



Caloundra State High School

Lighting the way to broad horizons and bright futures

2022



Senior Secondary
Curriculum Handbook

Year 11/12



Contents

| | |
|---|-----------|
| Our Vision, Our Focus, Our Priorities and Our Values..... | 5 |
| Senior School Subject Organisation..... | 5 |
| Choosing Senior Subjects – Year 11 2022 | 6 |
| Overall Plan | 6 |
| Guidelines..... | 6 |
| Senior Education Profile..... | 7 |
| Queensland Certificate of Education (QCE)..... | 8 |
| General syllabuses | 9 |
| Applied syllabuses..... | 10 |
| Pre-requisite Policy..... | 12 |
| English | 13 |
| English (ENG)..... | 13 |
| Essential English (ENE) | 15 |
| Health and Physical Education | 17 |
| Health (HEA) | 17 |
| High Performing Athletes Program (HPA)..... | 19 |
| Physical Education (PED) | 20 |
| Certificate III in Fitness (VFT)..... | 22 |
| Certificate II in Sport & Recreation (VSR)..... | 25 |
| Rugby League Excellence Program (RLX) | 27 |
| Certificate III in Health Services Assistance (VHA)..... | 29 |
| Humanities | 33 |
| Accounting (ACC)..... | 33 |
| Ancient History (AHS)..... | 35 |
| Business (BUS)..... | 37 |
| Legal Studies (LEG) | 39 |
| Modern History (MHS)..... | 41 |
| Certificate III in Business (VBS) | 43 |
| Certificate IV in Crime & Justice (VCJ)..... | 45 |
| Mathematics | 46 |
| General Mathematics (MAG)..... | 46 |
| Mathematical Methods (MAM) | 48 |
| Specialist Mathematics (MAS) | 50 |
| Essential Mathematics (MAE) | 52 |
| Science | 54 |
| Biology (BIO) | 54 |
| Chemistry (CHM)..... | 56 |
| Marine Science (MRN) | 58 |
| Physics (PHY) | 60 |
| Psychology (PSY)..... | 62 |
| Technologies | 64 |
| Design (DES)..... | 64 |
| Certificate II in Community Services (Early Childhood) (VCS)..... | 66 |
| Certificate II in Creative Industries (VCI)..... | 68 |
| Certificate II in Engineering Pathways (VEP)..... | 69 |
| Certificate II in Furniture Making Pathways (VFM)..... | 71 |
| Certificate II in Hospitality (VHT) / Certificate III in Events (VEV) | 72 |
| Certificate IV in Information Technology (VIT) | 74 |



| | |
|--|-----------|
| The Arts | 76 |
| Dance (DAN) | 76 |
| Drama (DRA) | 78 |
| Film, Television & New Media (FTM) | 80 |
| Music (MUS) | 82 |
| Instrumental Music (INS) | 83 |
| Visual Art (ART) | 84 |
| Certificate II in Visual Arts (VAT) | 86 |
| Sunshine Coast Technical Trade Training Centre (SCTTTC) | 87 |
| Certificate II in Automotive Vocational Preparation | 87 |
| Certificate I in Construction | 88 |
| Certificate II in Electrotechnology (Career Start) | 89 |
| Certificate II in Plumbing | 90 |
| Certificate II in Salon Assistant | 91 |
| Certificate II in Retail Cosmetics | 92 |
| Certificate III in Beauty Services | 93 |
| Certificate III in Aviation (Remote Pilot) | 94 |
| Aviation Studies – Start University Now (SUN) Program | 95 |
| Appendix 1 | 96 |

*This information and pricing correct at date of publication.
 Subjects listed may not be offered in 2022 due to student demand.
 Last updated: 26th April 2022*

OUR MOTTO

Lighting the way to broad horizons and bright futures.

OUR FOCUS

Learning for our future.

OUR PRIORITIES

- 21st Century Learning
- School of the Future
- Engaged Learners

OUR VALUES

- Respectful
- Responsible
- Prepared



Senior School Subject Organisation

- All students must study
 - At least 5 subjects in each semester of Year 11 and 12
 - Of these, three subjects must be studied continuously for 4 semesters to meet “completed core” requirement of the QCE
 - Students must meet the Literacy & Numeracy requirements for the Queensland Certificate of Education (QCE)
 - Year 12 subjects must be studied continuously for 2 semesters. Students are not permitted to change subjects in Year 12
- English or Essential English is compulsory
- One Mathematics subject is compulsory



Choosing Senior Subjects – Year 11 2022

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

Overall Plan

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

- You enjoy
- In which you have achieved good results
- Which reflect your interests and abilities
- Which help you reach your career and employment goals
- Which will develop skills, knowledge and attitudes useful throughout your life

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

Guidelines

1. Find out about occupational pathways

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

You will also need to find out about the various pathways you can take to obtain qualifications you will need to get a job in the occupational areas in which you are interested. Once you know about the different pathways you can select the most appropriate one for you.

The MyPath website is an excellent source of information and a tool for you to do this.

2. Find out about the subjects offered by your school

Caloundra State High School offers three (3) types of subjects:

- General subjects
- Applied subjects
- VET subjects

3. Check out each subject fully

Take these steps to ensure you understand the content and requirements of each subject:

- Read subject descriptions and course outlines in booklets provided by your school.
- Talk to heads of departments and teachers of each subject.
- Look at books and materials used in the subject.
- Listen carefully at subject selection talks.
- Talk to students who are already studying the subject.
- Examine the Student VET Handbook available at <https://caloundrashs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Policies/vet-handbook.pdf>



4. Choose a combination of subjects that suits your needs and abilities

Traps to avoid

- Do not select subjects simply because someone has told you that they “will help you get a better ATAR”.
- Consider other peoples’ opinions of the subjects but do not make your decision on these only. Check the subjects out for yourself.

Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student’s:

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

At Caloundra State High School, a satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in either – English or Essential English.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student’s English result to be included in the calculation of their ATAR.

School-based apprenticeships and traineeships (SATs)

You may have an opportunity to complete Year 12 and begin an apprenticeship or traineeship while you are still at school.

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

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

5. Be prepared to ask for help

If you and your parents are still uncertain about the combination of subjects you have chosen, check again with some of the many people available to talk to – teachers, heads of departments, guidance officers, deputy principals and principal. Don’t be afraid to seek their assistance. They are all prepared to help.

Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep.



Statement of results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

At Caloundra State High School, students are expected to attain a Queensland Certificate of Education by the end of Year 12. Special Education students may instead work towards a Queensland Certificate of Individual Achievement (QCIA).

Refer to [APPENDIX 1](#) for QCE requirement and rules.

Senior subjects

Caloundra State High School offers subjects from two types of senior subject syllabuses — General and Applied. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work.

Applied syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. Applied subjects offered by Caloundra State High School include Essential English and Essential Mathematics.

Vocational education and training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.
- Student achievement in accredited vocational education is based on industry-endorsed competency standards and is recorded on the Queensland Certificate of Education. Vocational Training is recognised within the Australian Qualifications Framework (AQF), and this may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to courses at TAFE institutes and other registered training organisations (RTO's).
- Generally all Certificate II, III and IV courses of study are for an estimated two (2) year duration.
- Entry requirements or prerequisite knowledge is outlined in the subject descriptors in the table at the end of this section, as is any requirement for work placement periods.
- The general mode of delivery will be teacher directed in class or similar setting/environment.



- As in any course of study, students will be required to provide any equipment needed for the successful completion of modules.
- Details of the RTO's complaints and appeals process is available on our website <https://caloundrashes.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Policies/vet-handbook.pdf#search=complaints%20and%20appeals>.

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Extension syllabuses course overview

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

Units 3 and 4 assessments

Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

Schools develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.



The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.



Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

Essential English and Essential Mathematics — Common internal assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

Summative internal assessment — instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

PRE-REQUISITE POLICY FOR SENIOR SUBJECTS 2022

When our Year 10 students are considering their subjects for senior study we want to ensure that they experience success in their chosen subjects. To assist Year 10 students with making informed decisions, our Heads of Departments have recommended levels of achievement which they believe are necessary for success in senior courses.

| Senior General Subjects (contribute to ATAR) | Minimum Year 10 Standard Required |
|--|---|
| General English | 'C' in Year 10 General English and 'A' in Year 10 Essential English Students cannot move from Year 11 Essential English into Year 12 English |
| Health | 'C' in Year 10 General English |
| Physical Education | 'C' in Year 10 General English and 'B' in Physical Education |
| Accounting | 'C' in Year 10 General English and 'C' in Year 10 General Mathematics |
| Ancient History | 'C' in Year 10 General English |
| Business | 'C' in Year 10 General English |
| Legal Studies | 'C' in Year 10 General English |
| Modern History | 'C' in Year 10 General English |
| General Mathematics | 'C' in Year 10 General Mathematics Preparation Course Students cannot move from Year 11 Essential Mathematics into Year 12 General Mathematics |
| Mathematical Methods | 'C' in Year 10 Mathematical Methods Preparation Course |
| Specialist Mathematics | 'B' in Year 10 Mathematical Methods Preparation Course |
| Biology | 'C' in Year 10 Biology and 'C' in Year 10 General Mathematics and 'C' in Year 10 General English |
| Chemistry | 'B' in Year 10 Chemistry and 'B' in Year 10 Mathematical Methods and Year 10 General English |
| Marine Science | 'B' in Year 10 Marine Science and 'C' in Year 10 General Mathematics and Year 10 General English |
| Physics | 'C' in Year 10 Physics and 'C' in Year 10 Mathematical Methods and Year 10 General English |
| Psychology | 'C' in Year 10 Psychology and 'C' in Year 10 General Mathematics and Year 10 General English |
| Design | 'C' in Year 10 General English and 'C' in Year 10 General Mathematics |
| Dance | 'C' in Year 10 General English and 'B' in Year 10 Dance |
| Drama | 'C' in Year 10 General English 'B' in Year 10 Drama |
| Film, Television and New Media | 'C' in Year 10 General English and 'C' in Year 10 Film Television & New Media |
| Music | 'C' in Year 10 General English and 'B' in Year 10 Music, must be proficient in singing or playing an instrument; reading and writing music notation |
| Visual Art | 'C' in both Year 10 General English and Year 10 Visual Art |
| Vocational Education (VET) subjects (Certificate III & IV) | Minimum Year 10 Standard Required |
| Certificate III in Events | 'C' in Year 10 General English |
| Certificate IV in Information Technology | 'C' in Year 10 General English and General Mathematics |
| Certificate III in Health Services Assistance (through Kawana State College) | 'C' in Year 10 General English |
| Certificate III in Fitness | 'C' in Year 10 General English and 'C' in Physical Education |
| Certificate III in Sport & Recreation (Rugby League) | 'C' in Year 10 General English and 'C' in Physical Education |
| Certificate III in Business | 'C' in Year 10 General English |
| Certificate IV in Crime & Justice | 'C' in Year 10 General English |

Please note: if a subject is not listed above, there are no pre-requisites. Information contained in this table is subject to change annually. Subjects listed may not be offered in 2022 due to student demand.



English (ENG)

General senior subject

General

QCE CREDIT POINTS: 4 points**USER PAY FEES:** Nil.

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

By the conclusion of the course of study, students will:

- Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer / speaker / signer / designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Structure

| Unit 1 | Unit 2 |
|---|--|
| <p>Perspectives and texts</p> <ul style="list-style-type: none"> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts | <p>Texts and culture</p> <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts |
| Unit 3 | Unit 4 |
| <p>Textual connections</p> <ul style="list-style-type: none"> Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts | <p>Close study of literary texts</p> <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts |

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|--|-----|--|-----|
| Formative internal assessment 1 (IA1): • Extended response – written response for a public audience (Essay) | 25% | Formative internal assessment 3 (IA3): • Examination – imaginative response (Short story) | 25% |
| Formative internal assessment 2 (IA2): • Extended response – persuasive spoken (Persuasive speech) | 25% | Formative internal assessment 4 (IA4): • Examination – analytical written response (Analytical essay) | 25% |

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): • Extended response — written response for a public audience | 25% | Summative internal assessment 3 (IA3): • Extended response — imaginative written response | 25% |
| Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response | 25% | Summative external assessment (EA): • Examination — analytical written response | 25% |



Essential English (ENE)

Applied senior subject

Applied

QCE CREDIT POINTS: 4 points

USER PAY FEES: Nil.

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Pathways

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility - skills that prepare students for local and global citizenship,

and for lifelong learning across a wide range of contexts.

Objectives

By the conclusion of the course of study, students will:

- Use patterns and convention of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

Structure

| Unit 1 | Unit 2 |
|--|---|
| <p>Language that works</p> <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts | <p>Texts and human experiences</p> <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts |



| Unit 3 | Unit 4 |
|---|---|
| <p>Language that influences</p> <ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences | <p>Representations and popular culture texts</p> <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts |

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|--|-----|--|-----|
| Formative common assessment 1 (CA1): • Short response – to seen and unseen stimulus | 25% | Formative internal assessment 2 (IA2): • Extended response (Multi-modal presentation) | 25% |
| Formative internal assessment 1 (IA1): • Extended response – spoken/signed response (Persuasive speech) | 25% | Formative internal assessment 3 (IA3): • Extended response – written (Short story) | 25% |

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

| Unit 3 | Unit 4 |
|--|---|
| Summative internal assessment 1 (IA1): • Extended response — spoken/signed response | Summative internal assessment 3 (IA3): • Extended response — Multimodal response |
| Summative internal assessment 2 (IA2): • Common internal assessment (CIA) | Summative internal assessment (IA4): • Extended response — Written response |



Health (HEA)

General senior subject

General

QCE CREDIT POINTS: 4 points

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees:

Excursion – QUT AusSUN Research Lab (Community Skin Prevention visit) \$35 approx.

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Objectives

By the conclusion of the course of study, students will:

- recognise and describe information about health-related topics and issues
- comprehend and use health approaches and frameworks
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|--|
| Resilience as a personal health resource | Peers and family as resources for healthy living <ul style="list-style-type: none"> • Alcohol (elective) • Body image (elective) | Community as a resource for healthy living <ul style="list-style-type: none"> • Homelessness (elective) • Road safety (elective) • Anxiety (elective) | Respectful relationships in the post-schooling transition |



Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|---|-----|---|-----|
| Formative internal assessment 1 (IA1): • Investigation - analytical exposition | 25% | Formative internal assessment 3 (IA3): • Investigation - action research | 25% |
| Formative internal assessment 2 (IA2): • Examination | 25% | Formative internal assessment 4 (IA4): • Examination | 25% |

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1): • Investigation — action research | 25% | Summative internal assessment 3 (IA3): • Investigation —analytical exposition | 25% |
| Summative internal assessment 2 (IA2): • Examination — extended response | 25% | | |
| Summative external assessment (EA): 25% | | | |
| • Examination | | | |



High Performing Athletes Program (HPA)

QCE CREDIT POINTS: Nil.

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees:

2022 final subject costings will be finalised closer to the end of this current school year. Below are the prices for this subject for students in 2021, which will provide you with an approximate subject cost for 2022 as overall costs can be slightly higher or lower pending on a number of factors. Please contact the school in December if you would like the exact dollar value for the subject before 2022 commences.

| | | |
|-------|---------------------------|---|
| \$105 | New student | Uniform kit \$75.00 (includes: Polo shirt \$38*, Training shorts \$37*), Transport to QAS/Brisbane Broncos facilities \$30 |
| \$30 | Continuing student | Transport to QAS/Brisbane Broncos facilities \$30 |

Additional information: Students may wish to purchase a Nitro training shirt for \$34. Additional uniform items marked with '*' can also be purchased individually.

ENTRY REQUIREMENTS:

Entry based on application. Students who are eligible for selection into the program are competing at a high level (regional, state and/or national) in their individual sport.

Suggested Pre-Requisite

Students must have a passion for and/or interest in pursuing a career in the sport or fitness industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

Course Description

The High Performing Student Athletes Program is designed to provide school-based support to student athletes at Caloundra Sate High School to manage the demands of being both a high performing athlete and a highly successful student. If accepted into the program, students will have access to elite coaches, training program specialists, sports psychologists, physiotherapists and nutritionists while receiving academic monitoring and mentoring during normal schooling hours.

Subject Information

- HPA Program students will have three high performance coaching sessions each week. Years 11 & 12, students may be able to adjust their academic load when taking up their place in this program.
- Year 11 & 12 students will have access to additional sessions on Wednesday (9.30am – 3.00pm) for academic support and guidance as well as high performance strength and conditioning coaching.
- Activities consist of:
 - Visit from University of the Sunshine Coast (USC) student athletes
 - Nutritional guidance and cooking session
 - Visit to the Queensland Academy of Sport facility
 - Visit to the Brisbane Broncos training facility
 - Visit to the Sunshine Coast Sports Hub and access to train at O2 Performance
 - USC Information day
 - Linking with and use of TeamBuildr (programming and calendar application)



Physical Education (PED)

General senior subject

General

QCE CREDIT POINTS: 4 points

USER PAY FEES: Nil.

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-

making as they evaluate and justify strategies to achieve a particular outcome.

Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Objectives

By the conclusion of the course of study, students will:

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Structure

| Unit 1 | Unit 2 |
|---|---|
| Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none"> • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity | Sport psychology, equity and physical activity <ul style="list-style-type: none"> • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers |



| Unit 3 | Unit 4 |
|---|--|
| Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity Ethics and integrity | Energy, fitness and training and physical activity <ul style="list-style-type: none"> Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity |

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|---|-----|--|-----|
| Formative internal assessment 1 (IA1): • Examination | 30% | Formative internal assessment 3 (IA3): • Investigation — report | 20% |
| Formative internal assessment 2 (IA2): • Project — folio | 35% | Formative internal assessment 4 (IA4): • Investigation — report | 15% |

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1): • Project — folio | 25% | Summative internal assessment 3 (IA3): • Project — folio | 30% |
| Summative internal assessment 2 (IA2): • Investigation — report | 20% | | |
| Summative external assessment (EA): 25% | | | |
| • Examination | | | |

Certificate III in Fitness (VFT)

VET subject

SIS30315



Certificate

QCE CREDIT POINTS: 8 points standalone (4 points if studied together with Cert. II in Sport & Recreation)

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees:

\$505 approx. Certificate III in Fitness, First Aid & CPR Training (External Provider) non-refundable. Cost to be confirmed. This is a one-off up-front fee. Please note, there is a non-refundable component to this fee if the student withdraws from the course.

TRAINING PROVIDER: Binnacle Training College (RTO No. 31319)

Suggested Pre-Requisite

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content.

Subject Information

The Certificate III in Fitness is an elective subject that may be studied by Year 11 and 12 students who have an interest in career in the Fitness Industry. The course aims to prepare graduates to be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions indoor and outdoor fitness settings, including with older adult clients.

This program also includes the following:

- First Aid qualification and CPR certificate; plus coaching accreditation.
- A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer)

To achieve this qualification, students must achieve competence in all units of competency.

UNITS OF COMPETENCY

| UNIT CODE | UNIT TITLE | Core / Elective |
|------------|--|-----------------|
| BSBRK401 | Identify risk and apply risk management processes | E (Gym) |
| BSBSUS201 | Participate in environmentally sustainable work practices | E (General) |
| HLTAID003 | Provide first aid | E (Gym) |
| HLTWHS001 | Participate in workplace health and safety | E (Gym) |
| SISFFIT001 | Provide health screening and fitness orientation | Core |
| SISFFIT002 | Recognise and apply exercise considerations for specific populations | Core |
| SISFFIT003 | Instruct fitness programs | Core |
| SISFFIT004 | Incorporate anatomy and physiology principles into fitness programming | Core |
| SISFFIT005 | Provide healthy eating information | Core |
| SISFFIT006 | Conduct fitness appraisals | E (Gym) |
| SISFFIT014 | Instruct exercise to older clients | Core |
| SISXCCS001 | Provide quality service | Core |
| SISXEMR001 | Respond to emergency situations | E |
| SISXFAC001 | Maintain equipment for activities | Core |
| SISXIND001 | Work effectively in sport, fitness and recreation environments | Core |
| SISXIND002 | Maintain sport, fitness and recreation industry knowledge | E |

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.



TOPICS OF STUDY

| TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|---|--|--|---|
| <ul style="list-style-type: none"> • The Sport, Fitness and Recreation Industry • Introduction to Anatomy and Physiology • Developing Coaching Practices | <ul style="list-style-type: none"> • Conducting Health Assessments • Work Health and Safety in Sport & Fitness • Delivering Community Fitness Programs • First Aid and CPR certificate | <ul style="list-style-type: none"> • Customer Service in the Fitness Industry • Conducting Group Fitness Sessions • Anatomy and Physiology – Musculoskeletal and Cardiovascular Systems | <ul style="list-style-type: none"> • Learning Gym Exercises • Fitness Programming and Instruction • Work Effectively in the Sport, Fitness and Recreation Industry |
| TERM 5 | TERM 6 | TERM 7 | TERM 8 |
| <ul style="list-style-type: none"> • Anatomy and Physiology – Digestive System & Energy Systems • Nutrition – Providing Healthy Eating Information | <ul style="list-style-type: none"> • Training Older Clients | <ul style="list-style-type: none"> • Training Other Specific Population Clients | <ul style="list-style-type: none"> • First Aid and/or CPR certificate <p><i>Finalisation of qualification: SIS30315 Certificate III in Fitness</i></p> |

Assessment

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs and fitness facility
- Log Book of practical experience

Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

NOTE: This program involves a mandatory 'outside subject' weekly component as follows:

- Term 5, 6 or 7: 90 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternative fitness facility sourced by the school.
- Term 6: a minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternative fitness facility sourced by the school.

All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experience (minimum 40 hours).

Pathways

The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University: Example: Exercise Physiologist; Teacher – Physical Education; Sport Scientist.



RPL Information

Students may apply for Recognition of Prior Learning. Please refer to [VET Student Handbook](#) for details of RPL and the application process.

| | |
|--|---|
| <p><u>IMPORTANT</u> Program Disclosure Statement (PDS)</p> | <p>This subject outline is to be read in conjunction with Binnacle Training's <u>Program Disclosure Statement</u> (PDS). The PDS sets out the services and training products Binnacle Training provides <u>and</u> those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).</p> <p>To access Binnacle's PDS, visit: www.binnacletraining.com.au/rto and select 'RTO Files'.</p> |
|--|---|

Disclaimer: *The school reserves the right to cancel or suspend the vocational component of the course should it not be able to meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages.*

Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.



Certificate II in Sport & Recreation (VSR)

VET subject

SIS20115



Certificate

QCE CREDIT POINTS: 4 points

INCOMPATIBLE SUBJECTS: Rugby League Excellence Program

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees:
\$5 approx. Golf course (Year 11 and 12).

ENTRY REQUIREMENTS: Students are required to successfully obtain a Blue Card (eligibility to work with children and young people) www.bluecard.qld.gov.au/index.html

TRAINING PROVIDER: Caloundra State High School (RTO No. 30058)

Suggested Pre-Requisite

Students must have a passion for and/or interest in pursuing a career in the sport or fitness industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

Course Description

The Certificate II in Sport and Recreation is an elective subject that may be studied by Year 11 and 12 students who are interest in career in the sport or fitness industries. The internally based program is offered as a senior subject where students participate in the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – such as preparing and conducting sport/fitness coaching sessions, providing quality customer service, managing conflict and conducting risk assessments.

Subject Information

To achieve the qualification, students must achieve competence in all units of competency.

CORE UNITS OF STUDY

| CODE | UNIT TITLE |
|-----------|--|
| BSBWOR202 | Organise and complete daily work activities |
| HLTAID003 | Provide first aid |
| SIXEMR001 | Respond to emergency situations |
| SIXIND001 | Work effectively in sport, fitness and recreation environments |
| HLTWHS001 | Participate in workplace health and safety |
| SIXCAI002 | Assist with activity sessions |
| SIXIND002 | Maintain sport, fitness and recreation industry knowledge |
| SIXCCS001 | Provide quality service |

ELECTIVE UNITS OF STUDY

| CODE | UNIT TITLE |
|------------|--|
| SISSCO001 | Conduct sport coaching sessions with foundation level participants |
| SIXFAC001 | Maintain equipment for activities |
| SISSBSB001 | Conduct basketball sessions with foundation level participants |
| SISSBSB002 | Coach basketball participants up to an intermediate level |
| SIXCAI001 | Provide equipment for activities |



Assessment

Assessment items will be selected from:

- Practical Tasks
- Hands-on activities involving clients
- Group work
- Documents and portfolios
- Work experience within the school sporting programs (athletics and swimming carnivals, tournaments, cross country, primary school, etc.)
- Individual journals
- Planning projects
- Students will be assessed in a holistic approach that integrates a range of competencies

RPL Information

Students may apply for Recognition of Prior Learning. Please refer to [VET Student Handbook](#) for details of RPL and the application process.

Disclaimer: *The school reserves the right to cancel or suspend the vocational component of the course should it not be able to meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages.*

Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.



Rugby League Excellence Program (RLX)

VET subject **Certificate III in Sport & Recreation (SIS30115)**



Certificate

QCE CREDIT POINTS: 8 points standalone, 4 points only if Certificate III in Fitness is also selected

INCOMPATIBLE SUBJECTS: Certificate II in Sport & Recreation

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees:

New student \$227 Uniform kit \$117 (includes: team polo shirt \$35*, training shirt \$30*, playing shorts \$25*, socks \$10*, cap \$17*), sports medicine \$10, transport to competitions \$70 and Elite provider sessions (external providers) \$30

Continuing student \$140 Training shirt \$30*, sports medicine \$10, transport to competitions \$70 and Elite provider sessions (external providers) \$30

Students are to provide their own safety equipment (mouth guard, head gear, body armour etc.).

Additional information: If your student participated in this subject in 2021, your subject fee will be \$140 as opposed to \$227 for a first-year entrant. Each student must have all Rugby League Excellence apparel; if not individual items can be purchased to complete your students' kit – refer to items marked with an *.

TRAINING PROVIDER: Caloundra State High School (RTO No. 30058)

Students are to provide their own safety equipment (mouth guard, head gear, body armour etc.).

Suggested Pre-Requisite

There are two main focuses of the Rugby League Excellence Program. The program is designed to provide students with access to specialist Rugby League Coaching to develop the required skills of Rugby League. Students will complete a Certificate III in Sport & Recreation in their two years of study that caters for a range of employment opportunities and a chance to be involved in community clubs or events.

Course Description

The Rugby League Excellence Program incorporates Certificate III in Sport and Recreation. This course is aimed at involving students in the wider Caloundra community in many aspects, helping to provide a platform to enhance their ability to become highly respected and giving citizens. Students will participate in training sessions during class time to develop their skills. Season training programs are implemented involving preseason, skills, tactics, game plans, video analysis and post season training. Students will conduct their own training sessions for other people to participate in to develop their skills as coaches.

Subject Information

To achieve the qualification, students must achieve competence in all units of competency.

CORE UNITS OF STUDY

| CODE | UNIT TITLE |
|------------|--|
| BSBWHS303 | Participate in WHS hazard identification, risk assessment and risk control |
| BSBWOR301 | Organise personal work priorities and development |
| HLTAID003 | Provide first aid |
| HLTWHS001 | Participate in workplace health and safety |
| ICTWEB201 | Use social media tools for collaboration and engagement |
| SISXCAI003 | Conduct non-instructional sport, fitness or recreation sessions |
| SISXCAI004 | Plan and conduct programs |
| SISXCCS001 | Provide quality service |
| SISXEMR001 | Respond to emergency situations |



ELECTIVE UNITS OF STUDY

| CODE | UNIT TITLE |
|------------|--|
| BSBADM307 | Organise schedules |
| BSBWOR204 | Use business technology |
| SISXCAI006 | Facilitate groups |
| SISXFAC001 | Maintain equipment for activities |
| SISXIND001 | Work effectively in sport, fitness and recreation environments |
| SISXIND002 | Maintain sport, fitness and recreation industry knowledge |

Assessment

Assessment items will be selected from:

- Practical Tasks
- Hands-on activities involving clients
- Group work
- Documents and portfolios
- Work experience within the school sporting programs (athletics and swimming carnivals, tournaments, cross country, primary school, etc.)
- Individual journals
- Planning projects
- Students will be assessed in a holistic approach that integrates a range of competencies

RPL Information

Students may apply for Recognition of Prior Learning. Please refer to [VET Student Handbook](#) for details of RPL and the application process.

Disclaimer: The school reserves the right to cancel or suspend the vocational component of the course should it not be able to meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages.

Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.



Certificate III in Health Services Assistance (VHA) (including HLT23215 - Certificate II in Health Support Services)

Certificate Course (Year 11 only)



Certificate



QCE CREDIT POINTS: 8 points

HLT33115 / HLT23215

INCOMPATIBLE SUBJECTS: Certificate II in Community Services (Early Childhood); Certificate III in Events; Trade Training Centre offerings

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees: \$550 (External Provider) non-refundable – Year 11 only. (Certificate II and Certificate III Health Services Assistance). This course is a subsidised course. Only one subsidised course can be taken over the course of Year 11 & 12.

ENTRY REQUIREMENTS: There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework. International students may be able to enrol depending on their visa and/or the school's CRICOS registration.

TRAINING PROVIDER: Connect 'n' Grow (RTO No. 40518)

TRAINING LOCATION: Kawana Waters State College, Health Education Hub

Course Description

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with the entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid effective communication, workplace health and safety, infection control, understanding common medical terminology conducting health checks, recognising healthy body systems and working with diverse people.

Subject Information

Kawana Waters is the Health Precinct of the Sunshine Coast where the two hospitals and the surrounding health services a wealth of career opportunities for students. To provide students with a viable career pathway after Year 12, Kawana Waters State College has developed a Health Unit with two simulation wards, an observing centre and state of the art technology supports the teaching and learning for dual health qualifications. The purpose-built learning environment allows students to practice theory components of the course in an innovative simulated environment.

This is an 18 month to two-year course delivered at the Health Education Hub - Kawana Waters State College in partnership with Connect 'n' Grow.

Students who participate in this qualification are required to attend one full school day per week at Kawana Waters State College Secondary Campus (Wednesday) in order to successfully complete the qualification.

Delivery modes: A range of delivery modes will be used during the teaching and learning of this qualification. These include: Face-to-face training, practical and scenarios, and online learning.



Structure

| Year 1 - Study Units (Certificate II) | |
|--|--|
| BSBCUS201 | Deliver a service to customers |
| BSBINM201 | Process and maintain workplace information |
| BSBWOR202 | Organise and complete daily work activities |
| CHCCCS010 | Maintain a high standard of service |
| CHCCCS020 | Respond effectively to behaviours of concern |
| CHCCOM001 | Provide first point of contact |
| CHCCOM005 | Communicate and work in health or community services |
| CHCDIV001 | Work with diverse people |
| HLTHSS003 | Perform general cleaning tasks in a clinical setting |
| HLTHSS005 | Undertake routine stock maintenance |
| HLTINF001 | Comply with infection prevention and control policies and procedures |
| HLTWHS001 | Participate in workplace health and safety |
| Year 2 - Study Units (Certificate III units) | |
| BSBMED301 | Interpret and apply medical terminology |
| BSBMED303 | Maintain patient records |
| BSBWOR301 | Organise personal work priorities and development |
| CHCCCS009 | Facilitate responsible behaviour |
| CHCCCS015 | Provide individualised support |
| HLTAAP001 | Recognise healthy body systems |
| HLTAID009 | Provide cardiopulmonary resuscitation |
| HLTAID011 | Provide first aid |
| HLTWHS002 | Follow safe work practices for direct client care |

Pathways

Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B. Nursing)
- Entry level employment within the health industry.

Assessment

Assessment is competency based. Assessment techniques include:

- Observation
- Questionnaires
- Folios of work
- Written and practical tasks

Work placement

To achieve this qualification students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.

Connect 'n' Grow considers industry experience to be a very important inclusion of the Certificate III qualification.

RTO Obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded with the qualification and a record of results by Connect 'n' Grow. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.



Students can have the choice of studying the Certificate III in Health Services Assistance (Assisting in nursing in Acute Care)

Certificate III in Health Services Assistance (Assisting in nursing work in acute care) (including HLT23215 - Certificate II in Health Support Services)



QCE CREDIT POINTS: 8 points

HLT33115 / HLT23215

INCOMPATIBLE SUBJECTS: Certificate II in Community Services (Early Childhood); Certificate III in Events; Trade Training Centre offerings

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees: \$850 (External Provider) non-refundable – Year 11 only. (Certificate II Health Support Services and Certificate III in Health Services Assistance – Assisting in nursing work in acute care). This course is a subsidised course. Only one subsidised course can be taken over the course of Year 11 & 12.

ENTRY REQUIREMENTS: There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework. International students may be able to enrol depending on their visa and/or the school's CRICOS registration.

TRAINING PROVIDER: Connect 'n' Grow (RTO No. 40518)

TRAINING LOCATION: Kawana Waters State College, Health Education Hub

Course Description

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with the entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid effective communication, workplace health and safety, infection control, understanding common medical terminology conducting health checks, recognising healthy body systems and working with diverse people.

This is a two-year course delivered on site at Kawana Waters State College.

Subject Information

Kawana Waters is the Health Precinct of the Sunshine Coast where the two hospitals and the surrounding health services a wealth of career opportunities for students. To provide students with a viable career pathway after Year 12, Kawana Waters State College has developed a Health Unit with two simulation wards, an observing centre and state of the art technology supports the teaching and learning for dual health qualifications. The purpose-built learning environment allows students to practice theory components of the course in an innovative simulated environment.

This is an 18 month to two-year course delivered at the Health Education Hub - Kawana Waters State College in partnership with Connect 'n' Grow.

Students who participate in this qualification are required to attend one full school day per week at Kawana Waters State College Secondary Campus (Wednesday) in order to successfully complete the qualification.



Delivery modes: A range of delivery modes will be used during the teaching and learning of this qualification. These include: Face-to-face training, practical and scenarios, and online learning.

Structure

| Year 1 - Study Units (Certificate II) | |
|--|--|
| BSBCUS201 | Deliver a service to customers |
| BSBINM201 | Process and maintain workplace information |
| BSBWOR202 | Organise and complete daily work activities |
| CHCCCS010 | Maintain a high standard of service |
| CHCCCS020 | Respond effectively to behaviours of concern |
| CHCCOM001 | Provide first point of contact |
| CHCCOM005 | Communicate and work in health or community services |
| CHCDIV001 | Work with diverse people |
| HLTHSS003 | Perform general cleaning tasks in a clinical setting |
| HLTHSS005 | Undertake routine stock maintenance |
| HLTINF001 | Comply with infection prevention and control policies and procedures |
| HLTWHS001 | Participate in workplace health and safety |
| Year 2 - Study Units (Certificate III units) | |
| BSBMED301 | Interpret and apply medical terminology |
| BSBWOR301 | Organise personal work priorities and development |
| CHCCC2026 | Transport individuals |
| CHCCCS002 | Assist with movement |
| CHCCCS010 | Maintain a high standard of service |
| CHCCCS015 | Provide individualised support |
| CHCCCS020 | Respond effectively to behaviours of concern |
| HLTAAP001 | Recognise healthy body systems |
| HLTAID009 | Provide cardiopulmonary resuscitation |
| HLTAIN001 | Assist with nursing care in an acute care environment |
| HLTAIN002 | Provide non-client contact support in an acute care environment |

Pathways

Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B. Nursing)
- Entry level employment within the health industry.

Assessment

Assessment is competency based. Assessment techniques include:

- Observation
- Written and practical tasks
- Folios of work
- Clinical Skills log book
- Questionnaires

Work placement

To achieve this qualification with this specialisation, a minimum of 80 hours of work placement, supervised by a registered nurse with current AHPRA registration, must be completed.

RTO Obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded with the qualification and a record of results by Connect 'n' Grow. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.



Accounting (ACC)

General senior subject

General

QCE CREDIT POINTS: 4 points

USER PAY FEES: Nil.

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Objectives

By the conclusion of the course of study, students will:

- describe accounting concepts and principles
- explain accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information to draw conclusions
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience.

Structure

| Unit 1 | Unit 2 |
|--|---|
| <p>Real world accounting</p> <ul style="list-style-type: none"> • Accounting for a service business — cash, accounts receivable, accounts payable and no GST • End-of-month reporting for a service business – no GST | <p>Management effectiveness</p> <ul style="list-style-type: none"> • Accounting for a trading GST business • End-of-year reporting for a trading GST business |
| Unit 3 | Unit 4 |
| <p>Monitoring a business</p> <ul style="list-style-type: none"> • Managing resources for a trading GST business • Fully classified financial statement – reporting for a trading GST Business | <p>Accounting — the big picture</p> <ul style="list-style-type: none"> • Cash management • Complete accounting process for a trading GST business • Performance analysis of a listed public company |

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|--|-----|--|-----|
| Formative internal assessment 1 (IA1): • Examination — combination response | 25% | Formative internal assessment 3 (IA3): • Project — cash management | 25% |
| Formative internal assessment 2 (IA2): • Examination — short response | 25% | Formative internal assessment 4 (IA4): • Examination — short response | 25% |

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1): • Examination — combination response | 25% | Summative internal assessment 3 (IA3): • Project — cash management | 25% |
| Summative internal assessment 2 (IA2): • Examination — combination response | 25% | Summative external assessment (EA): • Examination — short response | 25% |



Ancient History (AHS)

General senior subject

General

QCE CREDIT POINTS: 4 points

USER PAY FEES: Nil.

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

Objectives

By the conclusion of the course of study, students will:

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

Structure

| | |
|---|---|
| Unit 1 | Unit 2 |
| Investigating the ancient world <ul style="list-style-type: none"> • Digging up the past • The Family in Spartan Society | Personalities in their time <ul style="list-style-type: none"> • Hatshepsut • Akhenaten |
| Unit 3 | Unit 4 |
| Reconstructing the ancient world <ul style="list-style-type: none"> • Pompeii and Herculaneum • Fifth Century Athens | People, power and authority <ul style="list-style-type: none"> • Ancient Rome — Civil War and the breakdown of the Republic • Augustus |



Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|---|-----|---|-----|
| Formative internal assessment 1 (IA1): • Examination — essay in response to historical sources | 25% | Formative internal assessment 3 (IA3): • Investigation — historical essay based on research | 25% |
| Formative internal assessment 2 (IA2): • Independent source investigation | 25% | Formative internal assessment 4 (IA4): • Examination — short responses to historical sources | 25% |

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources | 25% | Summative internal assessment 3 (IA3): • Investigation — historical essay based on research | 25% |
| Summative internal assessment 2 (IA2): • Independent source investigation | 25% | Summative external assessment (EA): • Examination — short responses to historical sources | 25% |



Business (BUS)

General senior subject

General

QCE CREDIT POINTS: 4 points

USER PAY FEES: Nil.

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

Pathways

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Objectives

By the conclusion of the course of study, students will:

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

Structure

| | |
|---|--|
| Unit 1 | Unit 2 |
| Business creation <ul style="list-style-type: none"> • Fundamentals of business • Creation of business ideas | Business growth <ul style="list-style-type: none"> • Establishment of a business • Entering markets |
| Unit 3 | Unit 4 |
| Business diversification <ul style="list-style-type: none"> • Competitive markets • Strategic development | Business evolution <ul style="list-style-type: none"> • Repositioning a business • Transformation of a business |



Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|--|-----|--|-----|
| Formative internal assessment 1 (IA1): • Examination — combination response | 25% | Formative internal assessment 3 (IA3): • Extended response — feasibility report | 25% |
| Formative internal assessment 2 (IA2): • Investigation — business report | 25% | Formative internal assessment 4 (IA4): • Examination — combination response | 25% |

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): • Examination — combination response | 25% | Summative internal assessment 3 (IA3): • Extended response — feasibility report | 25% |
| Summative internal assessment 2 (IA2): • Investigation — business report | 25% | Summative external assessment (EA): • Examination — combination response | 25% |



Legal Studies (LEG)

General senior subject

General

QCE CREDIT POINTS: 4 points

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees: Excursion in Year 11 and 12 to Brisbane Courthouse \$30 approx.

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Objectives

By the conclusion of the course of study, students will:

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

Structure

| | |
|---|---|
| Unit 1 | Unit 2 |
| Beyond reasonable doubt <ul style="list-style-type: none"> • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing | Balance of probabilities <ul style="list-style-type: none"> • Civil law foundations • Contractual obligations • Negligence and the duty of care |
| Unit 3 | Unit 4 |
| Law, governance and change <ul style="list-style-type: none"> • Governance in Australia • Law reform within a dynamic society | Human rights in legal contexts <ul style="list-style-type: none"> • Human rights • The effectiveness of international law • Human rights in Australian contexts |



Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|--|-----|---|-----|
| Formative internal assessment 1 (IA1): • Examination — combination response | 25% | Formative internal assessment 3 (IA3): • Investigation — argumentative essay | 25% |
| Formative internal assessment 2 (IA2): • Investigation — inquiry report | 25% | Formative internal assessment 4 (IA4): • Examination — combination response | 25% |

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1): • Examination — combination response | 25% | Summative internal assessment 3 (IA3): • Investigation — argumentative essay | 25% |
| Summative internal assessment 2 (IA2): • Investigation — inquiry report | 25% | Summative external assessment (EA): • Examination — combination response | 25% |



Modern History (MHS)

General senior subject

General

QCE CREDIT POINTS: 4 points

USER PAY FEES: Nil.

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

Objectives

By the conclusion of the course of study, students will:

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

Structure

| | |
|--|---|
| Unit 1 | Unit 2 |
| Ideas in the modern world <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s • Age of Imperialism, 1848–1914 | Movements in the modern world <ul style="list-style-type: none"> • Women's movement since 1893 • Independence movement in Vietnam, 1945–1975 |
| Unit 3 | Unit 4 |
| National experiences in the modern world <ul style="list-style-type: none"> • Germany, 1914–1945 • Israel, 1948–1993 | International experiences in the modern world <ul style="list-style-type: none"> • Terrorism and anti-terrorism • Australian engagement with Asia since 1945 |



Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|---|-----|---|-----|
| Formative internal assessment 1 (IA1): • Examination — essay in response to historical sources | 25% | Formative internal assessment 3 (IA3): • Investigation — historical essay based on research | 25% |
| Formative internal assessment 2 (IA2): • Independent source investigation | 25% | Formative internal assessment 4 (IA4): • Examination — short responses to historical sources | 25% |

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources | 25% | Summative internal assessment 3 (IA3): • Investigation — historical essay based on research | 25% |
| Summative internal assessment 2 (IA2): • Independent source investigation | 25% | Summative external assessment (EA): • Examination — short responses to historical sources | 25% |



Certificate III in Business (VBS)

VET subject

BSB30115



Certificate

QCE CREDIT POINTS: 8 points

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees:

\$285 approx. (External Provider) non-refundable. Cost to be confirmed. This is a one-off up-front fee. Please note, there is a non-refundable component to this fee if the student withdraws from the course.

TRAINING PROVIDER: Binnacle Training (RTO No. 31319)

Entry Requirements

Students must have a passion for and/or interest in working in the Business Services industry and/or pursuing further tertiary pathways (eg. Certificate IV, Diploma and Bachelor of Business). The student must have good quality written and spoken communication skills and enthusiasm/motivation to participate in a range of projects.

Subject Information

Binnacle's Certificate III in Business 'Business in Schools' program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored.

Graduates will be able to use their Certificate III in Business

- as an entry level qualification into the Business Services industries (eg. Customer service adviser, duty manager, administration officer)
- to pursue further tertiary pathways (eg. Certificate IV, Diploma or Bachelor of Business); and
- to improve their chances of gaining tertiary entrance.

UNITS OF COMPETENCY

| UNIT CODE | UNIT TITLE | Core / Elective |
|-------------|--|-----------------|
| BSBWH302 | Apply knowledge of WHS legislation in the workplace | CORE |
| BSBFLM312 | Contribute to team effectiveness | ELECTIVE (L1) |
| BSBWOR301 | Organise personal work priorities and development | ELECTIVE (L2) |
| BSBITU314 | Design and produce spreadsheets | ELECTIVE (L3) |
| BSBITU312 | Create electronic presentations | ELECTIVE (L4) |
| BSBPRO301 | Recommend products and services | ELECTIVE (L5) |
| BSBCUS301 | Deliver and monitor a service to customers | ELECTIVE (L6) |
| BSBWRT301 | Write simple documents | ELECTIVE (L7) |
| BSBITU306 | Design and produce business documents | ELECTIVE (L8) |
| BSBLED301 | Undertake eLearning | ELECTIVE |
| PLUS | | |
| FNSFLT401 | Be MoneySmart through a career in small business | ELECTIVE |
| <i>or</i> | | |
| FNSFLT301 | Be MoneySmart | ELECTIVE |
| PLUS | | |
| FNSFLT205 | Develop knowledge of the Australian financial system and markets | ELECTIVE |
| <i>or</i> | | |
| ICTWEB201 | Use social media tools for collaboration and engagement | ELECTIVE |

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum and adequate resources provided by School (as Third Party).



TOPICS OF STUDY

| TERM 1 | TERM 2 | TERM 3 | TERM 4a (Elective A) | TERM 4b (Elective B) |
|--|--|--|--|---|
| <ul style="list-style-type: none"> • Introduction to the Business Services and Travel/Tourism Industries • eLearning • Personal Work Priorities | <ul style="list-style-type: none"> • Contribute to Team Effectiveness | <ul style="list-style-type: none"> • Workplace Health and Safety | <ul style="list-style-type: none"> • Design and Produce Spreadsheets • Be MoneySmart through a career in small business | <ul style="list-style-type: none"> • Design and Produce Spreadsheets • Financial Literacy – Be MoneySmart |
| TERM 5a (Elective A) | TERM 5b (Elective B) | TERM 6 | TERM 7 | TERM 8 |
| <ul style="list-style-type: none"> • Knowledge of the Australian Financial System | <ul style="list-style-type: none"> • Social Media Tools | <ul style="list-style-type: none"> • Create Electronic Presentations • Provide a Service to a Customer Group • Report on Service Delivery | <ul style="list-style-type: none"> • Plan and develop business documents • Plan, draft and finalise promotional material | |

Assessment

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Deliverer) – incorporating delivery of a range of projects and services within their school community. This includes participation in R U OK? Mental Health Awareness Week – Team Project and a Major Project where students design and plan for a new product or service.

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks / experiences
- Group projects
- Hands-on activities involving customer service
- e-Learning projects

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

NOTE: From time to time, project delivery may require a mandatory 'outside subject' component (e.g. before or after school).

RPL Information

Students may apply for Recognition of Prior Learning. Please refer to [VET Student Handbook](#) for details of RPL and the application process.

| | |
|---|---|
| <p>IMPORTANT Program Disclosure Statement (PDS)</p> | <p>This subject outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides <u>and</u> those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: www.binnacletraining.com.au/rto and select 'RTO Files'.</p> |
|---|---|

Possible career pathways

The Certificate III in Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example:

- Business Owner
- Business Manager
- Customer Service Manager

Disclaimer: The school reserves the right to cancel or suspend the vocational component of the course should it not be able to meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages.

Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.



Certificate IV in Crime & Justice (VCJ)

VET subject

10283NAT



Certificate

QCE CREDIT POINTS: 8 points

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees:

\$700 (External Provider) This is a one off up-front fee, payable directly to the training provider.

Refund Policy: Refund for students exiting a certificate course is on prorata basis related to the unit/s of competency covered (less a \$50 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or show extreme personal hardship). Applications for refund are made to the RTO and are at the discretion of the Principal. This information is correct as at July 2019.

Excursion: Year 11 and 12 to Brisbane Courthouse – \$30 approx.

TRAINING PROVIDER: Unity College (RTO No. 32123)

Entry Requirements

Academic – it is recommended that students have achieved a 'C' in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements. Students need to demonstrate independent learning skills.

Subject Information

Certificate IV in Crime and Justice is an accredited course. The Certificate IV in Crime and Justice is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.

Regional universities such as University of the Sunshine Coast (USC) convert the Certificate IV into a Rank which can be used for entry into USC courses.

Students can apply for a Credit Transfer for the Bachelor of Criminology and Justice at USC. Students may be eligible for credit for up to 4 courses in that degree (at the discretion of the university).

Completion of the course adds points to the recruit score for entry into the Queensland Police Service.

Aims: The Certificate IV in Crime and Justice course is designed to:

- provide students with a broad understanding of the justice system
- develop the personal skills and knowledge which underpin employment in the justice system.

CORE UNITS OF STUDY

| CODE | UNIT TITLE |
|-----------|---|
| BSBLDR403 | Lead team effectiveness |
| BSBLEG413 | Identify and apply the legal framework |
| BSBLEG416 | Apply the principles of the law of torts |
| BSBRES411 | Analyse and present research information |
| BSBWOR404 | Develop work priorities |
| CJSCOM401 | Provide information and referral advice on justice-related issues |
| CJSDCP402 | Prepare documentation for court proceedings |
| CJSSJI403 | Analyse social justice issues |
| PSPREG003 | Apply Regulatory Powers |
| PSPREG010 | Prepare a brief of evidence |

Assessment

- Research assignments
- Online reading and activities
- Open book Exams

Student Activities Including Learning Experiences

Content is delivered in a face to face classroom environment through Certificate IV Crime and Justice classes and 3 x compulsory after school workshops with industry professionals.



General Mathematics (MAG)

General senior subject

General

QCE CREDIT POINTS: 4 points**USER PAY FEES:** Nil.

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Structure

| Unit 1 | Unit 2 |
|---|---|
| Money, measurement and relations <ul style="list-style-type: none">• Consumer arithmetic• Shape and measurement• Linear equations and their graphs | Applied trigonometry, algebra, matrices and univariate data <ul style="list-style-type: none">• Applications of trigonometry• Algebra and matrices• Univariate data analysis |



| Unit 3 | Unit 4 |
|---|--|
| Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none"> • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones | Investing and networking <ul style="list-style-type: none"> • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics |

Assessment

In Units 1 and 2 students complete three formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|--|-----|---|-----|
| Formative internal assessment 1 (IA1): • Problem-solving and modelling task | 20% | Formative internal assessment 3 (IA3): • Examination | 50% |
| Formative internal assessment 2 (IA2): • Examination | 30% | | |

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1): • Problem-solving and modelling task | 20% | Summative internal assessment 3 (IA3): • Examination | 15% |
| Summative internal assessment 2 (IA2): • Examination | 15% | | |
| Summative external assessment (EA): 50% • Examination | | | |



Mathematical Methods (MAM)

General senior subject

General

QCE CREDIT POINTS: 4 points

USER PAY FEES: Nil.

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P-10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry),

mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.



Structure

| Unit 1 | Unit 2 |
|---|--|
| Algebra, statistics and functions <ul style="list-style-type: none"> Arithmetic and geometric sequences and series 1 Functions and graphs Counting and probability Exponential functions 1 Arithmetic and geometric sequences | Calculus and further functions <ul style="list-style-type: none"> Exponential functions 2 The logarithmic function 1 Trigonometric functions 1 Introduction to differential calculus Further differentiation and applications 1 Discrete random variables 1 |
| Unit 3 | Unit 4 |
| Further calculus <ul style="list-style-type: none"> The logarithmic function 2 Further differentiation and applications 2 Integrals | Further functions and statistics <ul style="list-style-type: none"> Further differentiation and applications 3 Trigonometric functions 2 Discrete random variables 2 Continuous random variables and the normal distribution Interval estimates for proportions |

Assessment

In Units 1 and 2 students complete three formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|--|-----|---|-----|
| Formative internal assessment 1 (IA1): • Problem-solving and modelling task | 20% | Formative internal assessment 3 (IA3): • Examination | 50% |
| Formative internal assessment 2 (IA2): • Examination | 30% | | |

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1): • Problem-solving and modelling task | 20% | Summative internal assessment 3 (IA3): • Examination | 15% |
| Summative internal assessment 2 (IA2): • Examination | 15% | | |
| Summative external assessment (EA): 50% | | | |
| • Examination | | | |



Specialist Mathematics (MAS)

General senior subject

General

QCE CREDIT POINTS: 4 points

USER PAY FEES: Nil.

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Pathways

A course of study in Specialist Mathematics can establish a basis for further education and

employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.



Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

| Unit 1 | Unit 2 |
|---|--|
| Combinatorics, vectors and proof <ul style="list-style-type: none"> Combinatorics Vectors in the plane Introduction to proof | Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"> Complex numbers 1 Trigonometry and functions Matrices |
| Unit 3 | Unit 4 |
| Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none"> Proof by mathematical induction Vectors and matrices Complex numbers 2 | Further statistical and calculus inference <ul style="list-style-type: none"> Integration and applications of integration Rates of change and differential equations Statistical inference |

Assessment

In Units 1 and 2 students complete three formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|--|-----|---|-----|
| Formative internal assessment 1 (IA1): | 20% | Formative internal assessment 3 (IA3): | 50% |
| <ul style="list-style-type: none"> Problem-solving and modelling task | | <ul style="list-style-type: none"> Examination | |
| Formative internal assessment 2 (IA2): | 30% | | |
| <ul style="list-style-type: none"> Examination | | | |

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|---|-----|---|-----|
| Summative internal assessment 1 (IA1): | 20% | Summative internal assessment 3 (IA3): | 15% |
| <ul style="list-style-type: none"> Problem-solving and modelling task | | <ul style="list-style-type: none"> Examination | |
| Summative internal assessment 2 (IA2): | 15% | | |
| <ul style="list-style-type: none"> Examination | | | |
| Summative external assessment (EA): 50% <ul style="list-style-type: none"> Examination | | | |



Essential Mathematics (MAE)

Applied senior subject

Applied

QCE CREDIT POINTS: 4 points

USER PAY FEES: Nil.

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a

practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

| Unit 1 | Unit 2 |
|---|---|
| <p>Number, data and graphs</p> <ul style="list-style-type: none"> • Fundamental topic: Calculations • Number • Representing data • Graphs | <p>Money, travel and data</p> <ul style="list-style-type: none"> • Fundamental topic: Calculations • Managing money • Time and motion • Data collection |
| Unit 3 | Unit 4 |
| <p>Measurement, scales and data</p> <ul style="list-style-type: none"> • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data | <p>Graphs, chance and loans</p> <ul style="list-style-type: none"> • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest |



Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | Unit 2 |
|--|--|
| Formative internal assessment 1 (IA1): • Problem-solving and modelling task | Formative internal assessment 3 (IA3): • Problem-solving and modelling task |
| Formative internal assessment 2 (IA2): • Examination | Formative internal assessment 4 (IA4): • Examination |

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

| Unit 3 | Unit 4 |
|--|--|
| Summative internal assessment 1 (IA1): • Problem-solving and modelling task | Summative internal assessment 3 (IA3): • Problem-solving and modelling task |
| Summative internal assessment 2 (IA2): • Examination | Summative internal assessment (IA4): • Examination |



Biology (BIO)

General senior subject

General

QCE CREDIT POINTS: 4 points

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees:

\$37 Units 1 & 2 “Biozone” student workbook - Year 11 Term 1

\$35 Units 3 & 4 “Biozone” student workbook - Year 11 Term 4

Excursion: Year 12 – Currimundi Lake (nil cost)

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

| Unit 1 | Unit 2 |
|---|---|
| Cells and multicellular organisms <ul style="list-style-type: none">• Cells as the basis of life• Multicellular organisms | Maintaining the internal environment <ul style="list-style-type: none">• Homeostasis• Infectious diseases |



| Unit 3 | Unit 4 |
|--|---|
| Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> • Describing biodiversity • Ecosystem dynamics | Heredity and continuity of life <ul style="list-style-type: none"> • DNA, genes and the continuity of life • Continuity of life on Earth |

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|--|-----|--|-----|
| Formative internal assessment 1 (IA1): • Data test | 10% | Formative internal assessment 3 (IA3): • Research investigation | 20% |
| Formative internal assessment 2 (IA2): • Student experiment | 20% | | |
| Formative internal assessment (IA4): 50% • Examination | | | |

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): • Data test | 10% | Summative internal assessment 3 (IA3): • Research investigation | 20% |
| Summative internal assessment 2 (IA2): • Student experiment | 20% | | |
| Summative external assessment (EA): 50% • Examination | | | |

Chemistry (CHM)

General senior subject

General

QCE CREDIT POINTS: 4 points

USER PAY FEES: Nil.

Chemistry is the study of materials and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

| Unit 1 | Unit 2 |
|---|--|
| <p>Chemical fundamentals — structure, properties and reactions</p> <ul style="list-style-type: none"> • Properties and structure of atoms • Properties and structure of materials • Chemical reactions —reactants, products and energy change | <p>Molecular interactions and reactions</p> <ul style="list-style-type: none"> • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions |



| Unit 3 | Unit 4 |
|---|---|
| Equilibrium, acids and redox reactions <ul style="list-style-type: none"> • Chemical equilibrium systems • Oxidation and reduction | Structure, synthesis and design <ul style="list-style-type: none"> • Properties and structure of organic materials • Chemical synthesis and design |

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|--|-----|--|-----|
| Formative internal assessment 1 (IA1): • Data test | 10% | Formative internal assessment 3 (IA3): • Research investigation | 20% |
| Formative internal assessment 2 (IA2): • Student experiment | 20% | | |
| Formative internal assessment (IA4): 50% • Examination | | | |

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): • Data test | 10% | Summative internal assessment 3 (IA3): • Research investigation | 20% |
| Summative internal assessment 2 (IA2): • Student experiment | 20% | | |
| Summative external assessment (EA): 50% • Examination | | | |



Marine Science (MRN)

General senior subject

General

QCE CREDIT POINTS: 4 points

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees:

\$15 Units 1 & 2 Marine Science student workbook - Year 11 Term 1

\$20 Units 3 & 4 Marine Science student workbook - Year 11 Term 4

Successful completion of Year 11 – Boating activities will supply students with the “Certificate of Competency” necessary for acquisition of a Recreational Boating licence. Students will need to apply personally to the Department of Transport to gain the actual licence (cost involved approx. \$90)

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources.

Students develop their understanding of oceanography. They engage with the concept of marine biology. They study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked with ocean issues and resource management where students apply knowledge to consider the future of our oceans and techniques for managing fisheries.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation,

biosecurity, quarantine, conservation and sustainability.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

| Unit 1 | Unit 2 |
|--|---|
| <p>Oceanography</p> <ul style="list-style-type: none"> • An ocean planet • The dynamic shore | <p>Marine biology</p> <ul style="list-style-type: none"> • Marine ecology and biodiversity • Marine environmental management |
| Unit 3 | Unit 4 |
| <p>Marine systems — connections and change</p> <ul style="list-style-type: none"> • The reef and beyond • Changes on the reef | <p>Ocean issues and resource management</p> <ul style="list-style-type: none"> • Oceans of the future • Managing fisheries |



Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|--|-----|--|-----|
| Formative internal assessment 1 (IA1): • Data test | 10% | Formative internal assessment 3 (IA3): • Research investigation | 20% |
| Formative internal assessment 2 (IA2): • Student experiment | 20% | | |
| Formative internal assessment (IA4): 50% • Examination | | | |

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): • Data test | 10% | Summative internal assessment 3 (IA3): • Research investigation | 20% |
| Summative internal assessment 2 (IA2): • Student experiment | 20% | | |
| Summative external assessment (EA): 50% • Examination | | | |



Physics (PHY)

General senior subject

General

QCE CREDIT POINTS: 4 points

USER PAY FEES: Nil.

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.



Structure

| Unit 1 | Unit 2 |
|---|--|
| Physics of Motion <ul style="list-style-type: none"> • Linear motion and force • Gravity and motion | Einstein's Famous Equation <ul style="list-style-type: none"> • Special Relativity • Ionising Radiation and Nuclear Reactions • The Standard Model |
| Unit 3 | Unit 4 |
| The Transfer and Use of Energy <ul style="list-style-type: none"> • Heating Processes • Waves • Electrical Circuits | Electromagnetism and Quantum Theory <ul style="list-style-type: none"> • Electromagnetism • Quantum Theory |

Senior Physics is taught as a composite class, meaning Year 11 and 12 classes are combined. As such, we follow the alternate sequence of topics (same topics, just in a different order). This is so that Year 11 and 12 students can all study the same topics, at the same time, so that we can maximise teaching time in a composite class.

Students who graduate in an even year (2022, 2024, 2026, etc.) will study Units 1 & 2 in Year 11, and 3 & 4 in Year 12.

Students who graduate in an odd year (2023, 2025, 2027 etc.) will study Units in 3 & 4 Year 11, and 1 & 2 in Year 12.

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|--|-----|--|-----|
| Formative internal assessment 1 (IA1): • Data test | 10% | Formative internal assessment 2 (IA2): • Student experiment | 20% |
| Formative internal assessment 3 (IA3): • Research investigation | 20% | | |
| Formative internal assessment (IA4): 50% • Examination | | | |

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): • Data test | 10% | Summative internal assessment 3 (IA3): • Research investigation | 20% |
| Summative internal assessment 2 (IA2): • Student experiment | 20% | | |
| Summative external assessment (EA): 50% • Examination | | | |



Psychology (PSY)

General senior subject

General

QCE CREDIT POINTS: 4 points

USER PAY FEES: Nil.

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicates understandings, findings, arguments and conclusions.

Structure

| Unit 1 | Unit 2 |
|---|---|
| <p>Individual development</p> <ul style="list-style-type: none"> • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep | <p>Individual behaviour</p> <ul style="list-style-type: none"> • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation |
| Unit 3 | Unit 4 |
| <p>Individual thinking</p> <ul style="list-style-type: none"> • Localisation of function in the brain • Visual perception • Memory • Learning | <p>The influence of others</p> <ul style="list-style-type: none"> • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology |



Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|--|-----|--|-----|
| Formative internal assessment 1 (IA1): • Data test | 10% | Formative internal assessment 3 (IA3): • Research investigation | 20% |
| Formative internal assessment 2 (IA2): • Student experiment | 20% | | |
| Formative internal assessment (IA4): 50% • Examination | | | |

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): • Data test | 10% | Summative internal assessment 3 (IA3): • Research investigation | 20% |
| Summative internal assessment 2 (IA2): • Student experiment | 20% | | |
| Summative external assessment (EA): 50% • Examination | | | |

Design (DES)

General senior subject

General

QCE CREDIT POINTS: 4 points

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees: Students will require additional print balance

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Objectives

By the conclusion of the course of study, students will:

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|--|--|
| Design in practice <ul style="list-style-type: none"> • Experiencing design • Design process • Design styles | Commercial design <ul style="list-style-type: none"> • Explore — client needs and wants • Develop — collaborative design | Human-centred design <ul style="list-style-type: none"> • Designing with empathy | Sustainable design <ul style="list-style-type: none"> • Explore — sustainable design opportunities • Develop — redesign |



Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|--|-----|--|-----|
| Formative internal assessment 1 (IA1): • Examination – design challenge | 15% | Formative internal assessment 3 (IA3): • Project | 25% |
| Formative internal assessment 2 (IA2): • Project | 35% | Formative internal assessment 4 (IA4): • Examination — design challenge | 25% |

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1): • Examination — design challenge | 15% | Summative internal assessment 3 (IA3): • Project | 25% |
| Summative internal assessment 2 (IA2): • Project | 35% | Summative external assessment (EA): • Examination — design challenge | 25% |

Certificate II in Community Services (Early Childhood) (VCS)



Certificate

VET Subject

CHC22015

QCE CREDIT POINTS: 4 points

INCOMPATIBLE SUBJECTS: Kawana Health Hub offering

USER PAY FEES: Nil.

ENTRY REQUIREMENTS: Students are required to successfully obtain a Blue Card (eligibility to work with children and young people) www.bluecard.qld.gov.au/index.html

TRAINING PROVIDER: Caloundra State High School (RTO No. 30058)

Course Description

This qualification may be used as a pathway into Community Services work and may apply specifically to:

- Workers who support individuals by providing a first point of contact in a crisis situation and referral to a broad range of services
- Workers in residential facilities and/or in community services under direct or regular supervision within a clearly defined organisation guidelines and services plans
- Workers who specifically want to work with children
- Block work placement required in a childcare or community services setting (minimum 20 hours over the 2 years)

CORE UNITS OF STUDY

| CODE | UNIT TITLE |
|-----------|--|
| CHCCOM001 | Provide first point of contact |
| CHCCOM005 | Communicate and work in health or community services |
| CHCDIV001 | Work with diverse people |
| BSBWOR202 | Organise and complete daily work activities |
| HLTWHS001 | Participate in workplace health and safety |

ELECTIVE UNITS OF STUDY

| CODE | UNIT TITLE |
|-----------|--|
| CHCECE002 | Ensure the health and safety of children |
| CHCECE004 | Promote and provide health food and drinks |
| FSKOCM07 | Interact effectively with others at work |
| HLTAID010 | Provide basic emergency life support |

Assessment

Students will undertake competency-based assessment towards the achievement of the selected certificate. This is the process of gathering evidence and making judgements on whether the student can consistently demonstrate knowledge and skill and the application of the knowledge and skill to the standard of performance required in the workplace.

Assessment is competency based and therefore no levels of achievement are awarded.

- Work Placement – students are expected to participate in work experience in local childcare centres, kindergartens and preps (a Blue Card is required prior to placement)
- Observation checklist
- Written tests
- Case studies
- Practical tasks
- First Aid
- Role play
- Folio
- Presentations



Student Activities including Learning Experiences

A range of teaching and learning strategies will be used to deliver the competencies. These include:-

- Practical tasks
- Group/Team work
- Activities in simulated work environments
- Work placements

Student will be expected to participate in work experience in local Childcare Centres, Kindergartens and Preps.

RPL Information

Students may apply for Recognition of Prior Learning (RPL). Please refer to [VET Student Handbook](#) for details of RPL and the application process.

Disclaimer: The school reserves the right to cancel or suspend the vocational component of the course should it not be able to meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages.

Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.

Certificate II in Creative Industries (VCI)

VET subject

CUA202200



Certificate

QCE CREDIT POINTS: 4 points

COSTS in addition to User Pay Fees: Students will require additional print balance

ENTRY REQUIREMENTS: Nil.

TRAINING PROVIDER: Caloundra State High School (RTO No. 30058)

Subject Information

This entry-level vocational qualification providing the foundation skills and knowledge to use Digital Media Technology in any industry or personal pursuits. This competency-based subject explores areas of photography, video editing as well as print and graphic design.

CORE UNITS OF STUDY

| CODE | UNIT TITLE |
|-----------|--|
| BSBTWK201 | Work effectively with others |
| CUAIND211 | Develop and apply creative arts industry knowledge |
| CUAWHS312 | Apply work health and safety practices |

ELECTIVE UNITS OF STUDY

| CODE | UNIT TITLE |
|------------|--|
| CUACAM211 | Assist with basic camera shoots |
| CUADIG303 | Produce and prepare photo image |
| CUAPOS211 | Perform basic vision and sound editing |
| ICPDMT3201 | Capture digital images |
| ICTICT215 | Operate digital media technology packages |
| ICTICT214 | Operate application software packages |
| ICTICT216 | Design and create basic organisation documents |

Assessment

Students will undertake competency-based assessment towards the achievement of the selected certificate.

This is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace.

Student Activities Including Learning Experiences

Assessment is competency based and therefore no levels of achievement are awarded.

- Projects
- Observations
- Activities
- Folios
- Quizzes
- Practical activities

Students undertake meaningful and authentic tasks, and reflect on what they have achieved. They will be challenged to produce effective solutions to problems, so that skills are developed.

**** This is based on approval of the training and assessment strategy.**

RPL Information

Students may apply for Recognition of Prior Learning. Please refer to [VET Student Handbook](#) for details of RPL and the application process.

Disclaimer: The school reserves the right to cancel or suspend the vocational component of the course should it not be able to meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages.

Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.



Certificate II in Engineering Pathways (VEP)

VET subject

MEM20413



Certificate

QCE CREDIT POINTS: 4 points

USER PAY FEES: \$120 Project materials for construction of take-home items. Projects will include products that demonstrate skills in sheet metal, metal turning and welding.

COSTS in addition to User Pay Fees: Purchase of steel cap boots.

ENTRY REQUIREMENTS: Nil

TRAINING PROVIDER: Caloundra State High School (RTO No. 30058)

Subject Information

The course is intended for people interested in exposure to a metal engineering or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in this environment. Certificate II in Engineering Pathways course is a foundation level course in this industry.

Every student **MUST** wear the following Personal Protective Equipment (PPE): safety glasses, ear muffs and **steel cap work boots** (AS/NZS1337) at all times whilst in the workshop. Students need to purchase their own PPE and can hire a locker at school for secure storage.

CORE UNITS OF STUDY

| CODE | UNIT TITLE |
|------------|--|
| MEMPE005A | Develop a career plan for the engineering and manufacturing industry |
| MEMPE006A | Undertake a basic engineering project |
| MSAENV272B | Participate in environmentally sustainable work practices |
| MEM13014A | Apply principles of occupational health and safety in the work environment |

ELECTIVE UNITS OF STUDY

| CODE | UNIT TITLE |
|-----------|---|
| MEM16006A | Organise and communicate information |
| MEM18001C | Use hand tools |
| MEM18002B | Use power tools/hand held operations |
| MEMPE001A | Use engineering workshop machines |
| MEMPE002A | Use electric welding machines |
| MEMPE003A | Use oxy-acetylene and soldering equipment |
| MEMPE004A | Use fabrication equipment |
| MSAPC1101 | Adapt to work in industry |

Assessment for both Certificates

Students will undertake competency-based assessment towards the achievement of the selected certificate. This is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace.

Student Activities including Learning Experiences

Students will undertake competency-based assessment towards the achievement of the selected certificate. This is the process of gathering evidence and making judgements on whether the student can consistently demonstrate knowledge and the application of that knowledge and skill to the standard of performance required in the workplace.



Please note: workmanship of the students' project cannot be guaranteed, as they are manufactured by students during this course as a learning exercise.

RPL Information

Students may apply for Recognition of Prior Learning. Please refer to [VET Student Handbook](#) for details for RPL and the application process.

Disclaimer: *The school reserves the right to cancel or suspend the vocational component of the course should it not be able to meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages.*

Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.



Certificate II in Furniture Making Pathways (VFM)

VET subject

MSF20516



Certificate

QCE CREDIT POINTS: 4 points

USER PAY FEES: \$120 Materials for project construction eg. Cooler Box, Desk Chair or similar

TRAINING PROVIDER: Caloundra State High School (RTO No. 30058)

Subject Information

The course is intended for people interested in exposure to a furniture making or related working environment with a view to entering into employment in that area. This qualification delivers broad-based underpinning skills and knowledge in a range of furniture making tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in a furniture manufacturing environment or related workplace.

Every student **MUST** wear the following Personal Protective Equipment (PPE): safety glasses and ear muffs (AS/NZS1337) at all times whilst in the workshop. Students need to purchase their own PPE and can hire a locker at school for secure storage.

CORE UNITS OF STUDY

| CODE | UNIT TITLE |
|-----------|---|
| MSMENV272 | Participate in environmentally sustainable work practices |
| MSMPCI103 | Demonstrate care and apply safe practices at work |
| MSFGN2001 | Make measurements and calculation |
| MSFFP2001 | Undertake a basic furniture making project |
| MSFFP2002 | Develop a career plan for the furnishing industry |

ELECTIVE UNITS OF STUDY

| CODE | UNIT TITLE |
|-----------|--|
| MSFFM2001 | Use furniture making sector hand and power tools |
| MSFFM2003 | Select and apply hardware |
| MSFFP2003 | Prepare surfaces |
| MSFFP2004 | Apply domestic surface coatings |
| MSFFP2005 | Join furnishing materials |
| MSFFP2006 | Make simple timber joints |
| MSMSUP106 | Work in a team |

Assessment for both Certificates

Students will undertake competency-based assessment towards the achievement of the selected certificate. This is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace.

Student Activities including Learning Experiences

Students will undertake competency-based assessment towards the achievement of the selected certificate. This is the process of gathering evidence and making judgements on whether the student can consistently demonstrate knowledge and the application of that knowledge and skill to the standard of performance required in the workplace.

Please note: workmanship of the students' project cannot be guaranteed, as they are manufactured by students during this course as a learning exercise.

RPL Information

Students may apply for Recognition of Prior Learning. Please refer to [VET Student Handbook](#) for details for RPL and the application process.

Disclaimer: The school reserves the right to cancel or suspend the vocational component of the course should it not be able to meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages.

Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.

Certificate II in Hospitality (VHT) / Certificate III in Events (VEV)

Certificate

QCE CREDIT POINTS: 8 points

INCOMPATIBLE SUBJECTS: Trade Training Centre offerings

USER PAY FEES: \$100 Year 11 (Certificate II Hospitality)
Ingredients supplied for students to complete practical activity



COSTS in addition to User Pay Fees:

\$400 Year 12 only (Certificate III in Events) External Provider non-refundable. This course is a subsidised course. Only one subsidised course can be taken over the course of Year 11 & 12.

\$30 approx. Excursion to Hospitality establishments per year

TRAINING PROVIDER: Redmako Learning (RTO no: 40700)

Course Description

This course will provide students with the essentials to work in a variety of 'front-of-house' hospitality settings such as restaurants, hotels, catering operations, clubs, pubs and cafes, as well as event administration and operations, and 'back-stage' where the action happens. Students will gain practical experience through strong links to the local Tourism, Hospitality and Events sector and Sunshine Coast community events. Students will gain valuable hands-on experience and be employable to work at conferences, fundraising or charity events, community, cultural, music, fashion and sporting events. Students must complete assessment in industry for a mandatory minimum of 12 service periods. This is a 2-year course (Certificate II in Hospitality – Year 11 and Certificate III in Events – Year 12) and all units must be completed to a competent standard to achieve both the Certificate II and Certificate III qualifications.

EVENTS CORE UNITS OF STUDY

| CODE | UNIT TITLE |
|------------|---|
| BSBITU306 | Design and produce business documents |
| SITEEVT001 | Source and use information on the events industry |
| SITEEVT002 | Process and monitor event registrations |
| SITEEVT003 | Coordinate on site event registrations |
| SITEEVT004 | Provide event staging support |
| SITTTSL008 | Book supplier products and services |
| SITXCCS006 | Provide service to customers |

HOSPITALITY CORE UNITS OF STUDY

| CODE | UNIT TITLE |
|------------|--|
| BSBWOR203 | Work effectively with others |
| SITTIND002 | Source and use information on the hospitality industry |
| SITTIND003 | Use hospitality skills effectively |
| SITXCCS003 | Interact with customers |
| SITXCOM002 | Show social and cultural sensitivity |
| SITXFSA001 | Use hygienic practices for food safety |
| SITXWHS001 | Participate in safe work practices |



ELECTIVE UNITS OF STUDY

| CODE | UNIT TITLE |
|------------|---|
| SITHCCC002 | Prepare and present simple dishes |
| SITHFAB002 | Provide responsible service of alcohol |
| SITHFAB004 | Prepare and serve non-alcoholic beverages |
| SITHFAB005 | Prepare and serve espresso coffee |
| SITXFIN001 | Process financial transactions |

Assessment

Students will undertake competency-based assessment towards the achievement of the selected certificate. This is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill and the application of the knowledge and skill to the standard of performance required in the workplace.

Student Activities including Learning Experiences

Students undertake meaningful and authentic tasks, and reflect on what they have achieved. They will be challenged to produce effective solutions to problems, so that skills are developed. There will also be compulsory industry placements and industry visits as part of this course and these visits will incur a cost.

- Observation checklist / Folios
- Written tests
- Practical tasks / products
- Involvement in local tourism events eg. Caloundra Music Festival
- Students will be expected to participate in local hospitality & tourism events as volunteers

RPL Information

Students may apply for Recognition of Prior Learning. Please refer to [VET Student Handbook](#) for details of RPL and the application process.

Disclaimer: The school reserves the right to cancel or suspend the vocational component of the course should it not be able to meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages.

Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.

This information is correct at time of publication and subject to change.



Certificate IV in Information Technology (VIT)

VET subject

ICT40120



Certificate

QCE CREDIT POINTS: 8 points

COSTS in addition to User Pay Fees: It is recommended that students have the higher level **BYO device** as indicated on the BYO documentation.

ENTRY REQUIREMENTS: It is recommended that students have a C in Year 10 General English and General Mathematics to demonstrate sufficient literacy and numeracy requirements to complete the course.

TRAINING PROVIDER: Caloundra State High School (RTO No. 30058)

Subject Information

This qualification provides the skills and knowledge for an individual to be competent in a wide range of visual information technologies and practices in different organisational contexts. The course provides a solid understanding of 2D and 3D representation of objects to launch a career in the graphic design, animation or interactive industries.

Persons working at this level apply a wide range of knowledge and skills in basic 3D and 2D design in a virtual reality (VR) and augmented reality (AR) context. The course provides the opportunity for learners to demonstrate original and innovative approaches to the creative development of graphical elements and produce concept art and designs specifications for the multimedia/gaming industry.

CORE UNITS OF STUDY

| Code | Unit Title |
|-----------|---|
| BSBCRT404 | Apply advanced critical thinking to work processes |
| BSBXCS404 | Contribute to cyber security risk management |
| ICTICT426 | Identify and evaluate emerging technologies and practices |
| ICTICT443 | Work collaboratively in the ICT industry |
| ICTICT451 | Comply with IP, ethics and privacy policies in ICT environments |
| ICTPRG302 | Apply introductory programming techniques |
| ICTSAS432 | Identify and resolve client ICT problems |

ELECTIVE UNITS OF STUDY

| Code | Unit Title |
|-----------|---|
| ICTGAM427 | Use 3-D software interface and toolset |
| ICTGAM418 | Use Simple modelling animation |
| ICTGAM431 | Design and create 3-D digital models |
| ICTGAM433 | Prepare and complete image rendering processes |
| ICTGAM428 | Create 3-D characters for interactive games |
| CUAANM301 | Create 2D Animations |
| CUAANM302 | Create 3D digital animations |
| CUAANM412 | Create digital visual effects |
| CUAPPM417 | Create storyboards |
| CUASOU212 | Perform basic sound editing |
| CUASOU304 | Prepare audio assets |
| ICTDMT404 | Create visual design components for digital media |
| ICTDMT406 | Produce and edit digital images |



Assessment

Students will undertake competency-based assessment towards the achievement of the selected certificate. This is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace.

Student Activities Including Learning Experiences

Assessment is competency based and therefore no levels of achievement are awarded.

- Projects Folios
- Checklists
- Observations
- Quizzes
- Practical activities

Students undertake meaningful and authentic tasks, and reflect on what they have achieved. They will be challenged to produce effective solutions to problems, so that skills are developed.

RPL Information

Students may apply for Recognition of Prior Learning. Please refer to [VET Student Handbook](#) for details of RPL and the application process.

***Disclaimer:** The school reserves the right to cancel or suspend the vocational component of the course should it not be able to meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages.*

Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.



Dance (DAN)

General senior subject



QCE CREDIT POINTS: 4 points

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees:

Artist in Residence workshop in Year 11 and 12 – approx. \$20 each year

Excursions to professional performances are also conducted as they become available. This will involve a cost for participants who wish to attend (\$40-\$90 optional)

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

Pathways

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research, and science and technology.

Objectives

By the conclusion of the course of study, students will:

- Demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills.

Structure

| Unit 1 | Unit 2 |
|--|---|
| <p>Moving bodies How does dance communicate meaning for different purposes and in different contexts?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> - Contemporary - at least one other genre • Subject matter: <ul style="list-style-type: none"> - meaning, purpose and context - historical and cultural origins of focus genres | <p>Moving through environments How does the integration of the environment shape dance to communicate meaning?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> - Contemporary - at least one other genre • Subject matter: <ul style="list-style-type: none"> - physical dance environments including site-specific dance - virtual dance environments |



| Unit 3 | Unit 4 |
|---|---|
| <p>Moving statements How is dance used to communicate viewpoints?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> - Contemporary - at least one other genre • Subject matter: <ul style="list-style-type: none"> - social, political and cultural influences on dance | <p>Moving my way How does dance communicate meaning for me?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> - fusion of movement styles • Subject matter: <ul style="list-style-type: none"> - developing a personal movement style - personal viewpoints and influences on genre |

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|--|-----|---|-----|
| Formative internal assessment 1 (IA1): • Performance | 20% | Formative internal assessment 3 (IA3): • Project – dance work | 35% |
| Formative internal assessment 2 (IA2): • Choreography | 20% | Formative internal assessment 4 (IA4): • Extended analytical response under examination conditions | 25% |

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): • Performance | 20% | Summative internal assessment 3 (IA3): • Project — dance work | 35% |
| Summative internal assessment 2 (IA2): • Choreography | 20% | | |
| Summative external assessment (EA): 25% • Examination — extended response | | | |



Drama (DRA)

General senior subject

General

QCE CREDIT POINTS: 4 points

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees: Excursions to professional performances are also conducted as they become available.

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Objectives

By the conclusion of the course of study, students will:

- Demonstrate an understanding of dramatic languages
- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning.

Structure

| Unit 1 | Unit 2 |
|---|---|
| <p>Share</p> <p>How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms | <p>Reflect</p> <p>How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts |



| Unit 3 | Unit 4 |
|---|---|
| <p>Challenge</p> <p>How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts | <p>Transform</p> <p>How can you transform dramatic practice?</p> <ul style="list-style-type: none"> • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus |

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|---|-----|---|-----|
| Formative internal assessment 1 (IA1): • Performance | 20% | Formative internal assessment 3 (IA3): • Project | 35% |
| Formative internal assessment 2 (IA2): • Project | 20% | Formative internal assessment 4 (IA4): • Extended analytical response under examination conditions | 25% |

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): • Performance | 20% | Summative internal assessment 3 (IA3): • Project — practice-led project | 35% |
| Summative internal assessment 2 (IA2): • Project — dramatic concept | 20% | | |
| Summative external assessment (EA): 25% • Examination — extended response | | | |



Film, Television & New Media (FTM)

General senior subject

General

QCE CREDIT POINTS: 4 points

USER PAY FEES: Nil.

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information

technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

By the conclusion of the course of study, students will:

- Explain the features of moving-image media content and practices
- Symbolise conceptual ideas and stories
- Construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve conceptual and creative problems.

Structure

| Unit 1 | Unit 2 |
|--|---|
| <p>Foundation</p> <ul style="list-style-type: none"> • Concept: technologies How are tools and associated processes used to create meaning? • Concept: institutions How are institutional practices influenced by social, political and economic factors? • Concept: languages How do signs and symbols, codes and conventions create meaning? | <p>Story forms</p> <ul style="list-style-type: none"> • Concept: representations How do representations function in story forms? • Concept: audiences How does the relationship between story forms and meaning change in different contexts? • Concept: languages How are media languages used to construct stories? |



| Unit 3 | Unit 4 |
|---|--|
| <p>Participation</p> <ul style="list-style-type: none"> • Concept: technologies How do technologies enable or constrain participation? • Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors? | <p>Identity</p> <ul style="list-style-type: none"> • Concept: technologies How do media artists experiment with technological practices? • Concept: representations How do media artists portray people, places, events, ideas and emotions? • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning? |

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|---|-----|---|-----|
| Formative internal assessment 1 (IA1): • Project | 25% | Formative internal assessment 3 (IA3): • Project | 35% |
| Formative internal assessment 2 (IA2): • Extended response | 15% | Formative internal assessment 4 (IA4): • Extended analytical response under examination conditions | 25% |

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1): • Case study investigation | 15% | Summative internal assessment 3 (IA3): • Stylistic project | 35% |
| Summative internal assessment 2 (IA2): • Multi-platform project | 25% | | |
| Summative external assessment (EA): 25% • Examination — extended response | | | |



Music (MUS)

General senior subject

General

QCE CREDIT POINTS: 4 points

USER PAY FEES: Nil.

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

By the conclusion of the course of study, students will:

- Demonstrate technical skills
- Explain music elements and concepts
- Use music elements and concepts
- Analyse music
- Apply compositional devices
- Apply literacy skills
- Interpret music elements and concepts
- Evaluate music to justify the use of music elements and concepts
- Realise music ideas
- Resolve music ideas.

Structure

| Unit 1 | Unit 2 |
|---|---|
| <p>Designs Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p> | <p>Identities Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</p> |
| Unit 3 | Unit 4 |
| <p>Innovations Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p> | <p>Narratives Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p> |



Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|---|-----|---|-----|
| Formative internal assessment 1 (IA1): • Performance | 20% | Formative internal assessment 3 (IA3): • Integrated project | 35% |
| Formative internal assessment 2 (IA2): • Composition | 20% | Formative internal assessment 4 (IA4): • Examination – extended response | 25% |

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): • Performance | 20% | Summative internal assessment 3 (IA3): • Integrated project | 35% |
| Summative internal assessment 2 (IA2): • Composition | 20% | | |
| Summative external assessment (EA): 25% • Examination | | | |

Instrumental Music (INS)

QCE CREDIT POINTS: 1 point each for completion of levels 7, 8, 9 & 10.

USER PAY FEES: Nil.

COSTS in addition to User Pay Fees: \$80 (Cost of hiring school instrument)

SUBJECT INFORMATION

Students in Years 11 and 12 who opt to study Instrumental Music, may be awarded one QCE credit point when completing each of levels 7-10 of Education Queensland's [instrumental music curriculum](#). Students engage with the Instrumental Music Program at the appropriate level, attend weekly group lessons (1x 35 minutes outside of school time) and participate in school ensembles.

Expressions of Interest should be made to the Head of Department – The Arts before the end of Term 1 each year so that students can be enrolled to complete this accreditation. Please contact the Head of Department on the_arts@caloundrashes.eq.edu.au



Visual Art (ART)

General senior subject

General

QCE CREDIT POINTS: 4 points

USER PAY FEES: \$90 each year - This enables students to produce/make/paint and take home all artworks, experimental folios and bodies of work.

COSTS in addition to User Pay Fees: Excursion – Year 11 & 12 to GOMA. \$35 approx.

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others’ art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways

A course of study in Visual Art can establish a basis

for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Objectives

By the conclusion of the course of study, students will:

- Implement ideas and representations
- Apply literacy skills
- Analyse and interpret visual language, expression and meaning in artworks and practices
- Evaluate art practices, traditions, cultures and theories
- Justify viewpoints
- Experiment in response to stimulus
- Create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- Realise responses to communicate meaning

Structure

| Unit 1 | Unit 2 |
|---|--|
| <p>Art as lens</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based | <p>Art as code</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based |



| Unit 3 | Unit 4 |
|--|--|
| <p>Art as knowledge</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed | <p>Art as alternate</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed |

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to determine an overall subject result (A–E).

Formative assessments

| Unit 1 | | Unit 2 | |
|---|-----|---|-----|
| Formative internal assessment 1 (IA1): • Project | 25% | Formative internal assessment 4 (IA4): • Project – inquiry-based folio | 25% |
| Formative internal assessment 2 (IA2): • Investigation – written report or multimodal presentation | 10% | Formative internal assessment 5 (IA5): • Investigation – written report or multimodal presentation | 10% |
| Formative internal assessment 3 (IA3): • Examination – extended response | 15% | Formative internal assessment 6 (IA6): • Examination – extended response | 15% |

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

| Unit 3 | | Unit 4 | |
|---|-----|---|-----|
| Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1 | 15% | Summative internal assessment 3 (IA3): • Project — inquiry phase 3 | 35% |
| Summative internal assessment 2 (IA2): • Project — inquiry phase 2 | 25% | | |
| Summative external assessment (EA): 25% • Examination | | | |

Certificate II in Visual Arts (VAT)

VET Subject

CUA20720



Certificate

QCE CREDIT POINTS: 4 points

USER PAY FEES: \$80 each year - This enables students to produce/make/paint and take home all artworks, experimental folios and bodies of work.

ENTRY REQUIREMENTS: Nil

TRAINING PROVIDER: Caloundra State High School (RTO No. 30058)

Course Description

This VET Certificate subject is concerned with students learning and developing diverse skills in Craft, Design, and Fine Art to make resolved pieces with commercial potential. This course offers students' opportunities to express themselves using a variety of processes, techniques and media.

CORE UNITS OF STUDY

| CODE | UNIT TITLE |
|-----------|--|
| BSBWHS211 | Contribute to health and safety of self and others |
| CUAACD201 | Develop drawing skills to communicate ideas |
| CUAPPR211 | Make simple creative work |
| CUARES202 | Source and use information relevant to own arts practice |

ELECTIVE UNITS OF STUDY

| CODE | UNIT TITLE |
|-----------|--------------------------------|
| CUADRA201 | Develop drawing skills |
| CUAPAI211 | Develop painting skills |
| CUATEX201 | Develop skills in textile work |
| CUADIG212 | Develop digital imaging skills |
| CUAPRI211 | Develop printmaking skills |

Assessment

Students will undertake competency-based assessment towards the achievement of the selected certificate. This is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace.

- Observation checklists
- Artworks
- Written reflections
- Written Tests
- Artist statements
- Design Briefs
- Experimental Folios
- Visual Diary

STUDENT ACTIVITIES INCLUDING LEARNING EXPERIENCES

Students undertake meaningful and authentic tasks, and reflect on what they have achieved. They will be challenged to product effective solutions to problems, so that skills are developed.

RPL Information

Students may apply for Recognition of Prior Learning. Please refer to [VET Student Handbook](#) for details of RPL and the application process.

Disclaimer: The school reserves the right to cancel or suspend the vocational component of the course should it not be able to meet the human resources standards as outlined in the Standards for Registered Training Organisations (2015) or the physical resources as detailed in the relevant training packages.

Students who commence after the official start date of the course will be required to complete units of competency already delivered to be eligible to be awarded this qualification at the end of the course. All students will be issued with a Statement of Attainment for the units of competency achieved.



Certificate II in Automotive Vocational Preparation

VET Subject (AUR20716) Upgraded release AUR20720

QCE CREDIT POINTS: 4 points

SCTTTC

Course Delivered by SCTTTC campus - RTO to be advised.



1 year – Including 80 hours Structured Workplace Learning (SWL) in Automotive Industry

Young people considering a career as an Apprentice or Trainee in the automotive field will develop skills within this course. It may also assist in gaining employment in underbody repair, tyre & brake front end specialist, auto electrical, outboard, motor or motor bike mechanic, spare part sales, general automotive repairs and entry into the armed forces. Focus is on general automotive servicing & environmental and sustainable best practices in the workplace. Students will develop skills by completing the seven core units listed below plus five additional elective units nominated by the RTO as follows:-

Core Units

| | |
|------------------|--|
| AURAEA002 | Follow environmental and sustainability best practice in an automotive workplace |
| AURFAA003 | Communicate effectively in an automotive workplace |
| AURFAA004 | Resolve routine problems in an automotive workplace |
| AURASA002 | Follow safe working practices in an automotive workplace |
| AURETR003 | Identify automotive electrical systems and components |
| AURLTA001 | Identify automotive mechanical systems and components |
| AURTTK002 | Use and maintain tools and equipment in an automotive workplace |

Elective Units

| | |
|------------------|---|
| AURETR015 | Inspect, test and service batteries |
| AURTTA003 | Use and maintain basic mechanical measuring devices |
| AURTTA004 | Carry out servicing operations |
| AURTTA005 | Select and use bearings, seals, gaskets, sealants and adhesives |
| AURTTF001 | Inspect and service petrol fuel systems |

Course Cost:

SCTTTC *fees apply (tbc): \$495 state school students + \$300 co-contribution non-state school students.

Fees include: Delivery, Extension Learning Program, SWL Support, and Uniform. This course is a subsidised course and only one subsidised course can be taken over the duration of year 11 & 12.

Career Outcomes

This course will assist Students seeking a career as a:-

- ⇒ Mechanics Assistant
- ⇒ Automotive Mechanic
- ⇒ Motor Mechanic (General)
- ⇒ Light Vehicle Mechanical Technician
- ⇒ Mobile Plant Operators
- ⇒ Diesel Motor Mechanic

Pathway Options

After completion of Certificate II in Automotive Servicing, students may consider further post graduate study in:-

- ◇ Certificate III in Light Vehicle Mechanical Technology
- ◇ Certificate III in Motorcycle Mechanical Technology
- ◇ Certificate III in Mobile Plant Technology
- ◇ Certificate III in Heavy Commercial Vehicle Mechanical Technology

*Information correct at time of printing. * Course fees are approximate and yet to be confirmed.*

Certificate I in Construction

VET Subject (CPC10111) Upgraded release CPC10120

SCTTTC

QCE CREDIT POINTS: 3 points

Course Delivered by SCTTTC campus - RTO to be advised.



1 year – 80 hours Structured Workplace Learning in Building & Construction

This course 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.

Our comprehensive training focuses on general construction skills & workplace preparation. Students will enjoy applying their skills and knowledge to practical construction projects and on completion of the course, students will have the ability to tackle a wide range of on-site duties. These duties will include working safely in the construction industry, planning and organising work, conducting workplace communication, carrying out measurements and calculations, handling construction materials, and many other on-site essentials.

This course consists of eight core units and three elective units which include a General Safety Induction course (White Card - a necessity to work on construction sites in Queensland) along with a Basic First Aid certificate.

Students will develop skills in: Core (c), Elective (e)

| | |
|--------------------|--|
| CPCCCM1011 | Undertake basic estimation and costing (c) |
| CPCCCM2004 | Handle construction materials (c) |
| CPCCCM2005 | Use construction tools and equipment (c) |
| CPCCCM1012 | Work effectively and sustainably within the construction industry (c) |
| CPCCCM1013 | Plan and organise work (c) |
| CPCCVE1011 | Undertake a basic construction project (c) |
| CPCCWHS2001 | Apply WHS requirements, policies and procedures in the construction industry (c) |
| CPCCWHS1001 | Prepare to work safely in the construction industry (c) |
| CPCCCM2006 | Apply basic levelling procedures (e) |
| CPCCCM1015 | Carry out measurements and calculations (e) |
| CPCCCM2001 | Read and interpret plans and specifications (e) |

Course Cost:

SCTTTC fees apply (tbc): \$495 state school students + \$300 co-contribution non-state school students.

Fees include: Delivery, Extension Learning Program, SWL Support and Uniform. This course is a subsidised course and only one subsidised course can be taken over the duration of year 11 & 12.

Career Outcomes

This course will assist Students seeking a career as a:-

- ⇒ Trade Assistant
- ⇒ Carpenter
- ⇒ Cabinetmaker / Joiner
- ⇒ Shopfitter
- ⇒ Painter or Plasterer
- ⇒ Tiler
- ⇒ Bricklayer
- ⇒ Roof Tiler
- ⇒ Stonemason

Pathway Options

After completion of Certificate I in Construction, students may consider further post graduate study in:-

- ◇ Certificate III in Carpentry
- ◇ Certificate III in Joinery
- ◇ Certificate III in Shopfitting
- ◇ Certificate III in Wall & Floor Tiling
- ◇ Certificate III Bricklaying / Blocklaying
- ◇ Certificate III in Painting & Decorating

*Information correct at time of printing. * Course fees are approximate and yet to be confirmed.*



Certificate II in Electrotechnology (Career Start)

VET Subject (UEE22011) Upgraded release UEE22020

QCE CREDIT POINTS: 4 points

Course Delivered by SCTTTC campus - RTO to be advised.



1 year – Including 80 hours Structured Workplace Learning in Electrotechnology
ie. Electrical, Air Conditioning & Refrigeration, Cleantech Industries (Solar, Wind power etc)

This course is offered as a prevocational program for students focused on apprenticeships as their future pathway. Students require high level maths skills (Maths Methods is preferable or able to demonstrate a high level of achievement in Junior Maths and taking General Maths). This course consists of ten core units and a number of elective units which will include a General Safety Induction course (CPCCOHS1001A - White Card). The White Card is a necessity for all tradespeople enabling them to work on construction sites in Queensland. This course will also include a CPR certificate. Units of competency are listed below, however some units may change with the introduction of upgraded release UEE22020:-

| | |
|---------------------|---|
| UEENEEE101A | Apply Occupational Health and Safety regulations, codes and practices in the workplace |
| UEENEEE104A | Solve problems in DC circuits |
| UEENEEE141A | Use of routine equipment/plant/technologies in an energy sector environment |
| UEENEEE148A | Carry out routine work activities in an energy sector environment |
| UEENEEE179A | Identify and select components, accessories and materials for energy sector work activities |
| UEENEEK142A | Apply environmentally and sustainable procedures in the energy sector |
| CPCCOHS1001A | Work safely in the construction industry |
| UEENEEE102A | Fabricate, assemble and dismantle utilities industry components |
| UEENEEE105A | Fix and secure electrotechnology equipment |
| UEENEEED101A | Use computer applications relevant to a workplace |
| HLTAID001 | Provide cardiopulmonary resuscitation |
| UEENEEC010B | Deliver a service to customers |
| UEENEPE024A | Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply |

Upon successful completion of a Certificate II Electrotechnology, the students are eligible for credit transfers on some of the units of competency toward their Electrical Apprenticeship which is at Certificate III level.

Course Cost:

SCTTTC *fees apply (tbc): \$495 state school students + \$300 co-contribution non-state school students.

Fees include: Delivery, Extension Learning Program, SWL Support, and Uniform. This course is a subsidised course and only one subsidised course can be taken over the duration of year 11 & 12.

Career Outcomes

This course will assist Students seeking a career as a:-

- ⇒ Electrical Trades Assistant
- ⇒ Electrician (General)
- ⇒ Air Conditioning & Refrigeration Mechanic
- ⇒ Electrical Fitter
- ⇒ Electronics & Communications Tradesperson
- ⇒ Electrical Instrumentation Tradesperson
- ⇒ Fire Protection Electrician
- ⇒ Renewable Energy Tradesperson

Pathway Options

After completion of Certificate II in Electrotechnology, students may consider further post graduate study in:-

- ◇ Certificate III in Electrotechnology (Apprentice Electrician)
- ◇ Certificate III Air Conditioning & Refrigeration
- ◇ Certificate III in Electronics & Communication
- ◇ Certificate III Instrumentation and Control
- ◇ Certificate III in Appliance Service

Further studies at Certificate IV, Diploma or Advanced Diploma Level are optional for Electrotechnology Tradespeople.

Information correct at time of printing. * Course fees are approximate and yet to be confirmed.

Certificate II in Plumbing

VET Subject (52700WA)



QCE CREDIT POINTS: 4 points

Course Delivered by SCTTTC campus - RTO to be advised.

1 year – 80 hours mandatory Vocational Placement is built into the program and must be completed to be awarded the qualification.

This course is offered as a prevocational program for students focused on an apprenticeship as their future pathway. Students will develop skills in this employer standard pre-apprenticeship. With a strong focus on safe plumbing practices, students will learn how to operate hand and power tools, read plans and perform basic welding and plumbing installation techniques. A General Safety Induction (White Card) is delivered in this course which is an industry requirement to work on any Queensland construction site.

The course includes introductory competencies included in further Plumbing qualifications and includes:

| | |
|---------------------|--|
| CPCCOHS2001A | Apply OHS requirements, policies and procedures in the construction industry |
| CPCPCPM1015A | Carry out measurements and calculations |
| HLTAID002 | Provide basic emergency life support |
| CPCPCPM2010B | Work safely at heights |
| CPCPCPM2041A | Work effectively in the plumbing and services sector |
| CPCPCPM2040A | Read plans and calculate plumbing quantities |
| CPCPCPM2043A | Carry out WHS requirements |
| CPCPCPM2046A | Use plumbing hand and power tools |
| CPCPCPM2047A | Carry out levelling |
| CPCPCPM2048A | Cut and join sheet metal |
| CPCPCPM2050A | Mark out materials |
| CPCPCPM2052A | Weld using oxy-acetylene equipment |
| CPCPCPM2053A | Weld using manual arc welding equipment |
| CPCPCPM2055A | Work safely on roofs |
| CPCPCM2008B | Erect and dismantle restricted height scaffolding |
| CPCCWHS1001 | Prepare to work safely in the construction industry |

Course Cost:

SCTTTC *fees apply (tbc): \$495 state school students + \$300 co-contribution non-state school students. Fees include: Delivery, Extension Learning Program, SWL Support, and Uniform. This course is a subsidised course and only one subsidised course can be taken over the duration of year 11 & 12.

Career Outcomes

This course will assist Students seeking a career as a:-

- ⇒ Trades Assistant
- ⇒ Apprentice Plumber
- ⇒ Apprentice Gas Fitter
- ⇒ Apprentice Roof Plumber
- ⇒ Apprentice Plumber (Mechanical Services)

Pathway Options

After completion of Certificate II in Plumbing Services, students may consider further post graduate study in:-

- ◇ Certificate III in Plumbing
- ◇ Certificate III in Roof Plumbing
- ◇ Certificate III in Gas Fitting
- ◇ Certificate III in Plumbing (Mechanical)

*Information correct at time of printing. * Course fees are approximate and yet to be confirmed.*



Certificate II in Salon Assistant

Dual Qualification includes Cert II in Retail Cosmetics

VET Subject (Dual Qualification - SHB20216 & SHB20116)



QCE CREDIT POINTS: 4 points (single qualification) / 5 points (dual qualification)

Course Delivered by SCTTTC campus - RTO to be advised.



1 year – Dual Qualification - 40 hours Structured Workplace Learning in Salon/Retail Cosmetics

During this pre-apprenticeship course, you will learn the basic skills required to work as a retail/salon assistant. You will be better prepared to enter the industry as an apprentice and will enjoy completing 40 hours 'on the job' placement in a salon.

Students will gain pre-apprenticeship skills giving you the edge to forge ahead in your career as an apprentice. You will learn many aspects of salon services including working with the retail customer and basic hair techniques.

Students will develop skills in the following areas:

| | |
|--------------------|--|
| SHBXCCS003 | Greet and prepare clients for salon services |
| SHBXCCS004 | Recommend products and services |
| SIRXSL001 | Sell to the retail customer |
| SHBHIND001 | Maintain and organise tools, equipment and work areas |
| SHBXIND001 | Comply with organisational requirements within a personal services environment |
| CSHBXIND002 | Communicate as part of a salon team |
| BSBWHS201 | Contribute to health and safety of self and others |
| SHBXCCS001 | Conduct salon financial transactions |
| SIRRINV001 | Receive and handle retail stock |
| SHBCCS001 | Advise on beauty products and services |
| SIRREMER001 | Produce visual merchandise displays |
| SHBHDES001 | Dry hair to shape |
| SHHBAS001 | Provide shampoo and basin services |

Course Cost:

SCTTTC *fees apply (tbc): \$395 state school students + \$300 co-contribution non-state school students. Fees include: Delivery, Extension Learning Program, SWL Support, and Uniform.

This course is a subsidised course. Only one subsidised course can be taken over the duration of year 11 & 12. The dual qualification incorporates Certificate II Retail Cosmetics (SHB20116) & Certificate II in Salon Assistant (SHB20216). The fee for services for the dual qualification is approximately \$1,185 (to be confirmed) and payable to the Registered Training Organisation via weekly instalments.

Career Outcomes

This course will assist Students seeking a career as a:-

- ⇒ Make-up Sales Assistant
- ⇒ Retail Salon Sales Assistant
- ⇒ Beauty Sales Assistant
- ⇒ Hairdresser / Barber
- ⇒ Senior Stylist
- ⇒ Salon Manager

Pathway Options

After completion of Certificate II in Salon Assistant, students may consider further study in:-

- ◇ Certificate III in Hairdressing
- ◇ Certificate IV in Hairdressing
- ◇ Diploma of Salon Management

Information correct at time of printing. * Course fees are approximate and yet to be confirmed.

Certificate II in Retail Cosmetics

Dual Qualification incl. Cert II Salon Asst & Cert II Retail Cosmetics

VET Subject (SHB20116)

QCE CREDIT POINTS: 5 points (dual qualification)

Course Delivered by SCTTTC campus - RTO to be advised.



1 year – Dual Qualification - 40 hours Structured Workplace Learning in Retail Cosmetics/Salon

During this course, you will learn the basic skills required to work as a retail sales assistant in the beauty industry. You will be well prepared to enter this industry and will enjoy completing 40 hours 'on the job' placement in retail cosmetics.

Students will gain hands-on experience through practical training, learn specialised make-up techniques and the art of make-up application. Gaining knowledge of beauty products and services will give you the confidence to work and sell to the retail customer.

Students will gain knowledge in the following areas:

| | |
|--------------------|--|
| SHBXCCS003 | Greet and prepare clients for salon services |
| SHBBCCS001 | Advise on beauty products and services |
| SHBXCCS004 | Recommend products and services |
| SIRXSL001 | Sell to the retail customer |
| SHBXIND001 | Comply with organisational requirements within a personal services environment |
| BSBSUS201 | Participate in environmentally sustainable work practices |
| SHBHIND001 | Maintain and organise tools, equipment and work areas |
| BSBWHS201 | Contribute to health and safety of self and others |
| SHBBRES001 | Research and apply beauty industry information |
| SHBXCCS001 | Conduct salon financial transactions |
| CSHBXIND002 | Communicate as part of a salon team |
| SIRXIND003 | Organise personal work requirements |
| SHBBMUP002 | Design and apply make-up |
| SIRRINV001 | Receive and handle retail stock |
| SIRREMER001 | Produce visual merchandise displays |

Course Cost:

SCTTTC *fees apply (tbc): \$395 state school students + \$300 co-contribution non-state school students. Fees include: Delivery, Extension Learning Program, SWL Support, and Uniform.

This course is a subsidised course. Only one subsidised course can be taken over the duration of year 11 & 12. The dual qualification incorporates Certificate II Retail Cosmetics (SHB20116) & Certificate II in Salon Assistant (SHB20216). The fee for services for the dual qualification is approximately \$1,185 (to be confirmed) and payable to the Registered Training Organisation via weekly instalments.

Career Outcomes

This course will assist Students seeking a career as a:-

- ⇒ Make-up Sales Assistant
- ⇒ Skincare Sales Assistant
- ⇒ Beauty Consultant
- ⇒ Beauty Technician
- ⇒ Hairdresser / Barber
- ⇒ Make-up Artist

Pathway Options

After completion of Certificate II in Retail Cosmetics, students may consider further study in:-

- ◇ Certificate II in Salon Assistant
- ◇ Certificate III in Hairdressing
- ◇ Certificate III in Beauty
- ◇ Diploma of Beauty Therapy

*Information correct at time of printing. * Course fees are approximate and yet to be confirmed.*



Certificate III in Beauty Services

VET Subject SHB30115

QCE CREDIT POINTS: 6 points



Course Delivered by RTO – RTO to be advised

1 year – Structured Workplace Learning in Beauty Services industry – hours to be advised

Are you looking to start your career as a Beautician in a Salon, work in a Health Spa or start your own Business?

After completing the dual qualification Certificate II Retail Cosmetics and Certificate II Salon Assistant, students can continue to enhance their career path by attaining a further qualification and completing additional units of competency which include manicure, pedicure, eyebrow and eyelash tinting, beauty staff salon rules, make up, photographic make up, eyelash extensions and cosmetic tanning. Students will complete all 11 core (c) units below plus 4 of the elective (e) units listed below.

| | |
|-------------------|--|
| SHBBBOS001 | Apply cosmetic tanning products (c) |
| SHBBCCS001 | Advise on beauty products and services (c) |
| SHBBFAS001 | Provide lash and brow services (c) |
| SHBBHRS001 | Provide waxing services (c) |
| SHBBMUP002 | Design and apply make-up (c) |
| SHBBNLS001 | Provide manicure and pedicare services (c) |
| SHBBRES001 | Research and apply beauty industry information (c) |
| SHBXCC001 | Conduct salon financial transaction (c) |
| SHBXCCS002 | Provide salon service to clients (c) |
| SHBXIND001 | Comply with organisational requirements within a personal services environment (c) |
| SHBXWHS001 | Apply safe hygiene, health and work practices (c) |
| SHBBMUP001 | Apply eyelash extensions (e) |
| SHBBMUP003 | Design and apply make-up for photography (e) |
| SHBBMUP004 | Design and apply remedial camouflage make-up (e) |
| SHBBNLS004 | Apply Nail Art (e) |
| SIRRMER001 | Produce visual merchandise displays (e) |

Course Cost: SCTTTC *fees apply (tbc): \$395 state school students + \$300 co-contribution non-state school students. Fees include: Delivery, Extension Learning Program, SWL Support, and Uniform.

For students who have previously completed the dual qualification: Certificate II Retail Cosmetics (SHB20116) & Certificate II Salon Assistant (SHB20216) this course is an additional fee for service. The reduced fee for service is yet to be finalised and will be payable to the Registered Training Organisation via weekly instalments.

New students who have not previously completed the dual qualification: Certificate II Retail Cosmetics (SHB20116) & Certificate II Salon Assistant (SHB20216) can enrol in this course, however they will be required to complete additional units of competency (15 units in total) and the fee for service payable to the RTO via weekly instalments will be \$3,500. Please contact SCTTTC for clarification and further information.

Career Outcomes

This course will assist Students seeking a career as a:-

- ⇒ Beauty Consultant
- ⇒ Cosmetic Retail Consultant
- ⇒ Freelance Beauty Worker
- ⇒ Waxing Specialist
- ⇒ Department Store/Pharmacy Cosmetic Consultant
- ⇒ Cosmetic or Beauty Equipment Sales Representative
- ⇒ Spray Tan Specialist

Pathway Options

After completion of Certificate III Beauty Services, students may consider further post graduate study in:-

- ◇ Certificate IV in Hairdressing
- ◇ Certificate IV in Beauty Therapy SHB40115
- ◇ Diploma of Beauty Therapy SHB50115
- ◇ Diploma of Salon Management SHB50216

*Information correct at time of printing. * Course fees are approximate and yet to be confirmed.*

Certificate III in Aviation (Remote Pilot)

VET Subject

(AVI30419)

QCE CREDIT POINTS: 6 points



Course Delivered on SCTTTC campus - RTO to be advised

1 year – Structured Workplace Learning – Exposure to industry highly encouraged

This qualification prepares you for a role as a licenced drone pilot and will provide you with the skills, knowledge and licences to operate commercially. This course is also an excellent entry point into the aviation industry as you will be learning the same subjects that pilots of manned aircraft in airlines and the military learn.

The course is a mix of theory and practical flying to ensure you have the skills and knowledge to be employed as a drone pilot. Students study 9 core units and 5 elective units and will develop skills in the following areas:

| | |
|-----------------|---|
| AVIF0021 | Manage human factors in remote pilot aircraft systems operations |
| AVIH0006 | Navigate remote pilot aircraft systems |
| AVIW0028 | Operate and manage remote pilot aircraft systems |
| AVIW0004 | Perform operational inspections on remote operated systems |
| AVIY0052 | Control remote pilot aircraft systems on the ground |
| AVIY0023 | Launch, control and recover a remotely piloted aircraft |
| AVIY0053 | Manage remote pilot aircraft systems energy source requirements |
| AVIY0031 | Apply the principles of air law to remote pilot aircraft systems operations |
| AVIZ0005 | Apply situational awareness in remote pilot aircraft systems operations |
| AVIG0003 | Work effectively in the aviation industry |
| AVIZ0004 | Maintain security awareness and vigilance in an aviation workplace |
| AVIY0027 | Operate multi-rotor remote pilot aircraft systems |
| AVIH0008 | Operate remote pilot aircraft systems extended visual line of sight (EVLOS) |
| AVIW0008 | Conduct aerial search using remote pilot aircraft systems |

Course Cost:

SCTTTC *fees apply (tbc): \$395 state school students + \$300 co-contribution non-state school students. Fees include: Delivery, Extension Learning Program, SWL Support, and Uniform.

This course is a subsidised course. Only one subsidised course can be taken over the duration of year 11 & 12.

Study pathways

Upon successful completion of the Certificate III in Aviation (Remote Pilot) AVI30419, there are a number of career pathways you could continue to study and follow such as:-

- ◇ Photography
- ◇ Cinematography
- ◇ Public safety and emergency services
- ◇ Aerial surveying - mining and resource sectors
- ◇ Federal, State and Local Government agencies Specialist civil and military roles



Aviation Studies – Start University Now (SUN) Program

SCTTTC



QCE CREDIT POINTS: Up to 8 points

DURATION: 6 months (Unit 1: March to June, Unit 2: July to October)

This course is delivered in partnership with CQUniversity (CQU). This information sheet has been prepared from current information and is correct at the time of publication.

The Start Uni Now (SUN) program provides high school students with the opportunity to study first year University units while in school and gain a head start on their future career. The authentic experience which SUN provides allows students to gain an insight into tertiary level education and assists with their transition to University post high school.

Students who participate in the Aviation Studies Program will study two of CQU's aviation subjects (one in each semester). On successful completion, students will be eligible for direct entry into the Bachelor of Aviation (Flight Operations) and gain credit for those units completed (QCE and pre-requisites also apply).

FEES: AVAT11002 (Nil fee) AVAT11007 (fee to be advised)

DELIVERY MODE: Blended delivery consisting of online lectures and tutorials, offline personal study and submission of work, compulsory participation in face-to-face workshops (approximately one each term).

ELIGIBILITY: In order to be eligible for entry into the SUN program, Year 11 & 12 students must meet the following requirements (confirmed via their most recent school report card):

- Receiving a B/High achievement grade average across all subjects;
- Minimum C/Sound Achievement grade for all subjects; and
- Enrolled in a General English subject.

Note: Enrolment in a General Mathematics subject and/or Physics is recommended but not essential.

Students shortlisted to participate in the program by SCTTTC must complete an application form for entry to CQUniversity's SUN program. Final approval to participate in the SUN Aviation Studies Program is at the discretion of the University as per their entry guidelines.

COURSE STRUCTURE:

◇ Semester 1 - Basic Aeronautical Knowledge (AVAT11002)

QCE CREDIT POINTS: 4

This unit will provide students with basic aeronautical knowledge of small general aviation aircraft. Students will calculate basic take-off and landing performance and weight and balance information. Other factors that affect flying, such as local weather, will be examined. Students will develop knowledge of aerodynamics and aircraft power plants and systems. In this unit students will cover the aeronautical knowledge requirements of the Civil Aviation Safety Authority Syllabus applicable to the Recreational Pilot Licence. This will allow students to sit the Recreational Pilot Licence (Aeroplane) Examination which is a prerequisite for attempting the flight test for the Recreational Pilot Licence.

◇ Semester 2 - Flight Planning, Performance and Operation (AVAT11007)

QCE CREDIT POINTS: 4

This unit will provide you with the aeronautical knowledge of flight planning, navigation, performance, loading and operations pertaining to small general aviation aircraft. You will calculate basic flight plans and fuel plans. You will also study meteorological, and navigational factors that affect flying, including aerodrome forecasts and area forecasts. You will develop knowledge of planning flights on navigational charts and airspace requirements. You will also study the flight rules and procedures relevant to a Private Pilot. In this unit you will cover the aeronautical knowledge requirements of Schedule 3 of the Civil Aviation Safety Authority's Part 61, Manual of Standards (Aeronautical Knowledge Standards) applicable to the Private Pilot Licence. This will allow you to sit the Private Pilot Licence (Aeroplane) Examination which is a prerequisite for attempting the flight test for the Private Pilot Licence. (Note: AVAT11002 is a pre-requisite for AVAT11007).

CAREER PATHWAYS:

The Bachelor of Aviation (Flight Operations) prepares students for a career as a professional airline pilot capable of managing a multi crew environment. In this course you will study the academic and aeronautical knowledge requirements of the Air Transport Pilot Licence and Command Instrument Rating.

***Note: This course does not include or require practical light training or light hours.**

Please refer to the CQU SUN website for further information regarding enrolment guidelines - www.cqu.edu.au/sun

Appendix 1

Set pattern

Within the set pattern requirement, there are three categories of learning – Core, Preparatory and Complementary. When the set standard is met, credit will accrue to a student's learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be acquired from completed Core courses of study. The remaining 6 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

● **Core:** At least 12 credits must come from completed Core courses of study

| COURSE | QCE CREDITS PER COURSE |
|---|------------------------|
| QCAA General Subjects and Applied Subjects | 48 to 4 |
| QCAA General Education Subjects | 48 to 2 |
| QCAA General Senior External Examination Subjects | 4 |
| Certificate I qualifications | 40 to 4 |
| Certificate II and IV qualifications (includes business/IT) | 48 to 8 |
| School-based apprenticeships | 48 to 8 |
| Recognised studies (approved in QCE) | as recognised by QCAA |

● **Preparatory:** A maximum of 4 credits can come from Preparatory courses of study

| | |
|---|-----------------------|
| QCAA Short Courses | 2 |
| • QCAA Short Course in Literacy | 48 to 8 |
| • QCAA Short Course in Numeracy | as recognised by QCAA |
| Certificate/ VET courses | |
| Preparatory studies (approved in Preparatory) | |

● **Complementary:** A maximum of 8 credits can come from Complementary courses of study

| | |
|--|-----------------------|
| QCAA Short Courses | 2 |
| • QCAA Short Course in Aboriginal & Torres Strait Islander Languages | |
| • QCAA Short Course in Career Education | |
| University subjects (with a subject in a school or a school) | 48 to 4 |
| Diplomas and Advanced Diplomas (with a student enrolled at a school) | up to 8 |
| Recognised studies (approved as Complementary) | as recognised by QCAA |

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3. To meet the literacy and numeracy requirements for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

- **Literacy**
 - QCAA General or Applied English subjects
 - QCAA Short Course in Literacy
 - Senior External Examination in a QCAA subject
 - PSQ2013 Certificate II in Skills for Work and Vocational Pathways
 - International Baccalaureate examination in approved English subjects
 - Recognised studies listed as meeting literacy requirements
- **Numeracy**
 - QCAA General or Applied Mathematics subjects
 - QCAA Short Course in Numeracy
 - Senior External Examination in a QCAA Mathematics subject
 - PSQ2013 Certificate II in Skills for Work and Vocational Pathways
 - International Baccalaureate examination in approved Mathematics subjects
 - Recognised studies listed as meeting numeracy requirements

Queensland Curriculum & Assessment Authority

About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling certification. It is internationally recognised and provides evidence of senior schooling achievements.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will join their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8)

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

Set standard

Set standard completion, grade of C or better, competency or qualification completion, pass or equivalent.

Set pattern

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland Studies
- recognised studies.

More information

For more information about the QCE requirements, see the following factbooks, which are available on the QCAA website at www.qcaa.qld.edu.au:

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.

November 2019

Senior subject guide 2022

Page 96 of 98



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