College Principal: Dr Wayne Troyhan

All contents of this handbook are correct at time of publication, but are subject to change. Subjects will only be offered based on demand and timetabling constraints.
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Nambour State College Senior School strives to deliver programs that are purposeful, meaningful learning opportunities that are tailored to foster creativity, innovation, enterprise and excellence. Our school supports learning pathways that are unique to each student, that recognise students’ passions, abilities, and build confident independence. The senior school celebrates our rich heritage, our diversity, and our limitless potential for individual and united achievement. Nambour State College has an expectation that ALL students will achieve a QLD Certificate of Education.

What is the Queensland Certificate of Education (QCE)?
Since 2006, students in Year 10 have worked towards a new school qualification. It is the Queensland Certificate of Education (QCE).

Eligibility for a QCE:
To be eligible for a QCE, a student must be enrolled with a school and registered with the Queensland Studies Authority (QCAA). For most students the QCE will be achieved over Years 10, 11 and 12. Others may not achieve it until after they finish Year 12. The total amount of learning required is at least 20 credits. This reflects an amount of learning that could be reasonably achieved by most young people over a two/three year, full-time program of study during the Senior Phase of Learning.

Difference between Authority, Authority-Registered and VET subjects:
Nambour State College offers three types of subjects, which are all linked to different future pathways. Identifying your future pathway should be a priority BEFORE you choose your subjects. There are a countless number of pathways for students, however, these can be broken into three main categories:

- Tertiary (University, Private College, TAFE)
- Apprenticeship/traineeship
- Work

These need to be taken into account when selecting subjects.

At Nambour State College, we offer Authority Subjects (OP subjects), Authority-Registered Subjects and VET qualifications, some delivered by staff at our school and others delivered by outside agencies. These types of subjects link very closely with the previously mentioned pathways. The school will help students consider future pathways through the rigorous Student Education and Training Plan (SETP) process, outlined in subsequent pages.
Authority Subjects:

- are based on a state-wide syllabus approved by the Queensland Studies Authority (QCAA)
- have school work programs accredited by the QCAA
- have assessment of students' achievement reviewed and ratified by the QCAA
- contribute to a student's eligibility for an overall position (OP)
- contribute to a student's selection score (OP or rank)
- are recorded on the Queensland Certificate of Education (QCE) (see below) and the Senior Statement (see below)

Authority-Registered Subjects:

- are developed by the school to meet recognised needs
- are based on Subject Area Specifications (SASs)
- are recorded on the QCE
- are less academically demanding than Authority subjects

Awarding of VET Certificates and Statements of Attainment:

- A VET Certificate is awarded to students who successfully complete the required number of core and elective competencies. The certificate provides details of the competencies that the student completed.
- If not all units of competencies are completed, then a Statement of Attainment is awarded listing competencies achieved.
- If a student enrols late into the course they may not receive a full qualification but will be awarded a Statement of Attainment providing details of the competencies that the student has successfully completed.
Agriculture faculty
AGS11 - Agricultural Science

Authority subject in the Agriculture faculty

Course outline:
Students will be given the opportunity to explore the relationships between agricultural practices and resource management on a dairy farm. Topics covered in Year 11 will focus on sustainability and resource management of the land and how plant, animal, soil and water management underpin all facets of agriculture and land use.

Students will study climate and weather patterns to identify how these influence and determine agricultural decisions and outcomes.

Investigations will involve developing high quality nutritional feeds for stock and using wastes from aquaculture as nutrient source for growing small crops.

A variety of approaches to learning are developed in this course of study by using a number of different methods of presentation. These include:

- Self study units
- Individual research
- Demonstrations
- Teacher led lessons
- Practical work and experiments

Topics covered in Agricultural Science include:

- Effective plant, animal, soil, water and land management
- Preservation of bio-security in plants and animals to control pest organisms
- Influences and nutrient cycles of soils on plants and animals
- Weather and climatic patterns to ensure optimal land management in agricultural production systems
- Pastures as feed source
- Reproduction and propagation
- Aquaculture and aquaponics
- Poultry breeds, genetics, and reproduction
- Broilers vs layers

Assessment:
Assessment instruments will include:

- Short response exam: resource management
- Extended research response: weather
- Extended research response (EAI): Top quality nutrient feeds
- Extended response exam: aquaculture and hydroponics

Pathways this course can lead to in school, post-school education and careers:
Agriculture now and in the future is about smart management and innovative technology being used to create great produce and great profits while still protecting and nurturing the environment. Agricultural Science has direct links to a rapidly expanding range of higher education options. These range from general Agricultural Science programs through to specialised training in areas such as:

- Agronomy
- Animal production
- Food and wine
- Veterinary practices
- Biotechnology and genetics

With a degree in agriculture, graduates can look at jobs and careers in emerging industries such as aquaculture and biotechnology. A focus on training in the sustainable management of our natural resources could take you anywhere in the world, working to develop and apply new practices in developing countries and research centres for better productivity without damage to the environment. Qualifications in this field will open the door to the job boom in natural resource management in Australia with positions ranging from research to teaching, communications, commercial management and advisory services to producers.

Alternatively you can focus on commercial animal or plant management and production, or a focus on food and wine can take you into Australia’s thriving food and wine production sector, tourism, marketing or hospitality.

Prerequisites:
Prerequisites for this subject include at least a C for English and Science

Costs:
Nil.
VRL11 - Certificate II In Rural Operations - AHC21210

Vocational Education and Training subject in the Agriculture faculty

Vocational Education and Training Certificate Details:
AHC21210: Certificate II in Rural Operations (2 year course)
RTO: Nambour State High School - 30084

Course outline:
Certificate II in Rural Operations provides the underpinning knowledge and skills required to work in a variety of rural workplaces. This course is a practical study of the management of Agricultural production and associated activities. There is a strong practical focus on the acquisition of new skills while studying topics such as:

- Occupational health and safety
- Plant propagation and vegetable production
- Machinery operation and maintenance
- Tillage
- Dairying
- Soil health and pasture production
- Farm construction and fencing

Certificate II in Rural Operations is delivered over two years where students will have the opportunity to practice new knowledge and skills in a recognised industry environment.

Assessment:
Students will be given every opportunity to demonstrate competency in a variety of contexts until they become competent, some of the assessment tasks used include log books, student folios, observations and demonstrations.

Pathways this course can lead to in school, post-school education and careers:
This qualification provides a general vocational outcome in Rural Operations and enables individuals to increase employment opportunities and undertake the wide range of activities within this industry such as:

- Agriculture
- Horticulture
- Aquaculture
- Forestry
- Animal production
- Pest management
- Machinery operation

Further training pathways from this qualification include, but are not limited to, Certificate III in Agriculture, Certificate III in Production Horticulture and Certificate III in Horticulture.

Prerequisites:
There are no prerequisites for this subject.

Costs:
Nil.
Business faculty
BCT11 - Business Communication and Technologies

Authority subject in the Business faculty

Course outline:
A significant feature of BCT is its relevance to future pathways, as it provides useful knowledge and competencies for life. BCT is a two year course that fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business to society. Through the analysis of business issues, the course of study provides an excellent foundation for students in tertiary study and for their future employment.

Outline
The following topics will be covered, in the context of Tourism and Hospitality:

Semester 1
Business Environments
Workplace Health, Safety and Sustainability

Semester 2
Social Media
Organisation and Work Team

Assessment:
A range of assessment instruments will be employed, including; short response tests, extended written responses, practical applications, multimodal presentations and research assignments.

Pathways this course can lead to in school, post-school education and careers:
This subject may lead to employment in such areas as business administration, events administration, workplace health and safety or tertiary studies in business, business management, events management and human resources.

Prerequisites:
At least a C level of achievement in Year 10 English.

Costs:
Nil.
LEG11 - Legal Studies

Authority subject in the Business faculty

Course outline:
The objectives of the course are:
* to provide a basic understanding of the operation of our legal system;
* to equip students to act responsibly in situations that necessitate balanced approaches to rights and responsibilities;
* to empower students to be better able to participate in the social process of responsible citizenship;
* to ensure students develop appropriate life skills.

Legal Studies focuses on enhancing students' abilities to recognise the diverse legal situations and issues that arise in their everyday lives. These situations and issues often have legal implications that affect the rights and obligations of themselves and other community members. Students will gain knowledge to understand legal frameworks that regulate and shape society.

Legal Studies enables students to formulate personal views of the world and understand how the law affects their world. Through critical analysis, examination and problem solving, they are empowered to make decisions that can benefit themselves and the community.

This subject will be of benefit to students who have an interest in:
* Acquiring knowledge of the relationship between law and society
* Acquiring knowledge of citizens' rights and responsibilities
* Understanding the historical development of Australia’s legal system
* Developing skills in using legal information
* Communicating with others about legal matters
* Responsible community membership

Outline
YEAR 11 - Semester
The Legal System
Criminal Law
YEAR 11 - Semester 2
Introduction to Civil Obligations
Civil Wrongs (Torts) and the Law

Assessment:
Assessment techniques include short answer responses, extended responses, essays, assignments, seminar and non-written presentations, case studies and response to stimulus material.

Pathways this course can lead to in school, post-school education and careers:
* Diploma of Justice
* Diploma of Business
* Advanced Diploma of Business
* Bachelor of Arts (Justice Studies)
* Bachelor of Law
* Bachelor of Education (Legal Studies)
* Bachelor of Commerce
* Bachelor of Business
* Police Officer
* Child Welfare Worker
* Corporate Lawyer
* Youth Worker
* Counsellor
* Social Worker
* Legal Officer
* Teacher
* Solicitor/Barrister

Prerequisites:
At least a C level of achievement in Year 10 English

Costs:
Nil.
VBS11 - Certificate II in Business - BSB20115

Vocational Education and Training subject in the Business faculty

Vocational Education and Training Certificate Details:
BSB20115: Certificate II in Business (2 year course)
RTO: Nambour State High School - 30084

Course outline:
This course offers two certificates - Certificate II in Tourism and Certificate II in Business. The certificates will be delivered over two years through class-based tasks that generally simulate those performed in industry. There are some modules that are common to both certificates; this allows students to gain cross credit for these modules. The course includes an excursion in both Year 11 and Year 12 to a major theme park to observe industry practices.

Topics

Semester 1
* Let's Get Ready for Work

Semester 2
* World of Work

Semester 3
* Interacting in the Workplace

Semester 4
* Safe and Sustainable Practices

Several modules appear in both certificates, therefore, cross credits can be assigned for both certificates upon completion of a module.

Assessment:
- portfolios of work
- short response tests
- practical computer applications, and
- research assignments.

Pathways this course can lead to in school, post-school education and careers:
The successful completion of this course of study could lead students towards future tertiary studies in Business/Commerce, Tourism, etc. The course also prepares students for an entry level into a career in Business, Financial Institutions, Real Estate, Events Management, etc.

Both Certificate II in Business and Certificate II in Tourism can be achieved in the two year course.

Prerequisites:
NIL

Costs:
NIL.
VTO11 - Certificate II in Tourism - SIT20116

Vocational Education and Training subject in the Business faculty

Vocational Education and Training Certificate Details:
SIT20116: Certificate II in Tourism (2 year course)
RTO: Nambour State High School - 30084

Course outline:
This course offers two certificates - Certificate II in Tourism and Certificate II in Business. The certificates will be delivered over two years through class-based tasks that generally simulate those performed in industry. There are some modules that are common to both certificates; this allows students to gain cross credit for these modules. The course includes an excursion in both Year 11 and Year 12 to a major theme park to observe industry practices.

Topics

Semester 1
Are you a Tourist?

Semester 2
Customer Service

Semester 3
Ready, Set, Here's the Show

Semester 4
Safe and Sustainable Practices

Assessment:
- portfolios of work
- short response tests
- practical computer applications, and
- research assignments.

Pathways this course can lead to in school, post-school education and careers:
The successful completion of this course of study could lead students towards future tertiary studies in Business/Commerce, Tourism, etc. The course also prepares students for an entry level into a career in Business, Financial Institutions, Real Estate, Events Management, etc.

Both Certificate II in Business and Certificate II in Tourism can be achieved in the two year course.

Prerequisites:
NIL

Costs:
Nil.
Communications faculty

ENG11 - English

Authority subject in the Communications faculty

Course outline:
The aim of the Year 11 and 12 English Program is to further the language development of students by actively engaging in using language for a wide variety of genuine purposes and reflecting upon and analysing the use of language in literature and the mass media.

This course is designed for all students as it develops the language skills needed for further study at TAFE or university.

Year 11
Term 1: Whose truth? Media and Documentaries
Term 2: Right and Wrong: Novel Ideas...
Term 3: Australia: The lucky country?
Term 3: Choices and Voices: Dramatic Realities

Assessment:
Term 1: Reflective Feature Article (exam), Spoken Analytical Exposition
Term 2: Imaginative Spoken / Monologue, Written Analytical Exposition (exam)
Term 3: Imaginative Writing / Narrative
Term 4: Persuasive Spoken

Pathways this course can lead to in school, post-school education and careers:
English opens up the opportunity to go to university after school.

Prerequisites:
Year 10 English
Year 10 English Communication - at discretion of the HOD

Costs:
Nil.
ENC11 - English Communication

Authority Registered subject in the Communications faculty

Course outline:
The course aims to develop the language of students by helping to improve their skills in understanding and producing various forms of written, spoken and visual language that is immediately useful in work and leisure situations. This course will specifically assist students to develop the communication skills necessary to succeed in the workplace.

1. Hi ho, hi ho it's off to work we go...
2. Talkin' 'bout my generation.
3. We can be heroes
4. Knowing your place - Rights and Responsibilities
5. Nightmare on Carroll Street
6. Stop it at the Start - Community Issues Unit

Assessment:
Assessment consists of 50% written and 50% spoken tasks including:


Pathways this course can lead to in school, post-school education and careers:
English Communications will prepare students for work, further study at TAFE and real life after school.

Prerequisites:
There are no prerequisites for this subject.

Costs:
Nil.
eLearning faculty
FTM11 - Film, Television and New Media

Authority subject in the eLearning faculty

Course outline:
Students will acquire knowledge and understanding of the theoretical and practical concepts in film, television and new media industries. Students will develop, and apply skills to analyse and evaluate media texts, as well as design and produce their own. Students should be aware that this subject places strong emphasis on the theoretical aspects of film and television, as an understanding of this aspect underpins all design and production tasks.

It is highly recommended that students participate in the school 'Bring Your Own Laptop' program which allows access to hardware and software used throughout the course.

Semester 1 - Hooray for Hollywood / representing the world
Semester 2 - Truth to Tell / Australian film tradition and independence
Semester 3 - Art of Style / Asian forces and vision
Semester 4 - Never mind the mainstream / cult followings

The aim of this course is to prepare students in theoretical and practical concepts in film, TV and new media industries.

Assessment:
Combination of design, production, critique.

Design: a video game, screenplay, short film proposal, proposal for an experimental film
Production: short documentary, short film, create an experimental film
Critique: analytical essay, evaluate the work of a chosen director, multimedia essay
Student choice: design a website, write a report or film opening and closing credits

Pathways this course can lead to in school, post-school education and careers:
Undertaking Film and Television through to senior level can lead to courses in Media Production, Journalism and Teaching at places such as QUT, Griffith, UQ and TAFE. While the subject is not a pre-requisite for studying or working in the film and television field it would be beneficial. It is also very valuable for acquiring a wide range of skills relating to research, critical thinking and visual literacy. Group work skills are also developed through this subject.

Prerequisites:
A C result in Year 10 English

Costs:
$40
ITN11 - Information Technology Systems

Authority subject in the eLearning faculty

Course outline:
Information Technology Systems is a practical discipline which prepares students to respond to emerging technologies and information technology (IT) trends.

Students develop the knowledge of, and skills in, the systems supporting IT. Systems range from those supporting the development of information, such as documents or websites, to those supporting technology, such as computers or networks.

It is highly recommended that students participate in the school 'Bring Your Own Laptop' program which allows access to hardware and software used throughout the course.

This is a 2 year course in Years 11 & 12.

Topics include:
- Semester 1 - Graphic Design
- Semester 2 - Animation Design
- Semester 3 - Game Design
- Semester 4 - Web Design

Assessment:
Students are assessed against standards described in terms of:
- Knowledge and communication
- Design and development
- Implementation and evaluation.

Pathways this course can lead to in school, post-school education and careers:
Undertaking Information Technology Systems through to senior level can lead to courses in Information Technology at places such as USC, QUT, Griffith, UQ & TAFE. While the subject is not a prerequisite for studying or working in the Information Technology field it would be beneficial.

Prerequisites:
B|ENG10,C|ITS10,B|MAT10

Costs:
Nil.
ICY11 - Information and Communication Technology

Authority Registered subject in the eLearning faculty

Course outline:
Information and Communication Technology (ICT) is central to life in today’s technologically advanced world. The field of ICT is highly dynamic and is subject to unpredictable transformations by emerging technology, which requires constant adaptation by those who engage with it directly, or by those whose lives and communities are affected by its innovations.

The subject Information and Communication Technology will provide you with opportunities to explore, experience and learn knowledge and practical skills.

Assessment:
Assessment in Information and Communication Technology gives you opportunities to develop and demonstrate your knowledge, understanding and skills.

Assessment instruments include:
• projects, which provide you with authentic, real-world opportunities to demonstrate your learning; e.g. using ICT to respond to a client brief, i.e. planning, creating and presenting a suite of conference materials for a company including stage banners, promotional posters, business cards, programs and dinner menus.
• extended response to stimulus, e.g. slides with transitions and accompanying audio.

In Year 12, you will be expected to complete four to six assessment instruments, including at least two projects and one extended response to stimulus.

Pathways this course can lead to in school, post-school education and careers:
Successful completion of Microsoft Academy modules in Word and Powerpoint contributes 1 point each towards Queensland Certificate of Education (QCE). This subject in Years 11 & 12 contributes four credits towards the Queensland Certificate of Education (QCE) if you receive a Sound Achievement or higher. Additional QCE points can be achieved by successful completion of more Microsoft accreditation or Adobe (e.g. Photoshop, Flash etc).

A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Prerequisites:
NIL

Costs:
NIL
Health and Physical Education faculty

HED11 - Health Education

Authority subject in the Health and Physical Education faculty

Course outline:

Health Education examines health in the context of society, and the mechanisms necessary to develop and promote health for individuals, groups, communities and nations. Health Education is a subject that would interest students who are concerned about social justice issues and who have a strong commitment to community. Students considering the following careers would find this subject beneficial:

- health-related fields — health policy development, health and safety laws and regulations, health information management
- medical and social health fields — health advocacy, counselling, social work, medicine and nursing.

Competence in reading and written and oral communication will greatly enhance achievement in Health Education. Some special learning activities may be planned that involve a transport or participation cost.

Year 11 topics include:

- Body Image
- Sexuality
- Domestic Violence
- Schoolies Week

Assessment:

- Research Assignments
- Action Research Projects and Reports
- Supervised Exam Essays
- Persuasive Advocacy Essays

Pathways this course can lead to in school, post-school education and careers:

Possible career pathways include:

- Nursing
- Nutrition and Dietetics
- Health Promotion and Advocacy
- Social Work
- Psychology
- Public Health Administration
- Medicine and other Health Practices
- Allied Health Professional
- Teaching

Prerequisites:

- At least a C level of achievement in Year 10 Health or English, or
- An interview with the Head of Department.

Costs:

- Nil.
PED11 - Physical Education

Authority subject in the Health and Physical Education faculty

Course outline:
Physical Education involves students learning about the factors that underpin performance in physical activity. Learning experiences involve students in the integration of theoretical understandings with performance in a range of physical activities. Physical activities are selected to include a range of contexts in which people enjoy being active (for example, aesthetic activities such as Sport Aerobics or competitive sports such as Touch). Term units include a major theoretical concept, studied through the context of a selected physical activity. All units involve the close integration of performance in physical activity and the theoretical concepts that underpin quality performance.

Year 11 Overview
- Skill Acquisition Theory studied through Indirect Interceptive Activity (eg. Volleyball)
- Energy Production and Biomechanics studied through Performance Activity (eg. Athletics)
- Training Methods and Principles studied through Direct Interceptive Activity (eg. Touch)
- Social Construction of Bodies studied through Aesthetic Activity (eg. Sport Aerobics)

Year 12 Overview
- Gender, Media and Power studied through Aesthetic Activity (eg. Sport Aerobics)
- Sport Psychology studied through Direct Interceptive Activity (eg. Touch)
- Applied Training and Biomechanics studied through Performance Activity (eg. Athletics)
- Training Methodology studied through Indirect Interceptive Activity (eg. Volleyball)

Assessment:
Students complete one physical assessment task and one written / multi-modal assessment task in each term of the course.
- Physical assessment tasks typically involve physical performance in complex tactical drills, competitive game play, training activities and prepared movement routines.
- Written assessments tasks include research reports, research essays and supervised exam essays. Written assignments are 800 - 1000 words in length.
- Multi-modal assessment involves preparing a response to a research task which includes a combination of video, voice and text presented in an electronic format.

Pathways this course can lead to in school, post-school education and careers:
Possible career pathways include:
- Sports Science
- Sports Journalism
- Physical Education or Primary Teaching
- Sports Promotion / Management / Administration
- Recreation Management
- Fitness Leadership / Personal Training
- Medical Sciences
- Health Promotion / Administration

Prerequisites:
- At least a C level of achievement in Year 10 English and Physical Education, or
- An interview with the Head of Department.

Costs:
Nil.
RCJ11 - Recreation

Authority Registered subject in the Health and Physical Education faculty

Course outline:
Physical forms of recreation are growth industries in Australian society. These forms of recreation include social sport, fitness programs and outdoor pursuits. They are an intrinsic part of the Australian psyche and form a substantial part of leisure time. Recreation Studies focuses on the role recreation has in the life of individuals and communities. It is a subject that provides students with the opportunities to learn in, through and about recreation activities. Recreation activities are defined as those requiring exertion and human activity, engaged in for competition, relaxation or simply enjoyment. Recreation activities include active play and minor games, challenge and adventure activities, games and sports, health-related physical activities, and rhythmic and expressive movement activities.

Term 1 - Game On
- Two games and sports (from group A activities)
- Types of skills and skill development
- Safety in sport
- Benefits of participation in recreation

Term 2 - The Gym - Safe and Sound
- Gym based fitness activities
- Safety in the gym
- Use of technology in recreation
- Design of communication media

Term 3 - Assistant Coach
- Two games and sports (from group B activities)
- Strategies to encourage participation
- Coaching strategies
- Communication skills and feedback

Term 4 - Get Them Moving
- Minor and indigenous games
- Inclusive practices and time management
- Skill learning theories
- Group dynamics and communication skills

Assessment:
- Term 1 - Performance including completion of a "Learning Journal"
- Term 2 - Investigation (600-800 words plus designed media)
- Term 3 - Performance + Extended Response to Stimulus (500-800 words)
- Term 4 - Project - Planning Report (400-700 words) + Performance + Multi-modal Evaluation Report (2-4 minutes)

Pathways this course can lead to in school, post-school education and careers:
- Sports Promotion and Management
- Recreation Management
- Fitness Leadership and Personal Training
- Refereeing
- Coaching

Prerequisites:
Ability to participate in a variety of physical activities including swimming.

Costs:
$100.00
Home Economics faculty

HEC11 - Home Economics

Authority subject in the Home Economics faculty

Course outline:

Senior Home Economics is a three-year course of study for students in Years 10, 11 and 12. Of the three year course of study, the four semester units studied in Years 11 and 12 will contribute towards the QCE (Queensland Certificate of Education).

Studies in Home Economics aim to develop in students the ability to take informed action that promotes the well-being of individuals, families and communities.

In Year 11 students will study one creative and challenging unit from each area of study: nutrition and food, textiles and fashion, and individuals, families and communities.

- FOOD CHOICES - food selection models, diet & lifestyle related disorders, food preparation, decision making, resource management, and sustainable foods.
- FUTURES FASHION - innovations & emerging textile technologies, fabric selection, sewn article, decision making, and resource management.
- SOCIAL & PHYSICAL ENVIRONMENT - communication, conflict resolution, resource & change management, family (forms, functions, ...), housing (needs, plans, sustainability, ...), and decision making.

For the FOOD CHOICES unit, students will be required to bring ingredients to school to cook once a week for approximately 11 weeks. The cookery activities will prepare students for successful completion of the practical performance task. It is therefore vital that students cook each scheduled cookery lesson.

During the FUTURES FASHION unit, students will be provided with a task outline at least two weeks prior to commencement of sewing. Students are required to provide fabric, pattern and notions for one article.

Assessment:

Each semester students will be assessed through:

- a written examination (60 - 90 minutes)
- a research assignment (800 - 1000 words)
- a practical performance task (including both a 800 – 1000 word process journal & a cooked or sewn product prepared under supervised conditions)

Pathways this course can lead to in school, post-school education and careers:

Home Economists educate, inform and advise government, industry and the community, to assist individuals to make better lifestyle choices.

Career opportunities are available in community and education agencies such as health, families, housing, teaching, and community services as well as in industries related to design, fashion, food and textiles.

Prerequisites:

At least a C level of achievement in Year 10 English, as well as, at least a C in either, Year 10 Home Economics, Health or Early Childhood.

Costs:

Nil.
ECD11 - Early Childhood

Authority Registered subject in the Home Economics faculty

Course outline:
Senior Early Childhood is a three-year course of study for students in Years 10, 11 and 12. Of the three year course of study, the four semester units studied in Years 11 and 12 will contribute towards the QCE (Queensland Certificate of Education). Early Childhood Studies focuses on learning about children aged from birth to five years. A cornerstone of the subject is the significance of play to a child's development. Play involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world. Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based activities responsive to children's needs. A course of study involves learning about core concepts and ideas related to the fundamentals of early childhood and practices in early childhood learning. Core topics are embedded in electives that influence the development of children, such as play and creativity, literacy and numeracy skills, being in a safe place, health and physical wellbeing and indoor and outdoor learning environments. Throughout the course of study, students make decisions and solve problems working both individually and with others.

During Years 11 and 12 the course of study for Early Childhood Studies includes:

Core topics:
1. Fundamentals of early childhood
2. Practices in early childhood learning

Elective studies (at least 4 of the following)
- Play and creativity
- Literacy and numeracy skills
- Being in a safe place
- Health and physical wellbeing
- Indoor and outdoor learning environments

Compulsory Work Placement - Year 11 students must complete three (3) days of work placement in semester two. Each work day is a minimum of 6 hours. This is done on the students’ non-contact day. Transport to and from work placement is the responsibility of the parents/guardians and the students. Students who have a traineeship will be required to complete work placement. This may however be on a day different to other class members. New enrolments to the school and students who change into Early Childhood Studies from another subject must complete Work Placement Preparation before commencing placement.

Assessment:
During Years 11 and 12 students will be assessed through:
- projects (incorporating both written and practical components)
- extended response to stimulus
- investigations

Pathways this course can lead to in school, post-school education and careers:
A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Depending on qualifications, opportunities exist as early childhood educators or teacher's aides or assistants in early childhood settings, childcare facilities, kindergartens and early learning centres.

Prerequisites:
There are no prerequisites for this subject.

Costs:
Nil.
FAZ11 - Fashion

Authority Registered subject in the Home Economics faculty

Course outline:

Senior Fashion is a three-year course of study for students in Years 10, 11 and 12. Of the three year course of study, the four semester units studied in Years 11 and 12 will contribute towards the QCE (Queensland Certificate of Education).

Fashion is economically important to consumers and producers in both local and international contexts. Advances in technology have enabled more efficient textile manufacture and garment production, and together with digital technologies, have made fashion a global industry. It is a dynamic industry that supports a wide variety of vocations, including fashion design, fashion technology, fashion merchandising and fashion sales.

Fashion is an integral part of everyday life, with individuals making choices about what clothing and accessories to wear. Your identity often shapes and is shaped by fashion choices. Fashion choice is determined through the integration of two or more of the following influences - culture, history, function (e.g. occasion, employment or recreation requirements), economics considerations, personal taste, peer group, availability and trends.

In Fashion three core topics are explored:

- Fashion culture - fashion history, trends and careers
- Fashion technologies - textiles and materials and the technical skills required for garment, accessory and adornment construction
- Fashion design - the design process and visual literacies

You will learn to appreciate the design aesthetics of others while developing your own personal style and aesthetic. You will explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of markets are met.

You will explore between two and six of the following fashion contexts:

- Adornment (millinery, wearable art, fashion accessories)
- Collections
- Fashion designers
- Fashion in history
- Haute couture
- Sustainable clothing
- Textiles
- Theatrical design
- Merchandising

Through a design process you will engage in design challenges, meet the needs of clients, and develop products to suit design opportunities. You will investigate fashion merchandising and marketing and the visual literacies of fashion. You will also become a discerning consumer of fashion, appraising and critiquing fashion trends and items including your own fashion products.

Assessment:

- projects
- investigations
- extended responses to stimulus
- products (fashion solutions and items)

In each year of the course, you will make fashion items and develop visual and / or design folios.

In Year 12, you will be expected to complete three to four assessments including at least one response that demonstrates the stages of a design process and two fashion projects with a product component (fashion items).

Pathways this course can lead to in school, post-school education and careers:

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Prerequisites:

There are no prerequisites for this subject.

Costs:

Nil.
VHY11 - Certificate I in Hospitality - SIT10213

Vocational Education and Training subject in the Home Economics faculty

Vocational Education and Training Certificate Details:
SIT10213: Certificate I in Hospitality (1 year course)
RTO: Nambour State High School - 30084

Course outline:
- This qualification prepares students to work in the food service industry.
- The Certificate I in Hospitality course will be completed in Year 11.
- Students will be engaged in a variety of learning experiences including food service, research tasks, food preparation, cookery demonstrations, working with/observing our resident chef, pop up food stalls, community events and theory lessons.
- When engaged in food preparation and food service activities an apron and hat specifically designed for the hospitality industry must be worn. This is an industry standard hygiene regulation for the food service industry. These can be purchased through the school at a cost of approximately $30.
- Students will be required to supply their own ingredients when practical cookery forms part of the learning experience.
- There may be occasions when students are required to participate in service periods outside of regular school hours. This will form part of the competency based assessment for particular units.

Assessment:
- folios
- research tasks
- written and verbal responses
- teacher observation during service periods (both during and outside of regular school hours)

Pathways this course can lead to in school, post-school education and careers:
Some possible career pathways include – chef, caterer, flight or cruise steward, food & beverage manager, cook, food service attendant, baker, bar manager, and pastry cook.

Prerequisites:
- There are no prerequisites for this subject.

Costs:
- Nil.
Industrial Technology and Design faculty
GPH11 - Graphics

Authority subject in the Industrial Technology and Design faculty

Course outline:
Senior graphics includes two major areas of study which are designed to provide learning experiences in the major area of graphical communication.

These two areas of study are:
- 3 dimensional viewing systems and
- 2 dimensional viewing systems.

The course of study is delivered through the following units:
- Production Graphics
- Business Graphics
- Built Environment

Students will complete drawings using sketching techniques, traditional drafting techniques with the emphasis being placed on computer drawing. Students will be given the opportunity to use Autocad, Autodesk, Inventor and Revitt and Sketchup software programs. Drawings completed by students will conform to relevant Australian Standards.

Assessment:
Students are assessed using a variety of assessment instruments. Each semester students complete:
- Short response tests
- Extended graphical response tasks
- Context based folios

Pathways this course can lead to in school, post-school education and careers:
Participation in the Senior Graphics course may lead to employment in the following occupations:

Prerequisites:
Nil - although prior study in Graphics in Years 9 or 10 would be advantageous.

Costs:
$0.00
EGS11 - Engineering Studies (4 Sem)

Authority Registered subject in the Industrial Technology and Design faculty

Course outline:
Being a practical based subject with a metal bias, students will complete the required projects while learning relevant theory and safety through related activities. The student will gain knowledge and skills in the following areas:

- Introduction to the engineering industry
- Safety in the engineering workplace
- Drawing interpretation and setting out
- Materials selection and application
- How to produce quality work to specifications
- How to create a procedure or plan to successfully complete a project
- Measuring with graduated and electronic devices
- Using a range of hand tools correctly
- Using hand power tools e.g. electric shears, nibblers, electric drills, sanders, jigsaws, angle grinders
- Correct use of fixed and portable machinery e.g. metal lathes, milling machines, shapers, cut-off saws, plasma cutters, drill press, bandsaw, power hacksaw, compressor, guillotine, shears, panbrake benders, hydraulic press, pedestal grinders & finishers, buffing machines.
- Sharpening basic marking and cutting tools
- Surface preparation, finishing & spray painting
- Selection and application of Welding processes and thermal cutting

SPECIAL REQUIREMENTS - Protective clothing, e.g. workshop apron (optional but recommended), foot protection, i.e. shoes with vinyl or leather uppers are highly recommended, hair restraint, i.e. head band/tie back/net. PPE (Personal Protective Equipment) is provided by the school but you may choose to provide your own. Please note: Welding requires special clothing considerations. Easily combustible clothing e.g. nylon/polyester must not be worn.

Assessment:
Each semester students will complete:
1 Practical Demonstration - A project and associated theory component.
1 Project - A project and associated theory component that includes a multimodal folio of planning and production log journal entries.

Pathways this course can lead to in school, post-school education and careers:

Prerequisites:
There are no pre-requisite subjects although it is desirable for students to have studied workshop studies in the Middle School.

Costs:
$30.00
FST11 - Furnishing Studies (4 Sem)

Authority Registered subject in the Industrial Technology and Design faculty

Course outline:
Furnishing Skills is a practical based subject with a wood bias. Students will complete the required course content by completing practical projects in class and learning relevant theory and safety through related activities.

During the course students should gain knowledge of:

1. Safety and communication in the workplace
2. Measuring and calculations
3. Constructing basic timber furnishings products
4. Operating basic woodworking machines
5. The ‘design’ process

Topics covered could include:

* Introduction to the Furnishing Industry
* Safety in the industry
* Use of hand tools and equipment
* Wood-based materials (e.g. hoop pine, ply, MDF etc).
* Construction methods – framing, widening, joints
* Wood turning
* Selection and application of hand and power tools and static machinery, e.g. bandsaw, disc/belt sander, wood lathe, router table, drills, spindle sander, router, plane, trimmer, biscuit joiner, compressor, dowelling jig, thicknesser
* CO2 Dragster design and construction
* Surface preparation and finishing materials (e.g. polyurethane oils, waxes)

SPECIAL REQUIREMENTS - Protective clothing, e.g. workshop apron (optional but recommended), foot protection, i.e. shoes with vinyl or leather uppers are highly recommended, hair restraint, i.e. head band/tie back/net. PPE (Personal Protective Equipment) is provided by the school but you may choose to provide your own.

Assessment:
Each semester students will complete:
1. Practical Demonstration - A project and associated theory component.
2. Project - A project and associated theory component that includes a multimodal folio of planning and production log journal entries.

Pathways this course can lead to in school, post-school education and careers:
Cabinetmaker, Wood Machinist, Furniture assembler, Upholsterer, Motor Trimmer, Builder, Boat Builder, Pattern Maker, French Polisher, Joiner, Carpenter

Prerequisites:
There are no pre-requisite subjects although it is desirable for students to have studied workshop studies in the Middle School.

Costs:
$40.00
GPI11 - Industrial Graphics (4 Sem)

Authority Registered subject in the Industrial Technology and Design faculty

Course outline:
Industrial graphics skills are the drawing skills used by manufacturing industries when transforming raw materials into products wanted by society. Australia, as one of the most developed economies in the world, has strong manufacturing industries that provide employment for many people.

Industrial Graphics Skills will provide you with opportunities to explore, experience and learn knowledge and practical skills required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for you to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

You will study industry practices and drafting processes used by enterprises to manufacture products from raw materials. Your learning will focus on core and elective knowledge, understanding and skills, and includes the study of manufacturing enterprises, workplace health and safety, personal and interpersonal skills, product quality, drawing skills and procedures, specifications, tools and materials.

You will undertake CAD drafting tasks both individual and collaboratively. Drafting tasks are industry-related learning experiences that range from skill exercises focused on specific drawing procedures to the completion of functional working drawings. Drafting tasks may include modelling that requires you to use technical drawings to make or assemble a physical model or a component of a product. Through modelling they develop an understanding of how technical drawings are used and valued in manufacturing industries. Through a range of drafting tasks you will understand industry practices, interpret technical drawings, demonstrate and apply safe practical modelling procedures with tools and machinery, communicate using oral and written modes and organise and produce technical drawings.

Samples tasks could include:
- compiling a site plan for a residential dwelling showing existing and proposed structures, services and contours
- surveying the school entry road and car park and preparing plans for civil construction that show the long-section and cross-sections
- using a laser cutter to prepare scaled components for a model house
- sketching and measuring the features of a component, e.g. a lathe tool post, and producing a digital model and 3D printing a replacement prototype
- disassembling a mechanical product such as a stapler, measuring and sketching the individual components, developing a 3D CAD model and producing a set of working drawings
- producing a cabinet drawing of an item of furniture that includes multi-view orthogonal drawings, external assembly views, sectional views and details of joint construction.

Assessment:
Assessment may be by means of:
- Exams
- Projects - drawings with associated folio of sketches, photos etc of drawing procedures and evaluation
- Practical Demonstrations - of drawing skills, set by the teacher

Pathways this course can lead to in school, post-school education and careers:
A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Prerequisites:
There are no prerequisites for this subject.

Costs:
$0.00
VCO11 - Certificate I In Construction -

Vocational Education and Training subject in the Industrial Technology and Design faculty

Vocational Education and Training Certificate Details:

: (1 year course)
RTO:

Course outline:

This subject is the CPC10111 Certificate I in Construction course. It is delivered under the VETiS banner. It is a two year course.

Vocational Education and Training in Schools (VETiS) provides students who want to get a head start in industry with valuable skills and qualifications to help them transition from school to work. Competencies attained at school are recognised in industry and go toward a student gaining a full trade qualification.

The course is delivered in conjunction with Blue Dog Training (RTO 31193) who will be working with school students who are keen to move into an apprenticeship after school. Blue Dog Training is Australia’s leading provider of construction induction training and one of Queensland’s largest providers of training for apprentices in Construction and Engineering. Students are taught by Nambour State College staff in conjunction with trainers from Blue Dog Training who may deliver some sessions and carry out assessment.

Students who are eligible for funding and are undertaking their first funded qualification under the VET investment budget will be fully funded and will not incur costs. Students and parents need to be aware that they are undertaking subsidised training within the VETiS program and will not be eligible for further VETiS funding once they have completed a qualification targeted through the VETiS program. Students will be eligible for further fee – free funding once they have completed Year 12 under the Certificate III Guarantee program. Please take the time to check your eligibility and program details at the Queensland Skills Gateway website http://www.skillsgateway.training.qld.gov.au.

We would encourage you to visit the Blue Dog Training website where you can access information about the qualification you are completing and the student information handbook. https://bluedogtraining.com.au.

This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials.

The course studies a number of competencies from the CPC11 Construction, Plumbing and Services Training Package. These competencies will be delivered in a project based, holistically presented manner that ensures that the students understand the practical requirements of industry and develop the employability skills to make them job ready.

Core
* CPCCCM1012A Work effectively and sustainably in the construction industry
* CPCCCM1013A Plan and organise work
* CPCCCM104A Conduct workplace communication
* CPCCCM2001A Read and interpret plans and specifications
* CPCCCM2005B Use construction tools and equipment
* CPCCOHSS1001A Work safely in the construction industry
* CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry
* CPCCVE1011A Undertake a basic construction project

Electives
* CPCCCM1011A Undertake Basic estimation and costing
* CPCCCM1015A Carry out measurements and calculations
* CPCCCM2004A Handle construction materials

Topics that may be covered include:
Basic Plant Equipment & Power and Hand Tools – use of Hand tools, Nail guns, Planer, Router/Trimmer, Sanders, Jigsaw, Mitre Saw etc.
Basic Construction such as School Based Projects, Shelving/ Framing, Bricklaying, Concreting, Paving. Excavations and footings.
Wall framing, door and window fixings.
Levelling etc

Assessment:
Being a practical based subject you will be assessed whilst completing construction related tasks. Teacher observations will be used to determine your competency. You also need to complete online theory tasks through Blue Dog Training website and make entries regarding what tasks you have completed each week on the online journal portal.

The course also involves you completing the Construction Safety white card course.

Student Obligations
As a student undertaking a qualification funded by the Queensland Government, you will need to take your training seriously. Blue Dog Training has the responsibility of monitoring students’ progress through their training. Students will need to progress at a reasonable rate and make all efforts to complete the tasks associated with training. Students who are not progressing will be provided time to catch up but Blue Dog Training will not pass students who are not making reasonable efforts. Students are also required to complete a survey of their experiences in training within 3 months of completing or withdrawing from the training.

Pathways this course can lead to in school, post-school education and careers:
Nambour State College further education or employment in Construction, Builder, Brick Layer, Builder’s Labourer, Cabinetmaker, Picture Framer, Wood Machinist, Furniture Assembler, Boat Builder, Panelbeater, Signmaker, Tiling, Plasterer.
The primary objective of the course is that learners would gain the ability to communicate in standard Italian on a variety of topics through the four macro-skills of listening, speaking, reading and writing. For Australia is widely known as part of the global community, the ability to speak another language enhances work, travel and business opportunities. Italian is studied through a variety of learning activities using realia material such as texts, magazines, newspapers, videos and music.

Topics covered are as follows:

**SEMESTER 1 (Year 11 / Year A)**
- MySpace (All about me, my friends, family life in Australia and Italy)
- Adolescence, Love and Romance
- Welcoming Italian exchange students (engaging with them, highlighting cultural lifestyle differences and similarities)

**SEMESTER 2**
- Feeling bored? (free time, entertainment, music, films, cinema, television)
- The Environment (environmental issues)
- The Italians festivals (celebrations, cultural values and beliefs, Italian society today)
- The Travel Bug (planning a holiday, investigating using Internet, places to visit, holiday activities, accommodation)

**SEMESTER 3 (Year 12 / Year B)**
- Cyberspace (our electronic world, virtual friends, mobile phones, text messaging, on-line chatting and shopping, high technology gadgets)
- The Treasures of Life (music, art, literature)
- The World in Which we Live (express your opinion on social issues)
- Lifestyle (nutrition, sport and fitness, health issues, body image)

**SEMESTER 4**
- Future Plans. Where to next? (Schooling in Australia and Italy, part-time and future employment, plans for the future and life goals)
- Italians in Australia (Migration in Australia, prejudice, stereotyping challenges, settling in, contribution to Australian society, Italo-Australians)

**Assessment:**
All skills have equal importance and by the end of the course there will be a balance across the skills which will be reflected in the assessment tasks. At exit from the course of study judgement is made on student performance in each macro-skill. The student profile is considered and the fullest and latest performances are matched to minimum standards for macro-skills at exit as per syllabus.

**Pathways this course can lead to in school, post-school education and careers:**
University courses in Humanities, Arts and Science, Tourism and Hospitality. Careers include Teaching, Journalism, Foreign Affairs and with Business Studies, careers in Tourism, Public Relations, Marketing and Hospitality.

**Prerequisites:**
A C result in Year 10 Italian

**Costs:**
Nil.
**JAP11 - Japanese**

Authority subject in the Languages Other Than English faculty

**Course outline:**

The primary objective of this course is to extend the student's communication skills in listening, speaking, reading and writing in Japanese. Through these experiences students should develop an understanding of people of other languages and cultures. It is widely recognised that Australia is part of the global community and the ability to speak another language enhances work, travel and business opportunities. By the end of Year 12 students will be able to communicate on a variety of topics.

Outline

Japanese is studied through a variety of learning activities using texts, magazines, newspapers, videos and music.

Year 11 - Year A

Semester 1

Student Exchange
- Self introductions
- Letters
- Rules

Celebrations
- Holiday diary
- Holidays in Japan
- Christmas in Australia

Semester 2

Interests
- Hobbies & shopping
- Sports and health
- Entertainment

Environment
- Recycling
- Water saving
- Animal protection

Year 12 - Year B

Semester 3

Holiday Planning
- Itinerary
- Accommodation
- Transport & directions

Tourism & Hospitality
- Tour guide
- Part time work
- Sales & restaurants

Semester 4

Adolescence
- Driving licence
- Special occasions
- – The formal/parties

Future Plans
- Preparation for work
- Living and working in Japan

**Assessment:**

In each semester there will be assessment on the four skills of reading, writing, listening and speaking.

**Pathways this course can lead to in school, post-school education and careers:**

University courses in Humanities, Languages and the Arts. Employers in the following industries may require fluency in Japanese: International Trade and Business, Tourism and Hospitality, Sport, Banking, Engineering and Real Estate. Many opportunities also exist for employment as Assistant English teachers in Japan.

**Prerequisites:**

C|JAP10

**Costs:**

English-Japanese dictionary - approx $30

Workbook Kookoo Seikatsu Kanji (Purchase at school $33.50 - if student did not purchase when they were in Year 10)
Mathematics faculty

MAA11 - Mathematics A

Authority subject in the Mathematics faculty

Course outline:

Year 11 (students will need to supply a scientific calculator to participate in this course)
- Managing Money I (Term 1, 3)
- Linking 2 & 3 Dimensions (Term 1, 3)
- Elements of Applied Geometry (Term 2, 3)
- Data Collection & Presentation (Term 2, 4)
- Maps & Compasses - Land Measurement (Term 3)
- Exploring & Understanding Data (Term 4)

Year 12
- Managing Money II (Term 1)
- Elements of Applied Geometry (Term 1)
- Maps & Compasses - Land Measurement (Term 1, 3)
- Exploring & Understanding Data (Term 2, 4)
- Networks & Queueing (Term 2, 3)

Assessment:
Assessment instruments will be formative (Year 11) and summative (Year 12). Each semester will include two written tests and one alternative assessment task (Report or Extended Modelling & Problem Solving Task).
Year 11 will include all forms of assessment used in Year 12. Students will have a formula sheet for all formal testing.
Assessment is collected across three criteria:
- Knowledge and Procedures (KAPs)
- Modelling and Problem Solving (MAPS)
- Communication & Justification (CAJ)

Pathways this course can lead to in school, post-school education and careers:
Teaching, Nursing, Armed Forces, Food Preparation/Hospitality/Catering, Banking, Physical Education/Personal Training, Business, Trades, Laboratory Technician, Insurance Agent, Automotive Careers, Purchasing Officer, Sales Representative, Computer Operator and Electrician.
Mathematics A is useful for most occupations.

Prerequisites:
C|MAA10

Costs:
Nil.
MAB11 - Mathematics B

Authority subject in the Mathematics faculty

Course outline:

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

Students are expected to exhibit self-motivation and to study at least 2-3 hours per week outside of class time. A graphic calculator is essential for this subject and is available to hire or purchase from the Student Administration.

Year 11

- Introduction to Functions (Term 1, 2)
- Applied Statistical Analysis (Term 1)
- Periodic Functions & Applications (Term 2, 3)
- Exponential & Logarithmic Functions & Applications (Term 3)
- Rates of Change (Term 3, 4)
- Introduction to Integration (Term 4)

Year 12

- Introduction to Functions (Term 1)
- Rates of Change (Term 1)
- Optimisation (Term 1, 2)
- Exponential & Logarithmic Functions & Applications (Term 2, 4)
- Applied Statistical Analysis (Term 3, 4)
- Introduction to Integration (Term 3)
- Periodic Functions & Applications (Term 4)

Assessment:

Assessment instruments will be formative (Year 11) and summative (Year 12). Each semester will include two written tests and one alternative assessment task (Report or Extended Modelling & Problem Solving Task).

Year 11 will include all forms of assessment that will be used in Year 12 for summative assessment.

Assessment is collected across three criteria:

- Knowledge and Procedures (KAPs)
- Modelling and Problem Solving (MAPS)
- Communication & Justification (CAJ)

Pathways this course can lead to in school, post-school education and careers:

Science/Maths Teaching, Pilot, Computing, Engineering, Pharmacy, Officer (Armed Forces), Medicine, Surveying, Economics, Veterinary Science, Information Technology, Microbiologist, Pharmacist, Civil, Electrical, Aeronautical & Mechanical Engineering, Air Traffic Controller.

Prerequisites:

C|MAB10

Costs:

Nil.
MAC11 - Mathematics C

Authority subject in the Mathematics faculty

Course outline:
Mathematics C is a companion subject to Mathematics B. It gives the students the opportunity to develop their true mathematical potential and extend their knowledge. The additional rigour and structure will equip students with valuable skills and provide an excellent preparation for further study in Mathematics.

The study of Mathematics C is recommended for students pursuing careers in Medicine, Science (Maths/Physics) & Engineering and also for those who genuinely enjoy mathematics as a subject. Students are expected to exhibit self motivation and to study at least 2-3 hours a week outside of class time. A graphic calculator is essential for this subject and is available for hire ($60 p.a.) or purchase ($180) from the Student Administration.

Year 11

- Real & Complex number systems (Term 1, 3)
- Introduction to Groups (Term 1)
- Structures and Patterns (Term 1, 4)
- Matrices & Applications (Term 2, 3)
- Vectors & Applications (Term 2, 4)
- Conics & Dynamics (Term 4)

Year 12

- Real & Complex Number Systems, Structures & Patterns (Term 1)
- Conics (Term 1, 4)
- Dynamics (Term 2, 4)
- Calculus (Term 2, 3)
- Matrices & Applications (Term 2)
- Vectors & Applications (Term 3)

Assessment:
Assessment instruments will be formative (Year 11) and summative (Year 12). Each semester will include two written tests and one alternative assessment task (Report or Extended Modelling & Problem Solving Task).

Year 11 will include all forms of assessment used in Year 12. Assessment is collected across three criteria:
- Knowledge and Procedures (KAPs)
- Modelling and Problem Solving (MAPS)
- Communication & Justification (CAJ)

Pathways this course can lead to in school, post-school education and careers:
Science/Maths Teaching, Computing, Engineering, Pharmacy, Surveying, Medicine, Pharmacologist, Radiologist, Optometrist, Pilot, Information Technology, Officer (Armed Forces), Statistician, Industrial Designer, Biological Scientist, Actuary.

Note: Maths C is a highly desirable preparatory course for students who intend to pursue a career involving the further study of Maths, e.g. many Sciences, Engineering and Maths courses. Some universities will offer an improved equivalent 'ranking' for students who have studied Maths C.

Prerequisites:
B|MAB10,C|MAC10

Costs:
Nil.
PVM11 - Prevocational Mathematics

Authority Registered subject in the Mathematics faculty

Course outline:
Year 11:
- Brisbane Day Trip
- Sports Maths
- Financial Maths
- Statistics
- Measurement
- Savings & Investments
- Owning & Running a Car
- Orienteering

Year 12
- Schoolies Week
- Geometry & mini-Golf
- Taxation
- Statistics
- Measurement
- Number
- Fantasy World Tour

Assessment:
Assessment in Year 11 will be formative, whilst Year 12 will be summative. Assessment in Prevocational Maths is based on a combination of informal (assisted class tests) and projects, conducted in class over a number of weeks. These may take the form of an oral presentation, pamphlet, report, physical model, power point, posters.

In each assessment item the student will be assessed in three criteria:
- Knowing - knowledge of content and basic rules
- Applying - use of familiar maths in different contexts
- Explaining - using maths and everyday language to present and explain their responses

Pathways this course can lead to in school, post-school education and careers:
- TAFE Courses, Apprenticeships, Retail sector, Traineeships, Bar Attendant, Cashier, Croupier, Sales Assistant, Pharmacy Assistant, Car Rental Officer, Stock & Station Agent, Clerk, most manner of direct employment.

Prerequisites:
There are no prerequisites for this subject.

Costs:
Nil.
Science faculty

AQP11 - Aquatic Practices

in the Science faculty

Course outline:

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings. The subject promotes an appreciation of the role coastal waters and inland waterways play in tourism, recreation, transport and food production, and of the legal and safety issues and codes of practice associated with waterways. Through these learning experiences, students build their understanding of the conditions and expectations for work in aquatic settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to aquatic and related fields and activities.

This syllabus describes learning in Aquatic Practices in four areas of study: ‘Environmental’, ‘Recreational’, ‘Commercial’ and ‘Cultural’. Knowledge, understanding and skills related to ‘Safety and Management Practices’ are embedded in all four areas of study. Students will gain knowledge and understanding of the principles underpinning safety and management in the aquatic environment, and of the commercial, environmental, recreational and cultural considerations and opportunities around aquatic practices.

The skills valued in aquatic workplaces are also described in ‘Safety and Management Practices’. These practices include skills needed to work effectively as an individual and as part of a team, to build relationships with peers, colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time. These skills are valued in all settings where people work together, and therefore position students for successful transition to work, training and other collaborative environments.

The dimensions for a course of study in this subject are:

- Dimension 1: Knowing and understanding
- Dimension 2: Analysing and applying
- Dimension 3: Planning and evaluating.

Topics Covered in Year 10 include: Water safety, Weather and Tides, Boating/Licences, Recreational Fishing and Marine Ecology

Assessment:

Various assessment techniques are used in this course of study. These include

- Projects
- Investigations
- Extended Response to Stimulus
- Examinations
- Performance

Pathways this course can lead to in school, post-school education and careers:

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races, competitions and boating shows.

Prerequisites:

Pass in Year 10 Aquatic Practices and/or Sciences

Costs:

Fee of $200 is required. This covers the costs for Boat licences, excursions, transport, pool sessions and equipment.

Students are required to own their own Fishing rod and reel
BSC11 - Biology

Authority subject in the Science faculty

Course outline:
Biology is the study of life. It focuses on the origin, development, diversity, functioning and evolution of life forms and living systems. Each level of organisation in the living world has its own unique aspects and there is continual interaction among individuals, between systems and between individuals and systems. Biology investigates the unique aspects of individuals and systems, their structure, function and interactions in an effort to understand and appreciate the living world.

Biology students are asked to examine the ethics behind many technological breakthroughs that have occurred in the field biology over the years and that continue today, and consider the impacts they may have on us now and in the future. They look to formulate ways that can contribute to their own health, as well as the health of their local environment.

The selection of this subject is important in building an understanding and expectation of what is required for students who wish to pursue this subject in Years 11 and 12.

This course in Biology aims to develop in students:
- knowledge of the technologies based in Biology;
- skills and methods of experimental science;
- scientific understanding of the living world
- a scientific approach to solving problems;
- skills in the use of scientific and technical equipment;
- biological field skills;
- a commitment to safe practices in the laboratory and field

Year 11:
- Animal Survival - cell structure and function classification
- Animal physiology and diagnostic studies
- Nature versus Man – ecology, habitats, ecosystems, relationships within ecosystems
- Field study - Elanda Point Camp

Term 2
- It's Not Easy Being Green – plant physiology, adaptations, photosynthesis, respiration, tropisms
- Fraser Island Camp
- Extended experimental topic of own choice
- Extended experimental Investigation
- Love, Life & Beyond – reproduction, human, sexual physiology, genetics
- Evolution and genetic engineering, variation in populations extended

Assessment:
Students are assessed across a range of criteria utilising tasks such as
- Written assignments
- Experimental based and research based reports
- Exams
- Oral presentations
- Field work (camps)

Pathways this course can lead to in school, post-school education and careers:

Prerequisites:
Pass in Year 10 Biology or any of the other Sciences. (Minimum a Pass in Year 9 Science)

Costs:
No fee is applied to this subject
There is a cost for excursions and camps
CHM11 - Chemistry

Authority subject in the Science faculty

Course outline:
The study of Chemistry engages students and teachers in an exciting and dynamic investigation of the material universe. It provides a platform and conduit in which humankind can interact with and explore matter. This is the essence of Chemistry. It helps us to understand the links between the macroscopic properties of the world and the subatomic particles and forces that account for those properties. The application of chemistry enables us to make sense of the physical world. Understanding and applying chemical concepts, models, procedures and intellectual processes aids in humankind’s management of the planet’s limited resources and could provide the key to our continuing survival. Chemistry can provide a unifying feature across most scientific undertakings especially where "traditional" science boundaries are becoming blurred.

Chemistry seeks to explain why substances behave as they do, and how their properties relate to their structure on a molecular level. Practical work is used to develop and consolidate theoretical concepts and models. Research and reporting skills, process and experimental design skills are developed throughout the course, with an emphasis on critical thinking.

Learning Experiences: Students will be involved in a range of learning activities. These include: problem-solving sessions; written and verbal reports; laboratory activities and experiments; extended experimental investigations; and computer simulations. Independent study, guided and facilitated instruction and collaborative discussion are also components. The study of chemistry will often involve the mathematical analysis of quantitative problems and models.

Topics include: Introduction to Chemistry/Stoichiometry, Periodic Table, soft drinks and alcohols, Energy and Oxidation/Reduction

Assessment:
Schools use a wide range of assessment techniques to determine the relationships between student achievement and the exit criteria of the course (knowledge and conceptual understanding, investigative processes and evaluating and concluding). Assessment techniques in this syllabus are grouped under categories and may include:

EEI, extended experimental investigations – within this mandatory category, instruments are developed to investigate a hypothesis or to answer a practical research question.

SA, supervised assessments – within this mandatory category, instruments such as written tests are used and conducted under supervised conditions to ensure authentication of student work.

ERT, extended response tasks – within this category, instruments are developed in response to a physics question, circumstance or issue and while they are essentially non-experimental they may draw on primary experimental data.

Pathways this course can lead to in school, post-school education and careers:
Possible future careers that a study of Chemistry may contribute to include: Medical Research, Chemical Research, Industrial Research, Biochemical Research, Biotechnology, Pharmacy, Pharmacology, Forensic Chemistry, Pathology, Medicine, Veterinary Medicine, Physiotherapy, Materials Testing, Nursing, Food Technology, Nutrition, Defence Forces, Engineering, Agriculture, Laboratory Technician and Teaching.

Prerequisites:
There are no prerequisites for this subject.

Costs:
Nil.
PHY11 - Physics

Authority subject in the Science faculty

Course outline:

Physics is concerned with discovering the basic principles of the universe. The beauty of Physics lies in the simplicity of the underlying physical theories, and in the manner in which a small number of fundamental concepts and assumptions can alter and expand our view of the world around us. Physicists explore the energy and forces that shape the physical world, from the interior of the atom to galaxies of stars. In the broadest sense, Physics is the study of matter and energy and the relationships that exist between these quantities. More specifically, it is the study of the behaviour and structure of matter on a macroscopic, microscopic and subatomic level. Physics is the basis of technological development. At Nambour, students of Physics are provided with an educational environment which allows them to study the subject in a historical and modern context, through instruction, enquiry, observation, experiment and collaborative learning. The Physics course helps students to develop skills in logical thinking, problem solving and analysis, as well as practical techniques. Where possible, the concepts are placed in context to enrich the learning experience.

The study of Physics provides students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills and a stepping stone for further study. An understanding of Physics adds to and refines the development of students’ scientific literacy.

Students will be involved in a range of learning activities. These include problem-solving sessions, written and verbal reports, laboratory activities and experiments, extended experimental investigations, computer simulations and interfacing. Independent study, guided and facilitated instruction and collaborative discussion are also components. The study of physics will often involve the mathematical analysis of quantitative problems and models.

Topics in Year 11 include: Physics of Sport, Amusement Park Physics, Heat Waves and Sound, Thermal Energy and Insulation and Physics of Albert Einstein.

Assessment:

How is student work assessed in Physics?

Schools use a wide range of assessment techniques to determine the relationships between student achievement and the exit criteria of the course (knowledge and conceptual understanding, investigative processes and evaluating and concluding). Assessment techniques in this syllabus are grouped under categories and may include:

EEI, extended experimental investigations – within this mandatory category, instruments are developed to investigate a hypothesis or to answer a practical research question.

SA, supervised assessments – within this mandatory category, instruments such as written tests are used and conducted under supervised conditions to ensure authentication of student work.

ERT, extended response tasks – within this category, instruments are developed in response to a physics question, circumstance or issue and while they are essentially non-experimental they may draw on primary experimental data.

Pathways this course can lead to in school, post-school education and careers:

Engineering (all branches), Science, Applied Science, Medicine, Dentistry, Pharmacy, Agriculture, Meteorology, Physiotherapy, Computer Technology, Veterinary Science, Radiography, Radiotherapy, Optometry, Aviation, Defence Forces, Geophysics, Instrumentation, Electronics, Communications, Electrical trades, many other technical and mechanical fields

Prerequisites:

Pass in Year 10 Physics or Science, must be doing Math B and C in Year 11/12

Costs:

Nil.
MAP11 - Aquatic Practices

Authority Registered subject in the Science faculty

Course outline:
The study area specification in Marine and Aquatic Practices has been developed as a two-year program of study for students in Year 11 and 12. It provides students with a variety of thinking and operational skills.

Marine and Aquatic Practices incorporates study of the sea, inland waters and associated catchments areas. Since Australia is an island nation with most of its population living along its coastline or inland waters, this study area is interesting and relevant to many students throughout Queensland. Safety and management issues are central to Marine and Aquatic Practices. An awareness of the need for responsible action in all water-related activities is vital to the safety of people in work related and recreational areas. Recognition of the significance of local government statutes, state and federal Acts of Parliament, and international treaties and agreements is necessary for the care and management of the sea and inland waters.

Understanding of the culturally diverse relationships with the sea and inland waters experienced by different communities throughout Australia, including Indigenous communities, is developed in this study. Oceans and inland waters support significant industries in recreation, tourism, transport, food harvesting and cultivation, and mining. Core areas of the specification other than safety and management, are commercial, environmental, recreational and cultural. The commercial area of the sea and inland waters presents many employment opportunities for young people in shipping and water transport. Study of the environment, with a focus on sustainable practices, is significant to the success of marine and aquatic ventures. The sea and other bodies of water provide major recreation for many Australians while the cultural and social impact on Queenslanders of the aquatic environment and of maritime culture, past and present, is significant. Awareness of these areas helps students appreciate, respect and manage wisely the role of these waterways in their lives.

Year 11:
- Principles of Safety and Management
- Aquatic Rescue (Pool sessions)
- Weather and Tides
- Recreational Fishing (fishing at various locations)
- Boating (Power Boat licence)
- Marine Industry/Employment

Year 12
- Senior First Aid (Senior First Aid Certificate)
- Food (cooking and preparing lunch)
- Marine/reef Ecology/Shipwrecks
- Aquariums (construction and maintenance)
- Aquaculture/Snorkelling

Assessment:
Assessment techniques may include:
- observational checklists,
- assignments,
- projects and field reports,
- response to stimulus material,
- and written tests.

Within this approach, assessment is designed to enable students to demonstrate achievement of the objectives of the course, namely, knowledge and understanding, practical skill, and work related practices. Students will be awarded a level of achievement based upon standards achieved in each of these criteria.

Pathways this course can lead to in school, post-school education and careers:
Marine and Aquatic Practices provides students with the opportunity to develop industry knowledge and skills. Students may also develop their interpersonal and workplace skills which apply to many life roles. They include:
- a responsible and caring attitude towards the safety, health and wellbeing of themselves and others in work-related and recreational situations
- the ability to communicate effectively and confidently in written and oral formats
- skills associated with teamwork, cooperative planning and problem solving
- undertaking small and large-scale practical tasks such as snorkelling or boating
- ethical and responsible attitudes in the work environment
- observing and demonstrating techniques and skills

Prerequisites:
There are no prerequisites for this subject.

Costs:
Nil.
Senior Schooling faculty
VAB11 - Certificate II in Automotive Underbody Technology - AUR21212

Vocational Education and Training subject in the Senior Schooling faculty

Vocational Education and Training Certificate Details:
AUR21212: (1 year course)
RTO:

Course outline:
The Certificate II in Automotive Underbody Technology is delivered by Careers Australia RTO Number 22479. This qualification equips students with the skills and knowledge required to perform a range of tasks related to servicing underbody system components of cars and heavy vehicles within an automotive service and repair business.

Students will learn manual dexterity, problem solving skills and a mechanical aptitude. Careers Australia works closely with industry partners to ensure graduate have relevant skills that transfer to the workplace.

Students will gain knowledge and skill competency through theory and its application in the onsite workshop/vehicle. They will gain practical competency by attending industry partners "Ken Mills Toyota" and with structured work experience.

Assessment:
Knowledge competencies will be assessed via online tests. Practical competencies will be assessed through observation of skills demonstrated at Nambour State College Automotive workshop and partners 'Ken Mills Toyota'

Pathways this course can lead to in school, post-school education and careers:
This course provides students with a base knowledge, job ready skills and may lead to an Australian Apprenticeship in light vehicle mechanical technology or automotive underbody technology. Cert 2 Automotive Under body would equip students to gain employment in additional fields such as Spare Parts Suspension and Steering Specials.

Prerequisites:
An interview with the Head of Department.
Students must be 15 years of age to access VETIS funding.

Costs:
VETIS funding will be accessed to fund this course.
VCE11 - Certificate II in Electrotechnology (Career Start)  
- UEE22011

Vocational Education and Training subject in the Senior Schooling faculty

Vocational Education and Training Certificate Details:
UEE22011: Certificate II in Electrotechnology (1 year course)
RTO: Careers Australia - 31470

Course outline:
There are 12 units of competency to be completed
This course is delivered by Careers Australia. RTO No 22479. The Certificate II in Electrotechnology (UEE22011) teaches students skills such as workplace safety, problem-solving, workshop practices and hand skills.

Assessment:
Students will complete a range of theory competencies and will have the opportunity to apply knowledge and skills to onsite electro boards in the classroom.
Work Experience in a range of Electrotrades will be organised in partnership with Careers Australia and Nambour State High School.

Pathways this course can lead to in school, post-school education and careers:
Roles in this industry are responsible for the installation, servicing, repair and maintenance of electrical equipment for industrial, commercial and domestic purposes.
The concepts learned in this qualification provide students with the base knowledge to work in a wide range of electrical environments.
This course provides students with a base knowledge, job ready skills and may lead to an Australian Apprenticeship in electrotechnology, instrumentation, telecommunications or refrigeration.

Prerequisites:
An interview with the Head of Department.
Students must be 15 years of age.

Costs:
Access to VETIS funding will cover costs of course.
VEQ11 - Certificate II Rural Operations - Horse Husbandry - AHC21210

Vocational Education and Training subject in the Senior Schooling faculty

Vocational Education and Training Certificate Details:
AHC21210: Certificate II in Rural Operations (2 year course)
RTO: Nambour State High School - 30084

Course outline:
15 units of competency online, 24/7 access

Assessment:
Theory assessments are completed online and practical assessments are completed in the equine environment at Nambour Showgrounds. Verbal assessments may also be conducted by a tutor/assessor

Pathways this course can lead to in school, post-school education and careers:
- Horse Husbandry Assistant
- School Based Traineeship

Prerequisites:
* To be fit and healthy enough to meet the practical requirements of this course
* To be currently enrolled in Year 11 or 12 in a Qld High School
* Excellence in reading, writing, speaking and listening English language skills
* If you have experience working in the horse industry this will be an added benefit

Costs:
VETiS in school funding
Social Science faculty
AHS11 - Ancient History

Authority subject in the Social Science faculty

Course outline:

Ancient History at Nambour State College has been based around six theme and nine inquiry topics. We must appreciate that to understand the present we must study, understand and critically evaluate the development of human history. The themes of Archaeology, Everyday Lives, Government, Conflict, Major Personalities and the Transition to the Medieval World involves studying aspects of human history. The six themes are linked chronologically and examine the origin, changes, continuity, conflict and social values of the Ancient World. Through the study of Ancient History, we can understand how the modern world has been influenced by the peoples and achievements of the distant past. Through a study of early peoples and cultures, we can understand the processes of change and continuity that have shaped today’s world, their causes, and the roles people have played in those processes. We develop these understandings through processes of critical inquiry, debate and reflection, and through empathetic engagement with the standpoint of others.

- Studies of Archaeology with case studies in Ice Man & Lake Mungo
- Everyday lives of people in ancient societies with a focus on Ancient Egypt
- Studies in Political & Social Structures with a focus on Ancient Greece

Assessment:

This subject requires high level of skills in the areas of research, comprehension, analysis, evaluation, interpretation and critical judgment. A variety of assessment form are used including:

- test essays in response to historical sources
- research assignments in response to inquiry questions
- multimodal presentations that may include non-written and visual presentations such as video, Powerpoint or interactive CD-ROM materials
- short response tests and response to stimulus tests.

Pathways this course can lead to in school, post-school education and careers:

A background of Historical Studies is very useful for anyone who:

- intends to pursue tertiary studies in Arts, Law, Psychology, Fine Arts, Sociology, Education, Political Science and the like
- hopes to enter teaching
- may obtain employment in the Diplomatic Corps, the Tourism Industry or the various media
- wishes to reap the greatest enjoyment from travel to other parts of the world as well as our own land.

Prerequisites:

C minimum in Year 10 English

Costs:

Nil.
GEG11 - Geography

Authority subject in the Social Science faculty

Course outline:
Geography prepares students for adult life by developing in them an informed perspective. This perspective will develop across the two-year course of study through a range of scales, including local, regional, national and global scales. Geographically informed citizens understand the many interdependent spheres in which they live, and make informed judgments to improve their community, state, country and the world. Students need to have a concern for the quality of their environment and an ability to clarify and develop personal values in relation to environmental, social and cultural questions, issues and problems. Students undertake two field studies, one in Year 11 to Noosa North Shore and Double Island Point and one in Year 12 to Heron Island.

Year 11
• Responding to natural hazards
• Coastal Environments
• Sustaining communities
• Connecting people and places

Year 12
• Living with climate change
• Sustaining biodiversity
• Feeding the world’s people
• Exploring the geography of disease

Assessment:
Geography assessment requires students to be able to write extended written pieces under exam conditions, recall knowledge under exam conditions, create, analyse and evaluate maps, graphs and data, and produce a report based on field experience.
Techniques include
• stimulus response essays
• short response tests
• reports
• practical exercises

Fieldwork and assignment writing will occupy a large segment of the course. In Year 11 students will participate in one full day of fieldwork, while in Year 12 a four-day FIELD TRIP on Heron Island or Fraser Island takes place.

Pathways this course can lead to in school, post-school education and careers:
Geography is of benefit for study and employment in the following areas
• urban design / town planning / architecture
• journalism
• education
• mining
• agriculture
• surveying / drafting / engineering
• economics and commerce
• tourism
• defence forces

Prerequisites:
A C result in Year 10 English.

Costs:
Students who choose Geography MUST attend a 4 day field trip to Fraser Island or Heron Island early in the year. This is a mandatory requirement and costs approximately APPROX $500
MHS11 - Modern History

Authority subject in the Social Science faculty

Course outline:
Through the study of Modern History, students can understand why our modern world is the way it is. They can understand the processes of change and continuity that have shaped today's world, their causes, and the roles people have played in those processes. They can understand that there are relationships between our needs and interests and a range of historical topics, people and events. At a personal level, Modern History helps students to identify their social location, their place in time and their heritage within a distinctive culture. Students develop these understandings through processes of critical inquiry, debate and reflection, and by empathising with the views of others.

Theme: Studies of Conflict
- World War 1
- The Cold War

Theme: Studies of Cooperation
- Nobel Peace Prize Laureates

Theme: History and Historians: Theories and Standpoints
- Holocaust Revisionism and Denial
- Historical Approaches to Conspiracy Theories

Theme: Studies of Change
- Changing Status of Women in China 1927 - 1976
- Social and Economic Changes in the 20th Century

Assessment:
This subject requires high level of skills in the areas of research, comprehension, analysis, evaluation, interpretation and critical judgment. Students will be assessed in each of four categories of assessment:
- test essays in response to historical sources
- research assignments in response to inquiry questions
- multimodal presentations that may include non-written and visual presentations such as video, Powerpoint or interactive CD-ROM materials
- short response tests and response to stimulus tests.

Pathways this course can lead to in school, post-school education and careers:
Modern History is of benefit for study and employment in the following areas
- education
- politics
- journalism
- international diplomacy

Prerequisites:
A C result in both Year 10 English and History.

Costs:
Nil.
People interact in a variety of social, cultural, economic and environmental contexts, and so it is important for students to understand how their identities are shaped by life opportunities and influenced by factors such as culture, gender, race, class, belief systems and economic status. The Social and Community Studies study area specification (SAS) deals with skills needed 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, 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.

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:**

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.

**Pathways this course can lead to in school, post-school education and careers:**

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.

**Prerequisites:**

There are no prerequisites for this subject.

**Costs:**

Nil.
The Arts faculty

ART11 - Visual Art

Authority subject in the The Arts faculty

Course outline:
Visual Art involves creative thinking, critical analysis and problem solving processes involved in producing, displaying and appreciating artworks. Students engage in researching, resolving and reflecting processes for both appraising and making artworks. Students produce a body of work for each unit which includes developmental work in the Visual Art Process Diary, resolved artworks and an extended writing task.

Units covered during Years 11 and 12 are:
Year 11 SEMESTER I UNIT 1: "CREATIVE: OLD SCHOOL/NEW SCHOOL" - Research and evaluate Palimpsest techniques in a range of cultural contexts throughout history. Explore Palimpsest techniques to produce an Artist's Book.

Year 11 SEMESTER II, UNIT 2: "PLAY: EXPAND THE POSSIBILITIES" - Research and evaluate ceremonial costume design and function in a range of cultural contexts including African. Explore through the Soundsuit a celebration of the human condition.

Year 12 SEMESTER I, UNIT 3: "ALCHEMY" Develop a body of work with a personal focus inspired by the concept "Alchemy". Explore representations and expressions within historical, socio-cultural, psychological and spiritual contexts.

Year 12 SEMESTER II, UNIT 4: "EMERGENCE" Develop a body of work with a personal focus inspired by the concept "Emergence". Explore representations and expressions within historical and socio-cultural contexts

Assessment:
For each unit of work students produce a body of work which includes:

1. The developmental work and research in the Visual Art Process Diary
2. Resolved artworks and
3. An extended writing task.

Pathways this course can lead to in school, post-school education and careers:

Prerequisites:
Students must have achieved a pass in Art and English in Year 10 and ideally should have achieved B or higher in both subjects in order to study Visual Art in Years 11 and 12. Students must also study English in Years 11 and 12.

Costs:
$90 Materials Fee + approx $32 Art Pack
DAN11 - Dance

Authority subject in the The Arts faculty

Course outline:
Dance in Years 11 and 12 is an OP subject and students are expected to have prior experience. Alternative entry for students who have not studied dance in Year 10, but have prior experience in dance is possible through an interview with the dance teachers and HOD, Ms Carrie Porter.

EQUIPMENT REQUIRED: Black dance pants 3/4 or full length, black t-shirt (covering all torso), foot thong, USB min. 4G, AUX cord 3.5 x 1.5 (black jazz shoes- optional).

YEAR 11 UNIT 1 - POPULAR DANCE OF THE YOUTH CULTURE
This unit introduces students to the foundations of performance through the study of dance in the popular media, television, video clips and films. Students learn an original routine.

YEAR 11 UNIT 2 - BALLET
In this unit students will become familiar with the characteristics of ballet, specialised language, historical and social contexts. Students study a ballet and write a response.

YEAR 11 UNIT 3 - INTRODUCTION TO CONTEMPORARY DANCE
This unit will introduce the students to dance for expression and meaning, basic contemporary technique and the works/techniques/styles of choreographers. Students learn an original contemporary routine and choreograph a duo.

YEAR 11 UNIT 4 - DANCE IN MUSICAL THEATRE
Students will learn a variety of musical theatre techniques; jazz, theatrics, use of props etc, while looking at the history and development of musical theatre. Students compose their own musical routines.

Assessment:
Students are assessed using three objectives. Each objective is assessed at least twice throughout the year.

PERFORMING - A display of dance skill through the delivery of a 2 polished routines.
CHOREOGRAPHY - Composing or devising 2 dances in pairs
APPRECIATION - Communication in response to dance, eg. 2 written assignments/exam

Pathways this course can lead to in school, post-school education and careers:
The Dance course is designed to foster artistic expression. It develops a young person's skills in team work, leadership, fitness and creativity. It can lead to further study and/or employment in the areas of Creative Industries, not exclusive to dance. Working in teams, Project Development and Education are all career skills that dance students develop. These areas are in demand in many vocations.

Courses are offered in Dance at many tertiary institutions, universities and TAFE. Dance is an important component of early childhood and primary schooling so this subject is beneficial for all potential teachers. Dance is a valuable tool for self expression so it is perfect for performers, artists, fitness practitioners and anyone who loves to express themselves through dance and movement.

Prerequisites:
B[DAN10,C][ENG10

Costs:
$35 + approx $50 for specialised dance workshops/ live dance excursion eg. QPAC
DRA11 - Drama

Authority subject in the The Arts faculty

Course outline:
Drama explores dramatic forms and styles, and the ways they are used to express and communicate human experience in different cultures, times and places. You will use and develop your creativity, thinking skills and technical understandings about drama to imagine and explore behaviour, relationships, emotions and beliefs in different situations and contexts.

In Drama you will work in groups and as an individual to learn and apply your knowledge, understandings and skills in different types of activities. This will include practical tasks, such as acting and directing and other non-practical tasks that allow you to present your ideas as written or spoken work.

Students will learn about elements of drama, skills of drama and the conventions of a variety of dramatic forms and styles, including Realism, Elizabethan Theatre, Physical Theatre and Australian Gothic. You will use the knowledge, understanding and skills you have learnt to:

- Create drama in different forms and styles to communicate your ideas
- Present drama performances to live audiences
- Critique performances by professional companies. Students will travel to Brisbane each semester for this purpose, at a cost of approximately $60 per excursion

Assessment:
Assessment in drama gives you opportunities to demonstrate your knowledge, understandings and skills in creating drama, performing as an actor, and critiquing professionally produced drama performances in a variety of forms and styles. Practical assessment is the focus when presenting drama as an actor and demonstrating drama you have formed and created. Assessment of non-practical work is the focus when critiquing drama performances, and producing written and spoken presentations of drama you have formed and created.

Pathways this course can lead to in school, post-school education and careers:
A course of study in Drama can contribute 4 credits toward the Queensland Certificate of Education (QCE), and can establish a basis for further education and employment in the fields of theatre, the broader arts industry and education.

Prerequisites:
B|DRA10,C|ENG10

In special circumstances, a student who was unable to study Drama in Years 9 & 10 is able to apply for entry by audition and should do so by approaching a drama teacher with their request.

Costs:
$55 + approx $60 per semester to attend live performances.
MUS11 - Music

Authority subject in the The Arts faculty

Course outline:
Students who have not studied music in Year 10 may apply for alternate entry by audition providing they have studied a musical instrument for at least 3 years and have fluent music reading skills.
We live in a world in which music has an important and pervasive presence. Study of music assists students in understanding and heightening the enjoyment of the arts in their lives and the music heritage of a range of cultures. Central to the course are the following three interrelated objectives: musicology, composing and performing.

Term 1 - Unit: Like A Version - a foundation unit which centres around six music elements - pitch, rhythm, texture, expressive devices and structure. Students will deconstruct and evaluate various popular artists' cover versions of songs. Assessment includes a written assignment and practical performance.

Term 2 - Unit: Traditions - a study of compositional devices used when writing a piece of music. Different techniques of composing will be studied including lyric writing, creating a chord progression, composing a bass-line, developing harmony lines throughout etc. Students also have the option to record their song using GarageBand or using the notation software program Sibelius. Assessment will include a recorded or notated composition.

Term 3 - Unit: Music for Entertainment - a study of some of the different music styles that can be used as entertainment. Some of these different styles include musical theatre, opera, jazz, rock, pop and classical music. Different ensembles will also be examined to look at the difference between classical groupings (quartets, quintets etc) and contemporary groupings (rock band instrumentation). Assessment will include a written exam and a practical performance.

Term 4 - Unit: Riff, Loops and Ostinatos - a composition-focused unit to improve students' music writing skills. This unit will further develop their compositional capabilities by studying different ways of arranging a piece of music. Students will look at covers of pieces and how composers arrange different styles of music. Styles of music that will be studied vary from vocal 4-part harmony, string quartets to big band arrangements. Assessment includes a composition assignment (recorded or written).

Assessment:
Year 11 Assessment is formative. Year 12 assessment is summative and only the best assessment item from each objective will be recorded on the student profile as summative. Year 11 Assessment items include:

Unit 1: Performance Task & Musicology Assignment
Unit 2: Composition Task (recorded or written)
Unit 3: Performance Task (Senior Music Night) & Musicology Exam (Exam Block)
Unit 4: Composition Task (recorded or written).

Pathways this course can lead to in school, post-school education and careers:
Some pathways that classroom music prepares students for include:
Teaching (early childhood, primary, secondary or private practice), child care worker, music therapy, professional musician, dancer, recreation worker, areas of film/television/radio, sound engineer, composer/arranger, advertising, armed forces.

Prerequisites:
C[ENG10,B|MUS10

Costs:
$60 per year
DST11 - Dance Studies

Authority Registered subject in the The Arts faculty

Course outline:
Dance in Practice is not just a subject- it’s an experience! Students explore their creativity through active engagement in dance and dance productions at a school and community level.
You will 'dance in practice' learning roles in dance industries, including choreographer, performer, designer, technician and producer.
You will create, perform and produce dance works in class for the school and community. You will work in groups and teams improving your soft skills such as creativity and problem-solving skills which are so vital in the workforce.
Through the physicality of dance and the use of the body as a medium for artistic expression, you will have the opportunity to experience a sense of enjoyment and personal achievement.

Assessment:
You will study and be assessed in three core topics:
1. Dance in Performance
In 'Dance performance', you learn the skills of performance. Basically you learn and perform DANCE; in solo and group works and even work as a teacher of dance.
2. Dance Production
In 'Dance production', you learn to stage dance productions. It includes making up dances (choreographing) and designing dance performances using technical and design skills used in dance productions.
3. Dance Literacies
In 'Dance literacies', you engage with dance information in order to understand and critique dance works. You learn the language of dance and how to discuss a dancer’s or choreographer’s vision.

Pathways this course can lead to in school, post-school education and careers:
This subject is a Non- Authority subject and contributes four credits towards the Queensland Certificate of Education (QCE).
Dance in Practice can establish a basis for further education and employment in Education and Creative Industries; event production, dance teaching, choreography, performance and event production.
The team work and interpersonal skills and the confidence you gain from Dance in Practice will assist you in any form of employment.

Prerequisites:
It is preferred that Dance In Practice students have some dance experience; in performance and choreography.
Studies in dance outside school, and/or either Year 9 or 10 Dance or Dance in Practice are advantageous.
Students with little or no experience with dance can speak to the dance teachers Ms McInnes or Ms Perry and discuss their suitability to this subject.

Costs:
$35 levy (curriculum based materials) and approximately $50 contribution to view live dance production/s.
Vocational Education and Training subject in the The Arts faculty

Vocational Education and Training Certificate Details:

CUA10315: Certificate I in Visual Arts (1 year course)
RTO: Nambour State High School - 30084

Course outline:
This qualification reflects the role of individuals who are developing fundamental creative and technical skills that underpin visual arts and craft practice. This certificate will be delivered over one year through class based tasks that will generally simulate those performed in industry. The course will be delivered through a combination of practical demonstration, development of skills, production and compilation of own folio work.

Outline
Unit 1 - DRAWING TECHNIQUES, MATERIALS & SKILLS
Unit 2 - ARCHITECTURAL AND PERSPECTIVE DRAWING
Unit 3 - PAINTING TECHNIQUES, MATERIALS AND SKILLS
Unit 4 - FOLIO PREPARATION AND PRESENTATION
Unit 5 - OCCUPATIONAL SAFETY PROCESSES FOR ARTWORKERS

Assessment:
Assessment is competency based and takes the form of evidence presented in the Folio and Visual Diary as well as through observation with checklists and questioning that relate to Elements and Performance Criteria. Foundation skills will also be assessed. These include reading, writing, oral communication, navigate the world, get the work done.

Pathways this course can lead to in school, post-school education and careers:
After achieving this qualification, people could progress to a wide range of other qualifications in visual arts and craft, or the creative industries.

Prerequisites:
Nil

Costs:
$90 (Consumerables) + Art Pack approx $30.00