Our school which opened in 1959 is named after Lord Wavell, an illustrious soldier who was Commander-in-Chief of the Middle East area until 1941.

The four Houses - Tobruk, Keren, Burma, Alamein - are named after places and battles associated with Lord Wavell.

SCHOOL MOTTO
ESSE QUAM VIDERI
"To be rather than to seem to be"

POSTAL ADDRESS:
P.O. Box 384, Nundah. Qld, 4012

MAIN ENTRANCE & VISITORS' CAR PARK:
Telopia Avenue, Wavell Heights.

TRADE ENTRANCE:
Brae Street, Wavell Heights.

TELEPHONE NUMBER: (07) 3350 0333
FAX: (07) 3350 0300

CENTRAL OFFICE HOURS:
8:00 am - 4:00 pm

Wavell High School AIMS

GENERAL AIMS
Wavell High School aims to ....

• give each student a balanced education that assists as much as possible his/her mental, physical, social, aesthetic, and spiritual development;
• give each student satisfaction in learning, an urge to inquire, and a desire for further learning;
• provide an environment which is supportive and stimulating;
• co-operate with other learning agencies, and to develop meaningful relationships with them;
• evaluate our aims, curriculum, and achievements periodically.
These aims are reflected in our school's curriculum, work programs, organizational patterns and student services.

INTELLECTUAL AIMS
Wavell High School will .....  

• ensure that each student can speak, listen, read, write, calculate and handle spatial ideas and numbers effectively, so that he/she can communicate and learn;
• develop in each student the ability to think in different ways, to find and analyse information needed to solve problems;
• help each student to combine new experiences with previous knowledge;
• help each student to acquire knowledge and an appreciation of our heritage, culture, institutions and way of life and a desire to maintain and contribute to these.

PERSONAL AIMS
Wavell High School will help each Student to ....

• understand himself/herself and develop self-respect;
• become emotionally mature and to grow in confidence;
• accept responsibility for his/her own actions;
• develop aesthetic appreciation and to enjoy and use leisure time purposefully;
• understand his/her physical capacities and to maintain a physical well-being necessary to meet the demands of work and leisure;
• be concerned for others, and develop an insight into their feelings and needs.

SOCIAL AIMS
Wavell High School will help each Student to ....

• understand the functioning of our society and become a responsible member of it.

VOCATIONAL AIMS
Wavell High School will help each Student to ....

• acquire useful study skills and work habits so that he/she is prepared for entry into the work force and later training;
• understand the importance of work and to take initial steps towards selecting and preparing for a vocation;
• increase occupational possibilities.
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GUIDELINES FOR THE SELECTION OF SUBJECTS IN YEARS 11 AND 12

This book sets out details of our Years 11 and 12 courses for 2015 - 2016. This information is designed to assist Year 10 students to make a wise selection of subjects for the next two years. Students and parents are urged to read this booklet carefully. Please feel free to consult members of the school staff at any time about these very important decisions.

Study Options in Years 11 and 12
Since the introduction of the Queensland Certificate of Education or QCE (see page 5) there has been increased flexibility in the options available to students in Years 11 and 12. Some of these are offered by the school and others by Registered Training Organisations outside the school. The following can count towards a student's QCE.

Subjects Offered at School
Authority subjects are based on syllabi that have been approved and issued by the Queensland Curriculum and Assessment Authority (QCAA). Results in Authority subjects can count in the calculation of OPs and FPs, (see pages 7 - 8 and 62 - 65). These are the most common selection devices used by the tertiary sector. Authority subjects are academic subjects which are aimed at preparing students for tertiary studies, principally at University.

Authority-registered subjects are developed from Study Area Specifications (SAS) and generally include substantial vocational and practical components. Results in these subjects are not used in the calculation of OPs and FPs. Authority-registered subjects suit students who are more practical and are aiming to go to TAFE or into the workforce.

VET Certificates may lead to obtaining a formal qualification. The Registered Training Organisation (RTO) supplies the curriculum and assesses students while the course is delivered at the school under the supervision of a teacher. There is an extra cost imposed by the RTO for these courses.

Courses Offered Out of School
TAFE Certificate Courses are offered usually one day a week at a TAFE campus. Students who successfully complete the assessment complete a Certificate I, II or III or gain credit towards a Diploma. Because the course is offered at a TAFE Campus, students can study areas which can't be offered at school. There is an extra cost imposed by TAFE for these courses.

School-based Apprenticeships and Traineeships (SATs) allow students to work towards a vocational qualification while working and attending school. Students apply for a SAT in the same way as they apply for a job. Students who obtain a SAT normally spend one school day per week working with their employer. They will also complete theory work which leads to the granting of a Vocational Certificate. Students are paid for the work component.

University Subjects may be taken by a small number of academically capable students in Year 12. Both QUT and the University of Queensland offer some first year university subjects to students who meet their criteria. There is no charge and students may count their results towards a degree at the university.

Certificates or Awards which are recognised by the Queensland Curriculum and Assessment Authority (QCAA) may contribute to the QCE. Examples of these are AMEB (grade 4 or above) or the Duke of Edinburgh's Award. A list of awards can be found on the QCAA website (www.qcaa.qld.edu.au).

Additional School Sponsored Activities
In addition to the usual co-curricular sporting and cultural activities, Senior school students will be offered the following additional programs:

- Wavell Development Program (a half-lesson each Friday).
- Vocational Pathways Program

Wavell Resource Hire Scheme
Many subjects do not have one set textbook. There are multiple textbooks and resources used in classrooms to teach the range of Senior Subjects that we offer. Parents are therefore strongly advised to join the Resource Hire Scheme sponsored by the Parents and Citizens Association and the school. In this way, your son or daughter is guaranteed access to all resources and text material built up over many years at Wavell.
Subject Selection Rules
1. All students are required to initially pick 6 (six) subjects. If a student subsequently obtains a SAT or is accepted into an external TAFE course, they may apply to reduce their load to five subjects.
2. All students must select English or English Communication.
3. You may choose any combination of 5 (five) other subjects, except you may not do -
   • The same subject twice
   • Mathematics C unless you also do Mathematics B
   • Mathematics A and Mathematics B at the same time
   • English Extension without English (Authority Subject)
   • Certificate III Sport and Recreation (General Strand) and Certificate III Sport and Recreation – (Netball / Rugby League Excellence Program)
4. The subjects that will be offered at Wavell for Year 11 in 2015 depend on there being sufficient students taking each subject on the list. If you have chosen a subject which cannot be offered, you will be contacted and assisted to make another selection.

Subject Selection Guidelines
1. Students who are considering going to university should make sure they are OP eligible by choosing at least 5 (five) Authority subjects.
2. Students who are not achieving at least a ‘C’ in three of their core subjects currently are strongly advised to choose a course made up of Authority-registered subjects. Students who want to be eligible for an OP should have a ‘C+’ average or higher.
3. Students who want to commence a SAT or an external TAFE course are strongly advised to take a non-OP course. Although students who are going for an OP are able to do a SAT or take an external TAFE course, it is not recommended because of the time missed from Authority subjects on the day when the student is out of the school. If you want to be eligible for an OP and take a SAT or an external TAFE course you must discuss this with the Guidance Officer.
4. If you are currently working to capacity and are getting only ‘C’ in your subjects or if you are not prepared to work harder than you are now, it is strongly suggested that you consider taking Authority-registered subjects.
5. You should choose subjects –
   • you enjoy
   • in which you have achieved good results
   • for which you have adequate background knowledge and skills
   • that will challenge you but in which you can achieve success
   • which will help you reach your career and employment goals
   • that will develop skills, knowledge and attitudes useful throughout your life.
6. Students who are considering going onto tertiary study after Year 12 MUST consult the book Tertiary Prerequisites 2017 which has been given to all Year 10 students. Students must make sure they have chosen the prerequisite subjects for courses they may be interested in.
7. Students who do not want to go to university should consider taking two or more Authority-registered subjects. If you decide to take Authority subjects, think carefully and ask advice from teachers. These subjects will be more difficult and you will need to commit more time to them.

Avoid Subject Selection mistakes
Here are some of the ways to avoid errors:
• Do not select subjects that are too difficult for you. For example, do not attempt Mathematics B if your ability level is more suited to Mathematics A. (You need at least a B Achievement in Year 10 Extension Mathematics to have an adequate background for Mathematics B.) This error could cause you to obtain a less satisfactory OP than you are capable of gaining.
• Do not select subjects that are too easy for you. For example, do not select Mathematics A if you are quite capable of succeeding in Mathematics B. This error could also cause you to obtain a less satisfactory OP than you might otherwise have gained.
• Do not choose a subject only because your friends are taking it. You should choose a subject because it is suitable for you.
• Consider other people’s opinions about subjects, but do not select subjects simply on that basis. You need to form your own opinions after careful consideration of all the issues.
• Do not fall into the trap of thinking “I’ll start working next year”. If you haven’t started working yet, you’re unlikely to start working next year.
• Do not try and take on too much. If you spend a lot of time on extra-curricular activities and work and are not prepared to reduce this you should consider doing a non-OP course. This has a lighter academic workload.
The QCE is Queensland’s senior school qualification, which is awarded to eligible students usually at the end of Year 12. Young Queenslanders are registered for the QCE during Year 10 or in the twelve months before turning 16, whichever comes first.

The QCE offers flexibility in what is learnt, as well as where and when learning occurs. Students have a wide range of learning options; these can include senior school subjects, vocational education and training, workplace and community learning, as well as university subjects undertaken while at school.

Learning Account
The Queensland Curriculum and Assessment Authority (QCAA) has established a secure online Learning Account for every registered student. Learning Accounts record all learning achievements. Schools and other learning providers will be able to bank learning credits into student Learning Accounts after a course is completed. Each student is assigned a Learner Unique Identifier (LUI) and password to enable access to the account by the student and parents. This is provided to students with their Semester Two report card. Once a student has been registered, schools and learning providers can start banking credits earned after this time.

Credits towards the QCE
A credit is the minimum amount of learning at the set standard that can contribute to the QCE. A credit has two elements: an amount of learning and a set standard. For example, one credit for a school subject is one semester (the amount of learning) at C Achievement level (the standard); or one credit for a Certificate II qualification is 25% (the amount of learning) of the competencies, a pass level (the standard).

Some learning achievements will be recorded in a student’s Learning Account but will not be a credit because either the amount of learning is inadequate or the result achieved does not meet the required standard. For example, a ‘D’ level of achievement in a school subject normally does not meet the required standard to be counted as a credit.

Literacy and Numeracy Requirements
In addition to the required units needed to be eligible for the QCE, students must meet literacy and numeracy requirements. See the table on the following page for details.

Awarding of a QCE
Most students are awarded a QCE at the end of Year 12. Students who do not meet the QCE requirements at the end of Year 12 can continue to work towards their certificate – their learning account remains open, regardless of their age (however, credits expire after 9 (nine) years). The QCAA will award a QCE in the July or December, following a person becoming eligible.

Senior Statement
All students who finish Year 12 receive a transcript of their learning account in the form of a Senior Statement, which is issued in December. The Senior Statement records the learning attempted, the standard achieved and where the learning took place.

Earning or Learning
Queensland law requires young people to be ‘earning or learning’ until they turn 17 (seventeen), or until they achieve a QCE or a vocational qualification at Level III or higher. Students may continue their learning at school or with another organisation, e.g. TAFE. They also meet the ‘earning or learning’ requirement if they are employed 25 hours a week or more.

No Change to the OP Process
The QCE makes no difference to the manner in which OPs for tertiary entrance are awarded.

Queensland Certificate of Education - Requirements Table
To be eligible for the Queensland Certificate of Education, students must complete 20 credits and achieve the required standard and include literacy and numeracy. The following tables show the possibilities and requirements.

Required Amount of Learning:
- Students must attain between 12 and 20 credits from completed Core courses of study. This means that students must take and pass at least three subjects over Years 11 and 12.
- Students may also include up to 8 credits from a combination of Core, Preparatory, Enrichment or Advanced courses, provided no more than 6 of the credits come from a preparatory course.
## Queensland Certificate of Education - Requirements Table

<table>
<thead>
<tr>
<th>Core</th>
<th>Credit</th>
<th>Preparatory</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority or Authority-registered subject</td>
<td>4</td>
<td>Certificate I Vocational Qualification</td>
<td>2 or 3</td>
</tr>
<tr>
<td>A Senior External Examination</td>
<td>4</td>
<td>An Employment Skills development Program – only 1 may count</td>
<td>2</td>
</tr>
<tr>
<td>VET Certificate II</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VET Certificate III-IV</td>
<td>5,6,7</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>School-based Apprenticeships and Traineeships</td>
<td></td>
<td>Certificate III competencies demonstrated:</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On-the-job component completed:</td>
<td>4</td>
</tr>
<tr>
<td>Tailored Training Program</td>
<td>4</td>
<td>Short course in literacy or short course in numeracy developed from the QCAA syllabus</td>
<td>1 per course</td>
</tr>
<tr>
<td>Recognised International Learning Program</td>
<td>4 per course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Enrichment

<table>
<thead>
<tr>
<th>Credit</th>
<th>Advanced</th>
<th>Credit</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As accredited by the QCAA</td>
<td>One or two semester university subjects completed by a young person while enrolled at a school.</td>
<td>2 or 4 credits respectively</td>
</tr>
<tr>
<td></td>
<td>As accredited by the QCAA</td>
<td>Diplomas or advanced diploma courses undertaken by a person while enrolled at a school.</td>
<td>Up to 8 credits (1 credit per completed competency)</td>
</tr>
</tbody>
</table>

- Recognised structured workplace or community-based learning programs. Credit determined by agreement Recognised certificates and awards. As accredited by the QCAA
- Learning projects: Workplace, Community, Self-directed. 1
- Authority extension subjects, such as English Extension. 2
- Career development: A short course senior syllabus 1
- School-based subjects As accredited by the QCAA

### Required Standard:

<table>
<thead>
<tr>
<th>Course</th>
<th>Set Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority and Authority-registered subjects *</td>
<td>At least a Sound Level of Achievement</td>
</tr>
<tr>
<td>Vocational education and training certificates</td>
<td>Certificate awarded</td>
</tr>
<tr>
<td>University subjects achieved while at school</td>
<td>At least a pass as defined by the course</td>
</tr>
<tr>
<td>Recognised international learning courses of study</td>
<td>At least a pass as defined by the course</td>
</tr>
<tr>
<td>Recognised Awards and Certificates</td>
<td>Awarded</td>
</tr>
<tr>
<td>Workplace, Community and Self-directed Learning projects</td>
<td>Completion at a set standard as defined by the approved project</td>
</tr>
</tbody>
</table>

*Up to 2 semesters of incomplete Authority and Authority-registered subjects at Limited Level of Achievement can be conceded towards the award of a QCE, if needed, providing the student has exited the subject(s) after the first or second semester of each course.

### Required Literacy and Numeracy:

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

- at least a Sound Achievement in one semester of a QSA-developed English and Mathematics subject
- at least a Sound Achievement in QSA-developed short courses in literacy and numeracy
- a Pass grade in a literacy and numeracy course recognised by the QSA
- at least a C on the Queensland Core Skills Test
- at least a 4 for an International Baccalaureate examination in English and Mathematics
- completion of 39282QLD Certificate I in Core Skills for Employment and Training — Communication
- completion of 39288QLD Certificate I in Core Skills for Employment and Training — Numeracy
Overall Position (OP) and Field Position (FP)

What are OPs?
An OP is a student's State-wide rank based on overall achievement in QCAA-approved subjects. It indicates how well the student has done in comparison to all other OP-eligible students in Queensland.

Students are placed in one of 25 OP bands from 1 (highest) to 25 (lowest). The approximate distribution of students across the bands is shown below. In order to achieve an OP1, a student's achievement must be in the top 2% of OP-eligible students in Queensland. Students graduating in 2016 will use an OP to gain entry to Tertiary studies for 2017.

Approximate distribution of students across OP bands -
- Band 1 - About 2% of students
- Bands 2 to 6 - About 19% of students
- Bands 7 to 21 - About 73% of students
- Bands 22 to 24 - About 5% of students
- Band 25 - About 1% of students

Eligibility for OPs
Students who want an OP must study 20 (twenty) semester units of Authority subjects, including at least 3 (three) subjects for 4 (four) semesters each, and must sit the QCS Test. A semester unit is a subject taken for one semester.

How OPs are Calculated
A student's OP is calculated using the best 20 (twenty) semester units of Authority subjects. There is no bias in favour of certain subjects e.g. Maths and Science.

Results are then scaled to eliminate any difference between subjects and schools due to the difference in the capability of students in different groups. This is done using results from the Queensland Core Skills Test (QCS). The scaled results of all OP eligible students in Queensland are then ranked in order and divided into 25 bands (the OP).

The Queensland Core Skills Test (QCS)
The QCS is a test which occurs at the beginning of September each year throughout Queensland. All OP eligible students must do the QCS. Other students may elect to do the test.

The QCS consists of four papers taken under standard conditions over two days. There are two multiple choice and one short answer test and a writing task. The QCS Test does not test particular knowledge of specific Year 12 subjects. It tests the Common Curriculum Elements (CCEs), a set of generic skills identified in the Queensland senior curriculum. The test assumes that candidates have basic levels of general knowledge and vocabulary and a Year 10 knowledge of mathematical operations.

How OPs are Used
OPs are generally used as the primary rank for selecting students for courses at university. It is also used for entry into TAFE Diploma Courses if the student has obtained an OP. A different rank is used for OP ineligible students wanting to get into Tertiary courses.

What are Field Positions (FPs)
FPs are additional rank orders that supplement an OP. The term ‘field’ refers to areas of emphasis in the senior curriculum. FPs are used by tertiary institutions to provide greater differentiation between students in an OP band, for example, when the number of eligible applicants exceeds the number of places for a course. See page 66 for a description of the five fields.

How Field Positions are Used
The QTAC book ‘Tertiary Prerequisites 2017’, which has been given to all Year 10 students, lists the FPs which may be used by universities for each of their courses. If Primary and Secondary FPs are listed the Primary field is used and if this does not provide enough discrimination, the secondary field will then be used.

Things to Know About Field Positions
FPs are only used to discriminate within the lowest OP band. For example, if there are too many OP 3 students who want to get into a course, FPs will be used with these OP 3 students only. Students with OP 1 and 2 will get in and their FPs will not be considered.
Although any course can use FPs for discrimination, they are usually used in courses which have a high OP cut-off (OP 1 – 3) and have small quotas. Health Science courses such as Physiotherapy and Vet Science often use FPs. Most courses set the cut-off for students at the bottom of an OP band.

Field Positions and Choosing Subjects
When you have chosen your subjects you should calculate your OP eligibility (see below) and check to see that you are eligible for FPs used in the courses you want to get into. In most cases there will not be a problem.

If you are not eligible for the FPs needed for a course you are interested in, you should discuss this with the Guidance Officer. You do not have to be eligible for the FPs used to get into the course, however, there are some courses where it might be in your best interests to be eligible for the FPs.

Internet sites with excellent career information include the following:

- Queensland Curriculum and Assessment Authority (QCAA): [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)
- My future: [www.myfuture.edu.au](http://www.myfuture.edu.au)
  - This includes questionnaires dealing with skills, interests, values and personal style. These are used to produce a list of possible occupations.
  - Includes links to other sites as well as to a number of information sheets written by Education Queensland Guidance Officers.
  - This site provides information about a wide range of occupations and the education and training pathways that lead to them.
  - This site lists employment opportunities.
Subjects offered for Year 11 in 2015 and Year 12 in 2016

Queensland Curriculum and Assessment Authority (QCAA) Subjects:
- Accounting
- Ancient History
- Biology
- Business Management
- Chemistry
- Dance
- Drama
- Earth Science
- Economics
- Engineering Technology
- English
- English Extension (Year 12 only)
- Film, Television and New Media
- Geography
- Graphics
- Health Education
- Home Economics – General Strand
- Home Economics - Food Major
- Information Processing and Technology
- Japanese
- Legal Studies
- Mathematics A
- Mathematics B
- Mathematics C
- Modern History
- Music
- Music Extension – (Excellence Program)/Year 12 only
- Physical Education
- Physics
- Technology Studies
- Visual Art

Authority-registered Subjects:
- Creative Arts – Dance Studies (Excellence Program)
- Creative Arts - Drama Studies (Excellence Program)
- Creative Arts – Media Studies
- Creative Arts – Visual Art Studies
- Early Childhood
- English Communication
- Hospitality
- Information & Communications Technology
- Manufacturing – Engineering Studies
- Manufacturing – Furnishing Studies
- Manufacturing – Industrial Technology Studies
- Prevocational Mathematics
- Social and Community Studies

EXTERNAL AND SCHOOL BASED REGISTERED VET SUBJECTS:

Vocational Education & Training (VET)
Subjects studied at school:
- Certificate II Horticulture
- Certificate III Sport and Recreation - General Strand
- Certificate III Sport and Recreation – Netball (Excellence Program)
- Certificate III Sport and Recreation - Rugby League (Excellence Program)
- Certificate III Allied Health Assistance
- Certificate III Business
- Certificate III Early Childhood Education and Care
- Certificate IV Justice Studies

External Queensland Curriculum and Assessment Authority (QCAA) Subjects:
(studied through School of Distance Education)
- French
- German
**ACCOUNTING**
Authority Subject – contributes towards an OP

**Accounting** is the language of business. There is a huge shortage of Accountants in Australia and Internationally, with 4 jobs available for every existing Accountant. Any student who wants to work in business, run their own business, or just participate in the world around them to be financially successful needs to be informed.

**Prerequisites**
Students should have an SA in English and Maths. All applications will be considered and students will be advised if this subject is not suitable for them. You do not have to have studied Business in Year 10 to do this subject.

**Course Overview** - topics covered include:
- Introduction to Accounting
- Double Entry Accounting
- Computer Accounting using MYOB
- Accrual Accounting
- Accounting for Cash
- Non-Current Assets
- Personal Financing and Investing
- Financial Reports
- Managerial Decision Making
- Accounting for GST
- Cash Budgets (Spreadsheeting)

**Assessment**
Assessment consists of mid-semester tests, supervised and unsupervised class assignments, end of semester tests and practical computer assignments.

**Expectations and Homework**
1. The ability to reason logically is very important because understanding is the key to success. It is impossible to commit to memory all procedures; understanding is vital.
2. Completion of Homework is expected.
3. Consistent work in all elements of the course must occur throughout each semester.
ANCIENT HISTORY
Authority Subject – contributes towards an OP

Ancient History at Wavell High is the study of politics, economics, religion, society and culture from the Stone Ages to the fall of the Roman Empire. We can trace our earliest advances and mistakes and see the evolution of our current cultures. History is found in the education systems of all societies in the form of myths, legends and famous stories, as well as recorded historical accounts. History is the story of our ancestors from Egypt, Greece, Rome, Mesopotamia, Persia, China, Japan, South America and elsewhere.

History teaches students to accept, respect and question change, to realise that not all change is progress and that progress is not necessarily continuous or desirable. History teaches students to condemn dogmatism - it encourages a passion for truth and objectivity. Our natural curiosity into our past and origins is used, thereby promoting the valuing of our cultural heritage. The study of history fosters confidence and humility, patriotism and idealism and a sense of feeling at home in a strange world; therefore it promotes an understanding of human nature. In summary, it is only by knowing and respecting the past that we can strive for a better future. In History, as in everyday life, we ask meaningful questions, collect evidence, sift through it, analyse and evaluate it to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours.

Prerequisites
Students should have gained at least a C in Year 10 History or History (with a Geography Major) before contemplating studying Ancient History.

Companion Subjects
One Social Science subject helps another. These skills and processes of research, analysis and evaluation are essential for any tertiary course and are used constantly in later life every time a decision is made.

Content
The Syllabus gives teachers a choice of themes. A minimum of four inquiry topics must be studied across a minimum of three themes. Resources and teacher expertise at Wavell High allow the study of these themes.

- Archaeology – techniques, sites, archaeologists, remains e.g., Pompeii and Herculaneum.
- Political structures – Kingship, Republics, Democracy, Empires.
- Funerary practices - burial and death rituals
- Religion – Gods, beliefs, and impact on life and civilisation.
- Personalities – eg Cleopatra, Ramses II, Alexander the Great; Genghis Khan.
- Power – monarchy, republic, empire.
- Groups – Slaves, women, priests, artisans, children, families, workers, aristocracy.

Assessment – usually only 3 (three) assessment items per semester from: Research Task, Objective/Short Answer Test, Response to Stimulus, Multi-modal presentation, Extended Written Response.

Criteria for assessment are Planning and using the Historical Research Process, Forming Historical Knowledge through Critical Inquiry and Communicating Historical Knowledge. Assessment work will be collected in a folder at school, with the attached profile showing the progressive achievement of a student towards exit at the end of Year 12. Student progress is reported to parents via Mid and End of Semester reports during the course of Years 11 and 12, culminating in the Senior Certificate in the final semester which records the Exit Level of Achievement for each subject.

Expectations and Homework
An average 30 minutes of homework is required per night, including set tasks, essay and assignment preparation and revision. The four-semester course has a high workload in terms of information to be learnt and the amount of writing, reading and research to be completed. Students are expected to be punctual to lessons and with classwork and homework. They must come ready to learn (homework completed, correct books and pens, quiet and cooperative attitude) and to respect the rights of others to a full and happy education.
Biology is the study of ‘living’ systems. These systems are complex and understanding them (and ourselves) is an important challenge for us all. We are all a part of nature, but it is only when we investigate and organise what we see that we fully appreciate and understand how organisms, communities and ecosystems function. The study of genetics, understanding our inheritance, has become the touchstone for understanding life on Earth. Also, the Bio-Tech industries have become an important part of our future both here and abroad.

This subject will help develop a scientific understanding of the world. Students will develop the skills and mental abilities to find rational, thoughtful explanations for everyday events and accept responsibility for their own actions, including their own learning.

Prerequisites
The abilities considered important to success in Biology include: an interest in Science, especially of animals, plants, and of the human body; average or better reading comprehension and written expression and ‘effective’ thinking and organisational skills. Students must have achieved a B or better in both Year 10 Science and English to do well in Senior Biology.

Companion Subjects
Biology may be taken by itself or in combination with other sciences including: Chemistry, Earth Science, Physics, Horticulture and Allied Health Assisting. We recommend that no more than three Science subjects be studied in Years 11 and 12.

Content
During the course students will study the diversity of living organisms and the inter-relationships that exist between organisms and their surroundings. They will also study the internal structure of animals and plants and the ways in which this organisation helps them survive. There will be detailed studies in animal behaviour, genetics and evolution during the two years of the program. Three themes underlie much of the course structure: The cellular structure of all organisms, the abilities of organisms to maintain and modify their internal and external environment (homeostasis) and the ways in which organisms are suited to their particular environment through adaptation.

The syllabus topics included in the program are:

| Semester 1 | Diversity of Organisms, Physiology of Animals, Plant Biology and Reproduction. |
| Semester 2 | Populations and Communities, Ecosystems, Outdoor Studies and Disease. |
| Semester 3 | Cellular Biology, Homeostasis, Genetics. |
| Semester 4 | Extended Experimental Investigation, Evolution. |

Assessment
Students will be assessed on three different criteria during the course. These are Understanding Biology, Investigating Biologically and Evaluating Biological Issues. To succeed in the subject, students will have to do well in all of these areas.

This subject includes mandatory elements that must be assessed to meet the syllabus requirements of the Queensland Curriculum and Assessment Authority (QCAA). Students who do not complete these mandatory elements jeopardise their assessment and enrolment in this subject.

For this subject to appear on their Senior Certificates, students MUST complete a two or three day excursion or its equivalent in order to meet assessment requirements of the QCAA. Students are expected to meet the costs associated with this field study.

The three criteria will be assessed in a variety of ways including presentations, practical reports, field work and experimental investigations and examinations.

Expectations and Homework
Students can expect to spend a minimum of three hours each week on home studies. This would include reading the textbook, writing answers to questions and problems, planning and writing up practical reports, researching and planning for assignments and studying for tests and examinations. Students are expected to organise their notes and to complete workbook exercises.
BUSINESS MANAGEMENT
Authority Subject – contributes towards an OP

What is Business Management all about?
Studying Business Management lets you be creative and innovative as you learn how businesses are managed, and understand the important role that managers play in business. In Business Management, you will explore the main functions of businesses and the ways that these functions work together to achieve business goals. You will work in partnerships, small groups and teams as you navigate through the decisions that business managers often face. You will participate in practical and authentic business situations. This may involve you using innovation and creativity to develop feasibility studies or undertake business ventures.

Prerequisites – Students should have an SA in English and Maths. All applications will be considered, and students will be advised if this subject is not suitable for them.

Companion Subjects
This subject works very well with Certificate III in Business and Accounting for students who have a particular interest in a business / finance future.

Content
As you study Business Management, you will explore key concepts relating to:
- management practices
- marketing management
- operations management
- human resource management
- finance management
- business development.

Business Management lets you learn about these areas of study in relevant contexts, such as international business, small-to-medium enterprise and industry-specific.

In Business Management, you will investigate case studies which may be based on local, national and global business contexts to identify the key issues that impact businesses. You will collect and organise business information which you can then analyse to look for trends, patterns or relationships. Simulating the role of a business manager, you will suggest management strategies and recommendations aimed at achieving business objectives. Working in partnerships, small groups and teams on short- and long-term projects, you will learn and develop communication and management strategies which are essential for business managers. You may enact these strategies in class, through business ventures or in assessment tasks, and identify how business managers enact these strategies in the business situations you study.

Where can Business Management take you?
A course of study in Business Management can contribute 4 credits towards the Queensland Certificate of Education (QCE), and open a door to further education and employment in small-to-medium enterprise, business management, human resource management, financial management, commerce, marketing and operations management and corporate systems management.

Assessment
Assessment in Business Management lets you demonstrate your knowledge and understanding in business situations. By analysing the strategies you see in business situations, you may evaluate how effective they are and propose recommendations. You will have a chance to present this information to audiences through writing and speaking, or by combining modes for a presentation. These communication skills will be useful for a future in business management.

In Business Management, assessment instruments include feasibility studies, extended responses and examinations. Feasibility studies involve proposing a start-up business or a new business idea. By analysing existing or competing businesses, you will determine the viability of your business idea or start-up business. 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. In Year 12, you will complete five assessment responses, including at least one feasibility study and at least one supervised extended response test.

Expectations and Homework
- Students must be prepared to work efficiently by being organised in their work habits.
- Students will be expected to keep abreast of current issues in the community in terms of commerce and industry.
- Being prepared and willing to work in small teams is essential.
- Consistent work in all elements of the course must occur throughout each semester.
CHEMISTRY
Authority Subject – contributes towards an OP

Chemistry is the study of the nature of the substances that make up our universe - from a single drop of water to the complex compounds that control our behaviour. Chemistry provides the basis for many studies from Medicine to Metallurgy, Forestry to Forensic Science and Textile and Food Technology.

Prerequisites
Students who take Chemistry should be well motivated, have average or better reading comprehension and be able to express their ideas clearly. They should be competent in mathematics as they will spend much of their time solving problems.

Students who are successful in Chemistry typically attained an A in Junior Science and Extension Mathematics. This does not guarantee success in Chemistry; students must also be prepared to work consistently through both years of the course and to seek help whenever they experience difficulties understanding the coursework.

Companion Subjects
Chemistry may be taken by itself or in combination with other Sciences such as Biology, Earth Science and Physics. Because science subjects overlap, students who study two or more of these have an advantage, especially in their ability to grasp concepts, solve problems and interpret and analyse information. However, we recommend that no more than three Science subjects be studied in Years 11 and 12.

We also strongly recommend that Chemistry students also take Mathematics B.

Content

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Unit 1 - Foundations of Matter</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Unit 2 - Context – The Wonders of Water</td>
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<tr>
<td>Semester 2</td>
<td>Unit 3 - Gases</td>
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<td>Unit 4 - Hydrocarbons</td>
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<tr>
<td>Semester 3</td>
<td>Unit 5 - Redox Reactions</td>
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<td></td>
<td>Unit 6 - Equilibrium</td>
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<tr>
<td>Semester 4</td>
<td>Unit 7 - Context - Forensic Science</td>
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<td></td>
<td>Unit 8 - Polymers</td>
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</tbody>
</table>

Assessment
Chemistry is a subject that depends on students having a well-developed understanding of the subject. To help students, tutorials and diagnostic tests are used to provide them with feedback on how well they are going. These test their knowledge and understanding and their ability to investigate, evaluate and draw conclusions about chemistry issues. There are also formal examinations, assignments and extended experimental investigations (EEI).

This subject includes mandatory elements that must be assessed to meet the syllabus requirements of the Queensland Curriculum and Assessment Authority (QCAA). Students who do not complete these mandatory elements jeopardise their assessment and enrolment in this subject.

Expectations and Homework
Students are expected to spend at least three hours each week on homework, writing up laboratory exercises, revising for tests and reading. Laboratory work is a major part of the course and students may have to spend some of their own time (lunchtime, before or after school) completing investigations.

Students are expected to organise their notes and summaries in a notebook or folder and have a copy of the Periodic Table and a suitable calculator. Workplace Health and Safety Regulations require students to wear appropriate safety equipment provided by the school, exercise strict self-control and wear leather shoes in the laboratories.
DANCE

Authority Subject – contributes towards an OP

Dance is an evolving form of expression which is fundamental to the human condition. Dance involves choreography as an aesthetic means of ordering movement into an expressive code. The human body is used as an instrument in dance performance, developing technical and expressive skills. Dance appreciation involves understanding how and why dance is made, the techniques used in its design and the stylistic elements which place it in a particular historic and cultural context. Dance education builds self-confidence and physical well-being. Students learn to value their own and others aesthetic responses to dance.

Choreography is the shaping and controlling of dance components. Performance is the dancer’s interpretation of intent through the technical and expressive skills of dance. Appreciation involves aesthetic responses of students to danced works and the application of knowledge and understanding in the analysis, interpretation and evaluation of dance in various contexts.

Prerequisites

Students will be auditioned for entry into the Dance course. Previous dance experience is not essential but studio training or involvement in community classes would be an advantage to students wishing to enter this subject. Criteria for the audition will be:

• Attitude and level of commitment
• Interpretation / creativity
• Physical readiness
• Basic rhythm and coordination

Auditions will be held according to the school calendar and each student will be advised as to the outcome. A sound in English at Year 10 is recommended, as this course has a strong theoretical component.

Content

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
<tr>
<td>12</td>
<td>All that Pizzaz – Exploration of a range of Musical Theatre Styles.</td>
<td>Making a Difference – Exploration of a range of works with a political or social message and extended study of choreographers.</td>
<td>Post-Modern – Exploration of the evolution of post-modern dance and techniques / philosophies.</td>
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</tbody>
</table>

The course involves:

• Construction of dance works, individually, in pairs, and in small groups
• Performing dance works, displaying bodily alignment, coordination technical and interpretive skills, musicality and stylistic components
• Written assignments which involve research analysis, interpretation and evaluation in written form, of dance videos and live performances of dance

Assessment - All assessment tasks will be classified under one of the three dimensions of dance: choreography, performance and appreciation. Methods of assessment include written assignments, dance performance, choreographic tasks and examinations.

Expectations and Homework - Students need to display a high level of commitment to this course. They will engage in out-of-school rehearsals in the lead-up to scheduled performances, particularly around the time of the ‘Dance Production Evening’ which is held in September each year. Students will also be required to perform a dance item on assembly at least once during the year. Students are also invited to attend live dance performances that are organised by the Arts Department throughout the year.

Class and Assessment Uniform - The following uniform will be required for class and practical assessments:

• Girls – Full length or ¾ black dance pants with roll over blue waistband and blue lycra singlet top with crossed spaghetti straps or alternatively black Supre singlet.
• Boys – Plain black tracksuit pants or shorts with a blue Wavell dance t-shirt.
• Shoes – Either black canvas sneakers (white soled) or Jazz shoes are required for class.

The uniform is generally purchased by Year 9 students, however new enrolments to Dance in other year levels can purchase their dance wear from the Wavell Uniform shop.

Dance Levy - All students studying dance are required to pay $100.00 as an annual levy to assist in the provision of performance costumes, one workshop by a Professional Artist; music; equipment and copyright. From time to time excursions or extra workshops with dance artists will require an additional payment.
Drama is one of the oldest known art forms. It provides a medium for exploration, social criticism, celebration and entertainment. Students will use and develop further understanding of the elements of drama, drama styles (heritage and contemporary) and drama conventions and contexts. Text work and improvisation is part of the course. Drama assists students to learn about themselves and others. The personal journey taken by students through Drama promotes an inner knowledge and confidence important for human development. Drama is a subject that prepares students for real life.

Prerequisites
As Drama has a strong written component, it is recommended students have achieved a minimum of a C in Year 10 English before contemplating Drama as a Senior subject. Though not essential, it is recommended that students have studied Drama in Years 9 and 10.

Companion Subjects
Students with a strong interest in Drama may also study Drama Studies (Excellence Program).

Content – Student devised Drama, Australian Drama, World Drama.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Unit 1 – Realism:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Practical: Improvisation Performance</td>
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<tr>
<td></td>
<td>2. Stage Acting (published playscript)</td>
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<td></td>
<td>3. Extended Response (Written)</td>
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<td></td>
<td>4. Non-practical: Scriptwriting</td>
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<td></td>
<td>5. Performance: Stage Acting (published playscript)</td>
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<td>6. Extended Response: Multimodal</td>
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<thead>
<tr>
<th>Year 12</th>
<th>Unit 2 – Elizabethan / Greek Theatre</th>
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<tbody>
<tr>
<td></td>
<td>7. Non-practical: Scriptwriting</td>
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<tr>
<td></td>
<td>8. Performance: Stage Acting (Student devised performance)</td>
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<tr>
<td></td>
<td>9. Examination: Extended Response</td>
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<tr>
<td></td>
<td>10. Practical: Directing</td>
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<td></td>
<td>11. Performance: Stage Acting</td>
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<tr>
<td></td>
<td>12. Extended Response (Written)</td>
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<tr>
<td></td>
<td>13. Practical: Stage Acting (student devised)</td>
</tr>
<tr>
<td></td>
<td>14. Non-practical: Scriptwriting</td>
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<tr>
<td></td>
<td>15. Extended Response</td>
</tr>
</tbody>
</table>

Time lines for units are flexible as assessment tasks may need to fit with the commitments of visiting Professional Artists.

Assessment

| Forming: | • Managing and structuring dramatic experiences (practical and written). |
| Presenting: | • Developing and demonstrating acting and performance skills. |
| Responding: (written or oral) | • Reflecting, interpreting or analysing. |

Note - The order of assessment tasks may change if Visiting Artists work in Residence

Expectations, Homework and Charges
Students will be required to spend some of their own time learning lines and rehearsing for performance tasks. A Visiting Artist in Residence will work with the Drama students each year. This will be covered by a levy of approximately $50.00. Often Wavell works with the Zen Zen Zo Theatre Group creating Physical Theatre or Shake & Stir performing Shakespeare. Both companies create student performances which are innovative and of professional standard. Parents and friends are invited to the performance. Excursions to live theatre (1 or 2 times per year) are part of the course and cost approximately $35.00 for each visit. Students analyse the live performance for assessment. It is expected that students wear either school uniform or ‘all black rehearsal clothes’ to out-of-class rehearsals. A black Drama T-Shirt is available from the school at a cost of $20-00.
EARTH SCIENCE
Authority Subject – contributes towards an OP

Earth Science is an interdisciplinary study with an environmental focus. By investigating the Earth and its dynamic systems we have increased our knowledge of our planet and gained insight into its formation and evolution. We have begun to understand the impact of human technologies on the environment and raised awareness of the need to manage our resources ethically.

By understanding the processes which formed and shaped the Earth, we can explore the fragility of living ecosystems and learn how to better manage these in a sustainable manner.

Prerequisites
Students who do well in this subject will have an interest and curiosity about science and concern about the effects humankind has had on the environment. They should have an average or better ability to read, understand and extract information from text, diagrams, graphs and maps, using books and other documents, including those found on the Internet. An interest in developing computer skills is also important. Students should have attained at least a high C in Junior Science and a C in Extension Mathematics or A/B in Core Mathematics.

Companion Subjects
Earth Science can be studied by itself, or in combination with other Science subjects such as Biology, Chemistry or Physics. However, we recommend that no more than three science subjects be studied during Years 11 and 12.

Content
The themes included in this program are:

| Theme 1 - | Introduction to Environmental Earth Science |
| Theme 2 - | Our Earth and its Systems |
| Theme 3 - | Hazardous Earth Processes and Materials |
| Theme 4 - | Earth’s Resources and Human Impact on the Environment |
| Theme 5 - | Our Earth in Space and Time |

Assessment
Students will be assessed using the criteria of Knowledge, Understanding and Application; Working Scientifically and Using Information Scientifically.

Student folios will include up to ten assessment tasks, which will include written tests, laboratory and field-based investigations and studies using a range of resources, including computer based applications, remote sensing, and the internet.

Students are expected to improve their results over the two years, so profiles will be selectively updated for exit assessment.

Students must participate in a minimum of three days (or equivalent) each year in field work. Students are expected to meet the costs associated with these excursions.

This subject includes mandatory elements that must be assessed to meet the syllabus requirements of the Queensland Curriculum and Assessment Authority (QCAA). Students who do not complete these mandatory elements jeopardise their assessment and enrolment in this subject.

Expectations and Homework
Students can expect to spend a minimum of three hours each week on out-of-class activities (at school or at home). This will include reading, studying maps and diagrams, using computers to study or revise topics, or using the Internet. They will have to study, write answers to questions and problems, be involved in group work in investigating a topic and presenting reports, write up practical reports, research and plan excursions. Students are expected to be well organised, self motivated and committed to achieving their best possible results.
ECONOMICS
Authority Subject – contributes towards an OP

Economics is a study of the ways in which a society uses its scarce resources to satisfy its unlimited wants. No nation has enough farms, factories or people to produce everything that it needs. To make best use of its resources (ie. land, labour, capital and enterprise) a nation needs to have some system to organise the production and distribution of goods and services. This system is called the market economy. A market economy has to attempt to answer basic questions: Namely, what to produce, how to produce and who is going to receive the goods and services from such production. Economics therefore, is the detailed study of national economies. A background knowledge of Economics is essential for careers in the finance or business world. To succeed in life, knowledge of personal finance is essential e.g. tax, superannuation, mortgage rates, banking facilities. This subject is very useful if you are considering studying Business, running your own business, or working in business or finance.

Prerequisites
Students should have gained at least a C in Year 10 History or History (with a Geography Major) before contemplating studying Economics in Year 11.

Content – the order of the semesters may change but all four are covered in the two year course.

<table>
<thead>
<tr>
<th>Semester A -</th>
<th>Core Topic – Markets and Models</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Economics is concerned with the study of scarcity, how do we use our scarce resources to satisfy an economy's needs and wants? How does&quot; price&quot; influence this? Economic models help simplify complex relationships on a local, national and international basis.</td>
</tr>
<tr>
<td>Electives:</td>
<td>One or two chosen - Personal Economics; The Share market including the Share market Game.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester B -</th>
<th>Core Topic – Contemporary Micro-economic Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Economic decision making is complex. The best use of scarce resources comes from utilising the cost–benefit model and rational economic behaviour can result from using this model eg. What is the cost-benefit analysis of buying a diesel car over a petrol car? Or what is the cost benefit analysis of a country installing NBN?</td>
</tr>
<tr>
<td>Electives:</td>
<td>One or two chosen - Industry and market concentrations; Environmental economics; Labour Economics</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester C -</th>
<th>Core Topic - Contemporary Economic Management</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Management of the Australian Economy at a Macro level; Analysis of the Budget and policies. How can the issues of Inflation and Unemployment be solved?</td>
</tr>
<tr>
<td>Electives:</td>
<td>One or two chosen - Distribution of Income and Wealth; The Economics of Government</td>
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</table>

<table>
<thead>
<tr>
<th>Semester D -</th>
<th>Core Topic - International Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current account deficit, measuring government performance, exchange rates, trade policies from isolation to globalisation, government regulation of trade and currency value. Why is it cheaper to buy products from overseas and what effect does this have on the Australian economy?</td>
</tr>
<tr>
<td>Electives:</td>
<td>One or two chosen - Economics of Trade; Systems and Development Economics</td>
</tr>
</tbody>
</table>

Assessment
Only 3 (three) pieces each semester from: essays, objective / short response tests, assignments and prepared orals. Dimensions (Criteria) in Economics are:- Knowledge and Understanding; Investigation; Synthesis and Evaluation.

Expectations and Homework
- Students should expect home studies to occupy two hours per week on average. This includes homework, research and assignment work, summaries and consolidation.
- Excursions are usually held once per year.
Why study Engineering Technology?
Engineering Technology is designed for students who have an interest in the practical application of science, mathematics and technology. It provides opportunity to pursue a wide variety of professional career pathways, especially those that involve scientific research and problem-solving skills. The course helps students understand concepts and principles of engineering in its broadest sense. It is concerned with the theoretical concepts and practical applications related to technology, industry and society, engineering materials, engineering mechanics, and control systems. The course draws upon the fundamental principles of science, mathematics and technology, reinforcing conceptual ideas through practical workshop and laboratory activities. Integrated throughout is the development of technical communication skills applicable to engineering. Engineering Technology meets the needs of students in a modern society increasingly concerned with social, economic, humanitarian and environmental issues such as sustainability, renewable energies and Indigenous perspectives.

Prerequisites
A minimum of ‘B’ Achievement rating in Year 10 Extension Maths and Science

What is studied?
The course is structured around the engineering design process and is based on scientific, mathematical and engineering knowledge covered in four interrelated areas of study:
- Technology, industry and society — the interdependence that occurs.
- Engineering materials — the nature of materials, their property–structure relationships, and the various mechanisms for modifying materials
- Engineering mechanics — the study of mechanics and associated practical applications
- Control systems — the study of control systems, associated software, hardware and mechanisms, and application of automated technologies in industry and society.
Technology contexts provide a real-world. Possible contexts include agriculture, aerospace (aviation), appropriate technology (simple technologies), biomedicine, communication, construction, energy, manufacturing, mining, sustainability and transportation.

How do students learn?
Students undertake a variety of engineering design challenges which include activities such as testing of materials, formulation of problems, analysis of engineering solutions, modelling solutions and prototyping. These activities provide a framework by which theoretical principles can be investigated and tested. Through the engineering design process, students are encouraged to understand and appreciate the interaction and interdependence among engineering technologies, industry, society and the built and natural environments.

Assessment
The exit achievement level awarded to each student will be based on the fullest and latest information about each student’s achievement. The standards are described in terms of:
- Knowledge and application
- Investigative and analytical processes
- Evaluation and technical communication

Assessment techniques used include supervised written assessments, extended written response items, calculations, responses to stimulus materials, project and research work, investigations and assignments. The technical engineering report is a response to an engineering design challenge. Appropriate tasks would encourage modelling and simulation of engineering principles and applications. Non-written presentations, such as datashow or multimedia presentations, seminar presentations, debates, mock interviews, speeches and radio/TV news reports may also be employed.

Expectations and Homework
Students selecting this subject must adhere to Australian Safety Standards, have self discipline and show the co-operation that is required in a test or laboratory situation. Students studying Engineering Technology must be prepared to follow all safety instructions and wear all safety equipment when required.

Safety Requirements & Risk assessment
In an effort to support safety in the Industrial Technology and Design Department there are several WH&S procedures implemented that are linked to those of Industry practices. Under Sections 28 – 36 of the Workplace Health and Safety Act teachers and students have obligations. It is extremely important for parents to be aware of their students’ obligations to be safe around themselves and others. Failure of students to comply unfortunately means that departmental WH&S concerns may exclude them from the Industrial Technology and Design practical environment for a time. Mandatory Personal Protective Equipment will be required. Students must have shoes with leather uppers to enter the practical workspaces.
ENGLISH
Authority Subject – contributes towards an OP and the Literacy requirement for QCE

Senior English develops a student’s knowledge of how language works in particular texts and in our culture. By studying English at Senior level, a student will gain an understanding of the relationships between language, text studies and literacy, and how they make meaning in particular social and cultural contexts.

Prerequisites
At least a C in Year 10 English. Students should seek advice from their Year 10 English teacher and the Head of Department.

Companion Subjects
Nil

Levies
A “live performance” levy is collected through the Resource Hire Scheme to cover the cost of student attendance at plays and author talks.

Content
The Senior English program is organised into semester units which comprise a number of topics. The two year course is divided into four sections based on texts drawn from prose, poetry, drama and media sources.

The following Semester units are studied in Years 11 and 12:

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
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<tbody>
<tr>
<td>What is Truth? Documentary study</td>
<td>It’s a Classic: Role of the ‘classic’ novel</td>
</tr>
<tr>
<td>Walk in Someone Else’s Shoes: Novel/Play study</td>
<td>All the World’s a Stage: Shakespearean play</td>
</tr>
<tr>
<td>Imagine This! Play/Novel study</td>
<td>Short is Sweet: Short stories</td>
</tr>
<tr>
<td>Faces of Australia: Australian Poetry</td>
<td>A Living Legacy: The legacy of ‘great’ poets</td>
</tr>
<tr>
<td>Media Madness: Media analysis and presentation</td>
<td>And the Winner Is? Film study</td>
</tr>
</tbody>
</table>

Assessment
Assessment tasks and conditions are derived from those mandated by the English Syllabus, as outlined in the school's approved work program. A variety of assessment instruments are used in the program, including extended written assignments, speaking presentations and in-class and end-of-semester examinations. Students must demonstrate ‘evidence of authorship’ for all assessment tasks by following clear procedures for consultation, drafting and documentation of their work. Each student receives an assessment overview at the start of the year giving details of tasks and due dates.

There are six assessment tasks per year. Assessment task sheets clearly set out the requirements of each task and the marking criteria. Students must complete at least one spoken task and at least two written tasks each semester. All tasks must be completed in order to receive credit for the semester. Assessment work is collected in a folder at school with an attached profile showing the progressive achievement of the student. Year 11 results are formative and do not contribute towards the exit result at the end of Year 12.

The Senior English Syllabus requires Year 12 students to demonstrate a degree of independence in response to the increasing complexity of tasks during the year. Students must meet assessment due dates in order to meet the requirements of the course. Students must also demonstrate proficiency at a minimum SA level in both written and spoken tasks on “exit” from the course.

Expectations and Homework
In Senior English, students need to organise their time efficiently as assignment tasks are ongoing each Semester. It is expected that students will capitalise on opportunities which are provided in order to take responsibility for their own learning. Students are encouraged to work independently and productively in a supportive classroom environment which focuses on effective teaching and learning.

Students should be punctual to class and well-prepared for each lesson by ensuring that they have the required text and by maintaining accurate and clear notes. Homework should flow from each English lesson and will involve longer-term preparation for assessment. An average of 4 hours of homework is required per week, including set tasks, assignment preparation and revision. Students should always consider wide reading as an essential component for success in this subject.
ENGLISH EXTENSION Year 12 only
Authority Subject – contributes towards an OP

English Extension is an Authority subject studied for two semesters in Year 12. The central focus is an in-depth consideration of the notion of “Literariness”. By using different approaches to reading texts and contexts, students extend their conceptualisation of the central notion: that whatever literature is, it is dependent on how, when, where, by whom and for what purposes it is read. The course is designed to be more challenging than Senior English as reflected in the tasks and assessment standards. It is intended for students who are interested in exploring literature and literary theories in greater depth. The course offers students intellectual engagement and critical awareness, fluency and skill with language, independent study, tutorial style learning and enjoyment!

Prerequisites
• Students need to have at least a Mid B in Year 11 Authority English.
• An interview with the Head of Department will be conducted to ensure students are informed about their choice.
• Students discontinue one of their Year 11 subjects (except English).

Companion Subjects
Students taking English Extension must also take Authority English.

Content
Students will gain an understanding of reading practices and how they are generated from a range of literary theories. Students learn about the elements of literary texts and examine how a text's value to a culture may change through time. This course allows students the opportunity to have a deeper appreciation and understanding of literature.

Assessment
Three tasks (all summative):
1. Written – Reading position regarding a focal text plus a defence.
2. Written and Spoken – The transformation of one text into another form and the defence of the approaches and strategies used – delivered as a spoken presentation.
3. Written – A sharply focused and closely argued extended response of about 2,500 words which may be a print, hypertext or multimodal text.

Expectations and Homework
Students must be fluent readers who are prepared to read widely. Research into literary theory is an integral component of the course. Students will need to read class notes between lessons and be prepared to consult extensively with the teacher.

It is expected that students will attend classes before school or at other times to be negotiated, as the subject is conducted ‘off-line’, that is, at times when no other subjects are being taught. The lessons are currently held before school, three mornings per week, commencing at 7:40am. This enables any student with appropriate ability to enrol in the course without having a timetable clash with another subject. Students normally drop a Year 11 subject in order to take up English Extension. It is advisable students consult with the Guidance Officer about which subject to drop to ensure both QCE and OP requirements are met. During the three ‘spare’ lessons that result, students are expected to study in the school library.
Films, Television and New Media is the study of the mass media and its influence in our lives. The course includes both theoretical and practical work. Creative and Technical features are considered in theory and then implemented by both viewing and making a variety of media productions. Films, Television and New Media is studied in terms of five core concepts: Technologies, Representations, Audiences, Languages and Institutions.

Career and Tertiary opportunities for Film, Television and New Media students are increasing. Politics, Journalism, Law, Arts and Education courses often include Media components. Arts Degrees, majoring in Media Studies are available at a number of educational institutions throughout Queensland.

Prerequisites
Students selecting this subject should have gained a high C in Year 10 English. Students must be prepared to dedicate personal time out of school for filming and editing in order to fulfil course requirements.

Incompatible Subject
Students taking Film, Television and New Media may not also take Media Studies.

Content
Films, Television and New Media is composed of a number of units developed to fulfill the objectives through an integrated study of the three dimensions of Design, Production and Critique.

<table>
<thead>
<tr>
<th>Year 11: Semester 1</th>
<th>Year 11: Semester 2</th>
<th>Year 12: Semester 3</th>
<th>Year 12: Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Killed the Radio Star</td>
<td>You can’t Handle the Truth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coming Soon to a Theatre Near You</td>
<td>Here’s Looking at You Kid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You’ve Gotta Have Style</td>
<td>This is not a Film</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eurovision: International Film</td>
<td>Straight to the Pool Room</td>
<td></td>
<td></td>
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<tr>
<td>Movements</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment
Exit Assessment is divided into three areas:

Design is the planning or design process, often referred to as the ‘pre-production’ phase. The criteria for Design are:

- understand and apply the key areas conceptually
- communicate design intent.

Production is constructing a film or television text using skills and techniques in what are often referred to as the ‘production’ and ‘post-production’ phases. The criteria for Production are:

- understand and apply the key areas practically to communicate
- use production techniques.

Critique is reflecting about or responding to one’s own works and those of others, and analysing and evaluating aspects of the five key areas and the ways in which a text reflects its historical and cultural contexts. The criteria for Critique are:

- research, analyse, synthesise and evaluate
- communicate knowledge and understanding of the key areas.

Tasks include:
- Scripts
- Story Authority
- Synopsis
- Proposals
- Publicity Campaign
- Marketing Pitch
- Interviewing
- Documentary
- Film/Television Genre
- Reviews
- Critique
- Written Assignment
- Pre-Production Research
- Internet activities
- Tests.

Expectations and Homework
Students need to be aware of the necessity to spend time during lunch hours, after school and at weekends completing practical assignments. Every care must be taken with school cameras and equipment. Much of the work requires a high level of group cooperation. The time requirements for Film, Television and New Media should be taken into account when choosing other practical subjects. Students will be expected to provide their own mini DV tapes or 8 GB SD card for filming assessment at an approximate cost of $10.00 each. Students should also purchase two blank DVDs per year to copy production work.
GEOGRAPHY
Authority Subject – contributes towards an OP

Geography is the study of our earth’s surface, both physical and human. It involves planet management for current and future use. Geography is a problem solving subject. We seek to identify and solve environmental problems, world population and development issues, urban problems and problems of water use and abuse. Students develop practical skills of research, presentation skills involving mapping, graphing and literacy, and practise the processes of analysis and evaluation. Current issues such as the ‘environment’ and ‘resource development’ are case studied. Geography aims to develop empathy for other cultures and lifestyles, and to promote the value of travel and outdoor recreation. Finally, Geography seeks to clarify a student’s personal values to enable effective functioning and decision making as a responsible citizen. A background knowledge of Geography is essential for a career in urban planning, environmental science, landscaping or rural agriculture/horticulture/industry/technology, and is useful when planning travel, reading maps, choosing the ideal location to live or to purchase a home or business.

Prerequisites
Students should have gained at least a C in Year 10 History or History (with a Geography Major) before studying Senior Geography. You do not have to have studied History (with a Geography Major) in Years 9 and 10 to study Geography in Years 11 and 12.

Companion Subjects
One Social Science helps the study of another. These skills and processes are essential for any tertiary course and are used constantly in later life every time a decision is made.

Content for Year 11 and Year 12. (The order of semesters varies.)

<table>
<thead>
<tr>
<th>Semester A</th>
<th>Managing the Natural Environment - Water - Managing Catchments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Sustainable management of local creeks and rivers, blue green algae, soil degradation, water wise practices.</td>
</tr>
<tr>
<td></td>
<td>Disasters</td>
</tr>
<tr>
<td></td>
<td>• Responding to Natural Hazards – earthquakes, landslides, cyclones, bushfires, volcanic eruptions.</td>
</tr>
<tr>
<td></td>
<td>• Case studies of major hazard events and disasters e.g. Tsunami in Japan 2011, Brisbane floods 2011.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester B</th>
<th>Exploring the Geography of Disease</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Global patterns of disease through time and space</td>
</tr>
<tr>
<td></td>
<td>• Impacts and management of disease/pandemics, e.g. HIV/AIDS, Ebola, Bird Flu, Malaria</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester C</th>
<th>City and Country - Social Environments Characteristics of urban and rural communities- Sustaining communities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Social economic political and physical processes causing the patterns – Renewal, change</td>
</tr>
<tr>
<td></td>
<td>Planning Communities – Connecting people and places</td>
</tr>
<tr>
<td></td>
<td>• Impact of transport planning on people and places. Future Strategies, e.g. Brisbane, Brazil, China, Japan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester D</th>
<th>Resources and the Environment Living with Climate Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• World’s main physical systems, eg. Atmosphere, Patterns eg. El Nino, Global Warming, Acid rain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Sustaining Biodiversity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Species loss and protection, threats to biodiversity, e.g. on Stradbrooke Island.</td>
</tr>
</tbody>
</table>

Assessment
A typical semester has only 3 (three) items from: Practical exercises (maps, graphs, field report, stimulus items), report based on field research, short answer test, essay. Criteria are Knowledge, Analytical Processes, Decision Making Processes, Research and Communication.

Expectations and Homework
On average 30 minutes of homework should be completed per night, for the 3 nights you have a Geography lesson, including set tasks, essay and assignment preparation, and revision.

Field Trips / Camp
Senior students can expect to be involved in compulsory day trips or a 2 to 3 day camp, involving observation, measuring/counting, group work and fun! Geography reports are based on these field trips and require very little library research e.g. Stradbrooke Island Camp.
What is Graphics all about?
Senior Graphics is about solving design problems graphically and presenting graphical products. You will use a design process to identify and explore the design needs or opportunities of target audiences; research, generate and develop ideas; and produce and evaluate graphical solutions. You will solve graphical problems in at least two of three design areas: industrial design, graphic design and built environment (architecture, landscape architecture and interior design).
Graphics contributes to your understanding and proficient use of technologies. It develops communication, analytical and problem-solving skills.

Prerequisites
A study of Junior School Graphics, with the attainment of at least a C, is highly recommended.

Content
As you study Graphics, you will learn to:
- use design processes in graphical contexts
- formulate design ideas and solutions using the design factors, which include
  - user-centred design
  - design elements and principles of design
  - technologies
  - legal responsibilities
  - design strategies
  - project management
  - sustainability and materials
- create and communicate design solutions in the form of graphical representations, including a range of sketches and drawings
- apply industry conventions where applicable
- develop design solutions for a range of audiences, including corporate clients and end-users.

How will you learn?
As you develop and present graphical representations of ideas and solutions for design problems you will:
- sketch and draw freehand
- develop spatial cognition and visualisation
- produce technical graphical representations in 2-D and 3-D formats
- use existing and emerging technologies.
You will plan and produce graphical representations in simulated real-world contexts. To do this, you will interpret, generate and create visual communications for particular purposes and audiences. You will then make judgments and justify decisions about the graphical representations you produce.

Assessment
Assessment in Graphics gives you opportunities to demonstrate the knowledge and understanding, analysis and application, and synthesis and evaluation applicable to solving design problems and representing ideas and solutions graphically.
In Graphics, assessment instruments include design folios and examinations.
- Design folios record the design process you have used to solve a design problem. These folios will contain some written information, but will mostly consist of graphical representations of your ideas and solutions.
- Examinations will mostly require you to sketch and draw ideas and solutions in response to small design problems or aspects of larger ones.
In Year 12, you will be expected to complete at least four assessments, including at least two design folios and one examination.

Expectations and Homework
Individual equipment students will need to purchase, items such as pencil, colouring pencils and erasers for use at home to enhance their presentations. Students can obtain copies of the CAD package used at school, free of charge. This will assist them when undertaking homework and assignments. Other packages could also be purchased.
HEALTH EDUCATION
Authority Subject – contributes towards an OP

Health Education offers students the opportunity to develop the knowledge, attitudes, values and skills necessary to reach their health potential. Social, political, environmental and economic influences on health are studied in the course and there is a strong emphasis on health promotion and maintenance.

Prerequisites
• minimum SA in Year 10 English.

To succeed in Health Education, students need to have:
• an interest in health issues and health promotion
• good skills in reading, comprehension and writing
• good organisational skills.

Companion Subjects
• Students taking Health Education may also take Physical Education, particularly if they are doing an OP Course of study.
• Students taking Certificate II Sport and Recreation or Social and Community Studies are not encouraged to take Health Education.

Content
• Personal Health – The issue examines self esteem, body image, the influence of the media on teenagers including the impact of the electronic media.
• Peer and Family Health – The peer health issue is risk taking and substance use with the focus on binge drinking. The family health issue is on how to develop happy, effective relationships and families.
• Community Health – The Community health issue investigates organ donation.
• Health of Specific Populations – This unit focuses on adolescent health issues of homeless youth and sexual health.

Assessment
Students are assessed on three dimensions:

<table>
<thead>
<tr>
<th>Knowledge &amp; Understanding</th>
<th>Recall facts about health issues. Locate, understand and use information.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application &amp; Analysis</td>
<td>Investigate and analyse trends in health issues and interpret ideas. Explain complex relationships within health issues.</td>
</tr>
<tr>
<td>Synthesis &amp; Evaluation</td>
<td>Synthesise data and draw conclusions about health issues between stakeholders. Evaluate and justify conclusions.</td>
</tr>
</tbody>
</table>

Health Education will include both written tasks and non-written tasks to assess these dimensions. Students should expect three assessment tasks per semester. Assessment will include:
• Written tasks (eg. Exam essays, research tasks, evaluation reports)
• Action Research tasks (eg. Action plan implementation involving written and practical tasks)
• Non-written tasks (eg. Presentations such as orals supported by visuals)

Expectations and Homework
On average students need to spend three hours per week on study or reading current health related information. Students are required to do a reasonable amount of self directed reading and research.

This is an ‘inquiry-based’ subject where students are expected to:
• research widely from a range of sources
• get involved in class discussion
• suggest possible solutions to the health issues studied
• develop a sense of social justice
• critically analyse health issues
• communicate ideas and opinions, make decisions within groups
Home Economics is built around the underpinning theme of the well-being of individuals and families, and encompasses the broad areas of Nutrition and Food, Individuals, Families and Communities, and Textiles and Fashion. It adopts and fosters a critical reflection on those issues that impact on individual and family well-being.

Home Economics education involves students in areas such as the effect of food and food choices on health; the impact of living environments on individuals and families; and developing management skills associated with consumer use of textiles. An emphasis on the individual and the family as the underpinning theme ensures a personalised approach which in turn encourages students to be proactive in areas affecting their daily lives.

Home Economics can lead to many active, leisure and vocational opportunities. Expertise developed provides a creative outlet for many. Also developed are skills for those interested in a wide range of careers involving the fields of human relationships, management, design, textiles and foods.

Two strands of Home Economics will be available for study. They are both Authority Subjects and involve academic rigor in assessment:
- **Home Economics – General** (Textiles and Foods) or
- **Home Economics – Food Major** – (which emphasises on a foods approach)

Prerequisites –
Nil. However, Junior Home Economics and/or Food Studies provide a useful background.

Companion Subjects
The following subjects may be studied simultaneously: Hospitality Practices, Early Childhood OR Certificate III in Children’s Services. If Hospitality Practices and Home Economics (Food Major) are studied together, the food practical commitment will be high, in addition to cost. Students are advised to discuss this choice with the Head of Department/Class Teacher.

Course Organisation

<table>
<thead>
<tr>
<th>Course A</th>
<th>Course B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home Economics</strong></td>
<td><strong>Home Economics</strong></td>
</tr>
<tr>
<td>Food Major Strand</td>
<td>General Strand</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>Health and Well Being</strong></td>
<td><strong>Creative Costuming</strong></td>
</tr>
<tr>
<td>• Nutrition and food; Individuals, family and community</td>
<td>• Textiles and fashion; with Individual, families and communities</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>Science and Technology</strong></td>
<td><strong>Individuals in Australian Families</strong></td>
</tr>
<tr>
<td>• Nutrition and food; Individuals, family and community; Textile and fashion</td>
<td>• Nutrition and food; Individuals, families and community</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Semester 3</td>
</tr>
<tr>
<td><strong>Contemporary Issues</strong></td>
<td><strong>Designs for Future Living</strong></td>
</tr>
<tr>
<td>• Nutrition and food with Individuals, families and communities; Textiles and fashion</td>
<td>• Textiles and fashion with Individuals, families and communities</td>
</tr>
<tr>
<td>Semester 4</td>
<td>Semester 4</td>
</tr>
<tr>
<td><strong>Lifestyle Choices</strong></td>
<td><strong>Moving Up, Moving Out!</strong></td>
</tr>
<tr>
<td>• Nutrition and food; Individuals, families and communities</td>
<td>• Nutrition and food; Individuals, families and communities</td>
</tr>
</tbody>
</table>

Assessment – 3 dimensions:
1. Written Exams - Knowledge and understanding.

Expectations and Homework
- Students must be aware of the need to provide some of the resources for the food and textile components.
- Homework tasks may involve completion of writing tasks, practical/theoretical follow up activities or preparation of practical requirements for class.
### Why study Information Processing and Technology?
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.

### Prerequisites
Students should have an SA in English and Maths. All applications will be considered and students will be advised if this subject is not suitable for them. Students need to be committed to their study.

### Content
The course is not divided up into discrete semester units of work but follows an integrated approach covering four broad areas of study indicated below. Where possible, topics will be investigated through the ‘Design-Develop-Evaluate’ cycle. Core subject matter comprises 80% of the course, while the remaining 20% is extension material that will come from the sections outlined below on Information and Intelligent Systems and/or Software and System Engineering.

<table>
<thead>
<tr>
<th>Social and Ethical Issues</th>
<th>• Aims to encourage students to develop an appreciation and understanding of the impact that developments in information technology have on themselves and communities worldwide. It will be integrated within the other topics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human-Computer Interaction</td>
<td>• Aims to encourage students to examine, appreciate and design the many interfaces that exist in technological systems and information systems. It will be integrated within the other topics.</td>
</tr>
</tbody>
</table>
| Relational Information Systems | • Relational information systems theory and design – flat file databases, relational databases and other architectures, designing information systems. Software used: VisioModeller and Access.  
• Database theory and practice – implementing, querying and testing an information system using Structured Query Language (SQL). Software used: Access.  
| Software Programming | • involves the study of software development and computer systems and contains four topics:  
- Computer Systems architecture  
- Operating systems and environments  
- Algorithm theory and design  
- Software programming. Software used: Delphi |

### Assessment
A wide range of assessment is undertaken by students. The types of items undertaken by students across the IPT course involve:
• Minor projects (3 weeks duration)  
• Major projects (6 weeks duration)  
• Short response Items (600 words in length)  
• Extended writing tasks (greater than 600 words in length)  
• Theory exams  
• Practical exams

### Expectation and Homework
Students are expected to spend considerable time each week on homework, planning and designing projects and revising for tests. Students will be expected to research and collect information on a wide range of topics and present it in an organised format. A considerable amount of the course is of a practical nature. Students will be expected to use the computing facilities of the school outside of scheduled class times to complete assigned work.
JAPANESE
Authority Subject – contributes towards an OP

The study of Japanese aims to give students a working knowledge of the language and an understanding of Japanese culture. The four macro skills, reading, writing, listening and speaking, are equally emphasised throughout the four semesters. The emphasis is on intercultural and communicative competence, with students learning realistic language with authentic resources where possible.

Studying a foreign language enables you to:

- engage with the global community.
- expand your cultural understanding and experiences.
- develop new perspectives and opportunities.
- gain a competitive edge in the job market.
- travel through parts of the world more easily.

Potential Careers:

- Translator / Interpreter
- Journalist
- Lecturer / Teacher / Linguist
- Flight Attendant
- Hotel Manager
- Diplomat
- Subtitler

Prerequisites
Students should have achieved a minimum of ‘C’ in Year 10 Japanese before considering studying Year 11 and 12 Japanese.

Companion Subjects
Tourism, Business, Economics.

The following is a recognised Language course that counts towards your QCE:

Content
Grammar, vocabulary, scripts and culture are studied through the following topics:

| Semester 1 | Term 1 | Introducing Yourself; Communication; Rules |
| Semester 1 | Term 2 | Embarrassing Events; Holidays in Japan; Holidays in Australia |
| Semester 2 | Term 3 | Hobbies; Sports and Health; Entertainment |
| Semester 2 | Term 4 | Protecting the Environment; Bullying; Saving Water |
| Semester 3 | Term 1 | Let’s Go Somewhere; Let’s Stay Somewhere; How Shall We Get There? |
| Semester 3 | Term 2 | Tour Guides; Shop Assistants; Part-time Work in a Restaurant |
| Semester 4 | Term 3 | The Last Year of School – Driving; Youthful Celebrations; Dreams for the Future |
| Semester 4 | Term 4 | Living in Japan |

Organisation
In Years 11 and 12, Japanese is taught for three, seventy minute lessons each week. It may be necessary to run the class as a composite Year 11/12 class.

Assessment
Each semester, each macro skill, listening, speaking, reading and writing, are tested equally.

Test instruments may include listening and reading comprehensions, dialogues, interviews, role playing and a variety of written text types.

Expectations and Homework
As the study of a language is cumulative, that is, new knowledge accumulates on previous knowledge, it is important for language students to revise ‘old’ material. Students are expected to spend a good deal of time reading, revising and expanding their vocabulary. The key to success is to do a small amount of study at regular intervals, every day. It is recommended that a total of thirty minutes of home study is required each day.
LEGAL STUDIES
Authority Subject – contributes towards an OP

Legal Studies gives the necessary legal knowledge and skill to function in society. Emphasis in the course is not only on legal principles but also on the social context in which the law operates. The Legal Studies course gives a thorough coverage of the law which may be helpful for many future careers or further studies in Law, Business or other Law-related fields. In our society, everyone is deemed to know the law, as ignorance of the law is no excuse. As such, there is an obligation on our society to instil in its members some knowledge of the law.

Prerequisites
Students should have gained at least a C in Year 10 History or History (with a Geography Major) before contemplating the study of Legal Studies.

Companion Subjects
One Social Science subject helps in the study of another. These skills and processes are essential for any tertiary course and are used constantly in later life. Students with a keen interest in the law may also elect to study a Certificate IV in Justice Studies. This is a vocational qualification which provides students with a practical and job-ready qualification to use in the legal and justice industries.

Course Structure

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Semester 1</th>
<th>The Legal System</th>
<th>How does the Australian Legal system meet society’s needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction to Civil Obligations</td>
<td>How do civil agreements and the laws of negligence impact on citizens in a society?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Criminal Law</td>
<td>To what extent does the criminal justice system successfully balance the rights of individuals with society’s need for order?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester 2</td>
<td>Family Law</td>
<td>How does the law recognise and regulate family relationships?</td>
</tr>
<tr>
<td></td>
<td>Employment and the Law</td>
<td>How does the legal system attempt to balance the rights and responsibilities of employer and employee?</td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>Semester 3</td>
<td>Independent Inquiry</td>
<td>An independent inquiry involves students undertaking an independent, self-directed, in-depth investigation of a topical legal issue facing Australian society.</td>
</tr>
<tr>
<td></td>
<td>Human Rights and Indigenous Australians and the Law</td>
<td>Does the Australian Legal system adequately protect and enforce individual rights? How effective is the legal system in achieving justice for Aboriginal peoples and Torres Strait Islander peoples?</td>
<td></td>
</tr>
</tbody>
</table>

Assessment
Dimensions (criteria) for assessment are:
- Knowing and Understanding the Law,
- Investigating Legal Issues, and
- Responding to the Law.

The assessment program is based around two main forms of assessment: Examinations (short response tests and extended response tests) and Extended Responses (extended research responses - written or multimodal - and extended response to stimulus). There are a maximum of three assessment tasks per semester.

Expectations and Homework
An average 30 minutes of homework is required per night for the 3 nights where you have a Legal Studies lesson, including set tasks, essay or assignment preparation and revision. The four semester course has a high workload in terms of the volume of information to learn and the amount of writing, reading and research to be completed. Students are expected to be punctual to lessons and with classwork and homework. Students are expected to be well organised, self-motivated and dedicated to achieving their best possible results.
MATHEMATICS A
Authority Subject – contributes towards an OP and the numeracy requirement for QCE

Mathematics A is designed to prepare students for mathematics in everyday life involving numbers, quantification and spatial judgements. Mathematics A also impinges on broader issues such as health and the environment. It involves the use of calculators and other mathematical equipment.

Prerequisites
A solid C in Year 10 Mathematics is the preferred prerequisite. This course is demanding and requires ability and commitment.

Content
Both Core and Extension will be studied over the 2 year course:

**Core Topics:**
- Managing Money I
- Elements of Applied Geometry
- Data Collection and Presentation
- Linking Two and Three Dimensions
- Maps and Compasses – Navigation/ Land Measurement
- Managing Money II
- Exploring and Understanding data

**Extension Topics:**
- Introduction to Models for Data

Assessment
Written tests and examinations. In addition, other techniques will be included at least twice each year. These are extended modelling and problem solving tasks. Assessment will be both formative and summative.

Expectations and Homework
All students will need a scientific calculator as required in Year 10. Out of class study is essential for success. A minimum of three hours each week is expected.
MATHEMATICS B
Authority Subject – contributes towards an OP and the numeracy requirement for QCE

Mathematics B involves the study of measurement, properties and relationships at an advanced level. It is needed for entry to many tertiary courses and provides knowledge used in many fields including Geography, Biology, Environmental Science, Art, Economics and Fashion Design. It underpins most industry, trade and commerce, social and economic planning and communications systems.

Prerequisites
At least a good B Achievement in Extension Mathematics in Year 10 is the preferred prerequisite.

Companion Subjects
Mathematics B can be studied in conjunction with Mathematics C.

Content
The following topics will be studied over two years:
• Introduction to Functions
• Rates of Change
• Periodic Functions and Applications
• Exponential and Logarithmic Functions and Applications
• Optimisation - Using Derivatives
• Introduction to Integration
• Applied Statistical Analysis

Assessment
Written tests and examinations. In addition other techniques will be included at least twice each year. These are extended modelling and problem solving tasks. Assessment will be both formative and summative.

Expectations and Homework
All students will need a scientific calculator as required in Year 10. As well, all Mathematics B students are required to have a Graphics Calculator. These Graphics Calculators retail for up to $200 but are available for hire from the school for an annual fee of only $25. The scientific calculator will be useful for less advanced procedures not requiring the Graphics calculator. Out of class study is essential for success. A minimum of three hours each week is expected.

Levy
An annual $25 levy will be charged for the hire of a Graphics Calculator. Students also studying Mathematics C will only need to pay this levy once per year.
MATHEMATICS C

Authority Subject – contributes towards an OP and the numeracy requirement for QCE

Mathematics C builds on and broadens the Mathematics B course. It has more power and diversity and includes many new areas thus providing excellent preparation for the further study of Mathematics in a wide variety of fields. The additional vigour and structure of the mathematics required in this subject will equip students with valuable thinking skills which will serve in more general contexts. Studying Mathematics C also usually strengthens the performance of a student in Mathematics B. Students who select Mathematics C are in an elite group and this is often reflected in the resulting OP.

Prerequisites
An A Level of Achievement in Year 10 Extension Mathematics is the preferred prerequisite.

Companion Subjects
Mathematics B must be studied in conjunction with Mathematics C. The latter strengthens the former.

Content
The core topics will be studied and two selections from the options over two years.

Core Topics:
- Introduction to Groups
- Real and Complex Number Systems
- Matrices and Applications
- Vectors and Applications
- Calculus
- Structures and Patterns

Options:
- Linear Programming
- Plane Geometry
- Dynamics
- Introduction to Number Theory
- Probability and Statistics
- Advanced Periodic and Exponential Functions

Assessment
Written tests and examinations and in addition other techniques will be included at least twice each year. These are extended modelling and problem solving tasks. Assessment will be both formative and summative.

Expectations and Homework
All students will need a scientific calculator as required in Year 10. As well, all Mathematics C students are required to have a Graphics Calculator. These Graphics Calculators retail for up to $200 but are available for hire from the school for an annual fee of only $25. The scientific calculator will be useful for less advanced procedures not requiring the Graphics calculator. Out of class study is essential for success. A minimum of three hours each week is expected.

Levy
An annual $25 levy will be charged for the hire of a Graphics Calculator. Students also studying Mathematics B will only need to pay this levy once per year.
MODERN HISTORY
Authority Subject – contributes towards an OP

Modern History provides an opportunity to look back at our recent history and to trace the many advances as well as the many mistakes. The study of History involves a study of politics, economics, religion, society and culture. History is found in the education systems of all societies in the form of myths, legends and famous stories, as well as recorded historical accounts. Modern History is the story of the successes and conflicts which have shaped the last century on all continents on Earth.

History teaches students to accept, respect and question change, to realise that not all change is progress, and that progress is not necessarily continuous or desirable. History teaches students to condemn dogmatism - it encourages a passion for truth and objectivity. Our natural curiosity into our past and origins is used, therefore promoting the valuing of our cultural heritage. The study of History fosters confidence and humility, patriotism and idealism and a sense of feeling at home in a strange world; therefore it promotes an understanding of human nature. In summary, it is only by knowing and respecting the past that we can strive for a better future. In History, as in everyday life, we ask meaningful questions, collect evidence, sift through it, analyse and evaluate it to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours.

Prerequisites
Students should have gained at least a C in Year 10 History or History (with a Geography Major), before contemplating Modern History.

Companion Subject
One Social Science subject helps in the study of another. These skills and processes of research, analysis and evaluation are essential for any university or TAFE course and are used constantly in jobs and later life.

Content – order of units may change
The Syllabus gives teachers a choice of themes. A minimum of four inquiry topics must be studied across a minimum of three themes. Topics vary according to available resources, teacher expertise and student interest.

| Semester A | Introductory study “Six Lives” – six case studies of powerful people in the past 100 years. Theme 11 – The Individual in History – The Great Person in History Theme 6 – Studies of Power – Who had power at the start of the 20th Century? Power for One-Nazi Germany. |
| Semester B | Theme 6 – Competing for Power - Communism Vs Democracy – Cold War. Emerging Communism. Who has power now? |
| Semester C | Introductory study – the “ISMS” – Nationalism, Communism, Socialism, Capitalism. Theme 1 – Studies of Conflict – World War I to Terrorism, Armed Conflict, Terrorism |
| Semester D | Theme 12 – National History – Role of Britain in Australia’s History, Out with Britain, in with America, The Aboriginal Experience, Australia in the World Today. |

Assessment
A typical assessment program for Wavell State High School has no more than 3 (three) items each semester from: Multi-modal presentation, Extended written response, Research written task, Objective / short response test, Response to stimulus test. Criteria for assessment are Planning and using the Historical Research Process, Forming Historical Knowledge through Critical Inquiry and Communicating historical knowledge.

Assessment work will be collected in a folder at school, with attached profile showing the progressive achievement of a student towards exit at the end of year 12. Student progress is reported to parents via Mid and End of Semester reports seven times during the course of Years 11 and 12, culminating in the Senior Statement which records the Exit Level of Achievement for each subject.

Expectations and Homework
An average 30 minutes of homework is required per night, for the 3 nights where you have a Modern History lesson, including set tasks, essay and assignment preparation, and revision. The four-semester course has a high workload in terms of information to be learnt and the amount of writing, reading and research to be completed. Students are expected to be punctual to lessons and with classwork and homework. They must come ready to learn (homework completed, correct books and pens, quiet and cooperative attitude) and to respect the rights of others to a full and happy education.

33
The Senior Music course assists students to enjoy, appreciate and make music. As one of the Arts, Music makes a profound contribution to personal, social and cultural identity. The Arts are widely recognised as powerful educative tools that contribute to the development of the individual. Studies in Music therefore offer a unique form of self-expression and communication. This course is designed to:

- develop an enduring love of and lifelong involvement with music.
- develop a wide range of musical skills through practical means (Vocal and Instrumental).
- involve practical situations whereby students can develop a greater understanding of music as a living art form, and be able to communicate within this form.
- empathise with music in a variety of styles and contexts.
- appreciate and study music for its aesthetic value.
- appreciate and understand Australia's cultural heritage and multicultural development through music.
- develop social and personal skills that promote group co-operation, responsibility, confidence and self-esteem.

**Prerequisites**

Entry to this Senior course is by EITHER successful completion of the Junior Music course and by being a practicing musician with at least four years of experience, or by having completed AMEB Graded theory levels. Students who have not studied Year 10 Music should discuss the course requirements with the Head of Department. Ability to play a musical instrument is a definite advantage.

It is recommended that students have demonstrated a C or better in Year 10 English, as Senior Music has a strong written communication component and a C or above in Junior Music.

**Companion subjects**

Music Extension – Excellence Program may be studied in conjunction with Music and is a two semester course taken in Year 12.

**Content**

Students will study the following units over a two year period:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sing it Out!</td>
<td>A vocal unit looking at the development of vocal music.</td>
</tr>
<tr>
<td>Lights, Camera, Action!</td>
<td>Looks at the important role music has in film.</td>
</tr>
<tr>
<td>I am Australian</td>
<td>Looks at traditional and contemporary Australian music.</td>
</tr>
<tr>
<td>At the Theatre</td>
<td>Looks at the development of theatrical music.</td>
</tr>
<tr>
<td>Movers and Shakers</td>
<td>Music that has made an impact and continues to do so.</td>
</tr>
<tr>
<td>Beyond the School Gate</td>
<td>Independent study of a music genre / style / instrument done in Year 12 Term 4.</td>
</tr>
</tbody>
</table>

**Assessment**

Assessment over the two year period will include Written and Listening Exams, Compositions, Performances in small and large Ensembles and Research Assignments.

Students are assessed in three areas:

1. **Analysing Repertoire** - Students learn about music and apply this knowledge to understand and evaluate a wide repertoire of styles.
2. **Composing** - Students acquire, develop and apply knowledge of music writing and problem solving to create music.
3. **Performing** - Students display musical performing skills, which may include playing, singing, conducting, improvising, accompanying and moving.

All parts have equal weighting. Practical work will need to be practiced outside school hours in students' own time.

**Expectations and Homework**

- Regular homework in the form of worksheets, assignments or practical tasks is given. Students will need to be able to play a Musical instrument at a reasonable level of competency, or be willing to practice intently for set tasks on classroom instruments that are available. A commitment to regular practice is essential. The singing voice is regarded as a musical instrument.
- All students are encouraged to participate in the Instrumental program of the school if possible.

**Special Equipment**

Students do not need to own a musical instrument, although ready access to one would be very beneficial.
MUSIC EXTENSION
(Performance or Composition or Musicology) – Year 12 only
EXCELLENCE PROGRAM
Authority Subject – contributes towards an OP

Music Extension is an Authority Subject that is designed to cater for students with particular musical ability who may be contemplating further study in music or a career in music.

The subject offers specialisation which can be defined both as an area of study and as a career path in the profession. The subject is an obvious choice for students who are serious about their music studies, and will cater for musically gifted and talented students by providing them with a pathway to receive academic credit for their commitment to music. Students are able to select one of three strands of this course – Performance, or Composition or Musicology.

The course involves two Semesters of study in Year 12.

Prerequisites
Students must already have achieved an appropriate level of musicianship in a major study e.g. keyboard, voice, other instrument or composition. It is recommended that students be a member of the Instrumental Music and Band Program or an outside ensemble, particularly if majoring in performance.

Companion Subjects
Students who select Music Extension must also study the Authority Subject Music.

Content
The course aims to
• Provide students with demonstrated expertise in performance or composition or musicology.
• Provide students with the opportunity to develop further their musical abilities.
• Pursue excellence in the performance or composition of Music or the research of styles of Music.
• Develop cognitive, affective and psychomotor skills of the highest order.
• Develop discrimination, sensitivity and responsiveness at a heightened level.
• Provide students with the opportunity to demonstrate achievement at an advanced level in one of three dimensions: · Solo Performance · Composition · Musicology.

Assessment
Performance students will be required throughout the course to perform as a Soloist or in an ensemble of choice, in at least two recitals as part of a larger concert program for members of the wider school community.

Expectations and Homework
Music Extension will be studied by Year 12 students in the normal subject class time allocation for the Senior School. This comprises three 70 minute lessons for private study. Students will also study the subject for an additional 80 minute lesson during Sport on Wednesday afternoons with their class teacher as tutor.

It is expected that Performance students will also have a private teacher outside the school who will supervise their musical study and assist them in preparation for performances and examinations. A high degree of commitment to the course is expected. Students must be prepared to rehearse thoroughly for all performance tasks. Daily instrument practice is advisable with five to six hours per week recommended. A professional accompanist will be needed for the two recitals. This will be funded by the student.

Students of Composition and Musicology will be expected to spend at least three hours per week outside of school time engaged in study and research.

Music Extension (Performance) may also be offered as a Year 11 Tutorial on Wednesday afternoons in preparation for the Year 12 Excellence subject.

Charges
There is no levy attached to this Excellence Program subject; however if students require an accompanist for their performances, the expense of a professional accompanist (approx $60-00) is to be paid for by the student. Students are also required to purchase their own music and provide photocopies of this at various times throughout the course.
PHYSICAL EDUCATION

Authority Subject – contributes towards an OP

Physical Education involves students learning in, about and through physical activity. Students participate in a series of written, oral and physical learning experiences based on the study of selected physical activities.

Prerequisites

- Average motor skills and fitness level. Students with physical or chronic medical problems should consult HPE staff before choosing the subject.
- Reasonable swimming ability. Students who will not get into the pool should not choose this subject. You must swim in the Lifesaving unit of Physical Education.
- Experience in the Years 9 and 10 HPE course would be useful but is not essential.
- Minimum SA in Year 10 English.

Companion Subjects

Students taking Physical Education may also take Health Education, Certificate II Sport and Recreation – General Strand or Certificate II Sport and Recreation - Rugby League or Netball Excellence Program and/or Social and Community Studies.

Content

Students will study three content areas each year:

|-----|---------------------------|-----|---------------------------------------------|-----|--------------------------------------------------------------------------------|

Learning experiences in these content areas will be integrated with the following physical activities:

- Volleyball
- Basketball
- Badminton
- Lifesaving

Assessment

Students are assessed on three dimensions:

- **Acquire** - Ability to acquire knowledge, understanding, capacities and skills in, about and through physical activities.
- **Apply** - Ability to analyse, interpret and manipulate information in, about and through physical activities.
- **Evaluate** - Ability to problem solve, propose, justify and synthesise information in, about and through physical activities.

Physical Education will include both written tasks and non-written tasks to assess these dimensions. Students should expect **one written task** and **one physical task** per term.

Assessment items will include:

- **Written tasks** such as exam essays, research projects, journals, performance tasks.
- **Physical tasks** such as evaluating speed and accuracy of responses; performance of offensive and defensive strategies.
- **Non Written tasks** such as multi modal presentations – including orals.

Expectations and Homework

- **Homework** - Tasks are set regularly to reinforce concepts from the content area focus. Additionally, students are expected to develop fitness levels and physical skills in their own time.
- **Uniform** - Students are expected to wear formal uniform to and from school each day except Wednesday. On days on which practical lessons are scheduled (except Wednesdays), students are to wear formal uniform to school and change into sports uniform. This policy is contained in the Wavell Student Planner. Students must wear full correct sports uniform each lesson. There will be no exceptions.
- **Equipment** - Students are required to purchase an inexpensive workbook from the school bookshop for theory lessons. All texts, equipment and additional worksheets are supplied to students who participate in the Text and Resources Hire Scheme. Other students will have to purchase their own textbooks.
PHYSICS
Authority Subject – contributes towards an OP

Physics is concerned with the discovery, understanding and application of physical laws of nature. It is sometimes called a fundamental Science because its principles are used to varying extents in other Science subjects. It uses Mathematics more often than other Sciences; so students can expect to use concepts from Mathematics subjects while studying Physics. Our economic and cultural well-being result from our curiosity and determination to understand the world in which we live. The discipline we call Physics developed particular methods and procedures that valued precise measurement and highly reproducible experiments. It also developed a powerful and fruitful partnership with Mathematics.

Physics provides valuable background knowledge for professional studies in Science, Information Technology, Engineering, Surveying, Medicine, Pharmacy, Physiotherapy and Agriculture. As such, it should be a primary choice of subject for students who anticipate entering these courses. It is certainly a highly desirable choice of subject for students who intend to pursue secondary Science teaching, Paramedical and Health-Care courses or various trade apprenticeships, especially in applied electrical fields.

Prerequisites
Students contemplating Physics should have done well in most of their Year 10 subjects and achieved an A in Year 10 Science and Year 10 Extension Mathematics. Students should be well motivated, have good reading comprehension and be able to analyse and present ideas clearly.

Companion Subjects and Incompatible Subjects
Physics students must also be enrolled in Mathematics B. This gives them the mathematical toolkit they need to do well in Physics. Topics in Mathematics C such as Vectors, Statics, Linear Motion, Work, Energy and Forces overlap with similar topics in Physics and can help students to understand both subjects.

Physics may be taken as a student’s only choice of Science subjects or in combination with other Science subjects such as Biology, Chemistry and Earth Science. However, we recommend that no more than three Science subjects be studied in Years 11 and 12.

Content
The topics covered in the course are as follows:

<table>
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<tr>
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<tbody>
<tr>
<td>Semester 3</td>
<td>Magnetism, Electromagnetic Induction, Generators, Transformers, Electricity Transmission, Quantum Physics, Relativity, Space and Astronomy.</td>
</tr>
<tr>
<td>Semester 4</td>
<td>Nuclear Medicine, Radioactivity, Nuclear Power Issues, Structure of Matter, Relativity and String Theory.</td>
</tr>
</tbody>
</table>

Assessment
Assessment includes unit tests, semester examinations, article studies, research tasks and experimental investigations. Extended Experimental Investigations and Extended Research Tasks are an integral part of the course and students are expected to complete these projects and write up results, analyse and evaluate what they find, make justified conclusions and communicate these findings in a variety of ways. This may mean that students will need to work outside normal lesson times under teacher supervision, so that there is sufficient time for accurate and repeated measurements to be made.

This subject includes mandatory elements that must be assessed to meet the syllabus requirements of the Queensland Curriculum and Assessment Authority (QCAA). Students who do not complete these mandatory elements jeopardise their assessment and enrolment in this subject.

Expectations and Homework
Students should display good organisational skills and allocate a regular time and place for studying and reading Physics. A minimum of 30 minutes should be spent each night completing homework tasks and in ongoing study and revision. It is important to summarise and revise subject matter taught during the school day and to practise problem solving. Students with a lively interest in their surroundings and who are prepared to read widely from a variety of textbooks, magazines and journal articles on all aspects of the subject will be more receptive of classroom material.
TECHNOLOGY STUDIES
Authority Subject – contributes towards an OP

What is Technology Studies all about?
Technology Studies challenges students to understand and appreciate technological innovation and its impact on society, the purposeful application of knowledge, resources, materials and processes to develop solutions to real-world design problems by generating innovative ideas and producing products. Technology Studies examines and creates solutions to design problems. Design problems are based on identifying a need or responding to an opportunity.

Prerequisites
Students achieving above average grades in English (B in 10 English or better) will be more suited to the academic demands. It is also recommended that students have studied Industrial Technology and Design, Graphics or Industrial Technology Studies previously. Good time management and self-organisation are required for success.

Content
The course is organised around the central theme of ‘Product Design Sequence’. Study topics may include:

The Inter-relationship of Technology, Industry & Design
- The Elements and Principles of the Design Process
- Control of dust, noise and other pollutants
- Hand tools - correct use, care and limitations
- Portable power tools - correct use, care and limitations
- Machine tools - correct use, care and limitations
- Welding - gas and electric arc - correct use and care
- Personal protective equipment
- The practical application of technology
- Workshop layout
- Storage and safety of hazardous materials
- Safe handling of materials
- Plant and equipment
- Sustainability
- Safety
- First aid
- Cleanliness
- Maintenance
- Work practices

How students learn
Using a design process students investigate design problems from a variety of contexts, while considering the human needs of individuals and communities, or in response to identified opportunities. Students 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 your design decisions. Through studying Technology Studies students develop the skills to manage resources and risks effectively to develop solutions to design problems. Students critique and evaluate ideas and products against design criteria, justify design decisions and make recommendations for improvement.

Assessment
Assessment in Technology Studies gives opportunities to demonstrate knowledge and understanding and how to develop solutions to design problems using a design process. Students analyse design problems and apply design factors, then develop ideas and produce products, evaluating your processes and solutions as they work.

Assessment instruments include:
- Design folios — These involve undertaking and documenting a design process where the student develops ideas and produce products in response to a design problem. They will document the 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.

In Year 12, students will be expected to complete two to three assessment responses, including at least one design folio and one other assessment.

Safety Requirements & Risk assessment
In an effort to support safety in the Industrial Technology and Design Department there are several WH&S procedures implemented that are linked to those of Industry practices. Under Sections 28 – 36 of the Workplace Health and Safety Act teachers and students have obligations. It is extremely important for parents to be aware of their students’ obligations to be safe around themselves and others. Failure of students to comply unfortunately means that departmental WH&S concerns may exclude them from the Industrial Technology and Design practical environment for a time. Mandatory Personal Protective Equipment will be required. Students must have shoes with leather uppers to enter the practical workspaces.

Levy
An annual levy will be charged to cover the cost of a wide variety of materials and equipment. The amount of the levy will be advised. Students will be required to provide some of the materials for their design realisations (depending on the size and cost of their design).
VISUAL ART
Authority Subject – contributes towards an OP

The Senior Visual Art course enables students to give visual form to thoughts, feelings, ideas and beliefs. It develops their ability to interpret, respond to and communicate their experiences. Consequently, through Visual Art, students learn to be visually literate. This enhances their capacity to think, create and question and provides skills to interpret and express ideas.

The study of Visual Art will draw on the practices of artists as models for learning and for furthering students’ knowledge and understanding of art history.

• **Visual Art is a preparation for life.**
  - Visual Art education develops social and personal skills that promote confidence, cooperation, responsibility and an informed lifelong engagement and enjoyment of the visual arts. It encourages personal fulfilment through art experiences. With reference to their own works and those of others, students explore how they can observe, challenge, shape and influence their world and its prevailing values.

• **Visual Art is a vocational preparation.**
  - All industries require the skills of problem solving and thinking with the flexibility to negotiate and consider a variety of solutions and processes essential in a rapidly changing world.

• **Visual Art is a preparation for tertiary study.**
  - The Senior Visual Art course aims to promote critical, cultural and aesthetic understandings through participation in the processes involved in the whole art experience. Consequently, Visual Art is a valuable preparation for many tertiary courses, including fine arts, design and history courses. Most tertiary art courses require the presentation of a folio of practical work for selection/entry into art courses. The Senior Visual Art course provides material for this folio.

**Prerequisites**
It is strongly recommended that students selecting this subject should have gained at least a high C Achievement in both Year 10 Art and Year 10 English.

**Companion Subjects**
Students with a strong interest in the visual arts may also select Visual Art Studies (SAS – Arts in Practice – Visual Art Strand, an Authority-registered Subject) to complement Visual Art.

**Content**
*Making* is the production of artworks. *Appraising* is the appreciation of artworks. The course explores the following concepts:

**YEAR 11: Diversification**
- Unit 1 – POSSESSIONS AND TREASURES – Students will interpret and explore OBJECTS.
- Unit 2 – PLACES AND SPACES – Students will interpret and explore the ENVIRONMENT.
- Unit 3 – OURSELVES AND OTHERS – Students will interpret and explore IDENTITY.

**YEAR 12: Specialisation**
- Unit 4 – POWER – Students interpret and explore their own choice of focus using this concept.
- Unit 5 – SPIRITUALITY – Students interpret and explore their own choice of focus.
- Unit 6 – EXTENSION FOLIO - students explore and extend on either Unit 4 or 5.

**Assessment**
To succeed in this subject, students must complete both the theoretical and practical aspects of the course. The techniques could include:

*Making*: Practical folios and Visual Diary work
*Appraising*: Extended written responses, objective tests, oral presentations.

**Expectations and Homework**
Basic materials used in class will be provided, though students requiring extra materials will be expected to purchase them.

Students also should realise that Visual Art is a discipline with a large component of learned attitudes and skills and they should come to class ready to be guided in their learning. Students will also be expected to research independently and collect information on a range of topics.

Homework will vary but should average three hours per week. This would include reading the textbook, and researching, planning and completing practical and written assignments.
CREATIVE ARTS – DANCE STUDIES  
EXCELLENCE PROGRAM  
Authority-registered Subject

Creative Arts - Dance is a subject designed to develop excellence in dance skills. This subject caters for students who are gifted and talented and who wish to pursue a career in the Arts and/or demonstrate a considerable level of potential in Dance.

The priority of the course is for students with a strong level of technical ability and interest in the dance field, to further develop their expertise. Public performance and interaction with professional artists is a priority of the course. A variety of dance genres, dance-related skills and performance styles are explored. Outside specialists and professional Arts practitioners will conduct workshops and provide insight into the Dance Industry.

Prerequisites
Students should obtain application forms and audition information online or from the Performing Arts HOD by early August of the year prior to commencement. Auditions and interviews will be held in August.

Companion Subjects
Students who are accepted into this subject may also study the Senior subject Dance which provides vital skills and background knowledge and understanding. This is not a prerequisite but it is strongly recommended that students elect OP Dance as a companion subject. Students may however elect Dance Studies as their only Dance subject.

Content
- Technique classes/studies
- Composition
- Audition process
- Stage skills and theatre etiquette
- Preparation and training for performances
- Creating student devised productions
- Exploring a broad variety of dance styles
- Interacting with industry professionals

Assessment:
Students will be assessed under the Creative Arts Dance criteria of - Exploring, Knowing and Expressing. They will participate in an Artsfest, Annual Course Production and School Musical (biannually). Students will also be given the opportunity to participate in Dance festivals and competitions when these are applicable to the program.

Expectations and Homework:
Dance Studies will be undertaken in the normal class time allocation for the senior school, comprising of three 70 minute lessons each week. Students require a high degree of commitment to this course and should be prepared to attend a considerable number of rehearsals in their own time.

Class and Assessment Uniform:
The following dance uniform will be required for dance class and practical assessments –
- Girls – Full length black dance pants with roll over blue waistband and blue lycra singlet top with crossed spaghetti straps.
- Boys – Plain black tracksuit pants or shorts with a blue Wavell dance t-shirt.

The uniform is generally purchased by Year 9 students, however new enrolments to Dance in other year levels can purchase their dance wear from the Wavell Uniform shop.

Levy:
A levy of approximately $150 per student per year will be charged. This will assist in providing specialist tutors for workshops, excursion costs, CDs, course production materials, copying and costumes. Some extra excursion costs will need to be met by the students.
Creative Arts - Drama is a subject designed to develop excellence in dramatic skills. This subject caters for students who are gifted and talented, wish to pursue a career in the Arts and/or demonstrate a considerable level of potential in Drama.

The priority of the course is for students with a strong level of ability and interest in the dramatic field to further develop their expertise. Polished public performance, of a very high standard is a priority of the course, and a variety of theatrical genres, drama-related skills and performance styles are explored. Outside specialists and professional Arts practitioners will be accessed for workshops and insight into Drama and the Performing Arts Industry. There is a focus on experiencing live theatre, students will attend at least two shows per year.

Prerequisites
Students should obtain application forms and audition information online or from the Performing Arts HOD by early August of the year prior to commencement. Auditions and interviews will be held in August. Applicants must have achieved a C or higher for Year 10 Drama.

Companion Subjects
Students who are accepted into this subject must also study the senior subject Drama which provides vital skills and background knowledge and understanding.

Course Content
- Improvisation
- Comedy
- Musical Theatre
- World Drama
- Collage Drama
- Stage Skills
- Role Development
- Script Writing
- Children’s Theatre and Theatre for Young People
- Directing
- Acting for Film and Television
- Auditioning
- Play Production.

(The course changes bi-annually.)

Assessment:
Students will be assessed under the Creative Arts - Drama criteria of Exploring, Knowing and Expressing. They will participate in an Annual Course Production, Open Day and School Musical. Students will also be given the opportunity to participate in Drama festivals and competitions when these are applicable to the yearly program e.g. the Brisbane Arts Theatre’s One Act Play Competition or the Queensland Theatre Sports Competition. Each semester, students will participate in lunchtime performances to showcase classwork to teachers, peers and parents.

Expectations and Homework:
Drama Studies will be studied in the normal class time allocation for the senior school, comprising three 70 minute lessons each week. Students require a high degree of commitment to this course and should be prepared to attend a considerable number of rehearsals in their own time. In the lead-up to public performances, after school rehearsals are scheduled - these rehearsals are compulsory. Students are required to wear loose black clothing for out-of-school rehearsals. Homework may include completing an Actor’s Workbook, learning lines or creating a performance.

Levy:
A levy of approximately $150 per student per year will be charged. This will assist in providing specialist tutors for workshops, excursion costs, CDs, course production materials and costumes. Some excursion costs will need to be met by the students. Students will not pay the Drama Levy (OP Course) of $50.00 as this levy covers the visiting artist who works with both classes.

It is expected that students give maximum effort to reach a standard of personal excellence.
CREATIVE ARTS – MEDIA STUDIES
Authority-registered Subject

Creative Arts - Media is a practical Arts subject designed to cater for those students who have an interest in creating film and video productions using appropriate film technology. Students would also have an interest in gaining an understanding of the film making process.

The purpose of the course is to enable students to gain practical experience of designing, filming and editing processes and create productions that are valuable and entertaining. Creating films is interesting and audience appreciation is vital to add value and provide purpose; therefore students will be given the opportunity to market their productions to an audience of their school peers, by organising and running the annual ‘Wavell Film Festival’.

Prerequisites
There are no prerequisites for this subject other than a genuine interest in media and media making. Students will be systematically taught the basics through to advanced video making techniques in a supportive and patient environment.

Incompatible Subject
Students taking Creative Arts - Media may not also take Film and Television.

Content
- Short film making
- Set design and construction
- Animation
- Personal documentary
- Film genres and analysis
- Making a genre film
- Organising and running the ‘Wavell Film Festival’.

Assessment
Students will be assessed under the arts practice criteria of exploring, knowing and expressing. Assessment will take a variety of forms including video proposals, presentations, set construction and activity logs.

Expectations and Homework
Creative Arts - Media will be studied in the normal class time allocation for the senior school comprising of three 70 minute lessons a week. Students require a high level of enthusiasm and responsibility for this subject as they will be entrusted with valuable and expensive equipment and need to be held personally accountable for its care and maintenance while it is in their possession. At times they will be expected to work outside school hours to achieve target timelines for finishing assessment.

Students will be expected to provide their own mini DV tapes or 8 GB SD card for filming assessment and DVD-R’s to copy productions to.
CREATIVE ARTS - VISUAL ART STUDIES
Authority-registered Subject

Visual Art Studies is the study of Visual Design, Fine Art and Craft for leisure and the workplace.

The program of study encourages students to aim for excellence in the visual arts and work towards becoming artist practitioners, taking on the interrelated roles of maker, presenter and technician. The course is designed to increase students’ awareness of a range of industry opportunities and standards in visual arts practices. Where appropriate, students will also gain an understanding of Workplace Health and Safety requirements and legal issues related to the areas of study.

Aims
This course seeks to assist students to
• respond to the requirements of a possible client, carrying out specific commissions.
• achieve their unique potential through the production of artworks.
• experience art through their personal perspective related to social, community, cultural, economic, political, environmental and vocational context.
• develop and express themselves as individuals through a variety of processes and experiences.
• pursue an active literacy to meet their ever changing personal and social needs.
• define problems with the flexibility to negotiate and consider a variety of solutions and processes essential in a rapidly changing world.
• explore with confidence the potential of materials, techniques, processes and technologies.
• develop social and personal skills that promote confidence, group cooperation and responsibility.

Prerequisites
Creative Arts - Visual Art is an appropriate study for all students. Though not essential, it is recommended that students have studied Art in Year 9 and 10, and gained at least a C in Art and English. Most students who have not done Art are successful in this subject if they are prepared to work hard in both practical and written tasks.

It is essential that students have a positive and willing attitude towards practical activities. Students will also need to demonstrate good communication skills, initiative and self-management, and a keenness to cooperate in group-work when shared tasks are undertaken.

Companion Subjects
Students with a strong interest in the visual arts may also select Visual Art, an Authority Subject.

Content
Areas of study can include:
• Design
• Craft
• Community Project
• Painting
• Photography
• Printmaking
• Drawing
• Sculpture

Assessment
Students will be assessed under the criteria of Exploring, Knowing and Expressing. Instruments used in assessment will be practical folios, examinations and participation in a group project. There will be a need to keep notes and a Visual Diary for drawing, planning and design work.

Expectations and Homework
Basic materials used in class will be provided, though students requiring extra materials will be expected to purchase them. Some art supplies, such as drawing and painting materials, will be required to complete any unfinished class work at home.

Students will study Visual Art Studies for three lessons per week and are expected to come to class prepared and ready for work. Students should also come ready to be guided in their learning and willing to approach the completion of their work in a systematic manner.

Homework will vary but should average one to two hours per week. This would include associated reading, revising for tests and researching, planning and completing practical assignments.
**EARLY CHILDHOOD**
**Authority-registered Subject**

**Early Childhood** is designed to equip students with elementary theoretical and practical knowledge, skills and attitudes required to function as care givers to young children. This subject also aims to explore vocational opportunities available in this field.

**Prerequisites**
It is an advantage to have studied Home Economics in Years 9 & 10.

**Companion Subjects**
Students who take Early Childhood may also study Home Economics (General), OR Home Economics (Food Major).

**Incompatible Subjects**
Students cannot study both Early Childhood and Certificate III in Children’s Services.

**Content**
The Early Childhood course is taught through the following semester themes:

<table>
<thead>
<tr>
<th>Semester 1:</th>
<th>Understanding Child Development –</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introducing Early Childhood</td>
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<tr>
<td></td>
<td>Physical Development</td>
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<table>
<thead>
<tr>
<th>Semester 2:</th>
<th>Development and Creativity –</th>
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<tbody>
<tr>
<td></td>
<td>Growth Development</td>
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<tr>
<td></td>
<td>Accident Prevention and Safety</td>
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<tr>
<td></td>
<td>Creativity, Self-expression and Problem Solving in Early Childhood</td>
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</tbody>
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<tr>
<th>Semester 3:</th>
<th>Play and Language –</th>
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<tbody>
<tr>
<td></td>
<td>Play in Early Childhood</td>
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<td></td>
<td>Physical Care of Children</td>
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<tr>
<th>Semester 4:</th>
<th>Careers in Early Childhood –</th>
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<tbody>
<tr>
<td></td>
<td>Parenting</td>
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<tr>
<td></td>
<td>Children with Special Needs</td>
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<td></td>
<td>Career Paths Working with Children</td>
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</tbody>
</table>

Some Wavell students study Certificate III in Community Services (Children’s Services). Information about this course is contained in this book.

**Assessment**
Assessment will cover both theoretical and practical aspects of the course. Assessment instruments will include theory tests in exam block, writing tasks, the design of practical activities and field placement. Assessment areas include – Knowledge; Reasoning and Practical Understanding.

**Expectations and Homework**
1. Students need to have a very mature and responsible attitude and a genuine desire to work and care for under 8 year olds.
2. Students must be prepared to participate in compulsory observation and practical work within the Under 8 Community.
3. Excursions and Field Placements constitute very important parts of this course.
4. Students are required to apply for a blue card (*Working with Children card*) in order to work in a centre.
ENGLISH COMMUNICATION
Authority-registered Subject and contributes to the Literacy requirement for QCE

English Communication draws on aspects of both general and vocational education to improve students’ potential for effective participation in fundamental life roles; that is, those related to work, personal and community life and to leisure and recreation.

Prerequisites
English Communication is recommended for students who intend to undertake TAFE studies and wish to develop literacy skills which are important for the workplace. It is also recommended for students who intend to take up a School Based Apprenticeship or Traineeship. Students in Year 10 English who have experienced difficulty maintaining results at C Level, as well as students who have achieved a D or E, are strongly recommended to take this course. As English is a compulsory subject, it is very important to seek the advice of English teachers and the Head of Department in selecting an appropriate English course.

Levies
A “live performance” levy is collected through the Wavell Resource Hire Scheme to cover the cost of student attendance at plays and author talks.

Content
Over the two year course, students study units within the three core areas of Work, Community and Leisure:

- **Work** – In this study, students have opportunities to develop knowledge of and skills in making language choices for texts, which draw their audience and purpose from workplace contexts.
- **Community** - Students need to be able to communicate effectively in a range of situations in order to make positive and productive contributions. Students have opportunities to develop knowledge of how language choices can position readers, listeners and viewers of texts related to current community, national and global contexts.
- **Leisure** – Students need to develop skills that will enable them to create, enjoy, appreciate, evaluate, use and critique various texts through which ideas and images are communicated in contemporary society. Students have opportunities to develop knowledge and skills about how textual choices are made for print, multimodal and electronically mediated texts.

<table>
<thead>
<tr>
<th>SEMESTER 1 AND 2 – YEAR 11</th>
<th>SEMESTER 3 AND 4 - YEAR 12</th>
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<tbody>
<tr>
<td><strong>UNIT</strong></td>
<td><strong>ASSESSMENT</strong></td>
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<tr>
<td>1. This Is Your Life</td>
<td>• Motivational Speech</td>
</tr>
<tr>
<td>2. Video Hits</td>
<td>• Expository Oral – Promotional Pitch</td>
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<tr>
<td>3. Crikey!</td>
<td>• Written Task – Australian Film</td>
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<tr>
<td>5. Your Rights @ Work</td>
<td>• Workplace Communication</td>
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</tbody>
</table>

Assessment
Students must complete at least one spoken task and at least two written tasks each semester. An appropriate balance between the Work, Community and Leisure strands is maintained. Assessment work is collected with a profile sheet showing progressive achievement.

Students must demonstrate ‘evidence of authorship’ for all assessment by following clear procedures for consultation, drafting and documentation of their work. Students must meet assessment due dates in order to meet the requirements of the course.

Expectations and Homework
A student entering this course should exhibit a desire to plan and work as a member of a group and accept responsibility for both individual and group work.
HOSPITALITY
Authority-registered Subject

The Hospitality course in Years 11 and 12, aims to equip students with cookery and food service skills, as well as help them in the development of personal management. The approach takes a vocational learning focus and combines in-class and Function Event skills out-of-class. Please note extra-curricular activities involved in Open Day, Speech Night, etc.

Prerequisites
The Hospitality Practices course has no prerequisite studies and has been designed to appeal to male and female students of varying interests and abilities. It is both theoretical and practical with a large hands-on component, as opposed to the academic rigor of Authority subjects.

Companion Subjects
The following subjects may be studied simultaneously: Home Economics (General), Hospitality, Early Childhood or Certificate III in Children's Services. The combination of Home Economics (Food Major) and Hospitality represents a high practical commitment. Students are advised to discuss this choice with the Head of Department.

Students may find that this subject complements a traineeship in Hospitality or provides valuable skills for employment. Students will be encouraged and supported in School-based Traineeships or Apprenticeships.

Content

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>AWARENESS OF THE HOSPITALITY INDUSTRY</th>
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<tbody>
<tr>
<td></td>
<td>• The Hospitality Industry</td>
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<td>• Communications for the Hospitality Industry</td>
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<td>• Cultural Awareness for the Hospitality Industry</td>
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<td></td>
<td>• Workplace Health, Hygiene and Safety Issues in the Hospitality Industry</td>
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<tr>
<th>Semester 2</th>
<th>BASIC FOOD PRODUCTION</th>
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<tbody>
<tr>
<td></td>
<td>• Workplace Health, Hygiene &amp; Safety Issues in the Hospitality Industry</td>
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<td>• Food Production</td>
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<tr>
<th>Semester 3</th>
<th>FOOD PRODUCTION &amp; BEVERAGE SERVICE</th>
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<tbody>
<tr>
<td></td>
<td>• Workplace Health, Hygiene &amp; Safety Issues</td>
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<tr>
<td></td>
<td>• Hospitality Event Management</td>
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<tr>
<td></td>
<td>• Good Production</td>
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<td>• Beverage Production</td>
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<tr>
<th>Semester 4:</th>
<th>HOSPITALITY EVENTS</th>
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<tbody>
<tr>
<td></td>
<td>• Communications for the Hospitality industry</td>
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<tr>
<td></td>
<td>• Cultural Awareness for the Hospitality Industry</td>
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<td>• Beverage Production</td>
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<tr>
<td></td>
<td>• Food and beverage service</td>
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Assessment
Practical Performance -
This course focuses on practical activity, and thus a majority of assessment involves practical work. This involves the judgement of a student’s performance and/or competency in a variety of situations.

Theoretical Knowledge -
While Hospitality has a strong practical bias, there exists a body of content that will be assessed formally. Examinations, assignments and the compilation of a folio will be used to assess student achievement.

Expectations and Commitment
- Students who elect to study Hospitality are required to bring ingredients for practical activities on a weekly basis.
- Most activities operate within normal school hours. Students should not feel that this subject will interfere greatly with their other study commitments, however, Prefect Investiture Day, Open Day and Speech Night functions are part of the course assessment (extra-curricula) and other school functions as required.
- Students wear a checked apron. The supply of this apron is organised by the school. Students are required to wear formal attire for functions. A polo shirt is provided to wear with their formal uniform.

Student Selection
Students will be selected by their performance in a practical task and interview, held in October or some other negotiated time. These will be advised via the school calendar, newsletters and student notices. Students must have a genuine desire to provide food services and please customers to a high degree. ‘You only receive what you are prepared to put in’ in the hospitality sector.
INFORMATION AND COMMUNICATIONS TECHNOLOGY
Authority-registered Subject

The subject Information and Communications Technology (ICT) is concerned with using information and communications technologies to provide practical solutions to real life problems. Its student-centred approach promotes confident, competent and self-motivated users and consumers of ICTs. This is important if students are to be successful in the next phase of their life, whether it is to pursue a career with ICTs, undertake further study, or gain employment. Students should also be able to keep pace with new technologies and be responsible users of ICTs, aware of the social, environmental and legal impacts of their actions.

Prerequisites – Nil. All students are welcome to study this subject.

Content **
This course integrates the following into a two year program:

Core Principles
- Use ICTs competently
- Engage in self-directed learning
- Manage time & resources effectively & efficiently
- Strive for excellence and aim for quality
- Make informed decisions
- Employ safe & healthy procedures in the use of ICTs
- Use ICTs ethically
- Communicate and work with others

Elective Units
- On-Line Communication
- Digital Still Imaging
- Managing Data
- Website Development
- Document Production
- Multimedia Authoring
- Game Development

Assessment
Assignments, Practical and Theoretical exams as well as group projects will constitute the major forms of assessment for this course. Classroom participation will also be considered.

Students will be assessed on the criteria Product & Process. The Product criteria includes the student’s ability to make effective choices of medium, vocabulary and genre to identify, develop and present ICT products which are relevant to target audience. The Process criteria includes the student’s ability to use creativity, devise strategies, interpret information, make decisions and choose the most appropriate ICTs to develop a solution to a task.

Expectations & Homework
Since a considerable amount of this course is of a practical nature, students will be expected to make use of computing facilities outside of normally scheduled class time – either at school or at home – to complete assigned work. Students will be expected to research and collect information on a range of topics. Much of the work requires a high level of group cooperation.

** Subject to change
MANUFACTURING
ENGINEERING / FURNISHING / INDUSTRIAL TECHNOLOGY STUDIES

Authority-registered Subjects

Manufacturing is offered in three strands:

- Manufacturing (Engineering Studies)
- Manufacturing (Furnishing Studies)
- Manufacturing (Industrial Technology Studies)

These are individual subjects and any or all may be undertaken.

Prerequisites
There are no prerequisites for this subject however the study of Industrial Technology Studies or Industrial Technology and Design in Years 9 and 10 and some knowledge of Graphics would be useful.

What is Manufacturing?
Manufacturing has been designed as a project-based or activity based course of study with the emphasis on using current industry practice and safe technological processes to solve problems or complete tasks in a workshop or simulated workplace environment.

Why study Manufacturing?
Students will be introduced to workshop practice and achieve a basic understanding of the skills and attitudes that underpin employment in the industrial sector. It consists of the core principles of manufacturing, safety and technological processes. It encompasses a problem-solving approach to project development and provides a basis for acquiring the underpinning skills and understanding related to the manufacturing industries.

Content - Study area core:
The study core is designed to equip students with a basic understanding of the following skills and practices:

- Occupational health and safety
- Manipulative skills
- Problem-solving skills
- Communication skills
- Organizational skills
- Mathematical skills
- Collaborative skills

Equipment
As students are required to work in an industrial situation, they must strictly adhere to all safety requirements. Therefore, as part of each strand of the Manufacturing subjects, students will be required to provide the following Personal Protective Equipment in line with Australian standards:

1. Leather shoes
2. Safety glasses

Students enrolled in the Engineering and Industrial Technology strands are encouraged to provide long sleeve cotton shirt and long cotton pants or overalls for welding and machining activities. It would also be advantageous for students to wear steel capped boots or shoes in this work environment.

Students enrolled in the Furnishings strand would be encouraged to supply their own P2 respiratory protection for wood dust protection.

Safety Requirements & Risk assessment
In an effort to support safety in the Industrial Technology and Design Department there are several WH&S procedures implemented that are linked to those of Industry practices. Under Sections 28 – 36 of the Workplace Health and Safety Act teachers and students have obligations. It is extremely important for parents to be aware of their students’ obligations to be safe around themselves and others. Failure of students to comply unfortunately means that departmental WH&S concerns may exclude them from the Industrial Technology and Design practical environment for a time. Mandatory Personal Protective Equipment will be required. Students must have shoes with leather uppers to enter the practical workspaces.

Levy
An annual levy for each subject taken, will cover the cost of materials and equipment. The amount of the levy will be advised.
PREVOCATIONAL MATHEMATICS
Authority-registered Subject and contributes to the Numeracy requirement for the QCE

Prevocational Mathematics provides opportunities for students to improve their numeracy to assist them in pursuing a range of vocational and personal needs. It develops student's confidence and positive attitudes towards mathematics, their mathematical knowledge and skills and their communication skills.

Prerequisites:
Students who have completed the three years of Junior Secondary Mathematics are eligible to enter the course. Materials and resources required will be indicated and sometimes supplied. The students are to possess a scientific calculator which they would have from their previous years, and the normal writing equipment for each class.

Content:
- Mathematics for interpreting society: number and data
- Mathematics for personal organisation: location and time; finance
- Mathematics for practical purposes: measurement

Assessment:
This will often be conducted in class time. It will include small tasks under teacher supervision, plus projects and investigations which are ongoing over several weeks. There will be tests, assignments, practical work and research projects.

Expectations and Homework:
Students are required to attend all classes and have the required resources at every class. To prepare for classes students will need to spend some personal time preparing for tests, doing assignments and researching. The time spent could average 30 minutes on the nights of classes.
SOCIAL AND COMMUNITY STUDIES
Authority-registered Subject

Social & Community Studies encourages students to explore and refine their personal values and lifestyle choices in order to participate effectively in today’s society. The course is a combination of theoretical (75%) and practical elements (25%). Students are encouraged to investigate their life roles through a variety of electives dealing with health, recreation and leisure, food and nutrition, workplace relations and the community. They will be involved in using the community as a resource for their learning and be given opportunities to gain knowledge and skills they can use in life after school.

Students will be encouraged to be:
- Open minded, respectful and tolerant.
- Enterprising, receptive to change and willing to network.
- Confident in their own capacity to effect desirable change and to manage the effects of change.

Social & Community Studies aims to offer a wide range of activities to prepare students for their future life roles:
- Personal management – growing and developing as a person.
- Management of relationships and resources – living with and relating to others, managing resources.
- Community involvement and participation – receiving from and contributing to communities.
- Healthy lifestyles – Examining ways to enhance their lifestyles with leisure, recreation and nutrition.
- The world of work – preparing students for work / study.

Some proposed practical activities are:
- Cooking for specific needs and basic First Aid.
- Playing and teaching Cultural Games in the Community.

Aims
- Encourage students to develop strategies to recognize, face and deal with challenges at personal, social and global levels with reference to their working and everyday lives and develop skills to manage change.
- Enhance students’ abilities to recognize that mental and social well-being are significant to the individual, the family, the community and society as a whole.
- Develop critical literacy skills to access, organize and analyse information and to communicate this information effectively to others through planning, cooperative team work and problem solving.
- Foster personal development and social skills conducive to a concern for others, self-reliance, self-management and the ability to work as a member of a team.
- Encourage responsible attitudes and behaviours required for effective participation in the community and assist students to think critically, creatively and constructively about their future role in it.

Prerequisites
- Students will be required to be fully involved in all aspects of the course (theory and practical).
- Average motor skills and fitness levels.
- Students will be required to bring ingredients for practical cooking activities during the term that they are engaged in food studies.

Companion Subjects
The following subjects may be studied simultaneously: Certificate II Sport and Recreation (General or Rugby League / Netball Excellence), Physical Education, Health Education, Home Economics (General), Home Economics (Food Major), Hospitality Practices, Early Childhood.

Expectations and Homework
- Homework - Tasks are set regularly in theory and practical areas.
- Uniform - Students must be dressed appropriately for practical work. On the days where practical lessons are scheduled, students are to wear formal uniform to school and change into their appropriate practical uniform. This policy is contained in the Wavell Prospectus.
- Equipment - Students are required to purchase (from the school bookshop) an inexpensive workbook for theory lessons. All equipment & additional worksheets are supplied to students who participate in the Resource Hire Scheme. Other students will have to provide their own textbooks and possibly some equipment.
EXTERNAL TAFE COURSES

Students have the opportunity to complete a nationally recognised VET (Vocational Education and Training) qualification while completing their senior studies at Wavell. Successful completion would give students skills, experience and an advantage over other school leavers.

The opportunity involves your child attending a TAFE Queensland Brisbane campus at either Bracken Ridge or South Bank or a Skills Tech campus at either Bracken Ridge or Eagle Farm, up to one day per week during the school year. It is your responsibility to organise transport.

The courses are available to all students; however, it would require a very dedicated student to complete a course and obtain a good OP. These courses are particularly useful for students not going for an OP or School-based Apprenticeship.

Completion, or partial completion, of the qualification would have the added benefit of credit towards the Queensland Certificate of Education. See tables below for an indication of the credits awarded (information from QCAA website).

Many people use TAFE as a way to gain entry into university. In many cases students will have university credits awarded from completion of their Diploma level TAFE studies.

The cost of enrolling in most TAFE courses is minimal. This is due to the State Government paying the course costs. Your outlay would involve a materials fee, a utility fee and the cost of a student ID. If a student was to complete the same course once they have finished high school, the cost would be much higher.

Please note, applying for a course does not mean a student will automatically gain entry. Positions must be available and many courses will have full enrolments.

The courses offered differ between TAFE Queensland Brisbane Institutions. Please note that Wavell SHS does not have any control over changes to courses and enrolments. We merely facilitate the relationship between the student and TAFE. The information below is accurate as of 31 May 2014. Students will need to listen carefully to school notices and submit enrolment forms as required, to be considered for a course. For further information on TAFE courses please access http://www.tafeqld.edu.au.

TAFE Queensland Brisbane

TAFE Queensland Brisbane now includes Brisbane North Institute of TAFE (BNIT) and Southbank Institute of Technology (SBIT). Courses offered at these campuses vary. Students can only enrol in School-approved courses. If students complete the course they will gain the whole qualification. Students receive credits and gain direct entry in TAFE Queensland Brisbane Diplomas once they complete school.

Please access http://www.tafeqld.edu.au for courses, costs, campuses and pathway options.

To apply, students must complete and return a TAFE Student Details Form, available from the Senior Schooling Head of Department.

TAFE Queensland Skills Tech

The courses available at either TAFE Queensland Skills Tech Bracken Ridge campus or Eagle Farm campus will be clarified during the SET Plan process. Further courses may be available if students wish to travel to Skills Tech’s Southside campuses. If students complete a course they will gain the whole qualification. Students receive credits towards their QCE and may receive time off their apprenticeship. Most courses require a vocational placement which parents are required to organise. Education Queensland will cover insurance requirements.
CERTIFICATE II HORTICULTURE (AHC20410)
A Nationally Recognised Qualification

Horticulture is the study of the science and art of growing plants. The subject appeals to those who enjoy outdoor work, getting their hands dirty and learning the practical aspects of plant growth and care. Some theory work is undertaken to reinforce the practical component of this course and to increase student understanding and knowledge. Students completing this certificate are awarded four (4) credit points towards their Queensland Certificate of Education.

The course is intended to be offered at Wavell in conjunction with an external Registered Training Organisation (RTO) or on Wavell’s scope of registration. Should this not be possible it will be run as a Study Area of Specification not as a Certificate II program.

Pathways
This course is the entry point to a wide range of plant-based industries and may be used in careers in Horticulture, Landscaping, Green Keeping, Forestry, Nursery work, Farm work and can even lead on to further Certificates, Diplomas or University Degrees.

Prerequisites
It is essential that students have a positive and willing attitude towards outdoor work and a keenness to cooperate in group work when shared tasks are undertaken. Students who have enjoyed the practical aspects of Junior Science and are able to use practical activities to increase their knowledge and understanding will succeed in this course.

Units of Competency
The following Units of Competency must be completed over the two years of the course in order to qualify for the Certificate. Units may be attempted and re-attempted at any time during the course.

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<tr>
<th>National Code</th>
<th>Unit of Competency Title</th>
<th>Core/Elective</th>
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<tbody>
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<td>AHCOHS201A</td>
<td>Participate in OHS processes</td>
<td>Core</td>
</tr>
<tr>
<td>AHCWRK209A</td>
<td>Participate in environmentally sustainable work practices</td>
<td>Core</td>
</tr>
<tr>
<td>AHCPCM201A</td>
<td>Recognise plants</td>
<td>Group A elective</td>
</tr>
<tr>
<td>AHCPCM202A</td>
<td>Collect, prepare and preserve plant specimens</td>
<td>Group A elective</td>
</tr>
<tr>
<td>AHCNSY203A</td>
<td>Undertake propagation activities</td>
<td>Group A elective</td>
</tr>
<tr>
<td>AHCNSY201A</td>
<td>Pot up plants</td>
<td>Group A elective</td>
</tr>
<tr>
<td>AHCNSY202A</td>
<td>Tend nursery plants</td>
<td>Group A elective</td>
</tr>
<tr>
<td>AHCPGD201A</td>
<td>Plant trees and shrubs</td>
<td>Group A elective</td>
</tr>
<tr>
<td>AHCPGD203A</td>
<td>Prune shrubs and small trees</td>
<td>Group A elective</td>
</tr>
<tr>
<td>AHCPCM201A</td>
<td>Treat weeds</td>
<td>Group B elective</td>
</tr>
<tr>
<td>AHCWRK204A</td>
<td>Work effectively in the industry</td>
<td>Group B elective</td>
</tr>
<tr>
<td>AHCSOL201A</td>
<td>Determine basic properties of soil and/or growing media</td>
<td>Group B elective</td>
</tr>
<tr>
<td>AHCWRK207A</td>
<td>Collect and record production data</td>
<td>Group B elective</td>
</tr>
<tr>
<td>AHCNAR201A</td>
<td>Carry out natural area restoration works</td>
<td>Elective</td>
</tr>
<tr>
<td>AHCWRK201A</td>
<td>Observe and report on weather</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Expectations, Assessment and Enrolment charge
A levy (TBA) will be payable to cover the RTO enrolment cost and the cost of the module workbooks. Many units are practical by nature and are assessed by completion of work journals, observation and questioning. Workbooks are also completed and some project work is also undertaken. A high standard of effort and behaviour, upholding safety and recognising impacts of our actions towards sustainability in the practical setting are all crucial to attaining the core competencies of the course.

Students must be prepared to work in the Horticulture area all through the year. Students wear normal school uniform for these activities, and are advised to bring a long-sleeved shirt and broad brimmed hat to give some protection from the sun and help keep their uniforms clean. Gloves are supplied.
CERTIFICATE III SPORT AND RECREATION
General strand
A Nationally Recognised Qualification

Sport and Recreation provides students with skills in sport and recreation activities. The subject appeals to those who enjoy outdoor work, and are interested in employment in the recreation industry. Some theory work is undertaken to reinforce the practical component of this course and to increase student understanding and knowledge. Students completing this certificate are awarded six (6) credit points towards their Queensland Certificate of Education. The course is offered at Wavell in conjunction with an external Registered Training Organisation (RTO).

Pathways
This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in a generalist capacity. Likely functions for someone with this qualification can include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, coaching and development in locations such as fitness centres, outdoor sporting grounds or complexes or aquatic centres. The qualification can lead onto further Certificates, Diplomas or University Degrees.

Prerequisites
It is essential that students have a positive and willing attitude towards practical work (i.e. Bringing sports uniform), and a keenness to cooperate in group work when shared tasks are undertaken. Students who have enjoyed the practical aspects of Health and Physical Education and are able to use practical activities to increase their knowledge and understanding will succeed in this course.

Companion Subjects
Students taking this subject may also study Social and Community studies, Physical Education or Health Education, but NOT Certificate III Sport and Recreation – Netball or Rugby League simultaneously.

Units of Competency
The following Units of Competency must be completed over the two years of the course in order to qualify for the Certificate. Units may be attempted and re-attempted at any time during the course.

<table>
<thead>
<tr>
<th>Units of Competency Code</th>
<th>Units of Competency Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISXWHS101</td>
<td>Follow work health and safety policies</td>
</tr>
<tr>
<td>SISXFAC207</td>
<td>Maintain sport, fitness and recreation equipment for activities</td>
</tr>
<tr>
<td>SISSSOF101</td>
<td>Develop and update officiating knowledge</td>
</tr>
<tr>
<td>SISSSOF202</td>
<td>Officiate games or competitions</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide First Aid</td>
</tr>
<tr>
<td>SISXEMR201A</td>
<td>Respond to emergency situations</td>
</tr>
<tr>
<td>SISSSCO101</td>
<td>Develop and update knowledge of coaching practices</td>
</tr>
<tr>
<td>SISSSCO202</td>
<td>Coach beginner or novice participants to develop fundamental motor skills</td>
</tr>
<tr>
<td>SISSSDE201</td>
<td>Communicate effectively with others in a sport environment</td>
</tr>
<tr>
<td>ICAWEB201A</td>
<td>Use social media tools for collaboration and engagement</td>
</tr>
<tr>
<td>BSBCRT301A</td>
<td>Develop and extend critical and creative thinking skills</td>
</tr>
<tr>
<td>SISXRSK301A</td>
<td>Undertake risk analysis of activities</td>
</tr>
<tr>
<td>BSBWOR301B</td>
<td>Organise personal work priorities and development</td>
</tr>
<tr>
<td>SISXCCS201A</td>
<td>Provide customer service</td>
</tr>
<tr>
<td>SITXCOM401</td>
<td>Manage conflict</td>
</tr>
<tr>
<td>SISXCAI303A</td>
<td>Plan and conduct sport and recreation sessions</td>
</tr>
</tbody>
</table>

Expectations, Assessment and Enrolment charge
- **Subject Levy Payment** - A compulsory levy of $125.00 will be payable to cover the cost of the Certificate III course and the cost of the module workbooks.
- **Assessment** - Many Units are practical by nature and are assessed by completion of Work Journals, observation and questioning. Workbooks are also completed and some project work is also undertaken.
- **Participation** - Students are expected to “actively” participate in all aspects of the course. A high standard of effort and behaviour, are crucial to attaining the core competencies of the course.
- **Uniform** - Students must be dressed appropriately for practical work. On days on which practical lessons are scheduled, students wear formal uniform to school and change into their sports uniform. This policy is contained in the Wavell Prospectus.
- **Homework** – Tasks are set regularly in theory and practical areas. Additionally, students are expected to practise skills from current practical units in their own time.
- **Officiating** – Actively involved in organising and officiating at school, district and regional sporting activities.
The **Netball Excellence strand** is designed for students who are interested in developing their skills both on and off the court. Additionally, it will assist students in other areas with a view at making them more competent not only as a player but as a person, coach, manager, trainer and official. A high standard in the performance of Netball skills is needed for success in this subject. Students completing this certificate are awarded six (6) credit points towards their Queensland Certificate of Education. The course is offered at Wavell in conjunction with an external Registered Training Organisation (RTO).

**Pathways**
This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in a generalist capacity. The qualification can even lead on to further Certificates, Diplomas or University Degrees.

**Prerequisites**
- Students must meet certain criteria in regard to behaviour, effort and attendance. Students must receive less than four ‘D’ and/or ‘E’ grades in total for Behaviour and Effort on their Semester two Year 10 report.
- A strong interest in netball. (Students are encouraged to be involved with Netball outside of school.)
- Above average strength/fitness and skills and a desire to improve in both areas.
- A willingness and commitment to be involved in all aspects of the course.

**Companion Subjects**
Students taking this subject may also study Social and Community studies, Physical Education or Health Education, but **NOT** Certificate III Sport and Recreation – General strand simultaneously.

**Units of Competency**
The following Units of Competency must be completed over the two years of the course in order to qualify for the Certificate. Units may be attempted and re-attempted at any time during the course.

<table>
<thead>
<tr>
<th>Units of Competency Code</th>
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</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>Maintain sport, fitness and recreation equipment for activities</td>
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<td>Develop and update officiating knowledge</td>
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<td>SISSSOF202</td>
<td>Officiate games or competitions</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide First Aid</td>
</tr>
<tr>
<td>SISXEMR201A</td>
<td>Respond to emergency situations</td>
</tr>
<tr>
<td>SISSSCO101</td>
<td>Develop and update knowledge of coaching practices</td>
</tr>
<tr>
<td>SISSSCCO202</td>
<td>Coach beginner or novice participants to develop fundamental motor skills</td>
</tr>
<tr>
<td>SISSSDE201</td>
<td>Communicate effectively with others in a sport environment</td>
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<td>Use social media tools for collaboration and engagement</td>
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<tr>
<td>SISXCCS201A</td>
<td>Provide customer service</td>
</tr>
<tr>
<td>SITXCOM401</td>
<td>Manage conflict</td>
</tr>
<tr>
<td>SISXCAI303A</td>
<td>Plan and conduct sport and recreation sessions</td>
</tr>
</tbody>
</table>

**Expectations, Assessment and Enrolment charge**
- **Subject Levy Payment** - An annual levy of approximately $220.00 will cover the Certificate III enrolment fee and other costs associated with the course. The entire subject levy must be paid at the start of the school year. A part payment plan may be negotiated with the Head of Department (HOD) but this process must be approved by the HOD at the start of the year. This levy will cover access to outside highly qualified coaches, guest speakers, equipment and a three day camp.
- **Assessment** - Many Units are practical by nature and are assessed by completion of Work Journals, observation and questioning. Workbooks are also completed and some project work is also undertaken.
- **Participation** - Students are expected to "actively" participate in all aspects of the course. A high standard of effort and behaviour, are crucial to attaining the core competencies of the course.
- **Uniform** - Students must be dressed appropriately for practical work. On days on which practical lessons are scheduled, students wear formal uniform to school and change into their sports uniform. *This policy is contained in the Wavell Prospectus.*
- **Homework** – Tasks are set regularly in theory and practical areas. Additionally, students are expected to practise skills from current practical units in their own time.
- **Netball** – Play in the State Indoor Netball Competition, trial for Senior Vicki Wilson Team, compete in organised games, umpire school games, (extra cost for travel, netball dress, indoor comp. etc).
- **Camp** – A yearly camp (2 days) is also part of the course. Parents will be informed early in the year of dates. (The cost of this camp is covered in the subject levy).
CERTIFICATE III SPORT AND RECREATION
Rugby League Excellence strand
A Nationally Recognised Qualification

The **Rugby League Excellence strand** is designed for students who are interested in developing their skills both on and off the field. Additionally, it will assist students in other areas with a view to making them more competent not only as a player but as a coach, manager, trainer or official. A high standard in behaviour, effort and self-discipline are required to be accepted into this subject. Students completing this certificate are awarded **six (6) credit points** towards their Queensland Certificate of Education. The course is offered at Wavell in conjunction with an external Registered Training Organisation (RTO).

**Pathways**

This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in a generalist capacity. The qualification can even lead on to further Certificates, Diplomas or University Degrees.

**Prerequisites**

- Students must meet certain criteria in regard to behaviour, effort and attendance. Students must receive less than five ‘D’ and/or ‘E’ grades in total for Behaviour and Effort on their Semester two Year 10 report.
- A strong interest in Rugby League
- Above average strength/fitness and skills and a desire to improve in both areas.
- A willingness to be involved in all aspects of the course.

**Companion Subjects**

Students taking this subject may also study Social and Community studies, Physical Education or Health Education, but **NOT** Certificate III Sport and Recreation – General strand simultaneously.

**Units of Competency**

The following Units of Competency must be completed over the two years of the course in order to qualify for the Certificate. Units may be attempted and re-attempted at any time during the course.

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<thead>
<tr>
<th>Units of Competency Code</th>
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</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>SISXCSS201A</td>
<td>Provide customer service</td>
</tr>
<tr>
<td>SITXCOM401</td>
<td>Manage conflict</td>
</tr>
<tr>
<td>SISXCAI303A</td>
<td>Plan and conduct sport and recreation sessions</td>
</tr>
</tbody>
</table>

**Expectations, Assessment and Enrolment charge**

- **Subject Levy Payment** - An annual levy of $400.00 will cover the Certificate III enrolment fee and other associated costs with the course. This entire subject levy must be paid at the start of the school year. A part payment plan may be negotiated with the Head of Department (HOD) but this process must be approved by the HOD at the start of the year. The levy will cover costs of apparel (training shirts, dress shirt, jumper, shorts, socks and jerseys). Other costs of travel shortfall, sports medicine, strapping, equipment, camps, guest speakers, etc., are also covered in the levy.
- **Assessment** - Many Units are practical by nature and are assessed by completion of Journals, observation and questioning. Workbooks are also completed and some project work is also undertaken.
- **Uniform** - Students must be dressed appropriately for practical work. On days on which practical lessons are scheduled, students wear formal uniform to school and change into their sports uniform. *This policy is contained in the Wavell Prospectus.*
- **Homework** – Tasks are set regularly in theory and practical areas. Additionally, students are expected to practise skills from current practical units in their own time.
- **Camp** – A yearly camp (2 days) is also part of the course. Parents will be informed early in the year of dates. (The cost of this camp is covered in the subject levy).
CERTIFICATE III ALLIED HEALTH ASSISTANCE (HLT32407)
A Nationally Recognised Qualification

Certificate III Allied Health Assistance is taught at Wavell High in a current partnership with Diversity Education (Registered Training Organisation). Students electing to study this certificate will be provided with a high quality pathway leading to formal vocational qualifications. The course is delivered both at Wavell SHS and Diversity Education in Strathpine. Students work through theoretical aspects of competencies during regular classes. They are assessed by the RTO. Students will participate in vocational placement to ensure that their skills are able to develop and be demonstrated. Students completing this certificate are awarded eight (8) credit points towards their Queensland Certificate of Education.

Pathways into the Health Industry
This Certificate leads directly to employment opportunities. Occupational titles may include: Therapy assistant; Podiatry assistant; Physiotherapy assistant; Speech Pathology assistant; Occupational Therapy assistant and Allied health assistant. This may be full time employment or a part time job while studying and will provide knowledge, language, skills and experience in the Health Industry for students wishing to pursue a university qualification in Medicine, Nursing or any of the Health Sciences like Physiotherapy, Podiatry, Speech Pathology and Occupational Therapy.

Content
Students will study units of competency in class time. They must also complete a Senior First Aid Certificate before the end of Semester 1 in Year 11. This may be done at school in the Wednesday tutorial time. Vocational placement of a minimum of 100 hours over the 2 years is required to complete the certificate.

Topics will include:
- Communicate and work effectively in health
- Comply with infection control policies and procedures
- Participate in WHS processes
- Contribute to effective workplace relationships
- Assist with an allied health program
- Maintain high standard of client service
- Assist with client movement
- Recognise healthy body systems in a health care context
- Interpret and apply Medical Terminology appropriately
- Organise workplace information
- Work within a relevant legal and ethical framework

Assessment
Assessment is competency based. Students are provided with opportunities to match competency standards in both theoretical situations and ‘on the job’. Students work in class and at home to complete assessment tasks.

Expectations, Homework and Enrolment charge
- Students nominating to study Certificate III in Allied Health are required to make a financial commitment of an enrolment charge, competency charge and the cost to cover Vocational Placement. (An up-front payment of approximately $900.00 covers all costs for the 2 years. This is subject to change by the RTO, who can provide flexible payment options.) While the charge represents a considerable financial commitment, the course costs are very reasonable when compared to the cost of a Certificate course through direct enrolment. The course is available to Wavell High students only because of our partnership with Diversity Education.
- Students must be prepared to participate in observation and practical work within the health community as a compulsory part of the on-the-job competency component.
- Studying Allied Health while at school can be a cost effective and useful start towards any health related course at TAFE/University. The overlap in units between courses can be quite high as well as credit being given towards completion of a TAFE course. This could see you significantly reduce the time you need to complete a health related course when you finish school.
- Students need to have a mature responsible attitude and a willingness to work with a wide variety of people.
Wavell State High School offers the Certificate III Business course in partnership with Binnacle Training. The course is delivered to students during class time at school. Students are also able to do additional work from home using the internet. On successful completion of the Certificate III in Business students are awarded eight (8) credit points towards their Queensland Certificate of Education.

The subject provides an understanding of the world of business in both public and private sectors. Students have the opportunity to understand issues associated with workplace cultures and practices and develop the skills, processes and attitudes crucial to making valid decisions.

Skills implicit in business and personal effectiveness include working in teams, demonstrating effective communication, organisational and interpersonal skills, as well as using a range of technologies. These skills are required to be performed with accuracy, a concern for quality and a commitment to achieving goals and objectives.

This subject is very ‘hands on’, giving students the opportunity to deliver projects and services within the school community.

### Introduction to the Business Services Industry

| Innovation:                      | • Enterprise and entrepreneurs  
|                                 | • Critical and creative thinking – solving interesting problems  
|                                 | • Innovation skills  
| Leadership:                     | • Promote innovation in a team environment  
| Develop an e-Learning plan and undertake e-Learning |  
| Develop a project schedule:     | • Organise personal work priorities and development opportunities  
| Workplace Health and Safety:    | • Knowledge of legislation  
|                                 | • Hazard identification and risk assessment  
| Develop a project schedule:     | • Organise personal work priorities and development opportunities  
| Workplace Health and Safety:    | • Hazard identification and risk assessment  
| Customer Service:               | • Meeting customer needs  
| Business Proposal:              | • Recommend products and services  
| Create promotional material for a service you are set to offer |  
| Deliver a service:              | • Deliver and monitor a service to customers  
|                                 | • Review of customer service delivery and customer satisfaction  
| Micro/small business:           | • Identify small/micro business opportunities in your community  
|                                 | • Profile yourself in a business opportunity / area of interest  

### Assessment

Students will undertake competency based assessment towards the achievement of the Certificate III in Business. Competency based assessment is the process of gathering evidence and making judgements 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.

### Enrolment Charge

There is a cost charged by Binnacle Training to cover materials and IT costs. In 2015 this charge will be $198.00*, which covers the two year course. This is a heavily discounted cost for school students only. The normal cost of the course is $2000 - $3000. Payment details are issued to students by their class teacher at the beginning of each year and payments are to be made to the school office.

Completion of this course will enable students to gain credit towards future TAFE Courses, e.g. Diploma of Business and may also offer an alternative entry into University for OP ineligible students by the use of a Selection Rank.

* Subject to change.
Certificate III Early Childhood Education and Care is taught at Wavell High in partnership with an external Registered Training Organisation (RTO). Students electing to study this certificate will be provided with a high quality pathway leading to formal vocational qualifications. The course is delivered by Wavell teachers. Students work through theoretical aspects of competencies during regular classes. They are assessed both at school and ‘on the job’. Students will participate in vocational placement and will also need to perform voluntary placement to ensure that their skills are able to develop and be demonstrated. Students completing this certificate are awarded eight (8) credit points towards their Queensland Certificate of Education. The expected completion time is three semesters nominally 220 hours plus an additional 120 hours undertaken at childcare centres.

Companion Subjects
Students taking this subject may also study Home Economics or Home Economics (Food Major) or Hospitality, but NOT Early Childhood simultaneously.

Content
Students will study 14 units of competency in class time. They must also complete a First Aid Certificate which will be completed at school. Vocational placement during class time and work experience week, as well as voluntary placement, are required to complete the certificate, this is a minimum of 120 hours.

Units of Competency – Sample Guide Only

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Cluster One</th>
<th>• Legal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cluster Two</td>
<td>• Health and Safety</td>
</tr>
<tr>
<td>Year 12</td>
<td>Cluster Three</td>
<td>• Culture</td>
</tr>
<tr>
<td></td>
<td>Cluster Four</td>
<td>• Care</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Vocational Placement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• First Aid</td>
</tr>
</tbody>
</table>

Assessment
Assessment is competency based. Students are provided with opportunities to match competency standards in both theoretical situations and ‘on the job’. Students work in class and at home to complete assessment tasks.

Expectations, Homework and Enrolment Charge
- Certificate III Early Childhood Education and Care is available to Wavell High students because of our partnership with the RTO. The RTO will charge a fee and this fee will include administration costs, t-shirt and course fees. (Fee to be advised.)
- Students must be prepared to participate in observation and practical work within the community as a compulsory part of the off-the-job competency component. **Vocational placement constitutes a very important part of this course and is a minimum of 120 hours.** It is advisable for students to make contact with prospective placement centres.
- Students need to have a mature responsible attitude and a genuine desire to work and care for under eights.
- Students are required to apply for a blue card (Working with Children card) in order to work in a centre.
CERTIFICATE IV JUSTICE STUDIES (39292 QLD)
A Nationally Recognised Qualification

Certificate IV Justice Studies is offered at Wavell High in a current partnership with an external Registered Training Organisation (RTO). The course is delivered to students during class time and teachers support and facilitate students in completing the certificate independently through an online learning portal. Students are also able to access and complete their work from home using the internet. On successful completion of the Certificate IV Justice Studies students are awarded eight (8) credit points towards their Queensland Certificate of Education.

Prerequisites
Students should have gained at least a C in Year 10 History or History (with a Geography Major) and English before contemplating to undertake the Certificate IV Justice Studies.

Pathways
This Certificate leads directly to entry level employment opportunities in a range of justice related fields and occupations including: the Queensland Police Service, Corrective Services, Customs Service, Department of Justice and Attorney General, Courts/Legal Offices, Community Legal Centres and Youth Justice Roles. Furthermore if students would prefer to continue to study as opposed to gaining entry level employment they can elect to continue the qualification after Year 12 and complete a Diploma of Justice Studies (39293 QLD). This qualification is recognised by some universities and can be used to gain credit towards qualifications such as the Bachelor of Criminology and Criminal Justice.

Content
Students will study the following ten units of competency (six core and four elective units*):

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. QLD594JUS01A</td>
<td>Communicate with clients on justice-related issues</td>
</tr>
<tr>
<td>2. QLD594JUS02A</td>
<td>Prepare documentation for court proceedings</td>
</tr>
<tr>
<td>3. QLD594JUS03A</td>
<td>Analyse social justice issues</td>
</tr>
<tr>
<td>4. BSBRES401A</td>
<td>Analyse and present research information</td>
</tr>
<tr>
<td>5. PSPREG411A</td>
<td>Gather information through interviews</td>
</tr>
<tr>
<td>6. BSBLEG413A</td>
<td>Identify and apply the legal framework</td>
</tr>
<tr>
<td>7. BSBWOR402A</td>
<td>Promote team effectiveness</td>
</tr>
<tr>
<td>8. PSPREG409B</td>
<td>Prepare a brief of evidence</td>
</tr>
<tr>
<td>9. BSBLEG416A</td>
<td>Apply the principles of the law of torts</td>
</tr>
<tr>
<td>10. BSBWOR404A</td>
<td>Develop work priorities</td>
</tr>
</tbody>
</table>

Assessment
Assessment is competency based. Students are provided with opportunities to meet the competency standards in each unit by undertaking a variety of assessment tasks which are based on theoretical situations and practical situations requiring students to meet the standard of performance required in the workplace. Students are required to complete all of the assessment items to a satisfactory level.

Expectations, Homework and Enrolment Charge
- A fee of $600.00 (charged upfront by the RTO) is required to cover materials and IT costs for the two-year course. This is a heavily reduced price for school students only and it would cost significantly more to complete the course as an adult through an RTO.
- Students may be offered work experience as part of this course and a condition of participation is the demonstration of commitment and a cooperative attitude during the completion of the Certificate.
- Students need to have a mature and responsible attitude towards independent learning and are also expected to complete certain tasks at home (internet and computer access is therefore beneficial).

*Elective units are subject to change each year.
QUEENSLAND MINERALS AND ENERGY ACADEMY

Wavell State High School is one of the schools in the Queensland Minerals and Energy Academy (QMEA). The QMEA is a partnership between Education Queensland, the Queensland Resources Council and mining and energy providers. The aim of the QMEA is to create and enhance pathways for students into the Minerals and Energy industries in Queensland. This partnership provides opportunities, including work experience, training, vacation studies at operating mines and plants across Queensland and tertiary assistance to interested Wavell students in Years 11 and 12 who have an interest in the mining and energy industries.

The Activities of the QMEA include:

- Embedding industry related content in existing school work programs in Years 8-12
- Raising awareness and encouraging students to consider careers in related industries through visits by professionals, participation in student based conferences and camps.
- Developing a highly structured Work Experience program for selected students
- Providing School Based Apprenticeships and Traineeships for selected students
- Student and staff visits to industry
- Industry personnel visits to schools
- Industry-supported Awards that encourages student and teacher participation.

These activities may be of particular interest to students enrolled in the Authority subjects of Engineering Technology, Earth Science, Chemistry, Physics, Mathematics B and Mathematics C, as well as the Authority-registered Subject, Manufacturing.
The Wavell Development Program (WDP) in Years 11 and 12 is a compulsory program for all students and is taken during the scheduled 35 minute WDP lesson each Friday. It addresses a broad range of issues, life skills and planning for the post-secondary-school phase of education. It further develops the skills inherent in the Queensland Senior Curriculum.

In Semester 1, Year 11, key concerns are: Human Relationships Education. The program is coordinated by our School Nurse and involves topics such as sexual health.

From Semester 2 of Year 11 until the end of Term 3, Year 12 OP eligible students are preparing for the Queensland Core Skills (QCS) Test which involves seven hours of State-wide common testing in term three of Year 12. This test incorporates extended writing, multiple choice questions and short response items. It is administered by the Queensland Curriculum and Assessment Authority (QCAA) at the end of August or early September each year. Students who have a disability/impairment may apply early in Year 12 to the QCAA for special provision for the QCS Test. The QCS Test results are used by the QCAA to scale school results in order to calculate each OP-eligible student’s Overall Position and Field Positions for tertiary entrance.

Content
The program will include units on:
- The Writing Task, Multiple Choice Questions, Short Response Items from the QCS and Trial Tests.
- Skills and Processes Development - focusing on the 49 Common Elements of the Queensland Senior Curriculum:
  - Reading Comprehension
  - Mathematics Formulae and Manipulation
  - Interpretation of Graphs and Tables
  - Visual Literacy and Visual Analogies
  - Proof Reading

From Semester 2 of Year 11 until the end of Term 3, Year 12 Career Education is provided for those students who are not OP eligible and who do not wish to take the QCS Test.

Human Relationships Education is also covered in this program in Term 4 of Year 12. The elements covered may be care and support, interpersonal skills, group skills, learning to learn, future planning, health and personal safety.

Assessment
At the end of Semester II of Year 11 and during Semesters I and II of Year 12, students sit for trial papers in readiness for the Queensland Core Skills (QCS) Test. These include trials for all four papers of the QCS Test: Writing Task, Multiple Choice (two papers) and Short Response. Previous years’ papers are used for these trials.

These trial tests are designed to familiarise students with the conditions and types of questions to be encountered in the QCS Test. The Writing Task and Short Response papers are marked by accredited markers who are very familiar with the official standards of marking for the QCS Test. Students receive written and verbal feedback about the quality of their responses to the trial papers. Individual results will be recorded on Semester Reports as a rating from A to E, in addition to a comment reflecting the student’s level of participation in the program.

Students will be permitted to sit for the QCS Test only if they have completed a satisfactory number of trial papers. The QCS Test results of each OP-Eligible Wavell student affect the OPs and FPs of all other Wavell OP-Eligible students; so this policy is designed to protect the OPs of conscientious students from probable adverse effects resulting from unprepared students taking the QCS Test.

Expectations and Homework
Students taking the QCS Test will be expected to purchase a workbook from the Wavell Bookshop. This comprehensive book contains advice and practice materials with answers for each of the four papers of the QCS Test. Approximate cost is $25.00. Extra assistance is available to students from the Head of Department, Senior Schooling and Vocational Education in the form of additional exercises and advice.
This exercise is to help you plan which subjects you should study in Year 11 in 2015 and in Year 12 in 2016. In making your subject choices you should consider many things, but especially your strengths and abilities in the subjects you have studied so far, your career options and the tertiary studies you might have to complete to follow these careers. You should also think about your interest in the subjects that we offer and the need to have a balanced choice of subjects that you will enjoy. If you are aiming for an OP, you should choose a set of subjects that will challenge you, but in which you can succeed.

You must choose six subjects from the list provided on page 9.

Students considering tertiary options should complete the Overall Field Position and Field Position Weights exercise. Field Positions are awarded only to students eligible for an OP.

In the following pages details are listed about the Overall Field Position (OP) and the Field Position Weights (FP). These terms are explained there. You should also consult the introductory pages of this Curriculum Book for further information on their significance. The book Tertiary Prerequisites 2017 also provides necessary information on tertiary course prerequisites. The Queensland Curriculum and Assessment Authority (QCAA) publishes the Table of Subject Weights. See page 65 for these.

**SUBJECT SELECTION CONSIDERATIONS** - It is recommended that you complete this exercise.

**STRENGTHS AND INTERESTS**

<table>
<thead>
<tr>
<th>Subjects I do BEST in are: (List in descending order; include Year 10 Levels of Achievement)</th>
<th>Subject</th>
<th>Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CAREER INTERESTS**  
My Career Interests are: (Be as specific as possible.)

1.  
2.  
3.  
4.  

**TERTIARY INTERESTS**  
Courses I am interested in studying after Year 12 are:

<table>
<thead>
<tr>
<th>University Courses</th>
<th>Institution</th>
<th>Prerequisites</th>
<th>Specific Units Subjects Required</th>
<th>Field Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
<td>5.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TAFE Courses</th>
<th>Institution</th>
<th>Prerequisite Subjects</th>
<th>Entrance Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
</tr>
</tbody>
</table>

**ANY OTHER RELEVANT INFORMATION WHICH MIGHT AFFECT THE SELECTION OF SUBJECTS AT WAVELL.**

1.  
2.  
3.  
4.
PROCEDURES
With these considerations in mind check the Curriculum Book for information about the subjects you are interested in; then once your selections are made enter them on the Subject Selection Form, have it signed by a parent return it by the due date. It is important that students interested in a tertiary course should read and complete the following section on Tertiary Entrance Procedures.

TERTIARY ENTRANCE PROCEDURES
Students considering tertiary studies must be eligible for an Overall Position (OP) and meet the specific requirements (Field Positions and Prerequisite Subjects) for their desired course.

OVERALL ACHIEVEMENT POSITION (OP)
OPs compare student achievement in Authority subjects. Each subject is weighted equally.
An OP is based on a student’s best 100 weighted semester units (WSUs)* - the equivalent of five Authority subjects taken for four semesters. The best 100 WSUs must include at least three subjects each taken for four semesters.
An OP is reported as one of twenty-five bands numbered from 1 (highest) to 25 (lowest).
A student must be eligible for an OP to receive any Field Position.

FIELD POSITIONS A, B, C, D and E
Field Positions (FP-A, FP-B, FP-C, FP-D, FP-E) compare student achievement in various areas of Authority Subject study.
Subjects are weighted differently.
An FP is based on a student’s best 60 WSUs* - the equivalent of three Authority subjects each with a weight of 5 and taken for four semesters. A student’s best 60 WSUs may involve more than three subjects.
An FP is reported as one of ten bands numbered from 1 (highest) to 10 (lowest). FPs are different from OPs because subjects are weighted unequally according to the relative emphasis in the syllabuses.

CODES
(FP-A): Extended written expression involving complex analysis and synthesis of ideas.
(FP-B): Short written communication involving reading comprehension and expression in English or a foreign language.
(FP-C): Basic numeracy involving simple calculations and graphical and tabular interpretation.
(FP-D): Solving complex problems involving mathematical symbols and abstractions.
(FP-E): Substantial practical performance involving physical or creative arts or expressive skills.

* WSUs = number of semesters a subject is studied multiplied by the subject’s weighting.

AN EXAMPLE OF FIELD POSITION ELIGIBILITY CALCULATIONS IS SHOWN ON THE NEXT PAGE.
### Step 1.
Enter the Authority Subjects studied into the table below. Do not enter Authority-registered Subjects.

### Step 2.
From the Table of Subject Weights on the next page, enter the weights of each subject in each Field.

### Step 3.
Multiply each Field Position Weight by 4 (the number of semesters for which the subject will be studied) to determine weighted semester units for each subject.

### Step 4.
Total the Weighted Semester Units in each Field.

### Step 5.
If the total is 60 or greater, tick the eligibility box.

#### WORKED EXAMPLE:

<table>
<thead>
<tr>
<th>Subjects Selected</th>
<th>Subject Weights calculated using 2016 QCAA weights for Field Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English</td>
<td>5 x 4 = 20 4 x 4 = 16 1 x 4 = 4 - x 4 = 0 3 x 4 = 12</td>
</tr>
<tr>
<td>2. Legal Studies</td>
<td>5 x 4 = 20 4 x 4 = 16 2 x 4 = 8 1 x 4 = 4 2 x 4 = 8</td>
</tr>
<tr>
<td>3. Geography</td>
<td>4 x 4 = 16 5 x 4 = 20 4 x 4 = 16 3 x 4 = 12 2 x 4 = 8</td>
</tr>
<tr>
<td>4. Maths B</td>
<td>1 x 4 = 4 2 x 4 = 8 5 x 4 = 20 5 x 4 = 20 - x 4 = 0</td>
</tr>
<tr>
<td>5. Biology</td>
<td>5 x 4 = 20 4 x 4 = 16 4 x 4 = 16 3 x 4 = 12 2 x 4 = 8</td>
</tr>
<tr>
<td>6. Drama</td>
<td>3 x 4 = 12 2 x 4 = 8 1 x 4 = 4 - x 4 = 0 5 x 4 = 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No. of Weighted Semester Units</th>
<th>92</th>
<th>84</th>
<th>68</th>
<th>48</th>
<th>56</th>
</tr>
</thead>
<tbody>
<tr>
<td>If eligible</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>×</td>
<td>×</td>
</tr>
</tbody>
</table>

### YOUR CALCULATIONS

<table>
<thead>
<tr>
<th>Subjects selected</th>
<th>Subject Weights for Field Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Be careful to use the Subject Weights Table for use in <strong>Year 12 in 2016</strong></td>
</tr>
</tbody>
</table>

| No. of Weighted Semester Units | ⎯─── | ⎯─── | ⎯─── | ⎯─── | ⎯─── |
| If eligible                   | ⎯─── | ⎯─── | ⎯─── | ⎯─── | ⎯─── |

### YOUR CALCULATIONS

<table>
<thead>
<tr>
<th>Subjects selected</th>
<th>Subject Weights for Field Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| No. of Weighted Semester Units | ⎯─── | ⎯─── | ⎯─── | ⎯─── | ⎯─── |
| If eligible                   | ⎯─── | ⎯─── | ⎯─── | ⎯─── | ⎯─── |

---

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## Subject Weights Table for Use in Year 12 in 2016

The weights for this table may be downloaded from the QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au) → Senior Secondary → Tertiary Entrance → Field Positions → Subject Weights

These Subject Weights are determined by the Queensland Curriculum and Assessment Authority (QCAA).

<table>
<thead>
<tr>
<th>Subject</th>
<th>Field A</th>
<th>Field B</th>
<th>Field C</th>
<th>Field D</th>
<th>Field E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Ancient History</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Business Management</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Dance</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
<td>5</td>
</tr>
<tr>
<td>Drama</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
<td>5</td>
</tr>
<tr>
<td>Earth Science</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>English Extension</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>Film, Television and New Media</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
<td>5</td>
</tr>
<tr>
<td>French (External Study – SDE)</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>Geography</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>German (External Study – SDE)</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>Graphics</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Health Education</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics (including Food Major strand)</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Information Processing and Technology</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Japanese</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics C</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Modern History</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Music Extension</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Physics</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Technology Studies</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Visual Art</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
<td>5</td>
</tr>
</tbody>
</table>

### How Subject Weights are Used in Calculating Field Positions (FPS):  

In the determination of Overall Positions (OPs), all subjects are weighted equally. That is, they are all given a weight of 5. An OP is based on a student’s best 100 weighted semester units (WSUs), the equivalent of five Authority subjects taken for four semesters. A weighted semester unit is the number of semesters a subject is studied multiplied by the subject’s weighting. The best 100 WSUs must include at least three subjects each taken for four semesters. An OP is reported as one of twenty-five bands numbered from 1 (highest) to 25 (lowest).

For Field Positions (FPs), subjects are not weighted equally. That is, all subjects do not contribute equally to the determination of each FP. Field Positions involve weighting each subject according to the emphasis in each subject on assessment in skill areas defined by the field. The extent to which a subject contributes to each FP depends on the weighting of that subject in that particular field. The weights are shown above.

It is important to note that Field Positions (FPs) have been used to determine entry into a university course less than 2% of the time. This generally occurs in very popular courses, requiring high Overall Positions (OPs), such as medicine and dentistry.
Our school which opened in 1959 is named after Lord Wavell, an illustrious soldier who was Commander-in-Chief of the Middle East area until 1941.

The four Houses - Tobruk, Keren, Burma, Alamein - are named after places and battles associated with Lord Wavell.

SCHOOL MOTTO
ESSE QUAM VIDERI
"To be rather than to seem to be"

POSTAL ADDRESS:
P.O. Box 384, Nundah. Qld, 4012

MAIN ENTRANCE & VISITORS' CAR PARK:
Telopia Avenue, Wavell Heights.

TRADE ENTRANCE:
Brae Street, Wavell Heights.

TELEPHONE NUMBER: (07) 3350 0333
FAX: (07) 3350 0300

CENTRAL OFFICE HOURS:
8:00 am - 4:00 pm

GENERAL AIMS
Wavell High School aims to ....
- give each student a balanced education that assists as much as possible his/her mental, physical, social, aesthetic, and spiritual development;
- give each student satisfaction in learning, an urge to inquire, and a desire for further learning;
- provide an environment which is supportive and stimulating;
- co-operate with other learning agencies, and to develop meaningful relationships with them;
- evaluate our aims, curriculum, and achievements periodically.
These aims are reflected in our school's curriculum, work programs, organizational patterns and student services.

INTELLECTUAL AIMS
Wavell High School will ..... 
- ensure that each student can speak, listen, read, write, calculate and handle spatial ideas and numbers effectively, so that he/she can communicate and learn;
- develop in each student the ability to think in different ways, to find and analyse information needed to solve problems;
- help each student to combine new experiences with previous knowledge;
- help each student to acquire knowledge and an appreciation of our heritage, culture, institutions and way of life and a desire to maintain and contribute to these.

PERSONAL AIMS
Wavell High School will help each Student to ...
- understand himself/herself and develop self-respect;
- become emotionally mature and to grow in confidence;
- accept responsibility for his/her own actions;
- develop aesthetic appreciation and to enjoy and use leisure time purposefully;
- understand his/her physical capacities and to maintain a physical well-being necessary to meet the demands of work and leisure;
- be concerned for others, and develop an insight into their feelings and needs.

SOCIAL AIMS
Wavell High School will help each Student to ...
- understand the functioning of our society and become a responsible member of it.

VOCATIONAL AIMS
Wavell High School will help each Student to ...
- acquire useful study skills and work habits so that he/she is prepared for entry into the work force and later training;
- understand the importance of work and to take initial steps towards selecting and preparing for a vocation;
- increase occupational possibilities.