Our Vision
"Valuing individuals across every age and stage to prepare life-long learners for a successful and responsible future."

YEAR 11 and 12 SUBJECT INFORMATION GUIDE
Year 11 and 12

Roma State College students are expected to study an English subject, a Mathematics subject and four other subjects or Certificates, over the two years of Year 11 and 12.

All students also study a course program in career development.

OP Eligible

To be eligible for Tertiary Entrance (an OP), students must select six subjects, comprising six Queensland Studies Authority (QSA) subjects or five QSA and one other subject.

The QSA minimum requirements for awarding OPs is 20 semester units (eg 5 subjects x 4 units, where a unit = one semester). Three of these subjects must be studied in their entirety for 4 semesters each.

Field positions can also play an important part in the allocation of tertiary places. All QSA subjects have a weighting in five fields, A through to E. When choosing subjects, students must calculate their field positions to ensure tertiary entrance requirements are met.

Roma State College students have the advantage of being able to study a wide range of these vocational subjects and certificates.

Vocational/ SQIT TAFE Certificates

Students interested in studying our wide range of vocational subjects and TAFE certificates may choose from any in the subject range. There may be limitations however, because of the line system that subjects are placed on for timetabling and the fact that SQIT certificates incur additional fees.

Subjects are chosen in consultation with parents and students in an enrolment interview with teaching staff.

Each subject will require three hours per week in home study and homework.

At Roma State College, we offer a broad array of subject combinations for a College of this size. However, inevitably some students may be restricted in their choice due to resource and timetabling constraints. All subject combinations are not necessarily available, however, every effort will be made to satisfy students’ requests. Some subject combination restrictions are also imposed by the QSA.

A ‘Line Structure’ is available from the College outlining in detail the subjects available to each student.

Some students may wish to change their subjects during the two-year course. Changes should not be taken lightly. Students should seek guidance from subject teachers, form teacher, GO and the Head of Department if a change is contemplated. Changes will only be allowed prior to the commencement of a semester or within the first three weeks of starting each semester.
QCE and QCIA Information Summary for Parents

Queensland Certificate of Education
From 2006, students in Year 10 will work towards a new school qualification. It is the Queensland Certificate of Education (QCE). The first QCEs will be awarded to eligible students in 2008.

Eligibility for a QCE
To be eligible for a QCE, a student must be enrolled with a school and registered with the Queensland Studies Authority. For most students the QCE will be achieved over Years 11 and 12. Others may not achieve it until after they finish Year 12.

The total amount of learning required is at least twenty credits. This reflects an amount of learning that could be reasonably achieved by most young people over a two-year, full-time program of study in the Senior Phase of Learning.

What is a credit?
A credit is the minimum amount of learning at the set standard that can contribute to the QCE. A credit has two elements: an amount of learning and a set standard.

For example, a credit for a school subject is one semester (amount of learning) at Sound Achievement (set standard) or a credit for a certificate II qualification is 25% (amount of learning) of the competencies (set standard).

Some learning achievements will be recorded in the Learning Account but will not be a credit because they either do not have the required amount of learning or they do not meet the set standard. For example, a Very Limited Achievement in a school subject does not meet the set standard to be a credit.

New flexibility
The new qualification will recognise more learning options. Students can design a program of study to match their career goals. There is more flexibility in what, where and when learning occurs. Not all the learning need take place at school. Some learning can be with a registered training provider, in a workplace or with a community group.

The Senior Statement
The Senior Statement is an official record of all the learning achievements in a Learning Account. It details: what learning was attempted, the standard achieved and, where and when the learning took place. The QSA will issue the Senior Statement to young people who:
- have met the requirements for the Queensland Certificate of Education, or
- are attending a school, and have banked at least one achievement in their Learning Account, and are enrolled at a school until the prescribed date at the end of Year 12, or
- have completed a pattern of study which makes them OP eligible.

New laws
The QCE complements the Governments “learning or earning” laws which mean everyone will be required to complete Year 10 at school and go on to complete a further two years of education and training.
For more information:
- contact your school
- visit the QSA website at www.qsa.qld.edu.au
- visit the Careers Information Service at www.cis.qsa.qld.edu.au
- visit the Department of Employment and Training at www.det.qld.gov.au for information about school-based apprenticeships and traineeships.

Queensland Certificate of Individual Achievement
Students with a disability who complete Year 12 will be eligible to receive a Queensland Certificate of Individual Achievement or a Queensland Certificate of Education depending of the student’s individualised program.
UNIVERSITY STUDY DURING YEAR 11 & 12 – USQ HEADSTART PROGRAM

The University of Southern Queensland (USQ) provides students with the opportunity to study at University while still enrolled as students in their senior program. So many young people are uncertain of their future career paths in Year 11 and even in Year 12.

This program enables a student to enrol in one subject in a course they might be interested in (e.g. engineering). The student is required to have the application endorsed by the Principal and on commencing the course has a couple of weeks to decide if he/she is suitable to the program and can withdraw, by Census date, without incurring any academic penalty. A major plus in nominating for this program is that Year 11 and 12 students gain a ‘headstart’ into University and possible future careers with no HECS fees incurred by the student for this initial semester unit studied. USQ is willing to pay this fee and at the same time guarantee students automatic entry into that field of study at the conclusion of Year 12 if a successful result is recorded in the subject undertaken. The result forms part of their university academic record and thus lessens their load upon commencing University study!

The disciplines available to the students complement the variety of options available contact the office for more information.

There are a range of costs associated with the enrolment.
There is the opportunity to study a second subject on the successful completion of the first subject, however full fees will need to be paid, up front to USQ.

CHOOSING YOUR SENIOR SUBJECTS

It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

OVERALL PLAN

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

- you enjoy
- in which you have achieved good results
- which reflect your interests and abilities
- which help you reach your career and employment goals
- which will develop skills, knowledge and attitudes useful throughout your life.
Year 11 & 12 Subjects

A. Academic (OP Subjects)
1. Agricultural Science
2. Ancient History
3. Biology
4. Business Communication & Technologies
5. Chemistry
6. Drama
7. English
8. Film Television & New Media
9. Geography
10. Graphics (CAD)
11. Health Education
12. Home Economics
13. Legal Studies
14. Mathematics A
15. Mathematics B
16. Mathematics C
17. Modern History
18. Physical Education
19. Physics
20. Visual Art
21. School of Distance Education and Virtual Schooling Subjects
   French /Music
   Accounting /Economics
   German /Japanese/IPT

B. Vocational Subjects and Courses
1. English Communication
2. Prevocational Mathematics
3. Automotive Studies
4. Visual Art Studies
5. Recreation Studies (General)
6. Recreation Studies (Rugby League)
7. Tourism Studies
8. Certificate II in Information Digital Media & Technology
9. Certificate II in Business

C. SQIT TAFE CERTIFICATES (These can be studied as one of a senior student’s six subjects. Fees involved please see the SQIT Guides)
1. Certificate II in Construction
2. Certificate II in Engineering
3. Certificate III Children’s Services (Childcare)
4. Certificate II and III in Hospitality
5. Certificate II in Agriculture
6. Certificate II in PMA
7. Diploma in Nursing

D. Year 11 & 12 Special Education Program

E. School Based Apprenticeships and Traineeships
A. Academic Subjects (OP)

1. Agricultural Science

AIMS
Agricultural Science has four major aims:
• learning factual material about agriculture
• applying this knowledge to solving problems
• developing practical skills and the ability to conduct experiments
• developing the ability to communicate agricultural knowledge in a variety of ways

CONTENT: (over 4 semesters)
The course comprises five areas of study:
• Agribusiness
• Natural Resource Management
• Plant Science
• Animal Science
• Sustainable Production Systems

The areas are taught in four major themes:
1. “Looking After the Land”
2. “The Perfect Roast”
3. “Big Crops Big Business”
4. “Beef Breeding Secrets”

ACTIVITIES:
• Experiments
• Excursions
• Using Computers and the Internet
• Dissections
• Cereal Trial
• Cattle and Sheep Trials
• Pasture Collection

Students develop a knowledge of the anatomy and physiology of selected plants and animals, together with practices associated with their production, management and marketing.

Complementary studies in soil science and climate are included. In addition, one full unit is devoted to the economics and management of agricultural business.

PREREQUISITES:
Good results in Year 10 English, Science and Mathematics.

COSTS:
• 2 shirts at $35 each
• Excursions Yr11 approx. $170 and Yr 12 approx. $250

ASSESSMENT:
Teachers conduct both diagnostic and formal tests which may include multiple choice, short answer and essay type questions, and interpretations of diagrams, tables and graphs. Field surveys, field trial reports, computer applications and laboratory work are also assessed.

CAREERS:
This subject is an excellent base for students considering a career in Environmental Science, Forestry, Horticulture or Agriculture. Opportunities exist for entrance to TAFE Colleges, Agricultural Colleges and Universities after completing this course.
2. ANCIENT HISTORY

AIMS:
Through studying Ancient History, students will:
• understand that history is an interpretative, explanatory discipline
• become proficient in the processes of historical inquiry and explanation
• understand the forces and influences that have shaped the modern world
• critically evaluate heritages and traditions
• value the study of history
• develop the knowledge, abilities and ethical commitment to participate as active citizens in shaping the future

CONTENT:
The major units of study include:
• Studies in Archaeology – Tutankhamen, Lake Mungo, Bog Bodies, Terracotta Army
• Studies of the everyday lives of people in ancient society – Ancient Egypt, Mesopotamia
• A study of political centrisim in Rome - Roman society, Roman Republic (e.g. the Gracchi), Roman Empire (e.g. Augustus)
• A study of pharaonic power in Egypt – The New Kingdom
• Studies of Conflict – Athens, Sparta, Macedonia-Alexander the Great
• Personalities in history – Who was the greatest? Alexander the Great or...
• Studies of religion – Ancient Greece.

PREREQUISITES: Nil

ASSESSMENT:
These will include:
• Written Research Task
• Extended Written Response to Historical Evidence
• Objective, short response and response to stimulus supervised tests.
• Multi-modal Assignments

COSTS: No additional costs are incurred in the subject itself, but there is an optional excursion to the UQ classics museum and the Abbey Archeological museum annually that costs approximately $180.

CAREERS:
Ancient History can lead to careers in secondary and tertiary teaching, archaeology, museums, the diplomatic service, librarianship and administrative careers in public industry.

SPECIAL SUBJECT REQUIREMENTS:
There is a large research component associated with this course of study. Students will be expected to complete research in their own time to ensure success.
3. BIOLOGY

AIMS:
Biology is the study of the natural systems of the living world. It is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge.

The study of Biology provides students with opportunities to:
• gain insight into the scientific manner of investigating problems pertaining to the living world
• experience the processes of science, which lead to the discovery of new knowledge
• develop a deeper understanding and an enhanced aesthetic appreciation of the living world.

CONTENT:
Year 11
1. Organisms
2. Populations and Communities
3. Ecosystems
4. Diversity of Life
5. Reproduction
6. Physiology of Plants and Animals

Year 12
1. Cell Biology
2. Growth and Development
3. Disease
4. Genetics
5. Biotechnology
6. Evolution

PREREQUISITES: Sound in Year 10 Science

ASSESSMENT:
These include written tests, assignments and a field study at the Carnarvon Gorge

COSTS: Approx. $100.00 Year 11 Excursion

CAREERS:
Biology can lead to careers in Agricultural and Environmental Science, Veterinary Science, Science Teaching, Nursing, Medical Professions, Biotechnology, Wildlife Management, Botanist.

SPECIAL SUBJECT REQUIREMENTS:
Students are required to attend the Field Trip to the Carnarvon Gorge.
4. BUSINESS COMMUNICATION & TECHNOLOGIES

Business helps define the way people make sense of, and operate in, society. Contemporary business activities form a complex global web through which goods and services are designed, produced, marketed, delivered and supported. These activities connect all people as producers and/or consumers across various settings. It is important young people have business knowledge, strategies and skills to make informed and reasoned decisions about their role in, and contribution to, our dynamic global environment.

Aims:
Completing a course in BCT allows students to gain knowledge and understanding of varied business environments; engage with, and understand, theoretical and practical aspects of commerce; examine the dynamics of different business contexts and their broader social, cultural and environmental implications; and participate in meaningful real life, and life-like, learning experiences. Students may also have the opportunity to gain a Certificate II in Business.

Content:
The topics of study in BCT include:
◊ Workplace health, safety
◊ Events Management
◊ Social Media
◊ Financial processes and documents

Pre-requisites:
Students should possess basic skills in computer operations and applications and a strong willingness to be part of a productive and high-performing classroom. Achievement of at least a sound achievement in Year 10 English would be highly regarded.

Assessment:
Assessment will vary depending on the subjects studied but may include:
◊ integrated projects
◊ oral presentations
◊ workplace simulations
◊ portfolios of work
◊ written exams
◊ research assignments and essays
◊ practical tasks.

Costs:
There is no cost involved in studying this subject.

Careers:
BCT is an authority subject. Students wishing to study at a tertiary level will develop valuable and transferable life skills. This course also creates a pathway to various positions within the clerical and administrative field.
5. CHEMISTRY

AIMS:
• To acquaint students with the fundamentals of Chemistry
• To lead students to understand the role of Chemistry in society
• To develop, through laboratory work, manipulative skills and mental processes associated with scientific practice
• To develop an experimental approach to problem solving

CONTENT: (over 4 semesters)
Areas of study are:
• the structure of the atom and atomic theory
• energy and chemical reactions
• solutions
• equilibrium
• molecular structure and properties
• organic chemistry
• the chemistry of some elements and compounds

PRE-REQUISITES:
Year 10 Science and Mathematics at a high level is recommended. Students must apply themselves to achieve in this subject.

ASSESSMENT:
The students will undertake a series of written tests, assignments and laboratory experiments and research investigations throughout the duration of the course.

CAREERS:
A study of Chemistry will be important for any job that involves a use of chemicals. Chemicals are used in foods, drugs, sprays, fertilisers, paints, pigments, alloys and cosmetics. If you wish to pursue a vocation in research or development in any of these areas, the study of Chemistry must be a major consideration for your subject choice. It is a fundamental subject for the future in the medical and biological sciences.
6. DRAMA

AIMS:
Drama is one of the world’s greatest art forms, and is a way for human beings to understand themselves and their surroundings. Through making, performing and studying plays and theatre, students learn to problem-solve, engage in teamwork, negotiate, make judgements and decisions, present themselves more confidently, research, interpret, hypothesis, select and classify information as they create and study dramatic action and text.

CONTENT: (over 4 semesters)
Units of study:
• Australian Drama
• Physical Comedy – Commedia dell’Arte and improvisation
• Brecht
• Physical and Experimental Theatre
• Realism
• Radio Drama
• Greek Theatre

PRE-REQUISITES:
There are no prerequisites for this subject.

COST:
Students will have the option of attending a cultural excursion to Brisbane, to see live theatre and participate in cultural activities. This goes for 4 days and costs approximately $230.

ASSESSMENT:
Practical performance and written responses in the three areas of forming, presenting and responding.

CAREERS:
Any career which involves interaction and public presentation, as well as the expanding Film, TV and Theatre industries. Drama also does wonders for boosting confidence when speaking in public, and when interacting with others.
7. ENGLISH

AIMS:
This course is essential for students who are OP eligible. English aims at involving students in activities which will develop critical literacy skills as well as attitudes and capabilities useful in later life for participation in university, society, leisure, and employment.

CONTENT: (over 4 semesters)
Semesters 1 and 2 provide a foundation for Semesters 3 and 4. The course covers oral and written expression on a wide range of topics, to varying audiences and for varying purposes.

Students will
- Examine the ways language choices are used to construct meaning
- Explore the elements of various literary and non literary texts: films, novels, poetry, Shakespearean drama, non fiction texts, newspapers, magazines
- Deconstruct texts and the meaning constructed by writers/producers of texts
- Examine reader positioning, representations and author intent

PRE-REQUISITES:
At least a Sound Achievement in Year 10 and a commitment to the drafting and rewriting of assessment tasks/responses.

ASSESSMENT:
Year 11 is formative while Year 12 is summative. Assessment includes individual orals, a variety of written assignments and responses in controlled conditions (exams).

CAREERS:
The study of subject English is vital for students embarking on university courses. It is beneficial for both the development of effective communication and also for participation in our society including the world of work.
8. FILM, TV & NEW MEDIA

AIMS:
The Year 11/12 Film, TV and New Media (FTVNM) course is designed to provide an in-depth understanding of media, communication and technical production. Students are able to design, produce and critically analyse a range of media texts places in a variety of contexts. This enhances their capacities to think, create and question.

CONTENT:
The major topics of study are developmental units, each building on the one before. These units explore the key concepts of film Audiences, Technologies, Institutions, Languages and Representations, and include:

★ The Production Process – making a music video
★ Pop Culture – making an advertisement
★ True Lies – making a documentary
★ Experimental – making an avant garde film

Twice a year students receive the opportunity to show their work at a public premiere.

PREREQUISITES: Nil

ASSESSMENT:
These operate within three general objectives: design, production and critique. Assessment includes designing screenplays, storyboards, character outlines, proposals and treatments; written essays or orals; filming and editing individual or group music videos, advertisements, documentaries and experimental films.

COSTS:
It would be an advantage, but is not a requirement, for students to have their own (MiniDV) video cameras. The school provides filming and editing equipment. Students need a large-capacity USB for storing work, a firewire cable for uploading footage, and at least 4 mini-DV tapes for recording. Additionally, students will have the option of attending a cultural excursion to Brisbane, where we view new media at numerous Galleries. This goes for 4 days and costs approximately $230.

CAREERS:
Film and Drama develops excellent group skills, the ability to be a self-regulated, independent worker, and critical, cultural and media literacies. Consequently, it can lead to careers in numerous industries: Television, Film, Design, Acting, Writing, Technical Production, IT, Journalism and media, Reviewing, Special Effects, Education, Youth work, Communication, Government, Law, and more!

SPECIAL SUBJECT REQUIREMENTS:
Students will be required to complete assignments – eg. editing film or filming – both during and outside school hours, for instance after school or on weekends.

While cameras and equipment is provided by the school, students will require 4 MiniDV tapes each year. (Roma State College’s FTVnm students are frequently asked to participate in the filming of community events, such as the Easter in the Country Rodeo, the Lions’ Club conference, or filming dance concerts. This work is voluntary but of great value and experience to dedicated students.)
9. GEOGRAPHY

AIMS:
- To see the patterns and understand the processes that have shaped the earth’s surface and to be able to interpret their relevance to our lives.
- To learn practical skills in terms of collecting data, analysing it, and later reporting on it. Students will also learn to interpret maps, photographs, and statistics as well as be able to construct field sketches and construct simple models of their environment.
- To appreciate the character and beauty of the landscape and to develop a feeling for our surroundings and in so doing enrich the time spent outdoors in both recreation and travel.
- To develop an empathy for other cultures and lifestyles through the study of their environment and how the lifestyle of people is a response to the natural and cultural features of their environment.
- To become involved in the community in which we live by better understanding the functions and systems that operate within the local area.

CONTENT:
The major units of study include (over 4 semesters):
Theme 1: Managing the natural environment
Core unit 1: Responding to natural hazards
Core unit 2: Managing catchments

Theme 2: People and development
Core unit 3: Exploring the Geography of Disease
Core unit 4: Feeding the world’s people

Theme 3: Social environments
Core unit 5: Sustaining communities
Core unit 6: Connecting people and places

Theme 4: Resources and environment
Core unit 7: Living with climate change
Core unit 8: Sustaining Biodiversity

PREREQUISITES: Nil

ASSESSMENT:
These may include written tests, assignments and projects, as well as a report associated with a field study.

COSTS: Costs associated with field trip:
- Year 11 – Less than $10.00
- Year 12 – approx $150.00

CAREERS:
Geography can lead to careers in:
- Environmental Science, Conservation, National Parks and Wildlife
- Landcare, Urban and Town Planning & Teaching
- Tourism & Cartographer [mapping], International Aid – United Nations
- Geology and Geomorphology & Soil management
- Natural Resource management

SPECIAL SUBJECT REQUIREMENTS:
Students will be required to undertake the collection of primary data during at least one field trip per year. This may involve travel, an overnight stay and associated costs.
10. GRAPHICS (including CAD)

AIMS:
Graphics at senior level comprises two areas of study designed to provide learning experiences in the major areas of graphical communication incorporating all underlying principles, presentation techniques and representations.

CONTENT: (over 4 semesters)
The two areas of study are:
- 3-dimensional viewing systems
- 2-dimensional viewing systems

The delivery of the course of study is through introductory Foundation Studies units and three contextual units listed below:
- Production Graphics
- Business Graphics
- Built Environment

Foundation Studies introduces students to the underlying principles as outlined in the areas of study.

PRE-REQUISITES:
Year 10 Graphics is recommended but not essential to complete the course.

ASSESSMENT:
There are formal practical drawing tests held during class and exam times, homework/assignments and ordinary class work, which contribute to overall levels of achievement.

Contextual units have been designed to integrate, expand upon and apply the underlying principles of graphics in situations that are as close to industry practice as possible. It is important that a balanced delivery of Foundation Studies and the three contextual units will be achieved over the two-year course.

CAREERS:
The subject is useful for students considering a career in Architecture, Manufacturing, Engineering and Mining, Design, Layout Artist, Logo Designer, Graphic Artist, Building and Land Services Industries.
11. HEALTH EDUCATION

AIMS:
The course of study in Health Education aims for students to develop a commitment to creating and maintaining a society that promotes health. It also aims for students to gain an understanding of the influences of diverse values, attitudes and beliefs on personal and group decisions and behaviour related to health. Students will develop an appreciation of the social justice framework made up of diversity, equity and supportive environments. At the completion of the course, students will have the knowledge, skills and capacity for social response, which can facilitate informed decisions and actions to promote their own health and the health of individuals, groups and communities.

CONTENT:
The major units of study include:
- Personal Health: Nutrition, Body image
- Peer Health: Risk taking behaviours
- Family Health: Domestic violence
- Community Health: Organ donation, the obesity epidemic
- Health of Specific Populations: Men’s health, Indigenous health

PREREQUISITES:
Given the focus on extended written assignments and research reports, it is recommended that students enrolling in Health Education are also enrolled in English (not English Communication).

ASSESSMENT:
Assessment will include written tests and assignments as well as spoken presentations. More specifically, these will take the form of action research, research reports, journals, essays, exams, forums, seminar presentations and response to stimulus tasks. Students will be assessed across the three exit criteria of:
- Knowledge and understanding
- Application and analysis
- Synthesis and evaluation

COSTS: No additional costs

CAREERS:
Nursing, medicine, public health officer, indigenous health worker, social worker, hospital administration, health and PE teacher, massage therapist, medical imaging, occupational health, ambulance officer, environmental health professional, aged/disability carer, fitness and recreation centre manager.

SPECIAL SUBJECT REQUIREMENTS:
Students will be expected to keep up to date with current changes in the health field by actively reading the newspapers and watching the news.
12. HOME ECONOMICS

AIMS:
The focus of Home Economics is the well-being of individuals and families.
This subject:
- Develops skills, both practical and theoretical, that enhance the well-being of individuals and families.
- Develops responsible and critical thought for participation in a socially just society
- Develops abilities and skills which are transferable to a range of work options and other life roles.

CONTENT:
Home Economics provides a balance between theoretical understanding and the development of practical skills. Units of work are developed from 3 areas of study.

These are:
1. Nutrition and Food
2. Individuals, Families and Communities
3. Textiles and Fashion

Study Areas:
Nutrition and Food aims to develop knowledge and skills that will enable students to make informed choices about food to optimize the well-being of individuals in society.
Individuals, Families and Communities helps students to develop the understanding and skills that will enable them to take action to promote positive environments for themselves and others.
Textiles and Fashion gives students the opportunity to develop knowledge and skills that allow them to make informed choices about textile products and thereby support the well-being of individuals and families.

PRE-REQUISITES:
An interest in fashion, textiles and food.

ASSESSMENT:
Assessment will include written tests, assignments and assessment of practical skills.

CAREERS:
This subject provides a foundation for further study in the areas of dietetics and nutrition, food production and management as well as in the areas of textiles and fashion studies. Students develop management and problem solving skills in a practical environment. This subject provides the opportunity for students to develop values in readiness to assume an active role as responsible, interacting adults fostering a socially just society.

SPECIAL SUBJECT REQUIREMENTS:
For the food units, students will be required to provide ingredients for individual cookery, which is taken home. Long trousers and clean non-slip covered shoes are required for all practical food lessons. Students will be required to purchase fabrics, patterns and associated sewing needs during the Textile units. An A4 folder is needed for class notes.

COST: Approx $10.00 a week depending on unit focus.
13. LEGAL STUDIES

Today, people face many significant and varied legal and social issues. To best deal with these issues, we need to be informed of our legal positions, rights and responsibilities. This subject invites students to investigate and understand the legal system and how it affects their daily lives. Informed citizens are better able to question and contribute to the improvement of society. Legal Studies is not a prerequisite for studying law at a tertiary institution but it will certainly aid in educational and personal development.

**Aims:**
By completing a course in Legal Studies, students will develop an enhanced ability to recognise diverse legal situations and issues that arise in their everyday lives. Students will develop their knowledge and understanding of the legal system and formulate personal views of the world. Through critical analysis, examination and problem solving, they are empowered to make decisions which may benefit themselves and the community.

**Content:**
Over four semesters the areas of study are:

- The legal system
- Crime and society
- Torts
- Agreements
- Family Law
- Environmental Law
- Law in a changing society
- Independent study.

**Pre-requisites:**
Students should possess the ability to read and write clearly and critically. They should have an interest in keeping up with current events and discussing, analysing, debating and evaluating various issues. It is desirable for students to have achieved at least a sound achievement in Year 10 English.

**Assessment:**
Assessment will consist of:

- short answer exams
- essays
- project work
- response to stimulus
- analysis of legal case studies
- oral presentations
- research and investigation tasks.

**Costs:**
There is no additional cost involved in studying this subject. Students will have the opportunity to attend the Roma Courthouse as part of their studies, however this will not incur a cost.

**Careers:**
Legal Studies is an Authority Subject. It will give students wishing to undertake further studies—especially in law, business, education and sociology—a solid foundation of knowledge to build on. Students may also wish to pursue a career as a legal assistant or police officer.
Aims:
Mathematics is an integral part of a general education. It is important in making informed decisions on everyday issues such as:
- choosing between loan repayment schedules or insurance plans
- interpreting information in the media
- reading maps or house plans
- estimating quantities of materials

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

Content:
Mathematics A consists of core and extension topics.

The Core Topics are:
- **Financial Mathematics**
  - bank interest, credit cards, loans, foreign exchange, taxation, spreadsheets
- **Applied Geometry**
  - simple trigonometry, area and volume, latitude, longitude and time zones
  - scale drawings and plans, estimation of quantities and costing projects
- **Data Exploration and Analysis**
  - graphical and tabular presentations, simple methods for describing, summarizing, interpretation of data, simple probability, interpretation of reports in the media, statistical hypotheses
- **Operations Research**
  - networks and queuing
- **Modelling Data**
  - Applications of probability

Pre-requisites:
It is recommended that students should have at least a Sound level of achievement in Year 10 Core Mathematics. Based on Year 10 results and teacher consultation students will be advised as to which class they should enrol in.

Assessment:
Students will be assessed in a variety of ways. As well as undertaking pen and paper tests, students may be required to construct models, use computer software or calculators, write assignments or research articles or carry out investigations.

Costs: No additional

Careers:
Mathematics A is a valuable background and sometimes a prerequisite for some university studies. All careers need an understanding of Mathematics A

Special Subject Requirements:
Students will need to purchase a scientific calculator.
15. MATHEMATICS B

AIMS:
Mathematics underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component of effective participation in a rapidly changing society.

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

Students are given the opportunity to appreciate and experience the dynamic nature of mathematics. They are encouraged to study the power of mathematics through problem-solving and applications in life-related contexts.

CONTENT:
The topics to be studied include:

- **Functions and Their Applications**
  - trigonometric, periodic, linear, quadratic, cubic, exponential and logarithmic
- **Introduction to Calculus and its Application**
  - instantaneous and average rates of change, differentiation, integration and optimisation
- **Applied Statistical Analysis**
  - probability, random sampling, discrete and continuous probability distributions, binomial and normal distributions, hypothesis testing.
- **Trigonometry**
  - functions and life applications of sine, cosine and tangent curves

PRE-REQUISITES:
It is recommended that students have at least a Sound level of achievement in Year 10 Extension Mathematics. Based on Year 10 results and teacher consultation students will be advised as to which class they should enrol in.

ASSESSMENT:
Students will be assessed in a variety of ways. As well as undertaking pen and paper tests, students may be required to construct models, use computer software or graphics calculators, write assignments or research articles, carry out investigations or give oral presentations on a prepared topic.

COST: No additional

CAREERS:
A sound level of achievement in Mathematics B is a prerequisite for a number of Tertiary Courses and apprenticeships in electrical areas.
Engineering, Medicine, Electronics, Computing, Meteorology, Laboratory Technician, Accounting, the Sciences
Special Subject Requirements
Students will need a graphics calculator which can be borrowed from the school library.
16. MATHEMATICS C

AIMS:
Mathematics C is the study of high level mathematics. During their course of study, students will develop their mathematical reasoning and analytical skills, as well as develop a process for mathematical proofs. Some of the more generalised aims include:

• to understand the methods and principles of Mathematics and develop the ability to apply them
• to recognise when problems are suitable for mathematical analysis and solution
• to model situations and make deductions
• to comprehend and communicate mathematical information
• to develop awareness of the diverse and evolutionary nature of Mathematics and the wide range of mathematics-based vocations
• to prepare students for extension into many new areas of mathematics

CONTENT:
• Core topics found in the Mathematics C course are:
  • Introduction to Groups
  • Real and Complex Numbers
  • Matrices and Applications
  • Vectors and Applications
  • Calculus
  • Structures and Patterns
  • Linear Programming
  • Dynamics

PRE-REQUISITES:
It is recommended that students should have a Very High level of achievement in Year 10 Extension Mathematics and a natural aptitude for work involving spatial relationships.

CO-REQUISITES:
Mathematics C must be studied with Mathematics B and is not compatible with Mathematics A. It is also an ideal companion subject for Physics.

ASSESSMENT:
Students will undertake a series of written tests and assignments/projects throughout the course.

CAREERS:
Mathematics C is a valuable background and sometimes a prerequisite for some university studies. A pass in Mathematics C can improve one’s chances of gaining entry to university studies in mathematics, engineering, information technology and the sciences.

SPECIAL SUBJECT REQUIREMENTS:
Students will need a graphics calculator which can be borrowed from the school library.
17. MODERN HISTORY

AIMS
The process of student enquiry is the foundation of the Modern History syllabus. Students will complete a suite of four themes over the two year course of study. Each semester, students will be exposed to a course of study that challenges them to develop a greater understanding of local, national and international events that contextualize their lives. Inquiry will centre on three main elements: planning and using an historical research process; forming historical knowledge through critical inquiry; and communicating historical knowledge.

CONTENT: (over 4 semesters)
- **Studies of Conflict** - Conflict in Indochina 1945-1975
  - Conflict in the Middle East
- **Studies of Hope** - Gandhi and the Principles of Non-violent resistance
  - The Struggle of Australia’s Indigenous People for Justice and Equity
- **Studies of Co-operation** - The United Nations
  - Australia’s Relations with Asian Neighbors
- **Studies of Power** - Studies of Powerful Individuals and their impact on History

Introductory and bridging topics will link each study theme and the key inquiry topics. Study will be predominantly twentieth century in focus but will cover a range of time periods and geographical contexts- Australian, Asia-Pacific, European, African and American.

PRE-REQUISITES:
Students should possess the ability to read and write critically. Reading lengthy documents is an expectation. The course assumes some skills in analysis and evaluation.

ASSESSMENT:
Year 11 is formative while Year 12 is summative. Students will undertake a series of essays, assignments, short answer tests, document studies and oral/media presentations throughout the course.

APPLICATION OF THIS SUBJECT:
A study of this subject makes a significant contribution to the general aims of education. Students will become more knowledgeable about their world and aware of the importance of values and beliefs in decision making. They should become more reflective, responsible and sensitive citizens.
18. PHYSICAL EDUCATION

AIMS:
The course of study in Physical Education aims to allow students to become physically educated by focusing on the study of physical activity in its varying contexts. Senior PE focuses on the complex interrelationships between motor learning and psychological, biomechanical, physiological and sociological factors that influence individual and team physical performances together with the wider social attitudes to and understandings of physical activity. Students will learn in, about and through physical activity.

CONTENT:

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PRE-REQUISITES: Nil

ASSESSMENT:
Assessment will include written tests and assignments as well as spoken presentations. More specifically, these will take the form of research reports, journals, essays, exams and multimedia oral presentations. Students will also be assessed on their ability to demonstrate skills within each of the four sports studied. Equal weighting is given to both the practical and theoretical aspects of the course.

Students will be assessed across the three exit criteria of:
- Acquire, Apply & Evaluate

COSTS:
Students will be required to attend an Athletics camp to Runaway Bay in Year B of the course. This will cost approximately $200-$300. Students will also access the facilities at the Rec centre incurring a cost of $2 each visit.

CAREERS:
Physiotherapist, Physical Education Teacher, Sports Coaching/Development, Sports Program Officer, Athlete Career and Education Advisor, Sports Centre Manager, Gym Manager, Sport Event Marketing Representative, Manager, Exercise Specialist/Physiologist, Rehabilitation Manager, Personal Trainer, Injury Management Advisor, Clinical Research Assistant, Health/Education Projects Officer, Sport Psychologist.

SPECIAL SUBJECT REQUIREMENTS:
Students will be required to attend lessons in appropriate clothing for fitness and physical activity. This includes a hat for outdoor sessions, appropriate footwear (eg. cross trainers, NOT skate shoes), shorts and a T-Shirt. It is also recommended that they bring a water bottle to each lesson.
19. PHYSICS

AIMS:
Physics is one of the most fascinating and intellectually challenging fields of study. It involves understanding the basic principles by which all things in the universe exist and operate, from the cosmological scale (black holes, galaxies, quasars) to the sub-atomic scale (quarks, gluons, neutrinos). The laws of physics are fundamental to all physical sciences such as chemistry, biology and astronomy and to related fields such as optics, engineering and computing. For example, the pumping action of the heart, the speed of switching circuits in a computer and the stresses acting on a bridge are all subject to the laws of physics. All of modern technology has been developed by people who have built upon the knowledge of physicists. Nuclear power, electricity, electronics, communications, computers, artificial fabrics, lasers, compact disks, cars and spaceflights would not exist if physicists had not made their discoveries over many generations. Recent times have witnessed phenomenal scientific and technological progress. The people on the cutting edge of this process are physicists.

Take a moment to consider this. Sooner or later our planet is going to be hit by a stray comet or asteroid large enough to destroy the planet or all the life on it. This is not a question of if, but one of when. The only hope, however slim it may be, to possibly avert this catastrophe lies with the physicists, nobody else.

CONTENT: (over 4 semesters)
Core topics found in the Physics course are:
- Physical Quantities and Measurement
- Forces and Motion
- Energy and Momentum
- Thermal Physics
- Wave Motion
- Optics
- Electricity and Electronics
- Magnetism and Electromagnetism
- Atomic and Nuclear Physics

PRE-REQUISITES:
A high level of achievement in Year 10 Science and Mathematics are highly recommended.

CO-REQUISITES
Mathematics B essential, Mathematics C highly recommended.
20. VISUAL ART

AIMS:
People create artworks to interpret, respond to and communicate their experiences. Through art, people give visual form to thoughts, feelings, ideas and beliefs. The Senior Visual Art course aims to develop creative thinking and problem-solving processes involved in the production and appraising of artworks. Active personal involvement by students in researching, developing and resolving ideas will allow them to negotiate and construct meaning through a variety of visual media.

CONTENT: (over 4 semesters)
The two year course comprises study within a diverse range of media areas. Year 11 Visual Art covers a broad range of media areas which are studied and explored in a conceptual way. Year 12 Visual Art give greater freedom to students in choosing media areas and which direction their conceptual artwork will take.

The course structure is:
Year 11
- Drawing
- Painting
- Printmaking
- Sculpture
- Photography
- Plus Appraising theory tasks (1 assn and 1 exam)

Year 12
Students resolve complex concepts through the media areas of their choice
- Theory components in the form of 2 essays

COST: Students will have the option of attending a cultural excursion to Brisbane, to see art galleries, live theatre and participate in cultural activities. This goes for 3 days and costs approximately $230.

PRE-REQUISITES:
Year 10 Art is desirable, but not essential, to complete the Senior Course.

ASSESSMENT:
Making Tasks – experimental folio, major artwork, body of work
Appraising Tasks - comprising analyses, exams and assignments.

CAREERS:
Artwork & theory components are evaluated as a part of admission requirements to university and TAFE College certificate and degree courses. This subject is useful for students considering a career in the Arts and Design Industries.
21. School of Distance Education and Virtual Schooling Subjects

These include:
- Accounting
- Economics
- French
- German
- Japanese
- Music
- Information Processing and Technology
- Modern History

Please contact the office for more information or check online at http://www.brisbanesde.eq.edu.au/
B. VOCATIONAL SUBJECTS AND COURSES

1. ENGLISH COMMUNICATION

AIMS:
English Communication aims at improving students’ current English communication skills and at developing these for effective communication in work, community life and leisure.

CONTENT:
English Communication is a two year course in communication that addresses work, community and leisure strands.

Students should develop:
- an understanding of and practical experience in a range of workplace communications
- an awareness of current issues of local and national significance drawn from the mass media, including the importance of the mass media in shaping community opinion
- an appreciation of language used in literature, magazines, drama, cinema, television and radio

ASSESSMENT:
Assessment will be in the form of written and oral tasks, formative and summative. These may include short answer questions, multiple choice, personal records, extended writing, demonstrations, interviews.

CAREER:
English Communication is useful for students who want to improve their basic communication skills and who are not planning to enter a tertiary level course.
2. PREVOCATIONAL MATHS

AIMS:
Prevocational Mathematics provides opportunities for students to improve their numeracy to assist them in pursuing a range of vocational and personal goals. It develops not only students’ confidence and positive attitudes towards mathematics but also their mathematical knowledge and skills (through the general objectives: knowing and applying), and their communication skills (through the general objective: explaining).

CONTENT:
The five topics are:
- Mathematics for interpreting society: number (study area core)
- Mathematics for interpreting society: data
- Mathematics for personal organisation: location and time
- Mathematics for practical purposes: measurement

The intention of the syllabus is that the topics be studied, not as stand-alone, but in combination and in contexts that are meaningful to students. The topics may be revisited in different contexts during the course.

PRE-REQUISITES:
A desire to develop students mathematical skills. A sound or lower result in Year 10 Mathematics.

ASSESSMENT:
As the course is practically based, assessment will concentrate on the testing of skills and will involve the presentation of both written and oral reports on projects, and exams.
4. AUTOMOTIVE STUDIES

The course is designed to provide a basic understanding of mechanics and structures linked to agriculture. It is of value to students, because it seeks to develop an awareness of the importance of many mechanical and structural aspects used in life. Skills acquired through the study of Automotive Studies will be of value in many and varied roles. The course places considerable emphasis on practical work, which is conducted both at the school farm, on field trips and in the workshop.

CONTENT:
The units of study include:
Safety in the Workplace, motors and machinery operations and maintenance, first aid, Tractors, shed construction, engine repair, soldering, welding, automotive tools.

The practical work the student will be involved includes:
Handling of tools, engines and machinery competently and safely, safely maintaining and operating engines and equipment, tractor driving, carrying out construction project work, recording and presenting information

PREREQUISITES: Nil

ASSESSMENT:
These include written tests, assignments and projects, as well as completion of practical tasks.

COSTS: Some components will incur a cost eg. Welding materials, field trips etc

CAREERS:
Automotive studies can lead to careers in Agriculture, Mechanical, Motor, Construction and Engineering Industries

SPECIAL SUBJECT REQUIREMENTS:
Work generally will involve both theory and practical work at the classroom, school farm, field trips and the workshop
5. VISUAL ART STUDIES

AIMS:
Visual Arts is a powerful and pervasive means of communication. It is the means of personal expression by which students make visible ideas, thoughts, feelings and observations of their world through display and exhibition of made images and objects. Students will create and make art for particular purpose, valuing themselves as artists and understanding the role artists play in the community. They will gain confidence and self-esteem, and value their contribution to the social and cultural lives of their schools and local communities. In doing so, students will develop a positive attitude to learning and will be encouraged to maintain their arts interests in life-long pursuits beyond school.

CONTENT:
The semester units of work planned for this course are:

- Semester 1 - Fine Art
  This unit provides students with the opportunity to develop their knowledge and the necessary skills in a range of Fine Art disciplines that can be selected from areas such as painting, drawing, printmaking and sculpture.

- Semester 2 – Public Art
  This unit provides students with the opportunity to develop their knowledge and skills in creating large artworks for public areas. This could encompass community murals, sculptures and installations.

- Semester 3 – Photography
  This unit provides students with the opportunity to develop skills in camera and darkroom practice, photographic composition, manipulating and editing images, and using digital imaging software. These skills could be applied in various contexts such as journalism, publishing, advertising, and publicity.

- Semester 4 - Extension
  Revisit and specialise in an area of students own choice.

Cost:
Students will have the option of attending a cultural excursion to Brisbane, to see art galleries, live theatre and participate in cultural activities. This goes for 3 days and costs approximately $230.

PREREQUISITES: Nil

ASSESSMENT:
These may include practical folios, major artworks and team projects.

CAREERS:
Folios of artwork are evaluated as a part of admission requirements to university and TAFE College certificate and degree courses. This subject is useful for students considering a career in the Arts and Design Industries.
6. RECREATION STUDIES (GENERAL)

AIMS:
Through its focus on the study of general recreation activities, this section of the Recreation Study Area Specification aims to allow students to acquire knowledge, skills, abilities, attitudes and values in, about and through recreation activities, and thereby enhance their prospects of employment. In the context of this study area specification and the senior years of schooling to which it refers, students may be considered to have developed these skills and abilities when they are able to:

CONTENT:
The basis of the study-area core is:
- *Recreation, you and the community* — examining the effects of recreation on individuals and communities
- *Physical activity and healthy lifestyle* — investigating the role of physical activity in maintaining good health
- *Safety, risk awareness and health concerns* — evaluating strategies to promote health and safety
- *Interpersonal and group dynamics* — investigating personal and interpersonal skills to achieve goals.

ASSESSMENT:
Assessment in Recreation is designed to enable students to demonstrate achievement of the objectives of the study area which are grouped under the headings of acquiring, applying and evaluating. In all strands, this encompasses the knowledge, understandings, values, attitudes, capacities and skills gained in learning through the medium of active participation in physical recreation activities. A wide range of tasks is used to determine a student’s level of achievement. Assessment techniques may include: observation of performance of physical skills; practical examinations; oral presentations; written tests; research reports; and assignments. Assessment of a student’s exit level of achievement is criteria and standards-based.

COST:
Some activities that will be studied in Recreation to require payment. Activities may range from $1 (court hire, pool entry) to $150 for extended excursions. These are course related and it is expected that all students will attend.

SPECIAL SUBJECT REQUIREMENTS:
Students will be required to attend lessons in appropriate clothing for physical activity. This includes a hat for outdoor sessions, appropriate shoes (or cross trainers, NOT skate shoes, Volleys etc.), shorts and a collard shirt. It is also recommended that they bring a water bottle to each lesson.
7. RECREATION STUDIES (RUGBY LEAGUE)

AIMS:
The focus on the study of Rugby League, this strand of the Recreation Study Area Specification aims to allow students to acquire knowledge, skills, abilities, attitudes and values in, about and through a wide range of Rugby League activities.

CONTENT:
The basis of the study area core is:

- Rugby League, you and the community — examining the benefits of Rugby League on individuals and communities
- Physical activity and healthy lifestyle — investigating the role of physical activity in Rugby League and in maintaining good health
- Safety, risk awareness and health concerns — evaluating strategies to promote health and safety in Rugby League
- Interpersonal and group dynamics — investigating personal and interpersonal skills in Rugby League to achieve goals.

ASSESSMENT:
Assessment in Rugby League is designed to enable students to demonstrate achievement of the objectives of the study area which are grouped under the headings of acquiring, applying and evaluating. In all strands, this encompasses the knowledge, understandings, values, attitudes, capacities and skills gained in learning through the medium of active participation in rugby league activities.

A wide range of tasks is used to determine a student’s level of achievement. Assessment techniques may include: observation of performance of physical skills; practical examinations; oral presentations; written tests; research reports; and assignments. Assessment of a student’s exit level of achievement is criteria and standards-based.

CAREERS:
Recreation (Rugby League) provides students with an opportunity to participate in physical activity, while developing skills necessary and beneficial for life. Whether these skills are oriented towards work, fitness or recreation, students will be involved in learning experiences that allow them to develop their interpersonal skills, to learn and function in varied situations, and to acquire specific knowledge and skills related to further training and employment.

The course is also aiming to have all students complete certification for coaching, refereeing, strapping, weight training skill development, first aid and incorporates a series of games and tours.

COSTS: Rugby League involves 2 – 3 excursions away from school each year at an approximate cost of $150-$200 each time. These are course related and it is expected that all students will attend. Also this year we are endeavoring to purchase jerseys, shorts, socks, training shirt and backpack which will approximately cost $120.
8. TOURISM STUDIES

Tourism is one of the biggest industries in the world and Australia is a large part of this! People want to come to Australia and we want to visit the world!

The purpose of this subject is to give the student in Year 11 and 12 a variety of intellectual, technical, operational and workplace skills.

This subject is a great way to open your mind, meet different travellers and people in the local community and to learn that the world is out there ready for you to explore!

Assessment:

Assessment is designed to enable students to demonstrate achievement of the objectives of the course, namely, Knowledge and Understanding, Reasoning and Communication. Students will be awarded a level of achievement based upon standards achieved in each of these criteria.

Opportunities for Students

Learning experiences include-
- Liaising with industry – visiting local tourist destinations
- Preparing brochures
- Preparing and presenting commentaries
- Designing questionnaires, conducting surveys and interviews
- Working at local events – Roma Races, School plays, local markets, Food and Fire
- Role plays
- Proper work experience in the local community
- Visiting different tourist attractions

Costs:
Tourism involves excursion to Tourism facilities which will be an extra cost.
9. Certificate II in Information Digital Media & Technology (ICA20111)

AIMS:
Certificate II in Information Digital Media and Technology (ICA20111) provides the foundation ICT skills and knowledge for an individual to be an effective ICT user or employee. It allows students to acquire knowledge, skills, abilities and attitudes in a wide range of ICT activities. Throughout all units there is a focus of team work and workplace health and safety to ensure that students are able to work safely in a dynamic team environment.

CONTENT:
Whilst studying Certificate II in Information Digital Media & Technology (ICA20111) students will study and be assessed on the following competencies:

- BSBOHS201A  Participate in OHS processes
- BSBSUS201A  Participate in environmentally sustainable work practices
- ICAICT201A  Use computer operating systems and hardware
- ICAICT202A  Work and communicate effectively in an IT environment
- ICAICT203A  Operate application software packages
- ICAICT204A  Operate a digital media technology package
- ICAWEB201A  Use social media tools for collaboration and engagement

Please note: 14 competencies will be completed in total. Those shown above are only a sample of this course.

ASSESSMENT:
The majority of assessment will be undertaken in a simulated IT office environment is designed to allow students to demonstrate the knowledge and skills learnt throughout the qualification. Assessment techniques may include: Observation of performance of business skills; practical examinations; oral presentations; and projects.

CAREERS:
Certificate II in Information Digital Media and Technology (ICA20111) provides students with an opportunity to learn and participate in ICT activities, while developing skills necessary and beneficial for any computer user. Students will be involved in real-life, hands on learning experiences and project based assessment that allow them to develop their team work skills.

COSTS: This is a new subject in 2012 – Costs to be advised
**11. Certificate II in Business (BSB20107)**

**AIMS:**
Certificate II in Business (BSB20107) aims to allow students to acquire knowledge, skills, abilities, attitudes and values in, about and through a wide range of business activities. Focus will be include students ability to communicate with a range of different people in a varied business situations, to work in a team environment, and to be able to apply problem-solving and communication techniques when dealing with difficult situations. Students will learn techniques to assist them with planning and organising the work schedule, to use a range of different business technologies and conserve resources where possible.

**CONTENT:**
Whilst studying Certificate II in Business (BSB20107) students will study and be assessed on the following competencies:

- BSOHSA01A Participate in OHS processes
- BSBWOR202A Organise and complete daily work activities
- BSBOMM201A Communicate in the workplace
- BSBWOR203A Work effectively with others
- BSBWOR204A Use business technology
- BSBINM201A Process and maintain workplace information
- FNSICGEN305B Maintain daily financial/business records
- BSBITU201A Produce simple word processed documents
- BSBITU202A Create and use spreadsheets
- BSBUSUS201A Participate in environmentally sustainable work practices
- BSBITU303A Design and produce text documents
- BSBITU302A Create Electronic Presentations

**ASSESSMENT:**
The majority of assessment will be undertaken in a simulated office environment is designed to allow students to demonstrate the knowledge and skills learnt throughout the qualification. Assessment techniques may include: Observation of performance of business skills; practical examinations; oral presentations; and projects.

**CAREERS:**
Certificate II in Business (20107) provides students with an opportunity to learn and participate in business and office activities, while developing skills necessary and beneficial for any office. Students will be involved in real-life, hands on learning experiences that allow them to develop their interpersonal and communications skills, to learn and function in varied business situations, and to acquire specific knowledge and skills related to further training and employment in this area.

The Certificate II in Business offers enables students to be prepared for work in a number of job roles including Administration Assistant, Clerical Worker, Data Entry Operator, Information Desk Clerk, Office Junior and Receptionist.

**COSTS:** This is a new subject in 2012 – Costs to be advised
C. SQIT TAFE CERTIFICATES

(These can be studied as one of a senior student’s six subjects. Fees involved please see the SQIT Guide)

1. Certificate II Construction
2. Certificate II Engineering
3. Certificate III Children’s Services (Childcare)
4. Certificate II and III in Hospitality
5. Certificate II Agriculture
6. Certificate II PMA
7. Diploma in Nursing

D. Year 11 & 12 SPECIAL EDUCATION PROGRAM

AIMS:
The aim of the Special Education Program is to prepare the students to reach their full potential in all areas of life. Students are taught in the classroom, SEU and in the wider community with an emphasis on functional learning as well as leisure activities. All students’ programs are flexible and tailored to meet their individual needs. Ensuring the right program is provided involves consultation with the parents/caregivers, SEP team, and others as required.

CONTENT:
As an ‘inclusive’ school, students participate in mainstream subjects whenever possible and appropriate. This gives students the opportunity to work and form relationships with their peers, as well as have access to the regular curriculum. For students attending mainstream classes, they are supported by the SEP teachers or teacher aides, when necessary. This ensures that appropriate adjustments are made to support the students’ achievements and successes.

For those students whose individual needs require specialised support and instruction, we provide an array of programs taught in the special education unit. While Functional Literacy and Numeracy, Computer Technology, and Life Skills are the focus of some specific lessons, they are embedded throughout the other programs. The programs offered aim to develop students’ independence, and to prepare them for all aspects of life after school.

PREREQUISITES:
All students who take part in the programs or who are supported through the Special Education Program have a verified disability diagnosis through Education Queensland’s Education Adjustment Program.

ASSESSMENT:
Assessment and data collection is important to determine students’ knowledge, understanding, and development in a particular area. Assessment provided to students is completely individualised and applicable to the student. The students are assessed against their own goals and targets. Their achievements are not compared with their peers.

Students attending mainstream classes will complete assessment tasks as per the program delivered. However, these assessment items and/or conditions are adjusted to meet the individual needs of the student and allow them to succeed.

Students who complete Year 12 will be eligible to receive a Queensland Certificate of Individual Achievement or a Queensland Certificate of Education depending of the student’s individualised program.

**COSTS:**
Exact costs cannot be given. Students participate in many activities (community access / leisure, camps, sporting activities, coffee shop program) where there are some expenses, however these costs are budgeted for and are covered by the SEP. Some costs are necessary throughout the year and need to be met by the parents/caregivers; however, these will be clearly outlined prior to the activity/program taking place.

**SPECIALISTS VISITS:**
Therapy services are provided, as needed and as requested, by the visiting Physiotherapist, Occupational Therapist and Speech Language Pathologist. Advisory Visiting Teachers also service our school, as well as Cerebral Palsy League Queensland.
E. School-based Apprenticeship or Traineeship

The Roma State College – Senior Campus, offers students in Years 10, 11, 12 the opportunity to take part in a School based Apprenticeship or Traineeships as an alternative career pathway. This option allows students to work towards acquiring a nationally recognised Vocational Education Qualification, while completing their senior studies.

WHAT IS A SCHOOL-BASED APPRENTICESHIP OR TRAINEESHIP?
Typically, students who elect to do a School-based Apprenticeship will enter into an 8 year contract in which to complete an apprenticeship, commonly known as a ‘Trade’ qualification. Once the students complete Year 12 they then continue their apprenticeship with the employer in either a full time or part time mode. If they elect to change to full time apprenticeships the term of their contract will be reduced.

Typically, students who enter into a School-based Traineeship will be contracted for a period of 2 years. Most traineeships are at a Certificate I or II level e.g. Retail, Agriculture, Hospitality. However, there are some Certificate III qualifications that students can study, but these are not equivalent to a ‘Trade’ qualification e.g. Business Administration, Information Technology.

WHAT VOCATIONAL EDUCATION AREAS OR QUALIFICATIONS ARE AVAILABLE?
Over the past 3 years Roma State College has supported a large number of students who have enrolled in a wide range of the School-based Apprenticeships/Traineeships
For example:
- Certificate III in Business Legal Administration
- Certificate III in Auto Mechanical Light Vehicle
- Certificate III in Automotive Sales Parts Interpreting
- Certificate III in Aged Care
- Certificate III in Children’s Services
- Certificate III in Electro technology Systems Electrician
- Certificate III in Business Administration
- Certificate III in Engineering Mechanical Refrigeration
- Certificate III in Engineering
- Certificate II in Retail
- Certificate II in Agriculture
- Certificate II in Hospitality

WHAT ARE THE ADVANTAGES OF A SCHOOL-BASED APPRENTICESHIP OR TRAINEESHIP?
Students have the opportunity to:
- Individualise their Senior Phase of Learning to reflect their specific career goal.
- Achieve or work towards obtaining, a nationally recognised Vocational Education Qualification.
- Develop a strong work ethic and obtain employability skills.
- Trial a career pathway while completing their senior studies.
- Combine Vocational Education and academic studies.
- Gain an understanding of the ‘world of work’ and an insight into specific business or industry work environments.
- Earn an income while completing a qualification.