and interpretation of documents, cartoons, photographs, maps and in the use of information technology.

Students participate in a wide range of lesson activities that may take the form of class discussion, simulation games, role plays and lectures. Notes and study are organised through an e-book with students working in the Resource Centre each week.

How are students assessed?
Criteria Assessed:
- Planning and using a historical research process
- Forming historical knowledge through critical inquiry
- Communicating historical knowledge.

Assessment Techniques include:
- Objective/Short Response Test
- Written Research Task
- Multi-modal presentation
- Extended written response to historical evidence
- Response to stimulus test

For whom is this subject best suited?
The subject is best suited to students who have an interest in learning about people and their lifestyle and about civilisations in the ancient world. Ancient History is best suited to students who enjoy delving into the past and trying to understand the cause and effect system that constitutes history. Being an inquiry subject, research and wide reading is necessary for understanding.

What costs are involved?
Text books are supplied by the Social Science Department. Students are required to supply their own stationery.

Why might this subject be a wise choice?
Studying History helps develop an understanding of the relationships between our needs and interests and a range of historical issues, people and events. History helps students come to terms with different value systems and their impacts on human affairs, giving them the ability to appreciate these differences and learn from past events. It guides students in deciding the values which build a more democratic society. History prepares students for many of the skills required in the Queensland Core Skills Test, in particular, extended writing and short answer responses to stimuli. Ancient History teaches students to question and understand bias in a range of contexts. Students analyses various pieces of stimuli (from cartoons to written documents and write extended answers to a variety of questions and research.)
AQUATIC PRACTICES

What is this subject about?
The course in Aquatic Practices provides learning experiences based on the marine environment that will further develop in students:

- an awareness of the value of the sea and coastal zone necessary for the sustainable management of a healthy marine environment for present and future generations.
- knowledge, understanding and skills applicable in the marine environment that will promote the safe and intelligent use of this environment for recreation, vocation and further study.
- practical skills that will allow them to accept responsibility for their own safety and the well-being of others in the marine environment.
- the ability to access, organise and analyse information about the marine environment and communicate this information effectively to others through planning, cooperative team work and problem solving.
- the ability to communicate using literacy and numeracy skills appropriate to activities associated with the marine environment.

What are the main topics studied?

How do students learn?
Aquatic Practices involves a mix of theoretical components and practical activities. Approximately half of the course, including assessment, is skill-based in areas such as power boating and snorkeling. The students make use of the School’s resources (power boats, pool and mini aquaculture centre) to promote a greater understanding of and capability in the theoretical and skills components of the course. There is also a five day sailing voyage on South Passage which if not undertaken in the Year 10 course, is a compulsory assessment component in Year 11.

How are students assessed?
Assessment for the students is based upon supervised examinations, investigations and field reports, integrated skills tasks and oral presentations. Assessment is judged using the three criteria of: knowing and understanding, analyzing and applying, evaluating and concluding of which all have equal weighting. As part of the syllabus, a minimum of three (3) school days a year must be spent on field work activities.

For whom is this subject best suited?
Aquatic Practices covers a range of sciences including biology, chemistry and physics in a very simple form. It suits students with an interest in the aquatic environment, and those who are motivated by practical, outdoor type activities. The emphasis on practical activities gives students who find academic work difficult the chance to display their other talents.

What costs are involved?
The subject is resource intensive and, as such, attracts costs in addition to normal school fees. These costs could include:

- transport costs (School boats and bus)
- possible accreditation to receive MROVCP (VHF radio licence)
- possible accreditation to receive Recreational Marine Drivers Licence (RMDL)
- possible accreditation in SCUBA (PADI open water diver). Completion of this course awards one QCE credit
- snorkeling gear (snorkel, mask and fins)
- South Passage Sailing voyage ($850)

Why might this subject be a wise choice?
Aquatic Practices is designed for students who do not want to undertake tertiary studies immediately and who want to gain employment as soon as they leave Year 12. This course combines vocational and life skills in a dynamic programme of very useful education. Students will be challenged by activities in which they are unfamiliar, with success bringing about a great sense of achievement and self-worth. Opportunities exist for interested students to gain further qualifications RMDL (power boat licence) and MROVCP (VHF radio licence) through internal administration.

Aquatic Practices is a non OP eligible subject; however results from this course are used to gain credits for the Queensland Certificate of Education (QCE).
BIOLOGY

What is this subject about?
Biology is the study of life and the interactions of living organisms.

What are the main topics studied?
Students will cover a range of topics including: Human Physiology and Disease, Ecology, Cell Biology, Genetics and Biotechnology, Evolution.

How do students learn?
Students study Biology over a two-year period which involves classroom lessons, group work and practical sessions in both the field and laboratory.

In Year 11, students undertake a two day field trip (Semester 2) in order to complete compulsory field work hours. The field trip integrates the theory and skills learnt in both Semester 1 and 2 in a holistic task that requires students to gather information in both a reef and sand dune ecosystem, analyse and then use this information to predict how environmental changes may impact upon this unique ecosystem. In the Human Physiology & Diseases unit, students link theory on body structure with observations made via the dissection of animal material.

In Year 12, students investigate how the body functions at a cellular level whilst conducting an individual project over Semester One. In Semester Two, students discover how our understanding of genetics has resulted in the new field of science biotechnology and investigate many of the social and biological issues associated.

Students are exposed to a range of learning experiences that support the content, such as collection and drawing of living specimens, dissections, microscopy, gel electrophoresis, research skills, project work, and construction of models, use of computer software and analysis of case studies.

How are students assessed?
The assessment programme will include a variety of assessment techniques (perform biological experiments, collect, analyse, present and respond to data, research projects and oral presentation) which are integrated with the learning experiences.

Assessment is continuous over the two years of the course with the most current assessment items replacing previous items (from the same category). Assessment tasks fall into one of the following categories: Written Task, Extended Response or Extended Experimental Investigation.

Written Tasks are completed under examination conditions. Extended Response items are multi-step tasks that may include field work, research or data analysis. The final step may be completed under examination conditions or unsupervised in the form of an assignment (e.g.: oral, journal article). Extended Experimental Investigations take the form of individual research projects which are presented in the form of a scientific report.

Field work and certain practical skills are mandatory and assessed over the two years.

For whom is this subject best suited?
This subject is suited for students with a general interest in science and living things. Students do not require high levels of numeracy, but a good vocabulary will be beneficial. In studying this subject, students are required to complete individual research in their own time and to set time aside for the reading required to complete those tasks.

Students obtaining a Sound Achievement in Science in Year 10 are generally comfortable with the course.

What costs are involved?
Text Book: Biology - An Australian Perspective by Huxley and Walter – approximately $80.00. A small fee is charged to transport students on excursions to local environmental sites.

Why might this subject be a wise choice?
Biology is recommended for students who enjoy science and the natural world.
BUSINESS MANAGEMENT

What is this subject about?
Businesses are complex and dynamic entities that continually change to meet the demands of consumer markets. Business managers work to meet market demands and reach business goals by formulating strategies concerning marketing, operations, human resources, finance and business development activities. Students learn how businesses are managed and understand the important role that managers play in business. They explore the main functions of businesses and the ways that these functions work together to achieve business goals.

Communication and interpersonal skills for managing people and working in groups in order to achieve goals are highlighted. Students participate in practical and authentic business situations which may involve using innovation and creativity to develop feasibility studies or undertake business ventures.

What are the main topics studied?
The subject comprises six (6) areas of study:

- Management practices
- Marketing management
- Operations management
- Human resource management
- Financial management
- Business management

How do students learn?
The underpinning practices of Business Management are communication strategies and management strategies. Working in partnerships, small groups and teams on short and long-term projects, students will learn and develop these communication and management strategies which are essential for business managers. Students will investigate case studies based on local, national and global business contexts to identify the key issues that impact businesses. Students will collect and organise business information which they will analyse for trends, patterns or relationships. Simulating the role of a business manager, will allow students to formulate and justify management strategies and recommendations aimed at achieving business objectives.

Relevant businesses and/or business facilities will be visited in order to view theory in practice. Guest speakers will be invited to address the class and students will have the opportunity to engage with relevant data and materials published by businesses.

How are students assessed?
Judgments are made about a student's exit level of achievement using three dimensions:

**Dimension 1: Knowing and understanding business management** - Refers to the student's ability to define and use business management terms, concepts and theories, and explain management processes as he/she describes business situations.

**Dimension 2: Applying and analysing management strategies** - Refers to the student's ability to use his/her knowledge to identify issues in business situations, and analyse business information and management strategies to interpret trends, patterns and relationships.

**Dimension 3: Evaluating and communicating management strategies** - Refers to the student's ability to evaluate the effectiveness of management strategies to formulate and communicate recommendations.

Assessment techniques include feasibility studies, extended responses and examinations. Feasibility studies involve proposing a start-up business or a new business idea. Extended responses include responses to research or stimulus materials such as business venture reports, essays, articles, speeches or presentations. Examinations may be extended response tests or short response tests, which include short answer responses.

For whom is this course best suited?
Students who are interested in managing or one day owning a small-to-medium enterprise are ideally suited to studying Business Management. In addition, any student considering studying commerce, business, marketing and operations management, human resource management, financial management, corporate systems management or tourism and hospitality courses at tertiary level will find studying Business Management provides an extremely useful foundation.

What costs are involved in this course?
Students may be required to purchase a text book. A display folder of teacher-generated handouts is essential and a USB is required for backing up work completed at school and at home.

Why might this course be a wise choice?
An understanding of and appreciation for the business environment is important for all citizens in our roles as employees, employers, voters, tax payers and managers. A solid understanding of business topics is therefore vital if we are to confidently fulfill these roles. Studying Business Management will allow students to develop the knowledge, skills and attitudes of informed, critical observers and stakeholders within a personal and business context.

Business Management contributes to the development of an enterprising culture in Australia and identifies the contribution that such a culture makes to improving economic and community wellbeing. Most importantly, business related jobs continue to experience a high demand and lucrative salary packages, both nationally and internationally, which students should consider in making choices regarding their future career path.
CHEMISTRY

What is the subject about?
The Chemistry programme is designed to develop in students the language and fundamentals of chemistry and lead to an understanding of the role of chemical science in society. The programme also develops, through laboratory work, manipulative skills and encourages the use of the experimental approach to problem solving.

What are the main topics studied?

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td><strong>Semester 2</strong></td>
</tr>
<tr>
<td><strong>Beginning Chemistry</strong>&lt;br&gt;The Atom&lt;br&gt;Elements and Compounds&lt;br&gt;Moles&lt;br&gt;Periodic Table Trends&lt;br&gt;Stoichiometry</td>
<td><strong>Water for Life</strong>&lt;br&gt;Structure of water&lt;br&gt;Properties of water&lt;br&gt;Bonding&lt;br&gt;Quantitative Testing</td>
</tr>
<tr>
<td><strong>Gases</strong>&lt;br&gt;Property of gases&lt;br&gt;Gas Law&lt;br&gt;Bonding</td>
<td><strong>Our Mineral Resource</strong>&lt;br&gt;Metals&lt;br&gt;Redox Reactions&lt;br&gt;Percent composition</td>
</tr>
</tbody>
</table>

How do students learn?
Chemistry involves classroom lessons, tutorials and practical activities including some software applications and data logging using Pasco and Spark Vue Computer Program.

In Semester Four, students will, in conjunction with their teachers, design and perform a research project in an optional or extension area. The major aim of this project is to encourage students to read outside the core areas, formulate their own hypothesis, analyse and synthesise data and express scientifically valid conclusions.

How are students assessed?
Each semester the chemistry student is tested in three areas: Knowledge and conceptual understanding, Investigative processes, and Evaluating and concluding. Assessment tasks will include extended experimental investigations (EEI), supervised assessments (SA), and response to stimulus tasks. Practical skills will be assessed over the two years as part of formative and summative assessment items.

For whom is this subject best suited?
Chemistry does not require highly advanced mathematical skills but a reasonable mathematical ability is recommended. The subject involves practical experimental work with many of the observed details requiring an understanding of more abstract concepts. A sound level of literacy is also important for success in this subject. Students should be familiar with information technology. For a student to obtain a reasonable result in Chemistry, it is preferable they have gained a High Achievement in Year 10 Science.

What costs are involved?

Other activities available to students
During the two years of studies students will have the option of undertaking external competitions as organized by the RACI, e.g. Titration Competition and annual Chemistry Quiz.

Why might this subject be a wise choice?
Apart from pure science or industry-based Chemistry, this subject is often required for those seeking a medical or hospital related career and for biological and environmental tertiary courses. It may also be considered as an elective for students studying a range of courses including engineering and many health science courses.
DANCE

What is this subject about?
Dance is a language of movement where the potential of the body as an instrument of communication is realised. It is a powerful and dynamic form of human expression. Dance encourages the holistic involvement of the individual. It engages the mind, body and spirit and provides opportunities for the development of physical, expressive, “critical, imaginative, appreciative and perceptive abilities” (Bannon & Sanderson, 2000). As students explore movement, responding to and making judgments about their experiences they develop their physical and sensory awareness and strengthen their personal aesthetic. Exploring differing contexts, genres and styles fosters a critical awareness of the aesthetic values of others, within and across cultures, and social groups. In contemporary society, dance exists in many forms, fulfilling ritual, cultural, social and entertainment purposes. Dance in Australia is a growing art form that reflects the increasing diversity of Australian society.

The senior school subject, Dance, provides opportunities for students to critically examine their experiences and understandings of dance and dance forms, exploring the interrelationship between practical and theoretical aspects of dance. As they study and participate in various dance contexts, genres and styles, students develop as creative, complex thinkers, effective communicators, reflective and independent learners and participants in an interdependent world. Students learn to choreograph, perform and appreciate danceworks.

In the study of Senior Dance, students also have opportunities to use and explore a range of technologies, and to develop an understanding of the impact of those technologies on the creation, performance and analysis of dance. Furthermore, students examine the ways in which other arts forms challenge, shape and influence the creation and performance of dance.

With a focus on the use of the body as the instrument of communication and expression, Dance education fosters the development of special interests and talents not emphasised in other educational areas. Dance provides a foundation for future involvement in dance and related arts forms for employment and leisure. Students develop important transferable social, emotional, physical and intellectual skills. Students’ self-confidence and the necessary social skills to work effectively, individually and in teams are developed within the study of Dance.

Dance heightens awareness of, and develops respect for, the body, and increases the quality of personal and physical wellbeing. Creative and problem-solving abilities are fostered through research, synthesis and communication of concepts, images, themes and feelings. The study of Senior Dance encourages students to develop insights about the world in which they live, and promotes an understanding of their own culture as well as sensitivity to other cultures.

What are the main topics studied?
The Dance programme is taught as a two year rotational composite Year 11 and 12 class. Subjects covered are:

- Popular Dance: Hip Hop
- Contemporary Dance: Social and Political Themes
- Ballet
- Contemporary Dance
- Contemporary Dance: Influential feminist choreographers and their influences on contemporary dance
- Musical Theatre
- Australian Contemporary: Focus on cultural and environmental influences on
- Australian Contemporary Choreographers
- Indigenous Dance

How do students learn?
Dance students will be engaged in a variety of learning experiences including:

- Safe dance practices modeled by teacher and student as a warming up and cooling down tool
- Exploring movement components and stylistic requirements of a variety of dance styles
- Practising steps from chosen repertoire, teacher devised sequences or own choreography
- Exercises and dance sequences focusing on technique from a variety of different dance styles
- Engaging with professional practitioners, dance participants and audiences
- Viewing live and recorded dance works and applying an analysis of choreography
- Planning and drafting written assessment tasks
- Workshops to explore a range of choreographic devices, e.g. movement motifs, repetition, abstraction, narrative, retrograde, phrase
- Teacher modeling of dance components and techniques
- Practising choreography through improvisation
- Explore movement components and stylistic requirements of a chosen dance style
- Using a variety of resources to research the social, historical and political factors that influence an era of dance history or on the choreographer.

How are students assessed?
Students are assessed across three general objectives:

**Choreography**
Students use dance components and skills to explore and create danceworks in differing contexts to convey their intent. Communication, improvisation, problem solving, critical reflection, decision making, and planning and organising activities are fostered in this dimension.

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Performance
Students develop and demonstrate dance components and skills to interpret and communicate a choreographic intent in danceworks from differing contexts. Listening, following directions, independent and group work, rehearsing and refining through critical reflection are fostered in this dimension.

Appreciation
Students develop their knowledge and understanding of dance components and skills to respond to dance texts from differing contexts. Research, analysis, interpretation, synthesis and evaluation of dance texts are fostered in this dimension.

For whom is this subject best suited?
There has been an increase in the range of career opportunities in the field of dance in recent years, fed by the increased demand for dance activity in a variety of settings. This is an exciting subject designed to meet those demands by preparing the skilled dance practitioners of the future. As such, the subject will prepare senior students for a range of careers in the dance industry, particularly work which takes place in community and education settings. Career opportunities include community and education dance practitioners, choreographers and performers, dance project managers, dance development officers, dance administrators, dance company education officers, and researchers.

What are the costs involved?
Other than online educational teaching programs, most resources, books and supporting materials are supplied. Dance incurs costs associated with excursions to the Pilbeam Theatre to view live dance works and any costume requirements.

Why might this subject be a wise choice?
Dance is a QCAA subject and contributes towards the generation of students' OP's and the QCE. Quality choreography, appreciation and performance demand intellectual rigour from kinesthetic, spatial, musical, interpersonal and interpersonal intelligences (Gardner, H. 1990, Artistic Intelligences): a unique combination.

Dance education provides another mode of learning and a means of identifying and developing special interests and talents not emphasised in other educational areas. It also provides a basis for post-secondary involvement in dance and related arts for employment and leisure. Students' self-confidence and the necessary social skills to work effectively, individually and in teams, are developed within dance education.

Dance heightens awareness of, and develops respect for, the body and increases the quality of a person's physical wellbeing. Creative and problem-solving abilities are fostered through research, synthesis and communication of ideas, images and feelings. The study of dance in its wider context promotes within students an understanding of their own culture and sensitivity to other cultures.
DRAMA

What is this subject about?
Drama is a unique art form that represents and re-enacts experiences, ideas, stories and emotions. Drama is one of the oldest forms of artistic expression and continues to be significant in all cultures and societies. Drama is created and performed in diverse spaces, including theatres, to achieve a wide range of purposes. It is usually shared live, but can also be created, mediated and shared through digital media and platforms. Engaging with drama in all its manifestations provides opportunities to experience, understand and communicate different perspectives on the world.

In the subject Drama, students have opportunities to learn about a range of forms and styles of the dramatic art form and gain understandings of human experience in different cultures, times and places. Drama connects students to creative, technical and other cognitive processes and provides opportunities for them to imagine and explore beliefs, feelings, behaviours and relationships across many situations and contexts.

Engaging in drama promotes imagination, critical and creative thinking, problem solving, cultural engagement and communication, and provides opportunities to share ideas with others through informal and formal performances. Students engage in learning experiences that integrate oral, kinaesthetic and visual communication to create aesthetic and artistic meaning.

A course of study in Drama can establish a basis for further education and employment in the fields of theatre and the broader arts industry, and in education. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives on a variety of subjects and issues, and to communicate meaning in imaginative, aesthetic and artistic ways.

What are the main topics studied?

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<thead>
<tr>
<th>Year 11</th>
<th>Semester One</th>
<th>Greek Theatre / Physical Theatre Indigenous Theatre</th>
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<tbody>
<tr>
<td></td>
<td>Semester Two</td>
<td>Australian Gothic Realism (Required study)</td>
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<tr>
<td>Year 12</td>
<td>Semester One</td>
<td>Elizabeth / Physical Theatre Asia Theatrical Forms</td>
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<tr>
<td></td>
<td>Semester Two</td>
<td>Epic Theatre One Man Show</td>
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</tbody>
</table>

How are students assessed?
Students are assessed across three dimensions:

- **Forming** is characterized by students making creative dramatic works. When forming, students create, shape and manage drama through the application, manipulation and structuring of the dramatic languages.
- **Presenting** is characterized by students planning and rehearsing performances to an audience. When presenting, students manipulate the dramatic languages to realize dramatic action and communicate dramatic meaning to an audience.
- **Responding** is characterized by students interpreting, analysing, reflecting and evaluating dramatic action from a position outside of, or after, the drama. When responding, students demonstrate their skills in interpretation, analysis and evaluation of dramatic action and meaning to communicate to a position. They also examine how the dramatic languages are employed in a professional, independent or non-school based productions and performances. This objective can be realised in written, oral and multimodal communication.

For whom is this subject best suited?
Studying Drama will provide essential skills for the following careers: Law, Journalism, Politics, Medicine, Education, Psychology, Design, Sales and Marketing, Business Management, Advertising, Hospitality and Tourism, Diplomacy, Government, the Arts. These skills are: creative thinking, empathy, negotiation, public speaking, problem solving, critical analysis, team building, effective group work and role play, personal interaction and self-confidence.

What costs are involved?
Drama incurs costs associated with going to the Pilbeam Theatre to see live performances as it is a prerequisite of the syllabus. Students may also have costs associated with providing costumes for their presentations. Students are bi-annually invited to attend a curriculum based excursion to a major city (i.e. Sydney) to attend workshops and view theatre. Attendance at this is not compulsory and is at the discretion of parents.

Why might this subject be a wise choice?
Drama is a QCAA subject that can either lead to an OP, be an integral part of a vocational education or simply a subject that students can achieve high results in because they are interested in a career in The Arts. The emphasis in both class work and assessment tasks is on the development of the student’s self-confidence in front of an audience, group work and creative thinking. The skills inherent in Drama, such as team work, lateral thinking, problem solving and meeting deadlines, are qualities sought after by 21st Century employers.
ENGLISH EXTENSION
(YEAR 12 ONLY)

What is this subject about?
English Extension is a QCAA subject and contributes to a student’s OP. It offers specialisation in a theorised study of literature across different mediums. This is a two-semester course only available to students in Year 12 currently enrolled in English.

In English Extension students are introduced to different theoretical approaches and the applications of these theories to literary texts to produce different readings and defences. Students develop a deeper level of understanding of a range of texts through applying and synthesising their understandings from English. The subject is designed to challenge students in both its expectations, specifically in self-directed learning, cognitive demands and assessment requirements.

How do students learn?
Through synthesis of skills, students are in small tutorials and workshops that are run by the classroom teacher. These classes focus on literary theories, their backgrounds, applications to texts and synthesising information. Students use their allotted lessons for research, analysis and extended writing.

How are students assessed?
In each semester students are assessed according to the following areas of the three dimensions:
1. Understanding and Interpreting: this dimension encompasses understanding and interpreting literary texts and theoretical approaches to their study. Understanding refers to the identification, description and explanation of aspects of a variety of literary texts from different cultural, social and historical contexts and theoretical approaches to their study. Interpreting refers to the construction of meaning from literary texts and theoretical approaches to their study.
2. Applying and Analysing: this dimension encompasses analysing literary texts by applying theoretical approaches to them. Applying refers to the use of theoretical approaches to make meaning from a variety of literary texts. Analysing refers to the examinations of literary texts that are made impossible by using these theoretical approaches.
3. Evaluating and Synthesising: this dimension encompasses evaluating literary texts and theoretical approaches and synthesising these understandings. Evaluating refers to the judgements made about literary texts and the usefulness of theoretical approaches to draw different meanings from these texts. Synthesis refers to drawing together ideas about literary texts and theoretical approaches to their study to produce coherent extended analytical responses.

For whom is this subject best suited?
English Extension is designed to offer more challenge than Senior English. The challenge of the subject includes expectations of accelerated independence, increased theoretical demands and assessment task requirements.

English Extension is best suited to those students wishing to continue studies in Humanities at a tertiary institution.

What costs are involved?
There textbook required for this subject can be taken out on loan from the School Library.

Why might this subject be a wise choice?
When students engage in English Extension they develop skills in critical thinking, higher-level problem-solving, analysis and evaluation. Students also develop the capacity to research, communicate and evaluate complex theoretical ideas and how it contributes to their own findings.
What is this subject about?
Geography in the school curriculum involves the education of young people about, in and for the environment they live. It is about the earth and the relationship that exists between people and the environment on a social, economic and political scale. The subject is designed to give students a chance to explore and understand the world they live in and how we as humans interact with it.

Geography is offered as a valuable medium for the education of students. Its contributions lie in the content, cognitive processes, skills and values that geography can promote to help students better explore, understand and evaluate the social and environmental dimensions of the world. Students are encouraged to master thinking, research and communication skills through experiences in Geography.

What are the main topics studied?

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>SEMESTER TWO</th>
<th>SEMESTER THREE</th>
<th>SEMESTER FOUR</th>
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</thead>
<tbody>
<tr>
<td>Managing the Natural Environment</td>
<td>Social Communities</td>
<td>Resources and Environment</td>
<td>People and Development</td>
</tr>
<tr>
<td>Core Units</td>
<td>Core Units</td>
<td>Core Units</td>
<td>Core Units</td>
</tr>
<tr>
<td>Managing Catchments</td>
<td>Sustaining Communities</td>
<td>Living with Climate Changes</td>
<td>Exploring the Geography of Disease</td>
</tr>
<tr>
<td>Responding to Natural Hazards</td>
<td>Connecting People and Places</td>
<td>Sustaining Biodiversity</td>
<td>Exploring the Geography of Conflict</td>
</tr>
</tbody>
</table>

How do students learn?
Students will be involved in field trips, discussion groups, questioning resource people, class work (individual and group work), mapping exercises, reading, manipulating data from stimulus materials (e.g. maps, graphs, photographs), Internet and library research.

How are students assessed?
Criteria Assessed: knowledge, analytical processes, decision-making processes, research and communication.

Assessment Techniques: Short response tests (60-90 minutes), field reports (1000 words), stimulus response essays (minimum 600 words, written in class) and practical exercises.

For whom is this subject best suited?
The subject is best suited to students who have an interest in their own environment and the world community. Students who have effective skills in reading and communicating their ideas will achieve in this subject. Fieldwork is a mandatory part of geographic studies. Students who choose Geography must be prepared to participate in two 3 day field excursions.

What costs are involved?
Text books are supplied by the Social Science Department. Field excursions could cost from $400 – $500 per year. Students are required to supply their own stationery.

Why might this subject be a wise choice?
Geography is a subject for those students who have an interest in the social, environmental and political fabric of our world. It guides students to make decisions which will build an ecologically sustainable world. It is therefore an advantage for students who wish to study similar subjects at tertiary institutions (e.g. environmental science, town planning and tourism). Geography also gives students practice in many of the skills required in the Queensland Core Skills Test e.g. extended writing and short answer responses to graphical stimuli.

Geography is a subject that will give students an opportunity to develop a broad general knowledge and better understanding of the world they live in.
What is this subject about?
Graphics engages students in solving design problems and presenting their ideas and solutions as graphical products. Students explore design problems through the lens of a design process where they identify and explore a need or opportunity of a target audience; research, generate and develop ideas; produce and evaluate solutions. Students communicate solutions in the form of graphical representations using industry conventions where applicable. These design settings are based in the real-world design areas of industrial design, graphic design and built environment design (architecture, landscape architecture and interior design).

Students sketch and draw freehand, develop spatial cognition and visualisation, produce technical graphical representations in both two-dimensional and three-dimensional formats and use existing and emerging technologies to present solutions graphically.

What are the main topics studied?
Design Areas (2013 syllabus):
Graphical representations are produced as students solve design problems that are situated in three design areas. Across the course of study students must experience at least two of these design areas:

1. **Industrial Design**: The professional service of creating and developing concepts and specifications that optimise the function, value and appearance of products and systems for the mutual benefit of both user and manufacturer. Industrial design uses a combination of applied art and applied science to improve the aesthetics, utility and usability of a product, which also may improve the product's marketability and production.
2. **Built Environment Design**: Includes the areas of architecture, landscape architecture and interior design. It refers to indoor and outdoor spaces that have been structurally changed by human action.
3. **Graphic Design**: Manipulation, combination and use of shape, colour, imagery, typography and space to create visual solutions for reproduction by any means of visual communication. Graphical products include identity (logos and branding), publications (magazines, webpages, newspapers and books), advertisements, product packaging, maps and charts.

The core subject matter in Graphics is: a design process, design factors, and a range of graphical representations.

**A design process**: Students understand and define the design problem (Exploring design problems), develop and refine ideas (Developing ideas), produce graphical products and evaluate solutions (Producing graphical products). Students communicate ideas, information and solutions through annotated graphical representations.

**Design factors**: Include the range of aspects that influence design and the choice and creation of graphical products.

**Graphical representations**: Students must experience a range of 2-D and 3-D sketches and drawings, including orthographic projections and pictorials.

<table>
<thead>
<tr>
<th>Year Eleven</th>
<th>Year Twelve</th>
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</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Built Environment Design</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Industrial Design</td>
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<tr>
<td></td>
<td>Graphic Design</td>
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How do students learn?
Computer Aided Design and Drafting (CADD) is becoming increasingly important. Currently 80% of class time is allocated to computer graphics and the remainder to sketching and manual presentation techniques. The CADD software currently in use is AutoCAD 2017, Revit 2017, 3D Studio Max Design and nXt Render (photo realistic imaging software).

**Development of visualising skills**
Students are encouraged to think spatially rather than in words in order to enhance their visual perception. Reading and interpreting drawings and diagrams will feature throughout the course and students will be involved in reading complex drawings and producing drawings of varying complexity by using CADD (Computer Aided Design & Drafting). Examples from industry and commerce will be used where appropriate and enhanced using various shading and rendering techniques.

**Practical applications**
This course is not driven by achievement in discrete areas of study but places emphasis on practical applications in life-related contexts. Students will be involved in the production of drawings from the imagination, sketches and a model. They will also make models based on their design sketches utilising the design process and problem solving.
Use of computers
As a production tool the computer is employed to enhance the teaching and learning approach throughout the course.

How are students assessed?
Graphics is assessed in three dimension areas:

<table>
<thead>
<tr>
<th>Dimension 1: Knowledge and understanding</th>
<th>Dimension 2: Analysis and application</th>
<th>Dimension 3: Synthesis and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• explaining design problems using design factors</td>
<td>• applying design factors to develop ideas</td>
<td>• synthesising ideas to develop graphical solutions</td>
</tr>
<tr>
<td>• identifying and describing design criteria</td>
<td>• analysing and interpret graphical and design information</td>
<td>• evaluating solutions and graphical representations</td>
</tr>
<tr>
<td>• comprehending graphical principles, procedures and conventions</td>
<td>• using graphical skills to produce graphical products for particular audiences</td>
<td>• proposing recommendations and justifying decisions</td>
</tr>
</tbody>
</table>

Assessment Techniques: design folio and formal exams.

For whom is this subject best suited?
Students would find Senior Graphics difficult without previous experience in the Junior Graphics Course; a good level of achievement (at least SA) would be regarded as a minimum level. A Sound Achievement in Mathematics and English would also be recommended. Graphics would not suit a student who is not interested in precision drawing and design, or enhancing pictures through some very basic art skills or electronically.

What costs are involved?
The cost of the text book is approximately $70.00. Essential equipment for this course costs about $80.00, most of which could be retained by students from their Graphics studies in Year 10. The equipment and textbook is listed on the school booklist.

Software: Students may wish to download a free student educational version of AutoCAD 2017 (& other Autodesk software product e.g. Revit Architecture & 3D Studio Max) for home use. Email the Graphics coordinator for the download instructions & internet link. nXtRender can also be downloaded free for rendering images.

Why might this subject be a wise choice?
At the successful completion of the subject, students should be motivated to pursue vocational interests for all graphical design fields. The study has developed from technical drawing through art and animation into video and television, which are vital components in many professions and vocations.

Graphics contributes to the development of technological literacy and develops the communication, analytical and problem-solving skills required for a large number of educational and vocational aspirations, including the fields of graphic design, industrial design, built environment design (architecture, landscape architecture and interior design), engineering, urban and regional planning, surveying and spatial sciences, and building paraprofessionals.

As there is an element of graphical interpretation in the Core Skills Test, students would find this subject beneficial for solving these related questions.

In the future, most people will buy a new or existing home and at some stage will need to read the technical plans. As adults, students will be on the receiving end of media information presented in various forms. Graphics will give an insight into their production, and therefore help with the interpretation of the information presented. This in turn will enable students to make informed decisions. CADD skills would be very applicable in the developing age of the 3D printer.
HEALTH EDUCATION

What is this subject about?
Health Education offers students the opportunity to develop the knowledge, attitudes, values and skills needed to participate effectively in the promotion of equitable health outcomes and helps them reach their health potential. To achieve this, the Health Education syllabus emphasises:

- The health realities of living in contemporary Australia
- The ecological interaction between human health and the sociocultural, physical, political and economic environment
- The need for health to be considered at the global, national, local and personal levels.
- Individual and collective participation in the maintenance and promotion of their own health.
- Increasing community capacity and individual empowerment.

Health Education acknowledges that students' understanding of health needs to be developed from a personal perspective to wider, altruistic understandings. This is achieved by sequencing units of study from personal, through community to specific populations, facilitating the investigation of ever increasingly complex relationships.

What are the main topics studied?
The two-year course of Health Education is developmental. The course uses module that focuses on health issues and explains the major concepts utilising the Ottawa Charter and Social Justice Framework. Key terms are defined, processes outlined and basic readings and inquiry methods covered throughout the course.

How do students learn?

<table>
<thead>
<tr>
<th>HEALTH COURSE OVERVIEW AND ASSESSMENT OVERVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 11</strong></td>
</tr>
<tr>
<td>Semester One</td>
</tr>
<tr>
<td>Nutrition</td>
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<tr>
<td>Sexualy</td>
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<tr>
<td><strong>Year 12</strong></td>
</tr>
<tr>
<td>Semester One</td>
</tr>
<tr>
<td>Binge Drinking</td>
</tr>
<tr>
<td>Ageing Population</td>
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</tbody>
</table>

How are students assessed?
Assessment in Year 11 is formative, and the assessment techniques used are similar to the summative techniques used in Year 12. A range of methods are used, including: Presentation Research Assignment; Multimedia presentation; Essay; Response to stimulus tasks e.g. case studies, health statistics, cartoons, advertisements.

For whom is this subject best suited?
This subject will interest those students who wish to gain an understanding of health in the context of society and the mechanisms necessary to develop and promote health for individuals, groups, communities and nations. Students who have a passion to build knowledge and develop as complex thinkers, active investigators, effective communicators and reflective learners will enjoy this subject.

What are the costs involved?
Minor costs may be incurred due to excursions to relevant institutions that will reinforce and cement concepts covered in class.

Textbook
Theory in a Nutshell: A practical guide to health promotion theories.

Why might this subject be a wise choice?
Health Education is an Authority-registered subject and contributes towards the generation of students' OP scores. It provides many avenues to pursue post-secondary schooling. Specifically, the subject leads towards careers in education, mental health, nursing, occupational therapy, welfare, health administration and careers in any of the people professions.

Health Education aims to educate students to enjoy and establish healthy lifestyle choices in the years after their secondary schooling. The concepts investigated in class provide students with a firm understanding of how to maintain a healthy lifestyle through their adult years.
INFORMATION PROCESSING AND TECHNOLOGY

What is this subject about?
Information technology refers to the creation, manipulation, storage, retrieval and communication of information and to the range of technological devices and systems used to perform these functions.

Information Processing and Technology touches many aspects of human life and draws on and is applied to diverse fields of study such as mining, engineering, education or business. As a result, the study of this subject will contribute in a significant way to the general education of students, whether or not they intend proceeding to employment specific to information technology.

What are the main topics studied?
Information Processing and Technology has a practical approach and a significant emphasis on problem solving through applying the design, develop and evaluate cycle. The course has six topics with core subject material. Four of these topics have additional material; intelligent systems and Computer systems are also additional material and can be included in a course of study.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Outline of Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algorithms</td>
<td>A number of procedural or algorithmic design systems are studied, and students acquire skills in at least one formal representational system.</td>
</tr>
<tr>
<td>Relational information systems</td>
<td>The architecture of information systems and methods for developing these systems are studied, and students produce working information systems.</td>
</tr>
<tr>
<td>Software programming</td>
<td>Students study the development of software and build skills in the design, development and evaluation of computer programs that solve practical problems or meet particular needs.</td>
</tr>
<tr>
<td>Structured Query Language</td>
<td>Students are introduced to a formal query language, Structured Query Language (SQL), for the manipulation of data within a database.</td>
</tr>
<tr>
<td>Social and ethical issues</td>
<td>Students study the impact of developments in information technology on themselves and communities worldwide.</td>
</tr>
<tr>
<td>Human–computer interaction</td>
<td>This topic develops students' understanding of the interaction between humans and technology to inform better design and improve user interfaces.</td>
</tr>
</tbody>
</table>

Additional material

<table>
<thead>
<tr>
<th>Topic</th>
<th>Outline of Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligent systems</td>
<td>This material introduces a formal model to describe the architecture of intelligent systems, and presents methods for developing these systems. Students produce working intelligent systems.</td>
</tr>
<tr>
<td>Computer systems</td>
<td>Students study how computers and computer systems are organised, designed and implemented.</td>
</tr>
</tbody>
</table>

How are the students assessed?
Students are assessed over the two-year period with a variety of assessment tasks including practical exercises, extended writing tasks, minor projects, major projects and examinations.

For whom is the subject best suited?
Previous experience has shown that there are three (3) important qualities that may indicate a student's potential to succeed in IPT. They are:

- Interest in computing
  - Good language skills – Students will learn many new computer languages during the course. Students with good language skills will easily grasp these computer languages.
  - Good problem-solving skills – Much of the course involves designing computer software to solve ‘real life’ problem situations.

What are the costs involved?
Nil. Students may benefit by purchasing a USB memory key (4GB or greater) which will allow them to take large files between home and school. A home computer for the student is not required but may be advantageous for assignments and projects.

Why might this subject be a wise choice?
Information Processing and Technology touches many aspects of human life and finds itself drawing upon and being applied to diverse fields of study. Students will be exposed to a variety of intellectual challenges involving distinctive approaches to problem-solving, communication and a range of associated practical skills. As a result, this course will contribute in a significant way to the general education of students, whether or not they intend proceeding to further studies or employment in information technology.
What is this subject about? (日本語と言う科目は何でしょうか)
Japanese is an enriching subject where students become competent in the four macro-skills of communication in Japanese – listening, speaking, reading and writing. In an ongoing process, students also discover the heritage, beauty and diversity of Japanese culture and how it plays an important role in the structure of the language as it is today. Learning Japanese contributes to and enhances the educational, intellectual, personal, social and cultural development of learners and has the potential to improve the quality of their participation in our rapidly changing world.

What are the main topics studied? (何のトピックを勉強しますか)
Topics are studied throughout Senior School within the themes set in the current senior syllabus. The themes covered are:
- Family and Community
- Leisure, Recreation and Human Creativity
- School and Post-School Options
- Social Issues

How do students learn? (生徒はどうやって習うでしょうか)
The learning experiences range from individual work, pair and small group work, and whole-class activities. A high percentage of the classes are conducted in the Japanese language, using the target language to teach. Students use a variety of real items from Japan in their learning to stimulate motivation and make students aware of the kind of items they will actually find in Japan, including menus, train maps and tickets, television guides, food packaging, brochures and newspapers. The students also have the opportunity to watch Japanese television programmes and animated movies along with using Japanese song lyrics to aid their learning. The use of ICT’s is embedded in the Japanese curriculum with the use of interactive Japanese software to aid and enhance learning.

How are students assessed? (生徒をどうやって評価するんですか)
Japanese is assessed through the four macro-skills of listening, speaking, reading and writing. These four macro-skills have equal weighting. There will be at least two formal tests in each macro-skill each year. Year 11 Japanese is formative.

For whom is this subject best suited? (誰が勉強した方が良いでしょうか)
When using metalanguage (words that describe a language) in class, it is important students have a good command of the English language in order to study Japanese, as similarities and differences between the two languages are sometimes used as examples in class. As Japanese is a subject that builds on previous experience, it is highly recommended that students have studied Japanese as a subject in the Middle School. Students choosing to study Japanese should be interested in learning about a culture other than their own.

What costs are involved? (お金と文房具は何が必要ですか)
Purchase of the materials listed on the School’s booklet and the optional School exchange program

Why might this subject be a wise choice? (どうして日本語を選ぶでしょうか)
Japanese is a valuable language for Australians to learn, in particular for students in Queensland. Asian languages have an important place in the curriculum because of Australia’s location within the Asia-Pacific region. Moreover, due to the links that exist in tourism and commerce between Australia and Japan, Queensland students have many opportunities to meet Japanese people. The Japanese course also allows students to study a language very different from their own - a language that uses a variety of character-based scripts which deeply reflects the complexity and cultural heritage of Japanese society. As Australians increasingly take the opportunity to travel to Japan, knowledge of Japanese is an advantage both in enriching the travel experience and in opening opportunities for working in Japan.

Knowledge of Japanese language and culture potentially allows for a wide range of career paths in areas of business, law, tourism, health, finance, education and engineering for students to consider, not only in Australia, but also throughout the world. The study of Japanese enables students to gain two (2) bonus ranks for tertiary study.

日本語は大切な言語ですので一緒に勉強しましょう！
LEGAL STUDIES

What is this subject about?
Many significant legal and social issues face individuals and groups in Australian society. To deal with these issues, people need to be informed of their legal positions, rights and responsibilities.

Legal Studies is principally intended to help students develop knowledge, skills and attitudes to enhance their ability to participate as informed, proactive and critical members of society. Students are encouraged to understand the impact of the law, legal system and legal processes in their daily lives. By analysing the Australian and international legal systems, students consider the impacts that legal decisions can have on Australian society and how diverse groups influence and are influenced by the legal system. Legal Studies enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures.

The immediate relevance of the course to students’ lives should promote and motivate students to make constructive judgments and informed commentaries on the law, its system and processes, from practical and critical social perspectives.

What are the main topics studied?
Legal Studies explores four core areas of study:

- The legal system – How does the Australian legal system meet society’s needs?
- Criminal law - To what extent does the criminal justice system successfully balance the rights of individuals with society’s need for order?
- Introduction to civil obligations - How do civil agreements and the law of negligence impact on citizens in a society?
- Human rights - Does the Australian legal system adequately protect and enforce individual rights?

In addition, students will investigate several of the following possible elective areas of study: Civil wrongs (torts) and the law

- Environment and the law
- Housing and the law
- International law
- Technology and the law

- Employment and the law
- Family and the law
- Indigenous Australians and the law
- Sport and the law

How do students learn?
Students will be involved in a wide range of learning activities such as case studies, mock trials, debates and discussions, interviews and polls, community investigations, field trips, statistical analysis, simulation activities and interacting with guest speakers. These activities will often relate to particular issues and situations in local, national and global contexts involving real-life experiences.

In Year 12, students are expected to complete at least one independent inquiry which involves undertaking an independent, self-directed, in-depth investigation of a topical legal issue facing Australian society.

How are students assessed?
Judgments are made about a student’s exit level of achievement, using three dimensions:

- **Dimension 1: Knowing and understanding the law:** Refers to the student’s ability to describe, explain and communicate legal facts, concepts and processes.
- **Dimension 2: Investigating legal issues:** Refers to the student’s ability to explore legal situations through selecting, organising and analysing information to demonstrate legal inquiry processes.
- **Dimension 3: Responding to the laws:** Refers to the student’s ability to examine the attempts of the law to achieve just, fair and equitable outcomes to legal issues.

Assessment instruments include extended responses (including an independent inquiry) and examinations.

For whom is this subject best suited?
As there is a strong emphasis on reading, comprehension, analysis of case material and formal essay writing, students who have performed well in Year 10 English and are genuinely interested in the workings of the Australian legal system will be most suited to the course.

What costs are involved?
Students will be required to purchase the set Legal Studies text. In line with the nature of the course, students are also expected to access current events and keep adequate files of handout material and class notes. Handout material and class exercises should be carefully maintained in a suitable folder. A USB is required for backing up work completed at school and at home.

Why might this subject be a wise choice?
Students who are considering employment or further study in the fields of law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics will find Legal Studies an extremely desirable foundation.
What is this subject about?
Mathematics is an integral part of a general education. It plays an important role in many developments and decisions made in industry, commerce, government policy and planning and has been central to nearly all major scientific and technological advances.

In Mathematics C, students are given the opportunity to develop their full mathematical potential and extend the knowledge acquired in Mathematics B. They will be encouraged to recognise the dynamic nature of mathematics through problem solving and applications in life-related situations. Opportunities are provided for students to appreciate and experience the power of mathematics, and to see the role it plays as a tool in modeling and understanding many aspects of the world’s environment.

The additional rigour and structure of the mathematics required in Mathematics C will equip students with valuable skills which will serve them in more general contexts and provide an excellent preparation for further study of mathematics and other tertiary courses, for example engineering, information technology, economics, medical fields and finance. Mathematics C is a highly desirable preparatory course for students who intend pursuing a career involving the study of mathematics at a tertiary level.

What are the main topics studied?
The syllabus contains both Core and Optional topics. A course of study in Mathematics C contains six core topics and a minimum of two Optional topics.
Core topics are:
- Introduction to groups
- Real and complex number systems
- Matrices and applications
- Vectors and applications
- Calculus
- Structures and patterns.
The optional topics offered by the School are Plane Geometry and Dynamics.

How do students learn?
Students will participate in a wide range of activities such as:
- exploring the use of complex numbers in electric circuit theory, vibrating systems or aerofoil designs
- investigating the application of matrices in economic models or game theory
- predicting the most probable weather pattern by studying the changes over time of probabilities associated with weather conditions
- comparing the forces used in locomotion, for example walking, hopping, jogging and cycling
- exploring the use of differential equations in carbon dating, radioactive decay, population growth and atmospheric conditions.
The study of Mathematics C enables students to gain bonus ranks for tertiary study.
MODERN HISTORY

What is this subject about?
Modern History is an inquiry into the causes and effects of change over the last two centuries. Students therefore acquire a realistic view of what is involved in bringing about change in their own society. The ultimate purpose in studying history is to give meaning to our own life.

What are the main topics studied?

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>INQUIRY TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester One</td>
<td>Revolutions and Change – Challenging authority in the modern world – America, France, Europe Ideologies and Nationalism – The rise of Nazism in Germany</td>
</tr>
<tr>
<td>Semester Two</td>
<td>War and Australian Society in the 20th Century</td>
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<td></td>
<td>Post War Migration to Australia</td>
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<tr>
<td>Semester Three</td>
<td>The Cold War – Superpower Rivalries</td>
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<td></td>
<td>The Cold War and Popular Culture</td>
</tr>
<tr>
<td>Semester Four</td>
<td>Ethnicity, Nationalism and Conflict in the 20th Century</td>
</tr>
</tbody>
</table>

How do students learn?
Students focus on historical inquiry and are required to participate in class discussions, research work, reading and interpretation of documents, cartoons, photographs, maps in, the use of information technology, simulation games, role plays and lectures.

Issues are discussed within their historical context so that students may obtain a ‘bird's-eyeview’ of the people, places and issues.

How are students assessed?
Criteria Assessed:
- Planning and using a historical research process
- Forming historical knowledge through critical inquiry
- Communicating historical knowledge.
- Assessment Techniques include:
  - Objective/Short Response Test
  - Written Research Task
  - Multi-modal presentation
  - Extended written response to historical evidence
  - Response to stimulus test.

For whom is this subject best suited?
The subject is best suited to students who have an interest in how the modern world has evolved through the decisions and actions of people in the near past and enjoy delving into the past and trying to understand the cause and effect system that constitutes history.

Being an inquiry subject, research and wide reading is necessary for understanding.

What costs are involved?
Text books are supplied by the Social Science Department. Students are required to supply their own stationery as per the School’s booklists.

Why might this subject be a wise choice?
Studying Modern History helps develop an understanding of the relationships between our needs and interests and a range of historical issues, people and events. Modern History helps students come to terms with different value systems and their impacts on human affairs, giving them the ability to appreciate these differences and learn from past events. It guides students in deciding the values which build a more democratic society. Modern History prepares students for many of the skills required in the Queensland Core Skills Test, in particular, extended writing and short answer responses to stimuli.

Modern History teaches students to question and understand bias in a range of contexts. Students analyses various pieces of stimuli (from cartoons to written documents and write extended answers to a variety of questions and research.)
MUSIC

What is this subject about?
Music is a QCAA subject, and, as such, contributes towards a student's OP score. Senior Music seeks to develop a broad integrated understanding and appreciation of all types of music. Students study six different units in the two year course. Central to the course are the three interacting dimensions of musicology, composing and performing which are equally weighted.

What are the main topics studied?
The following units are studied during the two senior years:

<table>
<thead>
<tr>
<th>YEAR 11/12 2017</th>
<th>YEAR 11/12 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music and Words</td>
<td>Music and the Visual Medium</td>
</tr>
<tr>
<td>Performance</td>
<td>Performance</td>
</tr>
<tr>
<td>Musicology</td>
<td>Musicology</td>
</tr>
<tr>
<td>Composition</td>
<td>Composition</td>
</tr>
</tbody>
</table>

How do students learn?
Music offers students a well-rounded course of study in which students participate in a range of activities including aural skills, listening, history, composition and arranging, ensemble and solo performance.

How are students assessed?
Students are assessed through three interacting dimensions:
- **Musicology**: the understanding and interaction with the seven musical elements through a variety of repertoire.
- **Composition**: The ability to compose in a variety of styles applicable to the unit of study.
- **Performing**: The areas of Performance.

For whom is this subject best suited?
Music studies are developmental in nature. It is therefore preferable that students wishing to take the subject in Years 11 and 12 have pursued music studies previously (i.e. Music in Years 9 and 10 or instrumental music tuition for over two years) or have undertaken theory of music lessons / examinations up to at least Grade 2 A.M.E.B or the equivalent Trinity qualifications.

To attain a high level of achievement in Music, it is not necessary to be at an advanced level of performance on an instrument. However, it is necessary to work consistently throughout each term. As well as completing class work and homework tasks, students are expected to be taking individual private instrumental lessons and spend time working on their practical performance skills outside of the classroom.

What costs are involved?
New music students are required to purchase Sibelius Student - Composition software at $88.00 which is invoiced onto the school account. Students who undertook Music at RGS in Middle School will already have this software on their school tablets and will not need to purchase again.

Why might this subject be a wise choice?
Music aims to give the student a well-rounded understanding and appreciation of all types of music. Music is a pre-requisite for the study of Music Extension in Year 12.
What is this subject about?
Music Extension is a QCAA subject and contributes to a student's OP. It offers specialisation in performance, composition and musicology. Each student selects only one of the three specialisations. This is a two-semester course only available to students in Year 12 currently enrolled in Music.

In Music Extension students draw on their knowledge of performing, composing and musicology, gained from their Senior Music course. Their detailed study of one of the three specialisations in the Music Extension syllabus provides opportunities for students to develop a deeper level of understanding of repertoire and an increased control of the skills and techniques specific to their specialisation. They also develop aspects of personal style.

How do students learn?
The choice of specialisation will shape the course of study undertaken by individual students. Students use their allotted lessons for individual practice, composition or research. Students selecting performance for specialisation are expected to be obtaining private lessons throughout this course.

How are students assessed?
In each semester students are assessed according to the following areas of the three dimensions:
1. Investigating The student explores, analyses and synthesises evidence from music sources relevant to their specialisation.
2. Realising (developing) The student applies an understanding of musical elements and demonstrates skills and techniques relevant to the selected specialisation.
3. Realising (expressing) The student communicates music ideas in presenting the work.

For whom is this subject best suited?
Music Extension is designed to offer more challenge than Senior Music. The challenge of the subject includes expectations of accelerated independence, increased expressive and musical demands and assessment task requirements.

Music Extension is best suited to those students wishing to continue music studies at a tertiary institution.

What costs are involved?
There are no textbooks required for this subject. Students selecting performance for specialisation must be undertaking individual private lessons as a requirement to entering this course.

Why might this subject be a wise choice?
When students engage in Music Extension they develop skills in critical thinking, higher-level problem solving and analysis and evaluation. Students also develop the capacity to communicate complex 'music ideas' through their chosen specialisation.
PHYSICAL EDUCATION

What is this subject about?
Physical Education allows students to become involved in highly personalised studies of physical activity that are related to their individual capabilities. They can involve themselves in co-operative projects such as performing in team situations. They develop critical judgments regarding their involvement in physical activity in a variety of roles such as participant, spectator, official or observer. The subject also encourages students to consider many of the wider complex social issues that surround physical activity in Australia and the world.

What are the main topics studied?

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th></th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER ONE</td>
<td>SEMESTER TWO</td>
<td>SEMESTER ONE</td>
</tr>
<tr>
<td>PHYSICAL ACTIVITY</td>
<td></td>
<td>PHYSICAL ACTIVITY</td>
</tr>
<tr>
<td>Netball</td>
<td>Touch Football</td>
<td>Tennis</td>
</tr>
<tr>
<td>Touch Football</td>
<td>Tennis</td>
<td>Swimming</td>
</tr>
<tr>
<td>THEORY CONTENT</td>
<td>THEORY CONTENT</td>
<td>THEORY CONTENT</td>
</tr>
<tr>
<td>Access &amp; Equity in Sport</td>
<td>Training and Exercise</td>
<td>Skill Acquisition</td>
</tr>
<tr>
<td>Access &amp; Equity in Sport</td>
<td>Training and Exercise</td>
<td>Biomechanics</td>
</tr>
</tbody>
</table>

How do students learn?
The course focuses on students learning the theory outlined in the table above while participating in the sport. This approach allows students to continually see theory applied to a real-life situation.

How are students assessed?
Each term, students will receive a result for their application and development in the sport undertaken and they will also complete one task that is directly related to the sport and theory being undertaken that term. Each result represents fifty percent of the term’s total assessment.

For whom is this subject best suited?
It must be noted that in practical areas students are assessed on their development in various skills and to do well in this subject, it is not necessary to be outstanding in any of the chosen sports. Students best suited to this subject are those who are prepared to participate in all the practical activities outlined previously. Students who enjoy being part of a team and work to improve their skills will be able to excel in this subject.

What are the costs involved?
Students in Year 11 will be required to purchase a textbook, Queensland Senior Physical Education 3rd Edition (Glenn Amezdroz) (approximately $65.00). This text will be used extensively throughout Year 11 and Year 12.

From year to year, events permitting, there is the possibility of an excursion to Brisbane which includes a visit to the University of Queensland and/or the Queensland Academy of Sport as well as attend various high level sporting events such as rugby union, rugby league, netball and Australian Rules Football. This is not a compulsory excursion and will vary in cost depending on the sporting events attended.

Why might this subject be a wise choice?
Physical Education offers something for most students. Those undertaking content-heavy subjects enjoy the change of pace and style of assessment that the various sports units require. Students wanting a subject that assesses outside the classroom settings have an opportunity to also achieve due to the balanced assessment that exists between the practical and theoretical components of the course.

As Physical Education is an authority registered subject, it contributes towards the generation of a student’s OP. Specifically, the subject leads towards careers in education, sports science, sports management, health and welfare, and careers in any of the people professions. Most importantly, Physical Education aims to educate students to enjoy and establish healthy lifestyle choices in the years after their secondary schooling. Social skills essential in team events assist students as they move into adult life, while the theory provides students with a firm understanding of how to maintain a healthy lifestyle through their adult years.
What is this subject about?
Students will gain knowledge, understanding and appreciation in the areas outlined below:

- Fundamental laws of nature and some of the observable phenomena which results from them
- Methods of empirical science
- Expression of natural laws in mathematical form
- Achievements of physicists and also the limitations imposed by the inadequacy of observations
- Basic laws, concepts and models used in physics
- Physical principles involved in other areas of science
- Physical principles involved in the application of science in the home, industry, commerce, recreation
- Physical principles which have led to the development of some modern technologies
- Electronics in everyday life.

What are the main topics studied?

<table>
<thead>
<tr>
<th>Atomic and Nuclear Physics</th>
<th>Magnetism and Electricity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics.</td>
<td>Optics</td>
</tr>
<tr>
<td>Electricity</td>
<td>Physical Quantities and Measurement</td>
</tr>
<tr>
<td>Energy and Momentum</td>
<td>Thermal Physics</td>
</tr>
<tr>
<td>Forces and Motion</td>
<td>Wave Motion</td>
</tr>
</tbody>
</table>

How do students learn?
Physics involves classroom lessons and practical activities, including software packages and data logging, using Pasco data interface.

How are students assessed?
Students will sit formal examinations and will perform an extended experimental investigation in Year 11 and another in Year 12.

For whom is this subject best suited?
For a student to obtain a reasonable result in Physics, it is suggested they should have gained a High Achievement in Year 10 Science. Physics students should also display competence in mathematics and be familiar with information technology.

What costs are involved?
Queensland Physics Context to Concept by Burrows, Andriessen, McKay and Tacon - approximately $80. Students will also be required to possess a Graphics calculator, preferably a Casio fx9860G.

Why might this subject be a wise choice?
Physics provides basic background knowledge to those students thinking of a technology or engineering related career, some trades, working in the mines and is often required for apprenticeships and the Defence Forces.

The subject is suited to students with an enjoyment of science and in particular, mathematical applications to practical situations.

The Engineering Link Group offers a residential programme in Rockhampton for Year 11 and 12 students to examine the applications of Mathematics and Physics in industry. Students work with qualified engineers from a variety of disciplines to examine more closely the careers within the Mathematics and Physics fields.
TECHNOLOGY STUDIES

What is this subject about?
Technology Studies challenges students to understand and appreciate technological innovation and its impact on society. Students will learn about the purposeful application of knowledge, resources, materials and processes to develop solutions to real-world design problems by generating innovative ideas and producing products. In Technology Studies students will examine and create solutions to design problems based on identifying a need or responding to an opportunity.

What are the main topics studied?
Over two years, students have the opportunity to study:

- Product design
- Occupational Health and Safety
- Industrial materials
- CAD/CAM(CNC) processes
- Hand tools, power tools and industrial machines
- Processes for manufacturing products
- Welding and thermal cutting

How do students learn?
Students produce practical jobs that have been designed and made by them. While learning about design principles, students develop skills in writing research reports and design folios, giving them skills in planning for work. Using design processes, students will investigate design problems from a variety of contexts, while considering the human needs of individuals and communities, or in response to identified opportunities. Students will explore and analyse design factors to develop ideas and produce products through the practical application of manufacturing technologies and materials. Products are created because they meet a need and confirm design decisions.

Through studying Technology Studies students will develop the skills to manage resources and risks effectively to develop solutions to design problems. Students will critique and evaluate ideas and products against design criteria, justify design decisions and make recommendations for improvement.

How are students assessed?
Over the course of study in Years 11 and 12, students are expected to complete:

- Five design folios — demonstrating their design problem-solving ability.
- Two written reports supported by relevant graphical and experimentally generated data.
- A set number of practical outcomes (proto-types) for their design problems.

Assessment instruments include:

- Design folios — These involve documenting a design process by developing ideas and producing products in response to a design problem. Students will document their process using both visual and written communication, which may include freehand sketches, drawings, computer-generated images, photographs, animations, videos, annotations, paragraphs and extended writing.
- Reports — These involve analysing the relationship between a product and society, and may include proposing solutions, expressing and justifying a point of view or explaining and evaluating an issue.

Students responses will be assessed according to the following three dimensions:

1. Analysing design problems
2. Applying design factors and communicating
3. Synthesising and evaluating designs

For whom is this subject best suited?
Students should ask the following questions of themselves:

- Would they enjoy manufacturing products, which are designed and made by themselves?
- Are they interested in learning how to weld, cut and process metals?
- Would they like to use wood or metal lathes or a milling machine?
- Do they want to know how modern cabinets are manufactured?

If they answered ‘YES’ to any of the questions above then this course would appeal to them and should be considered as one of their elective subjects.

What costs are involved?
Year 11 students will be supplied with a set amount of materials for different projects. If the amount is exceeded or the student requires unusual materials to complete a practical job, it will be the student’s responsibility to supply the extra materials or costs for those extra materials. It is the student’s responsibility in Year 12 to supply all materials used for their major project.

Why might this subject be a wise choice?
Technology Studies is a subject that explicitly combines general and vocational education components. This has three benefits. Firstly, it contributes to the calculation of their Overall Position (OP) which means that this subject may benefit a student in obtaining a higher OP especially if they are practically minded. Secondly, students will develop technical and design skills that are sought after by employers in all trade and manufacturing industries. Thirdly, the skills developed in using tools and machines can be applied to make their own products at minimal cost in the future and as the basis for a range of hobbies and interests.
VISUAL ART

What is this subject about?
Visual Art is a powerful and pervasive means students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and ‘read’ is fundamental to becoming a critical consumer and/or producer of art works.

Visual Art uses an inquiry learning model, enabling multi-modal thinking and individual responses through researching, developing, resolving and reflecting. Through making and appraising, students understand and acknowledge the role of visual art and the contributions of visual artists, designers and craftsmen.

In making artworks, students define and solve visual problems by using visual language and expression, experimenting and applying media to communicate thoughts, feelings, ideas, experiences and observations. In appraising artworks, students investigate artistic expression and critically analyse artworks within diverse contexts.

What are the main topics covered and how students are assessed?
Using the inquiry processes of researching, developing, resolving and reflecting, students explore and express concepts and chosen focuses through a range of contexts and media areas, as seen in the following tables. Each media area has its own knowledge, materials, techniques, technologies and processes.

YEAR 11 – DIVERSIFICATION
Each unit of work involves experiments within specified media and finished artwork(s). The third unit focuses on developing a body of work that includes the making as well as the appraising task in preparation for Year 12. The visual journal is an integral part of each unit.

| SEMESTERS ONE AND TWO |  
|----------------------|------------------|------------------|
| Making               | Appraising       |
| Term 1               |                  |
| Drawing, Painting, Mixed Media Experimental Folio Concept: Human Element Focus: The Portrait | Study of related artists |
| Term 2 and 3         |                  |
| Drawing, Printmaking, Mixed Media Experimental Folio Concept: The Environment: Landscape Focus: Representation and Abstraction | Study of related artists |
| Term 3 and 4         |                  |
| Body of Work in Student Choice of Media: Sculpture, Ceramics, Printmaking, Drawing, Painting Concept: Spiritual Connections Focus: Colour and Symbolism | Study of related artists |

YEAR 12 - SPECIALISATION
Students complete two units of work focusing on creating a body of work which includes both making and appraising tasks using their own choice of Focus and Media areas. With the third unit, students select one of the two completed bodies of work and create an extension to that unit.

| SEMESTERS THREE AND FOUR |  
|--------------------------|------------------|------------------|
| Making                   | Appraising       |
| Terms 1 and 2            |                  |
| Body of Work in Student Choice of Media Concept: Social Perspective Focus: Student's choice | Body of Work includes: Study of related artists Extended Written |
| Terms 2 and 3            |                  |
| Body of Work in Student Choice of Media Concept: Belief and Culture Focus: Student's choice | Body of Work includes: Study of related artists Extended Written |
| Term 4                   |                  |
| Personal Extension of Body of Work (choice of Making or Appraising Task) Students create an extension to either Social Perspective or Belief and Culture Units as part of the Body of Work. | Personal Extension of Body of Work Students create a written extension to either Social Perspective or Belief and Culture units as part of the Body of Work. |

Achievement in Visual Art is judged by matching a student’s achievement in the assessment tasks, listed above, with the exit criteria of the subject: Visual Literacy, Application and Appraising.
How do students learn?
Students learn from hands on experience. In making, students define and solve visual problems by using visual language and expression (including visual elements, principles of composition, sign and symbolism) relevant to concepts, focuses, contexts and media.

In appraising, students study a diverse range of artists, artworks, visual language and expression from a variety of social, cultural and historical contexts. Over the two-year course of study, students form their own personal aesthetic (style and expression) through individual responses when they make and appraise artworks.

Students learn to appreciate artworks by researching and using books, magazines, prints and visiting galleries.

For whom is this subject best suited?
Students who:
- have an interest in the arts and creative expression
- have a commitment to developing skills and knowledge through art
- are curious, have ideas, and form opinions
- are interested in innovation and problem solving
- seek to explore their personal creativity

Students who wish to study Art in Year 11 and have not studied Art in Years 9 and 10 may do so; however, it is easier for them if they have this background.

What costs are involved?
Cost is kept at a minimum. All resources, books and supporting materials are supplied.

Why might this subject be a wise choice?
If students plan to study Fine Arts at tertiary level it is recommended they complete Year 11 and 12 Visual Art. Most tertiary institutions require candidates to present a portfolio of practical work for entry to courses. It is possible to enrol in TAFE Art courses that will allow students to gain credits toward a university course at a later date.

By studying art, students could gain access to employment in the following areas:
- Architecture and building design
- Art administration
- Art teaching and education
- Commercial art and illustration - cover design, window and product display
- Conservation
- Design - Industrial, Furniture, Product, Landscape, Interior
- Fine art - painter, illustrator, sculptor, printmaker, ceramicist, glass artist
- Gallery management, curatorial design
- Photography - electronic imaging, documentary journalism, advertising, fashion
- Sculpture - ceramics, installation, performance art gold and silver smithing
- Theatre, Film and Television - animation, sound art, stage lighting, costumes, set design
- Wearable Art - fibre art, fashion design, jewellery making

“Visual Art offers students the tools and skills for sharing ideas and shaping values about the world in which we live. In today's world imagination is a human resource and visual languages, such as those explored in the art room, have become an important way of communicating in modern society. Understanding and creating Visual Art means that students are responding to the world around them and actively shaping views with an informed perspective. Through analysis and interpretations of visual art students develop valuable communication skills which are also relevant for responding to visual stimulus in the Queensland Core Skills Test. Individual fulfilment can also be achieved through creative work. "Creativity in education is a necessity, nurturing imagination and curiosity – two vital elements that can drive learning for us all.”

National Education and the Arts Statement, 2005
http://www.curriculum.edu.au/verve/_resources/National_Education_Arts_Statement
VISUAL ARTS IN PRACTICE

What is this subject about?
The Arts are the common threads of life in all communities and are mirrors of society's aspirations. Artist practitioners fulfill many roles in a community, such as maker, performer, presenter, technician and manager.

Visual artworks are created for a purpose and in response to individual, group or community needs in one or many contexts, including socio-cultural, economic, educational, geographical and historical. Visual artworks use and push the limits of technologies, are responses to and expressions of time and place, and are limited only by circumstance and imagination. Visual Arts in Practice is a non-OP subject.

What are the main topics covered?
In each area of study undertaken, students develop and apply knowledge, understanding and skills from three core topics — 'Visual mediums, technologies and techniques', 'Visual literacies and contexts' and 'Artwork realisation'.

Visual mediums, technologies and techniques: students explore and apply the materials, technologies and techniques used in art-making both individually and in groups to express ideas that serve particular purposes. They examine how visual arts may be a vocation and identify vocationally transferable visual art skills. They investigate and apply display and curatorial skills. They will learn and apply safe visual art practices.

Visual literacies and contexts: they interpret, negotiate and make meaning from information presented in the form of visual texts. 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. Artwork realisation, students are asked to 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.

How do students learn?
This subject focuses on students engaging in art-making processes and making virtual or physical visual artworks for a purpose. This occurs in the following areas — 2D, 3D and craft. Students may create images, objects or environments to communicate aesthetic meaning. While this will always be personal, the student may also be asked to consider, use or appropriate aesthetic qualities from various sources, cultures, times and places. Students learn to appreciate artworks by researching and using books, magazines, websites and visiting galleries.

How are students assessed?
Assessment is generally practical in nature and students are encouraged to explain what they are doing and to talk about the choices they are making in creating arts works. There is a written component which requires students to use written language to communicate ideas and information to readers for a particular purpose.

For whom is this subject best suited?
Students who: have an interest in the arts and creative expression; have a commitment to developing skills and knowledge through art; are curious, have ideas, and form opinions; are interested in innovation and problem solving; seek to explore their personal creativity.

Visual Arts in Practice is a non OP eligible subject however; results from the course will be used to obtain the QCE. The course is particularly relevant to students wishing to develop creative skills that will assist them in becoming artist practitioners.

What costs are involved?
Cost is kept at a minimum. All resources, books and supporting materials are supplied.

Why might this subject be a wise choice?
If a student is not pursuing an OP and is interested in a career in the creative industries then this subject will be very useful and relevant. Participation in the Arts engages students in processes that connect thinking, feeling and sensory experiences. Students develop skills relevant to the arts industry, increase their awareness of industry-specific production requirements and develop knowledge of safety and its requirements.

Students will select Visual Art as a subject and elect to study Visual Arts in Practice after consultation with the classroom teacher in Year 11.
SECTION FOUR: CERTIFICATE QUALIFICATIONS
CERTIFICATE QUALIFICATIONS

The School, as a Registered Training Organisation (RTO), offers the following vocational qualifications as part of the elective course program for students in the Senior School. The qualification certificates and/or statements of attainment will be issued by the School.

<table>
<thead>
<tr>
<th>Code</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIT20316</td>
<td>Certificate II in Hospitality</td>
</tr>
<tr>
<td>ICT20115</td>
<td>Certificate II in Information, Digital Media and Technology</td>
</tr>
<tr>
<td>ICT30115</td>
<td>Certificate III in Information, Digital Media and Technology</td>
</tr>
<tr>
<td>SIS20213</td>
<td>Certificate II in Outdoor Recreation</td>
</tr>
</tbody>
</table>

The School also offers the following qualifications as part of the elective course program. These qualifications are provided by external RTOs, with the qualification certificates and/or statements of attainments being issued through the relevant RTO.

<table>
<thead>
<tr>
<th>Code</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHC30110</td>
<td>Certificate III in Agriculture – Northern Skills Alliance</td>
</tr>
<tr>
<td>SHB30115</td>
<td>Certificate III in Beauty Services – CSaT</td>
</tr>
<tr>
<td>BSB30115</td>
<td>Certificate III in Business – Binnacle Training</td>
</tr>
<tr>
<td>CUA30113</td>
<td>Certificate III in Dance – Australian Dance institute</td>
</tr>
<tr>
<td>CUA40113</td>
<td>Certificate IV in Dance – Australian Dance institute</td>
</tr>
<tr>
<td>MEM20413</td>
<td>Certificate II in Engineering Pathways – Blue Dog Training</td>
</tr>
<tr>
<td>SIS30315</td>
<td>Certificate III in Fitness – Binnacle Training</td>
</tr>
<tr>
<td>SIS20313</td>
<td>Certificate II in Sport and Recreation – Binnacle Training</td>
</tr>
</tbody>
</table>

AQF Qualifications
Certificate I qualifications are located at level 1 of the Australian Qualifications Framework
Certificate II qualifications are located at level 2 of the Australian Qualifications Framework
Certificate III qualifications are located at level 3 of the Australian Qualifications Framework

Enrolment Procedures:
Prior to the students’ enrolment in a vocational qualification on the School’s Student Data Capture System (SDCS), they will be provided with the following:
- VET Student Handbook
- VET Student Induction
- VET Student Enrolment Form

These documents contain the School’s VET policies and procedures.
This information is correct at the time of publication but subject to change.

This course is resource intensive and, as such, attracts costs further to normal School fees. Annual course fees of $1250 ($2500 for the course) will be charged to student school accounts on commencement. Note further fees will be payable for non VETiS eligible students. The fees will include the provision of

- one pair of fencing pliers
- an RGS work shirt

Additionally, students will be required to supply the following equipment:

- Hat (RGS Ball cap or broad brim hat)
- Water bottle

For Further Information

Contact the Head of Agriculture, Mr Manser lmannser@rgs.qld.edu.au. For information regarding support services and general VET information, students will be issued with a Student VET Handbook from the RTO on enrolment.

Service Agreement

This is a two (2) year course offered through Northern Skills Alliance (NSA), contact details: training@northernskills.com.au. Should NSA be unable, for any reason, to fulfil their arrangements for delivery of this course, the School will source an appropriate replacement RTO.

Please note: Students enrolling in Certificates III and above undertake a two-year commitment in the course.

This information is correct at the time of publication but subject to change.
**SHB30115 – CERTIFICATE III IN BEAUTY SERVICES**

<table>
<thead>
<tr>
<th>RTO ID</th>
<th>32466</th>
<th>RTO Trading Name</th>
<th>CSaT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Type</td>
<td>VET Qualification</td>
<td>Duration</td>
<td>Two Years (Year 11 and 12)</td>
</tr>
<tr>
<td>Qualification Description</td>
<td>The Certificate III in Beauty Services reflects the role of individuals employed as beauticians to provide a range of beauty services including nail, waxing, lash and brow, and basic make-up services. These individuals possess a range of well-developed technical and customer service skills where discretion and judgement is required and are responsible for their own outputs. This includes client consultation on beauty products and services. Work is typically conducted in beauty, waxing, brow and nail salons. Successful completion of Certificate III in Beauty Services contributes eight (8) credits towards a student’s QCE.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entry Requirements</td>
<td>There are no entry requirements for this qualification.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualification Packaging Rules</td>
<td>Completion of fifteen (15) units made up of eleven (11) core units and four (4) elective units.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Unit/s</td>
<td>Apply cosmetic tanning products</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advise on beauty products and services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide lash and brow services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide waxing services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Design and apply make-up</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide manicure and pedicure services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conduct salon financial transactions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide salon services to clients</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comply with organisational requirements within a personal services environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apply safe hygiene, health and work practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective Units selected by the School</td>
<td>Apply eyelash extensions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Design and apply make-up for photography</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two (2) units</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yet to be selected (from elsewhere in the SHB Training Package, or any other current Training Package or accredited course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Experiences</td>
<td>Students will engage in both theory and practical components. The course will be run on Wednesdays for a full school day at CSaT training rooms, Alma Street, Rockhampton. Students will be transported by the school’s bus to and from CSaT for their training. Students will undertake a variety of learning experiences throughout the course including discussions, guest speakers, workshops, case studies and demonstrations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment for the Certificate III in Beauty Services is competency-based. Competency-based assessment is the process of collecting evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace. Students who do not achieve competency when initially assessed are provided with feedback on their performance and are provided with opportunities to be reassessed. If a student can demonstrate current competency in a particular element or unit of competency, the student is eligible to apply for recognition of prior learning (RPL). Students may be assessed by one or more of the following methods:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Short answer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oral questioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multiple choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathways</td>
<td>Students will develop skills that lead to the opportunity to seek employment in beauty therapy salons and in the wider beauty industry as individuals competent in interacting with customers, providing a range of beauty services including make-up, waxing, manicures and pedicures, lash and brow treatments, and demonstrating and selling retail skin care and other cosmetic products</td>
<td></td>
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</tr>
<tr>
<td>Fees</td>
<td>The course is resource intensive and, as such, attracts costs further to normal School fees. The School will provide the majority of equipment that students will use over the two years of the course. However, in order to cover basic consumable costs, students will be charged a materials levy of $500 per year. Students will be required to purchase black trousers and a black beauty tunic with the School’s logo.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Further Information</td>
<td>Contact the Head of Vocational Education, Mrs Benson: <a href="mailto:vbenson@rgs.qld.edu.au">vbenson@rgs.qld.edu.au</a> For information regarding support services and general VET information, students will be issued with a VET Student Handbook from the RTO on enrolment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Agreement</td>
<td>This is a two (2) year course offered through CSaT, contact details: <a href="mailto:CSatTraining@gmail.com">CSatTraining@gmail.com</a>. Should CSaT be unable, for any reason, to fulfil their arrangements for delivery of this course, the School will source an appropriate replacement RTO. <strong>Please note:</strong> Students enrolling in Certificates III and above undertake a two-year commitment in the course. This information is correct at the time of publication but subject to change.</td>
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</tr>
</tbody>
</table>
# BSB30115 – CERTIFICATE III IN BUSINESS

<table>
<thead>
<tr>
<th>RTO ID</th>
<th>31319</th>
<th>RTO Trading Name</th>
<th>Binnacle Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Type</td>
<td>VET Qualification</td>
<td>Duration</td>
<td>Two Years (Years 11 and 12)</td>
</tr>
</tbody>
</table>

## Qualification Description
Binnacle’s Certificate III in Business ‘Business in Schools’ program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored.

Successful completion of Certificate III in Business contributes eight (8) credits towards a student’s QCE.

This program also includes the following:
- Short Course in Financial Literacy – Be Money Smart
- A range of tertiary pathway options including alternative entry into university
- Direct pathway into Certificate IV in Business

## Entry Requirements
Students must have a passion for and/or interest in working in the Business Services Industry and/or pursuing tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in a range of projects.

## Qualification Packaging Rules
Completion of twelve (12) units made up of one (1) core unit and eleven (11) elective units.

## Core Unit/s
- BSBWHS302 Apply knowledge of WHS legislation in the workplace

## Elective Units
- BSBCUS301 Deliver and monitor a service to customers
- BSBIN301 Promote innovation in a team environment
- BSBIT306 Design and produce business documents
- BSBPR301 Recommend products and services
- BSBW301 Organise personal work priorities and development
- BSBFLM312 Contribute to team effectiveness
- BSBWR301 Write simple documents
- BSCRT302 Develop and extend critical and creative thinking skills
- BBSMB302 Develop a micro business proposal
- BSLED301 Undertake e-Learning
- BBSMB201 Identify suitability for micro business
- FNSFLT301 Be MoneySmart (Short Course in Financial Literacy)

## Learning Experiences
Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Coordinator) – incorporating delivery of a range of projects and services within their school community. This includes participation in R U OK Mental Health Awareness Week – Team Project and a Major Project where students design and plan for a new product or service.

Students may also be exposed to the EarthMovers Foundation – a project that helps young teenagers to create solutions to local and global issues.

- Solving interesting problems
- Leadership
- Innovation and teamwork
- Undertaking e-Learning
- Organising work priorities and personal development
- Controlling risks
- Delivering a service to customers
- Recommending products and services
- Designing and producing business documents
- Examining micro business opportunities
- Financial literacy – Be MoneySmart

## Assessment
A range of teaching/learning strategies will be used to deliver the competencies. These include:
- Practical tasks / experience
- Hands-on activities involving customer service
- Group projects
- e-Learning projects

Evidence contributing towards competency will be collected throughout the program. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.

**NOTE:** From time to time, project delivery may require a mandatory ‘outside subject’ component (e.g. before or after school).

## Pathways
The Certificate III in Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example:
- Small Business Owner
- Project Manager
- Marketing Manager

## Fees
The program will cost students $210. Extra costs may include: appropriate clothing and excursions to outside venues to participate in and to conduct business activities. All texts and reprographics are provided by the school.

## For Further Information
Contact the Business Studies HoD/Hospitality SC, Mrs Krause: kkrause@rgs.qld.edu.au. For information regarding support services and general VET information, students will be issued with a Student VET Handbook from the RTO on enrolment.

## Service Agreement
This is a two (2) year course offered through Binnacle Training Colleges Pty Ltd, contact details: admin@binnacle.training.com.au. Should Binnacle Training be unable, for any reason, to fulfil their arrangements for delivery of this course, the School will source an appropriate replacement RTO.

**Please note:** Students enrolling in Certificates III and above undertake a two-year commitment in the course. This information is correct at the time of publication but subject to change.

## Program Disclosure Statement (PDS)
This document is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the ‘Partner School’ (i.e. the delivery of training and assessment services).

### CUA30113 – CERTIFICATE III IN DANCE

<table>
<thead>
<tr>
<th>RTO ID</th>
<th>91600</th>
<th>RTO Trading Name</th>
<th>AUSTRALIAN DANCE INSTITUTE (ADI)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualification Description</strong></td>
<td>This qualification provides a combination of dance training and academic study with an ability to work independently. The course covers key elements of dance practice including health and safety standards, nutrition, body science and history and career advice. Successful completion of Certificate III in Dance contributes up to eight (8) credits towards a student's QCE.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Entry Requirements** | Students are required to have completed/or be completing one of the following Dance Syllabus sets of examinations for entry into this course:  
- Bronze Star Tap and Silver Star Tap with the Australasian Dance Association (ADA)  
- Bronze Star Jazz and Silver Star Jazz with the Australasian Dance Association (ADA)  
- Intermediate Foundation and Intermediate Classical Ballet with the Royal Academy of Dance (RAD)  
The ADI also recognises qualifications from other Dance Syllabus Organisations such as ADV & CSTD. |
| **Qualification Packaging Rules** | Completion of thirteen (13) units made up of six (6) core units and seven (7) elective units. |
| **Core Unit/s** | CUADAN202 - Incorporate artistic expression into basic performance (Cert II/Gap Training)  
CUAPRF307 - Develop performance techniques  
CUACHR301 - Develop basic dance composition skills  
CUAWHS301 - Condition the body for dance performance  
CUAND301 - Work effectively in the creative arts industry  
CUADAN301 - Integrate rhythm in dance or movement technique |
| **Elective Units selected by the School:** | CUACOS304 - Develop and apply knowledge of costume  
CUAMUP301 - Prepare personal appearance for performance  
BSBWOR203B - Work effectively with others  
CUADLT301 - Develop basic dance analysis skills  
CUADAN306 - Increase depth of ballet dance technique (classical)  
CUADTM301 - Assist with teaching dance  
CUVRES301A - Apply knowledge of history and theory to own arts practice |
| **Learning Experiences** | This certificate course is a combination of dance training and academic study. The academic units are designed to complement dance training with engaging workbooks and enables students to learn not only the dance steps but gain an understanding of other aspects associated with the dance world. The course covers key elements of dance practice including health and safety standards, nutrition, body science and history and career advice.  
Students will attend a 1-2 hour tutorial session each week outside of school hours to guide them through the work required in the Certificate Course.  
Additionally, students will attend their weekly Australasian Dance Association (ADA) syllabus class in either tap or jazz or their Royal Academy of Dance (RAD) syllabus class in Classical Ballet, to cover the pre-requisites of the dance component of the course. |
| **Assessment** | Assessment for Certificate III in Dance is competency-based. Competency-based assessment is the process of collecting evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace.  
Students who do not achieve competency when initially assessed are provided with feedback on their performance and are provided with opportunities to be reassessed.  
If a student can demonstrate current competency in a particular element or unit of competency, the student is eligible to apply for recognition of prior learning (RPL). |
| **Pathways** | Students are required to show evidence of prior training at Certificate II Level in Dance, such as completing Grade 5 of ADA Tap/Jazz or RAD Classical Ballet (or similar level for other Dance Syllabus). For clarification, students should contact the Head of Dance & Drama.  
- Further training pathways from this qualification include, but are not limited to: Certificate IV in Dance, Certificate IV in Dance Teaching and Management. |
| **Fees** | This course attracts costs further to normal School fees. A course fee of $620 will be paid direct to the ADI.  
The fee will include the provision of student workbooks supplied by the ADI.  
Additionally, students will be required to supply the following equipment:  
- dance footwear to suit the style of dance they are majoring in (ie: Classical, Tap, Jazz) |
| **For Further Information** | Contact the Head of Dance & Drama, Mr Robertson mmrobertson@rgs.qld.edu.au. For information regarding support services and general VET information, students will be issued with a VET Student Handbook from the RTO on enrolment. |
| **Service Agreement** | This is a two (2) year course offered through the Australian Dance Institute (ADI), contact details: danceinstitute@bigpond.com. Should the ADI be unable, for any reason, to fulfil their arrangements for delivery of this course, the School will source an appropriate replacement RTO.  
**Please note:** Students enrolling in Certificates III and above undertake a two-year commitment in the course.  
This information is correct at the time of publication but subject to change. |
# CUA40113 – CERTIFICATE IV IN DANCE

<table>
<thead>
<tr>
<th>RTO ID</th>
<th>91600</th>
<th>RTO Trading Name</th>
<th>AUSTRALIAN DANCE INSTITUTE (ADI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Type</td>
<td>VET Qualification</td>
<td>Duration Two Years</td>
<td></td>
</tr>
</tbody>
</table>

## Qualification Description
This qualification provides a combination of dance training and academic study with an ability to work independently. The course covers key elements of dance practice including health and safety standards, nutrition, body science and history and career advice. Successful completion of Certificate IV in Dance contributes up to eight (8) credits towards a student’s QCE.

## Entry Requirements
Students are required to have completed/or be completing one of the following Dance Syllabus sets of examinations for entry into this course:
- Gold Star and Bar to Gold Star Tap with the Australasian Dance Association (ADA)
- Gold Star and Bar to Gold Star Jazz with the Australasian Dance Association (ADA)
- Advanced Foundation and Advanced 1 Classical Ballet with the Royal Academy of Dance (RAD)

The ADi also recognises qualifications from other Dance Syllabus Organisations such as ADV & CSTD.

## Qualification Packaging Rules
Completion of fourteen (14) units made up of seven (7) core units and seven (7) elective units.

### Core Unit/s
- **CUADAN407**: Develop expertise in dance performance technique
- **CUADAN408**: Develop choreography skills
- **CUAPRF405**: Rehearse technique for performance
- **CUVPRF404A**: Develop self as artist
- **CUAPRF404**: Refine movement skills for performance
- **CUAWHS401**: Apply movement and behavioural principles to physical conditioning
- **CUADAN303**: Develop dance partnering techniques

### Elective Units selected by the School:
- **CUADTM401**: Plan and organise dance classes
- **CUAWHS403**: Incorporate anatomy and nutrition principles into skill development
- **CUACHR401**: Create and perform dance pieces
- **CUADLT301**: Develop basic dance analysis skills
- **CUVRES401A**: Research history and theory to inform own arts practice
- **CUADAN408**: Develop expertise in ballet dance technique **OR**
- **CUADAN407**: Develop expertise in tap dance technique **OR**
- **CUADAN410**: Develop expertise in jazz dance technique
- **CUAPRF405**: Develop dance partnering techniques
- **CUADTM402A**: Develop and maintain stagecraft skills

## Learning Experiences
This certificate course is a combination of dance training and academic study. The academic units are designed to complement dance training with engaging workbooks and enables students to learn not only the dance steps but gain an understanding of other aspects associated with the dance world. The course covers key elements of dance practice including health and safety standards, nutrition, body science and history and career advice. Students will attend a 1-2 hour tutorial session each week outside of school hours to guide them through the work required in the Certificate Course. Additionally, students will attend their weekly Australasian Dance Association (ADA) syllabus class in either tap or jazz or their Royal Academy of Dance (RAD) syllabus class in Classical Ballet, to cover the pre-requisites of the dance component of the course.

## Assessment
Assessment for Certificate IV in Dance is competency-based. Competency-based assessment is the process of collecting evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace. Students who do not achieve competency when initially assessed are provided with feedback on their performance and are provided with opportunities to be reassessed. If a student can demonstrate current competency in a particular element or unit of competency, the student is eligible to apply for recognition of prior learning (RPL).

## Pathways
Students are required to show evidence of prior training at Certificate III Level in Dance, such as completing Bronze and Silver Star of ADA Tap/Jazz or Intermediate Foundation and Intermediate of RAD Classical Ballet (or similar level for other Dance Syllabi). For clarification, students should contact the Head of Dance & Drama. Further training pathways from this qualification include, but are not limited to: Certificate IV in Dance Teaching and Management, Diploma of Dance Teaching, Advanced Diploma of Dance (Elite Performance).

The qualifications and skill sets cover a range of contexts in which people with dance skills work:
- performance in a variety of dance styles and at a range of levels, including elite performance choreography
- community dance, theatre and events (performers and administrators)
- community cultural development and maintenance (performers and managers/administrators)
- musical theatre (performers and cabaret performers/producers)
- dance teaching and management

## Fees
This course attracts costs further to normal School fees. A course fee of $1050 will be paid direct to the ADi. The fee will include the provision of student workbooks supplied by the ADi. Additionally, students will be required to supply dance footwear to suit the style of dance they are majoring in (ie: Classical, Tap, Jazz).

## For Further Information
Contact the Head of Dance & Drama, Mr Robertson mrobertson@rgs.qld.edu.au For information regarding support services and general VET information, students will be issued with a VET Student Handbook from the RTO on enrolment.

## Service Agreement
This is a two (2) year course offered through the Australian Dance Institute (ADI), contact details: danceinstitute@bigpond.com. Should the ADi be unable, for any reason, to fulfil their arrangements for delivery of this course, the School will source an appropriate replacement RTO.

**Please note:** Students enrolling in Certificates III and above undertake a two-year commitment in the course.

This information is correct at the time of publication but subject to change.
MEM20413 – CERTIFICATE II IN ENGINEERING PATHWAYS

<table>
<thead>
<tr>
<th>RTO ID</th>
<th>31193</th>
<th>RTO Trading Name</th>
<th>Blue Dog Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Type</td>
<td>VET Qualification</td>
<td>Duration</td>
<td>Two Years (Year 11 and 12)</td>
</tr>
</tbody>
</table>

**Qualification Description**: MEM20413 Certificate II in Engineering Pathways is a Vocational Education and Training (VET) course. The course is divided into units of competency and is assessed to industry standards. This course incorporates practical and theoretical study of a number of nationally recognised engineering units of competency and involves developing knowledge and skills while working in a metal biased simulated industrial environment. Students will be completing core and elective/specialisation units of competencies from the MEM05 Training Package. It is a project-based course with students completing skill developmental work prior to the manufacture of a variety of projects. Successful completion of Certificate II in Engineering Pathways contributes four (4) credits towards a student's QCE.

**Entry Requirements**: There are no entry requirements for this qualification but students who studied Industrial Processes or Design Technology in Year 10 will have a distinct advantage in coping with the skills sets required to gain competency.

**Qualification Packaging Rules**: The minimum requirements for the achievement of the MEM20413 Certificate II in Engineering Pathways are:
- completion of all four (4) core units of competency, and
- completion of eight (8) elective units of competency.

**Core Unit/s**
- MEM13014A Apply principles of occupational health and safety in the work environment
- MEMPE005A Develop a career plan for the engineering and manufacturing industry
- MEMPE006A Undertake a basic engineering project
- MSAENV272B Participate in environmentally sustainable work practices

**Elective Units selected by the School**
- MEM16006A Organise and communicate information
- MEM16008A Interact with computing technology
- MEM18001C Use hand tools
- MEM18002B Use power tools/hand held operations
- MEMPE001A Use engineering workshop machines
- MEMPE002A Use electric welding machines
- MEMPE003A Use oxy-acetylene and soldering equipment
- MSAAPMSUP106A Work in a team

**Learning Experiences**: Students will develop practical and theoretical skills in operational processes of:
- Metal lathes
- Hand and power tools
- Manual metal arc welding
- Fabrication tasks
- Gas metal arc welding (MIG & MAG)
- Cutting off machines
- Oxy-Fuel welding
- TIG welding of aluminum & stainless steel
- Gas metal arc welding of aluminum & stainless steel

Boarding students undertaking this course may be required to participate in one night class each week, in addition to three day lessons within the normal school day. Classes for day students will be during the normal school day.

**Assessment**: Practical projects and theory tests will be assessed under the competency-based methods of assessment. Competency-based assessment is the process of collecting evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the industry. Students who have not achieved competency when assessed are provided with feedback on their assessment, and opportunities to be reassessed. If a student believes he/she can demonstrate current competency in a particular unit, the student is eligible to apply for recognition of prior learning (RPL).

**Pathways**: The Certificate II in Engineering Pathways is ideally suited for students wanting to gain an understanding of the work environment in the engineering trade areas. It will aid students seeking engineering positions and those wishing to develop a solid skill base in engineering.

**Fees**: Students are required to pay a levy of $230 per year to cover the costs of consumable engineering materials, safety glasses, hearing protection and the Blue Dog Training Modules.

PLEASE NOTE: All participants must also supply the following safety equipment:
- Navy Blue Colour Cotton drill overalls suitable for a welding environment
- Steel capped safety footwear that complies with Australian Standards and is suitable for an engineering environment

**For Further Information**: Contact the Head of Technologies, Mr Latham: slatham@rgs.qld.edu.au. For information regarding support services and general VET information, students will be issued with a VET Student Handbook from the RTO on enrolment.

**Service Agreement**: This is a two year course offered at the school through an external provider Blue Dog Training, contact details: Grant.Mills@bluedogtraining.com.au. Should Blue Dog Training be unable for any reason to fulfil their arrangements for delivery of this course, the School will source an appropriate replacement RTO. This information is correct at the time of publication but subject to change.
# SIS30315 – CERTIFICATE III IN FITNESS

<table>
<thead>
<tr>
<th>RTO ID</th>
<th>31319</th>
<th>RTO Trading Name</th>
<th>Binnacle Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Type</td>
<td>VET Qualification</td>
<td>Duration</td>
<td>Two Years (Year 11 and 12)</td>
</tr>
</tbody>
</table>

## Qualification Description
Binnacle’s Certificate III in Fitness (Fitness in Schools) program is offered to Year 11 students where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients. Successful completion of Certificate III in Fitness contributes eight (8) credits towards a student’s QCE.

This program also includes the following:
- First Aid qualification and CPR certificate
- A range of career pathway options including an alternative entry into university
- Direct pathway into Certificate IV in Fitness (Personal Trainer) with Australian Institute of Personal Trainers (AIP)

## Entry Requirements
Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have a good quality written and spoken communication skills and an enthusiasm/motivation to participate in physical activity sessions. Each student must obtain a (free) ‘Working with Children’ Student Blue Card (application to be completed as part of the enrolment process). A student’s official enrolment is unable to be finalised until their Student Blue Card has been issued.

Students will be selected for this program through an application and interview process.

## Qualification Packaging Rules
Completion of sixteen (16) units made up of nine (9) core units and seven (7) elective units.

### Core Unit/s
- SISFFIT001
- SISFFIT002
- SISFFIT003
- SISFFIT004
- SISFFIT005
- SISFFIT014
- SISXCCS001
- SISXFAC001
- SISXIND001

Provide health screening and fitness orientation
Recognise and apply exercise considerations for specific populations
Instruct fitness programs
Incorporate anatomy and physiology principles into fitness programming
Provide health eating information
Instruct exercise to older clients
Provide quality service
Maintain equipment for activities
Work effectively in sport, fitness and recreation environments

### Elective Units
- BSBRSK401
- HLTAID003
- HLTWHS001
- SISFFIT006
- SISFFIT011
- SISSSPT303A
- HLTAD001

Identify risk and apply risk management processes
Provide first aid
Participate in workplace health and safety
Conduct fitness appraisals
Instruct approved community fitness programs
Conduct basic warm-up and cool-down programs
Provide cardiopulmonary resuscitation

## Learning Experiences
- Learning about the sport, fitness and recreations industry
- Following health and safety standards in the workplace
- Providing quality customer service
- Using and maintaining fitness and sport equipment
- Delivering community fitness programs
- Conducting a risk assessment on fitness activities
- Providing client screening and health assessments
- Providing health eating information to clients
- Instructing and monitoring fitness programs
- Delivering warm-up and cool-down sessions
- Planning and delivering gym programs
- Working with specific population clients, including older adults
- Developing skills in exercise science, including anatomy and physiology
- Industry-recognised First Aid qualification and CPR certificate

## Assessment
Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).

A range of teaching/learning strategies will be used to deliver the competencies. These include:
- Practical tasks
- Hands-on activities involving clients
- Group work
- Practical experience within the school fitness facility
- Log Book of practical experience

Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

**NOTE:** This program involves a mandatory ‘outside subject’ weekly component of 90 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to a variety of clients, including older adults.

## Pathways
The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:
- Exercise Physiologist
- Teacher – Physical Education
- Sport Scientist

Students may also choose to continue their study by completing the Certificate IV in Fitness with Australian Institute of Fitness (AIP) for a Binnacle-exclusive price offer.
<table>
<thead>
<tr>
<th>Fees</th>
<th>The program will cost students $290. Extra costs may include: Senior First Aid ($40), appropriate clothing and excursions to outside venues to participate in and to conduct fitness activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Further Information</td>
<td>Contact the Head of Vocational Education, Mrs Benson: <a href="mailto:vbenson@rgs.qld.edu.au">vbenson@rgs.qld.edu.au</a> For information regarding support services and general VET information, students will be issued with a VET Student Handbook from the RTO on enrolment.</td>
</tr>
<tr>
<td>Service Agreement</td>
<td>This is a two (2) year course offered through Binnacle Training Colleges Pty Ltd, contact details: <a href="mailto:admin@binnacletraining.com.au">admin@binnacletraining.com.au</a>. Should Binnacle Training be unable, for any reason, to fulfil their arrangements for delivery of this course, the School will source an appropriate replacement RTO. <strong>Please note</strong>: Students enrolling in Certificates III and above undertake a two-year commitment in the course. This information is correct at the time of publication but subject to change.</td>
</tr>
<tr>
<td>Program Disclosure Statement (PDS)</td>
<td>This document is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the ‘Partner School’ (i.e. the delivery of training and assessment services). To access Binnacle’s PDS, visit: <a href="http://www.binnacletraining.com.au/rto.php">http://www.binnacletraining.com.au/rto.php</a> and select ‘RTO Files’.</td>
</tr>
</tbody>
</table>
## SIT20316 – CERTIFICATE II IN HOSPITALITY

<table>
<thead>
<tr>
<th>RTO ID</th>
<th>30501</th>
<th>RTO Trading Name</th>
<th>The Rockhampton Grammar School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Type</td>
<td>VET Qualification</td>
<td>Duration</td>
<td>Two Years (Year 10 and 11; or 11 and 12)</td>
</tr>
</tbody>
</table>

### Qualification Description
Certificates II in Hospitality is a Vocational Education and Training (VET) course. This course is divided into units of competency that are assessed to industry standards. The emphasis is on skills and knowledge required to work in the Food and Beverage area of a Hospitality establishment. This aids students in their transition from school to work. Successful completion of Certificate II in Hospitality contributes four (4) credits towards a student’s QCE.

### Entry Requirements
There are no entry requirements for this qualification.

### Qualification Packaging Rules
Completion of twelve (12) units made up of six (6) core units and six (6) elective units.

### Core Unit/s
- BSBWOR203 Work effectively with others
- SITHIND002 Source and use information on the hospitality industry
- SITHIND003 Use hospitality skills effectively
- SITXWHS001 Participate in safe work practices
- SITXCOM002 Show social and cultural sensitivity
- SITXCSS003 Interact with customers

### Elective Units selected by the School
- SITXFSA001 Use hygiene practices for food safety
- SITHFAB002 Provide responsible service of alcohol
- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB007 Serve food and beverage
- SITXCCS001 Provide information and assistance

### Learning Experiences
Students will engage in a wide variety of practical learning experiences which reflect the contextual nature of the course. The course will be based on a specialisation focus in the Food and Beverage area of Hospitality. Food and Beverage specialisation will involve learning experiences including discussions, simulated and real hospitality activities, visits to industry, guest speakers, conducting research, investigations of hospitality procedures, studying case studies and newspaper articles and participation in team work.

### Assessment
Assessment for Certificate II in Hospitality is competency-based. Competency-based assessment is the process of collecting evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace.

Students who do not achieve competency when initially assessed are provided with feedback on their performance and are provided with opportunities to be reassessed.

If a student can demonstrate current competency in a particular element or unit of competency, the student is eligible to apply for recognition of prior learning (RPL).

Assessment will involve:
- a portfolio of tasks related to hospitality issues
- teacher questioning
- observation of demonstrable behaviours in hospitality tasks (real and simulated)
- short answer questions
- industry placement with a student log (12 service periods) outside of school time
- research

### Pathways
The Certificate II in Hospitality is ideally suited for students wanting to gain an understanding of the work environment in the Food and Beverage area of Hospitality. It will aid individuals seeking Food and Beverage positions and wishing to develop a solid skill base in Food and Beverage areas. Students planning to work for a year before beginning further study will find these courses beneficial in applying for jobs.

### Fees
Students undertaking these courses will be required to purchase black trousers and a long-sleeved white shirt for work placement and simulated activities.

An excursion to capital cities may be run at the end of Term 2 or 3 or during the holidays. This excursion is not compulsory. Work placements will be charged to school fee accounts at a cost of $30.

Purchase of Didasko units in the competencies being studied in Certificate II. This price is determined each year by Didasko per unit studied (the cost for 2016 was $11.00 per competency).

### For Further Information
Contact the Business Studies HoD/Hospitality SC, Mrs Krause: kkrause@rgs.qld.edu.au. For information regarding support services and general VET information, students will be issued with a Student VET Handbook prior to enrolment.

### Service Agreement
This is a two (2) year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and the information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and a record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at the time of publication but subject to change.
# ICT10115 – CERTIFICATE I IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

<table>
<thead>
<tr>
<th>RTO ID</th>
<th>30501</th>
<th>RTO Trading Name</th>
<th>The Rockhampton Grammar School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Type</td>
<td>Vet Qualification</td>
<td>Duration</td>
<td>One Year (Year 10)</td>
</tr>
<tr>
<td>Qualification Description</td>
<td>Certificate I in Information, Digital Media and Technology is Vocational Education and Training (VET) course which all Year 10 students will complete as part of their Form Class activities. This course is divided into units of competency and is assessed to industry standards. With an emphasis on the use of technology, application development, multimedia and web technologies completing the Certificate I in Information, Digital Media and Technology in Year 10 helps students in their transition from school to work. Successful completion of Certificate I in Information, Digital Media and Technology contributes two (2) credits towards a student’s QCE.</td>
<td></td>
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<tr>
<td>Entry Requirements</td>
<td>There are no entry requirements for this qualification</td>
<td></td>
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</tr>
<tr>
<td>Qualification Packaging Rules</td>
<td>Completion of six (6) units made up of four (4) core units and two (2) elective units.</td>
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</tbody>
</table>
| Core Unit/s | ICTICT101: Participate in OHS processes  
ICTICT102: Operate word-processing applications  
ICTICT103: Use, communicate and search securely on the internet  
ICTICT104: Use digital devices |
| Elective Units selected by the School | ICTICT105: Operate spreadsheet applications  
ICTICT106: Operate presentation packages |
| Learning Experiences | Students will engage in a wide variety of practical learning experiences which reflect the contextual nature of the course. The use of digital technologies will be integrated throughout the course and other learning investigation of technologies, studying case studies and participation in teams. Students are encouraged to participate in work experience, in order to gain experience in local industry environments. |
| Assessment | Assessment for Certificate I in Information, Digital Media and Technology is competency-based. Competency-based assessment is the process of collecting evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace. Students who do not achieve competency when initially assessed are provided with feedback on their performance and are provided with opportunities to be reassessed. If a student can demonstrate current competency in a particular element or unit of competency, the student is eligible to apply for recognition of prior learning (RPL). Assessment will involve: -  
- A portfolio of work  
- Observation of demonstrable behaviours  
- Teacher questioning |
| Pathways | Students will develop skills that lead to:  
- Careers in IT, retail and business and further study in IT  
- Students may also use the qualification for entry to the ICT20115 Certificate II in Information, Digital Media and Technology; or a range of other Certificate II qualifications |
| Fees | Students undertaking this course will be required to purchase display folders for folios of work. A USB is required for backing up class work and transferring student work between home and school. |
| For Further Information | Contact the Head of Technologies, Mr Latham: slatham@rgs.qld.edu.au. For information regarding support services and general VET information, students will be issued with a VET Student Handbook prior to enrolment. |
| Service Agreement | This is a one (1) year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and the information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and a record of results. Students who achieve at least one (1) unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at the time of publication but subject to change. |
# ICT20115 – CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

<table>
<thead>
<tr>
<th>RTO ID</th>
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<tbody>
<tr>
<td>RTO Trading Name</td>
<td>The Rockhampton Grammar School</td>
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</tbody>
</table>

## Subject Type
Vet Qualification

## Duration
One – Two Years (Year 11 and 12)

### Qualification Description
Certificate II in Information, Digital Media and Technology is Vocational Education and Training (VET) course. This course is divided into units of competency and is assessed to industry standards. With an emphasis on the use of technology, application development, multimedia and web technologies completing the Certificate II in Information, Digital Media and Technology helps students in their transition from school to work.

Successful completion of Certificate II in Information, Digital Media and Technology contributes four (4) credits towards a student’s QCE.

### Entry Requirements
There are no entry requirements for this qualification

### Qualification Packaging Rules
Completion of fourteen (14) units made up of seven (7) core units and seven (7) elective units.

#### Core Unit/s
- BSBWHS201 Contribute to health and safety of self and others
- BSBUS201 Participate in environmentally sustainable work practices
- ICTICT201 Use computer operating systems and hardware
- ICTICT202 Work and communicate effectively in an IT environment
- ICTICT203 Operate application software packages
- ICTICT204 Operate a digital media technology package
- ICTWEB201 Use social media tools for collaboration and engagement

#### Elective Units selected by the School
- CUFDIG303A Produce and prepare photo images
- ICTICT205 Design basic organisational documents using computing packages
- ICTICT206 Install software applications
- ICTICT207 Integrate commercial computing packages
- ICTICT210 Operate database applications
- ICASAS206 Detect and protect from spam and destructive software
-ICPDMT321 Capture a digital image

### Learning Experiences
Students will engage in a wide variety of practical learning experiences which reflect the contextual nature of the course. The use of digital technologies will be integrated throughout the course and other learning investigation of technologies, studying case studies and participation in teams.

Students are encouraged to participate in work experience, in order to gain experience in local industry environments.

### Assessment
Assessment for Certificate II in Information, Digital Media and Technology is competency-based. Competency-based assessment is the process of collecting evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace.

Students who do not achieve competency when initially assessed are provided with feedback on their performance and are provided with opportunities to be reassessed.

If a student can demonstrate current competency in a particular element or unit of competency, the student is eligible to apply for recognition of prior learning (RPL).

Assessment will involve:
- A portfolio of work
- Observation of demonstrable behaviours
- Teacher questioning

### Pathways
Students will develop skills that lead to:
- Careers in IT, retail and business and further study in IT
- Students may also use the qualification for entry to the ICT30115 Certificate III in Information, Digital Media and Technology; or a range of other Certificate III qualifications

### Fees
Students undertaking this course will be required to purchase display folders for folios of work. A USB is required for backing up class work and transferring student work between home and school.

### For Further Information
Contact the Head of Technologies, Mr Latham: slatham@rgs.qld.edu.au. For information regarding support services and general VET information, students will be issued with a VET Student Handbook prior to enrolment.

### Service Agreement
This is a one (1) to two (2) year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and the information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and a record of results. Students who achieve at least one (1) unit (but not the full qualification) will receive a Statement of Attainment.

This information is correct at the time of publication but subject to change.
# ICT30115 – CERTIFICATE III IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

<table>
<thead>
<tr>
<th>RTO ID</th>
<th>30501</th>
<th>RTO Trading Name</th>
<th>The Rockhampton Grammar School</th>
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</thead>
<tbody>
<tr>
<td>Subject Type</td>
<td>Vet Qualification</td>
<td>Duration</td>
<td>Two Years (Year 11 and 12)</td>
</tr>
<tr>
<td>Qualification Description</td>
<td>Certificate III in Information, Digital Media and Technology is a Vocational Education and Training (VET) course. This course is divided into units of competency and is assessed to industry standards. With an emphasis on the use of technology, application development, multimedia and web technologies completing the Certificate III in Information, Digital Media and Technology helps students in their transition from school to work. Successful completion of Certificate III in Information, Digital Media and Technology contributes eight (8) credits towards a student's QCE.</td>
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<tr>
<td>Entry Requirements</td>
<td>There are no entry requirements for this qualification</td>
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<tr>
<td>Qualification Packaging Rules</td>
<td>Completion of seventeen (17) units made up of six (6) core and eleven (11) elective units.</td>
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<tr>
<td>Core Unit/s</td>
<td>BSBSUS301 Implement and monitor environmentally sustainable work practices</td>
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<td></td>
<td>BSBWHS304 Participate effectively in WHS communication and consultation processes</td>
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<td></td>
<td>ICTICT202 Work and communicate effectively in an IT environment</td>
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<td></td>
<td>ICTICT301 Create user documentation</td>
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<td></td>
<td>ICTICT302 Install and optimise operating system software</td>
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<td>ICTSAS301 Run standard diagnostic tests</td>
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<tr>
<td>Elective Units selected by the School</td>
<td>BSBBEBU401 Review and maintain a website</td>
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<td>ICTWEB201 Use social media tools for collaboration and engagement</td>
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<td></td>
<td>ICTWEB301 Create a simple markup language document</td>
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<td></td>
<td>ICTWEB302 Build simple websites using commercial programs</td>
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<td></td>
<td>ICTWEB303 Produce digital images for the web</td>
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<td>ICTICT203 Operate application software</td>
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<td>ICTICT304 Implement system software changes</td>
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<td></td>
<td>ICTICT305 Identify and use current industry specific technologies</td>
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<td>ICTICT307 Customise packaged software applications for clients</td>
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<td></td>
<td>ICTICT308 Use advanced features or computer applications</td>
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<tr>
<td></td>
<td>ICTICT409 Develop macros and templates for clients using standard products</td>
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<tr>
<td>Learning Experiences</td>
<td>Students will engage in a wide variety of practical learning experiences which reflect the contextual nature of the course. The use of digital technologies will be integrated throughout the course and other learning investigation of technologies, studying case studies and participation in teams. Students are encouraged to participate in work experience, in order to gain experience in local industry environments.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Assessment | Assessment for Certificate III in Information, Digital Media and Technology is competency-based. Competency-based assessment is the process of collecting evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace. Students who do not achieve competency when initially assessed are provided with feedback on their performance and are provided with opportunities to be reassessed. If a student can demonstrate current competency in a particular element or unit of competency, the student is eligible to apply for recognition of prior learning (RPL). Assessment will involve: -
| |  A portfolio of work |
| |  Observation of demonstrable behaviours |
| |  Teacher questioning |
| Pathways | Students will develop skills that lead to:
| |  Careers in IT, retail and business and further study in IT |
| |  Students may also use the qualification for entry to the ICA40111 Certificate IV in Information, Digital Media and Technology; or a range of other Certificate IV qualifications |
| Fees | Students undertaking this course will be required to purchase display folders for folios of work. A USB is required for backing up class work and transferring student work between home and school. |
| For Further Information | Contact the Head of Technologies, Mr Latham: slatham@rgs.qld.edu.au For information regarding support services and general VET information, students will be issued with a VET Student Handbook prior to enrolment |
| Service Agreement | This is a two (2) year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and the information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and a record of results. Students who achieve at least one (1) unit (but not the full qualification) will receive a Statement of Attainment Please note: Students enrolling in Certificates III and above undertake a two-year commitment in the course. This information is correct at the time of publication but subject to change. |
# SIS20213 – CERTIFICATE II IN OUTDOOR RECREATION

<table>
<thead>
<tr>
<th>RTO ID</th>
<th>30501</th>
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</thead>
<tbody>
<tr>
<td>RTO Trading Name</td>
<td>The Rockhampton Grammar School</td>
</tr>
</tbody>
</table>

## Qualification Description
The Certificate II in Outdoor Recreation provides the skills and knowledge for an individual to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities. Work may be undertaken as part of a team and would be performed under supervision. Work would be undertaken in field locations such as camps or in indoor recreation centres or facilities; in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment. Successful completion of Certificate II in Outdoor Recreation contributes four (4) credits towards a student’s QCE.

## Entry Requirements
There are no entry requirements for this qualification.

## Qualification Packaging Rules
Completion of fifteen (15) units made up of five (5) core units and ten (10) elective units (to be selected by the School).

### Core Unit/s
- HLTFA301B Provide first aid
- SISOODR201A Assist in conducting outdoor recreation sessions
- SISOOPS201A Minimise environment impact
- SISXIND101A Work effectively in sport and recreation environments
- SISXOH101A Follow occupational health and safety policies

### Elective Units selected by the School
- SISOABN201A Demonstrate abseiling skills on natural surfaces
- SISOABN202A Safeguard an abseiler using a single rope belay system
- SISOBKG201A Demonstrate bushwalking skills in a controlled environment
- SISOCLN201A Perform deep water rescues
- SISOCE202A Demonstrate simple kayaking skills
- SISOXYK201A Demonstrate top rope climbing skills on natural surfaces
- SISOXYK301A Demonstrate simple sea kayaking skills
- SISONAV201A Demonstrate navigation skills in a controlled environment
- SISOOPS202A Use and maintain a temporary or overnight site
- SISOSNK201A Demonstrate snorkelling activities
- SISXCA102A Assist in preparing and conducting sport and recreation sessions

## Learning Experiences
The Certificate II in Outdoor Recreation involves a mix of theoretical components and practical activities. One third of the course, including assessment, is skill based in areas such as bushwalking, sea kayaking, snorkelling and First Aid. For this reason it is imperative students make every effort to attend the assessment based trips. The course will be run with a combination of theory classes at school, which are a combination of self-guided book work and teacher delivery, and also have multiple practical block sessions off campus. Students will undertake a variety of learning experiences throughout the course including discussions, guest speakers, workshops, case studies and demonstrations.

Students make use of school resources (kayaks, pool, backpacks, camping equipment and Ritamada) to promote a greater understanding and capability in the theoretical and skills components of the course.

## Assessment
Assessments for the students are based upon the field based competencies supported by questioning; practical observation and written workbook. Assessment is over the three criteria of: Knowledge and understanding, Information processing and reasoning and Skill: of which all have equal weighting. As a part of the qualification, a minimum of 12 school days a year must be spent on field work activities.

## Pathways
Certificate II in Outdoor Recreation is suitable for those people who have a personal interest in furthering their employment and educational opportunities in the spheres of outdoor recreation, tourism and physical education. Retail sales opportunities also exist in camping and outdoor equipment stores. In addition, the skills, knowledge and confidence that students develop would prove highly relevant for students pursuing occupations with a strong field-based component such as park rangers, military, field scientists, search & rescue or allied occupations. Students should have sound literacy and numeracy skills and have passed Science in Year 10 if they expect to achieve well in this subject.

## Fees
The subject is resource intensive and as such attracts costs further to normal school fees. Due to Workplace Health & Safety requirements and the School’s sunscreen Policy, all students must purchase the black or red "sunsafe“ shirt ($50.00).

All Outdoor Recreation Activities are charged to the student's account. The cost of this course is $600 per student which includes:
- Two three day pracs during Term 1 incorporating day hikes in the local region, overnight camping at Ritamada and a three day hike expedition assessment on Great Keppel Island.
- Two three day pracs during Term 2 incorporating climbing and abseiling at Mt Archer, hike over Mount Hedlow and a three day assessment expedition on Blackdown Tablelands.
- One three day prac in Term 3 incorporating snorkel training at the school pool, sea kayak training and leadership assessment delivering to junior school groups.
- One three day and one four day prac in Term 4 incorporating sea kayak day trips culminating in a final four day assessment expedition through the Keppels.

## For Further Information
Contact the Director of Ritamade, Mr Boicos: dboicos@rgs.qld.edu.au  
For information regarding support services and general VET information, students will be issued with a VET Student Handbook prior to enrolment.

## Service Agreement
This is a one (1) year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and the information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and a record of results. Students who achieve at least one (1) unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at the time of publication but subject to change.
SIS20313 – CERTIFICATE II IN SPORT AND RECREATION

<table>
<thead>
<tr>
<th>RTO ID</th>
<th>31319</th>
<th>RTO Trading Name</th>
<th>Binnacle Training</th>
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</thead>
<tbody>
<tr>
<td>Subject Type</td>
<td>VET Qualification</td>
<td>Duration</td>
<td>One Year (Year 10)</td>
</tr>
<tr>
<td>Qualification Description</td>
<td>Binnacle’s Certificate II in Sport and Recreation is offered to Year 10 students where students participate in the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – including officiating games, coaching beginner participants to develop fundamental skills, communication in the Sport, Fitness and Recreation industry, and assisting delivery of activity programs. Successful completion of Certificate II in Sport and Recreation contributes four (4) credits towards a student’s QCE. This program also includes the following: First Aid qualification and CPR certificate, Officiating/coaching accreditation, Direct credit into the Certificate III in Fitness which can be then be completed in a further one (1) year.</td>
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<tr>
<td>Entry Requirements</td>
<td>Students must have a passion for and/or interest in pursuing a career in the sport and fitness industries. They must have good quality written and spoken communication skills and an enthusiasm/motivation to participate in physical activity sessions. Each student must obtain a (free) ‘Working with Children’ Student Blue Card (application to be completed as part of the enrolment process). A student’s official enrolment is unable to be finalised until their Student Blue Card has been issued. Students will be selected for this program through an application and interview process.</td>
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<tr>
<td>Qualification Packaging Rules</td>
<td>Completion of 11 units made up of 5 core units and 6 elective units.</td>
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</tr>
<tr>
<td>Core Unit/s</td>
<td>BSBWOR202A Organise and complete daily work activities, HLTAID003 Provide first aid, SISXEMR201A Respond to emergency situations, SISXIND211 Develop and update sport, fitness and recreation industry knowledge, SISXWHS101 Follow work health and safety policies</td>
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<tr>
<td>Elective Units</td>
<td>SISSSCO101 Develop and update knowledge of coaching practices, SISXFAC207 Maintain sport, fitness and recreation equipment for activities, SISXSF011 Develop and update officiating knowledge, SISXCAI001 Provide equipment for activities, SISXIND211A Develop and update sport, fitness and recreation industry knowledge, SISXCAI002 Assist with activity sessions</td>
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</tr>
<tr>
<td>Learning Experiences</td>
<td>Following health and safety standards in the workplace, Developing and updating knowledge of the Sport, Fitness &amp; Recreation Industry, Organise and complete daily work activities, Responding to emergency situations, Managing conflict, Conducting sports coaching sessions, Using and maintaining sport and fitness equipment, Officiating games or competitions, Developing and updating knowledge of coaching and officiating practices, Industry-recognised First Aid Certificate</td>
<td></td>
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<tr>
<td>Assessment</td>
<td>Program delivery will combine both class-based tasks and practical components in a real sport environment at the school. This involves the delivery of a range of sport programs to real participants within the school community (high school and primary school students). A range of teaching/learning strategies will be used to deliver the competencies. These include: Practical tasks, Hands-on sessions with participants, Group work, Practical experience within the school sporting programs (officiating and coaching games and competitions e.g. primary school sport). Evidence contributing towards competency will be collected throughout the course. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.</td>
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<tr>
<td>Pathways</td>
<td>The Certificate II in Sport and Recreation will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a community coach, sports coach, athlete, volunteer or activity assistant. This course provides direct credit into the Certificate III in Fitness which can be then be completed in a further one (1) year.</td>
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<tr>
<td>Fees</td>
<td>The program will cost students $210. Extra costs may include: Senior First Aid ($40), appropriate clothing and excursions to outside venues to participate in and to conduct sport/fitness activities.</td>
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<tr>
<td>For Further Information</td>
<td>Contact the Head of Vocational Education, Mrs Benson: <a href="mailto:vbenson@rgs.qld.edu.au">vbenson@rgs.qld.edu.au</a> For information regarding support services and general VET information, students will be issued with a VET Student Handbook from the RTO on enrolment.</td>
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<td>Service Agreement</td>
<td>This is a one (1) year course offered through Binnacle Training College Pty Ltd, contact details: <a href="mailto:admin@binnacletraining.com.au">admin@binnacletraining.com.au</a> Should Binnacle Training be unable, for any reason, to fulfil their arrangements for delivery of this course, the School will source an appropriate replacement RTO. This information is correct at the time of publication but subject to change.</td>
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<td>Program Disclosure Statement (PDS)</td>
<td>This document is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the ‘Partner School’ (i.e. the delivery of training and assessment services). To access Binnacle’s PDS, visit: <a href="http://www.binnacletraining.com.au/cto.php">http://www.binnacletraining.com.au/cto.php</a> and select ‘RTO Files’.</td>
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SECTION FIVE: CURRICULUM PLUS
The term Vocational Education and Training (VET) refers to vocational studies leading to nationally recognised qualifications under the Australian Qualifications Framework (AQF). These courses are divided into units of competency and are assessed to industry standards.

VET helps Year 10, 11 and 12 students in their transition from school to work. It contributes to their chances of obtaining employment. As well, recognised VET programs allow school students to reinforce and consolidate general learning in more applied contexts. VET qualifications and competencies are recorded for the QCE.

The Australian Qualifications Framework
The Australian Qualifications Framework is a nationally agreed framework which identifies the qualifications available in Australia in the three educational sectors i.e. (School sector, Vocational Education and Training sector, Higher Education sector).

These qualifications range from the QCE right through to Post Graduate Doctorates. The framework links together all these qualifications so that work is credited along the learning pathway. It is a highly visible, quality assured national system of educational recognition. Specified outcomes must be achieved at each level in order to gain a qualification. The level at which the student enters the pathway is related to their knowledge, skills and experience at the time of their enrolment.

Schools today are working to provide more flexible options to meet the needs of their students. At The Rockhampton Grammar School, students can begin vocational training or enrol in extension classes for first year university subjects whilst in Years 10, 11 and 12.

Tertiary institutions are constantly revising their offerings and creating new pathways for people to gain qualifications. Their entry requirements are more flexible.

Traditionally, students moved from school to university, school to TAFE or school to the workforce, depending on their OP score. It is now possible to progress through and around higher education in different ways. Students can now move from school to TAFE to university or from school to university to TAFE, from school to workforce to university or TAFE etc.

In addition, certain VET certificates contribute credit towards the QCE. Awarded Certificate II qualifications contribute four (4) credits, whilst awarded Certificate III and IV qualifications generally contribute eight (8) credits, although some contribute less (5, 6 or 7 credits). The QCE Handbook contains a list of VET Certificates III and IV and their credit value.

Partially completed VET qualifications (Certificate II or higher) may contribute credits towards the QCE. The number of credits depends on the number of competencies completed.

Pathways at The Rockhampton Grammar School
At The Rockhampton Grammar School, students have the opportunity to undertake study in the VET sector in Years 10, 11 and 12. VET certificates are offered within the Agriculture, Business, Dance & Drama, Health & Physical Education, Hospitality and Technologies departments. Details of each of these VET certificates have been included in previous sections of this course book.

Other certificate level courses may be studied through other Registered Training Organisations (RTOs). These RTOs are government approved training institutions or companies which comply with AQF requirements. At The Rockhampton Grammar School, students can access courses offered by a number of RTOs such as CQU, Open Learning Institute of TAFE, The Music Industry College, Queensland Agricultural Training Colleges and National Institute of Health Sciences.

The number of courses being offered in external mode, otherwise known as distance education or ‘correspondence’, is growing rapidly. With advances in computer technology, interactive course materials are offered via the internet. Courses can be accessed from around the world, but it is important for students to confirm the course is available, suitable, and has been government approved with a provider that is nationally accredited (i.e. is an RTO).

There are many courses available. If any student has an interest in an area which is not listed in this booklet, they are asked to contact the Head of Vocational Education, Mrs Vicki Benson, who may be able to source the information for them and organise enrolment in other VET courses.

School-Based Traineeships/Apprenticeships
A school-based traineeship or apprenticeship combines school with structured training and employment. The scheme has been devised to give students the opportunity to start an industry-based career while still at school. This scheme allows students (typically in Years 11 and 12) to achieve a Queensland Certificate of Education while they train in an industry to achieve nationally recognised vocational education and training qualifications. Students have the status of a full-time school student as well as that of a part-time paid employee undertaking an integrated education, training and employment programme. Students complete, or partially complete, a Certificate II (Traineeship) or a Certificate III (Traineeship or Apprenticeship) while still at school. If the school-based traineeship or apprenticeship is not completed while at school, students are able to convert to full-time or part-time arrangements after they finish school.

A structured employment-based training programme is covered by a legally binding employer-employee Training Agreement which is registered with the Department of Employment and Training. The Training Agreement has a nominal duration, but students can complete their training in a shorter time. The delivery of training can occur in a number of formats including some on-the-job components and training, which may include flexible delivery.
The student is paid for on-the-job time in the workplace. Trainees and apprentices are not paid for public holidays or sick leave and do not accrue annual leave.

A school-based traineeship or apprenticeship is a six-way partnership involving the:

- trainee
- employer
- school
- registered training organisation
- State Government which pays for the training and registers and monitors the Training Agreement with the Department of Employment and Training
- Federal Government which provides financial incentives to the employer

Students attend classes for the off-the-job training component and the School timetable is adjusted to allow the student to attend training and/or classes on a regular basis during school time. Both traineeships and apprenticeships are competency-based systems where the student must demonstrate that he/she has the skills before receiving a qualification or progressing to the next level. The competency-based system allows trainees or apprentices to learn at their own pace (faster not slower) and possibly complete the course in a shorter period of time.

School-based trainees and apprentices:

- are paid for the time they spend working for their employer
- have a school-based trainee/apprentice classification in the appropriate award
- are not paid for time spent undertaking training delivered by the RTO
- receive structured training which is competency based
- are trained by a supervising Registered Training Organisation (RTO) agreed to by the employer, student and the School

A traineeship is typically of twenty-four months duration. The nationally recognised qualification earned in traineeship can be used as a credit toward further study or training, such as an apprenticeship and assists a prospective employer when determining the skills of people who apply for positions in an organisation.

A school-based apprenticeship is typically of forty-eight months duration. It is a form of structured entry-level training for students learning a trade while still at school. School-based apprenticeships combine off-the-job training with training on the job and practical work experience and schoolwork. The off-the-job training component involves modules of study covering particular skills and competencies within the trade and is undertaken part-time at either a college/institute of TAFE or through a private provider registered with the relevant State Training Authority. On successful completion, school-based apprentices are awarded a trade certificate. This will enable them to be employed as tradespersons, go on to further study, to become supervisors or managers, or even embark on their own business ventures.

School-based traineeships and apprenticeships contribute credits towards the QCE. Completed traineeships contribute four (4) credits for Certificate II and up to eight (8) credits for Certificate III qualifications. Partially completed traineeships may contribute credits to the QCE.

School-based apprenticeships include a VET Certificate III qualification. It is anticipated that students will complete 30% of competencies while enrolled at school. These competencies can contribute up to two (2) credits towards the QCE. In addition, an on-the-job component of 96 days over a two year period may contribute four (4) credits towards the QCE. An incomplete on-the-job component of a school-based apprenticeship contributes one (1) credit per 20 days of participation.

For a complete list of traineeships currently available in Queensland, visit www.training.qld.gov.au.

Students are asked to find their own workplace or employer if a school-based traineeship or apprenticeship is being sought. The school is not in a position to source traineeships or apprenticeships for individual students, although any school-based traineeship or apprenticeship positions offered to the School will be offered to all students. Students will be required to apply for such positions and the prospective employer will determine the successful applicant/s. In any instance, the School will prepare all documentation and host the sign-on.

The option of employing school-based trainee/apprentices should be considered by parents who operate any type of business, particularly if a student son or daughter is employed in that business. Business owners/operators who do not employ their own children in their business, may still consider a school-based traineeship/apprenticeship as an option as long as the prospective employee/s are still at school and in Year 11 or 12.

Please talk to the Head of Vocational Education on (07) 4936 0660 if you:

- are interested in employing a school-based trainee or apprentice or
- have secured a school-based traineeship or apprenticeship.
What are VETis Programmes?

VET in Schools programmes build partnerships between parents, students, schools, training providers, the QCCA, community organisations and employers. The partnerships give students a range of options to help achieve the academic or vocational qualifications needed to compete in the world of work.

VETis Programmes available in 2016

In 2016, students at The Rockhampton Grammar School were enrolled in the following VETis programmes:

- Certificate II in Automotive Vocational Preparation
- Certificate II in Business
- Certificate II in Business Administration
- Certificate III in Educational Support
- Certificate II in Electrotechnology
- Certificate II in Hairdressing
- Certificate II in Resources and Infrastructure
- Certificate II in Tourism

How do VETis Programmes Work?

VETis programs require students to attend the training organisation (for example, CQUniversity - Canning Street Campus or CSaT) at least one day each week during school term (some courses require two full days of attendance) for the duration of the programme. Some VETis programmes are completed in one year, whilst some are of two years duration. To facilitate their vocational training, students must negotiate their school timetable with the Head of Senior School once enrolment in the programme is confirmed.

Students are not permitted to leave school to attend a program until this is completed.

These certificates contribute credits towards the QCE. Awarded Certificate II qualifications contribute four (4) credits, whilst awarded Certificate III and IV qualifications generally contribute eight (8) credits, although some contribute less (5, 6 or 7 credits).

In 2016, there was no tuition fee or student services fee for these courses. Material charges were still applicable. It is unknown at this stage whether this will be the case for these programmes in 2017.

PLEASE NOTE:

It is unknown when training providers will issue details of their VETis PROGRAMMES FOR 2017. Once the School is advised (usually during Term 3), details will be made available to all parents of current Year 10 students.

For further information on VETis programmes, please contact the Head of Vocational Education.
SPORTS MEDICINE AUSTRALIA COURSES

Sports Medicine Australia (SMA) is an Australian authority for sports medicine and sports science. At a community level SMA is responsible for creating a safe playing field in which all Australians can actively and freely participate.

SMA Queensland has extended its education programmes to give senior school students the opportunity to partake in courses that develop vocational outcomes, general knowledge and practical skills.

The key features include:
- programmes are aligned to the curriculum and are aimed at giving students practical skills that are transferable to working in a sporting environment
- SMA Queensland education programmes will also assist to identify future pathways for students considering careers in the Sports Medicine Professions
- as a Registered Training Organisation, SMA Queensland will develop partnerships with schools to issue Statement of Attainments for specified courses.

SMA Queensland presently offers several courses for senior school students. An interest in Sports Medicine and Health Science is necessary. The following are a selection of courses available.

**ACCREDITED COURSES**

**Sports First Aid HLTAID003**
This course teaches the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance. The course is designed to be as ‘hands on’ as possible and includes topics such as Crisis Management, Immediate Injury Management, Specific Injuries, Medical Conditions and Practical Scenarios.

The only prerequisite is that students are a minimum age of 14 years. The cost of this course varies with the number of participants and the delivery of the course. On successful completion of the course, students will be issued with a Statement of Attainment for HLTAID003 Provide First Aid, also incorporating HLTAID001 Perform Cardiopulmonary Resuscitation.

**Level 1 Sports Trainer**
Sports trainers play a vital role in the prevention of injury. The Level 1 Sports Trainer course provides participants with the necessary skills to assist in improving athletic performance, making sport safer for all. These skills include the management of specific sporting injuries, sports taping and transporting an injured athlete. Students must be a minimum age of 16 years and hold a current Sports and/or Provide First Aid Certificate, and current CPR Certificate.

**CPR HLTAID001**
This course has been designed to equip students with basic skills to respond to a situation where emergency life support may be required. The only prerequisite is that students are a minimum age of 14 years. The cost of this course varies with the number of participants and the delivery of the course. On successful completion of the course, students will be issued with a Statement of Attainment for HLTAID001 Perform Cardiopulmonary Resuscitation.

**NON-ACCREDITED COURSES AND WORKSHOPS**

**Sports Medicine Awareness Course (SMAC)**
This workshop aims to develop awareness of the various skills and techniques for injury prevention and management. Topics include: strategies for the prevention of injuries; warm ups, stretching and cool downs; hydration and physical activity; injury assessment; immediate injury management.

**Sports Taping Workshop**
This practical workshop focuses on educating students to correctly tape an ankle, thumb and finger in preparation for physical activity. Students will learn how to help athletes prevent minor injuries and return to sport, safely. Topics include: ligament injuries; ligament injury grading; taping of the ankle, thumb and finger.
TERTIARY COURSES

– Advanced Studies
Students are able to enrol to study university courses while in Years 11 and 12. The following are programmes available to students. Owing to the School's location, all courses are delivered in external mode for the students:

- Start University Now (SUN):
  - CQ University
- GUESTS:
  - Griffith University
- START QUT:
  - Queensland University of Technology (QUT)
- Enhanced Studies Programme (ESP):
  - The University of Queensland

To obtain information about these programmes either contact the individual institution or Mrs Hadwen, Assistant Head of Senior School in the Senior School Office (ph: 07 4936 0721).

OTHER VOCATIONAL COURSES

The courses detailed have only been a small selection which is currently available to students. Many other courses are available, and information is available from the Senior School Office.

Whatever the field of interest, the School will endeavour to source a course of study for students.

Please consult with the Head of Vocational Education, Mrs Vicki Benson, at the Senior School Office. Appointments can be made by phoning 07 4936 0660, or through the Senior Staff Administrative Officer, Ms Megan Thomasson.
Students at The Rockhampton Grammar School have the opportunity to participate in work experience as described in the Education (Work Experience) Act 1996. Education Queensland has an arrangement with an insurer to indemnify students from State and non-State schools on approved work experience placements. There is a list of exclusions which will be provided with each set of work experience paperwork.

Detailed insurance information for parents and work experience providers will also be included. This policy covers permanent impairment or death, occurring either at the location where the work experience is provided or while travelling directly between home or school to the site where the placement is provided. Access to these two forms of protection is only available when the Headmaster has signed a written agreement with the employer to place a particular student on work experience - i.e. the Work Experience Agreement Form. The original signed form must be returned to the School before starting work experience.

Work experience, while not compulsory, is certainly encouraged for students in Years 10, 11 and 12. Work experience placement is organised in one of two ways: either as a one-week block during school holidays or as a four-week block of one or two afternoons a week during term time. With the flexible nature of the timetable in the Senior School, students are able to utilise free blocks of time to attend work experience without interruption to, or interference with their academic studies. Some businesses may ask for only Year 12 students for work experience and the School will respect such a request.

The wishes of parents or students who have a preferred workplace can normally be accommodated, although it should be borne in mind that professionals who deal with confidential patient or client information are generally reluctant to accept school students into their place of work. Parents and students should be aware that accepting students into a workplace for work experience incurs hidden costs and inconvenience on the part of the host employer. The Rockhampton Grammar School has a large number of employers who are prepared to absorb these costs and the School is extremely grateful for their co-operation and assistance with the Work Experience programme.

Students interested in work experience should arrange to see the Head of Vocational Education who will conduct a short interview and issue an Application for Work Experience Form which must be completed before a work experience placement can be organised. A suitable workplace will be sourced and the necessary paperwork generated. The Headmaster, a parent/guardian or carer including the relevant Heads of Boarding, the student and the employer must sign the completed Work Experience Agreement Form. This form must be returned to the Head of Vocational Education before starting work experience.

PLEASE NOTE: During the Christmas holidays, work experience can take place only until the date State Schools finish the school year and cannot recommence until the date the State Schools resume classes the following year.

COSTS: Each work experience placement will incur a fee, which will appear on the next School fees account. The fee in 2016 was $30.00 per placement. This may change in 2017.

Parents who wish to discuss any aspect of work experience should contact the Head of Vocational Education, Mrs Vicki Benson by phoning (07) 4936 0660 or by email vbenson@rgs.qld.edu.au.

The School strongly recommends that ALL Year 10, 11 and 12 students should take advantage of the opportunity to do work experience. Students have the opportunity to gain experience at a number of different workplaces during their years of Senior Schooling.

Academic students who aspire to attend university after Year 12 will benefit from work experience placement by:

- gaining a real insight into a career they are considering
- comparing several career paths they might be considering. This can produce a clear preference for one over others
- gaining a work reference and work experience that they can use to gain part-time work whilst studying at university.

Students who hope to enter the workforce upon completion of Year 12 may be fortunate enough to be offered a paid position or apprenticeship should they impress an employer during their period of work experience.

Several students have been offered part-time work, while still at school, as a direct result of their attitude, presentation and performance at a work experience placement.
SECTION SIX: RESOURCES
Students and parents are welcome to make an appointment to speak to the following staff members through the Senior Staff Administrative Officer, Ms Megan Thomasson, in the Senior School Office.

Ms Denise Wright - Head of Senior School (coursing information, advice on OP eligibility and permission to change subjects).

Mrs Pam Hadwen - Assistant Head of Senior School (Year 11, careers information, tertiary scholarships and QTAC information).

Mrs Vicki Benson - Head of Vocational Education (all vocational courses, work experience and school-based traineeships/apprenticeships)

Mr Jonathon Burr - Assistant Head of Senior School (Year 10, Global Education).

School Newsletter
A School newsletter is published fortnightly and distributed via the School’s email system. Students should ensure they read the newsletter to keep up to date with information from tertiary institutions, dates for career markets and expos, new Curriculum Plus courses being offered and guest speakers visiting the School.

Notice boards and Wall Holders
Outside the Senior School Office, notice boards are used to communicate career and Curriculum Plus information. Notice boards are also located near the Senior Resource Centre on the top floor. Students are encouraged to take copies of any resources that are of interest. All senior students should develop the habit of regularly checking the notice boards for relevant information and collecting relevant information.

School Website
Our School web address is www.rgs.qld.edu.au. On this site, students can access an electronic copy of this Senior Coursing Handbook. A full overview of the Senior Curriculum may be found at http://www.rgs.qld.edu.au/senior-school-courses

Careers Email Group
All Year 12 students receive this information and parents are able to join this group. Contact Mrs Pam Hadwen at: phadwen@rgs.qld.edu.au / telephone (07) 4936 0721

QCE Learning Account Website
www.studentconnect.QCAA.qld.edu.au
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<td><a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a></td>
<td>Research site for careers</td>
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<tr>
<td><a href="http://www.qilt.edu.au">www.qilt.edu.au</a></td>
<td>Quality indicators for learning and teaching</td>
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<tr>
<td><a href="http://www.studentconnect.QCAA.qld.edu.au">www.studentconnect.QCAA.qld.edu.au</a></td>
<td>Career information for students and parents - links to QCE account detail and all Australian tertiary institutions</td>
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<tr>
<td><a href="http://myuniversity.gov.au">http://myuniversity.gov.au</a></td>
<td>Provides students with a broad range of information about Australian universities and other higher education providers</td>
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<td><a href="http://www.qtac.edu.au">www.qtac.edu.au</a></td>
<td>Queensland Tertiary Admission Centre</td>
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<td><a href="http://www.trainandemploy.qld.gov.au/focus/apprenticeships.html">www.trainandemploy.qld.gov.au/focus/apprenticeships.html</a></td>
<td>Department of Employment and Training; Information on School-based traineeships and apprenticeships</td>
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<td><a href="http://www.QCAA.qld.edu.au">www.QCAA.qld.edu.au</a></td>
<td>Queensland Curriculum and Assessment Authority</td>
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<td><a href="http://www.careersonline.com">www.careersonline.com</a></td>
<td>An Australian site with a ‘Career Discovery Area’ containing information about hundreds of careers.</td>
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<td><a href="http://www.deewr.gov.au">www.deewr.gov.au</a></td>
<td>Department of Education, Employment and Workplace Relations - information for apprentices; includes Job Guide</td>
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<tr>
<td><a href="http://www.graduateopportunities.com">www.graduateopportunities.com</a></td>
<td>An A-Z of the major employers in Australia, including multinational corporations and Government Departments</td>
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<td><a href="http://www.autocareers.com.au">www.autocareers.com.au</a></td>
<td>Motor Trades Association of Australia</td>
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<td><a href="http://www.neca.asn.au">www.neca.asn.au</a></td>
<td>National Electronic and Communications Association - Information on careers across the electrical, electronic and communication technology sectors</td>
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