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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.

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

GUIDELINES

1. Find out about occupational pathways

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present then select subjects that will keep several career options open to you. Your guidance officer will be able to help you get started.

You will also need to find out about the various pathways you can take to obtain qualifications you will need to get a job in the occupational areas in which you are interested.

The following resources are available in schools and give you information about occupations and the subjects and courses needed to gain entry to these occupations.

Australia’s National Career Information Service, called myfuture, can be accessed at: www.myfuture.edu.au

The Jobguide book which can also be accessed from the Jobguide website at: www.education.gov.au/job-guide.

The QTAC Guide is useful for information on tertiary courses offered through QTAC.

The Tertiary Pre-requisites 2019 book, provided by QTAC to all Year 10 students, provides information on subjects required for entry to tertiary courses offered through QTAC in the Year 2019.

Tertiary entry: Internal Year 12 students without OPs is a handout that is available from the QTAC website at www.qtac.edu.au. It explains how students who are not eligible for an Overall Position (OP) can gain entry to tertiary courses through QTAC.

Queensland TAFE Handbook at: http://tafebrisbane.edu.au

2. Find out about the subjects offered by your school

Your school will offer the following types of subjects:

Authority subjects
- These subjects are approved and developed by the Queensland Studies Curriculum and Assessment Authority (QCAA). Achievements in these subjects are recorded on the senior statement, and are used in the calculation of credits for QCE, OPs and selection ranks.
• Students who do not achieve Sound Achievement or better in a Year 10 subject may find related Authority subjects in Years 11 and 12 extremely difficult. As a result, prerequisites exist for the selection of certain subjects. Please refer to the document provided to students about subject-specific prerequisites.

• Your OP is dependent on how well you achieve in your subjects. You need to choose subjects in which you have the best chance of doing well and which you will enjoy.

• To study certain subjects in Year 11 – especially Authority subjects – students must meet the prerequisite requirements (see individual subjects for details).

Authority-registered subjects
Authority-registered subjects are those based on QCAA developed Study Area Specifications. Achievements in these subjects are recorded on the Senior Statement, and are used in calculating credit for QCE. They are not used in the calculation of an OP but will be used in the calculation of a tertiary selection rank for entrance into University courses. Authority-registered subjects emphasise practical skills and knowledge relevant to specific industries.

Please Note:
The school must have specialist teachers and equipment to run subjects. A subject being offered to students also depends on the number of students who have selected that subject.

Vocational Education and Training (VET)
Student achievement in accredited vocational education competencies is based on industry-endorsed competency standards and is recorded on the Senior Statement. This may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to courses at TAFE institutes and other registered training organisations. Completion of a vocational certificate contributes credit towards QCE.

External VET study opportunities
Students may choose to study a Vocational qualification through a number of institutions and providers. Specific details of the courses available for students to choose from is provided from page 73 of this handbook. Acceptance into External VET qualifications is subject to the enrolment prerequisites and processes of the delivering institution. Decisions will be made at the discretion of these institutions.

Students who are OP-eligible are not permitted to study externally through TAFE. However, they may select Certificate III qualifications delivered at Dakabin SHS or Redcliffe SHS. OP-eligibility is also not compatible with students undertaking a school-based apprenticeship or traineeship due to the requirement to miss a full day of school (or more) each week. Opportunities to discuss this will be available for students and parents to discuss during SETPlan interviews.

3. Check out each subject fully
Take these steps to ensure you understand the content and requirements of each subject:
• Read subject descriptions and course outlines in booklets provided by your school.
• Talk to Heads of Departments and teachers of each subject.
• Look at books and materials used in the subject.
• Listen carefully at subject selection talks.
• Talk to students who are already studying the subject.

4. Choose a combination of subjects that suits your needs and abilities
Traps to avoid
• Do not select subjects simply because someone has told you that they “will help you get a better OP”.
• Consider other peoples’ opinions of the subjects but do not make your decision on these only. Check the subjects out for yourself.
Vocational Education
Consider vocational certificate courses if:
- The subject relates to or could provide a pathway to a job that attracts you.
- Success in the subject may give you advanced standing (credit) in a higher-level course in which you are interested.
- You are interested in the subject and think you would enjoy studying it.

Incompatible subjects
The following combinations of subject selections are NOT permitted:
- Selecting an Authority (OP) subject and its Authority-registered (non-OP) equivalent:
  - Information Processing & Technology and Information & Communication Technology
  - English and English Communication
  - Physical Education and Recreation
  - Mathematics A, B or C and Prevocational Mathematics
  - Hospitality Studies and Hospitality
  - Biology, Chemistry or Physics and Science in Practice
  - Ancient History, Modern History, Legal Studies and Social and Community Studies
- Maths C and Maths A (Note: If selecting Maths C, students MUST also study Maths B)

Please also note that students wishing to participate in the Dakabin SHS Dance Squad MUST select Dance as a subject for Years 11 and 12.

Tertiary Entrance
If you wish to study degree or diploma courses at university or TAFE after Year 12:
- Ensure you select the prerequisite subjects required for your preferred courses. These are listed in Tertiary prerequisites 2019.
- Many, but not all, students gain entry to university on the basis of an OP. To be eligible for an OP, in the 4 semesters of Years 11 and 12 you must complete 20 semester units of Authority subjects (the equivalent of 5 subjects). At least three subjects must remain unchanged throughout Years 11 and 12. You must also sit for the Queensland Core Skills Test.
- Year 12 students who are ineligible for an OP may gain entry to tertiary courses on the basis of a selection rank.

Most of these students apply for diploma and advanced diploma courses.

School-Based Apprenticeships and Traineeships
You may have an opportunity to complete Year 12 and begin an apprenticeship or traineeship while you are still at school. See page 77 for more details.

Be sure that you understand that apprenticeships and traineeships are legally binding formal agreements. When you sign these you are agreeing to particular work and training requirements, as is your host employer.

Check all documents carefully with a teacher and a trusted adult to ensure that you fully understand what is required of you, the school, and the employer in the agreement.

Be prepared to ask for help
If you and your parents are still uncertain about the combination of subjects you have chosen, check again with some of the many people available to talk to – Teachers, Heads of Departments, Guidance Officer or Deputy Principals and Principal. Don’t be afraid to seek their assistance. They are all prepared to help.
If you intend going on to tertiary study you should be aware that the main selection criteria are your Overall Position or Rank and successful completion of subject prerequisites.

Subject prerequisites are the subjects you study in Year 11 and Year 12 that are stated by universities, TAFE and colleges, as necessary for you to complete at the required level to qualify for entry to particular courses. Some exceptions exist for students achieving extremely competitive tertiary courses.

There are two other subject categories, assumed knowledge and recommended study, which are not essential to course entry, but are considered necessary to success in the particular course.

Definitions of these are set out below.

Subjects that are assumed: assumed knowledge is the minimum level of achievement in Senior studies (or equivalent) considered necessary for successful first year tertiary study. Students lacking the assumed level of knowledge are not prevented from enrolling; however, they may be disadvantaged unless they undertake any recommended bridging, preparatory or appropriate introductory subjects prior to or during their first year of study. Further information is available from the Admissions Office of the institution concerned.

Subjects that are recommended: Subjects recommended in order to undertake a course successfully. These subjects are not entry requirements and do not affect applicant selection.

You should choose your Year 11 and Year 12 subjects based on the prerequisite as well as the assumed and the recommended level of knowledge required for the courses you are interested in. To do this best, we strongly advise that in making your choice, you:

- select prerequisite subjects for tertiary courses in which you are interested; and
- choose the remainder of your Senior subjects by what you do best and what you prefer to do.

In this way you are likely to achieve your best possible result.
Dakabin SHS has prerequisites for a range of Year 11 Authority subjects before students can select them. Students have been informed their Year 10 Semester 1 results will be used for determining access to Year 11 Subjects. If a student believes they can improve their result to gain access to a subject they must prove this by the end of Semester 2 Year 10. It will then be their responsibility to have a further subject selection in November if applicable. Students who do not qualify for the Authority subject may choose the School or VET subject in that faculty area. Subject prerequisites are listed in the subject overview.

Prerequisite Information for Selection of Authority Registered (Non-OP) Subjects and VET Certificates

Dakabin SHS has prerequisites for a range of Year 11 Authority-Registered subjects and VET Certificates before students can select them. Students have been informed their Year 10 Semester 1 results will be used for determining access to Year 11 Subjects and VET Certificates. If a student believes they can improve their result to gain access to a subject they must prove this by the end of Semester 2 Year 10. It will then be their responsibility to have a further subject selection in November if applicable. Subject prerequisites are listed in the subject overview.
EDUCATION AND TRAINING REFORMS FOR THE FUTURE
A QUEENSLAND GOVERNMENT INITIATIVE

Major elements of the *Youth Participation in Education and Training Act 2003* were introduced on 1 January 2006.

The new law raises the school leaving age. Young people must now stay at school until they finish Year 10, or turn 16, whichever comes first.

After that, young people must stay in education or training for a further two years, or:

- get a Queensland Certificate of Education (QCE), or
- a Certificate III vocational qualification or higher, or
- turn 17

whichever comes first.

There are exemptions to this, and they apply if:

- the young person is in paid employment for at least 25 hours each week, or
- the young person is in paid employment for fewer than 25 hours each week, or unpaid employment under an employment exemption, or
- the young person is enrolled with “an entity” providing employment skills development program, and attends for the whole program

The new law also means that every young Queenslander must be registered with the Queensland Studies Authority (QSA) when they are in Year 10, or in the year before they turn 16.
The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification. It is a school-based qualification awarded to young people who are eligible at the completion of the senior phase of learning, usually at the end of Year 12.

The QCE confirms achievement in contributing studies of a significant amount of learning at a set standard and pattern while meeting literacy and numeracy requirements.

You need:

an amount of learning

20 credits

at a set standard

Sound Level of Achievement, Pass or equivalent

in a set pattern

at least 12 credits from completed Core courses of study

plus

an additional 8 credits from a combination of any courses of study

but a maximum of 6 credits from Preparatory courses of study

and meet literacy and numeracy requirements

to gain a QCE
How Does the QCE Work?

A wide range of learning can contribute towards the QCE, including:

- senior school subjects
- vocational education and training (VET)
- workplace learning recognised by the QCAA
- university subjects undertaken while at school

Different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE.

Planning for a QCE

The Senior Education and Training Plan (SET Plan) helps each student plan and structure their senior learning around their abilities, interests and ambitions. The SET Plan is a map of what, where and how a student will study during their senior phase of learning - usually Years 10, 11 and 12. Planning should be finalised by the end of Year 10 and is agreed between the student, their parents or carers and the school. The SET Plan should be regularly reviewed by schools, students and parents or carers, and updated as required.

Monitoring Progress

When a student is registered with the QCAA, an individual learning account is opened for them. The learning account records:

- all eligible learning undertaken during the senior phase of learning
- where and when learning takes place, and
- results achieved upon completion

Students can use their learning account to track their progress towards a QCE, vocational certificate or Queensland Certificate of Individual Achievement (QCIA) through the Student Connect website (www.studentconnect.qcaa.qld.edu.au).

The following planning chart provides further information about the requirements of the QCE. It is also available for download through: https://www.qcaa.qld.edu.au/downloads/senior/qce_planning_pathway.pdf
Why Should I choose VET

Is VET the right option for you?

Answer these simple questions to find out.

When do you enjoy learning?

A  When I am reading and writing about things.
B  When I am reading, writing and doing practical (hands on) tasks.

Where would you prefer to learn?

A  In a classroom at school.
B  In the classroom and in the workplace.

What qualifications or awards do you want when you finish Year 12?

A  I want a Queensland Certificate of Education (QCE) and maybe a Tertiary Entrance Statement.
B  I want a Queensland Certificate of Education (QCE), maybe a Tertiary Entrance Statement and industry-recognised certificates that are accepted all over Australia.

If you answered ‘b’ to one or more of these questions, then VET could be for you.

... studying VET in school can lead to many different qualifications?

What is VET?

VET stands for vocational education and training. VET courses are developed by industry.

Participating in a VET course allows you to gain the knowledge and skills necessary to meet industry standards.

Most VET courses offered by schools are at levels 1 or 11 – the qualifications you need if you are just entering the workforce.

There are many VET courses in different industry areas – such as furnishing, IT, agriculture, hospitality, tourism, business and lots more.

VET courses are recognised Australia-wide.

Vocational Education and Training in Schools
Senior Phase of Learning Team Education Queensland
How can you study VET?

You can study VET as part of an Authority subject or an Authority-registered subject or simply as a course on its own.

Dakabin provides students with the opportunity to enrol in VET courses by attending a TAFE institute or other training organisation. The range of VET qualifications offered is huge but you may have to pay for some courses.

The School-based Apprenticeship and Traineeship (ASBA) program allows you to gain a VET qualification and do paid work in a traineeship or apprenticeship area while you are still at school studying for your Queensland Certificate of Education (QCE).

The type of VET you study will depend on what your school offers, so talk to your guidance officer about the range of VET qualifications available to you.

What is the link between VET and tertiary entrance?

Will I still be able to get an OP if I do VET?

Yes, it is possible to study VET and also be eligible for an OP – for example:

You could choose to study a VET Authority subject as one or more of the subjects you have to study to be OP eligible. There are currently two Authority subjects that have some VET components in them.

If I am not OP eligible, can I still apply for tertiary study?

Yes, your achievements in VET, including a completed ASBA, may contribute to a selection rank used by some universities and TAFEs.

Whom should I talk to about VET and tertiary entrance?

Your Senior Schooling Head of Department is the best person to talk to about the part VET can play in tertiary entrance.

The benefits of studying VET

VET can help you move from school to work.

It can help you get a job while still at school or after you leave school.

Most VET courses are very hands-on. If you are the sort of person who learns by doing, you will probably enjoy this type of course.

VET encourages learning in the workplace – for example, through work experience. In this way you can get a good understanding of what a job is like before you start working.

VET pathways

Having VET qualifications can lead to many different careers and jobs.

For example, you can do a Certificate 1 in Hospitality at school, then go onto TAFE to do a hospitality administration course, before starting work in a large international hotel. Later, you could do some part-time business studies at TAFE or university.

Australian school-based traineeship or apprenticeship in the automotive industry can lead you straight into a job in the industry. You may later decide to do a degree course in engineering at a university.
**Apprenticeship or Traineeship**

**WHAT ARE AUSTRALIAN SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS?**

Australian School-based Apprenticeships and Traineeships (ASBA) allow you to train and do paid work in your chosen traineeship or apprenticeship area while you are still at school studying for your Queensland Certificate of Education (QCE). As well as work, you will get extra training to build on the skills learned at work and at school. This training may occur while you are at work or at school or at a TAFE or private training organisation.

**THINGS FOR YOU TO THINK ABOUT**

If you want to do an Australian school-based apprenticeship or traineeship, you will need to think about some of the following:

- it is possible to achieve an OP and to do a ASBA
- a school-based apprenticeship or traineeship requires a training agreement to be signed. This is a contract committing you and your employer to the apprenticeship or traineeship
- you may be completing your traineeship after you have finished school
- you will be completing your apprenticeship after you have finished school
- it is important that you are very sure about your goals and career plans before signing up
- select the subjects that will help you with your traineeship or apprenticeship or that you need for further study after school
- Youth Allowance payments can sometimes be affected by the amount you earn
- transport to work and/or to training in and out of school hours may be an added cost
- sometimes the work involved will require you to be able to get to different job sites.

**WHAT ARE THE BENEFITS FOR ME?**

- A Queensland Certificate of Education (QCE)
- A head start in the job market
- Completion or progress toward the completion of a vocational (VET) qualification
- Paid employment for the time spent at work
- Training with a registered training organisation
- An easier move from school to work
- Gaining first-hand experience in the industry
- Using your VET qualification to get into tertiary education, such as Diploma courses

**WHAT DO I DO IF I'M INTERESTED IN A SAT?**

- Find out what ASBAs there are to choose from. There are many new ones!
- Talk to people working in different jobs to find out about the skills they use and where they work.
- Talk with the people in your school who can help with advice – like the Head of Learning Engagement or Guidance Officer.
- Get experience in the areas you are interested in through volunteer, part-time or holiday jobs or through structured work or industry placement.
- See Mr Skerman for an Expression of Interest form.

**SOME OF THE AVAILABLE APPRENTICESHIPS AND TRAINEESHIPS**

- Automotive
- Building and Construction
- Business (Office)
- Child Care
- Engineering
- Fitness, Sport and Recreation
- Food Processing
- Forest Industries
- Furnishing
- Hairdressing
- Health Care
- Hospitality
- Information Technology
- Marine
- Mining
- Plastics
- Printing
- Rural Industries
- Telecommunications
- Textiles, Clothing and Footwear
- Tourism
- Transport and Warehousing
- Utilities
- Wholesale and Retail

**HOW LONG WILL MY SAT TAKE TO COMPLETE?**

If you start prior to, or early in Year 11, you may be able to complete a school-based traineeship by the end of Year 12. If you have not completed it by the end of Year 12, you must continue with your traineeship after Year 12, until it is completed. As an apprenticeship is a longer qualification, you will not have completed your apprenticeship by the end of Year 12. You must continue with your apprenticeship after Year 12 until it is completed.
AGRICULTURE AND RURAL STUDIES
HEAD OF DEPARTMENT: MRS FIONA LESTER

AGRICULTURAL SCIENCE (AGS)
AUTHORITY SUBJECT

AIM

Agricultural Science explores the way people manage natural resources such as plants and animals, climate, soils and water to meet their basic needs. It is a broad based area of study with opportunities for field, computer-based and traditional modes of learning. Students develop an extensive knowledge of the agricultural sector, skills in research techniques, problem solving and communication.

Agricultural Science is a recommended subject in most of the diploma and degree courses offered by the Faculty of Natural Resources, Agriculture and Veterinary Science at the University of Queensland (St Lucia and Gatton College). Being a broadly based subject it is of value in any further studies in the life sciences.

AREAS OF STUDY

Units covered over the two year program include:
- Anatomy and physiology of plants and animals
- Breeding and genetics
- Natural resources management
- Crop production
- Local farm enterprise (Mount Mee beef cattle farm), case study (including animal science and agribusiness)

ASSESSMENT/WORKLOAD

Agricultural science is an Authority Subject with an academic flavour, although there is considerable opportunity for field based learning. Assessment is in the form of traditional examinations plus assignment work which includes conducting and reporting on trials, field surveys, literature reviews and investigation of latest industry practice. Students conduct a plant nutrition pot trial (anatomy and physiology of plants and animals) a crop variety trial (crop production) and a breeding and genetics trial where they hatch an autosexing breed of chicken in the school incubator. They then study the genetics behind the basics of the rooster chicks hatching and a different feather colour to the pullet (hen) chicks. With the inclusion of 2 separate all-day field trips, students also conduct an in-depth case study of a local beef cattle enterprise at Mount Mee. Students are expected to demonstrate ability in the fields of Knowledge, Problem Solving and Communication.

SUBJECT ADVICE

It is an advantage to have studied agriculture and science in the junior school, but not essential. Students should have sound passes in Science, Maths and English before taking on this subject.

SUBJECT PREREQUISITES

Students need to have achieved At least a C in Year 10 Science and at least a C in Year 10 English.

ASSOCIATED SUBJECT COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT
Mrs F Lester – HOD Agriculture
Phone: 3491 5413 Email: flest4@eq.edu.au
The school must have specialist teachers and equipment to run these courses. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualification. This may involve study off-campus or online, with any additional costs to be met solely by the student. The school retains the right to cancel a course if it is unable to meet legislated requirements. Additional details regarding course guarantee, policies including RPL, appeal, costs, certificate issue and statement of attainments can be found on the school website in the Curriculum section, VET Handbook.

AIM

The course has been designed for students who have an interest in animals and would like to pursue a career in this area. The certificate one is completed over the first year and students can then go on to complete certificate two in their second year providing all competencies have been achieved.

CERTIFICATE I:

Students will need to complete 5 core and 2 elective units plus five days of work experience.

Job role titles covered by Certificate one may include:
- Assistant animal care worker
- Assistant animal shelter attendant
- Assistant kennel hand
- Assistant cattery attendant

CERTIFICATE II:

Students will need to complete 7 core and 5 elective units plus five days of work experience

Job role titles covered by this qualification may include:
- Animal care attendant
- Animal shelter attendant
- Kennel hand
- Cattery attendant
- Pet shop attendant
- Assistant dog groomer

ASSESSMENT

Assessments in the Certificate I and II Animal Studies are competency-based. This involves Observation with checklists, Projects / Portfolios, Questioning and Reports from workplace supervisor.

Dakabin State High School is the Registered Training Organisation for the Certificate I and II course. Students complete competency-based tasks for each module. Results for each unit of competence will be recorded as Competent or Not Yet Competent. Students are required to demonstrate competence in all set tasks to enable them to receive certification.

SUBJECT ADVICE

While it is an advantage to have studied Junior Agricultural and Animal Studies it is not essential.

SUBJECT PREREQUISITES

At least a C in Year 10 Agriculture. Must not have received an "Unsatisfactory" standard for effort and/or behaviour in Year 10 Agriculture.
WORK PLACEMENT

Work Placement is a mandatory requirement of this course. Students must make the commitment to go to a work placement on the nominated days, working the normal hours of the business rather than school hours. Participation by employers in work placement programs is voluntary and highly sought after by many other schools in the community. To ensure the continuing success of Dakabin’s program it is imperative that students’ behavior in the workplace and attendance is exemplary. Please ensure you read the Work Placement Policy on Page 71 of this booklet.

ASSOCIATED COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CERTIFICATES POSSIBLE

Students who achieve competencies in all Certificate I Animal Studies and Certificate II Animal Studies modules by the end of Year 12 will be awarded the Certificate I in Animal Studies (ACM10110) and Certificate II in Animal Studies (ACM20110). Those who do not successfully complete all competencies to be awarded will receive a Statement of Attainment stating competencies achieved.

CONTACT
Mrs F Lester – HOD Agriculture
Phone: 3491 5413 Email: flest4@eq.edu.au
AIM

Rural Operations is a two year course. Students will develop their knowledge and skills while working on the school farm undertaking cattle and sheep operations and other practical activities.

AREAS OF STUDY

- Machinery - tractor operations, servicing and maintenance of small engines and farm equipment
- Animal production studies - bees, cattle and sheep handling
- Fencing - construction and repairs

Students will have the opportunity to complete a Certificate II in Rural Operations in Year 11 and 12 from the AHC10 Agriculture Training package. For students to achieve an AHC21210 Certificate II in Rural Operations, they must achieve competence in the 2 core units of competency and in 13 elective units of competency.

ASSESSMENT / WORKLOAD

Dakabin State High School is the Registered Training Organisation for the Certificate I and II course. Students complete competency-based tasks for each module. Results for each unit of competence will be recorded as Competent or Not Yet Competent. Students are required to demonstrate competence in all set tasks to enable them to receive certification.

Assessments in the Certificate II in Rural Operations are competency-based. This involves project work, checklists, observations, practical tests, and some written tests graded by competent or not yet competent.

SUBJECT ADVICE

It is an advantage to like the rural industry with its outdoor activities which are mainly practical orientated.

ASSOCIATED COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CERTIFICATES POSSIBLE

Students who achieve competencies in all Certificate II Rural Operations modules by the end of Year 12 will be awarded a Certificate II in Rural Operations (AHC21210).

Those who do not successfully complete all competencies to be awarded will receive a Statement of Attainment stating competencies achieved.

CONTACT

Mrs F Lester – HOD Agriculture
Phone: 3491 5413 Email: flest4@eq.edu.au
Dakabin State High School: Rural Skills Pathways

Year 9 & 10
Animal & Agriculture Studies

Year 11 & 12

Agricultural Science
OSA Subject – contributes to OP

Certificate II in Animal Studies

Post-School Options
Study at University

Certificate II in Rural Operations

Post-School Options
Immediate employment and/or Continue study at Brisbane North TAFE to Certificate IV and Diploma Level

Post-School Options
Immediate employment or Continue study at an Agricultural College or TAFE
AIM

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.

A course of study in Business Studies consists of core ‘Business practices’ and ‘Business functions’ delivered through elective ‘Business contexts’. Students will explore business functions and develop business practices required to produce solutions to real life or simulated problems and successfully participate in future employment.

Students develop their business knowledge and understanding through applying business practices and business functions in business contexts. Students will analyse business information and will have opportunities to propose and implements outcomes and solutions in business contexts. Students develop effective decision-making skills and learn how on plan, implements and evaluate business outcomes and solutions.

A course of study in Business Studies can establish a basis for further education and/or employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

AREAS OF STUDY

The study area consists of four business functions:

- Working in administration
- Working in finance
- Working with customers
- Working in marketing

Working in administration focuses on the broad range of administrative knowledge, understanding and skills needed to work in a variety of business contexts.

Working in finance focuses on the knowledge, understanding and skills needed to support the financial functions of a business. This function included examining and completing the activities involved in the preparation and processing of everyday transactional and financial documents and records.

Working with customers focuses on investigating the meaning and importance of customer services and how businesses decide on the level of customer services they will offer to their customers.

Working in marketing focuses on investigating how businesses use marketing activities to meet customers’ needs and deal with competition.
ASSESSMENT/WORKLOAD

The assessment criteria are described in terms of:
- Knowledge and understanding
- Analysing and applying
- Planning and evaluating.

and techniques include:
- Projects
- Extended response to stimulus
- Supervised examination

Assessment instruments can include: practical, written spoken, multimodal.

ASSOCIATED SUBJECT COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT

Ms J Lowrie - Teacher
Phone: 3491 5423 Email: jlowr3@eq.edu.au

Ms H Whitlock – Teacher
Phone: 3491 5423 Email: hwhit19@eq.edu.au

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BSB 30115 CERTIFICATE III BUSINESS
@ DAKABIN SHS

In 2017, Dakabin State High School will be entering into a partnership with external RTO (Registered Training Organisation), Binnacle Training (RTO 30115). Through this partnership, students will have the opportunity to complete a Certificate III in Business. This course will be delivered at Dakabin SHS as part of students’ normal timetable, using our school’s resources and qualified staff.

Disclaimer: Please read. The school must have specialist teachers and equipment to run these courses. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualification. This may involve study off-campus or online, with any additional costs to be met solely by the student. The school retains the right to cancel a course if it is unable to meet legislated requirements. Additional details regarding course guarantee, policies including RPL, appeal, costs, certificate issue and statement of attainments can be found on the school website in the Curriculum section, VET Handbook.

SUBJECT PREREQUISITES

Students need to have achieved at least a B in Year 10 English.

CONTACT

Ms J Lowrie - Teacher
Phone: 3491 5423 Email: jlowr3@eq.edu.au

Ms A Woodard – Teacher
Phone: 3491 5423 Email: awood33@eq.edu.au
AIM

At senior level, English requires students to conceptualise, imagine, appreciate, reflect, make decisions, hypothesise, speculate, experiment, analyse and evaluate to enhance their ability to think, use language and make meaning at increasingly complex and independent levels. Students reflect on ways of being in the world, shape their identities, develop meaningful relationships with others, and express their ideas and feelings. They are encouraged to gain pleasure from texts while developing understandings of the power of texts to influence, tell the stories of a culture and promote shared understandings. From the texts chosen over the two year course, students develop understandings that texts store, transmit, reproduce, negotiate or challenge assumptions, values and attitudes available in the culture.

AREAS OF STUDY

The course may include the following areas of study:

- How Australia is represented through film
- Different ways of reading extended fiction and non-fiction texts
- How the media constructs advertising and public perception
- Short stories, divergent texts and poetry
- Constructing and reconstructing Identities
- Contemporary and Shakespearean plays
- Documentaries

ASSESSMENT/WORKLOAD

Decisions are made on students’ achievement using the six assessment tasks – three written and three oral – that are completed by the students in both Years 11 and 12. It is a syllabus requirement that students must be sound in writing and speaking separately in order to be awarded a sound achievement.

Opportunities may be provided for students to complete and submit additional tasks which may provide information for making judgments if achievement on an earlier task was unrepresentative or atypical, or there was insufficient information upon which to base a judgment. Selective updating does not involve students reworking and resubmitting previously graded assessment tasks. The decision to selectively update assessment is made by the class teacher in consultation with the HOD English.

SUBJECT PREREQUISITES

Students need to have achieved at least a B in Year 10 English.

ASSOCIATED SUBJECT COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT

Ms T Ah Boo – A/HOD Humanities
Phone: 3491 5457 Email: tahbo1@eq.edu.au
This is an Authority-registered Subject. Students may choose it as an alternative to Authority English and therefore this subject does not count towards an OP.

AIM

The aim of English Communication is to develop students’ abilities to use and understand language as it relates to the workplace, matters of community, national and international interest and personal leisure and recreation. This subject is suitable for students who know they are not proceeding directly to University but are considering entering the workforce or TAFE after Grade 12.

AREAS OF STUDY

The content of this subject is divided into three sections – Work, Leisure and Community. Students will complete at least one unit from each section each semester.

A Leisure unit will require students to study and respond to the language used in literature, magazines, drama, films, television and radio. Students will be required to study and respond to issues of current local, national and international significance as represented in the media in the Community units. The Work section will include topics spread across the two years of the course, as follows:

- Workplace Communication
- Presenting Information
- Work Team Communication
- Dealing with Customers and Clients
- Job Seeking Skills

ASSESSMENT/WORKLOAD

Assessment will include both written and spoken tasks and students will complete 8 items per year. Fifty percent of the assessment is spoken. Two items per year will be completed under supervised conditions.

SUBJECT ADVICE

It is an advantage to have achieved a C in Year 10 English.

ASSOCIATED SUBJECT COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT

Ms T Ah Boo – A/HOD Humanities
Phone: 3491 5457 Email: tahbo1@eq.edu.au
Physical Education is offered as an elective unit with a time allocation of six periods per week and is an Authority subject.

AIM

Physical Education in the senior school context involves the study of physical activity and engages students as intelligent performers, learning in, about, and through physical activity.

Intelligent performance involves rational and creative thought at a high level of cognitive functioning and engages students not only as performers but also as analysts, planners and critics in, about and through physical activity.

AREAS OF STUDY

Students will be offered four physical activities which will serve both as a source of content and data and also as a medium for learning. Physical activities are grouped into different categories and will be studied as follows:

- Direct interceptive activities, e.g. touch football, netball
- Indirect interceptive activities, e.g. volleyball
- Performance activities, e.g. athletics

As well as learning physical skills as described in the categories above, students will study supportive and integrated theoretical aspects of physical activity with subject matter drawn from and organised around the following three content areas:

Focus Area A: Learning Physical Skills
- Skill acquisition, motor learning
- Psychology of performance
- Biomechanical principles

Focus Area B: Process and Effects of Training and Exercise
- Exercise physiology
- Energy for physical activity
- Training program design

Focus Area C: Equity and Access to Sport and Physical Activity in Australian Society
- Figueroa’s Framework
- Factors affecting equity and access to sport including: individual, interpersonal, institutional, structural, cultural
Prospective students should note the following syllabus requirements:

- 50% of course time is devoted to performance in physical tasks with the remaining course time devoted to supportive theoretical aspects
- Equal time is allocated to each of the four selected physical activities across the course of study
- The four selected physical activities are Volleyball, Touch Football, Athletics and Netball

**SUBJECT ADVICE**

The theory section of the course is reasonably demanding whilst the practical sections of the course will require students to participate in all aspects of the course. Students who have an interest in fitness, the development and understanding of physical skills and a willingness to be involved should be successful. Prospective students should note the four different physical activities. This course of study adopts the policy of completion of work before progression. Students must complete all aspects of the course to proceed to the next unit.

**SUBJECT PREREQUISITES**

Students need to have achieved at least a C in Year 10 HPE and a C in Year 10 English.

**ASSESSMENT/WORKLOAD**

- Students will be required to acquire, apply and evaluate information in, about and through physical activity.
- Students will be assessed formatively (feedback helping students to gain a higher level of performance), and summatively (normally gathered from tasks completed during the second year of the course).
- The range of assessment options includes written tasks, physical tasks and multimodal tasks.
- Exit levels of achievement are determined by means of continuous assessment and are not based on a student’s response to a single measurement at the end of the course.

**ASSOCIATED SUBJECT COSTS**

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

**CAREER APPLICATIONS**

As Physical Education is a broad science its assistance to employment possibilities is varied, ranging from tertiary based, e.g. teaching, physiotherapy, chiropractic, nursing, sports medicine, to diploma courses in recreational area, police and defence forces. The anatomy, physiology and human performance sections of the course together with the understanding of the biological and social significance of physical fitness and skills can be the basis for a variety of occupations.

**CONTACT**

Ms A Mellish – A/HOD Health & Wellbeing
Phone: 3491 5431 Email: amell17@eq.edu.au
AIM

Recreation provides students with an opportunity to participate in physical activity, while developing skills necessary for and beneficial to a physically active life. Whether these skills are oriented to work, fitness or recreation, students will develop their interpersonal skills, to learn and function in varied situations, and to acquire knowledge and skills related to further training and employment.

Students will be involved in many different learning experiences, including: engaging in and observing recreation activities; planning and organising activities; working with others and in teams; making decisions and solving problems; gathering and comprehending information from a range of sources; organising and analysing information; conducting surveys; using technology; compiling reports; and communicating ideas and information in a variety of modes and genres.

Students will be given the opportunity to experience a variety of physical activities whilst developing the above skills.

AREAS OF STUDY

Recreation Studies will run in Year 11 & 12 in 2017. Students will investigate the following areas throughout the course of study:

- Recreation, you and the community
- Physical activity and healthy living
- Health and safety in recreation
- Personal and interpersonal skills in recreation activities
- Active play and minor games
- Games and sports
- Health related physical activities

Practical activities that the students will be involved in will include:

- Performances activities e.g. golf, weight training
- Direct interceptive activities e.g. touch, futsal, handball, flag gridiron
- Indirect interceptive activities e.g. volleyball, tennis, softball, badminton

ASSESSMENT/WORKLOAD

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

The workload for Recreation is as for other senior subjects where regular weekly attending to study, completing homework tasks, research and fitness/sports training is needed to produce good results.
SUBJECT ADVICE
An integral part of this course is the expected level of physical fitness to be fully involved in the different activities. There are no prerequisites for this course. Students intending to do the course should be prepared to engage in all the activities involved.

SUBJECT PREREQUISITES
Students need to have achieved at least a C in Year 10 HPE. Must not have achieved an “Unsatisfactory” standard for effort and/or behaviour in Year 10 HPE.

ASSOCIATED COSTS
For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT
Ms A Mellish – A/HOD Health & Wellbeing
Phone: 3491 5431  Email: amell17@eq.edu.au

SIS30313 CERTIFICATE III in FITNESS @ DAKABIN SHS

In 2017, Dakabin State High School will be entering into a partnership with external RTO (Registered Training Organisation), Binnacle Training RTO (Code 31319). Through this partnership, students will have the opportunity to complete a Certificate III in Fitness. This course will be delivered at Dakabin SHS as part of students’ normal timetable, using our school’s resources and qualified staff.

Disclaimer: Please read. The school must have specialist teachers and equipment to run these courses. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualification. This may involve study off-campus or online, with any additional costs to be met solely by the student. The school retains the right to cancel a course if it is unable to meet legislated requirements. Additional details regarding course guarantee, policies including RPL, appeal, costs, certificate issue and statement of attainments can be found on the school website in the Curriculum section, VET Handbook.

SUBJECT PREREQUISITES
Students need to have achieved at least a C in Year 10 English and at least a C in Year 10 HPE.

CONTACT
Ms A Mellish – A/HOD Health & Wellbeing
Phone: 3491 5431  Email: amell17@eq.edu.au

SIS 30513 CERTIFICATE III in SPORT AND RECREATION @ DAKABIN SHS

In 2017, Dakabin State High School will be entering into a partnership with external RTO (Registered Training Organisation), Binnacle Training RTO Code 30115. Through this partnership, students will have the opportunity to complete a Certificate III in Sport and Recreation. This course will be delivered at Dakabin SHS as part of students’ normal timetable, using our school’s resources and qualified staff and has a basketball focus.

Disclaimer: Please read. The school must have specialist teachers and equipment to run these courses. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualification. This may involve study off-campus or online, with any additional costs to be met solely by the student. The school retains the right to cancel a course if it is unable to meet legislated requirements. Additional details regarding course guarantee, policies including RPL, appeal, costs, certificate issue and statement of attainments can be found on the school website in the Curriculum section, VET Handbook.
SUBJECT PREREQUISITES

Students need to have achieved at least a C in Year 10 English and at least a C in Year 10 HPE.

CONTACT
Ms A Mellish – A/HOD Health & Wellbeing
Phone: 3491 5431     Email: amell17@eq.edu.au
HOSPITALITY STUDIES (HOS)
AUTHORITY SUBJECT

AIM

The hospitality industry in Australia is a major contributor to the economic, social and recreational life of the nation.

Hospitality Studies has been designed to give students opportunities, through the theoretical and practical components, to appreciate and understand the industry’s workplace culture and practices, and also engage them in examining and evaluating the impact of social, cultural and environmental issues from a hospitality perspective.

Dakabin State High School has a long-standing commitment, as leaders in senior schooling, to the provision of meaningful education that leads to vocational career paths. The course provides application to many fields in the industry, domestically and internationally, e.g:

- Food Production and Marketing
- Catering and Hospitality
  - Chef
  - Function/Events Manager
- Tourism
- Food Styling
- Hotel/Resort Careers
- Food and Beverage service/managers
- Hospitality Management

Certificate, Diploma and Degree courses may be pursued in tertiary studies upon completing secondary education.

As this is an Authority Subject, the range of assessment items which will be developed each semester, will be reflective of the academic rigor required and will be used to develop a profile of the students’ ability in all aspects of the course.

The compulsory practical component of the course will incorporate regular practical food and beverage exercises, involvement in function work during and after school hours and extended excursions to resorts, restaurants and other hospitality venues.

Students will be required to provide ingredients for many of the practical tasks and will be required to purchase a chef’s apron and hat at the beginning of the course which will be worn during all practical class work.
AREA OF STUDY

**Topic Areas:**

1. Kitchen Production
2. Food and Beverage Services
3. Beverage Production and Services

ASSESSMENT

A variety of assessment instruments will be used in order to develop a profile of the students’ ability in all aspects of the course.

Two assessment instruments each semester including:

1. Formal exams/tests. Dimension 1 (Inquiring) OR
2. Extended writing tasks (e.g. assignments). Dimension 1 (Inquiring)
3. Practical performance tasks (individually and in teams). Dimensions 2 and 3 (Planning and Performing)

SUBJECT ADVICE

It is vital that students complete both the theory and practical components of the course, and this involves the provision of material such as food and beverage ingredients Costs associated with chef’s apron and hat, excursions and a live-in hospitality experience will occur during the course.

Students will also be involved in function work which will require participation outside school hours.

It is of advantage for students to have studied Junior Home Economics or Junior Hospitality in Year 9, but it is not compulsory to have a background in these areas.

SUBJECT PREREQUISITES

Students need to have achieved at least a C in Year 10 English. Must not have achieved an "Unsatisfactory" standard for effort and/or behaviour in Year 10 Junior Hospitality.

ASSOCIATED SUBJECT COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT

Ms A Mellish – A/HOD Health & Wellbeing
Phone: 3491 5431 Email: amell17@eq.edu.au
AIM

The Early Childhood course is a two year course of study designed to offer students the opportunity to develop knowledge, attitudes, and practice supportive of child development prior to compulsory schooling.

The associated outcomes may include an awareness of:

- The skills necessary to promote creativity, problem solving, self-expression, self-esteem, positive social interaction and the foundations for literacy and numeracy in young children
- The students’ own development
- Community resources available for individuals and families

The Early Childhood course offers both core and elective components. These components allow students to gain a basic level of knowledge and understanding of child development as well as exploring associated issues. The knowledge and understanding is developed through a range of processes and skills in both classroom and field placement experiences. Key processes and skills include investigation, decision making, informed participation and reflection.

AREAS OF STUDY

The course consists of two study area core topics:

- Fundamentals of early childhood
- Practices in early childhood learning

The study area core is integrated into six units of work:

- Understanding growth and development
- Career pathways: working with young children
- Conception to birth
- Play as an avenue for learning
- Creating engaging environments for children
- Keeping our children safe
ASSESSMENT
A variety of assessment instruments will be used in order to develop a profile of the students’ ability in all aspects of the course. Instruments each semester may include:

- Formal exams/tests
- Projects
- Research essays
- Field placement participation and journal

Dimensions on which each assessment is based includes:

- Dimension 1 - Knowledge and Understanding
- Dimension 2 - Analysing and applying
- Dimension 3 – Planning and evaluating

SUBJECT ADVICE
No prerequisites required to study this subject.

WORK PLACEMENT
Work Placement is a mandatory requirement of this course. Students must make the commitment to attend a work placement on the nominated days, working the normal hours of the business rather than school hours. This is completed in Year 12.

Participation by employers in work placement programs is voluntary and highly sought after by many other schools in the community. To ensure the continuing success of Dakabin’s program it is imperative that students’ behavior in the workplace and attendance is exemplary. Please ensure you read the Work Placement Policy on Page 71 of this booklet.

ASSOCIATED SUBJECT COSTS
For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT
Ms A Mellish – A/HOD Health & Wellbeing
Phone: 3491 5431 Email: amell17@eq.edu.au
Hospitality is an area of study that provides students with a range of interpersonal skills with general application in personal and working life, as well as with specific knowledge and skills related to employment within the industry.

The hospitality industry has become increasingly important in Australian society as a source of expanding employment opportunities. This study area specification is designed to provide an understanding of the role of the hospitality industry as well as the structure, scope and operation of related activities. The hospitality industry provides the context and standards in which students not only learn to understand the industry’s workplace culture and practices, but also develop the skills, processes and attitudes crucial for making valid decisions about future career paths. The specification also enables students to investigate hospitality as a source of leisure activities, life skills, or as an avenue for further study.

The course provides application to many fields in the industry, domestically and internationally, for example:

- Food Production and Marketing
- Catering and Hospitality
- Chef
- Function/Events Manager
- Tourism
- Food Styling
- Hotel/Resort Careers
- Food and Beverage service/managers

Certificate, Diploma and Degree courses may be pursued in tertiary studies upon completing secondary education.

**AREAS OF STUDY**

1. Food production
2. Food and Beverage Service
3. Hospitality Event Management
4. Speciality Electives e.g.
   - Cultural Study
   - Culinary Competition
   - Coffee Shop/Pastry Cookery
   - Gourmet Deli

**ASSESSMENT**

A variety of assessment instruments will be used in order to develop a profile of the student’s ability in all aspects of the course. Two assessment instruments are undertaken each semester. Instruments each semester may include:

- Formal exams/tests
- Practical Tasks/Hospitality Events
- Reports/Orals
- Projects
SUBJECT ADVICE

It is vital that students complete both the theory and practical components of the course, and this involves the provision of materials such as food and beverage ingredients. Cost associated with the chef’s uniform, excursions and a live-in hospitality experience will occur during the course.

Students will also be involved in function work which may require participation outside school hours.

SUBJECT PREREQUISITES

Students must not have achieved an "Unsatisfactory" standard for behaviour, particularly related to safety practices.

ASSOCIATED SUBJECT COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT

Ms A Mellish – A/HOD Health & Wellbeing
Phone: 3491 5431 Email: amell17@eq.edu.au
AIM

Tourism is designed to provide students with a variety of intellectual, technical, operational and workplace skills. It also enables students to gain an understanding of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

POTENTIAL CAREER PATHS

- Hotel and Events Management
- Tour Guides
- Travel Agent
- Personal Trainer/Activities Manager on a Cruise Ship or Resort
- International tourism
- Park Ranger
- Museum/Gallery Guide
- Administration E.g. Tourism Australia
- Theme Park Attendant

AREAS OF STUDY

- Sustainability
- Tourists – who are they?
- Employability
- Current issues and events
- Travel on a budget
- Tourism and special events
- Marketing of tourism

ASSESSMENT

Two assessment instruments are undertaken each semester. Instruments each semester may include:

- Written Exams
- Projects
- Research Reports

SUBJECT ADVICE

Students will also be involved in excursions/work experience e.g. (Sofitel Hotel, Dreamworld excursion).

ASSOCIATED SUBJECT COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT

Ms A Mellish – A/HOD Health & Wellbeing
Phone: 3491 5431 Email: amell17@eq.edu.au
AIM

This course is suitable for students wishing to enter the conventional trades or apprenticeships, or university in the fields of engineering, architecture, drafting. It develops graphical communication skills in interpreting technical drawings, plans and developing graphical conceptual sketches.

What is graphics?

Graphics is a course of study that provides an opportunity for girls and boys to gain an understanding of graphical communication across a broad spectrum of applications.

The course draws upon the fundamental principles of graphical communication. The principles are developed within a foundation unit and then further applied through contextual units, which typically focus on Business Graphics, Product Design and Built Environment. Graphics is an intellectually challenging subject, which promotes students' personal pride and esteem.

Why study graphics?

The ability to communicate effectively is an essential requirement in every field of endeavour. Graphics provides the opportunity to express simple and complex information through visual imagery and representations, encouraging clearer and more efficient communication. Individuals are exposed to these experiences through the use of specialised equipment to present drawings in an efficient and accurate manner. Graphics has become an essential tool for all graphical design fields. The study has developed from technical drawing through art and animation into video and television, which are vital components in many professions and vocations.

Graphical occupations include:

- Architectural Designer
- Builder
- Cartographer
- Commercial Artist
- Design/Project Engineer
- Engineer Trades
- Plumber
- Electrician
- Graphic Designer (Publishing/Advertising)
- Industrial Designer
- Interior Designer
- Landscape Designer
- Mechanical/Electrical Designer
- Surveyor
- Technology Teacher
- Town Planner
AREAS OF STUDY
The areas of study will be in accordance with the QCAA Syllabus document and will include Foundation Studies, Product design and the Built environment. A component of the course will include computer aided drafting (CAD) using AutoCAD, Inventor and ProDesktop.

ASSESSMENT/WORKLOAD
Two criteria based assessment by formal exams and one assignment per semester as well as class work is used to determine a student’s level of achievement. Year 11 assessment is formative and year 12 assessment is summative.

SUBJECT PREREQUISITES
Students need to have achieved at least a C in Year 10 Graphics.

ASSOCIATED SUBJECT COSTS
For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT
Mr J Skerman – HOD Learning Engagement
Phone: 3491 5424 Email: jsker1@eq.edu.au
Semester One
The Building and Construction Industry – Introduction and Safety

This unit introduces students to the industry practices and construction processes associated with the building and construction industry. Structures are created safely, with aesthetic appeal and with appropriate quality in recognition of customer expectation of value at a particular price.

Building and Construction Industry Production Processes and Structure Quality.

The unit builds on previous learning of industry practices and construction processes used in the creation of quality structures for the building and construction industry.

Structure quality depends on tradespeople understanding industry-specific skills, procedures, tools, materials and the accurate interpretation of industry-specific technical drawings and information contained in specifications.

Semester Two
Communication and teamwork on residential building and construction sites

The unit introduces students to the industry practices associated with tradespeople, who work cooperatively in teams using construction skills and procedures to safely create quality structures from specifications.

The unit builds on previous learning of industry practices and construction processes used in the creation of quality structures for the building and construction industry.

Semester Three
Project builders – residential homes/landscaping

The unit builds on previous learning of industry practices and construction processes used in the safe creation of quality structures. Building and construction enterprises require tradespeople to cooperate when creating quality structures. Trades are sequenced to efficiently and competitively create quality structures using construction processes that recognise industry costs, price competition and customer expectations of value.

Semester Four
Simulated Residential Building and Construction Site Experience

The unit builds on previous learning of industry practices and construction processes used in the safe creation of quality structures for the building and construction industry.

Building and construction enterprises are managed by supervisors who monitor various trades activities to ensure that structures are constructed safely, meet specifications and maintain a quality that recognises industry costs, price, competition and customer expectations of value.

ASSOCIATED SUBJECT COSTS
For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT
Mr J Skerman – HOD Learning Engagement
Phone: 3491 5424 Email: jsker1@eq.edu.au
In 2017, Dakabin State High School will be entering into a partnership with external RTO (Registered Training Organisation), Train Assess Australia Pty Ltd (RTO 1831). Through this partnership, students will have the opportunity to complete a Certificate I in Construction. This course will be delivered at Dakabin SHS as part of students' normal timetable, using TAA RTO trainers and assessors as well as our school’s resources and qualified staff.

Disclaimer: Please read. The school must have specialist teachers and equipment to run these courses. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualification. This may involve study off-campus or online, with any additional costs to be met solely by the student. The school retains the right to cancel a course if it is unable to meet legislated requirements. Additional details regarding course guarantee, policies including RPL, appeal, costs, certificate issue and statement of attainments can be found on the school website in the Curriculum section, VET Handbook.

SUBJECT PREREQUISITES

Nil

SUBJECT COSTS: Training provided under the VETis Student funding for VET

CONTACT

Mr John Skerman - HOD
Phone: 3491 5424 Email: jsker1@eq.edu.au
A course of study in Engineering Skills comprises:

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

NOTE: This strand does not contain any projects associated with wood, building and construction, wood machining or cabinet-making.

ASSESSMENT/WORKLOAD

Assessment is by formal criteria based exams, assignments and formal presentations each semester. The course is project oriented with specific emphasis on accuracy and detail in the development of hand skills as well as power tools and fixed machinery. The theory component and safety aspects are an integral part of the course.

SUBJECT PREREQUISITES

Students need to have achieved at least a C in Year 10 ITD. Must not have achieved an “Unsatisfactory” standard for effort and/or behaviour in Year 10 ITD.

ASSOCIATED SUBJECT COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT

Mr J Skerman – HOD Learning Engagement
Phone: 3491 5424 Email: jsker1@eq.edu.au

MEM 20105 CERTIFICATE II in ENGINEERING @ DAKABIN SHS

In 2017, Dakabin State High School will be entering into a partnership with external RTO (Registered Training Organisation), Train Assess Australia Pty Ltd (RTO 1831). Through this partnership, students will have the opportunity to complete a Certificate II in Engineering. This course will be delivered at Dakabin SHS as part of students’ normal timetable, using TAA RTO trainers and assessors as well as our school’s resources and qualified staff.

Disclaimer: Please read. The school must have specialist teachers and equipment to run these courses. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualification. This may involve study off-campus or online, with any additional costs to be met solely by the student. The school retains the right to cancel a course if it is unable to meet legislated requirements. Additional details regarding course guarantee, policies including RPL, appeal, costs, certificate issue and statement of attainments can be found on the school website in the Curriculum section, VET Handbook.
SUBJECT PREREQUISITES

Nil

SUBJECT COSTS: Training provided under the VETis Student funding for VET

CONTACT
Mr John Skerman - HOD
Phone: 3491 5424  Email: jsker1@eq.edu.au
A course of study in Furnishing Skills comprises:

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

All the projects are timber and are used as training exercises only. An additional cost paid by the student may be required depending on the materials chosen for each job.

**ASSESSMENT/WORKLOAD**

Students will be assessed according to the criteria of knowledge & understanding, applied processes and practical skills. Assessment is by formal criteria based exams, assignments and formal presentations each semester.

The theory component and safety aspects are an integral part of the course.

**SUBJECT PREREQUISITES**

Students need to have achieved at least a C in Year 10 ITD. Must not have achieved an "Unsatisfactory" standard for effort and/or behaviour in Year 10 ITD.

**ASSOCIATED SUBJECT COSTS**

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

**CONTACT**

Mr J Skerman – HOD Learning Engagement  
Phone: 3491 5424  
Email: jsker1@eq.edu.au

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**MSF 20313 CERTIFICATE II in Furniture Making @ DAKABIN SHS**

In 2017, Dakabin State High School will be entering into a partnership with external RTO (Registered Training Organisation), Train Assess Australia Pty Ltd (RTO 1831). Through this partnership, students will have the opportunity to complete a Certificate II in Furniture Making. This course will be delivered at Dakabin SHS as part of students' normal timetable, using TAA Trainers and Assessors and our school's resources and qualified staff.

Disclaimer: Please read. The school must have specialist teachers and equipment to run these courses. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualification. This may involve study off-campus or online, with any additional costs to be met solely by the student. The school retains the right to cancel a course if it is unable to meet legislated requirements. Additional details regarding course guarantee, policies including RPL, appeal, costs, certificate issue and statement of attainments can be found on the school website in the Curriculum section, VET Handbook.
SUBJECT PREREQUISITES

Nil

SUBJECT COSTS: Training provided under the VETis Student funding for VET

CONTACT
Mr John Skerman - HOD
Phone: 3491 5424         Email: jsker1@eq.edu.au
AIM

Information Processing & Technology is a course of study that provides students with knowledge, skills, processes and understanding of information technology. It emphasises problem identification and solution rather than the use of specific applications, and is an intellectual discipline that involves a study of information and intelligent systems, software and system engineering, human-computer interaction and the social and ethical issues associated with the use of information technology.

Information Processing & Technology touches many aspects of human life and finds itself drawing on and being applied to diverse fields of study. Students will be exposed to a variety of intellectual challenges involving distinctive approaches to problem solving, communication and a range of associated practical skills. As a result, the study of this course will contribute in a significant way to the general education of students, whether or not they intend proceeding to further studies or employment specific to information technology.

AREAS OF STUDY

- Algorithms
- Software programming
- Social and ethical issues
- Humans-computer interactions
- Intelligent systems
- Structured Query language
- Relational Information Systems
- Computer Systems

CAREER PATHS

IPT will contribute in a significant way to the general education of students, whether or not they intend proceeding to employment specific to information technology or further studies in areas such as:

- Business Analyst
- Interactive technology
- Programmer
- Software Developer
- Project Leader
- Information Systems Designer
ASSESSMENT/WORKLOAD

Students will be assessed under three separate criteria. These are: Knowledge and Understanding; Analysis and Synthesis; Evaluation and Communication.

Knowledge has been broken down into Declarative knowledge which involves recall and understanding of facts and Procedural knowledge which requires students to demonstrate application of declarative knowledge.

Analysis emphasises the breakdown of material and the relationships between the parts. Synthesis can be defined as the putting together of elements to form a whole. Evaluation involves the appraisal of ideas, works, solutions, methods and materials. Communication is a process that involves effective comprehension and representation.

To measure the achievement levels in the criteria, a variety of assessment techniques must be used. These include: Written tasks, Oral presentations, Test and examinations, Practical exercises and Projects.

Students will need to work consistently in class and maintain a very high attendance level. Homework will be given on a regular basis and home study (revision of day’s work) should be automatically done by students to consolidate knowledge of class work. Students are required to study for exams.

SUBJECT ADVICE

Participation in the school's 1:1 take home laptop program is not mandatory, but would be advantageous.

SUBJECT PREREQUISITES

Students need to have achieved at least a C in Year 10 English and at least a B in Year 10 Maths. It is also an advantage to have studied Junior ICT.

ASSOCIATED SUBJECT COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT

Mr S Eldridge - A/HOD E-Learning
Phone: 3491 5447 Email: seldr3@eq.edu.au
AIM

Computers are an integral part of today’s work, study and leisure and students must know how to use them effectively, efficiently and ethically. Most social environments involve the use of Information and Communications Technology (ICT) in some form for entertainment, educational and recreational purposes.

ICT provides practical solutions to real life or simulated real life problems. Its student-centred approach promotes confident, competent and self-motivated users and consumers of ICTs. The subject provides the flexibility needed to accommodate new and emerging technologies and the wide range of interests and abilities for the students who study it.

AREAS OF STUDY

Units of study are each of one term's duration. These are:

- **Animation** provides students with the basic skill for animation and gives them the confidence to produce animated graphic images.

- **Digital Video** enhances students’ problem solving and technical abilities with digital video.

- **Multimedia authoring** provides students with the skills necessary to bring elements such as text, charts, graphics, images, sounds, music, video and animation together in one presentation that can be delivered by computer, CD, DVD or web page.

- **Game Development** provides students with an understanding of the social and economic importance of the games industry and the elements that combine to make a successful computer game.

- **Website Development** gives students the opportunity to design, produce, publish and maintain websites.

- **Digital Still Imaging** provides students with the skills required to acquire, create and manipulate digital still images for a range of multimedia genres including print, web pages, animations, presentations and games.

- **Robotics** provides students with skills and abilities in working with and designing robots to perform a number of tasks.
ASSESSMENT/WORKLOAD

Students’ performance is to be judged on two criteria, Product and Process.

- **Product** has two dimensions: functionality and presentation.
  - **Functionality** is concerned with the quality and effectiveness of the finished produce.
  - **Presentation** is concerned with the appearance and impact of the finished produce.

- The **Process** criterion has three dimensions: working, managing and reflecting.
  - **Working** focuses on the processes involved in developing the product.
  - **Managing** involves planning tasks, using and managing resources, constraints including time restraints, and the learning process itself.
  - **Reflecting** focuses on both the finished product and the process used in its development.

Assessment in this subject is undertaken through a series of projects. These projects could include:

- multimedia or single media presentations
- website development
- integrated or thematic tasks
- product design, development and construction
- case studies
- research
- simulations

Students will need to work consistently in class and maintain a very high attendance level. Homework is minimal but students may be required to do some preliminary planning towards a set task.

CAREER PATHS

ICT is important if students are to be successful in the next phase of their life, whether it is to pursue a career with ICTs, undertake further study, or gain employment in areas such as:

- Multimedia development
- Internet and e-Commerce
- Animator
- Sound Editor
- IT Sales and Marketing
- IT Support Technician
- IT Support/Helpdesk

ASSOCIATED SUBJECT COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT

Mr S Eldridge - A/HOD E-Learning
Phone: 3491 5447 Email: seldr3@eq.edu.au
AIM

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 and house plans
- estimating quantities of materials

In Mathematics A, the skills needed to make decisions, which affect 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.

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

AREAS OF STUDY

The Mathematics A course consists of core and extension topics.

The Core Topics are:

- Financial Mathematics Strand
  - Managing money 1 and 2
- Applied Geometry Strand
  - Elements of Applied Geometry
  - Linking Two and Three Dimensions
- Statistics and Probability Strand
  - Data Collection and Presentation
  - Exploring and Understanding Data

Land Measurement and Networks and Queuing are the optional topics studied at Dakabin SHS.

ASSESSMENT/WORKLOAD

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, carry out investigations or give oral presentations on a prepared topic.
SUBJECT ADVICE

To study Mathematics A, it is expected that the student will have completed Mathematics in Year 10. In previous years the trend appears to be that only those students who have achieved a HA in Year 10 Core Mathematics (MAT) have demonstrated success in this subject.

The following tertiary courses require SA in either Mathematics A or Mathematics B.

- Business & Tourism
- Primary Teaching
- Multimedia
- Health Science

A Sound Achievement on exit in Maths A meets the Numeracy requirement for the QCE.

SUBJECT PREREQUISITES

Students need to have achieved at least a C in Year 10 Maths.

CAREER PATHS

Mathematics A aims to provide the opportunity for students to continue to participate fully in lifelong learning. It is recommended for students wishing to enter the workforce, looking for a traineeship or apprenticeship or looking to pursue further study and training at tertiary level in areas such as:

- toolmaking, sheet-metal working, fitting and turning, carpentry and plumbing, auto mechanics
- tourism and hospitality
- administrative and managerial employment in a wide range of industries
- architecture and nursing

ASSOCIATED SUBJECT COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT

Mr R Holmes - A/HOD STEM
Phone: 3491 5437          Email: rholm26@eq.edu.au
AIM

Mathematics is an integral part of a general education. It underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component 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 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.

The study of Mathematics B is designed to raise the students’ competence in and confidence with the mathematics needed to make informed decisions about society, to ensure scientific literacy and to function effectively in a technologically skilled work force.

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

AREAS OF STUDY

The topics to be studied include:

- **Introductions to Functions**
  - linear, trigonometric, periodic, power, exponential and logarithmic
- **Rates of Change**
  - instantaneous and average rates of change
- **Periodic Functions and Applications**
  - recognition of periodic functions, sketching, investigating shapes and relationships, general forms of periodic functions.
- **Exponential and Logarithmic Functions and Applications**
  - exponential functions, logarithmic functions the relationships between them, compound interest, annuities
- **Optimisation using derivatives**
  - differentiation as a tool in a range of situations which involve the optimization of continuous functions
- **Introduction to Integration**
  - applications of integration
- **Applied Statistical Analysis**
  - types of variables and data, stem-and-leaf and box-and-whisker plots, probability, random sampling, discrete and continuous probability functions, inference

ASSESSMENT/WORKLOAD

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.
SUBJECT ADVICE

To study Mathematics B, it is expected the student will have completed Advanced Maths in Year 10. In previous years the trend appears to be that only those students who have achieved a pass in Year 10 Advanced Maths have demonstrated success in this subject.

Students can elect to study both Mathematics A and Mathematics B, or Mathematics B and Mathematics C.

The following tertiary courses require SA in Mathematics B:
- Engineering
- Secondary Teaching (Mathematics, Science, Information Technology)
- Information Technology
- Science (Physics, Chemistry, Mathematics)
- Health & Recreation (Bio-Medical Science)
- Law (Law & Environmental Science)
- Business Administration (Accounting, Tourism) Commerce.

A Sound Achievement on exit in Maths B meets the Numeracy requirement for the QCE

SUBJECT PREREQUISITES

Students need to have achieved at least a B in Year 10 English. At least an A in Core Maths or at least a C in Extension Maths.

CAREER PATHS

Mathematics B is recommended for students wishing to pursue further study and training at tertiary level in areas such as:
- mathematics and science education
- natural and physical sciences, especially physics and chemistry
- medical and health sciences, including human biology, biomedical and forensics
- engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining
- information technology and computer science, including electronic and software
- mathematical applications in:
  - energy and resources — management and conservation
  - climatology
  - design and built environment
  - industry, manufacturing and trades
  - business and tourism
  - primary industries and environment
  - economics and commerce
  - statistics and data analysis
- pure mathematics.

ASSOCIATED SUBJECT COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT

Mr R Holmes - A/HOD STEM
Phone: 3491 5437 Email: rholm26@eq.edu.au
AIM

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

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

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

AREAS OF STUDY

The syllabus contains both Core and Option topics. A course of study in Mathematics C contains six Core subjects and a minimum of two complete Option topics.

The Core Topics are:

- Introduction to Groups
- Real and Complex Numbers Systems
- Matrices and Applications
- Vectors and Applications
- Calculus
- Structures and Patterns

Advanced Periodic and Exponential Functions, and Dynamics are the optional topics studied at Dakabin SHS.

ASSESSMENT/WORKLOAD

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.
SUBJECT ADVICE

Students electing to study Mathematics C must also study Mathematics B.

To study Senior Mathematics C, it is expected the student will have completed Advanced Maths in Year 10. In previous years the trend appears to be that only those students who have achieved a VHA or HA in Year 10 Advanced Maths have demonstrated success in this subject.

A Sound Achievement on exit In Mathematics C meets the numeracy requirement for the QCE

SUBJECT PREREQUISITES

Students need to have achieved at least a B in Year 10 English. At least a B in Extension Maths. Students must also study Maths B in Years 11 & 12.

CAREER PATHS

Mathematics C is recommended for students wishing to pursue further study and training at tertiary level in areas such as:

- mathematics and science education
- natural and physical sciences, especially physics and chemistry
- medical and health sciences, including human biology, biomedical and forensics
- engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining
- information technology and computer science, including electronic and software
- mathematical applications in:
  - energy and resources - management and conservation
  - climatology
  - design and built environment industry, manufacturing and trades and business and tourism

ASSOCIATED SUBJECT COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT

Mr R Holmes - A/HOD STEM
Phone: 3491 5437 Email: rholm26@eq.edu.au
AIM

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).

AREAS OF STUDY

Students study five topics (number, data, location and time, measurement and finance) integrated into teaching and learning contexts which have relevance to them. Because these contexts foster cooperation, and are supportive, enjoyable and non-competitive, students develop attitudes towards the use of mathematics.

Units include: Moving Out of Home, Overseas Travel, Nutrition, Landscaping etc.

ASSESSMENT/WORKLOAD

Students will be assessed in a variety of ways. As well as undertaking pen and paper tests, students will mostly be required to write assignments or projects, construct models, carry out investigations or give oral presentations.

SUBJECT ADVICE

To study Prevocational Maths, it is expected that the student will have completed Mathematics in Year 10. Prevocational Maths is aimed at students who have demonstrated little success in Year 10 Mathematics. Students can elect to study both Mathematics A and Prevocational Maths.

Some TAFE courses require Sound Achievement in any Year 12 Mathematics course. Prevocational Maths may therefore assist entry to Diploma courses such as Hospitality and Tourism.

A Sound Achievement on exit in Prevocational Maths meets the numeracy requirement for the QCE.

CAREER PATHS

Prevocational Mathematics provides opportunities for students to improve their numeracy to assist them in pursuing a range of vocational and personal goals. It is recommended for students wishing to enter the workforce or looking for a traineeship.

ASSOCIATED SUBJECT COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT

Mr R Holmes - A/HOD STEM
Phone: 3491 5437 Email: rholm26@eq.edu.au
AIM

The course involves the study of Dance as an art form. Students experience a range of dance styles throughout the course, such as – contemporary, jazz, musical theatre, hip hop, etc. The course is composed of a study of the central organisers of all dance, that is:

**Choreography** – where the student learns how to choreograph dances, to understand this process and to interpret the dance that is made;

**Performing** – where the student learns the technical and expressive skills of dance; and

**Appreciating** – where the students are able to effectively analyse various dance works, through both evaluation and interpretation of live and recorded works.

Through the study of these three central organisers of dance, students develop self-confidence, the necessary skills to work effectively as a group, higher order thinking skills, effective communication and leadership skills.

The course aims to allow students to develop as informed and motivated individuals who are capable of independent judgement and who can cognitively utilise higher order thinking skills, over the two year period.

AREAS OF STUDY

During the two year course of study students will be introduced to a range of different dance styles which they will explore in a variety of ways. The course has been organised into the following units of work:

1. **An Introduction to Dance** – An exploration of the different functions of dance.
2. **Popular Dance** – Exploration of popular styles drawn from current video clip culture.
3. **Contemporary Dance, Pioneering Women** – A focus on the development of contemporary dance, via the female pioneers of modern dance.
4. **Musical Theatre** – covering a range of different musicals from Cats to Grease;
5. **Contemporary and Beyond** – Focuses on the development of contemporary dance. Experiences drawn from techniques/styles including Alvin Ailey.
6. **Australian Choreographers** – A focus on the cultural and environmental influences on Australian contemporary choreographers. Bangarra Dance Theatre and live performance becomes the primary focus.
7. **Own Choice** – Students have the opportunity to further explore a dance style of their choice. These could include: Popular, Jazz, Tap, Ballet or Contemporary Dance. This is an extension of the senior course of study.
ASSESSMENT/WORKLOAD

The course is organised and assessed through three broad dimensions:

- Choreography
- Performing
- Appreciation

Work covers both the theoretical and practical aspects of dance. There is scope within this course for the academically gifted students to extend themselves, while there is equal stimulus and satisfaction for those whose abilities are more practical or artistic. Assessment items include; performances, teacher and student devised choreography, repertoire, analysis of dance works and research tasks, practical technique exams.

SUBJECT ADVICE

Possible tertiary courses/career options:

Many universities in Australia offer degree and/or diploma courses in Dance and associated fields. Other institutions within Queensland offer practical courses aimed at students interested in the choreographic and performance aspects of Dance.

Further studies in dance can be used as a pathway to teaching, performance work, nutrition and physical therapy. Additionally, the communication group work and leadership skills taught will benefit most tertiary and other career choices and give students personal confidence.

SUBJECT PREREQUISITES

Students need to have achieved at least a C in Year 10 English and at least a C in Year 10 Dance. Must not have received an " Unsatisfactory" standard for effort and/or behaviour in Year 10 Dance.

ASSOCIATED SUBJECT COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT

Mrs J Byster - A/HOD The Arts
Phone: 3491 5417 Email: jbyst3@eq.edu.au
AIM
The senior drama program is designed to provide students with the required experiences necessary to enhance and develop the communicative process which is so crucial to people in professions such as law, medicine, politics, administration, teaching, public relations, and most importantly the performing arts fields.

AREAS OF STUDY
During the two year course of study, students will be involved in exploring, rehearsing and presenting work in a variety of ways. The course has been organised into the following units of work:

- Improvisation and commedia characterisation.
- Realism and acting styles
- Physical theatre
- Theatre of the Absurd
- Epic theatre
- Greek tragedy
- Script writing Theatre for Young People
- Australian and Indigenous theatre
- Multi-media and multi-disciplinary approaches
- Response to live theatre

ASSESSMENT/WORKLOAD
The course is organised and assessed through three broad dimensions:

- Forming
- Presenting
- Responding

Work covers both the theoretical and practical aspects of Drama. There is scope within this course for the academically gifted students to extend themselves; while there is equal stimulus and satisfaction for all students to achieve well through the artistic nature of the course. Assessment items include; performances including individual, group and whole class production, improvisations, play evaluations, directing, script writing, auditioning and street theatre.

SUBJECT ADVICE
Possible Tertiary Courses/Career Options
All universities in Queensland offer degree and/or diploma courses in Drama and associated fields including Creative Industries, Theatre Management, Administration, Technology, Acting, Stage Management, Directing and Teaching. Performing Arts deemed as a growth industry is one of the major employers in Australia. Additionally, the communication, group work and leadership skills taught will benefit most tertiary and other career choices and give students an edge in self-expression and personal confidence.

SUBJECT PREREQUISITES
Students need to have achieved at least a C in Year 10 English and at least a C in Year 10 Drama. Must not have received an "Unsatisfactory" standard for effort and/or behaviour in Year 10 Drama.

ASSOCIATED SUBJECT COSTS
For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT
Mrs J Byster - A/HOD The Arts
Phone: 3491 5417 Email: jbyst3@eq.edu.au
AIM

Film, Television and New Media provide the means by which we, as individuals within this society and culture, communicate. This context also reflects, creates and interprets ways of living and seeing. This subject provides an avenue into critiquing, analysing, creating and producing films, television shows and new media forms. A study of Film Media and New Media will enable students to develop the necessary skills to appreciate the complexities of modern communication and provides the opportunity to bring together practical, critical and creative skills.

AREAS OF STUDY

Students will undertake studies into the following areas:

- The Silver Screen (The Hollywood tradition, genres, fundamental production techniques, industry expectations, film noir)
- Images of Australia (Australian imagery in film and television and media, stereotypes, traditional versus modern cultural expectations, future of television and animation)
- Telling Stories (Film style, aesthetics and mise en scene, auteur theory, advanced analysis, film movements, symbolism)
- Experimental Film (Alternative cinema’s, experimental techniques, film festivals, advanced production skills, independent cinema)
- I Hate Reading Subtitles – Foreign Language Film (Films from around the world, cultural and social expectations, audience expectations)

ASSESSMENT/WORKLOAD

Students in Film Television and New Media are assessed in three areas; Critique, Production and Design. They will complete group and individual productions, design production ideas and analyse Film and Television products.

SUBJECT ADVICE

There are no pre requisite subjects required for this subject. There is an expectation that students will have developed a keen interest in this subject and be willing to commit to the area. Students must also be aware that assessment may require them to be available after school and on one or two weekends a year over the course of the two years.

SUBJECT PREREQUISITES

Students need to have achieved at least a C in Year 10 English. Must not have received an “Unsatisfactory” standard for effort and/or behaviour in Year 10 Film and Media.

ASSOCIATED SUBJECT COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

SPECIAL INFORMATION

Students will be aware of several film competitions that run throughout the year and they will have the opportunity to enter them if they wish. Production work can be recorded onto a DVD or USB. The Film, Television and New Media Department provide the filming and editing equipment.

CONTACT

Mrs J Byster - A/HOD The Arts
Phone: 3491 5417 Email: jbyst3@eq.edu.au
AIM
The subject of Music caters for musicians of varying levels. Those best prepared for this course are students who have studied music through private tuition and school. It is also a recommendation that students in the school Instrumental Program choose classroom music. Whether for career, commercial or leisure, all students will have the opportunity to develop creative potential and gain the practical skills needed for a lifelong, positive engagement with music.

AREAS OF STUDY
This subject is particularly popular because it involves students in performance on their own instrument or voice, and in creating their own music. The subject is based around three dimensions: composition, musicology and performance, with all learning leading to developing students’ musicianship. The course covers a diverse range of music styles including pop, rock, folk, jazz, electronic and computer generated, and music for TV and film, with a particular focus on Australian music. Technology is embedded through recording and editing software.

SENIOR MUSIC UNITS
Year 11
- **Lights, Camera, Music** – film music techniques, styles, conventions
- **Instruments and their Repertoire** – music which features a particular instrument/instrument family, or voice
- **Life’s A Stage** – an exploration of musical theatre music
- **I’m Doin’ It My Way** – exploration of a students’ particular area of interest

Year 12
- **Pop! Goes the Music** – a unit focussing on 20\(^{\text{th}}\)/21\(^{\text{st}}\) century popular music
- **Music for Arts’ Sake** – a unit focussing on Art music classes
- **I Like to Move It** – a unit focussing on dance styles
- **Time to Say Goodbye** – an exploration of graduation and celebration music

ASSESSMENT/WORKLOAD
Over the two-year course, a variety of assessment techniques are applied in each of the three dimensions:
- 4 compositions
- 4 performances
- 2 musicology extended written assignments
- 2 musicology short and extended response written exams
- 1 student selection of individual assessment task in one dimension (Year 12 only)

OPPORTUNITIES POST-STUDY
The subject of senior music can be used for tertiary entrance which generally requires an audition with interview.

SUBJECT PREREQUISITES
Students need to have achieved at least a C in Year 10 Music or audition and at least a C in Year 10 English. Must not have received an ”Unsatisfactory” standard for effort and/or behaviour in Year 10 Music.

ASSOCIATED SUBJECT COSTS
For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT
Mrs J Byster - A/HOD The Arts
Phone: 3491 5417 Email: jbyst3@eq.edu.au
BIOLOGICAL SCIENCE (BSC)
AUTHORITY SUBJECT

AIM
Biological Science is a study of the natural systems of the living world. There are two broad aspects of these natural systems. One is concerned with the study of the many different kinds of plants and animals and their interactions with each other and with the non-living parts of their environments. The other aspect is the study of the internal workings of the body systems of animals and plants. Here Biological Science is concerned with the body processes which function to help maintain a living organism.

AREAS OF STUDY
The major areas within Biological Science include:
- The diversity of living organisms
- Ecology
- Physiology
- Genetics
- Reproduction, growth and development
- Scientific theories relating to the origin and evolution of species
- Human interactions with the living world

SUBJECT ADVICE
Biology is one of the more demanding subjects in the Science faculty. Students who have performed to at least a ‘C’ standard in Science in year 10 should consider choosing this subject.

ASSESSMENT/WORKLOAD
WORKLOAD – on average, Biology students will need to devote 20-30 minutes each night to the study of this subject. If there is no set written homework, students should spend the time reviewing lesson notes from that day, reading their text, summarising notes, studying vocabulary and definitions or working problems.

ASSESSMENT – The QSA Biology syllabus is directed towards students self-learning. The three assessment areas are Understanding Biology (UB) which is simple application, Investigating Biology (IB) being the practical analysis of biological processes, and Evaluating Biological Issues (EB) which mainly includes independent investigations by students. Students may work on a project for a term and submit a report for assessment, or there may be a written test. A three day field study camp in Year 11 is a compulsory assessment task. Students must be prepared for self-study.

SUBJECT PREREQUISITES
Students need to have achieved at least a C in Year 10 Science and at least a C in Year 10 English.

CAREER PATHS
Fitness instructor, food technologist, forensic scientist, sports medicine, nursing, physiotherapist, environmental scientist, pathologist, ambulance officer, massage therapist, zookeeper.

ASSOCIATED SUBJECT COSTS
For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT
Mr R Holmes - A/HOD STEM
Phone: 3491 5437 Email: rholm26@eq.edu.au
AIM
Senior Chemistry provides an understanding of the materials around us and why they behave as they do. It also provides a sound basis for further studies in Science. Chemistry embraces many fields. For example, chemists are concerned with the development of materials for use in the home such as detergents and paints, with the design and preparation of new drugs, with the understanding of body processes and with methods of measuring and limiting pollution in the environment. Chemistry is sometimes described as the Central Science, reflecting its position among other biological, physical and technological disciplines. It can be studied in its own right, or in conjunction with Biology and / or Physics. For students not contemplating tertiary studies, the course in Senior Chemistry can provide a very useful background through its study of the world around us, and through training in the scientific method.

AREAS OF STUDY
The topics studied include:

- Structure of the Atom
- The Periodic Table and Bonding
- Organic Chemistry
- Redox Reactions
- Energy Changes and Chemical Reactions
- Rates of Reaction

A series of practical experiments completed throughout the course serve to develop basic laboratory skills and to help students understand the theories discussed in class.

SUBJECT ADVICE
Chemistry is one of the more demanding subjects in the Science Faculty. Students who have performed at an ‘A/B’ level in Science in year 10 should consider choosing Chemistry. In addition, students who are successful in Maths will be better equipped to cope with this subject.

ASSESSMENT/WORKLOAD
WORKLOAD – on average, Chemistry students will need to devote 20 minutes each night to the study of this subject. If there is no set written homework, students should spend the time reviewing lesson notes from that day, reading their text, or working problems.

ASSESSMENT – The QSA Chemistry syllabus is directed towards students self-learning. The three assessment areas are Understanding Chemistry (UC) which is simple application, investigating Chemistry (IC) being the practical analysis of chemical processes, and Evaluating Chemical Issues (EC) which mainly includes independent investigations by students. Students may work on a project for a term and submit a report for assessment, or there may be a written test. Students must be prepared for self-study.

SUBJECT PREREQUISITES
Students need to have achieved at least a B in Year 10 Science and must study English and Maths B.

CAREER PATHS - Sports medicine, radiologist, pharmacist, laboratory technician, nutritionist, dietician, metallurgist, medical practitioner, biochemist, forensic scientist, food technologist.

ASSOCIATED SUBJECT COSTS
For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT
Mr R Holmes - A/HOD STEM
Phone: 3491 5437 Email: rholm26@eq.edu.au
AIM
Physics lies at the base of all scientific knowledge. Our new program stresses a more practical and investigative approach to Physics, but it is still a subject that requires a strong mathematical grounding. Each term we will be investigating different aspects of our physical world through research, experimentation and calculation. Physics is required for careers in Engineering, Medicine, Architecture, Human movements, Environmental Sciences, and the Air force and is beneficial for understanding the Physical World in which you live.

AREAS OF STUDY
- Motion + Energy
  - Theme Parks
  - Cars, crashes
- Electricity
  - Lightning
  - AC + DC circuits
  - Household electricity
- Magnets and Electromagnetism
  - Making AC
  - Transmission and the national grid
  - Meters, motors and generators
  - Speakers and microphones
- Wave Motion
  - Sound – Music - Light
- Subatomic Physics
  - Medical imaging
  - Radiotherapy
  - Nuclear physics

SUBJECT ADVICE
Physics is a science for the real world. To investigate these real world applications requires an aptitude in Maths. Students who have performed at least an 'A/B' level in Science in year 10 should consider choosing Physics. It is strongly recommended that students choosing Physics select Maths B as a companion subject.

SUBJECT PREREQUISITES
Students need to have achieved at least a B in Year 10 Science and must study English and Maths B.

ASSESSMENT/WORKLOAD
WORKLOAD – on average, Physics students will need to devote 20-30 minutes each night to the study of this subject. If there is no set written homework, students should spend the time reviewing lesson notes from that day, reading their text, rewriting notes, studying vocabulary and definitions or working problems.

ASSESSMENT – The students are assessed throughout their course of study through Extended Experiment Investigations, Extended Research Tasks and a variety of supervised assessment tasks.

ASSOCIATED SUBJECT COSTS
For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT
Mr R Holmes - A/HOD STEM
Phone: 3491 5437 Email: rholm26@eq.edu.au
A study of Earth and Environmental Science enriches students' lives by enabling them to understand, interpret, and appreciate the geological environment in which they live. The subject aims to equip students to be aware of how the impacts of natural geological hazards such as landslides, volcanic activity, tsunami, earthquakes, and beach erosion can be minimised. It allows them to appreciate, furthermore, that as humans interact with the environment, knowledge of earth science is crucial in the planning of buildings, highways, dams, harbours, and canals. All earth materials, including minerals, fossil fuels, soils, water, and building materials, are developed and managed by knowledge of earth science. It is becoming increasingly urgent to solve environmental problems such as global warming, ozone holes, resource depletion and the disposal of hazardous wastes in a geologically responsible way. Humans must therefore look to the future to determine how science, in conjunction with ethics, economics, and politics, can contribute to solutions and promote ecologically sustainable development. The interdisciplinary scientific basis and environmental context of this subject are invaluable in assisting students to contribute to these debates and decisions as informed and responsible citizens.

AREAS OF STUDY
The major areas include:
- Our Earth and its systems
- Hazardous Earth processes and materials
- Our Earth in time and space
- Earth’s resources and human impact on the environment

CAREER PATHS
Geologist, engineer, geochemist, hydrologist, petrologist, health and safety officer, park ranger, politician/lobbyist, surveyor, journalist, astronomer, meteorologist, oceanographer, paleontologist.

SUBJECT ADVICE
There is no specific prerequisite for Earth and Environmental Science, however, students who have performed to at least a ‘C’ standard in year 10 should consider choosing this subject as well as a genuine interest in science and technology. It should also be understood that, while Earth and Environmental Science is the most straightforward of the four senior sciences, it is nonetheless an Authority Subject involving a reasonable degree of academic rigor. As such it will require commitment on the students’ part to succeed in this course.

SUBJECT PREREQUISITES
Students need to have achieved at least a C in Year 10 Science and at least a C in Year 10 English.

ASSESSMENT/WORKLOAD
WORKLOAD – Successful students will need to use some time at home to complete homework, assessment tasks, reviewing class notes or other suggested reading.

ASSESSMENT – Students are assessed across four areas of Knowledge, Working scientifically, and using information scientifically. Assessment includes written exams, research assignments, practical investigations, practical skills and field trip tasks.

ASSOCIATED SUBJECT COSTS
For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT
Mr R Holmes - A/HOD STEM
Phone: 3491 5437 Email: rholm26@eq.edu.au
AIM

Science and technology play significant and increasing roles in modern society. Science in Practice contributes to the development of scientifically literate individuals, who can:

- discuss science issues
- identify science questions and investigate and draw scientific, evidence-based conclusions
- challenge claims made by others about scientific matters
- make informed decisions about the environment and their own health and wellbeing

The scientific skills developed in Science in Practice are relevant to employment in many fields and may form the basis of further training and education, e.g. animal welfare, biotechnology, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research and the resources sector.

AREAS OF STUDY

In each year of the course students will explore through particular scientific contexts at least three of the following areas:

- science for the workplace
- resources, energy and sustainability
- health and lifestyles
- environments
- discovery and change

SUBJECT ADVICE

Science in Practice allows students with an interest in science to gain credit towards their QCE without the high academic rigour of the other 4 OP-eligible science areas.

ASSESSMENT/WORKLOAD

WORKLOAD – an average, Science in Practice students would need to devote 1 to 2 hours of study a week for this subject. If there is no set homework, students should spend time working on assignment work, reviewing lesson material, summarising notes, or studying vocabulary.

ASSESSMENT – The assessment areas are around the 3 dimensions of Knowing, Investigating and Connecting. Assessment can include written tests, research reports, field experience observations, scientific investigations and work portfolios.

CAREER PATHS

Laboratory manager, mine industry worker, conservationist, environmental health officer, dental assistant, fitness instructor, park ranger, greens/garden keeper, research assistant, telecommunications officer, journalist, workplace health and safety officer, or any industry trade/apprenticeship.

ASSOCIATED SUBJECT COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT

Mr R Holmes - A/HOD STEM
Phone: 3491 5437 Email: rholm26@eq.edu.au
In 2017, Dakabin State High School will be working in partnership with Redcliffe State High School (RTO 30430) to offer students the opportunity to undertake additional study/qualifications during Years 11 and 12. “ReddiLab” refers to the Certificate III in Laboratory Skills course for students with a keen interest in working in a laboratory environment as an assistant or technical officer.

This course is delivered at Redcliffe State High School. If you wish to enrol, you must first identify your desire to undertake the ReddiLab course on your SETPlan.

Disclaimer: Please read. The school must have specialist teachers and equipment to run these courses. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualification. This may involve study off-campus or online, with any additional costs to be met solely by the student. The school retains the right to cancel a course if it is unable to meet legislated requirements. Additional details regarding course guarantee, policies including RPL, appeal, costs, certificate issue and statement of attainments can be found on the school website in the Curriculum section, VET Handbook.

CONTACT
Mr R Holmes - A/HOD STEM
Phone: 3491 5437 Email: rholm26@eq.edu.au
AIM

Studying Modern History can help us live as global citizens. Through the study of Modern 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 cause, and the roles people have played in those processes.

AREAS OF STUDY

Modern History covers eight broad areas of study/themes. These are:

- The History of Ideas
- Studies of Conflict
- National History
- The Individual in History
- Studies of Hope
- Local History
- History and the Global Perspective
- Studies of Change

ASSESSMENT/WORKLOAD

A minimum of four inquiry topics must be studied in the two-year course. One inquiry topic must focus on a significant element of Australian history.

These themes are assessed through a range of assessment items, including essays, assignments, objective tests, response to stimulus tests, and non-written (oral or multi-modal e.g. video) presentations.

SUBJECT ADVICE

To be successful in Modern History it is necessary to have solid written language skills, and to be a competent reader. This is due to the literary nature of the subject. Therefore, it is also a requirement to have achieved at least a Sound in Junior English.

SUBJECT PREREQUISITES

Students need to have achieved at least a B in Year 10 English.

ASSOCIATED SUBJECT COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT:

Mrs A Bishop-Townsend - Teacher
Phone: 3491 5442    Email: abish9@eq.edu.au

Ms H Morris - Teacher
Phone: 3491 5442    Email: hmorr70@eq.edu.au
AIM

The value of the study of history for all students lies in the acquisition of knowledge and understanding. The study of history aids in the development of research and evaluation skills which can be broadly applied in future roles. History also aids in the development of communication skills, both written and oral; and to gain practice in decision-making. All of these help to develop critically thoughtful adults who have an understanding of the origins and development of the society in which they live.

AREAS OF STUDY

Ancient History covers nine broad areas of study/themes. These are:

- Everyday lives of People in Ancient Societies
- Personalities in History
- The Influence of Groups in Ancient Societies – Women; Slaves
- Studies of Conflict
- Studies of Archaeology
- Studies of Pharoaonic Power
- Studies Power – Rome
- Studies of Religion
- Studies of European Transition

These main themes are the impetus for the study of Ancient Egypt, Greece, Rome.

ASSESSMENT/WORKLOAD

Assessment for Ancient History entails a combination of written research tasks, response to stimulus examinations, multi-modal presentations and in-class essays. This will total six (6) summative assessment pieces by Exit. Assessment criteria fall into three categories –

- Criterion 1: Planning and using an historical research process;
- Criterion 2: Forming historical knowledge through critical inquiry;
- Criterion 3: Communicating historical knowledge.

SUBJECT ADVICE

To be successful in Ancient History, it is necessary to have solid written language skills. Therefore, is also a requirement to have achieved at least a Sound in Junior English.

SUBJECT PREREQUISITES

Students need to have achieved at least a B in Year 10 English.

ASSOCIATED SUBJECT COSTS

For details about costs associated with this course of study, please refer to APPENDIX B: Year 11 Resource Scheme 2017 in this handbook.

CONTACT:
Mrs A Bishop-Townsend - Teacher
Phone: 3491 5442 Email: abish9@eq.edu.au
AIM

This course aims to give students a broad understanding of the law, its operation and legal concepts. It also aims to give students an understanding of the relationship between law and society and to provide students with the ability to consider the effectiveness of aspects of the law and the ability of the law to meet the needs of society.

AREAS OF STUDY

There are four core areas of study, namely:
- The Legal System
- Human Rights
- Introduction to Civil Obligations
- Criminal Law

In addition, two elective areas will be studied by all students. Topics include:
- Employment and The Law
- Family and the Law
- Students also undertake an independent inquiry into a legal area of their choice, subject to negotiation with their teacher

ASSESSMENT/WORKLOAD

Assessment takes the form of knowledge tests, written essays and responses to case studies and written research reports. One piece of assessment in Year 11 and 12 is an oral presentation. These assessment items are expected to be completed using a mix of class time and the student’s own time. There are 2-3 assessment pieces per semester.

SUBJECT ADVICE

To be successful in Legal Studies it is necessary to have solid written language studies. Therefore, it is also a requirement to have achieved at least a SOUND in Junior English.

SUBJECT PREREQUISITES

Students need to have achieved at least a C in Year 10 English.

ASSOCIATED SUBJECT COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT

Ms K O'Mara - Teacher
Phone: 3491 5442 Email: komar8@eq.edu.au
This is an Authority-registered Subject. Students may choose it as an alternative to Authority subjects in the Social Sciences.

AIM

The Social and Community Studies SAS deals with the skills students need to function efficiently and positively in current and future life roles. The four life roles described in the SAS are Personal management, Management of relationships, Resources management, and Community involvement/management (local, state, national, and global). These life roles are interrelated and interdependent. The four life roles and their associated life skills provide a framework for a course of study in Social and Community Studies. Life skills include the following:

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

AREAS OF STUDY

Students investigate the life roles through a wide variety of elective units. Electives may include:

- Into relationships
- Australia — the inside story
- Today’s society — the real world
- How to be a discerning consumer — hey, big spender!
- Legally it could be you
- Health, recreation and leisure — get a life!
- Personal economics — money management
- Gender studies — the way we are
- The world of work
- Overseas sector — Tourism, travel and finance
- The arts and the community
- The community and the environment
- Food, nutrition and the community — you are what you eat
- Science and technology
- School-based elective
ASSESSMENT/WORKLOAD

Assessment in Social and Community Studies will vary according to the electives selected by the school. Assessment techniques may include teacher observation of student skills, performance presentations, oral presentations, tests, short and extended written responses or a community project. Assessment is designed to enable students to demonstrate achievement of the objectives of the course, namely, Knowledge and understanding, Decision-making processes, and Communication skills.

Students will be awarded a level of achievement based upon standards achieved in each of these criteria.

OPPORTUNITIES FOR STUDENTS

Social and Community Studies allows students to develop personal skills related to self-awareness, relationships and personal management as well as examining their role in the community. Students achieve a broad understanding of themselves and the construction of identity, group dynamics, personal goal setting, and inquiry processes. Students develop strategies to recognise, face and deal with personal, social, workplace and community challenges. Such strategies enable students to recognise that emotional and social wellbeing are significant to individuals, families, the community and society as a whole.

Learning activities may include:

- collecting, analysing, organising and evaluating the quality and validity of information
- planning and organising community projects
- individually and in groups, attempting to solve problems and propose solutions to community issues
- making presentations such as seminars, debates, multimedia and practical demonstrations
- participating in work experience
- undertaking a course such as a first aid or driver education

ASSOCIATED SUBJECT COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT:
Ms J Handy - Teacher
Phone: 3491 5442 Email: jhand49@eq.edu.au
VISUAL ARTS
HEAD OF DEPARTMENT: MRS JULIE-ANNE BYSTER

VISUAL ART (ART)
AUTHORITY SUBJECT

AIM

The Dakabin Art Course provides a solid basis for future Arts/Humanities studies in tertiary level and for high quality leisure activities. It is therefore important that students enrolling in Art do so as a serious study not because they wrongly see it as an easy option. It is more challenging and demanding than Year 10 Art.

An excellent standard of behaviour and co-operation is expected at all times so that every student can make the most of their learning opportunities.

Senior Art develops students’ ability to:
Define and solve problems with the flexibility to negotiate and consider a variety of solutions and processes. The course allows students to select, explore, manipulate and exploit the potential of art materials, techniques, processes and technologies. Through study students are guided to develop their own personal aesthetic. Students are encouraged to develop personal perspectives relating to social, community, cultural, economic, political, environmental and vocational visual art contexts. Students develop social and personal skills that promote confidence, working together in teams, group cooperation, responsibility, and an informed lifelong engagement and enjoyment of the Visual Arts.

AREAS OF STUDY

During the two year course of study students will be involved in the making and appraising of a variety of artworks. Year 11 course centres upon the ´diversification´ of skills, techniques and understanding in a variety of practical and theoretical approaches to the Visual Arts. While the Year 12 course involves students ´specialising´ skills and knowledge to develop personal aesthetic and individualised approaches to making and appraising artworks.

Throughout the two year course students will have the flexibility to work across a range of media areas, and/or specialise in specific areas of interest. Media areas include: drawing, painting, photography, sculpture, ceramics, digital imaging, print-making and installation art.

ASSESSMENT/WORKLOAD

Students complete work in both the practical and theoretical aspects of the course. All students are taught to utilise independent learning skills through the guidance and assistance of the teachers towards successful outcomes. Scope further exists to extend academically gifted students. Assessment will take the forms of:

- Practical art folios
- Written analytical essays
- Visual Diary
- Assignment
SUBJECT ADVICE

Art is a far more academic subject than is generally realised. Students who have not achieved at least sound in Junior Visual Arts and English are likely to find Art a constant struggle. Students who have not studied Junior Visual Arts would be advised to discuss their options with the Art teacher. Students are expected to devote time out of school hours to related practical and assignment work. It is important for students to manage time with practical projects and assignment.

SUBJECT PREREQUISITES

Students need to have achieved at least a C in Year 10 English and at least a C in Year 10 Art or at least an A/B in Year 9 Art. Must not have received an "Unsatisfactory" standard for effort and/or behaviour in Year 10 Visual Arts.

ASSOCIATED SUBJECT COSTS

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CONTACT

Mrs J Byster - A/HOD The Arts
Phone: 3491 5417 Email: jbyst3@eq.edu.au

Mr D Morgan - Teacher
Phone: 3491 5415 Email: dmorg7@eq.edu.au
Certificate II in Visual Arts
CUA20715
VET qualification
(RTO CODE: 30064)

Disclaimer: Please read. The school must have specialist teachers and equipment to run these courses. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualification. This may involve study off-campus or online, with any additional costs to be met solely by the student. The school retains the right to cancel a course if it is unable to meet legislated requirements. Additional details regarding course guarantee, policies including RPL, appeal, costs, certificate issue and statement of attainments can be found on the school website in the Curriculum section, VET Handbook.

AIM
This course is designed to provide a foundation of knowledge and skills for people intending to work in an arts-related industry or undertake higher-level studies in Visual Art. It provides an opportunity to explore employment pathways in the Visual Arts industry at several entry points including in-house productions for small to medium corporations, training and educational applications and freelance/studio based small business.

The course is delivered over a two year period of full-time study. The structure of the course incorporates effective work practices, workplace health and safety issues, an understanding of historical and theoretical aesthetic concepts, including elective studies in drawing, painting, ceramics.

SPECIAL SUBJECT ADVICE
This course will be delivered through school-based tasks that will simulate a working studio environment. It is organised to provide students with generic skills and the opportunity to apply these skills in an industry simulated environment.

Through work-placement and/or real life activities (e.g. public art exhibitions at community art galleries) students will have the opportunity to demonstrate their ability to apply their knowledge and skills.

ASSESSMENT / WORKLOAD
Dakabin State High School is the Registered Training Organisation for the Certificate I & II course. Students complete competency-based tasks for each module. Results for each unit of competence will be recorded as: Competent or Not Yet Competent. (Students are required to demonstrate competence in all set tasks to enable them to receive certification).

ASSOCIATED SUBJECT COSTS
For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2017 booklet.

CERTIFICATES POSSIBLE
Students who achieve competencies in all Certificate I modules by the end of year 10 will be awarded Certificate I in Visual Arts (CUA10315).
Students who achieve competencies in all Certificate II modules by the end of year 12 will be awarded the Certificate II in Visual Arts (CUA20715).
Those who do not successfully complete all competencies will receive a Statement of Attainment stating competencies achieved.

CONTACT
Mrs J Byster - A/HOD The Arts
Phone: 3491 5417 Email: jbyst3@eq.edu.au

Mr D Morgan - Teacher
Phone: 3491 5415 Email: dmorg7@eq.edu.au
Students studying any course that requires a work placement (refer to subject selection handbook for details) will do structured workplace learning (SWL) on a nominated day / days.

Vocational subjects offered by Dakabin State High School may have course requirements for work placement or work experience at a specified time during the course. Duration and other requirements of placement will be covered during the qualification induction performed by the faculty staff at the commencement of the course.

Students participating in a work placement must attend their workplace as per contractual arrangements. Students must have contractual arrangements finalised no later than one week prior to their work placement / work experience. Students who do not meet this deadline will have their placement cancelled. Students are strictly forbidden from attending a work placement / work experience without a contract of insurance completed. Students must approach relevant teachers to get all work they may have missed while attending their work placement.

If students are unable to attend work due to illness they must contact their employer either before the day of work or before their normal starting time on the day they are absent, and then immediately notify the school. Students must bring an explanatory note from their parents to school on the next day of attendance.

Students must ensure their log books are signed by their employer on the day of workplace attendance. On their return to school, students are required to present their log books to their class teacher.

Students should be mindful at all times of the employers’ voluntary support of the school. They must therefore dress and behave in a manner reflective of school, community and workplace standards. As many employers rely on customer relations, students must be courteous, respectful and polite at all times.

Students enrolled in a vocational subject for which work placement/work experience is a mandatory component, and who do not participate in the work placement or do not find a place of employment in the designated time frame, will not be able to complete the certificate course and therefore will not be eligible for all QCE Credits. They may also be asked to choose other subjects.

All students commencing studies in a vocational subject for which work placement/work experience is a mandatory component will participate in an induction program. At the commencement of the program, teachers will induct students on Workplace Health and Safety, Harassment & Discrimination issues.

Employers must be notified by the student (in advance) if the student has an exam on any of the contracted days of work placement and therefore cannot attend work. During block exam period, students who have no exams on the day of employment must attend work placement.

For students not able to organise their own work placement or satisfy requirements from existing work arrangements, a work placement charge will be charged to cover the cost of an external agency to organise placements.

Work Placements organised by an outside agency – Sustainable Partnerships Australia (SPA) and coordinated at school through the Learning Engagement office at a charge (in 2017) of $50 per placement. There will be a charge of $25 per placement if a student sources their own placement. Upon completion of SWL Registration Forms, students will be invoiced. Payment is due to the Cashier prior to placements being organised. In the event that a student fails to fulfil the requirements of their SWL, this charge is non-refundable. Please also note that if the placement has been arranged according to the student’s registration form and it is cancelled by the student, an additional cancellation fee of $30 will be invoiced to the student. This is SPA policy.

Students enrolled in a Vocational subject for which SWL is a mandatory and assessable component, and who do not participate in the work placement, are at risk of being unable to successfully complete the qualification and may be asked to choose another subject. They will also be referred to the HOD of the faculty and be sanctioned in accordance to the school's assessment policy.

Insurance cover extends to a maximum of 30 days of work placement per calendar year excluding students from the special education unit.
A number of VET courses are available for students to study accessing VETIS funding, attending private RTO or SkillsTech/TAFE. As this is ever expanding and changing, opportunities available will be widely promoted to students in 2017. Many courses are offered as fee for service. Please check with the delivering RTO before registration.

Some course options for 2017 include:

- Cert I in Automotive
- Electrotechnology
- Plumbing
- Hospitality
- Building and Construction
- Health Services
- Business
- Horticulture
- Retail

Students are advised to contact John Skerman, HOD of Learning Engagement to discuss 2017 options.
TAFE Brisbane, SkillsTech and ReddiLab (a TAFE program run by Redcliffe SHS) offer students the opportunity for high school students in Year 11 (and continuing on to Year 12) to complete TAFE qualifications one day per week while still attending school.

Year 10 students should be aware that in order to receive school approval to attend any TAFE training in Years 11 and 12, students will be required to meet academic, attitudinal and behaviour standards before they can apply for a course. As our school’s reputation and relationship with these providers are crucial to our curriculum programs for all students, no one student will have the right to jeopardise these links through unsatisfactory conduct at school, or where academic performance indicates students are best served being at school full time.

A student receiving, on their Semester 1 2016 report card - for any subject - an “Unsatisfactory “ (U) standard for effort and/or behaviour, and/or a “D or E” standard for academic performance and/or who have received more than one suspension from school during Year 10 will not be permitted to apply for TAFE qualification courses for 2017. The criteria for a “U” standard for effort and behaviour are known by students. A “U” standard will also apply to students who consistently refuse to comply with our uniform policy, particularly with regard to the wearing of inappropriate shoes that do not meet with safety standards as prescribed by the Principal.

In addition, due to the compulsory fees associated with TAFE courses, students wishing to apply to external study must have first met their financial obligations here at school.

Students who have not met our minimum requirements in Semester 1 will have Term 3 and Term 4 to demonstrate improvement and adherence to school routines and expectations. Should this occur, students must arrange to meet with the Deputy Principal (Senior Secondary) to discuss their desire to apply for TAFE, after which they may then be permitted to apply. However as TAFE applications for 2017 are due to be submitted to these institutions by the end of Term 3, these students may find that they have missed the TAFE deadlines for acceptance into courses.

**SUBMITTING APPLICATIONS TO TAFE**

**USI – UNIQUE STUDENT IDENTIFIER – ALL STUDENTS MUST HAVE THIS PRIOR TO ENROLMENT WITH TAFE. REFER TO SEPARATE INFORMATION SHEET ON USI.**

**TERM 1 & 2:**
- All students / parents are provided prerequisite information via bulk email, school newsletter, Pathways lessons and Year 10 parent information evening.

**TERM 3:**
- Students receive report cards and are reminded of prerequisites for applying to TAFE for 2017 so they can ascertain their current status of approval.
- Students undertake SET Plan interviews. They identify on their SET Plan that they are interested in applying to TAFE (based on the 2017 course information we provide them - at this stage, TAFE may not have released all 2017 program details). At the SET Plan interview, students will also be required to complete an Expression of Interest form, identifying details of the TAFE course they wish to apply for in 2017. This document will be submitted to Senior Schooling.
- TAFE Brisbane, SkillsTech and ReddiLab should release program information by middle of term. Students who have submitted an Expression of Interest are provided with their course options and those who – based on prerequisite information – receive approval from the school to apply for a course will then be required to complete a TAFE application form.
• All applications are returned to and submitted to TAFE by Learning Engagement – students are NOT permitted to submit applications directly to TAFE themselves. Learning Engagement will cross-check the received applications against available prerequisite information (e.g. report card and financial status information).
  o Where prerequisites have been met, applications will be submitted to TAFE, and families advised
  o Where prerequisites have not been met, applications will not be submitted to TAFE, and families advised

• NB: TAFE Brisbane, SkillsTech and ReddiLab application deadlines are usually the final week of Term 3. Learning Engagement sets an earlier date (Week 8 or 9) to allow for cross-checking to occur.

TERM 4:
• Interim reports are completed early in Term 4. Students will have access to these to determine if they now meet prerequisites. These will be cross referenced by Learning Engagement to see if prerequisites have now been met. However, applications will not be submitted until this pattern of improvement is established and confirmed on the Semester 2 report card issued at year’s end AND until after the student has organised to meet with the Deputy Principal (Senior Secondary) to discuss their application.
  o Where prerequisites have been met, and DP approval given, applications will be submitted to TAFE, and families advised. Students have been made aware throughout the year (from beginning of Term 1) that missing the end of Term 3 TAFE-enforced deadline for receipt of applications may mean that this late application is not accepted by TAFE.
  o Where prerequisites have not been met, applications will not be submitted to TAFE, and families advised.

IMPORTANT POINTS:
• Students who do not meet the necessary prerequisites in Semester 1 are responsible for monitoring their reports to determine if this changes. It is they who are responsible for following up for approval to submit an application during Terms 3 and 4.
• Students who meet Semester 1 prerequisites and have their applications submitted, but whose academic, behaviour and/or effort results drop to below the standard for prerequisites will have their applications withdrawn.
• Once applications have been submitted to TAFE, acceptance and enrolment into the selected course is at the discretion of the TAFE institution. Therefore, submitting an application does not guarantee acceptance into a course.

TAFE at School Program 2017

Students can refer to information booklets issued by TAFE and available from Mr J Skerman, or go directly to the TAFE portal website at www.qldahecourses.com.au for latest information and pricing.

Study in these courses is not available to students who choose to be OP-eligible due to the requirement of attending TAFE one day per week throughout Years 11 and 12. Details of costs associated with these courses are provided with course information supplied by TAFE Queensland Brisbane. The following information is extracted from the TAFE Brisbane TAFE at Schools 2017 Guide, and is subject to change. Full details of 2017 courses have been released by TAFE Brisbane. Please ensure that you have read the rules and requirements of enrolment into a TAFE course prior to choosing a course of study. Students are invited to collect a copy of the 2017 course details from Mr Skerman.

For more information, contact Mr J Skerman - HOD Learning Engagement or TAFE Queensland directly.
The information below has been taken from the TAFE Queensland Brisbane Schools Program guide.

What is the Schools’ Program?
TAFE Queensland Brisbane offer high school students from Year 11 the opportunity to study vocational education and training (VET) programs in preparation for further study and to get into the workplace faster.

Students can attend a TAFE Queensland Brisbane campus one day per week during the school term, over two years.

What does it cost?
Students undertaking a nationally accredited VET qualification at TAFE Queensland Brisbane as part of their senior studies pay substantially reduced tuition fees. However there are associated material fees for all programs, and any students attending a TAFE Queensland Brisbane campus will be required to pay a yearly administration fee.

Eligibility requirements
It is a necessary requirement for students to enrol and pay their fees prior to commencing TAFE each semester and have a USI number. Students must remain enrolled in, and attend, a Queensland school throughout the duration of the Schools’ Program. If students change schools during this time, please ensure the TAFE Queensland Brisbane TAFE at School Program Unit has been notified. Study at TAFE is to be identified in the student’s Senior Education and Training (SET) Plan. Students must abide by TAFE Queensland Brisbane rules and regulations, as set out in the TAFE at School Students Guide, while completing a TAFE at School Program. Students may enrol in only one program with TAFE Queensland Brisbane at a time.

International Students
Students who are not Australian permanent residents or citizens, who want to participate in the Schools’ Program, will need to provide evidence of their passport entry visa status with their New Student – Personal Details Form.

International fees will apply.

Where do I start?
Step 1: SET Plans
Students need to work out a Senior Education and Training (SET) Plan. Once a qualification of interest has been identified - and on the condition that TAFE application prerequisites have been met - students will be required (during the SETPlan interview) to complete an Expression of Interest form. This form will be returned to Senior Schooling. Please refer to the information about prerequisites, and the process of apply to TAFE courses online at www.qldtafecourses.com.au.

Note: Completing of the New Student - Personal Details Form does not guarantee a place in a Schools’ Program.

Step 2: Attend information evening
Students who will be applying for a TAFE Queensland Brisbane course are requested to attend information evenings in August. Schools will be advised of specific dates, times and campus locations for these events. Enrolment preference will be given to students who attend their relevant information evening.

Parents/guardians are also requested to attend the information sessions as TAFE Queensland Brisbane staff outline TAFE processes, student rules and expectations, program plans and conduct tours of facilities.

For more popular programs a written application and/or student interview may be required. Instructions on how to fill out an application and respond to selection criteria to support an expression of interest will be explained at the information evenings.

Step 3: Submitting an application
Students who receive approval from the school to apply for a TAFE Queensland Brisbane course in 2017 will be advised of this in Term 3 and 4 and are required to complete a TAFE application form online by 25th July 2016 for 2017 courses.
Step 4: Offers made
Schools and students will be informed of student offers in late October 2016 by email.  
*Note: All programs are number dependant, which means a minimum number of students is required before a program can proceed.*

Step 5: Enrolment offers letters
A letter of offer will be emailed to students, along with enrolment forms and any other information. To secure placement, payment must be made by dates specified by TAFE. Students not able to meet payments by this date must contact the TAFE Queensland Brisbane’s TAFE at Schools Program Unit, or else forfeit their place in the program.

Step 6: Round 2 offers
Round 2 offers will be issued in early February 2017. The first week of class will cover orientation and specific information about the study programs. Students must attend for timetable information.

Student rules

Attendance and absenteeism
It is important that students, schools and parents understand their commitment to TAFE Queensland Brisbane TAFE in School Program and attend all scheduled classes to ensure successful outcomes.
If students are unable to attend TAFE they are to contact the TAFE Queensland Brisbane TAFE at Schools Program Unit or their TAFE Queensland Brisbane teacher to advise of their absences. They must also advise the school of their absence.
If a student knows in advance they will be absent from class, they are to discuss this with their teacher.
It is the student’s responsibility to catch up on any missed work.
Weekly absenteeism reports will be sent to schools for further investigation.

Attitude
Students are required to maintain a high standard of behaviour at all times, including respecting and complying with teacher instructions.
Students need to be fully committed to the program by attending all scheduled classes and maintaining a high standard of behaviour at all times.
Mobile devices such as phones, iPods MP3 players should be appropriately used to ensure they do not disrupt learning.

Safety
TAFE Queensland Brisbane promotes an environment which is fair, equitable and free from discrimination and intolerance. Activity which involves discrimination, intimidation, bullying or harassment is unacceptable and will attract disciplinary action, including cancellation of TAFE enrolment.

Standard of dress
Students need to abide by a high standard of neat, casual dress and are requested to wear presentable clothing. Midriff tops, see-through clothing, offensive messages or images displayed are not acceptable.
Individual programs may have additional industry dress requirements.
For a detailed list of rules and responsibilities, refer to the TAFE Queensland Student Rules.

Transport
Students are required to make independent travel arrangements to and from campus in line with class session times. This includes any off campus excursions that may be scheduled.

Information regarding transport to and from each TAFE Queensland Brisbane campus can be obtained from Translink on 131 230 or www.translink.com.au.

More Information
If you require information contact the TAFE Queensland Brisbane Customer Service Centre on 13 72 48 or email the TAFE Schools Unit Officer Program Unit at brisbane@tafe.qld.edu.au. Further information can be found on the TAFE Queensland Brisbane website www.qldtafeecourses.com.au.
Students in Years 11 and 12 may be eligible to undertake SBATs throughout Senior. SBATs offer students the opportunity to remain studying at school while undertaking employment and formal training. Students interested in pursuing this opportunity should note that the prerequisites required for TAFE and external training courses also apply to entering into a SBAT (please refer to the TAFE handbook). Students who are signed into SBATs are required to miss one or two days of school per week for work/training, and often undertake their formal training blocks during after school sessions or as block training during school holidays. SBATs should only be considered where a student intends to continue on that vocational pathway upon the completion of their schooling, and after due consideration of the impact that completing an SBAT will have on their school studies. We do not recommend students who are OP-eligible undertaking an SBAT.

While the school is unable to create or find SBAT opportunities for students, we will work with students to set it up if they find an opportunity themselves. For example, you may know someone who works in industry, or perhaps your current part time employer is prepared to take you on as a trainee/apprentice. Discuss this with the Learning Engagement office if this happens so we can help get things started for you.

Students interested in pursuing training in a specific industry are urged to collect an Expression of Interest form from the Learning Engagement office. The information you provide will allow us to identify any specific opportunities that become available (we receive updates from companies that are advertising SBAT opportunities) that may suit you. Due to the changing nature of the workforce, there is no way to guarantee that specific industries will be looking for SBATs, but submitting a completed EOI to us will allow us to know what you’re interested in.

Recent changes to state legislation governing the minimum nominal hours required for the completion of courses mean that it is highly unlikely that School-based Traineeships will be offered to or available for students in Year 12.

Please be aware that students are NOT permitted to enter into SBATs without the school’s knowledge AND approval. The Department of Education, Training & Employment (DETE) cannot, and will not, authorise an SBAT without the school’s formal consent.

Undertaking an SBAT is a legal agreement signed by Dakabin SHS, the student and their parent/guardian, the employer, an Apprenticeship Centre, a Registered Training Organisation and DETE. As such, SBATs should not be entered into lightly. More information is available from the Queensland Government’s apprenticeship information website: www.apprenticeshipsinfo.qld.gov.au.
APPENDIX A: SUMMARY OF SENIOR SUBJECT OFFERINGS AT DSHS 2017

Queensland Certificate of Education (minimum 20 Credits required – refer pg 10)

Four Semester Authority and Authority-Registered subjects (4 CREDITS, or 1 per semester based on duration of study, awarded only on Exit result of SOUND achievement or better)

<table>
<thead>
<tr>
<th>Authority Subjects</th>
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<tbody>
<tr>
<td>Agricultural Science (AGS)</td>
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<tr>
<td>Ancient History (AHS)</td>
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<td>Biological Science (BSC)</td>
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<td>Chemistry (CHM)</td>
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<td>Dance (DNC)</td>
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<td>Drama (DRA)</td>
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<td>Earth Science (ESC)</td>
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<td>English (ENG)</td>
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<td>Film, Television &amp; New Media (FTM)</td>
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<tr>
<td>Hospitality Studies (HOS)</td>
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<td>Information Processing &amp; Technology (IPT)</td>
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<td>Legal Studies (LEG)</td>
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<tr>
<td>Mathematics A (MAA)</td>
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<td>Mathematics B (MAB)</td>
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<td>Mathematics C (MAC)</td>
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<tr>
<td>Modern History (MHS)</td>
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<tr>
<td>Music (MUS)</td>
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<tr>
<td>Physical Education (PED)</td>
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<td>Physics (PHY)</td>
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<tr>
<td>Senior Graphics (GPH)</td>
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<td>Visual Art (ART)</td>
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<tr>
<th>Authority Registered Subjects without VET (non-OP)</th>
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<tbody>
<tr>
<td>Building and Construction Skills (ITU)</td>
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<tr>
<td>Business Studies (BUS)</td>
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<tr>
<td>Engineering Skills (EGS)</td>
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<tr>
<td>English Communication (ENC)</td>
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<tr>
<td>Furnishing Skills (FST)</td>
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<tr>
<td>Hospitality Practices (HST)</td>
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<tr>
<td>Information &amp; Communications Technology Studies (ICT)</td>
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<tr>
<td>Recreation (RST)</td>
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<tr>
<td>Science In Practice (SIP)</td>
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<tr>
<td>Social and Community Studies (SCS)</td>
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<tr>
<td>Tourism (TOU)</td>
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<tr>
<th>Stand-Alone Certificate I &amp; II VET Courses</th>
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<tbody>
<tr>
<td>(not OP, but do contain vocational competencies, CERT II 2 QCE credits, CERT II 4 QCE credits – on successful completion of qualification)</td>
</tr>
<tr>
<td>Certificate I in Animal Studies [ACM10110]</td>
</tr>
<tr>
<td>Certificate II in Animal Studies [ACM20110] (VAN / VAD)</td>
</tr>
<tr>
<td>Certificate II in Rural Operations [AHC20210] (VRP)</td>
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<tr>
<td>Certificate II in Visual Arts [CUA20715] (VVC)</td>
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<tr>
<th>Certificates – External RTO, studied at Dakabin SHS</th>
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<tbody>
<tr>
<td>Cert III Business (BSB30112) – Binnacle Training</td>
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<tr>
<td>Cert III Fitness (SIS30310) – Binnacle Training</td>
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<tr>
<td>Cert III Sport &amp; Recreation (SIS30512) - Binnacle Training</td>
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<tr>
<td>Certificate II in Engineering (MEM20105) TAA</td>
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<tr>
<td>Certificate II in Furniture Making (MSF20313) TAA</td>
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<tr>
<td>Certificate I in Construction (CPC10111) TAA</td>
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Unique Student Identifier

Information for parents and students

From 1 January 2013, the Australian Government requires all students studying Vocational Education and Training (VET) to have a Unique Student Identifier (USI). This includes students who are studying VET in schools.

There is no cost to the student. The USI will allow students to access their enrolment and achievement record for all VET learning online (from 1 January 2013); and no VET records will be lost.

Registered Training Organisations (RTO) must have a valid USI for a student before issuing a qualification or statement of attainment. This includes school RTOs.

What is a USI?

- A USI is a reference number. It is made up of numbers and letters.
- The USI gives students access to their USI account.
- The USI account allows a student to see all their training results from all providers. This includes all completed training units and qualifications.

Why do students need a USI?

Students will need a USI:

- so that an RTO is able to issue a statement of attainment, or certificate, for nationally recognised accredited training
- for online access to their record of enrolment and achievement for VET learning
- to provide evidence of their accredited VET, for example when applying for a job or further study.

Who applies for a USI?

- A student can apply for a USI.
- An RTO can apply for a USI on a student’s behalf. (This may be a school RTO, TAFE or other external RTO.)

What do students need to do?

If the RTO does not apply for a USI on behalf of the student, the individual must apply for a USI. A student can apply for a USI at the Australian Government USI website - create your USI. The student must then provide the USI details to their training provider (school RTO, TAFE or external RTO) or they will not receive a statement of attainment or qualification.

If an RTO applies for a USI on the student’s behalf, the student must provide permission and suitable identification through one of the following:

- driver’s licence
- Medicare card
- Australian passport
- visa (with Non-Australian Passport) for international students
- birth Certificate (Australian) — please note a birth certificate extract is not sufficient
- certificate of registration by descent
- citizenship certificate
- ImmCard.
Students without any of these forms of identification are still able to obtain a USI and they should contact their RTO for assistance.

Students should record their USI and keep it handy and in a safe place.

If students have further questions about the USI, they should contact the VET Coordinator or Head of Department Senior School at the school. Students can also find further information at the Australian Government USI website - student information.

What if a student forgets or loses their USI?
The USI can be retrieved online at Australian Government USI student portal. If their RTO is their school, students can also ask the school for their USI as they will have a record of it.

What is an RTO?
A Registered Training Organization (RTO) is any organization that is registered to deliver nationally recognized training and qualifications. There are approximately 3000 registered training organisations (also known as RTOs) in Australia including:
- TAFEs and other government training organisations
- private/non-government training organisations
- some high schools that provide nationally recognised training
- some employers and other organisations that provide nationally recognised training.

Registered Training organisations can offer qualifications at the level of:
- Certificates I, II, III and IV
- Diploma
- Advanced Diploma
- Vocational Graduate Certificate
- Vocational Graduate Diploma.

Useful website links
Further information on the USI can be accessed on the Australian Government USI website and at the following links:

- Students – Create your USI: [http://www.usi.gov.au/Students/Pages/steps-to-create-your-USI.aspx](http://www.usi.gov.au/Students/Pages/steps-to-create-your-USI.aspx)