

# Table of Contents

Senior Phase Curriculum 2018 .....	2
Initial Considerations .....	3
Different Types of Learning Programs .....	4
Queensland Certificate of Education .....	5
Queensland Certificate of Individual Achievement .....	6
<b>Year 11, 2018 Subject Information</b> .....	7-8
<b>Authority Subjects</b>	
Accounting .....	9
Agricultural Science .....	10
Ancient History.....	11
Biology .....	12
Chemistry .....	13
Drama .....	14
English .....	15
English Extension (Year 12) .....	16
Film, TV & New Media.....	17
Geography .....	18
Graphics .....	19
Health Education.....	20
Information Technology Systems .....	21
Legal Studies .....	22
Mathematics A .....	23
Mathematics B .....	24
Mathematics C .....	25
Modern History .....	26
Music .....	27
Music Extension (Year 12) .....	27
Physical Education .....	28
Physics .....	29
Visual Art .....	30
<b>Signature Programs</b>	
Agricultural Professionals .....	31
Agricultural Futures .....	32
Trade Futures .....	33
<b>Authority Registered (Non-OP)</b>	
Agricultural Practices.....	34
Business Studies.....	34
Drama in Practice .....	35
English Communication .....	35
Hospitality Practices .....	36
Information & Comm Technology .....	36
Industrial Graphics Skills .....	37
Prevocational Mathematics .....	37
Recreation.....	38
Visual Arts in Practice .....	38
<b>Vocational Certificate Courses **</b>	
Certificate II in Agriculture .....	39
Certificate I/II in Engineering .....	40
Cert II in Engineering (Pathways) .....	41
For full details of VET courses see school website or page 42 of this handbook.	
** As part of Signature Programs only	

# Senior Phase Curriculum 2018

**Vision:** Creating the future; every student, every day.

**Values:**

- Positive Relationships,
- Student Diversity,
- Multiple Pathways,
- Teacher Excellence.

You are entering the next phase of your schooling. This phase will bring about new challenges and allow considerable flexibility in meeting your academic and vocational needs. In the middle phase of schooling, the emphasis has been on a broad-based educational experience.

If you are uncertain about your future career paths, our best advice to you is to keep as many realistic options open for as long as you can. This may mean ensuring that you have sufficient authority level subjects for OP eligibility.

Many new avenues will open up for you including **Structured Workplace Learning** programs and **School-Based New Apprenticeships** which allow you to study a smaller academic component at school and team this with a range of vocational experiences in the workplace.

Those of you who are bound for tertiary education in any form will receive considerable information about the best subject-mix to meet your individual needs.

Some of you may need to explore the possibility of taking your **Senior program over three years**. This will allow students who have work or other commitments to complete their senior program successfully while managing the other aspects of their life. There are several conditions that must be met and discussions should be made with the Guidance Officer.

**The Principal reserves the right not to offer, or to restrict the taking of any subject listed in this booklet if there is insufficient student interest, lack of expertise or facilities. The information in this document was accurate at the time of print; systemic changes in senior schooling may alter courses of studies throughout the next two years.**

## What do I need to consider?

Choosing your Senior subjects is an experience not to be rushed. Give yourself plenty of time and consider the following points:

- **What subjects interest you?** It is best to consider those you like and feel you would enjoy for the four semesters.
- **What careers interest you?** Talk this over with as many people as possible. Remember the Guidance Officer is available to help you and has access to a wide variety of information.
- **What further education will be required to meet your ambitions?** What kinds of courses and at which institutions—universities or TAFE Colleges.
- **Which subjects do you succeed in?** A proven track record in various subjects is an important guide for future decisions.
- **Are your ambitions realistic?** Both you and your parents should ensure that your ambitions, match your ability and performance. Your achievements during Year 10 will give you a fair indication of whether your ambitions can be achieved.
- **Have you kept your options open?** If you are unsure of what you want to do, it is best to select subjects that keep your future options open. Even if you have definite career ideas, it is unwise to select a course that restricts you to a very limited area.
- **Have you met the new minimum standards?** If you have failed a Year 10 Foundation subject (Authority) then you may not select the related Year 11 subject. If you failed 4 or more Year 10 Foundation subjects (Authority) you may not select an Authority (OP) pathway. Should your individual circumstances warrant special consideration in relation to minimum standards, a written application stating reasons and identifying relevant evidence can be made directly to the Principal.

Be aware of the differences with the "types" of learning programs on offer. The rich array of subjects on offer at Dalby High can be confusing. If in doubt—ask!

### Combinations of subjects

Some subjects require companion study. For example, in Years 11 and 12, if you wish to study Mathematics C, you must also take Mathematics B. If you wish to take English Extension in Year 12, you must also be enrolled in authority English and not English Communication. Similarly, it would be unwise to take Physics, for example, with Prevocational Mathematics.

### Tertiary Entrance

If you wish to study a degree or diploma course at a University or TAFE institute after Year 12:

- Ensure you select the pre-requisite subjects required for your preferred courses - you will need to consult the Tertiary Prerequisites 2019 Handbook provided to you.
- Most students gain entry on the basis of an OP. To be eligible for an OP, you must:
  - Complete 20 semesters of Authority subjects (the equivalent of 5 subjects)
  - Ensure that, at least, three subjects are studied for all four semesters
  - Take the Queensland Core Skills Test during term 3 of Year 12

## Differences between types of learning programs

Many students seek entry into Universities and other tertiary institutions after completing Year 12. This needs to be kept in mind when selecting (and in changing) your subjects.

**Authority subjects** are those that are considered when calculating your eligibility for an OP and entrance to tertiary institutions. If you intend to proceed to a university, you should select a minimum of **five** authority subjects. Authority subjects are those with sufficient academic rigour to ensure adequate preparation for university study.

**Study Area Specifications** have replaced what were previously known as Board Registered subjects. These subjects are predominately vocational in nature and do not contribute to the calculation of an OP and are more practically-based.

**Vocational Certificates** provide you with a qualification relating to a specific industry area, for example, retail, and building. For a complete explanation of VET and its policies and procedures see the VET student handbook on the school website.

**Signature Programs** are 2 year courses of study designed to provide specific theoretical and practical skills for an occupational field (ie Engineering and Trades or Agricultural). These courses will usually include a combination of Authority subjects, Study Area Specifications and Vocational Certificates and may have different delivery modes and/or locations. Interested students must apply to study a signature program.

**Three Year Program** If you are interested in balancing your senior program along with work or other commitments, you might consider undertaking the program over three years. If you are interested in discussing this possibility, please make an appointment with the Guidance Officer.

**School-based Apprenticeships/Traineeships** A School-based Apprenticeship is an excellent way for vocationally directed students to get a head start on a full-time apprenticeship. Students are paid a training wage while working and completing their Senior education. A partnership exists between the student, the school, the Group Training Company, the Workplace and a registered training provider to assist the student to complete the available training. Students choosing this type of training need to be available in the workplace as least one day each week. Students must also complete 48 days of work each school year. Arrangement of lessons at school will allow students to work with teachers to ensure any lessons missed are caught up. Access to the courses is by application through the Group Training Company and may only begin once all the formal processes are completed. Parents are responsible for any transport costs.

**Structured Workplace Learning Programs** Student has the opportunity to participate in work experience and work placement programs in industry areas of their interest. Structured workplace programs are an excellent way to start if students are uncertain about specific careers. Students can then convert to a School-based Apprenticeship once they are certain about their career direction.

## **Queensland Certificate of Education**

Students in the senior school will work towards the new qualification of the Queensland Certificate of Education (QCE). The QCE is awarded to young people who meet the requirements at the end of Year 12.

### **Eligibility**

To be eligible for the QCE, a student must be enrolled with a school and be registered with the Queensland Studies Authority. For most students, the QCE will be achieved over Years 11 and 12, based on their study of subjects and other learning programs while at school. All approved learning programs are "banked" towards the QCE and can start while in Year 10. A total of 20 credits must be achieved to receive the QCE.

### **Credits**

To achieve 20 credits a student must have completed a prescribed amount of study and must also meet minimum requirements, including "passing" subjects and meeting a minimum literacy and numeracy standard. Complete and up to date information can be found at [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au).

## Queensland Certificate of Individual Achievement

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on highly individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socio-economic, cultural or linguistic factors.

The QCIA is an official record that a student has completed at least twelve years of education. It summarises the student's knowledge and skills for employers and training providers. The certificate records the student's achievements in 2 areas:

- The Statement of Achievement lists the student's demonstrated knowledge and skills across 6 curriculum organisers.
- The Statement of Participation lists the names or titles of activities that the student has undertaken.

For more information consult with the Guidance Officer, Head of Special Education Services or go to the QCAA website: [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)

## YEAR 11, 2018 SUBJECT INFORMATION

<b>Learning Area</b>	<b>Authority Subjects</b>	<b>Authority-registered or School delivered VET Certificates</b>	<b>External or Non-school delivery</b>
English	English English Extension (Year 12)	English Communication	
Mathematics	Mathematics A Mathematics B Mathematics C	Prevocational Mathematics	
Languages Other Than English			Japanese, French, German, Chinese, etc
Sciences	Agricultural Science Biology Chemistry Physics Science 21	Agricultural Practices	
Social Sciences	Ancient History Geography Legal Studies Modern History		Economics
The Arts	Drama Music Music Extension (Year 12) Visual Art	Drama in Practice Visual Arts in Practice	
Health and Physical Education	Physical Education Health Education	Recreation Studies	
Business and Computing Studies	Accounting Information Technology Systems	Business Studies Information and Communication Technology	Information Processing and Technology
Home Economics		Hospitality Practices	
ITD (Manual Arts)	Graphics		

Learning Area	Authority Subjects	Study Area Specifications or School delivered VET Certificates	External or Non-school delivery
Agricultural Professionals	English Mathematics A or B Agricultural Science + 2 other authority subjects	Certificate II in Agriculture	UQ Enhanced Studies program
Agricultural Futures	Mathematics A	English Communication Prevocational Mathematics Certificate I/II Agriculture Cert II/III Business Cert II Rural Operations – Drones Agricultural Practices SAS	Cert II Rural Operations – Drones Cert II/III Business
Trade Futures	Mathematics A	Prevocational Mathematics English Communication Certificate II in Engineering Certificate II in Manufacturing Technology Industrial Graphics Skills	Certificate II Process Plant Operations Certificate II Resources Infrastructure Operations Cert I Construction Cert II Underbody Auto

Courses which attract insufficient numbers to be run, may be removed from school offerings. Some vocational courses are provided by external agencies and may attract additional fees.

## Accounting (QCE - 4)

Accounting is an information system which is designed to provide financial and other information about the nature of business activities. People use this information for decision-making within a range of personal and business financial affairs. The study of Accounting promotes the development of logical reasoning, effective communication, interpretation and evaluation, numeracy and complex problem solving. Students who plan to pursue a career in business will find the knowledge and understanding of principles of Accounting obtained through this subject most useful when establishing or running their business. Students will find the study of Accounting beneficial for a wide range of careers including Accounting, Business, Finance, Agriculture, IT and Law.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Principles of double-entry accounting</li> <li>• Preparation of accounting records and reports</li> <li>• Use of accounting packages and spread sheets</li> <li>• Interpreting and evaluating accounting information</li> <li>• Cash Budgeting</li> <li>• Accounting principles for grazing or other agricultural enterprises</li> </ul>	<p><i>Assessment Summary</i></p> <p>Three or four assessment items each semester are completed, the majority being tests with a small number of assignments completed over the two years.</p> <p>Both practical and theoretical aspects of the course are assessed.</p>
<p><i>Homework requirements</i></p> <p>Students can expect to complete homework on a regular basis in both theoretical and practical components.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Text (through the Resource Scheme)</li> <li>• A4 exercise book</li> <li>• Practical accounting paper as advised in class</li> <li>• Calculator</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>Accountant ... Auditor ... Business Management ... Clerical Assistant ... Cashier ... Credit Officer ... Financial Advisor ... Insurance ... Solicitor ... Banking ... Agricultural Manager ... Stockbroker ... Business Systems Analyst ... Computer Programmer ... Economist ... Human Resources Officer ... Events Coordinator ... Entrepreneur</p>	

## Agricultural Science (QCE - 4)

Agricultural Science provides opportunities for students to explore agricultural concepts and systems and to investigate agricultural issues and problems. They engage with the agricultural industry through the integration of three areas of study: plant science, animal science and agribusiness. Sustainable resource management underpins the course of study as students consider factors impacting on agricultural production systems. Because of the fundamental importance of agriculture to humans, a study of this subject is of relevance to all students, not just those from a rural background.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• <b>Anatomy and physiology</b> - a study of the anatomy and physiology of plants and animals, nutrition and the diseases that affect these organisms.</li> <li>• <b>Plant production: winter crop</b> – An inquiry-based unit in which students are involved in a plant nutrition trial, investigating deficiencies and associated symptoms.</li> <li>• <b>Animal production: beef</b> – an inquiry based unit based on nutrition and reproductive requirements, students investigate the variables that affect beef production.</li> <li>• <b>Farm Planning</b> – An inquiry based unit based on developing a plan of the Bunya Campus farm.</li> </ul>	<p><i>Assessment Summary</i></p> <p>There are various types of assessment used in the course. They include:</p> <ul style="list-style-type: none"> <li>• Written exams</li> <li>• Extended research tasks</li> <li>• Extended agricultural investigations</li> </ul> <p>Each of the assessment items will be assessed using two or more of the criteria:</p> <ul style="list-style-type: none"> <li>• Knowledge and Understanding</li> <li>• Investigation and Analysis</li> <li>• Evaluation and Communication</li> </ul>
<p><i>Homework requirements</i></p> <p>Students need to work consistently in class and complete 2 ½ - 3 hours of homework weekly which will include time to complete reports and to consolidate the understanding of principles learnt at school.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• 128 page A4 exercise book</li> <li>• 64 page exercise book</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>Agriculture is Australia's second largest export earner and it is the Darling Downs' number one industry and employer. Some of the jobs that the study of Agricultural Science may lead to include:</p> <p>Animal and plant production ...Agronomy... Horticulture ... Biotechnology ... Water and Soil Science....Climatology ..... Pest management ..... Property management ..... Veterinary (Vet and Vet nurse) ... Agricultural engineering ..... Agricultural economics .... Forestry .... Aquaculture and fisheries ...Park Rangers</p>	

## Ancient History (QCE - 4)

Through the study of Ancient History, we can understand how the modern world has been influenced by the peoples and achievements of the distant past. We develop these understandings through processes of critical inquiry, debate and reflection, and through empathetic engagement with the standpoint of others.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• The major ancient civilisations of the Middle East, Greece and Rome.</li> <li>• The emerging areas of interest in Asia and Central and South America.</li> <li>• Australian ancient history</li> <li>• Archaeology</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Extended response assignments, both written and non-written.</li> <li>• Short and extended response examinations.</li> </ul>
<p><i>Homework requirements</i></p> <p>While they may not be given specific homework every night, it is expected that students will be revising work learnt and working on research items during those times. Students may also be called on to finish work from class for homework. It is important that this is completed to keep up with course content and syllabus requirements.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Texts (through membership of Resources Scheme)</li> <li>• A4 notebook</li> <li>• Excursions may be organized to museums or other suitable venues.</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>Archivist ... Travel consultancy ... Curator ... Researcher ... Anthropologist ... Military officer ... Archaeologist ... Diplomat ... Customs ... Librarian ... Criminologist ... Journalist ... Lawyer ... Public servant ... Lecturer ... Architect ... Administrator ... Conservator ... Cultural Heritage Officer</p>	

## Biology (QCE - 4)

Students studying biology gain an understanding of the living world (including humans) and enhance their understanding of the scope and limitations of science in solving problems of our environment. During the course students are encouraged to communicate effectively and to work with others in solving problems of mutual concern. Students studying the course should have performed well in junior science and have good communication skills.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Living things and cells</li> <li>• Reproduction, Populations and the Environment</li> <li>• Field Ecology and Systems</li> <li>• Digestion and Nutrition</li> <li>• Cellular Biology</li> <li>• Genes and “Genethics”</li> <li>• The search for better health</li> <li>• Past, Present and Future</li> </ul>	<p><i>Assessment Summary</i></p> <p>A variety of instruments will be used including written exams, extended research tasks and extended experimental investigations</p>
<p><i>Homework requirements</i></p> <p>Students need to work consistently in class and complete about 2 hours of homework each week which will include time to complete reports and to consolidate the understanding of class topics.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• 128 page A4 exercise book</li> <li>• 64 page exercise book</li> <li>• Texts (through membership of Resources Scheme)</li> <li>• Activity Manual</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>Pure science ... Environmental Science ... Biotechnology ... Biomedical Science ... Genetics ... Medicine... Vet Science ... Nursing ... Agriculture ... Horticulture ... Teaching ...</p>	

## Chemistry (QCE - 4)

Chemistry is the study of matter and its transformations. Students who complete the chemistry course improve their scientific literacy and numeracy and develop critical and creative thinking skills. Students should study chemistry to enhance their understanding of the universe and as a stepping stone to further study. Students studying the course should have performed well in junior science and have good mathematics skills. Chemistry also requires good logical thinking skills.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Elements, ions and the Periodic Table</li> <li>• Water</li> <li>• Redox reactions</li> <li>• Atmosphere</li> <li>• Introduction to Organic Chemistry</li> <li>• Metals and corrosion</li> <li>• Fuels – build or break</li> <li>• Forensics</li> <li>• Design a cold pack</li> </ul>	<p><i>Assessment Summary</i></p> <p>A variety of instruments will be used including written exams, extended research tasks and extended experimental investigations</p>
<p><i>Homework requirements</i></p> <p>Students need to work consistently in class and complete about 2 hours of homework each week which will include time to complete reports and to consolidate the understanding of class topics.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• 128 page A4 exercise book</li> <li>• 64 page exercise book</li> <li>• Texts (through membership of Resources Scheme)</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>Pure science ... Pharmacy ... Forensics ... Engineering ... Medicine ... Biotechnology ... Biomedical Science ... Geology ... Geophysics ... Vet Science ... Nursing ... Agriculture ... Agronomy ... Pathology ... Radiology ... Physiotherapy ... Environmental Science ... Forestry ... Teaching ... Optometry ...</p>	

## Drama (QCE - 4)

Drama combines the elements of performance and communication processes. It is a performance based subject. All students are required to participate fully in the classroom workshops and performances. By the conclusion of this course, through the wide use of a range of communication skills and processes, students should be able to demonstrate proficiency in the three dimensions of Forming, Presenting and Responding. They will be able to create their own works and analyse and perform their own work and that of others. Drama students explore creative problem solving in complex and challenging ways.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Improvisation/ Elements of Drama</li> <li>• Australian Heritage Theatre – Realism</li> <li>• Commedia Del 'Arte</li> <li>• Contemporary Political Satire</li> <li>• Directing</li> <li>• Physical Theatre</li> <li>• Greek and Shakespearean Theatre</li> <li>• Political Theatre</li> <li>• Auditioning</li> </ul>	<p><i>Assessment Summary</i></p> <p>Two Forming (creating Drama), two Presenting (performing Drama) and two Responding (critically analysing live Drama performance) tasks per year. Some tasks will be individual, others in groups. Journal writing and documentation is required for all presenting tasks.</p> <p>Viewing theatre performances is an essential part of this course. Attending Arts Council performance each term (approximately \$8) is a compulsory aspect. Responding to live theatre forms part of the assessment program.</p>
<p><i>Homework requirements</i></p> <p>To complete the practical component of the course students may be required to attend rehearsals at lunchtime or other times outside of school. Regular review of Drama theory is also required. Written assessment tasks will need to be written, drafted and edited carefully.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Texts (through membership of Resources Scheme)</li> <li>• Exercise books as advised by teacher</li> <li>• USB device</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>Drama is a subject which improves communication skills, develops empathy and creates effective leaders and team managers in all occupations, especially careers such as law, politics, education and medicine, where direct communication with the public is involved. Jobs directly related to Drama include actor/performer, designer, scriptwriter, director, stage technician, publicity manager, dramaturge and stage manager.</p>	

## English (QCE - 4)

Senior English is a challenging two year course that teaches the sophisticated use of language within a range of contexts. Focus texts include two novels, short stories, a play script, poetry, Australian films, media articles, a Shakespearean play and literature of the student's own choosing. Skills are developed in the fields of written and spoken analysis, persuasion, exposition and creative writing. Assessment includes extended written and spoken pieces and multimodal presentations.

Senior English enables students to

- engage intellectually with the ideas, themes and viewpoints of literary texts
- understand and appreciate the aesthetic qualities of texts and language
- develop the skills to think, write, speak about and understand texts
- make appropriate and subtle language choices for particular purposes

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Identity and perspective</li> <li>• A changing world</li> <li>• Realities and representations</li> <li>• Literature and life</li> </ul>	<p><i>Assessment Summary</i></p> <p>Six tasks per year including four written and two spoken/multimodal tasks. Examinations are written responses to literature and are completed twice each year.</p>
<p><i>Homework requirements</i></p> <p>Regular reading, writing and speaking practice is required. The reading of set texts, the completion of written tasks and preparation of assignment drafts are assigned as homework.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• A variety of literary texts (through membership of Resources Scheme or purchased by student)</li> <li>• Stationery as stated on booklist</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>The study of English will challenge your understanding of language and ideas. This course will allow you to explore issues, cultures and your own place in the world, while equipping you with skills needed for tertiary study and an appreciation of literature, culture and media for life-long enjoyment.</p> <p>All professional careers require the skilful analysis, interpretation and communication of ideas. Universities, TAFEs and other courses recognise the importance of communication skills. Many tertiary courses have a sound level of achievement in Senior English as an entry requirement.</p>	

## English Extension (Year 12: QCE - 2)

English Extension (Literature) is offered in **Year 12** to students who have demonstrated an appropriate level of ability in Year 11 Authority English and who enjoy a more independent learning style. The central focus of this course is an in-depth consideration of the nature of literature. The course's emphasis is on ways of reading texts and understanding sets of reading practices rather than just understanding the texts themselves. Students who elect to study English Extension (Literature) in Year 12 must continue with their study of English as a Year 12 subject. For most students, this will mean making a subject change from one of the other subjects they have studied in Year 11. The viability of offering this subject is reassessed each year, with a decision made on the basis of student interest and timetabling capacity.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Approaches to reading texts</li> <li>• Analysing and applying literary theory</li> <li>• Transforming texts</li> <li>• Identifying and applying various reading practices</li> </ul>	<p><i>Assessment Summary</i></p> <p>Four complex assignments – two written and two spoken.</p>
<p><i>Homework requirements</i></p> <p>Homework mainly encompasses reading, journal writing and the drafting of assessment tasks. Students will need to show initiative and be self-motivated to set goals and meet course requirements.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• A variety of literature texts (through membership of Resources Scheme)</li> <li>• Exercise books as advised by teacher</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>English Extension is an excellent pre-cursor for the study of Literature based courses at a tertiary level.</p>	

## Film, TV and New Media (QCE - 4)

Film, TV and New Media are our primary sources of information and entertainment and are important channels for education and cultural exchange. This subject utilizes a range of technologies to create and critique media. All students are required to participate fully in the classroom workshops and productions. By the conclusion of this course, through the wide use of a range of communication skills and processes, students should be able to demonstrate proficiency in the three dimensions of Critique, Design and Production. They will be able to create their own works as well as analyse their own work and that of others. Film, TV and New Media students generate and experiment with ideas by using technologies to express themselves as imaginative beings.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Film and Television genres</li> <li>• Production codes and conventions</li> <li>• Critical film analysis techniques and theory</li> <li>• Social media</li> <li>• Representations and characterization</li> <li>• Australian Film industry</li> <li>• Advertising and News Media</li> </ul>	<p><i>Assessment Summary</i></p> <p>Two Critique (critically analysing media texts); two Design (planning texts) and two Production (creating media texts) tasks per year.</p> <p>Some tasks will be individual, others in groups. Journal writing and documentation is required for all production tasks.</p>
<p><i>Homework requirements</i></p> <p>To complete the practical component of the course students may be required to film or edit at lunchtime or other times outside of school. Regular review of Film, TV and New Media theory is also required. Written assessment tasks will need to be written, edited and drafted carefully.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Texts (through membership of Resources Scheme)</li> <li>• Exercise books as advised by teacher</li> <li>• USB device (at least 32gb)</li> <li>• Headphones/earphones</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>Fim, TV and New Media is a subject which improves communication, creative and critical thinking skills. Jobs directly related to Film, Television and New Media include actor/performer, designer, scriptwriter, director, journalist, publicity manager, camera operator and film editor.</p>	

## Geography (QCE - 4)

Geography is about increasing people's understanding of society's activities in a global regional and local context of place and space. It is about learning practical skills associated with our relationship with and our responsibility for the natural environment.

<p><i>Course Content</i></p> <p>The course of study is based on four themes with two core units per theme.</p> <ul style="list-style-type: none"> <li>• Managing the Natural Environment</li> <li>• Social Environment</li> <li>• Resources and the Environment</li> <li>• People and development.</li> </ul>	<p><i>Assessment Summary</i></p> <p>Semester 1 &amp; 3:</p> <ul style="list-style-type: none"> <li>• Practical exercise</li> <li>• Knowledge examination</li> <li>• Written report</li> </ul> <p>Semester 2 &amp; 4:</p> <ul style="list-style-type: none"> <li>• Practical exercise</li> <li>• Stimulus response essay</li> <li>• Knowledge examination</li> </ul>
<p><i>Homework requirements</i></p> <p>Students should generally work on the principle of half an hour of study per night. While they may not be given specific homework every night, it is expected that students revise their work and work on research items during those times. While the homework is not arduous, it is consistent and requires students to complete it if they are to keep up with the course content and syllabus requirements.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Texts (through membership of Resources Scheme)</li> <li>• A4 notebook</li> <li>• Excursions may be organized to law courts and other suitable venues.</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>Geologist ... Regional &amp; Town planner ... Teacher ... Travel consultant ... Marine researcher ... Agribusiness positions ... Economist ... Surveyor ... Architect ... Journalist ... Realtor ... Property developer ... Landscaper ... GIS Officer ... Civil Engineer ... Defense force ... Administration ...</p>	

## Graphics (QCE - 4)

Graphics is a course of study that provides an opportunity for students to gain an understanding of graphical communication across a broad spectrum of applications. It is designed for those students who intend continuing graphical studies at a university or diploma level. However, it would be advisable for those students intending on undertaking an apprenticeship in the construction and engineering industry to study senior graphics as a basis for drawing interpretation and communication.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Production graphics</li> <li>• Built environment</li> <li>• Business graphics</li> <li>• Sketching and computer aided drafting</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Folio of class work</li> <li>• Context-based examinations</li> </ul> <p>Dalby SHS is currently involved in an external examination trial for Graphics. This involves one externally assessed examination process per year.</p>
<p><i>Homework requirements</i></p> <p>To complete folio requirements, students will need to undertake some tasks at home.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Texts (through membership of Resources Scheme)</li> <li>• USB device</li> <li>• A4 sketchbook</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>Architecture ... Designer ... Builder ... Cartographer ... Commercial artist ... Project designer ... Engineer ... Illustrator ... Fashion/textile designer ... Fine artist ... Drafting technician ... Advertising ... Teacher ... Town Planning ...</p>	

## Health Education (QCE - 4)

Health Education is a course of study that gives students the opportunity to develop an understanding of health in the context of society, and the mechanisms necessary to develop and promote health for individuals, groups, communities and nations. It is an action-oriented subject that inspires students to implement and evaluate their own and others' strategies to maximize the health and wellbeing of those in the community. Health Education is a subject that would interest students who are concerned about social justice issues and have a strong commitment to community.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Personal Health</li> <li>• Peer Health</li> <li>• Family Health</li> <li>• Community Health</li> <li>• Health of Specific Populations</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Action research projects</li> <li>• Written research reports</li> <li>• Analytical expositions</li> <li>• Supervised written assessment</li> </ul>
<p><i>Homework requirements</i></p> <p>Students should be prepared to spend time at home reinforcing work covered in class as well as researching data and statistics. Some class time will be provided for the development of formal assessment, but students will have to dedicate additional time to ensure optimal outcomes.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• General student stationery items</li> <li>• USB device</li> <li>• A4 notebook</li> <li>• Document wallet/display folder</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>Medicine ... Nursing ... Social Work ... Counselling ... Health Information Management ... Health Advocacy ... Health and Safety ... Teaching ... Health Policy Development</p>	

## Information Technology Systems (QCE - 4)

Information Technology Systems (ITS) is a practical discipline which prepares students to respond to emerging technologies and information technology (IT) trends. Students develop the knowledge of, and skills in, the systems supporting IT, especially in the field of Multimedia. Information Technology Systems prepares students to cope with, and harness to their advantage, the changes and significant opportunities associated with IT.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Theory and techniques of Information Systems</li> <li>• Problem-solving processes</li> <li>• Project management</li> <li>• Client relationships</li> <li>• Social and ethical issues relating to IT</li> <li>• Digital imagery and graphic design</li> <li>• Video and audio production</li> <li>• Animation</li> <li>• Game/application design</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Most assessment is project based</li> <li>• Some written formal exams</li> </ul>
<p><i>Homework requirements</i></p> <p>Some additional work at home will be required to complete projects, written journals and to prepare for examinations.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• School IT resources</li> <li>• Document wallet</li> <li>• 8 or 16 GB memory device</li> <li>• Headphones</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>IT Support Officer ... Graphic And Multimedia Manipulation ... Computer and Systems Management ... Business ... Web Designer ... Animation ...</p>	

# Legal Studies (QCE - 4)

Legal Studies is about increasing people’s knowledge of laws in today’s society, studying the impact of the law on social, economic and cultural ideals, analysing the application of law in our daily lives, providing informed commentaries on the legal system and process and making constructive assessments on the law from practical and constructively critical social perspectives.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• The Legal System</li> <li>• Civil Obligations</li> <li>• Criminal Law</li> <li>• Torts and the Law</li> <li>• Housing and the Law</li> <li>• Family and the Law</li> <li>• Human Rights</li> <li>• Independent inquiry</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Extended response assignments, both written and non-written.</li> <li>• Short and extended response examinations.</li> </ul>
<p><i>Homework requirements</i></p> <p>While they may not be given specific homework every night, it is expected that students will be revising work learnt and working on research items during those times. Students may also be called on to finish work from class for homework. It is important that this is completed to keep up with course content and syllabus requirements.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Texts (through membership of Resources Scheme)</li> <li>• A4 notebook</li> <li>• Excursions may be organized to law courts and other suitable venues.</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>Lawyer ... Archivist ... Curator ... Anthropologist ... Customs ... Defense Force ... Analyst ... Auditor ... Criminologist ... Human Resources Officer ... Journalist ... Management ... Police ... Corrections ... Public servant ... Researcher ... Parliamentarian ... Teacher ... Foreign Affairs</p>	

## Mathematics A (QCE - 4)

The intent of Mathematics A is to encourage students to develop positive attitudes towards mathematics by approaches involving exploration, investigation, application of knowledge and skills, problem-solving and communication. Students will be encouraged to mathematically model, to work systematically and logically, to conjecture and reflect and to justify and communicate with and about mathematics. The subject is designed to raise the level of competence in mathematics required for informed citizenship and for life-long learning, to increase students' confidence in using mathematics to solve problems and especially to provide a basis for a wide range of further studies and careers.

*Prerequisite requirement* – Students need to achieve at least a C standard in Year 10 Mathematics A or BC Foundation to be able to engage in the content at a Mathematics A level.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Managing money</li> <li>• Elements of applied geometry</li> <li>• Linking two and three dimensions</li> <li>• Data collection and presentation</li> <li>• Maps and navigation</li> <li>• Exploring data</li> <li>• Networks and queuing</li> </ul>	<p><i>Assessment Summary</i></p> <p>A mid semester exam, assignment and end of semester exam will be completed each semester.</p>
<p><i>Homework requirements</i></p> <p>Regular practice at home should include reviewing lesson materials to ensure students keep up with the subject demands. Skills should include calculator use, reading and applying formulae and presenting information.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Texts and online resources provided through membership of the Resources Scheme</li> <li>• A4 notebooks</li> <li>• Scientific calculator</li> <li>• Drawing instruments</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>All occupations require a working knowledge of mathematics. Maths A also forms the basis of further study for tertiary institutions. It is the recommended course for most trades and military entrance.</p>	

## Mathematics B (QCE - 4)

The intent of Mathematics B is to encourage students to develop positive attitudes towards mathematics by approaches requiring exploration, investigation, application of knowledge and skills, problem-solving and communication. Students will be encouraged to mathematically model, to work systematically and logically, to conjecture and reflect and to justify and communicate with and about mathematics. The subject is designed to raise the level of competence in mathematics required for informed citizenship and life-long learning, to increase students' confidence in using mathematics to solve problems and especially to provide a basis on further studies. Mathematics B is designed to raise students' competence in and confidence with the mathematics needed to make informed decisions, to ensure scientific literacy and to function effectively in a technologically skilled work force.

*Prerequisite Requirement* – A C result or better in Year 10 Extension Mathematics should have been achieved to successfully undertake Maths B.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Functions, linear, trigonometric, periodic, power, exponential and logarithmic</li> <li>• Rates of change</li> <li>• Periodic functions and applications</li> <li>• Exponential functions and applications</li> <li>• Optimisation using derivatives</li> <li>• Integration</li> <li>• Applied statistical analysis</li> </ul>	<p><i>Assessment Summary</i></p> <p>A mid semester exam, assignment and end of semester exam will be completed each semester.</p> <p>Dalby SHS is currently involved in an external examination trial for Maths B. This involves one externally assessed examination per year.</p>
<p><i>Homework requirements</i></p> <p>Regular practice at home should include reviewing lesson materials to ensure students keep up with the subject demands. Skills should include graphics calculator use, reading and applying formulae and presenting information.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Texts provided through membership of the Resources scheme</li> <li>• A4 notebooks</li> <li>• Scientific calculator</li> <li>• Scientific calculator (recommended)</li> <li>• Drawing instruments</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>Maths B is the recommended subject for all Science, Medical, Mathematics or Engineering tertiary pathways.</p> <p>If you are interested in careers in Mathematics, try these sites: <a href="http://www.statsci.org/jobs">www.statsci.org/jobs</a> and <a href="http://www.careerone.com.au">www.careerone.com.au</a></p>	

## Mathematics C (QCE - 4)

The intent of Mathematics C is to encourage students to develop positive attitudes towards mathematics by approaches requiring exploration, investigation, application of knowledge and skills, problem-solving and communication in a variety of contexts. Of importance is the development of student thinking skills as well as student recognition and use of mathematical structures and patterns. Students will be encouraged to model mathematically, to work systematically and logically, to connect and reflect, to prove and justify and to communicate with and about mathematics. The subject is designed to raise the level of competence and confidence with using mathematics through aspects such as analysis, proof and justification, rigour, mathematical modelling and problem-solving.

Prerequisite Requirements – A student needs to achieve a B or better in Year 10 Extension Mathematics to successfully undertake Maths C.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Introduction to groups</li> <li>• Real and complex number systems</li> <li>• Matrices and applications</li> <li>• Vectors and applications</li> <li>• Calculus</li> <li>• Structures and patterns</li> <li>• Conics</li> <li>• Dynamics</li> </ul>	<p><i>Assessment Summary</i></p> <p>A mid semester exam, assignment and end of semester exam will be completed each semester.</p> <p><b>Students taking Maths C must also take Maths B.</b></p>
<p><i>Homework requirements</i></p> <p>Regular practice at home should include reviewing lesson materials to ensure students keep up with the subject demands. Skills should include graphics calculator use, reading and applying formulae and presenting information.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Texts provided through membership of the Resources scheme</li> <li>• A4 notebooks</li> <li>• Scientific calculator</li> <li>• Graphics calculator (recommended)</li> <li>• Drawing instruments</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>Math C is a recommended subject for many Science, Medical, Mathematics, and Engineering tertiary courses.</p> <p>If you are interested in careers in Mathematics, try these sites: <a href="http://www.statsci.org/jobs">www.statsci.org/jobs</a> and <a href="http://www.careerone.com.au">www.careerone.com.au</a></p>	

# Modern History (QCE - 4)

Studying history makes us more effective global citizens. Through the study of history, we can understand why our modern world is the way it is. We can understand the processes of change and continuity that have shaped today's world, their causes and the roles people have played in those processes. Through studying history, we should be more ready to cope with the present and influence the future. The subject is exciting and dynamic and involves a good deal of debate and discussion.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Studies of Conflict, including World War studies and the Cold War.)</li> <li>• Studies of Power through history</li> <li>• Clash of ideas &amp; beliefs (Arab-Israeli conflict, terrorism).</li> <li>• Australian history</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Extended response assignments, both written and non-written.</li> <li>• Short and extended response examinations.</li> </ul>
<p><i>Homework requirements</i></p> <p>While they may not be given specific homework every night, it is expected that students will be revising work learnt and working on research items during those times. Students may also be called on to finish work from class for homework. It is important that this is completed to keep up with course content and syllabus requirements.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Texts (through membership of Resources Scheme)</li> <li>• A4 notebook</li> <li>• Excursions may be organized to museums or other suitable venues.</li> <li>• 2 research journals – 48 page notebook.</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>Archivist ... Travel consultancy ... Curator ... Researcher ... Anthropologist ... Military officer ... Archaeologist ... Diplomat ... Customs ... Librarian ... Criminologist ... Journalist ... Lawyer ... Public servant ... Lecturer ... Architect ... Administrator ... Conservator ... Cultural Heritage Officer</p>	

## Music (QCE - 4)

Students undertake the study of music in a variety of forms, having the opportunity to play and sing music of all types, to create their own compositions and to develop an appreciation and understanding of a variety of musical styles. Throughout the course, emphasis is on developing each student's musical potential.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Finding your Voice</li> <li>• Music in the Theatre</li> <li>• Exploring Aussie Music</li> <li>• Rock Classics</li> <li>• Your Signature Tune – Public Concert</li> </ul> <p>While there is no pre-requisite for the course, it is highly recommended that students have some previous exposure to music or private music tuition. It is essential that students are music literate.</p>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Extended written responses (800 to 1000 words)</li> <li>• Computer generated compositions</li> <li>• Performance (with 'real' audience)</li> </ul>
<p><i>Homework requirements</i></p> <p>Students need to be self-motivated and practise at home for a variety of tasks.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Texts provided through membership of the Resources scheme</li> <li>• General student stationery items</li> <li>• USB device</li> <li>• Music manuscript</li> <li>• A4 notebook</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>Instrument maker/repairer ... Music therapist ... Occupational therapist ... Teacher ... Dancer ... Theatre technician ... Musician ... Radio announcer/producer ... Commercial television ... Music programming and producing ... Website production ... Mobile phone ring tones ... MP3 delivery ... CD production ... Retail and rental ... Music publishing ...</p>	

## Music Extension (Year 12: QCE - 2)

Music Extension is offered in Year 12 to students who have demonstrated high level skills and abilities in the study and performance of music. The course caters for students with specific abilities in music. It is designed for students to explore in greater depth one of the three areas of study that lie within the Senior Music course. Students will undertake detailed studies in one of the specialisations of musicology, composition or performance.

Students interested in accessing Music extension should consult with Music teachers for further information.

## Physical Education (QCE - 4)

The aim of the Physical Education course is to enhance a student's knowledge, appreciation and performance of particular physical activities. Over the two year course, four physical activities and eight theory foci will be assessed. A genuine interest in sports performance and a willingness to apply oneself both physically and academically are good indicators of suitability for intending to select Senior Physical Education.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Touch, Volleyball, Badminton, Tennis and Dance</li> <li>• Skill acquisition</li> <li>• Psychology of skill development</li> <li>• Biomechanics</li> <li>• Energy systems</li> <li>• Training program design</li> <li>• Money, media and power</li> <li>• Body culture</li> <li>• Figueroa's framework</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Multimodal presentations</li> <li>• Lab investigations</li> <li>• Examinations</li> <li>• Written research reports</li> </ul>
<p><i>Homework requirements</i></p> <p>Students should be prepared to spend time at home reinforcing work covered in class. Class time will be provided for the development of formal assessment, but students will have to dedicate additional time to ensure optimal outcomes. Some students may require extra practice for physical skills.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Texts provided through membership of the Resources scheme</li> <li>• General student stationery items</li> <li>• Wide brimmed hat</li> <li>• Sports footwear</li> <li>• USB device</li> <li>• A4 notebook</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>Sports psychology ... Teacher ... Coach ... Police Officer ... Sports medicine ... Defence forces ... Sports Science</p>	

## Physics (QCE - 4)

Physics is the study of the world around us leading to the formulation of principles and laws which we can depend on in new situations. Studying any senior science course will develop a student's ability to assess, process, evaluate and communicate information so that they become culturally and scientifically aware and informed. Physics is an essential study for many tertiary courses including engineering and radiography and is recommended for many others. It is also a necessary course for entry into electrical trades. Physics contains an amount of mathematics and students who have performed well in junior school mathematics and sciences and who can think logically, do well in this subject.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Moving around</li> <li>• DC electricity and magnetic fields</li> <li>• Musical instruments</li> <li>• Fluid dynamics</li> <li>• Keeping cool</li> <li>• Speed traps and binary stars</li> <li>• The telescope</li> <li>• Structures</li> <li>• Electricity around the home</li> <li>• Ballistics</li> <li>• Car speed and safety</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Experimental reports</li> <li>• Written examinations</li> </ul>
<p><i>Homework requirements</i></p> <p>Students will need to work consistently and spend about two hours each week on homework. This will include problem-solving strategies and consolidation of principles learnt at school.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Texts provided through membership of the Resources scheme</li> <li>• General student stationery items</li> <li>• 128 page A4 exercise book</li> <li>• 64 page A4 exercise book</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>Pure science ... Engineering ... Medicine and biotechnology ... Biomedical science ... Optometry ... Vet Science ... Geology/Geophysics ... Astronomy ... Teaching ... Meteorology ... Climatology ... Telecommunications ... Radiography ... Electrical trades</p>	

## Visual Art (QCE - 4)

Visual Art is a powerful and persuasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. It prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems, think divergently and use higher order learning skills to articulate an informed and personal aesthetic. Students become visually literate which enhances their ability to think, create and question. A genuine interest in Visual Art and a willingness to apply oneself both practically and theoretically are essential requisites to select Senior Visual Art.

<p><i>Course Content</i> Units are based on different concepts and foci that are centered on art issues in relation to historical, cultural, social and philosophical contexts.</p>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Making tasks</li> <li>• Appraising tasks (written), including exams</li> <li>• Visual journal</li> </ul>
<p><i>Homework requirements</i> Students must be resourceful, self-motivated and be willing to spend time on their own bodies of work outside class time. It is expected that students work continually, researching, designing and reflecting on their bodies of work. Students are expected to prepare for assignments and exams in their own time.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Texts provided through membership of the Resources scheme</li> <li>• A4 visual diary (several will be needed throughout Years 11 and 12)</li> <li>• General student stationery</li> <li>• Student supplied materials, dependent upon the type of art work chosen.</li> </ul>
<p><i>Career Paths/Employment Opportunities</i> Architecture ... Fashion design ... Photography ... Industrial design ... Town planning ... Retailing ... Advertising ... Graphic Art ... Illustration ... Film and television ... Teaching ... Interior design ... Marketing ... Fine Art ... Set and costume design ... Art history ... Curatorial work ... Gallery management ... Arts industries ... Product design ... Arts events management ... Public art ... Digital design ... Textiles ...</p>	

## Signature Programs

### Agricultural Professionals

The Agricultural Professionals program is designed for those students interested in a career in agriculture (or related fields) that requires a university qualification. The combination of five Authority subjects, a vocational certificate and a university subject provides students with not only an OP for university entrance but valuable practical skills.

Due to the significantly high resource and training costs associated with this program, students enrolled in Agricultural Professionals must be members of the Student Resource Scheme and pay the applicable annual fees to ensure ongoing participation.

Note: This program is partially delivered at Dalby SHS Bunya Campus. Early starts and late finishes are likely.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• English</li> <li>• Math A/B</li> <li>• Agricultural Science</li> <li>• Plus two other authority subject discussed during consultation process</li> <li>• Enhanced Studies program (UQ)</li> <li>• Certificate II Agriculture</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• See individual subject information</li> </ul>
<p><i>Homework requirements</i></p> <p>See individual subject information. Additional study will be required for the UQ offerings</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• See details for individual subjects</li> <li>• As advised by UQ</li> <li>• See 2018 Dress Code for uniforming requirements</li> <li>• Student Resource Scheme annual fees</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>Farm Management ... Agronomy ... Environmental Field management ... Forest Ranger ... Pure Sciences ... Environmental Science ... Agricultural Sciences ... Genetics ... Vet Science ... Vet Nursing ... Horticulture ... Teaching ... Zoology ... Permaculture Science ...</p>	

## Agricultural Futures (upon application only)

The Agricultural Futures program is designed for students wishing to obtain nationally recognised qualifications related to livestock, cropping, horticulture, ag-technology and general agricultural practices. This course prepares students who are interested in gaining employment in the agricultural industry directly from school or entering Tertiary Education upon completion of the Certificate 3 course.

Due to the significantly high resource and training costs associated with this program, students enrolled in Agricultural Futures must be members of the Student Resource Scheme and pay the applicable annual fees to ensure ongoing participation.

Note: This program is delivered at Dalby SHS Bunya Campus. Early starts and late finishes are likely.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• English Communication (4 credits)</li> <li>• Mathematics A or Prevocational Mathematics (4 credits)</li> <li>• Certificate II in Agriculture (4 credits)</li> <li>• Certificate II in Horticulture (4 credits)</li> <li>• Certificate II/III Business (4/8 credits)</li> <li>• Certificate II Rural Operations – Drones (4 credits)</li> <li>• Agricultural Practices SAS (4 credits)</li> <li>• Additional certifications as available</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• See subject information for each subject</li> </ul>
<p><i>Homework requirements</i></p> <p>See individual subject information. Additional study will be required to complete theory components.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• See details for individual subjects</li> <li>• Safety equipment as advised during induction (see 2018 Dress Code)</li> <li>• Student Resource Scheme annual fees</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>Retail ... Station hand ... Horse trainer ... Forestry Assistant ... Crop farmer ... Horticultural assistant ... Groundskeeper ... Poultry products inspector ... Jillaroo ... Jackaroo ... Meat inspector ... Greenkeeper ... Parks Officer ... Piggery assistant ... Feedlot assistant ...</p>	

## Trade Futures (upon application only)

The Trade futures program is designed for those students interested in a career in Engineering, Manufacturing or the Resources sector (or related fields). It is a combination of Authority and/or Authority registered subjects and 3 vocational certificates. Students spend a significant amount of time within industry placement (may also require holiday work). The program has also been developed to allow school based apprentices / trainees to continue their education uninterrupted as all certificates are offered in a whole day delivery mode.

Due to the significantly high resource and training costs associated with this program, students enrolled in Trade Futures must be members of the Student Resource Scheme and pay the applicable annual fees to ensure ongoing participation.

*Note: This program is delivered at Dalby SHS trade Training Centre. Students are regularly required at worksites for early starts. Late finishes are also likely.*

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• English / English Communication (4 credits)</li> <li>• Mathematics A or Prevocational Mathematics (4 credits)</li> <li>• Certificate II in Engineering (4 credits)</li> <li>• Certificate II in Manufacturing Technology (4 credits)</li> <li>• Industrial Graphics Skills</li> <li>• One other Cert I / II offering TBA external RTO</li> </ul>	<p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• See subject information for each subject</li> <li>• Competency based assessment for Vocational elements</li> </ul>
<p><i>Homework requirements</i></p> <p>Students are regularly required on the worksite for early starts and late finishes.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• See details for individual subjects</li> <li>• Safety equipment as advised during induction (see 2018 Dress Code)</li> <li>• Student Resource Scheme annual fees</li> </ul>
<p><i>Career Paths/Employment Opportunities</i></p> <p>Boilermaker ... Fitter and Turner ... Pattern maker ... Civil Engineer ... Diesel Fitter ... Mold maker ... Gas Operations ... Electrical ... Resources Sector ... CAD operator ... CAM operator ... Toolmaker ... Trade assistant ...</p>	

For safety reasons students must have the required personal protective wear, as advised during induction.

## Authority Registered Subjects

These subjects do not contribute to an OP.

Agricultural Practices (QCE - 4)	Business Studies (QCE - 4)
<p>Agricultural Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in agricultural and horticultural workplaces and other settings. Through these learning experiences, students build their understanding of expectations for work in agricultural and horticultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agriculture, horticulture and related fields and activities.</p> <p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Animal Practices (cattle, sheep and chickens)</li> <li>• Showing steers</li> <li>• The citrus orchard and vineyard</li> <li>• Growing vegetables for a market</li> <li>• Greenhouse practices</li> <li>• Hydroponics</li> <li>• Horse husbandry</li> </ul> <p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Practical skills tests</li> <li>• Written exams</li> <li>• Projects (practical and written components)</li> </ul> <p>Students will also be required to go on excursions to farms and other enterprises in the region.</p> <p><i>Homework requirements</i></p> <p>Students will be required to work on some project tasks outside of school time as well as study for exams.</p> <p><i>Resources/Stationery requirements</i></p> <p>A4 Notebook</p>	<p>The subject Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts. The business sector is estimated to employ over 2 million Australians and is growing at the rate of approximately 5% per year. Exciting and challenging career opportunities exist in the business sector. Some of these include office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.</p> <p><i>Course Content</i></p> <p>The core topics are studied through a variety of contexts including events management, financial services, real estate and retail.</p> <ul style="list-style-type: none"> <li>• Business fundamentals</li> <li>• Financial literacy</li> <li>• Business communication</li> <li>• Business technology</li> <li>• Working in administration</li> <li>• Working in finance</li> <li>• Working with customers</li> <li>• Working in marketing</li> </ul> <p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Projects which require practical, written, spoken and multimodal responses</li> <li>• Extended responses to stimulus materials such as images, graphs, media articles, quotes or texts</li> <li>• Short response examinations</li> </ul> <p><i>Homework requirements</i></p> <p>Some additional work at home will be required to complete projects and to prepare for examinations.</p> <p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• Document wallet</li> <li>• Calculator</li> <li>• USB memory stick</li> <li>• Headphones</li> </ul>

Drama Studies in Practice (QCE - 4)	English Communication (QCE - 4)
<p>This subject is designed for people who enjoy the experience of performing and creating drama without the literature and analysis required of the authority subject. The course is practically based but will explore written aspects of actor's/stage manager's journal and theatre production. The ensemble nature of this course requires extensive commitment to group work. In Drama in Practice, students explore and engage with two core topics of study — 'Dramatic principles' and 'Dramatic practices' as they participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience. Through the core of dramatic practices students also learn essential workplace health and safety procedures relevant to the drama and theatre industry as well as effective work practices and industry skills needed by a drama practitioner.</p> <p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Technical Production and Design</li> <li>• Acting Styles Throughout the Ages</li> <li>• World Theatre Forms</li> <li>• Community Theatre Project</li> </ul> <p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Investigation/ Research</li> <li>• Extended Response to Stimulus</li> <li>• Creating a Product</li> <li>• Completion of a Project</li> </ul> <p>Viewing theatre performances is an essential part of this course. Attending an Arts Council performance each term (approximately \$8) is a compulsory aspect.</p> <p><i>Homework requirements</i></p> <p>To complete the practical component of the course students may be required to attend rehearsals out of school hours. Regular review of techniques and theory is also required.</p> <p><i>Resources/Stationery requirements</i></p> <ul style="list-style-type: none"> <li>• Various Play texts (provided through membership of the Resources Scheme)</li> <li>• Notebooks as advised by teacher</li> <li>• Stationery – pens, ruler, highlighter pens</li> <li>• USB device</li> </ul>	<p>English Communication is a course designed to improve the real-life literacy skills of students, equipping them to communicate effectively at work and in social and community contexts. This course is ideal for students wishing to follow a vocational course of study.</p> <p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Workplace communication skills, writing for work, dealing with customers and clients, job seeking skills</li> <li>• Leisure and Community – social issues, popular culture, media and technology</li> <li>• Functional literacy</li> </ul> <p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Assignment tasks include oral presentations, written tasks and class-based assignments</li> <li>• One examination per year</li> </ul> <p><i>Homework requirements</i></p> <p>Completion of independent work at home and regular reading practice will assist students' performance.</p> <p><i>Resources/Stationery requirements</i></p> <ul style="list-style-type: none"> <li>• Texts (provided through membership of the Resources Scheme or purchased by students)</li> <li>• Exercise books, USB memory stick, general stationery</li> </ul>

Hospitality Practices (QCE - 4)	Information and Communication Technology (QCE - 4)
<p>Hospitality provides students with a range of skills applicable to life as well as skills related to employment in the Catering industry. Designed to provide an understanding of the industry and its operation, this course centres on the development of practical and problem-solving skills relevant to different aspects of the Catering industry. A heavy reliance is on group work.</p> <p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Coffee Shops and Cafes</li> <li>• Food for the Masses</li> <li>• Lunch at the Pub</li> <li>• Let's Celebrate</li> </ul> <p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Project (Practical cookery &amp; Decision making journal 500 – 900 words)</li> <li>• Investigations (Written Review 600 – 1000 words)</li> </ul> <p><i>Homework requirements</i></p> <p>Some time at home supplementing school learning is required.</p> <p><i>Resources/Stationery requirements</i></p> <ul style="list-style-type: none"> <li>• Due to the industry-based nature of the course, students must be committed to the higher weekly costs for cookery ingredients.</li> <li>• Non-porous covered shoes</li> <li>• General student stationery</li> <li>• Notebooks as advised by teacher</li> </ul>	<p>Information and Communication Technology (ICT) is central to life in today's technologically advanced world. Information and Communication Technology will provide students with opportunities to explore, experience and learn knowledge and practical skills that are highly valued across work, business, government, education and leisure contexts.</p> <p><i>Course Content</i></p> <p>The three core topics of Hardware, Software and ICT in Society will be explored through a number of contexts including:</p> <ul style="list-style-type: none"> <li>• Animation</li> <li>• Digital Imaging and Modelling</li> <li>• Audio and Video Production</li> </ul> <p>All learning in ICT will be explored through a problem-solving process that requires students to work through design, implementation and evaluation stages.</p> <p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Projects that require students</li> <li>• Extended Response to Stimulus</li> </ul> <p><i>Homework requirements</i></p> <p>Some additional work at home will be required to complete projects, written journals and written assignments.</p> <p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• School IT resources</li> <li>• Document wallet</li> <li>• 8 or 16 GB memory device</li> <li>• Headphones</li> </ul>

<p style="text-align: center;"><b>Industrial Graphics Skills (QCE - 4)</b> Offered as part of Trade Futures only</p>	<p style="text-align: center;"><b>Prevocational Mathematics (QCE - 4)</b></p>
<p>The subject, Industrial Graphics Skills, focuses on the underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of manufacturing industries including building and construction, engineering and furnishing. By studying this subject students' enhance their opportunities regarding employment, enterprise, further study, leisure and lifelong learning. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills.</p> <p><i>Indicative Course Content</i></p> <ul style="list-style-type: none"> <li>• describe industry practices in manufacturing tasks</li> <li>• demonstrate fundamental production skills</li> <li>• interpret drawings and technical information.</li> </ul> <p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Weekly task sheets</li> <li>• End of semester examinations</li> <li>• Portfolio development</li> </ul> <p><i>Homework requirements</i></p> <p>Some time at home supplementing school learning is required.</p> <p><i>Resources/Stationery requirements</i></p> <ul style="list-style-type: none"> <li>• USB device</li> <li>• Pacer 0.5 mm</li> <li>• A4 sketchbook</li> </ul>	<p>This course is designed to build confidence in handling mathematics in everyday contexts. It improves preparedness for work, apprenticeships and further study by improving numeracy skills.</p> <p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Data and statistics</li> <li>• Location and Time</li> <li>• Measurement</li> <li>• Finance</li> </ul> <p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Folio of class work</li> <li>• Assignments and projects completed in class</li> <li>• Open book exams</li> </ul> <p><i>Homework requirements</i></p> <p>Reviewing basic arithmetic skills, including the use of a calculator at home will assist now and in the future.</p> <p><i>Resources/Stationery requirements</i></p> <ul style="list-style-type: none"> <li>• Texts (provided through membership of the Resources Scheme)</li> <li>• Notebooks as advised by teacher</li> <li>• Scientific Calculator</li> <li>• General student stationery</li> </ul>

Recreation (QCE - 4)	Visual Arts in Practice (QCE - 4)
<p>This subject is designed for students who want to gain an insight into the role recreation plays in the life of individuals and the community. Over the two year course students</p> <p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• Recreation, you and the community</li> <li>• Physical activity and healthy living</li> <li>• Health and safety in recreation</li> <li>• Personal and interpersonal skills in recreation activities</li> <li>• Active play and minor games</li> <li>• Challenge and adventure games</li> <li>• Health-related physical activities</li> <li>• Expressive movement activities</li> </ul> <p><i>Assessment Summary</i></p> <ul style="list-style-type: none"> <li>• Practical performances</li> <li>• Projects</li> <li>• Multimodal presentations</li> <li>• Written reports</li> <li>• Essays</li> <li>• Examinations</li> </ul> <p>Participation in challenging outdoor pursuits is an essential part of the course. There will be some activities that require payment for transport and entry.</p> <p><i>Homework requirements</i></p> <p>Students should be prepared to spend time at home reinforcing work covered in class. Some class time will be provided for the development of formal assessment, but students will have to dedicate additional time to ensure optimal outcomes. Some students may require extra practice for physical skills.</p> <p><i>Resources/Stationery requirements</i></p> <ul style="list-style-type: none"> <li>• Texts (provided through membership of the Resources Scheme)</li> <li>• 128 page A4 notebook</li> <li>• General student stationery</li> <li>• USB device</li> </ul>	<p>Visual Arts in Practice develops the skills which enables students to become art practitioners. The course explores the notion of the practicing artist from economical, functional and artistic contexts. Students do this through direct experience, observation and research. Students will be assessed on the following dimensions: Knowing and Understanding, Applying and Analysing, Creating and Evaluating. They will gain an understanding of the marketing and production potential of art works for commercial and personal purposes. A genuine interest in the arts and a willingness to apply oneself both practically and theoretically are good indicators of suitability for selecting Visual Art Studies.</p> <p><i>Course Content</i></p> <p>The course content for Visual Arts in Practice is based on three core topics: Visual mediums, technologies and techniques; Visual Literacies and contexts; and Artwork realisation. These will be explored through the following areas of study:</p> <ul style="list-style-type: none"> <li>• 2D Painting and Drawing including Typography.</li> <li>• 3D Sculpture including 'Wearable Art.'</li> </ul> <p><i>Assessment Summary</i></p> <p>Each term there will be two assessment pieces, using the two of the following four techniques:</p> <ul style="list-style-type: none"> <li>• Project</li> <li>• Investigation</li> <li>• Product</li> <li>• Extended response to stimulus</li> </ul> <p><i>Homework requirements</i></p> <p>Students need to be self-motivated and willing to work on tasks outside class time as well as participating fully in class</p> <p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• A4 visual diary</li> <li>• 2B Pencils, Artline Pen, Eraser and Ruler</li> <li>• Student selected materials to complete art works</li> </ul> <p>Research texts (provided by the resource scheme)</p>

## Vocational Certificate Courses

The following courses deliver nationally-recognised vocational certificates within the course. Successful students will complete the vocational certificate course while at school.

### Certificate II in Agriculture (AHC20110) – 4 credits (Offered as part of Ag Futures only)

Certificate II in Agriculture is designed for students wishing to obtain nationally recognised qualifications related to livestock, cropping, horticulture and general agricultural practices. This course prepares students who are interested in gaining employment in the agricultural industry directly from school.

Note: This program is delivered at Dalby SHS Bunya Campus, one full-day each week (ie other classes may be missed on regular timetable). Early starts and late finishes are likely at times throughout the term.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• AHCOS201A Participate in OHS processes</li> <li>• AHCWRK209A Participate in environmentally sustainable work practices</li> <li>• AHCCHM201A Apply chemicals under supervision</li> <li>• AHCBAC201A Assist agricultural crop establishment</li> <li>• AHCINF202A Install, maintain and repair fencing</li> <li>• AHCLSK202A Care for health and welfare of livestock</li> <li>• AHCLSK204A Carry out regular livestock observation</li> <li>• AHCLSK205A Handle livestock using basic techniques</li> <li>• AHCLSK206A Identify and mark livestock</li> <li>• AHCLSK207A Load and unload livestock</li> <li>• AHCLSK209A Monitor water supplies</li> <li>• AHCLSK210A Muster and move livestock</li> <li>• AHCMOM202A Operate tractors</li> <li>• AHCMOM203A Operate basic machinery and equipment</li> <li>• AHCPMG201A Treat weeds</li> <li>• AHCWRK204A Work effectively in the industry</li> <li>• AHCWRK205A Participate in workplace communication</li> </ul>	<p><i>Assessment Summary</i></p> <p>Competency based assessment for Vocational elements which might include observations and checklists, practical tasks, integrated projects, training record books and written assessment tasks.</p>
<p><i>Homework requirements</i></p> <p>Most work is practically based and is completed during class time. Some additional time out of school may be required to complete theory modules and workbooks.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• General student stationery</li> <li>• See 2018 Dress Code for uniforming requirements</li> </ul>

**Certificate I in Engineering (MEM10105) – 3 credits**

**Certificate II in Engineering (MEM20105) – 4 credits**

(Offered as part of Trade Futures only)

This certificate is designed for those students who are interested in learning basic engineering or those interested in learning basic metal working skills. **Note:** Students will be enrolled in the Cert II and only moved into the Cert I should they not complete all required units within the Cert II.

<p><i>Course Content (Certificate I)</i></p> <ul style="list-style-type: none"> <li>• MEM13014A Principles of Occupational Health and Safety in the work environment</li> <li>• MEM104004A Plan and undertake a routine task</li> <li>• MEM15024A Apply quality procedures</li> <li>• MEM16007A Work with others in a manufacturing, engineering or related environment</li> <li>• MEM11016B Order materials</li> <li>• MEM05005B Carry out mechanical cutting</li> <li>• MEM05012C Perform routine manual metal arc-welding</li> <li>• MEM05007C Perform manual heating and thermal cutting</li> <li>• MEM07032B Use workshop machines for basic operations</li> <li>• MEM03003B Perform sheet and plate assembly</li> <li>• MEM03001B Perform manual production assembly</li> <li>• MEM16007A Work with others in a manufacturing, engineering or related environment</li> <li>• MEM18002B Use power tools/hand held operation</li> <li>• MEM18001C Use hand tools</li> </ul> <p><i>Course Content (Certificate II)</i></p> <p>Above plus below units:</p> <ul style="list-style-type: none"> <li>• MEM05050B Perform routine gas metal arc-welding</li> <li>• MEM09002B Interpret technical drawing</li> <li>• MEM15002A Apply quality systems</li> </ul>	<p><i>Assessment Summary</i></p> <p>Competency based assessment is based on practical project work.</p>
<p><i>Homework requirements</i></p> <p>All work is practically based and completed in class time.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• General student stationery</li> <li>• See 2018 Dress Code for uniforming requirements</li> </ul>

## Certificate II in Engineering (Pathways) (MEM20413) – 4 credits

(Offered as part of Trade Futures and Ag Futures only)

This certificate is designed for those students who are interested in learning basic engineering or those interested in learning basic metal working skills.

<p><i>Course Content</i></p> <ul style="list-style-type: none"> <li>• MEM13014A Apply principles of occupational health and safety in the work environment</li> <li>• MEMPE005A Develop a career plan for the engineering and manufacturing industry</li> <li>• MEMPE006A Undertake a basic engineering project</li> <li>• MSAENZ272B Participate in environmentally sustainable work practices.</li> <li>• MEM16006A Organise and communicate information</li> <li>• MEM16008A Interact with computing technology</li> <li>• MEM18001C Use hand tools</li> <li>• MEM18002B Use power tools/ hand held operations</li> <li>• MEMPE001A Use engineering workshop machines</li> <li>• MEMPE002A Use electric welding machines</li> <li>• MEMPE003A Use oxy-acetylene and soldering equipment</li> <li>• MEMPE004A Use fabrication equipment</li> </ul>	<p><i>Assessment Summary</i></p> <p>Competency based assessment is based on practical project work.</p>
<p><i>Homework requirements</i></p> <p>All work is practically based and completed in class time.</p>	<p><i>Resources/Stationery Requirements</i></p> <ul style="list-style-type: none"> <li>• General student stationery</li> <li>• See 2018 Dress Code for uniforming requirements</li> </ul>