



Caloundra State High School

Lighting the way to broad horizons and bright futures

2024



Senior Secondary Curriculum Handbook

Year 11/12



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

Subjects listed may not be offered in 2024 due to student demand.

Last updated: 12th July 2023



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 2024

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://caloundrashes.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>.

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 2024

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 |
| Digital Solutions | '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 'B' in Year 10 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 Year 10 General English and 'B' in Year 10 Visual Art |
| Vocational Education (VET) subjects (Certificate III & IV) | Minimum Year 10 Standard Required |
| Certificate III in Early Childhood Education & Care | '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 Justice Studies | '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 2024 due to student demand.



English (ENG)

General senior subject

General

QCE CREDIT POINTS: 4 points

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 |
|--|---|
| Perspectives and texts <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 | Texts and culture <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 |
| Textual connections <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 | Close study of literary texts <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 (Literary 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



QCE CREDIT POINTS: 4 points

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 spoken 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 multimodal and written texts |

| Unit 3 | Unit 4 |
|--|--|
| Language that influences <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 | Representations and popular culture texts <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 internal assessment 1 (IA1): <ul style="list-style-type: none"> • Extended response – spoken/signed response (Persuasive speech) | Formative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Extended response (Multi-modal presentation) |
| Formative common assessment 1 (CA1): <ul style="list-style-type: none"> • Short response – to seen and unseen stimulus | Formative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response – written (Short story) |

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): <ul style="list-style-type: none"> • Extended response - spoken/signed response | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response - Multimodal response |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) | Summative internal assessment (IA4): <ul style="list-style-type: none"> • Extended response - Written response |



Health (HEA)

General senior subject

General

QCE CREDIT POINTS: 4 points

FEES: Nil.

COSTS in addition to 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.

FEES:

2024 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 2023, which will provide you with an approximate subject cost for 2024 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 2024 commences.

| | | |
|-------|---------------------------|--|
| \$100 | New student | Uniform kit \$70 (includes: Polo shirt \$35*, Training shorts \$35*), Transport to QAS/Brisbane Broncos/USC facilities \$30 |
| \$30 | Continuing student | Transport to QAS/Brisbane Broncos/USC facilities \$30 |

Additional information: Students may wish to purchase a Polo shirt for \$35. 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

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 |
|--|--|
| <p>Motor learning, functional anatomy, biomechanics and physical activity</p> <ul style="list-style-type: none"> • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity | <p>Sport psychology, equity and physical activity</p> <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 | | | |

SIS30321 Certificate III in Fitness (VFT)

RTO – Binnacle Training College (RTO No: 31319)



Certificate

The successful completion of this course gives students 8 credits towards the QCE, unless it is studied together with Certificate II in Sport & Recreation then it is 4 credits.

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| <p>Qualification description:</p> | <p>The SIS3021 is based on units of competency selected from the SIS Fitness training package.</p> <p>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.</p> <p>This program also includes the following:</p> <ul style="list-style-type: none"> • 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) <p>To achieve this qualification, students must achieve competence in all units of competency.</p> |
| <p>Entry requirements:</p> | <p>There are no entry requirements for this qualification.</p> <p>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.</p> <p>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.</p> |
| <p>Qualification packaging rules:</p> | <p>Total units = 15 (11 core units + 4 elective units from the list below).</p> |
| <p>Core and electives: Competencies covered:</p> <p>BSBOPS304 (C) BSBPEF301 (C) HLTAID011 (E) HLTWHS001 (C) SISFFIT032 (C) SISFFIT033 (C) SISFFIT035 (C) SISFFIT036 (C) SISFFIT040 (C) SISFFIT047 (C) SISFFIT052 (C) SISXEMR001 (E) BSBSUS211 (E) SISXIND001 (E) SISXIND002 (E)</p> | <p>Deliver and monitor a service to customers Organise personal work priorities Provide first aid Participate in workplace health and safety Complete pre-exercise screening and service orientation Complete client fitness assessments Plan group exercise sessions Instruct group exercise sessions Develop and instruct gym-based exercise programs for individual clients Use anatomy and physiology knowledge to support safe and effective exercise Provide healthy eating information Respond to emergency situations Participate in sustainable work practices Work effectively in Sport, fitness and recreation environments Maintain sport, fitness and recreation industry knowledge</p> |
| <p>Learning experiences:</p> | <ul style="list-style-type: none"> • Face to face in a simulated workplace training environment for required skills • Face to face in a workplace • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge • Work placement. |



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| <p>Assessment:</p> | <p>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).</p> <p>A range of teaching/learning strategies will be used to deliver the competencies. These include:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>NOTE: This program involves a mandatory 'outside subject' weekly component as follows:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experience (minimum 40 hours).</p> |
| <p>Pathways:</p> | <p>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.</p> |
| <p>Fees:</p> | <ul style="list-style-type: none"> • Year 11/12 \$500 - External provider (non-refundable) (fee comprises of \$365 participation fee + \$55 first aid + \$80 program fee), 2 year course. • \$20 A non-refundable fee applies upon enrolment into the course for printing of certificates. <p>Excursions costs to industry specific visits eg. outdoor boot camps and gym facilities approx. \$50.</p> |
| <p>Further information:</p> | <p>Please contact Mr Poole, Head of Department – Health, Physical & Education physical_education@caloundrashes.q.edu.au</p> |

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.

RPL Information

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

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| <p>IMPORTANT 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 and 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> |
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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.

SIS20122 Certificate II in Sport & Recreation (VSR)

RTO – Caloundra State High School (RTO No: 30058)



Certificate

The successful completion of this course gives students 8 credits towards the QCE, 4 points only if Certificate III in Fitness is also selected.

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| Qualification description: | <p>The SIS20122 is based on units of competency selected from the SIS Sport & Recreation training package.</p> <p>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.</p> |
| Entry requirements: | <p>Students are required to successfully obtain a Blue Card (eligibility to work with children and young people) www.bluecard.qld.gov.au/index.html</p> <p>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.</p> |
| Qualification packaging rules: | <p>Total units = 13 (6 core units + 4 elective units from the list below).</p> |
| Core and electives: Competencies covered: HLTWHS001 (C) SISOFLD001 (C) SISXCCS004 (C) SISXEMR003 (C) SISXFAC006 (C) SISXIND011 (C) HLTAID011 (E) AHCPGD212 (E) SSSBSB001 (E) SSSBSB002 (E) | Participate in workplace health and safety Assist in conducting recreation sessions Provide quality service Respond to emergency situations Maintain activity equipment Maintain sport, fitness and recreation industry knowledge Provide First Aid Conduct visual inspection of park facilities Conduct basketball coaching sessions with foundation level participants Coach basketball participants up to an intermediate level |
| Learning experiences: | <ul style="list-style-type: none"> • Face to face in a simulated workplace training environment for required skills • Face to face in a workplace • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge • Required to conduct coaching lessons to junior HPE classes throughout the 2 years • Work placement. |
| Assessment: | Assessment items will be selected from: <ul style="list-style-type: none"> • 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 |



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| | <ul style="list-style-type: none"> Students will be assessed in a holistic approach that integrates a range of competencies |
| Pathways: | The Certificate II in Sport and Recreation 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. |
| Fees: | <ul style="list-style-type: none"> \$20 A non-refundable fee applies upon enrolment into the course for printing of certificates. \$5 approx. Golf course (Year 11 and 12) |
| Further information: | Please contact Mr Poole, Head of Department – Health, Physical & Education physical_education@caloundrashes.eq.edu.au |

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)

Certificate III in Sport & Recreation (SIS30115)

RTO – Caloundra State High School (RTO No: 30058)



The successful completion of this course gives students 8 credits towards the QCE, 4 points only if Certificate III in Fitness is also selected.

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| <p>Qualification description:</p> | <p>The SIS20115 is based on units of competency selected from the SIS Sport & Recreation training package.</p> <p>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. 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.</p> <p>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.</p> |
| <p>Entry requirements:</p> | <p>There are no entry requirements for this qualification</p> <p>Incompatible Subjects: Certificate II in Sport & Recreation</p> <p>Personal Protective Equipment: Students are to provide their own safety equipment (mouth guard, head gear, body armour etc.).</p> |
| <p>Qualification packaging rules:</p> | <p>Total units = 15 (9 core units + 6 elective units from the list below).</p> |
| <p>Core and electives: Competencies covered:</p> <p>BSBWHS303 (C) BSBWOR301 (C) HLTAID011 (C) HLTWHS001 (C) ICTWEB201 (C) SISXCAI003 (C) SISXCAI004 (C) SISXCCS001 (C) SISXEMR001 (C) BSBADM307 (E) BSBWOR204 (E) SISXCAI006 (E) SISXFAC001 (E) SISXIND001 (E) SISXIND002 (E)</p> | <p>Participate in WHS hazard identification, risk assessment and risk control Organise personal work priorities and development Provide first aid Participate in workplace health and safety Use social media tools for collaboration and engagement Conduct non-instructional sport, fitness or recreation sessions Plan and conduct programs Provide quality service Respond to emergency situations Organise schedules Use business technology Facilitate groups Maintain equipment for activities Work effectively in sport, fitness and recreation environments Maintain sport, fitness and recreation industry knowledge</p> |



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| Learning experiences: | <ul style="list-style-type: none"> • Face to face in a simulated workplace training environment for required skills • Face to face in a workplace • Online for some components of training for required knowledge • Classroom for some components of training for required knowledge • Required to conduct coaching lessons to junior HPE classes throughout the 2 years • Work placement. |
| Assessment: | <p>Assessment items will be selected from:</p> <ul style="list-style-type: none"> • 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 |
| Pathways: | <p>The Certificate III in Sport and Recreation 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.</p> |
| Fees: | <p>2024 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 2023, which will provide you with an approximate subject cost for 2024 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 2024 commences.</p> <p>New student \$322 Uniform kit \$110 (includes: team polo shirt \$35*, training shirt \$30*, playing shorts \$35*, socks \$10*), sports medicine \$10, transport to competitions \$157 and Elite provider sessions (external providers) \$30, Induction day \$15</p> <p>Continuing student \$277 Training shirt \$30*, Trainings shorts \$35*, sports medicine \$10, transport to competitions \$157 and Elite provider sessions (external providers) \$30, Induction day \$15</p> <p>\$20 A non-refundable fee applies upon enrolment into the course for printing of certificates.</p> <p>Additional information: If your student participated in this subject in 2023, your subject fee will be \$277 as opposed to \$322 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 *</p> |
| Further information: | <p>Please contact Mr Poole, Head of Department – Health, Physical & Education physical_education@caloundrashes.eq.edu.au</p> |

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.

HLT33115 Certificate III in Health Services Assistance (VHA)

(including HLT23215 - Certificate II in Health Support Services)

RTO – IVet Institute (RTO No: 40548) (VETis funded)



Certificate

The successful completion of this course gives students 8 credits towards the QCE

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| <p>Qualification description:</p> | <p>The HLT33115 is based on units of competency selected from the HLT Health training package.</p> <p>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.</p> <p>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.</p> <p>This is a two-year course delivered at the Health Education Hub - Kawana Waters State College in partnership with IVet.</p> <p>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.</p> <p>Training Location for this course is Kawana Waters State College, Health Education Hub.</p> |
| <p>Entry requirements:</p> | <p>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.</p> <p>Incompatible Subjects: Certificate III in Early Childhood Education & Care; Certificate III in Hospitality; Trade Training Centre offerings</p> |
| <p>Qualification packaging rules:</p> | <p>Total units = 15 (7 core units + 8 elective units from the list below).</p> |
| <p>Core and electives: Competencies covered: Year 1 – Certificate II HLTWHS001 (C) BSBWOR202 (E) BSBINM201 (E)</p> | <p>Participate in workplace health and safety Organise and complete daily work activities Process and maintain workplace information</p> |



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| HLTINF001 (C) HLTHSS003 (E) HLTHSS005 CHCCOM005 (C) BSBCUS201 CHCCOM001 (E) CHCCCS010 (E) CHCCCS020 (E) CHCDIV001 (C) Year 2 – Certificate III HLTAAP001 (C) BSBMED301 (C) CHCCCS015 (E) BSBWOR301 (C) HLTAID011 (E) HLTAID009 (E) BSBMED303 (E) CHCCCS009 (E) HLTWHS002 (E) | Comply with infection prevention and control policies and procedures Perform general cleaning tasks in a clinical setting Undertake routine stock maintenance Communicate and work in health or community services Deliver a service to customers Provide first point of contact Maintain a high standard of service Respond effectively to behaviours of concern Work with diverse people Recognise healthy body systems Interpret and apply medical terminology Provide individualised support Organise personal work priorities and development Provide first aid Provide cardiopulmonary resuscitation Maintain patient records Facilitate responsible behaviour Follow safe work practices for direct client care |
| Learning experiences: | A range of delivery modes will be used during the teaching and learning of this qualification. These include: <ul style="list-style-type: none"> • Face to face training • Practicals and scenarios • Online learning. Work Experience: 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. <ul style="list-style-type: none"> • IVet considers industry experience to be a very important inclusion of the Certificate III qualification. |
| Assessment: | Assessment is competency based. Assessment techniques include: <ul style="list-style-type: none"> • Observation • Questionnaires • Folios of work • Written and practical tasks |
| Pathways: | Potential options may include: <ul style="list-style-type: none"> • Various Certificate IV qualifications • Diploma in Nursing • Bachelor Degrees (B. Nursing) • Entry level employment within the health industry. |
| Fees: | \$550 External Provider (non-refundable and subject to change) – Year 11 only. (This fee covers Certificate III Health Services Assistance and Certificate II Health Support Services). This course is a subsidised course. Only <u>one</u> subsidised course can be taken over the course of Year 11 & 12. |
| Equipment: | Students are also required to supply their own laptop. |
| Further information: | Please contact Mrs Fry, Head of Department – Senior Secondary senior-secondary@caloundrashes.eq.edu.au |

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 IVet. 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)

HLT33115 Certificate III in Health Services Assistance (Assisting in nursing work in acute care) (including HLT23215 - Certificate II in Health Support Services)

RTO – IVet Institute (RTO No: 40548) (VETis funded)



The successful completion of this course gives students 8 credits towards the QCE.

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| <p>Qualification description:</p> | <p>The HLT33115 is based on units of competency selected from the HLT Health training package.</p> <p>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.</p> <p>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.</p> <p>Electives are packaged in this course offering to provide a qualification with a specialisation in assisting in nursing work in acute care.</p> <p>This is a two-year course delivered at the Health Education Hub - Kawana Waters State College in partnership with IVet.</p> <p>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.</p> <p>Training Location for this course is Kawana Waters State College, Health Education Hub.</p> |
| <p>Entry requirements:</p> | <p>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.</p> <p>Incompatible Subjects: Certificate III in Early Childhood Education & Care; Certificate III in Hospitality; Trade Training Centre offerings.</p> |
| <p>Qualification packaging rules:</p> | <p>Total units = 17 (7 core units + 10 elective units from the list below).</p> |



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|--|---|
| <p>Core and electives: Competencies covered: Year 1 – Certificate II HLTWHS001 (C) HLTINF001 (C) CHCCOM005 (C) CHCCCS010 (E) CHCCCS020 (E) CHCDIV001 (C) Year 2 – Certificate III units with Assisting in Nursing Specialisation HLTAAP001 (C) BSBMED301 (C) CHCCCS015 (E) BSBWOR301 (C) HLTAID009 (E) HLTAID011 (E) CHCCCS009 (E) HLTAIN001 (E) HLTAIN002 (E) CHCCCS026 (E) CHCCCS002 (E)</p> | <p>Participate in workplace health and safety Comply with infection prevention and control policies and procedures Communicate and work in health or community services Maintain a high standard of service Respond effectively to behaviours of concern Work with diverse people</p> <p>Recognise healthy body systems Interpret and apply medical terminology Provide individualised support Organise personal work priorities and development Provide cardiopulmonary resuscitation Provide first aid Facilitate responsible behaviour Assist with nursing care in an acute care environment Provide non-client contact support in an acute care environment Transport individuals Assist with movement</p> |
| <p>Learning experiences:</p> | <p>A range of delivery modes will be used during the teaching and learning of this qualification. These include:</p> <ul style="list-style-type: none"> • Face to face training • Practicals and scenarios • Online learning. <p>Work Experience: 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.</p> |
| <p>Assessment:</p> | <p>Assessment is competency based. Assessment techniques include:</p> <ul style="list-style-type: none"> • Observation • Folios of work • Clinical skills logbook • Questionnaires • Written and practical tasks |
| <p>Pathways:</p> | <p>Potential options may include:</p> <ul style="list-style-type: none"> • Various Certificate IV qualifications • Diploma in Nursing • Bachelor Degrees (B. Nursing) • Entry level employment within the health industry. |
| <p>Equipment:</p> | <p>Students are also required to supply their own laptop.</p> |
| <p>Fees:</p> | <p>\$900 External Provider (non-refundable. \$550 for Certificate II & \$350 for Certificate III in AIN, subject to change) – Year 11 only. (Certificate II and Certificate III Health Services Assistance). This course is a subsidised course. Only <u>one</u> subsidised course can be taken over the course of Year 11 & 12.</p> |
| <p>Further information:</p> | <p>Please contact Mrs Fry, Head of Department – Senior Secondary senior-secondary@caloundrashes.eq.edu.au</p> |

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 IVet. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Ancient History (AHS)

General senior subject

General

QCE CREDIT POINTS: 4 points

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

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

FEES: Nil.

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

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"> • The Cold War 1945–1981 • 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% |

BSB30120 Certificate III in Business (VBS)

RTO: Binnacle Training (RTO Number – 31319)



Certificate

The successful completion of this course gives students 8 credits towards the QCE.

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|---|--|
| <p>Qualification description:</p> | <p>The BSB30120 is based on units of competency selected from the BSB Business Services training package.</p> <p>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.</p> <p>Graduates will be able to use their Certificate III in Business</p> <ul style="list-style-type: none"> • 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. |
| <p>Entry requirements:</p> | <p>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.</p> |
| <p>Qualification packaging rules:</p> | <p>Total units = 13 (6 core units + 7 elective units).</p> |
| <p>Core and electives: Competencies covered: BSBPEF201 (C) BSBPEF301 (E) FNSFLT311 (E) BSBWHS311 (C) BSBSUS211 (C) BSBXCM301 (C) BSBTWK301 (C) BSBXTW301 (E) BSBCRT311 (C) BSBTEC301 (E) BSBWRT311 (E) BSBTEC303 (E) BSBOPS304 (E)</p> | <p>Support personal wellbeing in the workplace Organise personal work priorities Develop and apply knowledge of personal finances Assist with maintaining workplace safety Participate in sustainable work practices Engage in workplace communication Use inclusive work practices Work in a team Apply critical thinking skills in a team environment Design and produce business documents Write simple documents Create electronic presentations Deliver and monitor a service to customers</p> |
| <p>Learning experiences:</p> | <p>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. Students have opportunities to design and plan for a new product and service as part of the Binnacle Boss Entrepreneurship Program and examine business opportunities and participate in an Industry discovery.</p> <p>Evidence contributing towards competency will be collected throughout the program. This process allows student’s competency to be assessed in a holistic approach that integrates a range of competencies.</p> <p>NOTE: From time to time, project delivery may require a mandatory ‘outside subject’ component (e.g. before or after school).</p> <ul style="list-style-type: none"> • Online for some components of training for required knowledge |



| | |
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| | <ul style="list-style-type: none"> • Classroom for some components of training for required knowledge. |
| Assessment: | <p>A range of teaching/learning strategies will be used to deliver the competencies. These include:</p> <ul style="list-style-type: none"> • Practical tasks/experiences • Group projects • Hands-on activities involving customer service • Online learning projects. |
| Pathways: | <p>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:</p> <ul style="list-style-type: none"> • Accountant / Business Advisor • Business Owner • Business Manager • Customer Services Manager • Marketing Manager. |
| Fees: | <ul style="list-style-type: none"> • \$20 A non-refundable fee applies upon enrolment into the course for printing of certificates. • Year 11/12 \$345 - External provider (non-refundable) (fee comprises of \$265 participation fee + \$80 program fee), 2 year course. |
| Further information: | <p>Please contact Mrs Michele Irwin, Head of Department – Humanities humanities@caloundrashes.eq.edu.au</p> |

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).

RPL Information

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

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| <p><u>IMPORTANT</u> 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).</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 be 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.

10971NAT Certificate IV in Justice Studies (VCJ)

RTO – Unity College (RTO Number – 32123)



Certificate

The successful completion of this course gives students 8 credits towards the QCE.

| | |
|--|---|
| <p>Qualification description:</p> | <p>The 10971NAT is based on units of competency selected from the Certificate IV in Justice Studies training package.</p> <p>Certificate IV in Justice Studies is an accredited 2 year course. The Certificate IV in Justice Studies 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.</p> <p>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.</p> <p>This course may provide a stand-alone ranking for University entry and will contribute to an ATAR, if the student is studying the required pattern of subjects.</p> <p>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).</p> <p>Completion of the course adds points to the recruit score for entry into the Queensland Police Service.</p> <p>Aims: The Certificate IV in Justice Studies course is designed to:</p> <ul style="list-style-type: none"> • provide students with a broad understanding of the justice system • develop the personal skills and knowledge which underpin employment in the justice system. |
| <p>Entry requirements:</p> | <p>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</p> |
| <p>Qualification packaging rules:</p> | <p>Total units = 10 (6 core units + 4 elective units from the list below).</p> |
| <p>Core and electives: Competencies covered: NAT10971001 (C) NAT10971002 (C) NAT1097003 (C) BSBXCM401 (C) PSPREG033 (C) BSBLEG421 (C) BSBPEF402 (E) BSBLEG523 (E) PSPREG010 (E) BSBLDR414 (E) PSPREG012 (E)</p> | <p>Provide information and referral advice on justice-related issues Prepare documentation for court proceedings Analyse social justice issues Apply communication strategies in the workplace Apply Regulatory Powers Apply understanding of the Australian Legal System Develop personal work priorities Apply legal principles in tort law matters Prepare a brief of evidence Lead team effectiveness Gather Information through interviews</p> |
| <p>Learning experiences:</p> | <p>Content is delivered in a face to face classroom environment through Certificate IV Justice Studies classes and 3 x compulsory after school workshops with industry professionals.</p> |
| <p>Assessment:</p> | <p>Evidence contributing towards competency will be collected through the program. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following methods:</p> <ul style="list-style-type: none"> • Written projects • Online quizzes |



| | |
|-----------------------------|--|
| | <ul style="list-style-type: none"> • Observation of skills • Oral and written questions. |
| Pathways: | The Certificate IV in Justice Studies is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations. |
| Fees: | <p>\$750 (External Provider) This is a one-off up-front fee, payable directly to the training provider.</p> <p><i>Refund Policy:</i> Refund for students exiting a certificate course is on prorate 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 2023.</p> <p>Excursion: Year 11 and 12 to Brisbane Courthouse – \$30 approx.</p> |
| Further information: | Please contact Mrs Michele Irwin, Head of Department – Humanities humanities@caloundrashes.eq.edu.au |

Disclaimer: The Certificate IV in Justice Studies is a 2-year course. Late enrolments may impact a student's ability to complete the course. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who do not demonstrate all competencies will receive a Statement of Attainment for those competencies successfully achieved.

Unity College 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.

General Mathematics (MAG)

General senior subject

General

QCE CREDIT POINTS: 4 points

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**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): | 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 | | | |

Specialist Mathematics (MAS)

General senior subject

General

QCE CREDIT POINTS: 4 points

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): • 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 | | | |

Essential Mathematics (MAE)

Applied senior subject

Applied

QCE CREDIT POINTS: 4 points

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 |
| Number, data and graphs <ul style="list-style-type: none"> • Fundamental topic: Calculations • Number • Representing data • Graphs | Money, travel and data <ul style="list-style-type: none"> • Fundamental topic: Calculations • Managing money • Time and motion • Data collection |
| Unit 3 | Unit 4 |
| Measurement, scales and data <ul style="list-style-type: none"> • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data | Graphs, chance and loans <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): <ul style="list-style-type: none">• Problem-solving and modelling task | Formative internal assessment 3 (IA3): <ul style="list-style-type: none">• Problem-solving and modelling task |
| Formative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination | Formative internal assessment 4 (IA4): <ul style="list-style-type: none">• 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): <ul style="list-style-type: none">• Problem-solving and modelling task | Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Problem-solving and modelling task |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination | Summative internal assessment (IA4): <ul style="list-style-type: none">• Examination |

Biology (BIO)

General senior subject

General

QCE CREDIT POINTS: 4 points

FEES:

- \$35 Units 3 & 4 “Biozone” student workbook - Year 11 Term 4
- Excursion: Year 11 (Unit 3) – UQ Ecology Workshop (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 |
|---|---|
| <p>Cells and multicellular organisms</p> <ul style="list-style-type: none"> • Cells as the basis of life • Multicellular organisms | <p>Maintaining the internal environment</p> <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

FEES: \$30 Units 3 & 4 Pearson Chemistry student workbook - Year 11 Term 4

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 |
|---|---|
| Chemical fundamentals - structure, properties and reactions <ul style="list-style-type: none"> • Properties and structure of atoms • Properties and structure of materials • Chemical reactions - reactants, products and energy change | Molecular interactions and reactions <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

FEES: \$1500 (approximately and to be confirmed)
 \$20 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 Queensland Department of Transport to gain the actual licence (cost involved approx. \$90)

Excursion: 2024 Year 11 Moreton Bay Research Centre Camp (cost TBA)
 2025 Year 12 Lady Elliot Island Research Centre Camp (\$1000 TBC)

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

FEES: \$25 Units 3 & 4 Oxford Psychology student workbook - Year 11 Term 4

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 |

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

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

FEES: Nil.

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% |

Digital Solutions (DIS)

General senior subject

General

QCE CREDIT POINTS: 4 points

FEES: Nil.

Students will require additional print balance

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- 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 |
|--|---|---|--|
| Creating with code <ul style="list-style-type: none"> • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions | Application and data solutions <ul style="list-style-type: none"> • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions | Digital innovation <ul style="list-style-type: none"> • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions | Digital impacts <ul style="list-style-type: none"> • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges |



Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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 — technical proposal | 20% | Formative internal assessment 3 (IA3): • Project — folio | 25% |
| Formative internal assessment 2 (IA2): • Project — digital solution | 30% | 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 | |
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| Summative internal assessment 1 (IA1): • Investigation — technical proposal | 20% | Summative internal assessment 3 (IA3): • Project — folio | 25% |
| Summative internal assessment 2 (IA2): • Project — digital solution | 30% | Summative external assessment (EA): • Examination | 25% |

CUA20220 Certificate II in Creative Industries (VCI)

RTO – Caloundra State High School (RTO No: 30058)



Certificate

The successful completion of this course gives students 4 credits towards the QCE.

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| Qualification description: | <p>The CUA20220 is based on units of competency selected from the CUA Creative Arts and Culture training package.</p> <p>This entry-level vocational qualification that reflects the role of individuals with the skills and knowledge to perform in a range of varied activities in the creative industries where there is a defined range of contexts. It applies to work in different work environments that include entertainment customer service, video and sound production, photography and document design, using industry standard software applications.</p> <p>Individuals complete tasks with limited complexity and with required actions clearly defined.</p> |
| Entry requirements: | There are no entry requirements for this qualification |
| Qualification packaging rules: | Total units = 10 (3 core units + 7 elective units listed below). |
| Core and electives: Competencies covered: BSBTWK201 (C) CUAIN211 (C) CUAWHS312 (C) CUACAM211 (E) CUADIG303 (E) CUAPOS211 (E) ICPDMT3210 (E) ICTICT215 (E) ICTICT214 (E) ICTICT216 (E) | Work effectively with others Develop and apply creative arts industry knowledge Apply work health and safety practices Assist with basic camera shoots Produce and prepare photo images Perform basic vision and sound editing Capture digital images Operate digital media technology packages Operate application software packages Design and create basic organisational documents |
| Learning experiences: | <p>Students will undertake competency-based assessment towards the achievement of the selected certificate. Assessment is competency based and therefore no levels of achievement are awarded.</p> <p>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.</p> |
| Assessment: | <p>Assessment is competency based and therefore no levels of achievement are awarded.</p> <ul style="list-style-type: none"> • Projects • Observations • Folios • Quizzes • Activities • Practical activities <p>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.</p> |
| Pathways: | This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways. |
| Fees: | Year 11 or 12 - \$20 A non-refundable fee applies upon enrolment into the course for printing of certificates. |

**Further information:**

Please contact Mrs Schaschke, Head of Department - Technology
technology@caloundrashes.eq.edu.au

*** 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.

CHC30121 Certificate III in Early Childhood Education & Care (VEC)

RTO – Caloundra State High School (RTO No: 30058)



Certificate

The successful completion of this course gives students 4 credits towards the QCE.

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| <p>Qualification description:</p> | <p>This qualification reflects the role of educators in early childhood education and care who work in regulated children’s education and care services in Australia. They support children’s wellbeing, and development in the context of an approved learning framework. Educators use a range of well-developed skills and knowledge using discretion and judgment when carrying out their work in the context of established policies and procedures. They may work independently or under the guidance of others, though in some contexts that guidance may not be on-site.</p> <p>Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens.</p> <p>To achieve this qualification, the individual must have completed a total of at least 160 hours of work in a regulated children’s education and care service in Australia as detailed in the Assessment Requirements of units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours.</p> |
| <p>Entry requirements:</p> | <p>Students are required to successfully obtain a Blue Card (eligibility to work with children and young people) www.bluecard.qld.gov.au/index.html</p> <p>Incompatible Subjects: Certificate II in Community Services.</p> |
| <p>Qualification packaging rules:</p> | <p>Total units = 17 (15 core units + 2 elective units listed below).</p> |
| <p>Core and electives: Competencies covered: CHCECE030 (C) CHCECE031 (C) CHCECE032 (C) CHCECE033 (C) CHCECE034 (C) CHCECE035 (C) CHCECE036 (C) CHCECE037 (C) CHCECE038 (C) CHCECE054 (C) CHCECE055 (C) CHCECE056 (C) CHCPRT001 (C) HLTAID012 (C) HLTWHS001 (C) HLTFSE001 (E) CHCSAC009 (E)</p> | <p>Support inclusion and diversity Support children’s health, safety and wellbeing Nurture babies and toddlers Develop positive and respectful relationships with children Use an approved learning framework to guide practice Support the holistic learning and development of children Provide experiences to support children’s play and learning Support children to connect with the natural environment Observe children to inform practice Encourage understanding of Aboriginal and/or Torres Strait Islander peoples’ cultures Meet legal and ethical obligations in children’s education and care Work effectively in children’s education and care Identify and respond to children and young people at risk Provide First Aid in an education and care setting Participate in workplace health and safety Follow basic food safety practices Support the holistic development of children in school age care</p> |
| <p>Learning experiences:</p> | <p>Students will undertake competency-based assessment towards the achievement of the selected certificate. Assessment is competency based and therefore no levels of achievement are awarded.</p> <p>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.</p> |



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| <p>Assessment:</p> | <p>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.</p> <ul style="list-style-type: none"> • Observation checklist • Written tests • Folio • Case studies • Practical tasks • First Aid • Role play • Simulations • Log Book <p>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.</p> |
| <p>Pathways:</p> | <p>This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways.</p> |
| <p>Fees:</p> | <p>For supply of materials to create learning experiences for children</p> <ul style="list-style-type: none"> • Year 11 - \$25 • Year 12 - \$25 • \$20 (Non-refundable) A fee applies upon enrolment into the course for printing of certificates. • External Provider HLTAID012 - \$120 approx. • Shirt to wear on placement - \$30 approx. |
| <p>Further information:</p> | <p>Please contact Mrs Schaschke, Head of Department - Technology technology@caloundrashes.eq.edu.au</p> |

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

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.

MEM20422 Certificate II in Engineering Pathways (VEP)

RTO – Caloundra State High School (RTO No: 30058)



Certificate

The successful completion of this course gives students 4 credits towards the QCE.

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| <p>Qualification description:</p> | <p>The qualification is intended for people interested in exposure to an 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 an engineering or related working environment.</p> <p>The learning program develops trade-like skills but does not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is about being introduced to welding, how it can be used to join metal. The focus is on using engineering tools and equipment to produce or modify objects. This needs to be done in a safe manner for each learner and those around them.</p> |
| <p>Entry requirements:</p> | <p>There are no entry requirements for this qualification.</p> |
| <p>Personal Protective Equipment:</p> | <p>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.</p> |
| <p>Qualification packaging rules:</p> | <p>Total units = 12 (4 core units + 8 elective units listed below).</p> |
| <p>Core and electives: Competencies covered: MEM13015 (C) MEMPE005 (C) MEMPE006 (C) MSAENV272 (C) MEM16006 (E) MEM18001 (E) MEM18002 (E) MEMPE001 (E) MEMPE002 (E) MEMPE003 (E) MEMPE004 (E) MSMPC1101 (E)</p> | <p>Work safely and effectively in manufacturing and engineering Develop a career plan for the engineering and manufacturing industries Undertake a basic engineering project Participate in environmentally sustainable work practices Organise and communicate information Use hand tools Use power tools/hand held operations Use engineering workshop machines Use electric welding machines Use oxy-acetylene and soldering equipment Use fabrication equipment Adapt to work in industry</p> |
| <p>Learning experiences:</p> | <p>Students will undertake competency-based assessment towards the achievement of the selected certificate. Assessment is competency based and therefore no levels of achievement are awarded.</p> <p>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.</p> |
| <p>Assessment:</p> | <p>This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available. This qualification is only for institutional delivery.</p> <ul style="list-style-type: none"> • Projects • Observations • Folios • Quizzes • Online Questioning • Practical activities <p>Please note: workmanship of the students' project cannot be guaranteed, as they are manufactured by students during this course as a learning exercise.</p> |



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| Pathways: | This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways. |
| Fees: | <p>Project materials for construction of take-home items. Projects will include products that demonstrate skills in sheet metal, metal turning and welding. (2 year course)</p> <ul style="list-style-type: none"> • Year 11 - \$120 • Year 12 - \$120 • \$20 A non-refundable fee applies upon enrolment into the course for printing of certificates. |
| Further information: | Please contact Mrs Schaschke, Head of Department - Technology technology@caloundrashes.eq.edu.au |

*** 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 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.

MSF20522 Certificate II in Furniture Making Pathways (VFM)

RTO – Caloundra State High School (RTO No: 30058)



Certificate

The successful completion of this course gives students 4 credits towards the QCE.

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| Qualification description: | 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. |
| Entry requirements: | There are no entry requirements for this qualification. |
| Personal Protective Equipment: | 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. |
| Qualification packaging rules: | Total units = 12 (5 core units + 7 elective units from the list below). |
| Core and electives: Competencies covered: MSFFP2020 (C) MSFFP2017 (C) MSFGN2001 (C) MSMENV272 (C) MSMPC1103 (C) MSFFM2019 (E) MSFFM2013 (E) MSFFM2014 (E) MSFFP2011 (E) MSFFP2012 (E) MSFFP2014 (E) MSMSUP106 (E) | Undertake a basic furniture making project Develop a career plan for the furnishing industry Make measurements and calculations Participate in environmentally sustainable work practices Demonstrate care and apply safe practices at work Assemble furnishing products Use furniture making sector hand and power tools Select and apply hardware Use timber furnishing construction techniques Join furnishing materials Use basic furnishing techniques on timber surfaces Work in a team |
| Learning experiences: | Students will undertake competency-based assessment towards the achievement of the selected certificate. Assessment is competency based and therefore no levels of achievement are awarded. 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. |
| Assessment: | This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available. This qualification is only for institutional delivery. <ul style="list-style-type: none"> • Projects • Observations • Folios • Quizzes • Online Questioning • Practical activities Please note: workmanship of the students' project cannot be guaranteed, as they are manufactured by students during this course as a learning exercise. |



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| Pathways: | This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways. |
| Fees: | <p>Materials for project construction eg. Cooler Box, Desk Chair or similar. (2 year course)</p> <ul style="list-style-type: none"> ▪ Year 11 - \$120 ▪ Year 12 - \$120 ▪ \$20 A non-refundable fee applies upon enrolment into the course for printing of certificates. |
| Further information: | Please contact Mrs Schaschke, Head of Department - Technology technology@caloundrashes.eq.edu.au |

*** 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 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.

SIT20322 Certificate II in Hospitality

RTO – BluePrint Career Development (RTO No: 30978)



Certificate

The successful completion of the Certificate II course gives students 4 credits towards the QCE.

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| <p>Qualification description:</p> | <p>The SIT20322 is based on units of competency selected from the SIT Tourism, Travel and Hospitality training package.</p> <p>This qualification reflects the role of individuals who have a range of well-developed hospitality service, sales or operational skills and sound knowledge of industry operations. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.</p> <p>This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, food and beverage and gaming.</p> <p>Students must complete assessment in industry for a mandatory minimum of 12 service periods for Certificate II in Hospitality and all units must be completed to a competent standard to achieve the Certificate II.</p> |
| <p>The Queensland Government funds vocational and educational training in Schools funding (VETiS).</p> | <p>The VET investment budget provides students with funding to complete one VETiS qualification whilst attending school (grades 10,11,12). Blueprint Career Development is an approved supplier under this agreement and offers training to eligible students under this funding program, free of charge. You can still enrol in the course if you have used your VETiS Funding or do not meet the eligibility criteria. The cost is \$1200.</p> |
| <p>Eligibility criteria:</p> | <p>You are an Australian citizen or a New Zealand citizen permanently residing in Queensland. If you are a permanent resident, you are eligible upon presenting immigration documents.</p> <p>Please refer to the Queensland Government’s student fact sheet explicitly developed for the VETiS program: https://desbt.qld.gov.au/training/providers/funded/vetis.</p> |
| <p>Entry requirements:</p> | <p>There are no entry requirements for this qualification.</p> <p>Incompatible Subjects: Sunshine Coast Technical Trade Training Centre and/or Kawana Health Hub offerings.</p> |
| <p>Qualification packaging rules:</p> | <p>Total units = Certificate II - 12 (6 core units + 6 elective units).</p> |
| <p>Core and electives competencies covered: BSBTWK201 (C) SITHIND007 (C) SITXCOM007 (C) SITXCCS011 (C) SITXWHS005 (C) SITHIND006 (C) SITHFAB021 (E) SITHFAB024 (E) SITHFAB025 (E) SITHCCC024 (E) SITHCCC025 (E) SITHFAB027 (E) SITXFSA005 (E)</p> | <p>Work effectively with others Use hospitality skills effectively Show social and cultural sensitivity Interact with customers Participate in safe work practices Use hygienic practices for food safety Source and use information on the hospitality industry Provide responsible service of alcohol Prepare and serve non-alcoholic beverages Prepare and serve espresso coffee Prepare and present simple dishes Prepare and present sandwiches Serve food and beverage</p> |
| <p>Learning experiences:</p> | <p>Students undertake meaningful and authentic tasks, and reflect on what they have achieved. They will be challenged to produce effective solutions to</p> |



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| | <p>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.</p> <ul style="list-style-type: none"> • Observation checklist / Folios • Written tests • Practical tasks / products • Students will be expected to participate in local hospitality events as volunteers • Participate in Functions and work placement at school and in the local community |
| Assessment: | <p>The assessment will be competency-based, and clustered units may be part of the assessment to reflect actual work scenarios and activities. Students will participate in various assessment tasks, including observation with checklists, products resulting from an activity, questioning (written, oral and portfolio), and reports from the workplace supervisor.</p> <p>Assessment may be conducted at school using a simulated environment. Functions will occur, and these may occur out of class time at times.</p> <p>Work Placement: Structured Work Placement must occur to complete a Certificate II in Hospitality. This involves 12 Industry Service Periods that need to be done at local venues, some during school hours and some outside school hours. Students may do vocational placement as approved by the school through the Industry Liaison Officer and upon the completion of the required Vocational Placement insurance forms.</p> |
| Hospitality experience: (optional) | <p>The Blueprint Hospitality Experience Program has been developed to allow year 12 students to develop a deeper understanding of the hospitality industry with hands-on exposure to front and back of house operations.</p> <p>Highlights include:</p> <ul style="list-style-type: none"> • 1 night's accommodation (twin-share) • 1 buffet breakfasts • 2 Lunches in the staff cafeteria and a graduation lunch on the final day • 1 Dinner in the hotel restaurants • Hotel tour, welcome and induction • 3 shifts of 3.5 hours in selected departments |
| Pathways: | <p>This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways.</p> <p>Completion of the Certificate II in Hospitality can offer a career pathway as a café attendant, catering assistant, food and beverage attendant, and apprentice chef. Further study could occur in Certificate III in Hospitality, Certificate III in Commercial Cookery or a Bachelor of Business (Hospitality & Tourism Management).</p> |
| Fees: | <p>Ingredients supplied for students to complete practical activities. (2 year course)</p> <ul style="list-style-type: none"> • Year 11 - \$100 • Year 12 - \$120 • \$20 A non-refundable fee applies upon enrolment into the course for printing of certificates. • \$150 approx. Excursion to Hospitality establishments - 2 days (optional) • \$25 Payable to the provider if an interim certificate or Statement of Attainment is required (optional and upon request to external provider) |
| Clothing requirements: | <p>Students are required to have a white shirt, black pants or skirt and black covered footwear.</p> |
| Further information: | <p>Please contact Mrs Schaschke, Head of Department - Technology technology@caloundrashes.eq.edu.au</p> |

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.



ICT40120 Certificate IV in Information Technology (VIT)

RTO – Caloundra State High School (RTO No: 30058)



The successful completion of this course gives students 8 credits towards the QCE.

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| <p>Qualification description:</p> | <p>The ICT40120 is based on units of competency selected from the ICT Information and Communications Technology training package.</p> <p>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.</p> <p>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.</p> |
| <p>Entry requirements:</p> | <p>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.</p> |
| <p>Qualification packaging rules:</p> | <p>Total units = 20 (7 core units + 13 elective units from the list below).</p> |
| <p>Core and electives: Competencies covered: BSBCRT404 (C) BSBXCS404 (C) ICTICT426 (C) ICTICT443 (C) ICTICT451 (C) ICTPRG302 (C) ICTSAS432 (C) ICTGAM427 (E) ICTGAM418 (E) ICTGAM431 (E) ICTGAM433 (E) ICTGAM428 (E) CUAANM301 (E) CUAANM302 (E) CUAANM412 (E) CUAPPM417 (E) CUASOU212 (E) CUASOU304 (E) ICTDMT404 (E) ICTDMT406 (E)</p> | <p>Apply advanced critical thinking to work processes Contribute to cyber security risk management Identify and evaluate emerging technologies and practices Work collaboratively in the ICT industry Comply with IP, ethics and privacy policies in ICT environments Apply introductory programming techniques Identify and resolve client ICT problems Use 3-D software interface and toolsets Use simple modelling animation Design and create 3-D digital models Prepare and complete image rendering processes Create 3-D characters for interactive games Create 2D digital animations Create 3D digital animations Create digital visual effects Create storyboards Perform basic sound editing Prepare audio assets Create visual design components for digital media Produce and edit digital images</p> |
| <p>Learning experiences:</p> | <p>Students will undertake competency-based assessment towards the achievement of the selected certificate. Assessment is competency based and therefore no levels of achievement are awarded. 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.</p> |

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| Assessment: | <p>This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available. This qualification is only for institutional delivery.</p> <ul style="list-style-type: none"> • Projects • Folios • Observations • Quizzes • Checklists • Practical activities <p>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.</p> |
| Pathways: | <p>This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways.</p> |
| Fees: | <p>Year 11 / 12 – (2 year course).</p> <ul style="list-style-type: none"> • \$20 (Non-refundable) A fee applies upon enrolment into the course for printing of certificates. <p>It is recommended that students have the higher level BYO device as indicated on the BYO documentation.</p> |
| Further information: | <p>Please contact Mrs Schaschke, Head of Department - Technology technology@caloundrashes.eq.edu.au</p> |

*** 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.



MSM20216 Certificate II in Manufacturing Technology (VMT)

RTO – Caloundra State High School (RTO No: 30058)



Certificate

The successful completion of this course gives students 4 credits towards the QCE.

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| <p>Qualification description:</p> | <p>The MSM20216 is based on units of competency selected from the MSM Manufacturing training package. <i>3D Design, Industrial Drawing & Manufacturing</i> This program incorporates a Certificate II in Manufacturing Technology and development of industrial design skills. Students will learn how to assemble the electronic and plastic components of their own mini drone, including how to solder and use a Computer Aided Drawing tool to design the plastic components. As part of the course, using the Unmanned Aerial Vehicle created, students will configure their own flight controls as well as testing flight paths and patterns. <i>Please note students will not be in a workshop</i> but working with 3D designing in an industrial context including printing and cutting of 3D components.</p> |
| <p>Entry requirements:</p> | <p>There are no entry requirements for this qualification.</p> <p>Incompatible Subjects: If completed the Certificate II in Manufacturing Technology in year 10 cannot be restudied in senior.</p> |
| <p>Qualification packaging rules:</p> | <p>Total units = 10 (5 core units + 5 elective units from the list below).</p> |
| <p>Core and electives: Competencies covered: MSMENV272 (C) MSMWHS200 (C) MSS402001 (C) MSS402051 (C) MSS402080 (C) MSMPCH299 (E) MSMPCH295 (E) MSS402010 (E) VU22330 (E) VU22340 (E)</p> | <p>Participate in environmentally sustainable work practices Work safely Apply competitive systems and practices Apply quality standards Undertake root cause analysis Make an object from plastic Operate manufacturing equipment Manage the impact of change on own work Select and interpret drawings and prepare three dimensional (3D) sketches and drawings Use 3D printing to create products</p> |
| <p>Learning experiences:</p> | <p>Students will undertake competency-based assessment towards the achievement of the selected certificate. Assessment is competency based and therefore no levels of achievement are awarded. 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.</p> |
| <p>Assessment:</p> | <p>Assessment is competency based and therefore no levels of achievement are awarded.</p> <ul style="list-style-type: none"> • Projects • Quizzes • Class activities • Folio of works • Simulations <p>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.</p> <p>Please note: workmanship of the students' project cannot be guaranteed, as students manufacture them during this course as a learning exercise.</p> |

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| Pathways: | This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways. |
| Fees: | <p>Project materials for construction of your own Mini Drone and other designed components</p> <ul style="list-style-type: none"> • Year 11 / 12 – \$40 per year (2 year course) • \$20 A non-refundable fee applies upon enrolment into the course for printing of certificates. <p>It is recommended that students have the higher level BYO device as indicated on the BYO documentation.</p> |
| Further information: | Please contact Mrs Schaschke, Head of Department - Technology technology@caloundrashes.eq.edu.au |

*** 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.



Dance (DAN)

General senior subject



QCE CREDIT POINTS: 4 points

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

FEES: Nil.

Excursions to professional performances are also conducted as they become available. \$40-\$90 approximately (optional).

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

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

FEES: Nil.

Music is a unique art form that uses sound and silence as a means of personal expression. It fosters creative and expressive communication.

Through composition, performance, and musicology, students use music elements, develop and demonstrate practical music skills, and analyse and evaluate music from a variety of contexts, styles and genres.

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.

Music has the means to prepare students for a future of unimagined possibilities. Students develop highly transferable skills, such as the capacity to work both independently and collaboratively, to engage in a multifaceted world, to be innovative thinkers, and to participate in the authentic music practices of music performers, composers and audiences.

Pathways

While not only a great life skill, a course of study in Music can establish a basis for further education and employment. It is clearly documented that studying Music can lead to a strong and prosperous

career in a number of industries through a variety of avenues. There are over 150 different career paths available from studying music, including; Arts Administrator, Music Therapist, Arts Educator (Music Teacher, Instrumental Music Teacher, University Music Academic), Performer, Composer, Conductor, Producer, Sound Engineer, Creative Director, Stage Manager, Music Lawyer, Music Journalist, and many more!

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, and
- resolve music ideas.

Structure

Year 11 Music starts in Term 4, 2023 – students wishing to undertake Senior Music **MUST** be enrolled in the Year 10 Music Performance Extension Term 4 class. Music is delivered using an Alternative Sequence and is a combined class. Alternative Sequences rotate units in an A/B style, with students undertaking all four units of study throughout the Music course.

| Year A | Unit 1/3 | Unit 2/4 |
|--------|---|---|
| | <p>Designs</p> <p>Through inquiry learning, the following question 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</p> <p>Through inquiry learning, the following question 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> |

| Year B | Unit 1/3 | Unit 2/4 |
|--------|--|---|
| | <p style="text-align: center;">Innovations</p> <p>Through inquiry learning, the following question is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p> | <p style="text-align: center;">Narratives</p> <p>Through inquiry learning, the following question 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 (FA1): • Performance | 20% | Formative Internal Assessment 3 (FA3): • Integrated Project | 35% |
| Formative Internal Assessment 2 (FA2): • Composition | 20% | Formative Internal Assessment 4 (FA4): • 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.

FEES: \$100 (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

FEES: \$100 each year - This enables students to produce/make/paint and take home all artworks, experimental folios and bodies of work.

COSTS in addition to 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 | | | |

CUA20720 Certificate II in Visual Arts (VAT)

RTO – Caloundra State High School (RTO No: 30058)



Certificate

The successful completion of this course gives students 4 credits towards the QCE.

| | |
|--|--|
| Qualification description: | <p>The CUA20720 is based on units of competency selected from the CUA Creative Arts and Culture Training Package.</p> <p>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.</p> |
| Entry requirements: | There are no entry requirements for this qualification |
| Qualification packaging rules: | Total units = 9 (4 core units + 5 elective units from the list below). |
| Core and electives: Competencies covered: | <p>BSBWHS211 (C) CUAACD201 (C) CUAPPR211 (C) CUARES202 (C) CUADRA201 (E) CUAPAI211 (E) CUATEX201 (E) CUADIG212 (E) CUAPRI211 (E)</p> <p>Contribute to health and safety of self and others Develop drawing skills to communicate ideas Make simple creative work Source and use information relevant to own arts practice Develop drawing skills Develop painting skills Develop skills in textile work Develop digital imaging skills Develop printmaking skills</p> |
| 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. |
| Assessment: | <p>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.</p> <ul style="list-style-type: none"> • Observation checklists • Written reflections • Artist statements • Experimental Folios • Artworks • Written tests • Design Briefs • Visual Diary |
| Pathways: | This certificate is designed to further develop foundational skills to prepare for workforce entry or vocational training pathways. |
| Fees: | <ul style="list-style-type: none"> • Year 11 - \$100 / Year 12 - \$100. • \$20 A non-refundable fee applies upon enrolment into the course for printing of certificates. <p>This enables students to produce/make/paint and take home all artworks, experimental folios and bodies of work.</p> |
| Further information: | Please contact Mrs Hounslow, Head of Department – The Arts the_arts@caloundrashes.eq.edu.au |

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

AUR20720

VET Subject

QCE CREDIT POINTS: 4 points

Course Delivered by External Registered Training Organisation - RTO (TBA)



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 units of competency as nominated by the RTO and listed below. Please note some units may change with introduction of upgraded release AUR20720

Core Units

| | |
|------------------|--|
| AURAEA002 | Follow environmental and sustainability best practice in an automotive workplace |
| AURFA003 | Communicate effectively in an automotive workplace |
| AURFA004 | 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 |
| AURTTJ011 | Balance wheels and tyres |
| AURTTA027 | Carry out basic vehicle servicing operations |
| AURTTA005 | Select and use bearings, seals, gaskets, sealants and adhesives |
| AURTTF001 | Inspect and service petrol fuel systems |

Course Cost:

SCTTC *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 CPC10120

VET Subject

QCE CREDIT POINTS: 3 points

Course Delivered by External Registered Training Organisation - RTO (TBA)



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. Units of competency are listed below:

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

| | |
|--------------------|--|
| CPCCWHS2001 | Apply WHS requirements, policies and procedures in the construction industry (c) |
| CPCCWHS1001 | Prepare to work safely in the construction industry (c) [White Card] |
| CPCCCM1013 | Plan and organise work (c) |
| CPCCVE1011 | Undertake a basic construction project (c) |
| CPCCOM1012 | Work effectively and sustainably within the construction industry (c) |
| CPCCCM2005 | Use construction tools and equipment (c) |
| CPCCCM2004 | Handle construction materials (c) |
| CPCCCM1011 | Undertake basic estimation and costing (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) UEE22020

VET Subject

QCE CREDIT POINTS: 4 points

Course Delivered by External Registered Training Organisation - RTO (TBA)



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 or able to demonstrate a high level of achievement in Junior Maths and taking General Maths. This course consists of eight core units and four elective units which will include a General Safety Induction course (CPCCWHS1001 - White Card). The White Card is a necessity for all tradespeople enabling them to work on construction sites in Queensland. Units of competency are listed below:

| | |
|--------------------|---|
| CPCCWHS1001 | Prepare to work safely in the construction industry |
| UEECD0007 | Apply work health and safety regulations, codes and practices in the workplace |
| UEECD0009 | Carry out routine work activities in an energy sector environment |
| UEECD0021 | Identify and select components, accessories and materials for energy sector work activities |
| UEECD0038 | Provide solutions and report on routine electrotechnology problems |
| UEECD0046 | Solve problems in single path circuits |
| UEECD0052 | Use of routine equipment/plant/technologies in an energy sector environment |
| UEERE0021 | Provide basic sustainable energy solutions for energy reduction in residential premises |
| UEECD0008 | Carry out preparatory energy sector work activities |
| UEECD0019 | Fabricate, assemble and dismantle utilities industry components |
| UEECD0020 | Fix and secure electrotechnology equipment |
| BSBCUS201 | Deliver a service to customers |

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 11054NAT

VET Subject

QCE CREDIT POINTS: 4 points

Course Delivered by External Registered Training Organisation - RTO (TBA)



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:

| | |
|--------------------|--|
| CPCPCM2043 | Carry out WHS requirements |
| ASBWA201 | Asbestos awareness in the Construction Industry |
| CPCCWHS2001 | Apply WHS requirements, policies and procedures in the construction industry |
| CPCCWHS1001 | Prepare to work safely in the construction industry |
| CPCPCM2046 | Use plumbing hand and power tools |
| CPCPCM2054 | Carry out simple concreting and rendering |
| CPCPCM3023 | Fabricate and install non-ferrous pressure piping |
| CPCPCM2052 | Weld using oxy-acetylene equipment |
| CPCPCM2049 | Cut using oxy-acetylene equipment |
| CPCPCM2048 | Cut and join sheet metal |
| CPCCCM2012 | Work safely at heights |
| CPCCM2008 | Erect and dismantle restricted height scaffolding |
| CPCPCM2055 | Work safely on roofs |
| CPCPCM2045 | Handle and store plumbing materials |
| CPCPCM2039 | Carry out interactive workplace communication |
| CPCPCM2041 | Work effectively in the plumbing and services sector |
| CPCPCM2047 | Carry out levelling |
| VPC | 80 hours |

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 Retail Cosmetics SHB20116

VET Subject

QCE CREDIT POINTS: 4 points

Course Delivered by External Registered Training Organisation - RTO (TBA)

1 year - 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:

| | |
|--------------------|--|
| BSBWHS201 | Contribute to health and safety of self and others |
| SHBBCCS001 | Advise on beauty products and services |
| SHBBMUP002 | Design and apply make-up |
| SHBXCCS001 | Conduct salon financial transactions |
| SHBXCCS004 | Recommend products and services |
| SHBXIND001 | Comply with organisational requirements within a personal services environment |
| CSHBXIND002 | Communicate as part of a salon team |
| SIRREMER001 | Produce visual merchandise displays |
| SIRXIND003 | Organise personal work requirements |
| SIRXSLS001 | Sell to the retail customer |
| BSBSUS201 | Participate in environmentally sustainable work practices |
| ICTWEB201 | Use social media tools for collaboration and engagement |
| SHBBMUP003 | Design and apply make-up for photography |
| SHBBMUP004 | Design and apply remedial camouflage make-up |
| SHBBRES001 | Research and apply beauty industry information |

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.

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 Aviation (Remote Pilot) AVI30419

VET Subject

QCE CREDIT POINTS: 6 points

Course Delivered by External Registered Training Organisation - RTO (TBA)



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. Student's 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

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

Certificate II in Sustainable Energy (Career Start) UEE22120 VET Subject



QCE CREDIT POINTS: 1 point (TBC)

Course Delivered by External Registered Training Organisation - RTO (TBA)

This qualification is offered only to SCTTTC students who have completed the Cert II Electrotechnology (Career Start) UEE22020 course in 2023. In this course, students will gain a second qualification and will learn the basic skills and knowledge required to work safely and sustainably in any electrotechnology discipline.

Apply work health and safety in the electrotechnology workplace, minimise energy and material usage, provide sustainable energy solutions for residential premises, fabricate components, fix, secure and mount electrotechnology equipment to walls and fixings, and check quality of work completed.

Employment Pathways

Electrotechnology Apprenticeship

Additional Unit (optional) at no extra cost for additional employability skills

UEERL0003 Conduct in-service safety testing of electrical cord connected equipment and cord assemblies.

*All training and assessment delivered by Australian Trade Training College (RTO 31399), on behalf of SCTTTC.

Units completed in Certificate II in Electrotechnology (Career Start)

UEECD0007 Apply work health and safety regulations, codes and practices in the workplace

UEERE0021 Provide basic sustainable energy solutions for energy reduction in residential premises

BSBOPS203 Deliver a service to customers

UEECD0008 Carry out preparatory energy sector work activities

UEECD0009 Carry out routine work activities in an energy sector environment

UEECD0019 Fabricate, assemble and dismantle utilities industry components

UEECD0020 Fix and secure electrotechnology equipment.

Units to be completed to gain Certificate II in Sustainable Energy (Career Start):

UEECD0043 Solve problems in direct current circuits

UEERE0001 Apply environmentally and sustainable procedures in the energy sector

UEERE0020 Promote sustainable energy practices in the community.

Additional unit to boost student employability skills “Test & Tag”

UEERL0003 Conduct in-service safety testing of electrical cord connected equipment and cord assemblies

Students are taught how to conduct standard in-service safety inspection, testing and tagging of electrical equipment in accordance with the electrical safety regulations. The program covers the skills for single and 3-phase/multiphase electrical equipment including extension leads, portable workshop equipment and electrical portable outlet devices (EPODs). Successful completion of this unit will allow candidates to test and tag equipment in their future workplace. No licensing, legislative or certification requirements apply to this unit at the time of publication.

Entry Requirements

SCTTTC Graduate who has successfully completed Certificate II in Electrotechnology (Career Start) UEE22020

Course cost fee-for-service

\$1,050 (TBC - Payable to training provider)

SCTTTC cost

\$100 administration fee (TBC)

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

Appendix 1

About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. 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 plan 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 a minimum of one credit from a Core course of study while enrolled at a Queensland school.

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 in a student's learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 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 | up to 4 |
| QCAA General Extension subjects | up to 2 |
| QCAA General Senior External Examination subjects | 4 |
| Certificate II qualifications | up to 4 |
| Certificate III and IV qualifications (includes traineeships) | up to 8 |
| School-based apprenticeships | up to 6 |
| Recognised studies categorised as Core | as recognised by QCAA |

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

| | |
|---|-----------------------|
| QCAA Short Courses | 1 |
| QCAA Short Course in Literacy | up to 3 |
| QCAA Short Course in Numeracy | as recognised by QCAA |
| Certificate I qualifications | |
| Recognised studies categorised as Preparatory | |

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

| | |
|--|-----------------------|
| QCAA Short Courses | 1 |
| QCAA Short Course in Aboriginal & Torres Strait Islander Languages | up to 4 |
| QCAA Short Course in Career Education | up to 8 |
| University subjects (while a student is enrolled at a school) | as recognised by QCAA |
| Diplomas and Advanced Diplomas (while a student is enrolled at a school) | |
| Recognised studies categorised as Complementary | |

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 requirement 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 English subject
- FSK/2013 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
- FSK/2013 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements



Set amount

20 credits from contributing courses of study, including:

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

Set standard

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

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.

More information

For more information about the QCE requirements, see the following factsheets, 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.



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