

CONTENTS

CONTENTS	1
A WORD FROM THE PRINCIPAL	2
<i>WHAT IS THE SENIOR PHASE OF LEARNING?</i>	4
<i>QUEENSLAND CERTIFICATE OF EDUCATION (QCE)</i>	5
<i>LEARNING ACCOUNTS</i>	6
<i>THE QCS TEST:</i>	6
<i>FINAL TIPS</i>	8
THE CONNECTION BETWEEN SCHOOL AUTHORITY SUBJECTS AND TERTIARY COURSES AND CAREERS	9
AUTHORITY SUBJECTS	10
<i>ACCOUNTING</i>	10
<i>ANCIENT HISTORY</i>	11
<i>BIOLOGICAL SCIENCE</i>	12
<i>BUSINESS COMMUNICATION & TECHNOLOGIES (BCT)</i>	13
<i>BUSINESS ORGANISATION AND MANAGEMENT</i>	14
<i>CHEMISTRY</i>	15
<i>DANCE</i>	16
<i>DRAMA</i>	17
<i>EARTH SCIENCE</i>	18
<i>ECONOMICS</i>	19
<i>ENGINEERING TECHNOLOGY</i>	20
<i>AUTHORITY ENGLISH</i>	21
<i>FILM, TELEVISION AND NEW MEDIA</i>	22
<i>GEOGRAPHY</i>	23
<i>GRAPHICS</i>	24
<i>HOME ECONOMICS</i>	25
<i>INFORMATION PROCESSING AND TECHNOLOGY</i>	26
<i>INFORMATION TECHNOLOGY SYSTEMS</i>	27
<i>JAPANESE</i>	29
<i>LEGAL STUDIES</i>	31
<i>MATHEMATICS</i>	32
<i>MATHEMATICS A</i>	32
<i>MATHEMATICS B</i>	33
<i>MATHEMATICS C</i>	34
<i>MUSIC</i>	35
<i>MUSIC EXTENSION</i>	36
<i>PHYSICAL EDUCATION</i>	37
<i>PHYSICS</i>	38
<i>STUDY OF SOCIETY (SOCIOLOGY)</i>	39
<i>VISUAL ART</i>	40
AUTHORITY REGISTERED	42
<i>ENGLISH COMMUNICATION</i>	42
<i>VOCATIONAL LEARNING</i>	43
<i>MANUFACTURING</i>	43
<i>BUILDING & CONSTRUCTION STUDIES</i>	43
<i>ENGINEERING STUDIES</i>	44
<i>INFORMATION AND COMMUNICATION TECHNOLOGY</i>	46
<i>MEDIA ART</i>	47
<i>VISUAL ART STUDIES (PRACTICAL ART)</i>	48
<i>SOCIAL & COMMUNITY STUDIES</i>	49
<i>SOUP RADIO (BROADCASTING)</i>	50
<i>PREVOCATIONAL MATHEMATICS</i>	51
<i>RECREATION – OUTDOOR EDUCATION (SAS 6206)</i>	52

RECREATION – SPORT AND HEALTH	53
CERTIFICATE 3 ATHLETICS SUPPORT SERVICE	53
PHOTOGRAPHY	54
VET CERTIFICATE COURSES (STAND-ALONE)	55
CERTIFICATE II IN AUSLAN 21200VIC	55
CERTIFICATE II IN BUSINESS (BSB20107)	57
CERTIFICATE III IN CHILDREN'S SERVICES (CHC30402)	58
CERTIFICATE II IN HOSPITALITY - OPERATIONS THH21802 & THH33002	60
CERTIFICATE III IN HOSPITALITY – OPERATIONS (THH33002)	61
TOURISM	62
- CERTIFICATE II IN TOURISM (OPERATIONS) [THT20502]	62
- CERTIFICATE III IN MEETINGS AND EVENTS [THT30102]	62
TAFESec COURSES	64
ENROLMENT PROCEDURES:	64
ONLINE DELIVERY:	64
CULTURAL ARTS/VISUAL ARTS	65
INDIGENOUS DANCE PROGRAM	65
BUSINESS STUDIES (OFFICE ADMINISTRATION)	65
GOVERNMENT	66
BEAUTY SERVICES	66
CLOTHING PRODUCTION/FASHION DESIGN	66
HAIRDRESSING PRE-VOCATIONAL PROGRAM	67
MEDICAL ADMINISTRATION	67
COMMUNITY RECREATION	67
TOURISM – FLIGHT/CRUISE ATTENDANT SHORT COURSE	68
TERM 3 TRADE OPTIONS	68
SENIOR CAD PROGRAMS	69
CAD DANCE	69
CAD DRAMA	70
CAD MUSIC	71
CAD TECHNICAL THEATRE	72

Please note that, while every effort is made by the school to form a class, classes are formed only when sufficient enrolment is received and where accreditation applied for has been received. All Vocational Education and Training Certificate offerings are subject to:

- **Availability of appropriate human resources;**
- **QSA accreditation;**
- **Ongoing review of training packages by their relevant industry bodies.**

The Queensland Studies Authority (QSA) is responsible for the issuing of Senior Statement and Queensland Certificate of Education.

The word 'Authority' used throughout this booklet refers to this government body.

A word from the Principal

An Important Decision

The selection of senior subjects cognizant of the demands of the new Queensland Certificate of Education (QCE) and your own aspirations involves you with your parents making a number of important decisions. It is essential that you select a course of study that will fulfill the requirements of the new QCE and yet at the same time place you in the best possible position, by the end of Year 12, to confidently make the next step.

Talk to Others

When making important decisions it is always wise to consult with others; seek their opinions; weigh up all the options and make an informed choice. Often young people believe that they can make decisions on their own without talking to others. Let me say that as a result of this type of approach I have seen many students and parents suffer. Take the example of the young boy who at the end of Year 12 announced to his parents that he was going off to Townsville to study a computer course. Not being aware of this choice, the parents had not made any financial provision over the years to be able to support him. As a result the family was plunged into significant debt to pay boarding costs, HECS fees and transport costs.

Besides involving parents, you should be talking to the Guidance Officer, Career Counsellors, older students and teachers of the various subjects. A great deal of literature is also available including University entry requirements, TAFE courses, Subject Guides, Career Expos etc. I strongly advise that you and your parents seek out the information available.

How to Choose

In selecting subjects you should take into account your interests and abilities and your successes in previous courses of study.

Try to choose subjects that interest you and that you are presently good at. Do not choose subjects just because your friend is doing it or you think a particular teacher may be taking it. It is possible your friend may leave or that teacher won't be on that subject next year.

Another pitfall is the belief that a VLA in a "hard" subject is worth an SA in an easy one. NOT TRUE, a VLA is a VLA in any subject. Pick subjects according to your ability and your career hopes.

You may be undecided about a career right now, don't worry you are not alone. Try to keep as many options open, remembering always to pick subjects on interest and ability.

Trinity Bay Curriculum

The curriculum at Trinity Bay is exceptional, in that it provides a wonderful depth of subject offerings catering well for the interests and aspirations of its students. You should be able to find success and a course tailored to your needs.

Be sure that you complete the subject choice materials and return them on time. The last thing you want is to be left out of a course because you were late and it was full.

I wish you well in your senior years at Trinity Bay High.

Stephen Savvakis

STEPHEN SAVVAKIS
PRINCIPAL

WHAT IS THE SENIOR PHASE OF LEARNING?

The Senior Phase of Learning now begins in year 10 and includes years 11 and 12 when you can undertake further education or training. The Senior Phase of Learning can end with the awarding of a Senior Certificate of Education (QCE), Certificate III vocational qualifications, two years of full time learning after year 10, or when you turn 17 years of age.

During this phase of learning you can opt to study school Authority Subjects such as Ancient History, Visual Arts or Biology or Authority Registered Subjects such as Furnishings, Tourism or ITS or a combination of Authority and Authority Registered Subjects.

You may also decide to take on a broader range of learning, including courses from TAFE, universities, other Registered Training Organisations (RTOs) such as Axiom or the College of Training and some approved community providers. It may be also possible to begin an apprenticeship or traineeship.

There are many options available to you including:

- **Authority and Authority Registered Subjects** at school
- **TAFE SEC courses** in a range of vocational areas, from construction to business, administration, hospitality and commercial cookery — successful completion of these courses will result in Certificate I, II, III or IV being awarded
- **SWL or Structured Work Place Learning**—SWL is a requirement in vocational subjects such as hospitality and child care practices, where you will spend at least 20 hours in the work place
- **Work Experience**—This allows you to experience for one week a work environment of interest to you. Work Experience is completed in your school holiday periods
- **School Based Apprenticeships** - which includes training and work placement
- **School Based Traineeships**—which includes training and work placement
- **Vocational and Training courses** through training organisations other than Trinity Bay State High School
- **University Courses.**

At the end of your Senior Phase of Learning...you will receive a Student Education Profile (SEP), which consists of:

- a **Queensland Certificate of Education (QCE)**, if eligible
- a **Senior Statement**
- a **Tertiary Entrance Statement**, if you are eligible for an Overall Position (OP) and Field Positions (FPs)
- a **Queensland Certificate of Individual Achievement**, if applicable.

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

The QCE is a school-based qualification which you will be awarded once you have achieved set standards in a “significant amount of learning” and have met literacy and numeracy requirements.

A significant amount of learning (20 credits) includes:

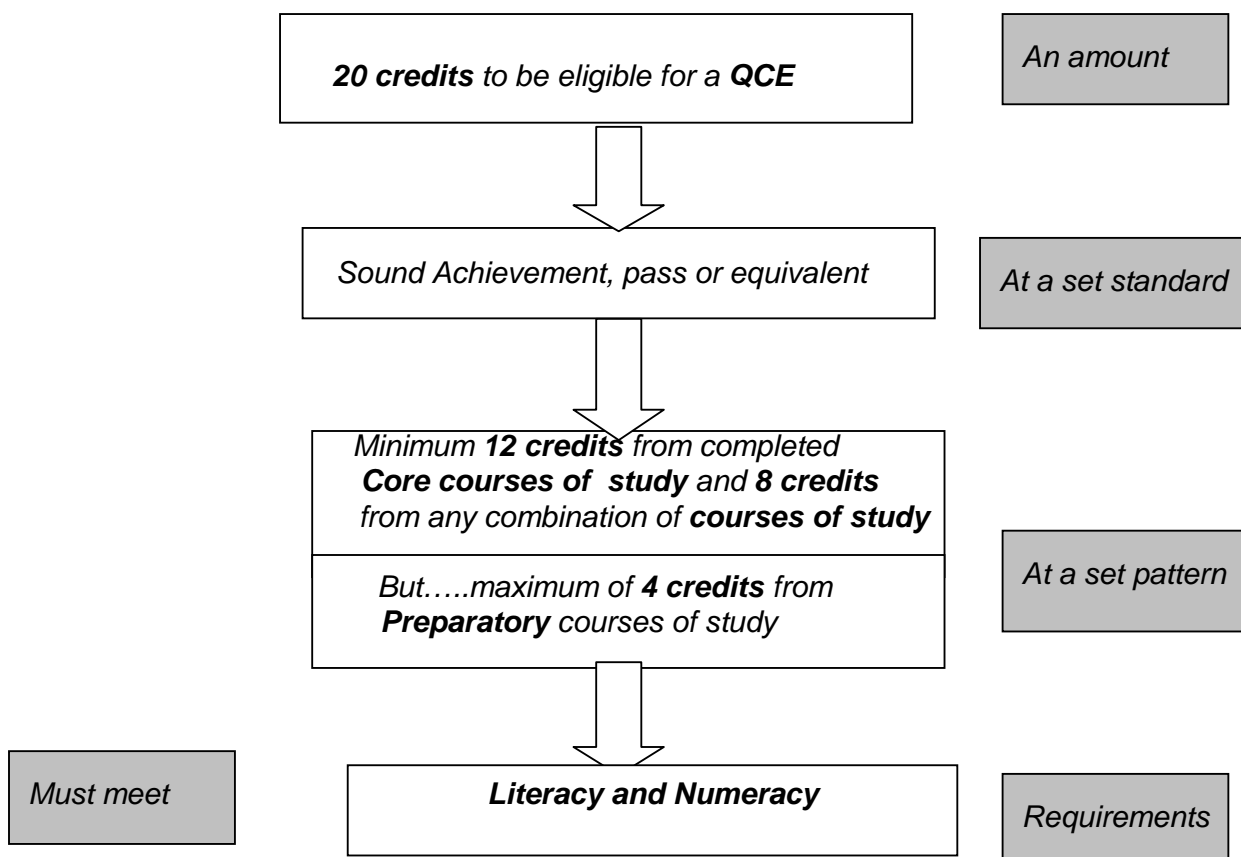
- a minimum of 12 credits from completed core courses of study,
- the remaining 8 credits from a combination of core, preparatory, enrichment and advanced courses of study.

A set standard of achievement is:

- a Sound Level of Achievement or higher for Authority and Authority-registered subjects
- successful completion for VET certificates
- a Pass or equivalent for other courses of study recognised or approved by QSA.

If you do not meet the QCE requirements at the end of Year 12 you can continue to work towards your Certificate - your learning account remains open, regardless of your age (however, credits expire after 9 years). The QSA will award a QCE in the following July or December, once you become eligible.

QCE—AN AMOUNT OF LEARNING AT A SET STANDARD



An alternative to the QCE is the Queensland Certificate of Individual Achievement (QCIA). This certificate recognises the achievements of students who undertake individualised learning programs.

SENIOR STATEMENT

When you finish Year 12, you will be given a Senior Statement that records:

- what, when and where learning was undertaken
- the result and credit value achieved
- your result in the Queensland Core Skills (QCS) Test, if eligible.

You will receive a Senior Statement, regardless of whether you have met the requirements for the award of a QCE at that time.

LEARNING ACCOUNTS

Learning Accounts are an online record of all learning and achievements, including those that contribute towards the QCE. You and your parents can view the Learning Account through the **Career Information Service (CIS)** at any time using your personal **LUI and password**. Mr Woodcock (The Deputy) registers you for a Learning Account and assigns you a **Learning Unique Identifier (LUI)** and password.

TERTIARY ENTRANCE STATEMENT

The Tertiary Entrance Statement reports your Overall Position (OP) and your results in up to 5 Field Positions (FPs).

QSA issues a Tertiary Entrance Statement if you qualify for an Overall Position.

Your OP:

- gives you a rank order position from 1 (highest) to 25 (lowest), if eligible.
- indicates your rank order position, based on overall achievements in Authority subjects
- is the combined result of your best 100 weighted semester units (WSUs) in Authority subjects studied during Years 11 and 12
- requires you to study at least 3 Authority subjects for all 4 semesters
- involves scaling using the **QCS Test results**
- uses equal weightings for all subjects.

To be eligible for an OP, you must:

- study 20 semester units of Authority subjects (the equivalent of 5 subjects over 4 semesters), including at least 3 subjects for 4 semesters
- sit for the **Queensland Core Skills (QCS) Test**
- remain at school until the final day of Year 12.

THE QCS TEST:

- *is a statewide test available to students in Year 12*
- *is based on common elements of the Queensland senior curriculum*
- *consists of four papers: Writing Task, Multiple Choice Papers (I and II) and Short Response*
- *is recommended for all students — OP-eligible and non-OP-eligible*
- *is a requirement to be eligible for an OP and FPs*
- *provides you with a result if you sit the test*
- *is reported on a 5-point scale from A (highest) to E (lowest).*

CHOOSING SENIOR SUBJECTS

It is very important that the **choices** you make in relation to the selection of senior subjects are **resourceful**. The choices you make now may very well determine your academic success in year 11 and 12 and influence your future career pathway/s. Choices based on 'poor, irrational or hasty thinking' may result in limited opportunities later in life. Even though there are many factors to consider when choosing senior subjects, having a well thought out **plan** will make the task easier and more rewarding:

1. Choose subjects:

- you enjoy
- in which you have demonstrated some ability or aptitude
- which help you reach your course and career goals
- which will develop skills, knowledge and attitudes useful throughout your life.

2. Have some **career choices** in mind before choosing subjects—if you are unsure of this—seek help from Mrs Parsons—our Guidance Counsellor. Keep in mind that in **August** you will start preparing your **SET PLAN**—a personalised career map and plan detailing your personality type, values, interests and career aspirations. A Career Counsellor will assist you in the development and implementation of your Set Plan.

3. **Know the difference between Authority and Authority Registered subjects** and other vocational training.

4. **Make a decision** on a combination of subjects that suit your requirements and abilities.

- Do not select subjects simply on the basis that someone told you that they help you get good results and give you a better Overall Position (OP) and chance to enter university.
- Do not allow your choice of a particular subject be influenced by a friend, brother, sister who either liked or disliked the subject when they studied it.
- Consider taking some of the Authority-registered or vocational education subjects if you are interested in the content of a particular subject because it relates to future employment and/or your past results suggest that some Authority subjects may be too difficult.

What types of Subjects are there on offer at Trinity Bay State High School?

1. **Authority Subjects** are approved by the Queensland Studies Authority (QSA), and are offered state wide in Queensland secondary schools and colleges. They are recorded on the Senior Statement and are used in the calculation of an Overall Position (OP). Some Authority Subjects may have vocational education components which allow you to gain credit for entry to specific vocational courses.

Many of the Authority Subjects are regarded as academically demanding, certainly more than at Year 10 level. If you are not achieving at a Sound Level in a year 10 subject you may find related Authority Subjects in years 11 and 12 difficult.

Many Authority Subjects may be taken up for the first time in year 11. It would be difficult, however, to attempt subjects such as Mathematics B, Mathematics C, Chemistry, Physics, Music, Graphics and languages without some background study in related year 10 subjects.

2. **Authority Registered Subjects** are developed and offered by individual schools. They have QSA approved Study Area Specifications (Work Programs) and have vocational and training components. They are also recorded on the Senior Statement. They are not used in the calculation of an OP but may be used in the calculation of a **tertiary entrance rank**. Authority Registered Subjects tend to place more emphasis on practical skills and knowledge and can develop specific skills relevant to employment.

3. Vocational Education (VET) subjects are comprised of nationally accredited units of 'competencies'. A Certificate at Level I, II, or III is awarded on successful completion of all units.

Trinity Bay State High School offers vocational subjects as:

- embedded units within Authority Subjects such as Certificate II in Business Practices in BCT
- embedded units within Authority Registered Subjects such as Certificate III Athlete Support in Physical Recreation & sport
- stand alone subjects such as Certificate II in Auslan and Certificate I in Work Readiness
- part of partnership arrangements with other training providers such as T.A.F.E in Certificate II and III in Hospitality and Certificate III in Children Services

FINAL TIPS

- **Find out** as much as you can about subjects, courses and pre-requisites for jobs and further courses.
- **Be prepared to ask** for help—Career Counsellors, Guidance Counsellors, Teachers, and Other Training Organisations. Talk with informed people.
- **Listen carefully** in Year 10 into Year 11 Information sessions
- **Read:**
 - The book Queensland Job Guide
 - 'My Future' <http://www.myfuture.edu.au>
 - 'Jobjuice' <http://www.jobjuice.gov.au/default.htm>
 - 'Jobguide' <http://www.jobguide.det.qa.gov.au>
 - Other career information, such as literature provided to schools by industry groups, show the various pathways to jobs within these industries
 - The Queensland Tertiary Courses booklet is useful for information on university courses and higher level TAFE courses
 - The QTAC Tertiary Pre-requisites book provides essential information on the subjects required for entry to university and TAFE advanced diploma and diploma courses.
 - Pathways to Further Education and Training is a handout which gives general information about the education and training system in Australia.
<http://education.qld.gov.au/students/service/career/pdfs/pathfurt.pdf>
 - Tertiary Entrance for Year 12 Students Not Eligible for an OP is a website that explains how students who are not eligible for an OP can *gain entry to tertiary courses, especially TAFE advanced diploma and diploma courses.*
http://www.qtac.edu.au/Publications/Information_Sheets/Tertiary_Entry_Internal_Year_12_Students_without_OPs.htm
 - The QSA publishes a flier called 'Advice for Adult Applicants to Universities and TAFE Institutes': <http://www.qsa.qld.edu.au/publications/te/mature-age.pdf>

GUIDANCE SUPPORT

*Our Guidance Officer
is most happy to assist you
and your child in selecting subjects.
Appointments for interviews are necessary.*

THE CONNECTION BETWEEN SCHOOL AUTHORITY SUBJECTS AND TERTIARY COURSES AND CAREERS

SOME GENERAL GUIDELINES

- *English. A sound level of achievement is a pre-requisite for most tertiary courses.*
- *Mathematics B is important for most courses including Science, Business, Commerce, Economics, Dentistry, Forestry, Health, Industrial Design, Medicine, Optometry, Pharmacy, Podiatry, Surveying and Veterinary Science.*
- *Mathematics C is important for some courses in Engineering, Mathematics, Science, Computers, Forestry, Geology and Human Movements. It is often needed for careers as an Actuary, Hydrographer, Naval Architect, and Meteorologist.*
- *Chemistry is important for most Science, Medicine, Engineering, Veterinary Science, Agricultural Science, Optometry, Pharmacy, Podiatry, Laboratory Science, Health Surveying, and Dentistry courses.*
- *Physics is important for Engineering, Dentistry, Surveying, Veterinary Science, Radiography, Medical Technology, Optometry, Podiatry, Health Surveying, Medical Laboratory Science, Pharmacy, and Radiography courses.*
- *Biological Science is suitable for Medical/Paramedical, Therapy, Agricultural, Nursing, Forestry, Geology, Physiotherapy, Occupational Therapy, Human Movements, Chiropractic and Laboratory careers.*
- *Earth Science is useful for those listed for Biological Science.*
- *Business and Technology subjects are useful if you wish to enter Accountancy, Business Studies, Commerce, Economics and Information Technology.*
- *Foreign Languages are valuable for studies in Arts, Humanities, Education, Communication, Journalism, Law and Town Planning.*
- *Art, Music, Dance, Drama, Home Economics and Film & Television are recommended for entry to their specialist teaching/study areas, but also play an increasingly vital role in lifestyle and leisure education.*
- *Graphics is very useful for future study in such occupations as Engineering, Surveying, Drafting, Quantity Surveying, Architecture, and Architectural Draftsmanship*
- *Mathematics A can be useful if you are working in the business/commercial world, (eg. banks, management and insurance), education, building industry and the health sciences.*
- *Social Sciences are valuable for studies in Arts, Humanities, Education, Communication, Journalism, Legal Services, Tourism & Hospitality, Community Aid Organisations, Public Sector careers, TAFE courses.*
- *Engineering Technology is important for Engineering, Technology Studies, Science, Architecture and Construction courses.*
- *Physical Education leads to future careers in Medicine, Health Sciences, Physiotherapy, Sports Trainer and Sports Management, and Teaching.*

AUTHORITY SUBJECTS

These are used to calculate your OVERALL POSITION and FIELD POSITION

ACCOUNTING

CONTACT: Mrs B Duffy - A Block Staffroom

WHAT IS STUDIED IN ACCOUNTING?

Students will develop PRACTICAL skills in managing finances for a business and also on a personal level. Students will use ICTs (spreadsheets, an accounting package and business graphics) and study E-Commerce as part of this subject.

Topics include:

- Introduction to Accounting:
 - Nature of Assets, Liabilities, Owners' Equity, Revenue and Expenses
 - Rules for Debit/Credit
 - Recording Transactions
- E-Business
- Accounting Package (MYOB)
- Personal Financing and Investing
- Budgeting
- Bank Reconciliation
- Financial Reports: (Income Statement; Balance Sheet)
- Managerial Decision Making\Spreadsheets
- Internal Controls: (cash, inventories, non-current assets, accounts receivable and accounts payable)

HOW IS IT ASSESSED?

Students complete tests and projects to assess the practical aspects of the subject. Students also undertake research activities, and analyse and evaluate case studies and newspaper and magazine articles in order to express opinions about accounting issues. **Both Year 11 and 12 results contribute to the student's EXIT grade.**

Students are assessed according to the criteria: Knowledge, Interpretation & Evaluation; Routine Practical Procedures and Challenging Practical Application.

PRE-REQUISITES:

A strong interest in finance, a willingness to work and a high level of written communication skills would be beneficial. Although a prior study of business is advantageous, it is not essential.

EMPLOYMENT OPPORTUNITIES:

Accountants work in diverse environments including sporting organisations; retail outlets; government organisations; finance companies; banks, real estate and insurance companies; taxation consultancies; community service organisations and accounting firms. They can work in partnership with other service organisations and accounting firms.

The most common types of careers include:

- | | | |
|--------------|----------------------|------------------------|
| ▪ Accountant | ▪ Financial Adviser | ▪ Payroll Officer |
| ▪ Auditor | ▪ Investment Analyst | ▪ Small Business Owner |
| ▪ Bookkeeper | ▪ Liquidator | ▪ Tax Agent |
| ▪ Clerk | ▪ Manager | ▪ Treasurer |

ANCIENT HISTORY

CONTACT HOD: Ms C Mountney, C Block Staffroom, cmoun7@eq.edu.au

QCE: On exit year 12 students - a sound level of achievement or higher over four semesters of study for 4 credits.

WHAT IS ANCIENT HISTORY?

Ancient History is a Social Science Authority subject in which students investigate the past to understand the present. Through the study of Ancient History, it is possible to understand how the modern world has been influenced by the peoples and achievements of the distant past. Ancient History is a discipline that fascinates students, who unlock the mysteries of ancient civilisations.

WHAT DO STUDENTS STUDY?

Year 11

Archaeology: techniques and tools of the trade
Civilisations: what does it mean to be "civilised"?
Powerful Pharaohs in Ancient Egypt
Tyrants, Territories and Tantrums
Democracy in 5th Century Athens
Alexander the Great: warrior or wimp?

Year 12

Pre-Republican Rome and the Early Republic
The Roman Republic
The Roman Empire
Entertainment in Rome
Oppressed Groups in Ancient Societies
The Middle Ages

WHAT DO STUDENTS DO?

Ancient History students locate, interpret, analyse and evaluate primary and secondary sources. Students utilise the inquiry approach to identify historical issues for investigation, conduct investigations and reach conclusions based on their research. They participate in group work, class discussions and independent research.

WHERE WILL ANCIENT HISTORY LEAD STUDENTS?

Skills

Ancient History students are investigators and problem solvers. Throughout their studies they are required to examine evidence, hypothesize and make conclusions that are supported by reliable evidence. Students detect bias and flaws in sources, and skilfully identify hidden agendas and misinformation often present in historical sources.

Ancient History students seek to solve the mysteries of the past and the research, writing and analysis skills they develop will be an asset to them should they pursue further studies in any discipline at tertiary level.

Careers

Studies in Ancient History relate to the following careers / disciplines:

- Archaeology
- Historian
- Sociologist
- Teacher
- Public Relations
- Lecturer
- Anthropologist
- Travel Writer
- War Correspondent

BIOLOGICAL SCIENCE

CONTACT: Mr R Gryg - L Block Staffroom

“Is genetically modified food safe? Do identical twins have the same fingerprints?” **Biology can give an insight into these questions.** **BIOLOGY** develops in students an understanding of themselves in relation to the world around them. A knowledge of Biology is important in a world which is involved in genetic engineering, DNA testing, AIDS research and the synthesis of new drugs.

PRE-REQUISITES:

The course is best suited to students who have achieved at least a B in Year 10 Science. A strong interest in living things and how they interact is important as well as good understanding of basic chemistry.

A considerable amount of reading is required and students should be good at written and oral expression. There is an emphasis on complex reasoning skills. Laboratory work and field work is compulsory.

BENEFITS:

A good background to help make informed judgements on some of the big issues in Society. **A good base for further study in nursing, medicine, veterinary science and agriculture.** The course allows students to develop scientific method, practical manipulation, problem solving and communication.

WHAT WILL STUDENTS LEARN?:

Year 11 is an introduction to the subject, covering cells, genetics, animal and plant physiology. Year 12 is a more detailed study of topics such as reproduction, health, mangrove ecology and evolution. There are **compulsory** field trips and field studies in both years. Students complete numerous lab. activities and submit reports on their findings.

ASSESSMENT

The general objectives of the syllabus are grouped as:

1. Understanding Biology
2. Investigating Biology
3. Evaluating Biological Issues
4. Attitudes and Values

The first 3 are also the criteria used in making judgements about the students level of achievement. In practice the students exit level of achievement will be based on this work in Year 12.

There are 3 assessment categories that contribute equally to the determination of a level of achievement.

They are: ▪ Extended Response ▪ Written Task ▪ Extended Experimental Investigation

These will assess the students performances in the three areas listed above. Students will experience these in both Year 11 and Year 12.

CAREER/UNIVERSITY/JOB PROSPECTS:

Biological Science is strongly recommended for a variety of related careers and courses, e.g., veterinary science, science degrees, forestry, park rangers, agriculture, medicine, nursing and food science.

BUSINESS COMMUNICATION & TECHNOLOGIES (BCT)

With accreditation in Certificate II in Business BSB 20107

CONTACT: Mrs B Duffy - A Block Staffroom

BCT prepares students for administrative careers in a variety of business and office situations.

WHAT IS STUDIED IN BCT?

TOPIC	UNIT OF COMPETENCY
Computer Operations	BSBWOR204A; BSBITU201A
Word Processing (Routine)	BSBINM201A
Workplace Communication	BSBCMM201A
Workteams	BSBWOR203A
Financial Records – Petty Cash	FNSICGEN305A
Workplace Safety	BSBOHS201A; BSBSUS201A
Organisational Skills	BSBWOR202A
Computer Operations – Spreadsheets	BSBITU202A
Computer Operations – Database	BSBITU301A
Financial Records – Banking, Source Documents	FNSICGEN305A
Managing Workplace Information	BSBINM201A
Financial Records – Bank Reconciliation	FNSICGEN305A
Computer Operations – Word Processing (Advanced)	BSBITU303A
Elective: Business Environments; Industrial Relations; International Business Communication.	

HOW IS IT ASSESSED?

Students will be assessed according to 3 criteria:

1. Knowledge and Understanding (ie. factual recall, understanding and communication)
2. Reasoning Processes (application, analysis, synthesis, evaluation, communication)
3. Skills & Procedures (use of technology, financial applications & presentation)

Assessment techniques may include short answer tests, extended written responses, research, orals, procedural applications (eg petty cash and banking documents) and teacher observation.

PRE-REQUISITES:

A willingness to work and participate in class as well as a high level of keyboarding and written communication skills.

EMPLOYMENT OPPORTUNITIES:

Students who study BCT will learn broad and valuable skills important in ALL industries (in both private and public sectors). Some examples include:

- Receptionist
- Tourism Manager
- HR Officer
- Clerk
- Secretary
- Bank Officer
- Computer Operator
- Public Relations Officer
- Hotel/Motel Manager

BUSINESS ORGANISATION AND MANAGEMENT

CONTACT: Mrs B Duffy - A Block Staffroom

Business Managers study the overall business and information needs of an organisation, in order to develop solutions to problems. Therefore, the study of BOM aims to develop in students the ability to conceptualize and think creatively, good interpersonal and communication skills, a persuasive manner and team leadership capabilities. Business Managers need to have an interest in people, processes and resource management.

WHAT IS STUDIED IN BOM?

The Business Environment (ethics, corporate culture and values)	Management styles and theories
Entrepreneurship	Marketing Management
Human Resource Management	Operations Management
Finance and budgeting	Business Plans
Elective: International Business, E-Business OR Business Venture	Planning, Advocating, Negotiation, Communication, Teamwork and Conflict Resolution Skills

HOW IS IT ASSESSED?

In the main, assessment will be written based. Written responses are expected to range from short answer tests to extensive business reports. Computer generated responses, multimedia presentations, role plays and peer and teacher observation may also be used.

In Year 12, students use all knowledge, processes and skills developed throughout the course to prepare a Business Plan (a test of financial feasibility of a business concept). Only Year 12 results contribute to the student's EXIT grade. Students are assessed according to the criteria: Knowledge & Understanding; Reflection Processes and Action Skills.

PRE-REQUISITES:

Students with strong problem solving skills, teamwork skills, communication skills and independent research skills will be at a considerable advantage.

EMPLOYMENT OPPORTUNITIES:

The study of BOM would qualify you for employment with a consultancy firm, government department and commercial or industrial organisation. Alternatively, you may choose to be SELF EMPLOYED.

It is a large occupation and employment prospects are good.

The most common types of careers include:

- Accountant
- Human Resource Officer
- Industrial Relations Officer
- IT Analyst
- Management Consultant
- Marketing Consultant
- OHS Officer
- Operations Manager
- Small Business Owner

CHEMISTRY

CONTACT: Mr R Gryg - G Block Staffroom

Are brown smarties really brown? How much water is there in Ryvita biscuits? These are some of the questions answered in the analysis unit of our Chemistry course. Chemistry encourages students to think of the world around them and to try to understand why substances exist and react as they do. It can provide students with a background into analysis and substances such as drugs and plastics. It is central to many courses of study at University and is still a required subject for these courses.

PRE-REQUISITES:

Based on previous experience, students who have not attained at least a B in Junior Science have found Chemistry **extremely** difficult. We recommend that students examine their achievements in the Chemistry unit of Year 10 Science, as well as their overall Level of Achievement. In addition, Chemistry (particularly Year 11 Chemistry) assumes a solid understanding of algebra.

Students who experience difficulties in rearranging and working with algebraic expressions will be severely disadvantaged in Chemistry.

BENEFITS:

Chemistry is an academically demanding course which aims to allow students to gain a better understanding of their world. It equips students with information collecting, selecting and analysing skills, as well as laboratory skills. These skills are particularly useful in future science studies and in industry (refer to Career Prospects below).

WHAT WILL STUDENTS LEARN?:

The course looks at the key role of Chemistry in the world around us. It develops knowledge about how the materials of the universe interact with each other, through both a theoretical approach and practical experience.

Topics studied include acids and bases, electrochemistry, organic chemistry and applications to mining and technology. Analytical and practical skills are developed through both prescribed experiments and "free-approach" experiments, where students devise their own experiments to achieve specific goals. There is an emphasis on thinking skills and problem solving.

ASSESSMENT:

Students are assessed through examinations, formal experimental writeups and assignments (both research/opinion assignments and practical analysis assignments). The QSA requires us to use the 'AT LEAST' model for assessment. This means that a student's overall grade is determined by their lowest rating in Knowledge or Scientific Process or Complex Reasoning. Both Year 11 and Year 12 contribute to the overall rating.

CAREER/UNIVERSITY/JOB PROSPECTS:

A study of Chemistry is essential for courses in: engineering, optometry, environmental science, applied science, microbiology, physiology, podiatry, environmental health, occupational health and safety, medical laboratory science, clinical technology, agricultural science, forestry, land resource science and medicine.

Chemistry is a pre-requisite or recommended study for courses in: science, applied science, human movements, information technology and environmental engineering. Students interested in Chemistry may be interested in career areas such as: laboratory assistance, laboratory technicians, veterinary sciences, teaching, pharmacy, metallurgy, marine science, ecology, nutrition, research chemistry and industrial quality control.

DANCE

CONTACT: Miss E Jackson - M Block Staffroom

OUTLINE FOR DANCE YEARS 11 AND 12:

Dance is an ancient art form that combines movement and gesture into an expressive code. It communicates universally and fulfils a variety of functions in different societies. Dance requires the human body to be conditioned, strong and agile so this course focuses on several techniques to achieve this aim. Students must also think creatively in choreography tasks, applying methods and structures learned in class. Students learn to analyse and appreciate dance in many contexts and communicate this effectively in written and oral tasks.

Trinity Bay has an excellent dance room, fully equipped with sprung floor, bars and mirrors.

Over two years, students will study:

- The principles of choreography, performing and appreciation
- The function of social, ritual and artistic dance
- Dance in musical theatre
- Ballet history and technique
- Modern dance
- Postmodern dance
- Popular dance styles of the youth
- Dance with a technology focus
- Australian contemporary and indigenous dance

This is an **AUTHORITY SUBJECT**. Study in this course leads to possible entry into tertiary institutions. Dance is also a companion to other arts subjects of Drama and Music and students should be prepared to set time aside for rehearsals and choreography outside of normal classtime.

ASSESSMENT:

All three assessment areas of choreography, performing and appreciation are equally weighted so students need to give all tasks equal importance. In Year 11 there are 6 major tasks and in Year 12 there are 7 major summative tasks which contribute towards Senior Exit Levels.

PRE-REQUISITES:

Although experience in dance is advantageous it is not a pre-requisite.

DRAMA

CONTACT: Miss E Jackson - M Block Staffroom

Drama is an exciting, creative and challenging subject aimed at helping students realise their full potential, and explore challenging issues in a creative environment. Senior Drama builds on the foundations laid in junior Drama, extending students' analytical, performance and creative skills. Over the course of study, students will examine a myriad of performance styles and techniques; analyse live and written works; critique their own work, and work of others; and utilise various dramatic forms as a means of exploring pertinent issues.

Assessment in Senior Drama is divided into three equally weighted areas:

- **FORMING** – Student working as artist in the making of creative work (this may be written or practical assessment).
- **PRESENTING** – Students working through rehearsals towards a polished performance (practical assessment).
- **RESPONDING** – The student analysing and evaluating his or her own drama work, or the work of others.

Drama is an AUTHORITY subject, and is evenly weighted against other subjects when it comes to OP scores and Senior Exit Statements. Study in this course leads to possible entry to Performing Arts Colleges across the country, and University study in the ever-expanding field of Creative Industries.

Students undertaking Drama in Years 11 and 12 should be prepared for a challenging, rewarding subject, which stretches their imagination, energy, their view of the world, and themselves. As this subject offers senior students the opportunity for public performance, students should be aware that some rehearsal time in lunch breaks, and outside of school hours, may occasionally be required. Students should also be aware that excursions to local theatre form part of this course, and may occur outside of classtime.

Drama is a unique blend of intellectual consideration and emotional experience, which offers students a fun, yet challenging environment in which their creativity can run free.

EARTH SCIENCE

CONTACT: Mr R Gryg - G Block Staffroom

Is there enough oil? What is El Nino? How were mountains formed? What about the stars? These are some of the questions we tackle in Earth Science. The study of EARTH SCIENCE at a Senior level enables students to participate in the rapidly expanding knowledge of our planet, its systems and its evolution. Our planet provides locations for homes and the resources essential for life; the materials produced from rocks and minerals and fossil fuels; the soil in which food is grown, the water humans drink and the air we breathe.

The study of Earth Science allows students an understanding of geological processes and systems. The environmental focus of our EARTH SCIENCE COURSE adds the dimension of human interaction with Earth's systems.

WHAT DO YOU STUDY?

- Earthquakes/cyclones/landslides/floods/beach erosion and their implications
- Buildings/settlement patterns/dams/landscapes
- Nuclear Power/global warming/ozone holes/resource depletion/hazardous wastes
- Rock, Minerals & Earth Cycles.

YOU WILL USE.

- *Astronomical telescopes*
- *Research microscopes*
- *Geological maps*
- *Computer data bases*
- *CD search facilities*
- *Laboratory facilities.*

THERE WILL BE: Field trips in Year 11 & 12 and/or Year 12. These are a compulsory part of the Earth Science course and will take the form of two camps lasting approximately three days each. These trips will cost approximately \$40 per day.

PRE-REQUISITES:

Earth Science caters for a wide range of students but it contains the broadest range of benefits for those who have attained a C or higher in Year 10 Science.

HOW WILL STUDENTS BE ASSESSED?

Earth Science students are continually assessed through a series of topic tests, both theoretical and practical as well as assignments and field reports. The areas assessed are Knowledge, Conceptual Understanding and Application, Working Scientifically and Using Information Scientifically. The QSA requires us to use the 'AT LEAST' model for assessment. This means that a student's overall grade is determined by their lowest rating in Knowledge, Conceptual Understanding and Application, Working Scientifically and Using Information Scientifically.

CAREER/UNIVERSITY/TAFE/JOB PROSPECTS:

- Students who have completed Year 11 and 12 Earth Science are eligible for a wide range of University scholarships (\$500 per year - \$7000 per year).
- University of Queensland and University of Southern Queensland offer advanced placement and credit for successful Earth Science students.
- Job prospects for Earth Science students are varied, ranging from careers requiring a university degree through professional and technical careers to laboratory and field assistant work.

ECONOMICS

CONTACT: Mrs B Duffy – A Block Staffroom

DO YOU WANT TO LEARN HOW TO MAKE MONEY?

Then Economics is the subject for you!

As a citizen, everyone has to make decisions on a wide variety of economic problems of personal, local, state, national and international significance. The extensive media coverage of economic issues, problems and events has, in recent years, highlighted the need for increased community awareness of the economic environment in which we live and the economic forces that act upon our lives. This increased media focus has fostered a growing public perception of the impact of economic decision making and the relevance of Economics. Economics assists senior students to gain key employment skills and competencies and to participate effectively in and contribute to economic decision making.

WHAT DO STUDENTS STUDY?

Senior Economics offers a range of core and elective topics, providing flexibility and choice for both students and teachers.

Topics provide a wide scope for the development of courses of study, which suit the needs of particular schools and school populations. There are a number of elective topics covering such issues as:

- Personal Economics incorporating Managed Funds, property investment and Term Deposits.
- Environmental Economics.
- Economics of Tourism focusing on the Cairns region.
- The Stock Market.
- Finance and Banking.
- Economics of Globalisation.

HOW IS ECONOMICS STUDIED?

Economics is designed to encourage and challenge students, to develop their sense of inquiry and their critical thinking and problem solving skills. The syllabus encourages the recognition of different learning styles and the variation of teaching and learning styles to meet student needs.

In their studies of Economics, students will engage in learning experiences that involve:

- Guest speakers – for example, from banks, government, financial advisors.
- Excursions – for example, Green Island.
- Computer assisted learning – using excel, word, frontpage, publisher, powerpoint.
- Debates – welfare, tariffs, globalisation.
- Computer simulations – Managing the Australian Economy over ten years and find your best welfare score.
- Share market game – invest \$50 000 and manage your portfolio on the internet.

HOW ARE STUDENTS ASSESSED?

Students are assessed by a variety of techniques so that they have every opportunity to show their best performance. The syllabus provides flexibility in assessment, and requires a variety of assessment types, including tests, essays, practical exercises, individual or group inquiries on selected topics, and extended writing, written in a range of genres such as orals, computer games, webpages or magazine articles.

WHAT TYPES OF JOBS DO ECONOMISTS DO?

People with Economics training end up in many different occupations:

- Private sector – banks, insurance companies, stock brokers, marketing, small business, primary industry.
- Government – treasury, foreign affairs, trade.
- International – World Bank, International Monetary Fund, United Nations, multinational companies.
- Accounting, law, engineering, architecture, business management, journalism, teaching.

ENGINEERING TECHNOLOGY

CONTACT: Mr S Smith - F Block Staffroom

WHAT IS ENGINEERING TECHNOLOGY?

The pace of both technological and engineering change is always increasing at an accelerated rate. Consequently there is a need for society to understand the roles of Engineers, Designers and Technologists in controlling the social, cultural and environmental effects of change. Engineering Technology is a course of study for both male and female students to gain an understanding of the underlying concepts and principles of Engineering in its broadest sense. It is concerned with those concepts related to the study of materials, systems, industry and applied mechanics.

In Engineering Technology, students are required to undertake a variety of activities such as testing of materials, formulation of problems, analysis of engineering solutions, modelling solutions and prototyping.

Students should have gained at least a C in Year 10 Maths and Science, with Maths B, Maths C and Physics an advantage in Year 11. Having done Year 10 Graphics is a small advantage but not a major factor in Year 11.

ASSESSMENT:

Year 11 is formative with Year 12 Exit Level of Achievement taken on fullest and latest results. Assessment items consist of class tests, technical reports, assignments and class drawings. Students who do well in this subject will get advanced standing for NBB012 (Engineering Science) at TAFE.

ENGINEERING TECHNOLOGY CAREER PATHS:

- *Agricultural Engineer*
- *Aircraft Controller*
- *Architect*
- *Cartographer*
- *Computer Technician*
- *Civil Engineer*
- *Design & Construction Technician*
- *Marine Engineer*
- *Mining Engineer*
- *Naval Architect*
- *Patent Examiner*
- *Technology Careers*
- *Draftsman*
- *Electrical Engineer*
- *Electronics Technician*
- *Environmental Engineer*
- *Industrial Designer*
- *Landscape Architect*
- *Interior Designer*
- *Mechanical Engineer*
- *Pilot*
- *Surveyor*
- *Science Related Careers*

BENEFITS:

Students will receive a basic grounding in all areas of Engineering which will be helpful in any further studies whether they be Trade, Associate Diploma, Diploma or Degree Courses.

ADVANCED STANDING:

Engineering Technology has Advanced Standing with TAFE.

AUTHORITY ENGLISH

CONTACT: Mr B Paris - D Block Staffroom

Authority English is a course for students who already have confidence using the English language. The aim of the course is to introduce students to the kind of language, genres and texts which might be encountered at a university level. Students will deconstruct novels, poems and films and make criticisms of those texts in the light of different readings. This course is only for students who are definitely seeking entrance into university, and who have a good, non-problematic command of both spoken and written English.

Authority English is taken by students in both Years 11 and 12. Year 11 work is *formative* and gives students practice in the kinds of styles and standards expected in Year 12. Year 12 work is *summative* and involves the teacher stepping back, and allowing the students to demonstrate what they can do.

A student of Authority English must achieve a C result in both Writing and Speaking in order to achieve an Overall SOUND achievement at the end of Year 12.

The course involves writing many extended essays (usually around 1,000 words or more). Students must also be confident in speaking in front of large groups in order to deliver seminars on a range of difficult and challenging literary topics.

VOCATIONAL PATH/FUTURE STUDIES:

Students who wish to go on to university **MUST** take *Authority English*. However, please be certain that you have chosen a realistic vocational pathway. This is a difficult course with very high expectations. If you did not do well in Junior English, you may be very challenged in *Authority English*. Students who did *not* get a solid C grade or higher in Year 10 English should not take *Authority English*. You should choose to do *English Communication* (see later in this booklet).

FILM, TELEVISION AND NEW MEDIA

CONTACT: Mrs J Williams - N Block Staffroom

WHY STUDY FILM, TELEVISION AND NEW MEDIA?

Film, television and new media are one of our society's primary sources of information and entertainment. They are important channels for education and cultural exchange. Moving-image media enable students and the wider community to understand and express ourselves as Australian and global citizens, consumers, workers and imaginative beings. The "information" and "creative" industries are already among the largest employers and drivers of the economy in many countries including Australia. Their significance in our lives seems set only to increase, given that moving-image media will play an increasingly prominent part in our work and leisure.

For these important reasons, studying this course provides students with high demand industry skills and relevant knowledges which prepare them for study in media, technology and communication design at a tertiary level.

WHAT DO STUDENTS STUDY:

Students study the design, production and critique of products by using five key concepts that underpin the Queensland syllabus. These key concepts are:

Technologies: the tools and associated processes that are used to create meaning in moving-image media production and use.

Representations: constructions of people, places, events, ideas, and emotions that are applied to create meaning in moving-image media production and use.

Audiences: individuals and groups of people for whom moving-image products are made, and who make meanings when they use these products.

Institutions: the organisations and people whose operational processes and practices enable or constrain moving-image media production and use.

Languages: systems of signs and symbols organised through codes and conventions to create meaning *in moving-image media production and use*.

Students studying Film, Television and New Media will:

- explore a range of products and contexts such as historical and contemporary, Australian and international, commercial and non-commercial, independent and mainstream, established media and new media
- make productions for real audiences, such as a local or school audience.
- discuss, analyse and evaluate concepts and ideas
- complete a storyboard based on a film script/screenplay identifying different shots, angles, composition, timing and transitions
- design a product for different audiences
- use professional digital editing technologies to manipulate images and create meaning
- plan and organise for productions
- work effectively in groups
- solve technical and other problems with a variety of technologies related to media production.
- develop personal skills that are transferable to a range of work options and life paths including self-discipline, problem-solving, project management and the ability to work individually and collaboratively to achieve goals

HOW ARE STUDENTS ASSESSED?

Students will be assessed using a wide range of assessment techniques including:

Designs for products which could include: written treatments, character outlines, three-columns scripts, film script/screenplay, shooting script/shot list, storyboard.

Products which could include: whole or sequence of a video, animation, video game; whole or segment of camera footage, editing, soundtrack; advertisement.

Critiques which could include: extended writing (such as analytical essay, research assignment, report, feature article); oral presentation (such as interview, report, seminar, debate, voiceover on a production, director's commentary); moving-image media format such as completing a podcast.

GEOGRAPHY

CONTACT HOD: Ms C Mountney, C Block Staffroom, cmoun7@eq.edu.au

QCE: On exit year 12 students - a sound level of achievement or higher over four semesters of study for 4 credits.

WHAT IS GEOGRAPHY?

Geography is a Social Science Authority subject that studies the human and natural characteristics of places, and the interactions between them. It is the study of the variable character of the earth's surface and includes two vital dimensions:

1. the spatial dimension – focuses on where things are and why they are there
2. the ecological dimension – considers how humans interact with environments.

WHAT DO STUDENTS STUDY?

The Geography course is designed around four themes:

Theme	Focus Units
Managing the natural environment	<ul style="list-style-type: none">▪ Responding to natural hazards▪ Managing catchments
Social environments	<ul style="list-style-type: none">▪ Sustaining communities▪ Connecting people and places
Resources and the environment	<ul style="list-style-type: none">▪ Living with climate change▪ Sustaining biodiversity
People and development	<ul style="list-style-type: none">▪ Feeding the world's people▪ Exploring the geography of disease

WHAT DO STUDENTS DO?

Geography students participate in a number of learning activities, which include case studies, debates and discussions, interviews and polls, community investigations, field trips, statistical analyses, simulation activities and interacting with guest speakers. These activities often relate to the local area and students' experiences within their local environment.

Geography students will also engage in the collection of field data and the creation of maps using Geographical Information Systems (GIS) technology. Fieldwork is especially important in Geography because it enables students to investigate environments first hand.

WHERE WILL GEOGRAPHY LEAD STUDENTS?

Skills

Geography enables students to develop an informed perspective and become geographically informed citizens, who can:

- know and understand facts, concepts and generalisations about geography
- apply geographic skills to observe, gather, organise, present and analyse information
- use geographical perspectives to evaluate, make decisions about and report on issues, processes and events.

Careers

Geography is of benefit for tertiary study and employment in the following areas:

- Defence forces
- Urban design
- Journalism
- Education
- Conservation
- Mining
- Meteorology
- Public Service
- Public Relations
- Agriculture
- Anthropology
- Architecture
- Environmental Studies
- Engineering
- Economics and Commerce
- Geology
- Surveying
- Tourism

GRAPHICS

CONTACT: Mr S Smith - F Block Staffroom

DESCRIPTION:

This course has been designed to give students a broad knowledge of drawing concepts. There are three contextual areas that students will study and they are: Production Design, Engineering Drawing and Built Environment.

They will draft up drawings in these areas through the use of Presentation Methods, Plane Geometry, Orthographic Projection, Pictorial Projection, Diagrams and Charts, Development and Field Studies.

All drawings will now be done on the computer using Design CAD Software. Homework will be carried out using sketching methods of design ideas and the answers to mechanical drawings which will be later drawn up on the computer in class.

ASSESSMENT:

Year 11 results are not carried forward to Year 12. Assessment will be a mixture of formal tests, classwork, homework and assignments.

PRE-REQUISITE:

Students should have completed Year 10 Graphics to a satisfactory standard.

BENEFITS

Students develop an awareness of the importance and applications of graphics in practical and commercial situations. Any student who is contemplating a drafting, engineering or architectural career will find this subject of great benefit in their further studies.

JOB PROSPECTS:

Any drawing related career will have a base similar to this subject. Students will also have gained a sound knowledge in the reading and interpreting drawings that could be applied to a wide variety of employment.

Graphics, whether done on a drawing board, a computer or the reading of house plans is an integral part of all industrial trades and their course work. Students can also receive exemption from Engineering Drawing in first year engineering if they have done well in Graphics in Year 12.

HOME ECONOMICS

CONTACT: Ms V Scalia - B Block Staffroom

DESCRIPTION:

This two-year course is based on the new Authority syllabus. It is an academic subject with a strong practical component. It will develop skills in understanding, reasoning and solving everyday living problems with relation to the well being of individual and families. It considers issues from a social, cultural, political, legal, historical, environmental, economic and ethical perspective. A practical approach is used to develop skills in managing, selecting and manipulating resources in complex tasks.

COURSE STRUCTURE:

Over the two years, students complete both YEAR A and YEAR B. It is often a composite class:

YEAR 11	YEAR 12
▪ Consumer Textiles	▪ Design for Fashion
▪ The Health of Individuals & Society – “The Impact of Food”	▪ Food and an Australian Identity
▪ Individuals and Families in their Living Environment	▪ Launching and Landing

ASSESSMENT:

Students are required to complete three (3) major assessment items each semester, one from each of the following criteria:

- *Criteria 1* Knowledge and Understanding - Written Test
- *Criteria 2* Reasoning Processes - Research Task
- *Criteria 3* Practical Performance - Practical work and process journal

Students will use a range of skills including planning, decision making, research and data collection, analysing and evaluating, developing arguments, drawing conclusions and communicating findings in a variety of forms.

CAREER PATHS:

The three areas of study offer students a range of knowledge and skills that will be useful in many university or vocational fields. Home Economic students are eligible for an OP score so if your student has shown the ability to do well in the subject it could contribute greatly to achieving high results or OP scores. For students wishing to continue onto vocational institutions, this course has the academic rigour to be useful in fields such as food technology, dietetics, teaching, human resource management, clothing and retail in the fashion industry.

INFORMATION PROCESSING AND TECHNOLOGY

CONTACT: Mr S Johnson - A Block Staffroom

IPT is specifically suited to the needs of students intending to study any computing related subject at a tertiary level, including new Multimedia degrees. However, it also provides good grounding in foundation ICT concepts that will prepare students for their future in this information age.

COURSE OUTLINE

Topic	Content
Computer Systems Engineering	This topic encompasses how computers and computer systems are organised, designed, and implemented. The emphasis is placed on the system architecture rather than at the component level.
Algorithm Theory Design and Programming I	The students will be made aware of the concept of an algorithm, its basic elements and the standard composition rules. Students will learn how to implement sequence, selection, iteration of objects in a Rapid Development Environment such as Visual Basic.
Algorithm Theory Design and Programming II	Students will develop a complete software solution.
Knowledge Discovery	The students will explore concepts of artificial intelligence; the components used for and development of expert systems as well as the functioning of Neural Networks.
Data Manipulation Languages	The students will have knowledge of data manipulation using Structured Query Language (SQL).
Information System Design	This involves the study of Relational Information System Design
Online Information Systems	Students will create, document and evaluate a working online information system.

ASSESSMENT

Students will encounter a variety of forms of assessment over the two years: formal written tests, practical tests, minor and major computing projects, written responses to oral reports on media articles and social and ethical issues pertinent to computing. The most important of these are two major projects.

- *In Year 11 students are required to design and implement a major software development project.*
- *In Year 12 a fully working information system is completed.*

PRE-REQUISITES

No prior knowledge of computing is necessary. However, the subject is a difficult one which should only be attempted by students who have well developed problem solving and analytical skills. As a general guide it would be expected that students would have achieved at least Bs in Year 10 Maths and English.

EMPLOYMENT PROSPECTS

An indication of the range and type of careers available in the Information Technology area can best be gauged by perusing Tuesday's computer section in the Australian where literally hundreds of positions are advertised each week. Additionally computing is increasingly becoming integral to a wide range of mainstream professions - Accountancy, Engineering, Surveying.

INFORMATION TECHNOLOGY SYSTEMS

CONTACT: Mr S Johnson - A Block Staffroom

INTRODUCTION:

ITS is the premier Multimedia subject at Trinity Bay SHS. This subject is suitable for anyone who wishes to further their knowledge of Information and Communication Technologies that focus on Multimedia and Games Design/Development. ITS works in a framework of real-world ICT concepts such as client relationships and teamwork.

This is an Authority subject which also has a Certificate II IT embedded into it. This means that is worth 8 credit points towards the QCE (an Authority subject alone is worth 4 points) and students will find it challenging but rewarding.

WHAT IS STUDIED IN ITS:

- 2D animation
- 2D game design
- 3D modelling and animation
- Components of Multimedia Systems
- Web-page Design Techniques.

WHY STUDY ITS?

The subject, Information Technology Systems (ITS), is a practical discipline which seeks to prepare students to meet these rapid changes and be responsive to emerging technologies and trends. It provides students with the knowledge, skills, processes and understandings of the systems supporting IT.

Information Technology Systems aims to:

- develop in students an awareness and understanding of the concepts, practices and effects of IT
- equip students with problem-solving skills that allow them to design, develop and evaluate solutions
- develop students' communication skills in order that they may comprehend and respond effectively to client needs, using a variety of techniques and media
- develop in students a client-focused approach
- encourage students to think critically and purposefully about the uses of IT

BENEFITS:

ITS goes further to develop the notion of IT fluency — the ability to adapt to changes in the technology and to independently learn and use new technologies as they evolve throughout one's lifetime. Fluency with IT allows students to focus their studies through complex problem solving and detailed projects which emphasise management skills, the ability to work both individually and in teams, effective communication, the development of productive relationships with clients, and consideration of the social and ethical issues related to their studies.

Overall, this course should prove especially relevant to all students in the way it prepares them to acquire the means to cope with, and harness to their advantage, the rapid rate of change and significant opportunities associated with IT, now and into their future.

CAREER/UNIVERSITY/JOB PROSPECTS:

The study of ITS will give students an advantage in any career field. Not only will it increase their IT fluency, but its emphasis on problem-solving skills is useful in any context.

Information Technology Systems... (continued.../)

VOCATIONAL QUALIFICATION

In completing the course of study, students are given the opportunity to achieve a Certificate II in Information Technology (ICA20105) from the Information Technology Training Package (ICA05). The competencies are outlined below:

<i>CODE</i>	<i>TITLE</i>	<i>CORE / ELECTIVE</i>
ICAU1128A	Operate a personal computer	Pre-requisite
BSNCMN106A	Follow workplace safety procedures	Core
ICAD2012A	Design organisational documents using computing packages	Core
ICAU2005A	Operate computer hardware	Core
ICAU2006A	Operate computing packages	Core
ICAU2013A	Integrate commercial computing packages	Core
ICAU2231A	Use a computer operating system	Core
ICAW2001A	Work effectively in an IT environment	Core
ICAW2002A	Communicate in the workplace	Core
ICAU3019A	Migrate to new technology	Core
ICAD3218A	Create user documentation	Core
ICAB3018A	Develop macros and templates for clients using standard products	Elective
ICAU3126A	Use advanced features of computer applications	Elective
ICTCC330A	Manage customer relationships	Elective
ICAU3028A	Customise packaged software applications for clients	Elective

JAPANESE

CONTACT: Ms B Dawson - J Block Staffroom

WHY STUDY A LANGUAGE?

Language learning requires intellectual discipline and systematic study habits. Because the learners need to reorganise their thinking to accommodate the structure of the other language, they develop flexibility and problem solving skills. These skills contribute significantly to clear thinking and clarity of expression and further help the learner gain a greater understanding of English.

In addition, learning a second language widens the learner's horizons by examining another life style and helping in the development of a soundly based world view. In recent years economic circumstances have necessitated a merging of cultures. Students with cross-cultural understanding and empathy will have the potential to improve the quality of their participation in this rapidly changing world.

In sum, learning a language other than English contributes to and enriches the educational, intellectual, personal, social and cultural development of the learner.

WHY STUDY JAPANESE?

There are a number of reasons why the acquisition of the Japanese language and knowledge of Japanese culture may be seen as relevant to the Queensland educational system:

- *Queensland's broad and deep economic relations with Japan ensure that Queenslanders will be brought more and more into contact with Japanese business, tourism and with Japanese people residing in the area. The ability to communicate in the Japanese language is already a useful professional adjunct. Already the ability to read and to understand spoken Japanese has a high market value with job opportunities increasing daily.*
In Tourism, for example, the peak tourist season in Cairns alone sees in excess of 8,500 Japanese people fly into the area on a regular basis.. Cairns based companies are constantly seeking employable staff to cope with this tourist influx.
- *As the importance of the ability to communicate in this language is increasingly recognised further opportunities for employment will become available in both Australia and Japan.*
- *Japan has a rich cultural tradition and the opportunity to develop an appreciation of another culture must be seen as beneficial in today's world of decreasing boundaries. Such a study should also provide a "cultural mirror" by which the student can examine and appreciate better our rich multi-cultural Australian way of life.*
- *As Queensland learners increasingly take the opportunity to travel to Japan, a knowledge of Japanese is an advantage, both in enriching the travel experience and in opening opportunities to work in Japan. Through studying Japanese, also have the opportunity to develop language skills that, when combined with other competencies, have the potential to enhance career prospects.*

WHY STUDY JAPANESE AT TRINITY BAY STATE HIGH SCHOOL:

Cairns and the surrounding region has a particularly strong and growing link with Japan both in the tourism and business sectors. In addition to this, an increasing number of Japanese people are becoming permanent/semi permanent residents in this area.

The school community recognises not only the intrinsic value of studying a **Language Other Than English**, but the value of cultivating these links through the study of Japanese at our school. With this commitment and support, we have developed one of the strongest Japanese departments in the state.

Japanese (Continued.../)

Our students are recognised widely as excellent performers and we have established a host of opportunities to enhance the courses we offer. These include the following:

- *sister city relationship with Hiwasa on the island of Shikoku*
- *biennial trips to Japan*
- *regular student exchange and hosting opportunities*
- *teacher exchanges*
- *opportunities to compete in state wide and international competitions*
- *L.O.T.E. Expos and speaking competitions*
- *extra-curricula activities (local restaurant visits, sign reading excursions, work experience, Japan Week celebrations ...)*
- *Rotary, Australian Institute of International Understanding and Education Queensland sponsored scholarships to Japan.*

WHAT DO STUDENTS LEARN?

In Senior Japanese the structures studied through to Year 10 will be consolidated and built upon as the students gain maturity in the language. The students will be encouraged to use these familiar structures spontaneously while being introduced to vocabulary and grammar that steadily increase in complexity.

CONTENT:

The course focuses on the more complex system of communication based on thoughts and feelings.

Examples of aspects included in the work program are

- describing the way things are done
- expressing gratitude, uncertainty, preference
- explaining directions, feelings
- making comparisons
- expressing hearsay, quoting others

The Functional or Communicative approach continues to be stressed in senior Japanese with learning experiences centred around authentic situations, wherever possible. A variety of motivating tapes, videos, and texts are used to provide a range of stimulation and information. To add further authenticity to the senior course the Japanese department has developed an active exchange programme with Japanese visitors and instructors frequently taking part in learning experiences and homestays.

By the end of the course students should be able to make themselves understood in a wide variety of situations. They will be encouraged to speak mainly in Japanese during lessons and will continue to study the Japanese script.

ASSESSMENT:

Assessment is related specifically to the four skill areas:

- . listening
- . reading
- . writing (3 scripts)
- . speaking

.....with each subskill weighted equally. Again, where possible "real life" situations are used in assessment so that communicative effectiveness is the focus.

LEGAL STUDIES

CONTACT HOD: Ms C Mountney, C Block Staffroom, cmoun7@eq.edu.au

WHAT IS LEGAL STUDIES?

Legal Studies is a Social Science Authority subject focusing on the development of students' ability to recognise the diverse legal situations and issues that arise in their everyday lives. These legal situations and issues often impact upon the rights and obligations of individuals and other members of the community.

Throughout the course students will develop knowledge and understanding of the frameworks within which our society operates. The subject focuses on striking a balance between the legal issues and social issues, rather than a knowledge of the law as such.

WHAT DO STUDENTS STUDY?

Students examine the characteristics and functions of the Australian legal system, lawmaking processes, implementation of laws. Legal Studies is organised around six sections of study:

1. The Legal System – How does the legal system meet society's needs?
2. Crime and Society – What is crime? How should society and the criminal justice system respond to it?
3. Civil Obligations – How does civil law impact on citizens in a society?
4. You, the Law and Society – Choice of topical issue (eg. the environment, industrial relations, renting).
5. Independent Study – Student-directed inquiry into a current legal issue in Australia
6. Law in a Changing Society

WHAT DO STUDENTS DO?

Legal Studies students are involved in a wide range of learning activities including case studies, mock trials, debates, discussions, interviews and polls, community investigations, field trips, statistical analyses, simulation activities and interacting with guest speakers. These activities often link to students' everyday experiences in their local communities.

WHERE WILL LEGAL STUDIES LEAD STUDENTS?

Skills

Legal Studies students develop the skills of research, problem-solving, analysis, evaluation and communication. They are required to locate accurate and reliable information, consider all sides to issues, form conclusions and substantiate their opinions with evidence. These skills are valuable in any studies at tertiary level.

Careers

Legal Studies provides beneficial understandings and skills for further studies in:

- *Social Work*
- *Public Service*
- *Industrial Relations*
- *Environmental Law*
- *Criminology*
- *Politics And Government*
- *Advertising*
- *Health And Welfare*
- *Journalism*
- *Consumer Law*
- *Contract Law*
- *Education*
- *Real Estate*
- *Law Enforcement*

MATHEMATICS

Including Mathematics A, Mathematics B & Mathematics C

CONTACT: Mr M Pacey - L Block Staffroom

MATHEMATICS A

DESCRIPTION:

Having completed the course of study, students of the subject Mathematics A should:

- be able to recognise when problems in their everyday life are suitable for mathematical analysis and solution, and be able to attempt such analysis or solution with confidence
- be aware of the uncertain nature of their world and be able to use mathematics to assist in making informed decisions in real-life situations.
- be able to manage their financial affairs in an informed way
- be able to visualise and represent spatial relationships in both two and three dimensions
- be aware of the diverse applications of mathematics
- have positive attitudes to the learning and practice of mathematics
- comprehend mathematical information which is presented in a variety of forms
- be able to benefit from the availability of a wide range of mathematical instruments

CONTENT:

The core topics which will be covered over the two years include:

- Elements of Applied Geometry 1 & 2
- Managing Money 1 & 2
- Data Collection and Presentation 1 & 2
- Linking 2 & 3 Dimensions 1 & 2
- Operations Research
- Maps & Compasses (Navigation or Land Measurement)
- Exploring & understanding Data

ASSESSMENT:

Levels of Achievement will be determined by continuous assessment. The summative assessment program will include a range of assessment techniques including examinations, research projects and oral evaluations.

Exit achievement will be based on the fullest and latest information about student achievement.

PRE-REQUISITES:

Students who gain an A, B or C in Year 10 Core or Extension Maths, are capable of achieving in this subject. A lower rating would require students to work extremely hard and he/she may have difficulty in some areas. Such a student should seek advice from Head of Department (Mathematics).

CAREER/UNIVERSITY/JOB

PROSPECTS:

A study of Maths A, will be an advantage for courses, such as Nursing, Environmental Studies, Physiology, Administration, Tourism, Commerce, Science, Computing, Architecture plus many others. Maths A will help the student in practical areas, to make informed decisions in an increasingly technological society when he/she leaves school.

Mathematics (Continued.../)

MATHEMATICS B

DESCRIPTION:

Having completed the course of study, students of the subject Mathematics B should:

- be able to recognise when problems are suitable for mathematical analysis and solution, and be able to attempt such analysis or solution with confidence
- be aware of the uncertain nature of their world and be able to use mathematics to assist in making informed decisions in life-related situations
- be able to manage their financial affairs in an informed way
- be able to visualise and represent spatial relationships in both two and three dimensions
- be aware of the diverse applications of mathematics
- have positive attitudes to the learning and practice of mathematics
- comprehend mathematical information which is presented in a variety of forms
- communicate mathematical information in a variety of forms
- be able to benefit from the availability of a wide range of mathematical instruments
- be able to use appropriately selected mathematical instruments
- be able to use appropriately selected mathematical instruments
- be able to recognise functional dependencies
- be aware of the diverse and evolutionary nature of mathematics and the wide range of mathematics-based vocations

CONTENT:

The topics which will be covered over the two years include:

- Introduction to Functions 1, 2, 3 & 4
- Rates of Change 1 & 2
- Periodic Functions and Applications 1 & 2
- Applied Statistical Analysis 1 & 2
- Exponential Logarithmic Functions and Applications 1,2 & 3
- Optimisation Using Derivatives 1 & 2
- Introduction to Integration 1 & 2

ASSESSMENT:

Formative assessment will occur in Maths B which is both informal and formal in nature. The formal techniques used should be similar to the summative assessment techniques. The summative assessment will assist teachers in determining the Exit Levels of Achievement of students. Examinations, research projects and oral evaluations will be used as different assessment techniques. Judgement of the exit achievement will be based on the fullest and latest information about student achievement.

CAREER/UNIVERSITY/JOB PROSPECTS:

A study of Maths B will be an advantage for courses such as; Commerce, Information Technology, Engineering, Teaching (Mathematics), Applied Science, Science, Banking and Finance, Surveying plus many others. Maths B is designed to raise the level of competence in the mathematics required for intelligent citizenship, to increase students' confidence in using mathematics to solve problems and to provide the basis for further studies. Maths B at a pass level is required by many courses as a prerequisite subject.

PRE-REQUISITES:

Students who gain an A or B in Year 10 Extension Maths are capable of achieving in this subject. Students must be prepared to work hard and complete a certain amount of homework each week. An interest in Mathematics and the above topics will help in deciding to choose Maths B.

Mathematics (Continued.../)

MATHEMATICS C

DESCRIPTION:

Having completed the course of study, students of the subject Mathematics C should:

- be able to recognise when problems are suitable for mathematical analysis and solution, and be able to attempt such analysis or solution with confidence.
- be able to visualise and represent spatial relationships in both two and three dimensions
- have experienced diverse applications of mathematics
- comprehend mathematical information which is presented in a variety of forms
- communicate mathematical information in a variety of forms
- be able to benefit from the availability of a wide range of technologies
- be able to choose and use mathematical instruments appropriately
- be able to recognise functional relationships and dependent applications
- have significantly broadened their mathematical knowledge and skills
- have increased their understanding of mathematics and its structure through the depth and breadth of their study.

<p>CONTENT: A course of study in Maths C must contain the following Core topics:</p> <ul style="list-style-type: none"> ▪ Introduction to groups ▪ Real and Complex Number Systems ▪ Matrices and Applications ▪ Vectors and Applications ▪ Calculus ▪ Structures and Patterns <p>A minimum of two options topics have to be chosen out of the following:</p> <ul style="list-style-type: none"> ▪ Linear Programming ▪ Conics ▪ Dynamics ▪ Introduction to Number Theory ▪ Advanced Periodic and Exponential Functions ▪ School Option(s). 	<p>ASSESSMENT: Both Formative and Summative assessment will take place in Maths C. Summative assessment is intended to assist teachers in determining the Exit levels of Achievement of students. A range of summative assessment instruments will be used. The overall assessment plan will be devised so that the fullest and latest information on a student's achievement in the course of study may be obtained.</p>
<p>CAREER/UNIVERSITY/JOB PROSPECTS: A study of Maths C will be an advantage for courses such as: Commerce, Science, Fields of Engineering, Teaching (Mathematics), Technology with Aviation, Applied Science, Information Technology. The additional rigour and structure of the mathematics required in this subject will equip students with valuable thinking skills which will serve them in more general contexts. Some universities give credit to students who have passed Maths C at Senior Level.</p>	<p>FURTHER SUGGESTIONS: If students are concerned about what courses Maths A, B and C are required for as pre-requisites for University Courses please contact the Guidance Officer</p> <p>It is recommended students choose one of the following patterns when selecting a Mathematics course:</p> <p style="text-align: center;"><i>Maths A or Maths B</i> or Maths B and Maths C.</p>

MUSIC

CONTACT: Ms E Jackson – M Block Staffroom

DESCRIPTION:

Music is fun, enjoyable and a chance for you to express yourself. Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by *listening* (attending concerts, buying CD's and DVD's, turning on the radio), *performing* (learning an instrument, playing in a band, singing in a group) or *composing* (writing popular songs), or *incidentally encountering music* (riding in lifts, watching TV, using a mobile phone), students have an individual experience of music. Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. As a powerful educative tool, music contributes to the holistic development of the individual and their understanding and heightening of the enjoyment of the arts in their lives and the music heritage of a range of cultures.

The course is flexible and allows the students to develop and extend themselves in the areas that they would like.

CONTENT:

Students will study a variety of styles and genres through Program Music, Music of the Theatre, Film Music, Twentieth Century Music and Popular Music.

The subject Music provides students with development in three criteria - ANALYSING REPERTOIRE, COMPOSING and PERFORMING. The course is organised into units which develop these three areas.

Students will also use technology as a major tool to manipulate and create and record their own music, whilst learning valuable skills for behind the scene production roles.

ASSESSMENT:

There are 3 major pieces of assessment throughout each year, one within each criteria (Analysing Repertoire, Composing and Performing). Year 11 is formative and year 12 is summative and contributes to Exit Levels of Achievement. Students deconstruct repertoire and determine the relationships between identified musical elements and compositional devices, and evaluate how these relate to context, genre and style.

Students combine the musical elements and compositional devices to create music that is within a context and/ or genre, and which expresses style.

Students through playing, singing or conducting, interpret musical elements to communicate the music to audiences (real or virtual) within a context and genre while expressing style.

PRE-REQUISITES:

Students preferably should have studied either Music/Practical Music to Year 10 and have been playing a musical instrument.

BENEFITS:

Interesting, enjoyable, exciting, innovative and can also lead to part-time work and university courses!

MUSIC EXTENSION

CONTACT: Ms E Jackson – M Block Staffroom

DESCRIPTION:

This course is offered only to Year 12 students who study Senior Music. It is an extension to the Senior Music program and is an Authority Subject. This subject caters for students with specific abilities in music. It is designated for students interested in exploring in greater depth one of the three areas of specialisations: *Composition, Musicology or Performance*.

COURSE DESCRIPTION:

Musicology is the systematic and scholarly study of music as a branch of knowledge or field of research which is distinct from composition or performance.

The musicologist presents a critical evidence-based argument which may contribute original thinking to the field, critique or confront accepted thinking or develop fresh perspectives. The musicologist draws evidence from analysis of repertoire, supported by research from secondary sources.

In the *Composition* strand, students create, in score or sound recorded format, expressions of their own voice through original treatment of musical elements. They may explore, follow or break composing conventions and will be encouraged to create their own style or genre.

Students choosing the *Performance* strand select repertoire and create an expressive performance that engages with an audience, in the style or genre that allows them to best display their emerging skills as a performer. Irrespective of the level of technical difficulty of the repertoire, the student is expected to demonstrate a convincing stylistic performance, demonstrating secure technique which supports the expressive nature of their performance program.

Performances may include, a concert recital, a rock concert, a music video clip or a conceptual art music performance. Students must elect to perform on one instrument, to sing or conduct. Students may perform as soloists, as members of an ensemble, as an accompanist or as a conductor.

The class lessons are organised so that students will receive aural training, practice time and assignment work. This in turn prepares them for university auditions.

ASSESSMENT:

There are 3 major pieces of assessment in each of the specialisations. **Investigating Task** (common to all specialisations); **Realising Tasks** (appropriate to each specialisation). The content of the course is aimed at preparing students for their assessment tasks. This in turn prepares them for university auditions.

PRE-REQUISITE:

Students must have completed 2 semester units of Senior Music and have concurrent enrolment in Senior Music.

PHYSICAL EDUCATION

CONTACT: Mr R Edwards - J Block Staffroom

Senior Physical Education focuses on physical activity in Australian society and involves learning about, through and in physical activity. It emphasises the developmental nature of learning, viewing learners as decision-makers engaged in the active construction of meaning through the processing of information relating to physical activity. Students will study four physical activities over two years, visiting one physical activity per term in year 11 and revisiting that physical activity again for one term in year 12.

COURSE CONTENT:

This course contains approximately 50% theory and 50% practical. Physical activities studied are:

- Volleyball
- Duathlon (Swim & Run)
- Touch or Netball
- Hockey or AFL

These physical activities are integrated with the following content areas:

A. LEARNING PHYSICAL SKILLS:

- Skill Acquisition
- Psychology
- Biomechanical Bases

B. BIOLOGICAL BASES:

- Relationships Between Training and Physical Activity
- Energy for Physical Activity
- Acquiring and Evaluating Physical Activities for Performances

C. PHYSICAL ACTIVITY IN AUSTRALIAN SOCIETY:

- Body Culture and Physical Activity
- Lifestyle, Leisure and Recreation in Physical Activity
- Money, Media and Power in Physical Activity

ASSESSMENT:

Written-research reports, research assignments, exam essays, research essays, (all approx 1000 words), written exams and oral presentations. Physical-assessment is ongoing conducted with the aid of video analysis.

N.B. *It is recommended that students who wish to study Senior PE have attained at least a B in English, HPE and Science in Year 10.*

Senior Physical Education is a foundation subject that leads to career opportunities in the Health Sciences, Teaching and Sports Management.

Students can only study ONE STRAND of SENIOR PHYSICAL EDUCATION from:

- Physical Education – Authority Subject
- Recreation Studies - Outdoor Education – Vocational Subject
- Certificate III Athletics Support Services - Vocational Subject

PHYSICS

CONTACT: Mr R Gryg - G Block Staffroom

Why are there rainbows? How do cameras work? What is a black hole? These are some of the questions we try to answer in Physics. Physics is essential for an understanding of modern technology and many of the innovations that are now regarded as part of everyday life. Physics is concerned with the discovery, understanding and application of the fundamental laws of nature. The scope of Physics ranges from Travel in Space and Astronomy to Advances in Medicine and Nuclear Bombs. It provides a sound basis for tertiary study, although most students who complete a senior Physics course will not become physicists. Students should benefit through improved problem solving and thinking skills and should get a better understanding of the world around them. Both girls and boys have found this to be a useful and challenging course.

PRE-REQUISITES:

It is recommended that students have recorded an A in Mathematics as well as achieving highly in Science. It is very difficult for students who do not take Maths B to succeed in Physics.

WHAT WILL STUDENTS LEARN?:

We are involved in the new physics trial pilot which tries to make the physics 'more real and relevant' to our students. We study several contexts including 'the camera', the physics of sport, motors and generators and some "big ideas" in physics such as relativity. Practical work is an integral part of the course and some extended research projects are required.

ASSESSMENT:

Under the new syllabus guidelines there are four sets of criteria:

- Attitude and values
- Scientific investigation
- Scientific techniques
- Knowledge and conceptual understanding.

The last three of these are formally assessed. There are four types of assessment on which the students will be judged. These include short and extended experimental investigations, non-experimental research and written tests.

CAREER/UNIVERSITY/JOB PROSPECTS:

Physics is essential for courses in dentistry, health surveying, medicine, medical laboratory science, optometry, pharmacy, podiatry, sugar technology (associated diploma level), surveying (degree level), veterinary science and careers as a hydrographer, RAAF pilot or aircrew and radiographer.

Physics is highly recommended and essential in some tertiary courses in agricultural science, cartography, chiropractice, clinical laboratory techniques, engineering, forestry (degree level), science, surveying (associate diploma level), and careers in audiometry, commercial pilot, deck officer, electronics technician and naval officer.

STUDY OF SOCIETY (SOCIOLOGY)

CONTACT HOD: Ms C Mountney, C Block Staffroom, cmoun7@eq.edu.au

WHAT IS SOCIOLOGY?

Sociology is a Social Science Authority subject that will equip students with a broad understanding of the behaviour of individuals, groups and institutions within societies and the interaction of these elements in a society.

The course begins by covering the socialisation of the individual and theories of personality development. Students investigate how cultures influence social behaviour, attitudes and values. They critically examine the distribution of wealth and power in society, and consider the sociology of politics and the law.

WHAT DO STUDENTS STUDY?

There are five units completed over four semesters of study:

- What shapes the individual? Investigating socialisation
- How do people view social behaviour? Investigating different cultural perspectives
- Who gets what and why? Investigating social inequality
- Who is in control? Investigating political power and decision making
- Investigating social issues: In-depth application of investigative techniques

WHAT DO STUDENTS DO?

Sociology students are involved in diverse activities such as observing cultural practices, interviewing representatives of community groups, surveying current attitudes, mapping social groups, developing theories about adolescents from personal experience and replicating experiments related to child development. Students also participate in group work and classroom discussions.

WHERE WILL SOCIOLOGY LEAD STUDENTS?

Skills

Students who study Sociology are highly adaptable. The subject matter they study is derived from the multiple perspectives provided by anthropology, social psychology and the sociology of politics and the law. Students will be exposed to theories, concepts and processes which will enable them to make decisions about and to participate in the everyday life of society.

Sociology students seek answers to critical questions about social phenomena – about implicit values, equity and social justice. Students will be provided with opportunities for the development of empathy with and tolerance for others.

The research, writing and analysis skills developed by Sociology students are in high demand. Thus Sociology students are well equipped with the skills necessary to do well in any course offered at the tertiary institution of their choice.

Careers

Sociology provides beneficial understandings and skills for further studies in:

- *Teaching*
- *Social Work*
- *Public Service*
- *Journalism*
- *Criminology*
- *Sociology*
- *Early Childhood*
- *Health And Welfare*
- *Public Relations*
- *Psychology*
- *Politics And Government*
- *Anthropology*

VISUAL ART

CONTACT: Mrs J Williams - N Block Staffroom

WHY STUDY VISUAL ART?

Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from a variety of perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and 'read' is fundamental to becoming a critical consumer and/or producer of art works.

Visual Art uses an inquiry learning model, enabling critical thinking and individual responses through researching, developing, resolving and reflecting. Through making and appraising, resolution and display of artworks, students understand and acknowledge the role of visual art and the contributions of visual artists, designers and craftspeople.

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

Over a two-year course of study, students are encouraged to form their own personal aesthetic (style and expression) through individual responses when they make and appraise artworks.

WHAT IS STUDIED?

Using the inquiry processes of researching, developing, resolving and reflecting, students explore and express concepts and chosen focuses through a range of contexts and media areas.

Each media area has its own knowledge, materials, techniques, technologies and processes. Students at Trinity Bay SHS are encouraged to work across a wide range of media areas including:

<p><i>Design</i></p> <ul style="list-style-type: none"> ▪ costume, make-up and stage ▪ built environment and public space ▪ graphic / illustration ▪ product ▪ curatorial ▪ cross-arts projects/events 	<p><i>3-D Objects</i></p> <ul style="list-style-type: none"> ▪ <i>sculpture</i> ▪ <i>ceramics</i> ▪ <i>installation</i> ▪ <i>performance art</i> ▪ <i>fibre art</i> ▪ <i>wearable art & body adornment</i>
<p><i>Time based media</i></p> <ul style="list-style-type: none"> ▪ electronic imaging ▪ sound art ▪ television ▪ film & animation 	<p><i>2-D images</i></p> <ul style="list-style-type: none"> ▪ <i>drawing</i> ▪ <i>painting</i> ▪ <i>printmaking</i> ▪ <i>photography</i>

Visual Art (Continued.../)

WHO DO STUDENTS LEARN?

When making artworks, students will define and solve visual problems relevant to a range of concepts, focuses, contexts and media. This will involve students in:

- observing, collecting, compiling and recording visual, verbal and sensory information and ideas from specific sources and contexts
- selecting, exploring, manipulating and exploiting materials, techniques, processes and technologies in particular media areas to communicate meanings
- translating *and interpreting ideas through media manipulation to invent images and objects.*

IN APPRAISING ARTWORKS, STUDENTS WILL BE INVOLVED IN:

- demonstrating knowledge and understanding of artworks that relate to the concepts they are studying
- analysing, interpreting, synthesising and evaluating information
- making informed judgments about their artwork and the art work of others
- justifying their opinion when determining the aesthetic value of artworks
- using suitable visual arts terminology, language and referencing conventions.

HOW ARE STUDENTS ASSESSED?

The Trinity Bay SHS Visual Art program uses a wide range of assessment techniques to judge student achievement. These include:

- making folio; experimental folio; short and extended writing such as reports, essays, tests, reviews, critiques; orals; seminar presentations; exhibitions; exhibitions.

Achievement in Visual Art is judged by matching a student's achievement in the assessment tasks with the exit criteria of the subject. The exit criteria are Visual literacy, Application and Appraising.

PATHWAYS.....

Students studying Visual Art will learn a range of knowledges and processes that will prepare them for future tertiary study or vocations in fields such as:

- | | |
|-----------------------|---------------------------------|
| ▪ Architecture | ▪ Fashion Design |
| ▪ Teaching | ▪ Interior Design |
| ▪ Retail Display | ▪ Film & Television |
| ▪ Curating | ▪ Industrial Design |
| ▪ Illustration | ▪ Computer Animation and Design |
| ▪ Arts Administration | ▪ Marketing |
| ▪ Advertising | ▪ Photography |
| ▪ Fine Arts | ▪ Communication Design |

AUTHORITY REGISTERED

*These are listed on Senior Statement but do not count towards an
OVERALL POSITION and FIELD POSITION but contribute towards a Qld Certificate of Education*

ENGLISH COMMUNICATION

CONTACT: Mr B Paris - D Block Staffroom

English Communication is the English course that most students should undertake. Most students do *not* go onto university, and this course is perfect for those students who intend to go to TAFE, or go into the retail trade or apprenticeships or work for government offices. Students who wish to go to university should take *Authority English*. The *English Communication* course helps to develop student literacy, as well as literary abilities. The course provides opportunities for students to reach the minimum literacy standard required to receive a QCE.

The course covers a wide range of interesting topics which are listed below:

YEAR 11		YEAR 12	
Semester 1	<ul style="list-style-type: none">▪ Sport▪ In the Company of Shakespeare	Semester 1	<ul style="list-style-type: none">▪ Gender and Stereotypes▪ Australian Images and Identity
Semester 2	<ul style="list-style-type: none">▪ Love▪ Finding a Voice	Semester 2	<ul style="list-style-type: none">▪ War▪ Online Voices

The course involves doing smaller assignments (compared to *Authority English*) of around 500 – 600 words. Students may still be required to read poetry and novels, but not of the same length, depth and difficulty when compared with *Authority English*. Students will still be required to do speeches but they will not be as strict in their format or standards as those found in *Authority English*.

VOCATIONAL LEARNING

CONTACT: Mr S Smith - F Block Staffroom

STUDY AREA SPECIFICATION:

MANUFACTURING

The aims of vocational learning in the Industrial Skills area is to provide students in senior schooling with a general knowledge and appreciation of materials, equipment, processes and procedures for developing practical skills that will enable them to enter the industrial trades workforce.

The structure of the course of study is divided into a number of strands. Each strand has a core area of study which is designed to equip students with a basic understanding of the following:

- Occupational Health and Safety
- Communication Skills
- Mathematical Skills
- Manipulating Skills
- Organisational Skills
- Collaborative Skills
- Problem Solving Skills.

Each of the strands will be assessed in three criteria and these are:

- Knowledge and Understanding
- Applied Processes
- Practical Skills.

On completion of the two year course, students who have achieved a sound rating or better will be awarded four points towards their Certificate of Education. The following strands are offered at Trinity Bay State High School:

BUILDING & CONSTRUCTION STUDIES

KEY ELEMENTS:

- Introduction to the Building and Construction Industry
- Safety in the Construction Workplace
- Drawing Interpretation and Site Set-Out
- Selection and Application of hand and power tools
- Selection of materials and construction applications
- Fabrication and assembly of construction based projects.

Students will have the opportunity to work on a wide range of construction activities – house framing, painting, concreting and light construction work as well as operating a large range of equipment including nail guns, power saws, air tools and planer.

The construction industry is a rapidly developing organisation which employs over fifty different trades which allows self motivated people to move up through the various skill levels to construction management.

ENGINEERING STUDIES

KEY ELEMENTS:

- Introduction to the engineering industry
- Safety in the engineering workplace
- Drawing interpretation and setting out
- Selection and application of hand and power tools
- Selection and application of static machinery
- Selection and application of welding / cutting processes
- Materials section and application
- Surface preparation and finishing.

Students will undertake a wide range of projects in machining, welding and fabrication and will be required to safely operate metal lathes, shapers, millers, oxy, mig and stick welders, plasma cutters, grinders, cut off wheels, air tools and guillotine.

The metal and engineering industry is a large growth area in Australia with a large and varied trade workforce. Employment is in a number of industries from mining, fabrication, marine, service, sugar to tourism and manufacturing.

Students who start at engineering tradeperson level I can continue study and work diversity to become an engineering graduate level 8.

FURNISHING STUDIES

KEY ELEMENTS:

- Introduction to the furnishing industry
- Safety in the furnishing workplace
- Drawing interpretation and setting out
- Selection and application of hand and power tools
- Selection and application of static machinery
- Materials preparation, construction and assembly of a product
- Surface preparation and finishing.

Students will be expected to undertake projects associated with the furnishing industry over the time of the two year course. They will be required to undertake tasks involving the use of machinery such as radial arm saw, drop saw, bench saw, planer thicknesser, router, trimmer, nail gun, spray gun, air tools and portable power tools.

Furnishing studies prepares students for entry into the furnishing industry in such trades as cabinet maker, joiner carpenter, upholsterer, French polisher, laminator, etc.

Students wishing to take on this subject should be keen to learn, patient and prepared to turn out high quality timber products.

INDUSTRIAL GRAPHICS

KEY ELEMENTS:

- Introduction to the design and drafting industry
- Basic design concepts
- Drawing interpretation and production:
 - Manual drafting / Free hand sketching
- Identification and interpretation:
 - Drafting standards and conventions
- 2D drawing production using CAD systems
- 3D drawing production using CAD systems
- Optional: computer aided manufacturing.

This subject allows a wide range of students to cover many industrial skills areas through drawing interpretation. It allows for students who are doing any of the vocational learning skills such as construction, engineering and furnishing to reach a fairly high level of competency as far as drafting ability, as well as plan and drawing interpretation.

This subject does not require students to have completed graphics in Year 9 or 10 and many be useful to any student wanting to go into the workforce as a tradesperson, draftsman, graphic designer, built environment, town and country planner, or any technical occupation requiring the use of plans.

INFORMATION AND COMMUNICATION TECHNOLOGY

CONTACT: Mr S Johnston - A Block Staffroom

DESCRIPTION

Senior ICT aims to help students:

- Become confident and competent users and consumers of ICTs.
- Manage time and resources effectively and efficiently.
- Develop the skills needs for creative work, practical problem solving and communication in a variety of media.
- Direct their own learning by developing self-reliance, personal responsibility and self management.
- Develop the ability to work and communicate with others in a team.
- Develop the processes, skills and attitudes needed to become responsible users of ICTs in the community.
- Develop an ability to make informed decisions in situations and practices involving ICTs.
- Develop a commitment to the safe and ethical use of ICTs.

TOPICS STUDIED:

The study area core consists of the core principles that encompass a problem solving approach to task or project development. The elective units provide a focus for developing the core principles and are to incorporate, and build on, these core principles. Examples of elective units include:

- Animation eg **Flash**.
- Document Production eg **Publisher**.
- Digital Video eg **Movie Maker**.
- Multimedia authoring.
- Website development eg **Dream Weaver**.
- Digital still imaging eg **Fireworks**.

The objectives of this subject are expressed in terms of:

- Product
- Process
- Attitudes and values.

ASSESSMENT:

In the course of their studies, students will gather, analyse and organise information in various forms. Individually and in groups, they will plan and organise activities, managing their time and resources. They will have opportunities to make informed decisions and propose, implement and evaluate solutions to task and projects. Students will be involved in communicating ideas, information, opinions and conclusions, in a variety of formats and for a range of target audiences.

JOB PROSPECTS:

ICT (SAS) is a very practical subject which is also Authority registered, and will earn students 4 credit points on the Queensland Certificate of Education. It also provides opportunities for students to develop important skills that they will need in other life roles, and serves as a support subject for study in other disciplines. Through undertaking a study in Information & Communications Technology, students should develop important, transferable skills for using a computing as a problem-solving and communication tool.

MEDIA ART

CONTACT: Mrs J Williams – N Block Staffroom

Media Arts is a two year course which offers students studies in the "Arts in Practice" study area specification.

SPECIFICATION:

Within the Media Arts course students will complete a range of units that are assessed on: Exploring, Knowing and Expressing.

Media Arts is heavily focused on computer imaging and digital design. Having a good sense of design and layout as well as a good understanding of basic computing are pre-requisites for the course. Studying Multi-Media in Year 9 & 10 is an ideal grounding for Year 11 & 12 Media Arts although it is not compulsory. Students will be individually interviewed to ensure they have demonstrated satisfactory design skills before being allowed to commence this course.

The Media Arts course emphasises:

- a) *Exposure to arts making techniques and practice related to the Design & Media industries.*
- b) *Working independently within time frames and to client design briefs.*
- c) *Drawing skills related to fields such as fashion and industrial design.*
- d) *Use of digital technology.*

Units offered in Media Arts will be developed accordingly to teacher expertise and student interests. Some core units that will initially be offered however, include:

FASHION INDUSTRY:

- Producing a Folio of Fashion Sketches and Designs
- Making a wearable Art garment
- Producing a digital photography fashion shoot.

ENTERTAINMENT INDUSTRY:

- Designing logos for bands and promotional material
- Producing a CD jacket for a new or existing band
- Producing a promotional poster design.

FILM INDUSRTY:

- Designing a Comic Book Character
- Design a Comic Strip with Character
- Use imovie to 'animate' the Character

INDUSTRIAL DESIGN:

- Redesigning of products
- Digital Furniture Design
- Web Page Design
- Image Ready Web Page

ADVERTISING INDUSTRY:

- Design a package for a specified product
- Digital Design of Ad
- Site specification sign for a billboard.

Students will have their achievement in these units recorded on their Senior Certificate.

VISUAL ART STUDIES (PRACTICAL ART)

CONTACT: Mrs J Williams – N Block Staffroom

Practical Art is a two year course offering units as part of the "Arts in Practice" study area specification. The course offers students the opportunity to specialize in visual arts through units of work as diverse as painting, drawing, sculpture, craft, design and photography.

The course emphasises:

- Art making from a range of art areas with a balance of fine art and craft both functional and decorative.
- An awareness of practicing artists, arts management and arts networking
- An exploration of individual identity and an encouragement of personal choice, decision making and time management.

Units in the course will be determined each year based on teacher expertise and student interest. An example of some core units to be studied include:

DRAWING & PAINTING:

- Still Life drawing
- Figure drawing
- Painting techniques
- Public Art
- Exploration of the Self Portrait

3D/FIBRE & FABRIC:

- Ceramics
- Experimental fibre techniques
- Batik

ILLUSTRATION:

- Illustrative drawing techniques

PRINTMAKING:

- Relief Lino Block Printing & Silk Screen Printing

3D/SCULPTURE:

- Ceramics
- 3D Constructions

WEARABLE ART:

- Use techniques learnt over the last 3 semesters to construct a garment.

EXHIBITION:

The emphasis throughout the course is on the making of art rather than written assessment. Students who have enjoyed craft in Year 9 and 10 will enjoy the chance to specialize further in a wide range of art making activities.

SOCIAL & COMMUNITY STUDIES

CONTACT HOD: Ms C Mountney, C Block Staffroom, cmoun7@eq.edu.au

WHAT IS SOCIAL AND COMMUNITY STUDIES?

Social and Community Studies is an Authority-Registered Social Science subject. Social and Community Studies focus on the development of students' skills in the following:

- Personal skills which help students to grow and develop as individuals, but also help them to understand how their own actions influence others.
- Social skills which help students live with and relate to other people across a variety of family, social and cultural contexts.
- Self-management skills which help students use their time and capabilities for personal enrichment and the benefit of the communities in which they live.
- Citizenship skills which help students receive positive and enriching experiences from, and to make contributions to, the communities in which they live, so that they may enhance their own lifestyles and sustain quality community life.

WHAT DO STUDENTS STUDY?

Students will study the following units:

Into Relationships	Personal Economics – Money Management
Today's Society – the real world	The World of Work
How to be a Discerning Consumer	Science and Technology
Legally, it could be you	Gender Studies – the way we are

WHAT DO STUDENTS DO?

Learning activities for students in this subject include class discussions and debates, group and individual work, field trips, listening to guest speakers, practical demonstrations and planning and organising community projects.

WHERE WILL SOCIAL AND COMMUNITY LEAD STUDENTS?

Skills

Students will develop research, problem-solving, evaluation and communication skills. The course encourages students to take part in activities to show them how to cope with the demands of everyday life and develop self-reliance, self-management and the ability to work as part of a team.

The program of study is designed to enhance students' ability to recognise that social and mental well-being is significant to the individual, the community, the work environment and hence society. Such attributes will encourage students to develop strategies to address in a confident and constructive manner the challenges and demands of contemporary society.

Careers

Social and Community Studies helps students develop skills to support further studies in the following areas:

Child Care	Volunteer Organisations
Public Service	Health and Welfare
Youth Work	Tourism
Personal Assistant	Community Work

SOUP RADIO (BROADCASTING)

CONTACT: Mr D Weston – N Block Staffroom

DESCRIPTION:

Soup is a two year course that offers students the exciting opportunity to gain real and practical skills and become familiar with technologies used in the broadcasting industry.

Students enrolled in SOUP participate in producing a weekly radio show that focuses on youth and social issues. The program is broadcast on Cairns FM 89.1 every Thursday morning.

Students begin by learning the basic elements of program design as well as becoming familiar with a wide range of technologies used in the production of shows.

Students are placed into production teams that research, design, produce and broadcast their own radio programs.

During the course students will be involved in:

- Planning and conducting interviews
- Planning and conducting Vox Pops
- Planning and recording presentation scripts
- Using software to compile and edit radio programs
- Broadcasting live programs from a real radio studio
- Working in teams to plan and manage the execution of design plans
- Working with industry professionals
- Planning and conducting promotion and marketing campaigns.

By participating in SOUP, students will earn valuable points towards their QCE as well as learning real, industry based skills.

PREVOCATIONAL MATHEMATICS

CONTACT: Mr M Pacey – L Block Staffroom

DESCRIPTION:

Prevocational Maths is a Authority Registered study area specification. Prevocational Mathematics should enable students to make informed decisions in their many life roles. Students will study a variety of areas including statistics, measurement, probability, geometry and trigonometry. A thematic and practical approach to teaching these areas will be incorporated into the course of study.

Prevocational Maths will not incorporate the vocational educational components.

The course will be designed to cater for those students who are interested in vocational educational training after they finish school or those students seeking general employment at the end of their schooling. Students selecting this course are those who achieved up to a SA in Year 10 General or Core Mathematics. There is a nominal time allocation of 220 hours for this subject.

Topics studied in this course include:

YEAR 11	YEAR 12
<ul style="list-style-type: none">• Taking a Gamble• Maths in Hospitals• Earning Money / Paying Tax• Health & Exercise• Travelling in the local area• Cars and Mobile Phones• Practical Statistics• Seeing Queensland• Poverty & Literacy	<ul style="list-style-type: none">• Planning to leave Home• Buying your first Property• Travelling Overseas• Building a new House• Investing your Money• Growing Vegetables• Renovating your property• Organising an Event• Starting a Business

MATERIALS:

Students will be required to have a pad for their classwork and homework, a red, black or blue pen, a ruler and a calculator.

RECREATION – OUTDOOR EDUCATION (SAS 6206)

CONTACT: Mr R Edwards - J Block (J10) Staffroom

This course is different to the other courses offered by the Physical Education Department in that the emphasis is on Outdoor Education and not Sport. Students with a particular interest in the Tourism and Recreation Industries in Australia are well suited to this subject. This subject is worth 4 credit points towards the Qld Certificate of Education.

COURSE CONTENT:

The course contains approximately 50% theory and 50% practical. The units studied include:

- Abseiling
- Bushwalking
- Camping
- Canoeing
- Environmental Awareness
- Horse Riding
- Local History
- Orienteering And Navigation
- Scuba Diving (*Optional*)
- Senior First Aid And Resuscitation
- Snorkelling
- Surf-Lifesaving
- The Recreation Industry
- Workplace Health And Safety

This course is designed to prepare students for a career in the local adventure tourism industry, especially as a white water Rafting guide, a dive instructor, a tour guide and a lifeguard. 18 competencies gained in this course qualify students for credit towards a Level 2 or Level 4 Certificate in Outdoor Education. This course is worth 4 QCE points

Students complete the two year course from the following workplace qualifications:

- Workplace First Aid
- Oxygen Equipment Resuscitation
- RSML (Speed Boat License)
- Royal Bronze Medallion
- Surf Bronze Medallion
- Horsemanship Certification
- Basic Skills Canoe Certificate
- Level 1 Abseiling & Rock Climbing
- Rogain Certification
- Bushwalking Competencies

ASSESSMENT:

Theory: Written Tests/ Assignments to ascertain knowledge and understanding.

Practical: Ongoing subjective assessment to ascertain skills and performance. Students must participate in the majority of practical classes to pass this course.

NB. Due to the high cost of running this course a set levy will be charged, (approx \$140 each year) to cover most costs. All camps and some excursions will incur an additional cost. Camps are an extension part of the course. It is envisaged there will be two (2) camps per year. Camps will cost \$50 - \$120 each. A refundable deposit will be charged on hire of school equipment such as tents and backpacks.

Students can only study ONE STRAND of SENIOR PHYSICAL EDUCATION from:

- Physical Education – Authority Subject
- Recreation Studies - Outdoor Education – Vocational Subject
- Certificate III Athlete Support Service – Vocational Subject

RECREATION – SPORT AND HEALTH

CERTIFICATE 3 ATHLETICS SUPPORT SERVICE

CONTACT: Mr R Edwards - J Block (J10) Staffroom

Certificate 3 Athlete Support Service focuses on learning physical skills and tactics associated with a variety of sports and games. Students are taught management and organisational skills that will make them confident to take on coaching positions in their chosen sport. The majority of lesson time requires the student to be physically active and participating in skills and game play. Students also undertake officiating duties for a variety of class games and undertake studies in sports related health issues. This subject is worth 4 credit points towards the Qld Certificate of Education.

COURSE CONTENT

CODE NO	UNIT of COMPETENCE	COURSE NAME
SRSSPT005B	Conduct a warm up stretch & cool down session with other athletes	Certificate 3: Athlete Support Service
SRSSPT002B - 5 SRXGCS004A - 5 BSBFLM303A - 40	Conduct a typical sports training session with other athletes	Certificate 3: Athlete Support Service
SRSCGP004A - 20 (Elective)	Conduct a nutrition session with other athletes	Certificate 3: Athlete Support Service
SRSCGP003A - 16 (Elective)	Conduct a sports psychology session with other athletes	Certificate 3: Athlete Support Service
BSBCMN312A - 20 (Elective) BSBCMN302A - 30 ICAITU006C - 60	Complete a training evaluation with athlete/s – post in assessment sheets	Certificate 3: Athlete Support Service
SRXRIK001A - 10 SRXINU002A - 12 SRXOHS001B - 10	Identify & document a Risk Management Plan online	Certificate 3: Athlete Support Service
SRXGCST03A - 5	Write and respond to a formal complaint online	Certificate 3: Athlete Support Service
HLTCOM6A - 20	Write a formal referral online	Certificate 3: Athlete Support Service
HLTCOM8A - 50	Apply & use medical terminology in a document online	Certificate 3: Athlete Support Service
SRSSPT007B - 10	Tape an ankle, thumb & finger – practical – post in assessment sheets	Certificate 3: Athlete Support Service
SRSSPT006B - 10 SRSSPT008B - 10	Document an Injury Management Plan online	Certificate 3: Athlete Support Service
SRSSPT003B - 25 SRSSPT004B - 10 SRXFAD002A - 25 Total Hours 403	Pass a Senior First Aid course – practical – can post in assessment	Certificate 3: Athlete Support Service

Students taking this course complete *Certificate 3: Athletics Support Services* - cost \$100.00 over 2years. This course is worth 8 QCE points.

Students can only study ONE STRAND of SENIOR PHYSICAL EDUCATION from:

- Physical Education – Authority Subject
- Recreation Studies - Outdoor Education – Vocational Subject
- Certificate III Athlete Support Service – Vocational Subject

PHOTOGRAPHY

Modules in CERTIFICATE 111 IN VISUAL ART AND CONTEMPORARY CRAFT – PHOTOIMAGING STUDIES

CONTACT: Mrs J Williams - N Block Staffroom

DESCRIPTION

Delivered in partnership with Far North Queensland TAFE Cairns as our Registered Training Organisation, students who complete this two year course will cover 10 modules in Certificate III Visual Art and Contemporary Craft. The course covers analogue (use of traditional SLR cameras and 35mm film) as well as digital image manipulation using digital cameras and computers. Some of the topics that students explore while attaining these competencies include:

- Landscape Photography (including on location shoots in and around Cairns)
- Portrait Photography (including the use of studio lighting equipment)
- Photojournalism (where students are encouraged to explore contemporary issues or events of significance to them)
- Experimental Photography (painting with light using an SLR camera and darkroom manipulations)
- Production of a digital portfolio documenting their images over the two year course to be used for submission to future study or employment.

YEAR A – COMPLETED IN YEAR 11:

- CUVPI05A: Use a 35mm SLR camera or digital equivalent
- CUVPHI10A: Use and extend wet darkroom techniques to produce monochrome photographs.
- CUVPHI01A: Source and apply Photoimaging Industry and knowledge
- CUVPHI04A: Apply Photoimaging lighting techniques
- CUVPHI06A: Plan and carry out image capture in response to a brief.

YEAR B – COMPLETED IN YEAR 12:

- CUVPHI03A: Research and apply information on the traditions which inform photo-imaging practice.
- CUVPHI07A: Process photoimages to work print/file stage
- CUVPHI09A: Use colour materials and processing and printing techniques in a wet darkroom context.
- CUVPHI08A: Enhance manipulate and output photoimages.
- CUVPHI02A: Develop self for photoimaging industry.

VET CERTIFICATE COURSES (STAND-ALONE)

These contribute towards the QCE (Queensland Certificate of Education)

CERTIFICATE II IN AUSLAN 21200VIC

CONTACT: Mrs B Dawson - J Block Staffroom

PURPOSE:

This is a 2-year Authority Registered subject. The course aims to provide training for school leavers with:

- The knowledge and skills required to gain fluency in Auslan from a bilingual bicultural perspective for communication and vocational purposes.
- Competencies at an appropriate level as guided by the Auslan Proficiency Rating Scale and the experience of Auslan teachers Australia wide.
- An opportunity to select a program of study to meet required competencies for further study or the workplace.

CERTIFICATE II COURSE INFORMATION:

Module Code	Module	Nominal Hours
ABJ552	Auslan 1	63
ABJ553	Auslan 2	63
ABJ554	Auslan 3	63
ABJ555	Auslan 4	63
ABJ556	Auslan 5	63
ABJ557	Deaf Culture & Community 1	32
VBK857	An Overview of Deaf History	43
NCS005	Dealing With Conflict	20
VBK858	Introduction to Language & Terminology	40
Exit point: Certificate II in Auslan		450

TRAINING NEEDS:

The Diploma of Auslan meets an "industry" as well as a general community need for a standardised advanced level of study in Auslan and Deaf Culture.

There is a great need for more people trained to an advanced level in Auslan and a preference for a standardised national approach to delivering this training. Upon completion of Certificates II, III, IV or Diploma level, a range of options is open to students studying Auslan, giving them skills in a language and an understanding of a minority culture which is of great advantage across a number of vocations.

Many graduates will go on to train as Auslan interpreters, which is a growing need as Deaf people become more involved in education and employment at every level. There is currently a chronic shortage of Auslan Interpreters across Australia and as such, they are in great demand and earn very good money. Interpreting can take you all over Australia working at conferences, meetings, university classes, workplace training etc.

Certificate II in AUSLAN (Continued.../)

Other jobs where Auslan skills are desperately required are:

- Translator
- Community Worker
- Social Worker / Youth Worker
- Teacher of the Hearing Impaired/Deaf
- Careers Counsellor
- Teacher's Aide
- Child Care worker
- Child or Youth Residential care Assistant
- Community Worker
- Aged Care Worker
- Integration Aide
- Administration Officer/Receptionist
- Nurse/Healthcare/Medical

THE ENTRY REQUIREMENTS FOR CERTIFICATE II:

- Can read and write at a level that displays emerging technical knowledge and vocabulary, a developing personal style, increased complexity in language use
- Can participate in small informal groups
- Can participate in small group verbal/signed discussions, presentations and instructional sequences regarding less familiar issues to be determined in English or Auslan
- And have an interest in Auslan and the Deaf community.

ASSESSMENT:

Duration of the course and each module has been planned taking into consideration time required for the majority of students to complete the requirements and demonstrate competence. Some students will qualify early, others later.

Each student's program of study must be designed to have a minimum nominal duration of 450 hours. Students who demonstrate competency in their program of study in less than 450 hours will receive the credential. Students who do not achieve competency in the full certificate will receive a statement of attainment.

All modules must be completed.

Each module in the Certificate is designed around learning outcomes as stated in the training package/curriculum. As an accredited program, all modules in each Certificate are assessable. Modules are assessed against the modular learning outcomes. Students must be assessed as being competent in these learning outcomes to pass the module.

Although assessment is ongoing and often takes the form of informal class activities, the following is a list of the types of activities you can expect in assessment tasks:

- demonstrate expressive signing composition skills and receptive skills
- participate in class and full-immersion workshops
- research and document information
- complete written assignments
- conduct informal class presentations
- work in small groups.

CERTIFICATE II IN BUSINESS (BSB20107)

CONTACT: Mrs B Duffy – A Block Staffroom

Certificate II in Business is a VET subject. Its aim is to develop in students an enjoyment of clerical and administrative work; good communication, and organisational and teamwork skills. Study of this subject may complement a Traineeship in Retail or Business. The Retail/Business sector is one of the 2 largest employers of high-school graduates. Please note that some form of work experience is highly recommended, whether it be paid part-time or casual work or on-the-job experience arranged through the school.

WHAT IS STUDIED IN CERTIFICATE II IN BUSINESS?

CODE	DESCRIPTION
Core	
BSBOHS201A	Participate in OHS procedures
Electives	
BSBADM101A	Use business equipment and resources
BSBIND201A	Work effectively in a business environment
BSBCMM101A	Apply basic communication skills
BSBCMM201A	Communicate in the workplace
BSBWOR202A	Organise and complete daily work activities
BSBWOR203A	Work effectively with others
BSBITU101A	Operate a personal computer
BSBITU201A	Produce simple word processed documents
BSBITU202A	Create and use spreadsheets
BSBITU301A	Create and use databases
FNSICGEN305A	Maintain daily financial/business records

HOW IS IT ASSESSED?

Assessment techniques may include teacher observation and questioning, practical demonstration, in-class work, short answer tests and procedural applications (eg petty cash and banking documents).

Students will be assessed as "Competent" OR "Not Yet Competent".

PRE-REQUISITES:

- A willingness to work and participate in class as well as a reasonable level of keyboarding skills.
- An interest in emerging technologies

EMPLOYMENT OPPORTUNITIES:

Certificate II in Business would qualify you for employment in most industry sectors including retail, government administration, business services, education, hospitals and nursing homes, legal and accounting services and real estate agents.

The most common types of careers include:

- | | | |
|--|-----------------------------------|-----------------------------------|
| • <i>Administrative Assistant</i> | • <i>Office Administrator</i> | • <i>Secretary</i> |
| • <i>Business Equipment Technician</i> | • <i>Public Relations Officer</i> | • <i>Teacher aide</i> |
| • <i>Clerk</i> | • <i>Receptionist</i> | • <i>Word Processing Operator</i> |

CERTIFICATE III IN CHILDREN'S SERVICES (CHC30402)

CONTACT: Mrs B Foster - B Block Staffroom

This course provides students with a range of theoretical and practical skills which are essential to the Early Childcare industry. This qualification is the level entry requirement for employment in Early Childcare or the Diploma in Children's Services. It is delivered by the school in agreement with a Registered Training Organisation by the name of 'My Other Mum Childcare and Training'.

FEES:

<u>Year 11:</u>		<u>Year 12:</u>	
RTO Enrolment fees:	\$ 55	RTO Unit Fees x 6:	\$ 120
RTO Unit Fees x 8:	\$160	Subject Fees:	\$ 40
Subject fees:	\$ 40		
Total:	\$255	Total:	\$160
First Aid Certificate: \$35. (This is a compulsory unit for Certificate III. If students complete this elsewhere, a copy of the qualification needs to be submitted).			

Please Note: These fees are in addition to Early Childcare subject fees. Students will be invoiced after enrolling with My Other Mum Childcare and Training.

ASSESSMENT:

THEORY: Students complete activities in workbooks for each unit. Some activities are simple knowledge, while others require in depth research. Students must achieve competency in all units to gain their Certificate III in Children's Services.

PRACTICAL: Students must attend and complete a minimum of 150 hours of industry placement over 2 years in an Early Childcare setting. This is organised through the school and will be completed in class and own time. It is recommended that students also attend during school holidays.

To attend structured work placement students must get clearance, i.e.

- *be up to date with explanations of absences, assignments and fees*
- *are not frequently late to school*
- *are not sent to the RTC.*

On the job or simulated training: The teacher will visit centres to assess students' skills. The teacher will also develop role plays, organise situations and guest speakers. Students must actively participate in these situations to achieve competency.

To qualify for Certificate III in Children's Services students must:

- **be enrolled** with My Other Mum Childcare and Training
- **pay all fees** (enrolment and unit fees) to My Other Mum Childcare and Training through school invoice
- gain **First Aid** Certificate (organised by school)
- gain **competency** in ALL unit – theory and practical

Certificate 3 in Children's (Continued.../)

COURSE OUTLINE:

HUMAN RELATIONSHIPS AND INTERACTIONS:

CHCCS405A	Work effectively with culturally diverse clients and co-workers
CHCRF1C	Work effectively with families in caring for their child
CHCCN5C	Care for babies
CHCCN2C	Care for children
CHCIC1C	Interact effectively with children

EARLY CHILDHOOD DEVELOPMENT:

CHCFCIC	Support the development of children in the service
CHCPR3C	Develop and understanding of children's interests and developmental needs
CHCPR1C	Deliver services/ activities to stimulate children's development and enhance their leisure

HEALTH AND SAFETY:

CHCCN1D	Ensure children's Health and Safety
CHCCN3C	Prepare nutritionally balanced food in a safe and hygienic manner
CHCCN4D	Respond to illness, accidents and emergencies
CHCOHS301A	Participate in workplace safety procedures
HLTFA1A	Senior First Aid Course

CHILDCARE LEGISLATION AND ADVOCACY:

CHCCS301A	Work within a legal and ethical framework
CHCCHILD1C	Identify and respond to children and young people at risk of harm.

SUBJECT CREDITS: 8

CERTIFICATE II IN HOSPITALITY - OPERATIONS THH21802 & THH33002

CONTACT: Ms V Scalia - B Block Staffroom
Mrs S Cahill - B Block Staffroom

Students must be prepared to attend all training sessions at TAFE to be eligible for inclusion in the course and be able to achieve their Certificate qualifications. Students must have all assessment completed, absences explained and fees paid to meet school clearance to attend off campus activities.

CERTIFICATE II IN HOSPITALITY - OPERATIONS (THH21802)

DESCRIPTION:

This is a "stand- alone" vocational education Year 11 course that focuses on the "operations" and procedures used in the hospitality industry for the service of food and beverages to customers. It will develop and update the skills and knowledge required to meet industry standards in safety, hygiene, and customer service. It is delivered by the school in agreement with Tropical North Queensland Institute of TAFE.

<i>Completed in Year 11</i>		
THHCOR 01B	Work with Colleagues and Customers	Core delivered / assessed at school
THHCOR 02B	Work in a Socially Diverse Environment	Core delivered/ assessed at school
THHCOR 03B	Follow health, safety and security procedures	Core delivered / assessed at school
THHGHS 01B	Follow workplace hygiene procedures	Core delivered/ assessed at school
THHCOR 01B	Develop and update hospitality knowledge	Core delivered/ assessed at school
<p><i>BARISTA COURSE : 5 day block training at TAFE (COMPULSORY)</i> Students must attend for full course once enrolled unless a medical certificate is provided. Students must complete mandatory 12 hours of Structured Workplace Learning before competency is gained.</p>		
THHBFB 02B	Provide a link between kitchen and service areas	Delivered and assessed at TAFE Black uniform and shoes required to meet industry standards
THHBFB 12B	Prepare and serve espresso coffee	
THHBFB 10B	Prepare and serve non-alcoholic beverages	
THHGFA 01B	Process financial transactions	
<p><i>RESTAURANT SERVICE: 5 day block training at TAFE (COMPULSORY)</i> Students must attend for full course once enrolled unless a medical certificate is provided. Students must complete mandatory 20 hours of Structured Workplace Learning before competency is gained.</p>		
THHBFB 03B	Provide food and beverage service	Delivered and assessed at TAFE Black uniform and shoes required to meet industry standards
THHGGA 01B	Communicate on the Telephone	

SUBJECT CREDITS: 4

CERTIFICATE III IN HOSPITALITY – OPERATIONS (THH33002)

DESCRIPTION:

This is an on-line vocational education course offered in Year 12 to those students who have completed their Certificate II in Hospitality - Operations. It is delivered by the school in agreement with Tropical North Queensland Institute of TAFE.

<i>Completed in Year 12 AFTER completing Certificate II in Hospitality - Operations</i>		
THHGCS02B	Promote products and services to customers	On-line Delivery and Assessment
THHGCS03B	Deal with conflict situations	On-line Delivery and Assessment
THHGTR01B	Coach others in job skills	On-line Delivery and Assessment
<p><i>BAR COURSE : 5 day block training at TAFE (COMPULSORY)</i> Students must attend for full course once enrolled unless a medical certificate is provided. Students must complete mandatory 20 hours of Structured Workplace Learning before competency is gained.</p>		
THHBFB00B	Clean and tidy bar areas	Delivered and assessed at TAFE Uniform and shoes required to meet industry standards
THHBFB01B	Operate a bar	
THHBFB09B	Provide responsible service of alcohol	
<p><i>FRONT OFFICE: 5 day block training at TAFE (COMPULSORY)</i> Students must attend for full course once enrolled unless a medical certificate is provided. Students must complete mandatory 20 hours of Structured Workplace Learning before competency is gained.</p>		
THHGGA02B	Perform office procedures	Delivered and assessed at TAFE Uniform and shoes required to meet industry standards.
THSOP06B	Receive and process reservations	

SUBJECT CREDITS: 8 (on completion of both Certificate II and Certificate III)

STRUCTURED WORK PLACEMENT:

To gain competency in both the Barista and Restaurant Service Units (Cert II), and Bar and Front Office (Cert III) students are required to complete a minimum number of hours in a Vocational Placement. Where students elect NOT to complete this mandatory requirement, a Certificate of Attendance will be issued at the completion of the programme.

Students will be ineligible to receive their qualification.

ASSESSMENT:

Assessment tasks are provided to the school by TAFE who is the Registered Training Organization (RTO) and must be completed. Assessments may include:

- Written Tests
- Roleplays to Audience
- Practical Demonstration of Skills
- Practical Functions (demonstrating teamwork, safety, hygiene etc)
- Structured Work Placement

TOURISM

- **CERTIFICATE II in Tourism (Operations) [THT20502]**
- **CERTIFICATE III in Meetings and Events [THT30102]**

CONTACT HOD: Ms C Mountney, C Block Staffroom, cmoun7@eq.edu.au

QCE: Completion and award of Certificate II in Tourism (Operations) – 4 credits.
Completion and award of Certificate III in Meetings & Events – 8 credits.
Note: Completion of Certificate III follows the completion of Certificate II in Tourism (Operations).

WHAT IS TOURISM?

Tourism is an area of study that provides students with a range of personal and interpersonal skills with a general application in personal and work life, as well as with knowledge and skills related to further training and employment within the tourism industry.

In partnership with Tropical North Queensland TAFE, the Social Science Department offers students the opportunity to complete Certificate II in Tourism (Operations) and Certificate III in Meetings and Events.

In Year 11, students selecting Tourism would enrol in Certificate II in Tourism (Operations). In Year 12, students would move from these foundation studies to complete Certificate III in Meetings and Events.

Year 11	Certificate II in Tourism (Operations)
Approximate Cost	To complete the qualification the approximate cost is \$110.00
Duration & Mode	Online with industry participation over Semesters 1 & 2, Year 11
Entry Requirements	Successful completion of Year 10, with a sound achievement in English and mathematics or sufficient work experience. Students will need access to a computer and the internet a must be able to work independently.

Year 12	Certificate III in Meetings and Events
Approximate Cost	To complete the qualification the approximate cost is \$90.00
Duration & Mode	Online with industry participation over Semesters 1 & 2, Year 12
Entry Requirements	Successful completion of Year 10, with a sound achievement in English and mathematics or sufficient work experience. Students will need access to a computer and the internet a must be able to work independently. Successful completion of Certificate II in Tourism (Operations).

WHAT TYPES OF ASSESSMENT WILL STUDENTS DO?

Assessment is competency based and continuous, and is considered an integral part of student learning. As appropriate, exams, assignments, projects, practical tests and field placement are used. Competency in all aspects of the courses is required to obtain the qualifications.

WHERE WILL THIS QUALIFICATION LEAD STUDENTS?

Certificate II in Tourism (Operations)

Potential employment opportunities include office or retail sales assistant for various tourism businesses including tour operators, attractions, visitor information centres, cruise operators and museums. This qualification may provide pathways to related Certificate III studies.

Certificate III in Meetings and Events

Potential employment opportunities include Functions / Events Co-ordinator and Meetings Organisers. This qualification may provide pathways to related Certificate IV and Diploma studies in Tourism.

Tourism (Continued.../)

<i>Certificate II in Tourism (Operations) THT20502 [online]</i>	
Semester 1	
<i>THHTCO01B</i>	<i>Develop/update tourism industry knowledge</i>
<i>THHCOR01B</i>	<i>Work with colleagues and customers</i>
<i>THHCOR02B</i>	<i>Work in a socially diverse environment</i>
<i>THHGGA01B</i>	<i>Communicate on the telephone</i>
<i>THHGCS01B</i>	<i>Develop/update local knowledge</i>
<i>THHCOR03B</i>	<i>Follow health, safety and security procedures</i>
Semester 2	
<i>THHGCS03B</i>	<i>Deal with conflict situations</i>
<i>THHGGA02B</i>	<i>Perform office procedures</i>
<i>THTSOP03B</i>	<i>Access and interpret product information</i>
<i>THTSOP07B</i>	<i>Book and coordinate supplied services</i>
<i>THTSOP05B</i>	<i>Prepare quotations</i>

<i>Certificate III in Meetings and Events THT30102 [online]</i>	
Semester 1	
<i>BSBCMN205A</i>	<i>Use business technology</i>
<i>BSBCMN213A</i>	<i>Produce simple Word documents</i>
<i>THHGFA01B</i>	<i>Process financial transactions</i>
<i>THTFME03A</i>	<i>Develop and update industry event knowledge</i>
Semester 2	
<i>THTFME01B</i>	<i>Coordinate guest/delegate registrations at venue</i>
<i>THTSOP15B</i>	<i>Process and monitor event registrations</i>
ELECTIVES – select 2 subjects from below:	
<i>THHGLE22A</i>	<i>Manage risk</i>
<i>THTFEM04A</i>	<i>Develop an event concept</i>
OR	
<i>THHGCS07B</i>	<i>Coordinate marketing activities</i>
<i>THTPPD10B</i>	<i>Develop and implement sponsorship plans</i>
OR	
<i>THHGLE13B</i>	<i>Manage finance within a budget</i>
<i>THHGLE14B</i>	<i>Prepare and monitor budgets</i>
OR	
<i>THTFEM02B</i>	<i>Provide on-site events management services</i>
<i>THTFEM06A</i>	<i>Manage event contractors</i>

TAFESEC COURSES

CONTACT: Mrs B Foster - E Block Staffroom

ENROLMENT PROCEDURES:

1. Complete an Expression of interest form available from the Senior Schooling office and return it to the Senior Schooling office.
2. Advise your SET Plan Counselor when you do your subject selections.
3. Once TAFE has determined that the course will proceed (ie sufficient numbers) you will receive an information package from TAFE. It will include a personal details form, a TAFE enrolment form, and detailed information on the program including any interview requirements, start dates, induction etc
4. Enrol directly at TAFE and **advise the HOD of Senior Schooling**. The enrolment form will indicate the amount of money to be paid upon enrolment.
5. Upon enrolment you should receive a TAFE student handbook. It is an important document and outlines your rights and responsibilities as well as including useful information about the services available at TAFE.

Most courses have no formal entry requirements however a C in English and Maths is desirable. Listed below, is a summary of TAFESEC course available to students at Trinity Bay SHS. For further information, refer to the 2008 TAFESEC Programs Handbook.

ONLINE DELIVERY:

INFORMATION TECHNOLOGY

ICA20105 Certificate II in Information Technology

Program Description

This program will teach you components of the computer environment; how to communicate and work in an IT environment, how to install software, use the Internet, maintain your personal computer and devices, and use programs within the Microsoft Office suite. Computer and Internet access is essential. Requires at least 3 Hours set time per week.

Careers & Pathways

Exciting careers at many levels exist in modern organisations that rely heavily on information technology to conduct business. This qualification is designed for those intending to develop the skills and knowledge for entry into the Information Technology Industry or to gain employment in business sector areas requiring foundation skills in computing. It also provides a pathway to the Certificate III in Information Technology.

Cost: Approximately \$150

OPTICAL DISPENSING

HLT43507 Certificate IV in Optical Dispensing - Also includes video conferencing

Program Description

Students learn the professional, technical and retail skills to fit eyeglasses and contact lenses following prescriptions written by ophthalmologists or optometrists. This program covers the various specifications of lenses, the physiology of the eye, edging and fitting, contact lenses, atypical prescriptions and practice management skills. On successful completion students should be able to assist clients select the most appropriate frame and lens combination, anticipate, identify and remedy practical problems associated with spectacles, apply specialised techniques, treatments and processes to finish and/or repair spectacle frames and lenses and apply edging and fitting of lenses to spectacle frames. A C in year 10 science, English and maths is desirable.

Careers & Pathways

Optical dispensers practice in a range of environments including optical dispensaries, optometric practices and laboratories. They may be self-employed or employed by another optical dispenser, an optometrist, a major optical dispensing company, small boutique eyewear stores or major retail chains. This program meets the educational requirements for gaining an optical dispenser's licence.

Students may be required to attend a practical workshop at Cairns Campus.

Cost: Approximately \$300. Textbooks and uniform are an additional cost of approximately \$200

CULTURAL ARTS/VISUAL ARTS

CUV30203 Certificate III in Aboriginal and Torres Strait Islander Cultural Arts - one day a week for 4 semesters

Program Description

This program addresses the specific cultural needs of indigenous Australians across a range of visual arts and provides a culturally aware approach to the use of imagery and materials. These programs offer training in skills that will develop students as professional artists with training in a number of areas including: batik, painting, drawing, ceramics, linocut and screen-printing. Students learn about business, marketing and management in the visual arts industry. This program allows students to become involved in a wide variety of art forms.

Careers & Pathways

Successful completion of this course may lead to further study in CUV40203 Certificate IV in Aboriginal or Torres Strait Islander Cultural Arts or to work as a skilled assistant in arts centres, studios, workshops or co-operatives.

Cost: The approximate cost to complete this certificate is between \$300 and \$400, depending on competencies selected. The cost of each competency varies between \$10 and \$30.

INDIGENOUS DANCE PROGRAM

39053QLD Certificate III in Indigenous Australian Dance Performance - one day a week for 4 semesters

Program Description

This qualification provides a broad introduction to the dance industry. It will improve basic dance skills, provide industry knowledge and begin to develop technical skills. This program has been developed to introduce students to the dance industry, preparing them for careers in performing and choreography. It is taught through a mixture of theory, practical and performance-oriented subjects.

Careers & Pathways

Successful completion of this course may lead to further study in CUV40203 Certificate IV in Aboriginal or Torres Strait Islander Cultural Arts or to work as a skilled assistant in arts centres, studios, workshops or co-operatives.

Cost: Approximately \$150

BUSINESS STUDIES (OFFICE ADMINISTRATION)

BSB30407 Certificate III in Business Administration - one day a week for 4 semesters

Program Description

The clerical/administrative workforce is one of the largest occupational groups in Australia. This course aims to provide participants with the computer, office procedures and communication skills necessary for employment in the administrative workforce. This program includes prerequisite competencies from the Certificate II qualification for students with no prior experience or training in business administration.

Careers & Pathways

Possible career opportunities include: personal assistant, executive secretary, administration officer, bookkeeper and receptionist. This certificate provides a pathway to Certificate IV and the Diploma of Business. Students completing the higher level qualifications can gain credits towards a university degree in Business.

Cost: Approximately \$100. There is an additional cost for workbooks of approximately \$120.

GOVERNMENT

PSP30104 Certificate III in Government - one day a week for 4 semesters

Program description

Help plan Australia's future and get the qualification to find work anywhere in the country. The Certificate III in Government is an entry-level course, which will help you launch a career in the public sector at national, state or local government level. Learn about the ethical & legislative requirements of public service while undertaking a diverse range of work activities. You can use the Certificate III as a stepping-stone to the Certificate IV in Local Government (Planning), which provides the skills and knowledge to work in council planning departments where you can literally plan the future of your town or city.

Careers & Pathways

Federal, state and local government administration positions. As there is a skills shortage in the area of town planning this program has been specifically designed to provide a pathway into this area.

Cost: To be determined

BEAUTY SERVICES

WRB30104 Certificate III in Beauty Services - one day a week for 2 semesters

Program Description

Students receive professional training in areas including manicure and pedicure treatments, make-up design, lash and brow treatments and interaction with customers in beauty reception/sales areas. Students acquire the skills and knowledge to provide a limited number of beauty services and advice while working as a Beauty Therapist Assistant.

Careers & Pathways

This qualification is nationally recognised and ideal for anyone wanting to start a career in the dynamic beauty services industry, comprising of boutique salons, hotels, resorts, health spas, hairdressing outlets, large department stores, lifestyle and alternative retail services. Students can continue on to the Diploma qualification and become a fully qualified beautician.

Cost: To be advised.

CLOTHING PRODUCTION/FASHION DESIGN

LMT11106 Certificate I in Textiles, Clothing and Footwear - one day a week for 2 semesters

LMT21706 Certificate II in Applied Fashion Design and Technology - one day a week for 2 semesters

Program Description

Do you have a passion for fashion? The Certificate I qualification provides an introduction into the textiles and clothing industries. Upon successful completion students will be able to produce simple garments, identify fibres and fabrics, follow defined occupational health and safety standards, produce sketches and pattern modifications and apply quality standards.

The Certificate II qualification aims to give students an introductory overview of fashion design. The qualification is designed for application in a highly supervised context as an introduction to the fashion industry. Students learn a variety of skills necessary for employment within the fashion and textile industries. Some competencies can be completed online.

Careers & Pathways

Possible careers opportunities include sample machinist, dressmaker, alterations hand, assistant designer, assistant pattern maker and sales consultant. Certificate I and II provide students with necessary prerequisites to continue into clothing production or fashion design at Certificate III, IV and diploma level.

Cost: Approximate cost for both qualifications \$300.

HAIRDRESSING PRE-VOCATIONAL PROGRAM

WRH20106 Certificate II in Hairdressing - Thursdays & Fridays over 14 weeks - Intake in Semester 1 & Semester 2

Program description

This program is specifically designed for people not working in the industry. It provides an entry-level foundation for those wishing to develop their confidence, background knowledge, resource knowledge and practical skills to gain employment in a salon. The skills and knowledge gained will improve your chances of gaining an apprenticeship as a hairdresser.

Careers & Pathways

Hairdressers work in hairdressing salons, beauty salons, health farms, hotels, on cruise liners, in the film and television industry and even within the armed forces. Creative hairdressers are in demand all over the world. Completion of the Certificate II can lead to an apprenticeship or higher-level qualifications.

Method of Delivery

Face-to-face classes are held on Thursdays and Fridays over 14 weeks. - Vocational placement is required.

Cost: Approximately \$120. The cost of essential equipment is approximately \$300.

MEDICAL ADMINISTRATION

BSB30704 Certificate III in Business (Medical Administration) - one day a week for 2 semesters

Program description

Students will gain a thorough understanding of the fundamentals of the health and community care industry. In addition, students gain essential, relevant and specific skills suited to the administration of businesses such as a general practice, dental or specialist clinic, veterinary surgery, small private hospital or large public hospital. Students undertaking Certificate III in Business (Medical Administration) will be equipped to provide high-level secretarial, reception and administration services across a wide cross-section of the medical profession and the tools to deliver quality patient care and customer service.

Careers & Pathways

Careers available include medical receptionist, medical administration, hospital administration, dental receptionist, veterinary receptionist.

Fees: Approximately \$140. Textbooks are an additional cost.

COMMUNITY RECREATION

SRC20206 Certificate II in Community Recreation - one day a week for 2 semesters

Program Description

Recreation is a growing and extremely popular industry. This program is designed to provide students with the skills and knowledge to assist in the planning and implementation of a range of sport and recreation activities at the community level, which is the main role of a Community Recreation Officer. It provides a pathway to the Certificate III and higher-level qualifications.

Careers & Pathways

Completion of this qualification can lead to employment as an assistant to a Community or Sports and Recreation officer or possibly in after school care, child fitness or PCYC programs. It can be used as a pathway into the Certificate III in Community Recreation or Certificate III in Sport qualifications. Students who complete a Certificate III qualification may then gain employment such as Community Recreation Officers, Sport and Recreation Officers, Program Officers or Sports Instructors.

Cost: Approximately \$100.

TOURISM – FLIGHT/CRUISE ATTENDANT SHORT COURSE

Selected competencies from THT30602 Certificate III in Tourism (Visitor Information Services)
one day a week for 1 semester - Intake in Semester 1 & Semester 2

Program description

Tropical North Queensland TAFE is offering a one semester program designed to assist students to gain employment as a customer service professional within the travel and tourism industry. Content areas include a strong industry specific focus on customer sales and service techniques and communication excellence, interview skills with mentoring from industry experts. Learn from qualified and experienced travel industry professionals who will equip you with the skills and confidence needed to complete application forms, attend interviews and excel in customer service.

Careers & Pathways

This course is designed to provide maximum exposure and strong links to local airline and cruise operations to enhance job opportunities and understanding of this exciting area of tourism in Cairns. Competencies can be credited towards a range of qualifications in the Tourism and Hospitality industries.

Cost: Approximately \$100.

TERM 3 TRADE OPTIONS

Students are required to attend the Cairns Campus of TAFE for the entire Term # in both grade 11 & 12. Students will be placed in industry for three weeks for this period, so that they may practice the skills they have learnt in class. Successful students will be able to complete the equivalent training to the Stage 1 of the apprenticeship and in most cases a Certificate II qualification at the same time. Some programs may be a Certificate I with an additional Structured Workplace Learning component.

Students can select from the following options:

- Automotive
- Construction
- Electrical
- Engineering – Diesel fitting
- Engineering – Fitting and Turning
- Engineering – Metal fabrication
- Plumbing

Students will need to complete the tailored “TRADE COURSE” at Trinity Bay SHS in Terms 1, 2, 4 of year 11 and 12 to be eligible for their QCE.

SENIOR CAD PROGRAMS

These contribute towards the QCE (Queensland Certificate of Education) but are OP ineligible.

CAD DANCE

CONTACT: Miss E Jackson - M Block Staffroom

DESCRIPTION:

CAD Dance is open to all students in Years 11 & 12 interested in extending their choreographic and performance opportunities in the area of Dance. As part of the Performing Arts CAD Program, students wanting to participate in this subject are required to complete an application form in November and audition in December. Only students who are deemed exceptionally gifted and talented in Dance will be accepted.

Throughout the year, CAD Dance students participate in various productions in the local Cairns region:

- Rags to Riches
- Cultural Week
- Dance Night
- Festival Cairns
- Innovation.

CAD Dance prepares serious dance students for the study of dance at a university degree level, as well as preparing them for what is expected of dancers who join a professional dance ensemble in later years.

CAD Dance is now an Authority Registered subject, and students will receive recognition towards their QCE. They will receive 4 points over the 2 years.

CAD Dance is designed as an extension course for students who are currently enrolled in the elective dance course in senior. It serves as a valuable and enjoyable means of developing performing and choreographic skills. Students will be required to direct other students in their choreographic pieces and must be enthusiastic in aiming for excellence.

A CAD information package with more details will be available in October. Interested students are advised to collect a copy and complete an application form. Students will also be required to attend 1 afternoon per week (usually Wednesday) till 4.30 pm.

Students do not have to re-audition at the end of Year 11 however, if a student is not performing to a level, they will be asked to re-join the sports program.

Students will complete throughout the 2 years several tasks which provide them with valuable experience for life situations. Some of these include:

- Event management
- Audition preparation
- Dance Technology.
- Performances
- Teaching younger students

CAD DRAMA

CONTACT: Miss A Gould - M Block Staffroom
Mrs V Walsh - M Block Staffroom

DESCRIPTION:

CAD Drama is an extension course designed for students in Years 11 and 12 who are gifted and talented in the area of drama. Entry to the two year course of study is through audition and interview at the end of year 10.

CAD Drama takes an integrated approach to skills development. Senior CAD Drama is now an Authority Registered subject, so students will receive recognition of the subject towards their QCE. By the end of the course, students should have completed study in areas such as:

- Script Writing
- Directing
- Stage and Set Design
- Dramaturgy
- Audition Process
- Costume Design
- Play building
- Event Management
- Performance

Students enrolled in CAD Drama are provided with a wide range of performance opportunities, in a range of venues, throughout the course of study. These include opportunities for performance in school events, such as Theatre Restaurant, Rock Eisteddfod, Night of Innovation, Theatresports and Rags to Riches.

In CAD Drama, students have the opportunity to write, direct, produce and perform their own works; explore and perform scripts by well-known playwrights; build on improvisational and acting skills developed in the subject of drama; and participate in a variety of rehearsals and workshops. The CAD Drama course also aims to prepare students for work in theatre, or further arts study, whether at university or TAFE level.

Students are required to attend after school rehearsals at least once a week, usually on a Wednesday afternoon until 4.30pm. Any student wishing to participate in Senior CAD Drama is also required to study Drama as a subject. Students are expected to maintain a high standard of excellence throughout the two year course of study, or they will be asked to leave the CAD program and return to sport.

A CAD information package with further details, including audition pieces, will be available in October. Interested students are invited to collect a copy, and complete an application form.

CAD MUSIC

CONTACT: Mrs J Gibbins - M Block Staffroom

DESCRIPTION:

CAD Music is a course for Senior Music students who are deemed gifted and talented in music (voice or instrumental). The course is a performance-based subject aimed at giving Music students broad opportunities to perform in public.

Students must be involved in our Concert Band, Wind Ensembles, Orchestra, Choir or Stage Band.

Our CAD Music group forms the focus for our Musicals, Theatre Restaurants, Music Nights, Night of Innovation as well as our ever popular Rags to Riches Talent Quest. The CAD students also perform in the wider community at various functions.

CAD Music is now an Authority Registered subject and the students will receive recognition of this subject towards their QCE. They will receive 4 points over the 2 years. Students have to do Music as a subject to do CAD Music, and they have to pass an audition in November of the previous year when entering Year 11. Students will not have to re-audition at the end of Year 11 for Yr 12 study. However, students who are not performing to the expectations of the CAD program, will be asked to leave and rejoin sport.

Trinity Bay High is the only school in Far North Queensland that offers such a music performance, industry based subject for Performing Arts.

Students will complete throughout the 2 years a number of tasks that will provide them with valuable musical, personal and life skills and contribute to their QCE. Some tasks are:

- Event Management
- Preparation for Auditions
- Creating/Arranging Music
- Recording a CD
- Performances.

The CAD Music course also aims to prepare students for work in the music industry, or further music study at university or TAFE level.

A CAD information package with more details will be available early October. Interested students are advised to collect a copy and complete an application form. Students will also be required to attend 1 afternoon per week (usually Wednesday) till 4.30pm.

CAD TECHNICAL THEATRE

CONTACT: Miss A Gould – M Block Staffroom

DESCRIPTION:

This course is for students in Years 11& 12 who have a keen interest in Audio Visual.

Students are trained in a wide range of areas of study in Lighting and Audio Technology, such as:

- Stage Lighting
- Intelligent Lighting
- Audio Technology
- Studio Recording
- Multitrack Recording
- Creating Audio CDs
- Basic PA set-up
- Vocal PA set-up
- Theatre Safety
- Stage Management

Technical Theatre and Stage Management is a **school-based program** with students receiving a report at the end of each semester detailing their progress. Students are assessed on:

- Commitment to all aspects of coursework, including productions
- Involvement in Class Activities and Productions
- Completion of Course Modules
- Attitude towards Peers and Tutors
- Personal Growth and Development

Students in Technical Theatre need to be aware of the level of commitment required in this subject. Continuation in the course will depend upon the level of commitment displayed.

Technical Theatre requires students to complete a *CAD* application form in early October and attend an interview. Students will also be required to attend 1 afternoon per week (usually Wednesday) till 4.30pm, but also need to be prepared to attend extra sessions when needed for shows/productions. This may at times require students to miss classes, and remain behind after shows.