We base our curriculum on the fundamental belief that: Quality learning will contribute to students leading morally responsible and productive lives.
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PRINCIPAL’S INTRODUCTION TO YEAR 11

I extend a welcome to students commencing or continuing their studies in the senior phase of learning at Beerwah State High School.

Our vision is “Success for All” and we offer a range of subjects covering a diverse range of interests. The senior phase of learning will provide you with the opportunity to build strong foundations for a happy and successful future.

In Year 10, students consolidate the learnings from the junior phase of learning and investigate the various paths available in the senior phase. The information provided in the “Senior Curriculum Guide” will further assist you in deciding your future life pathways and your Senior Education and Training (SET) Plan. Our subject range, combined with excellent teachers, facilities and resources and a wide range of learning experiences, provides ample opportunity for you to experience success and to develop individual pathways to the future.

Our aim is to help every student develop a senior phase learning program that meets their individual needs - transitioning successfully to further education and training and employment.

The range of subjects and pathways available allows you to select:

- Academic subjects that prepare you for university entrance
- Vocational subjects that prepare you for direct entry to the workforce or for further education and training at a TAFE college
- Or a combination of both

Beerwah High School will provide you with many opportunities to build the foundation for your future, but ultimately the responsibility for success rests with you. The senior phase of learning isn’t easy, but with good personal organisation, self-discipline, good work and study habits you can be very successful and achieve your goals. Set clear goals and be committed to working hard to achieve them.

This curriculum guide is an important tool in assisting students and parents make good decisions about their futures. Other assistance is available from Heads of Department, Guidance Counsellors and at Parent Teacher meetings. Please use these people to assist in your decision-making at this important time in your life.

We believe that for a young person to be the best person they can be in the 21st century, he/she needs to develop skills and capabilities with the following as keys to success:

- Positive relationships
- Engaging, challenging and interesting curriculum
- Opportunities for success
- Support people and programs
- Cooperation between the school and home.

I am sure that you will enjoy your relationship with our school. We look forward to working with you to ensure you successfully complete your senior years.

Glen Robinson
Principal
HOW TO USE THIS SECTION...

The Senior Subject Information Booklet has been compiled to help you make the best possible choices as you enter your senior phase of learning.

All students in the Senior School are eligible to work towards The Queensland Certificate of Education (QCE).

To be eligible for a QCE, students must:

- obtain 20 credits from completed courses of study in Years 11 and 12
- obtaining a minimum of 12 points from completed Core (subjects studied for the full two years) in their Authority/Authority Registered Subjects
- achieve the required standard i.e. generally a sound or better in their 5 subjects
- achieve a Sound in both literacy and numeracy for a minimum of one semester.

All students who complete Year 12 will receive a Senior Statement which details all learning achievements.

In addition to the subjects described in this booklet Year 11 and 12 students may participate in further courses conducted by various universities and TAFEs.

University courses include Headstart Programs offered by several universities including University of the Sunshine Coast. Numerous TAFE courses are also available and further information may be obtained from Guidance Officers or the Institutes themselves.

Marni Bradley
Deputy Principal
# Subject Selection Process for Year 10 Students Going into Year 11

## Stage 1
**Term 2**
Careers Information

## Stage 2
**End Term 2 and beginning Term 3**
- Subject Selection Process by Deputy Principal
- Subject Talks by Heads of Department, Guidance Officer and Industry Liaison officer and VET Co-ordinator

<table>
<thead>
<tr>
<th>Subject Selection Process by Deputy Principal</th>
<th>All Year 10 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Year 10 students will be involved in career education via their Certificate course in Information, Digital Media and Technology</td>
<td></td>
</tr>
</tbody>
</table>

## Stage 3
**Term 3**
- Parent/Student Interview
- Initial Subject Selections on blocks

<table>
<thead>
<tr>
<th>Parent/Student Interview</th>
<th>Senior Education Training Plan (SET Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students wishing to enter Year 11 in 2016 MUST have an interview to confirm subject selections.</td>
<td></td>
</tr>
</tbody>
</table>

(a) All students must be accompanied by parent/s.  
(b) To book an interview time: Phone 5436 5333  
NOTE: Students may not be able to do all five subjects selected at this time.

## Stage 4
**Term 4**
Subject Confirmation

| Subject Confirmation | Students will receive confirmation of subjects for 2016. |

## Choosing Senior Subjects

At Beerwah State High School students usually choose between an OP pathway and a VET pathway.

### OP Pathway

The OP pathway must be selected for students wanting an OP score at the end of Year 12. Students will select a minimum of 5 Authority Subjects. This pathway is intended for those students applying to go to university.

### Authority Subjects

- These subjects follow a Queensland Studies Authority syllabus.

- A minimum of 20 semester units of these subjects is needed for tertiary entrance, three of which must be studied for 4 semesters.
- Attaining a Sound Achievement in these subjects on exit will also contribute 4 points each toward the Queensland Certificate of Education.
- Students who do not achieve a SOUND (C) or better in Year 10 may find related Authority subjects in Years 11 and 12 difficult.
- Your OP is dependent on how well you achieve in your Authority subjects. You need to choose subjects in which you have the best chance of doing well and which you will enjoy.
- You need to ensure you have investigated university courses and identified any subjects that may be a pre-requisite to this course.

### NON–OP Pathway / VET Pathway and Flexible Learning Options

Students who elect this pathway are not intending to go to university straight after completion of Year 12 and can be more flexible in their subject choices.
1. **AUTHORITY REGISTERED SUBJECTS** – These subjects are accredited by the Queensland Curriculum and Assessment Authority (QCAA) and appear on the Senior Certificate. They do not contribute towards tertiary entrance, i.e. they are not included in OP calculations. These subjects may however, contain integrated VOCATIONAL MODULES. Students gain accreditation through the QCAA for these modules.

2. **VET CERTIFICATE COURSES** – These subjects require the competent completion of modules and may require structured workplace learning.
   - Student achievement in accredited vocational modules is based on industry-endorsed competency standards and this may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to TAFE institutes and other registered training organisations.
   - Competencies achieved in VET courses contribute towards your QCE.

**SCHOOL- BASED APPRENTICESHIPS & TRAINEESHIPS**

**SUBJECT CODE:** SATs

**PRE-REQUISITES:** Compulsory: Work Placement in area of interest

**School Based Traineeships aim to prepare students:**
- For the world of work
- By supplementing their school education
- By developing industry accepted skills
- By improving their confidence and maturity.

A School-Based Traineeship is a formal vocational education and training pathway. Students successful in obtaining a school-based traineeship will be required to enter into legal contracts and agreements. One such contract is the Training Agreement. The Training Agreement is a legally binding agreement between the employer, the employee (the student) and legal guardian (if the employee is under the age of 18), which identifies the training required of the employee, the Supervising Registered Training Organisation (S.R.T.O.) and outlines the obligations of all parties to the Agreement. In addition, a Training Plan, detailing the Training Program (modules or competencies to be achieved) and method of delivery, must be drawn up by the S.R.T.O.. For Apprenticeships, the trend is to move away from a “time served” system, to one based on the attainment of competencies.

Traineeships may be commenced and completed by students during their final two years at school. If a student wishes to pursue a career in this industry after Year 12, and is successful in gaining further employment, credit is given for the completed traineeship. That is, a student could seek employment as a “second year” apprentice. However, this will vary from industry to industry.

**ASSESSMENT:**
Assessment will occur “on the job” and “off the job” by qualified Supervising Registered Training Organisation assessors. Assessment is competency based.

**SPECIAL REQUIREMENTS/COMMENTS:**
Beerwah State High School has a specific process all students must follow in order to be eligible for a school-based traineeship. The process is in place to maximise the potential of a student to be successful in the traineeship.

Students will need to:
- Attend with parents/carers information sessions
- Undertake work readiness preparation sessions
- Undertake 5 days Work Experience in their own time and in the field they wish to enter.
- Demonstrate long-term commitment
- Undertake Off-the-Job training with a Supervising Registered Training Organisation (S.R.T.O.) usually in the school holidays
- Understand travel may be necessary to access some traineeship placements and training. (Parent support).

**POSSIBLE ADDITIONAL ACCREDITATION**
Certificate II or III in Traineeship Industry Area

For further information contact:

Mrs Cindy Reader
Industry Liaison Officer
Brisbane School of Distance Education

All students have the option of selecting subjects as part of their school course that are offered by the Brisbane School of Distance Education (BSDE).

- A student may elect to take a BSDE subject if the subject is not offered by the school.
- A student may elect to take a BSDE subject if they cannot take a subject offered by the school because it clashes with another subject on a subject line.
- BSDE subjects are offered in an online capacity where students attend a tutorial at school and are taught by an online tutor for approximately 2x 60 minute lessons per week with a further opportunity to access a 35 minute catch up session if required.
- The school has no control over what time these lessons are set and acknowledges that they may cut into scheduled lesson time for other school subjects.
- The school has provided an Independent Learning Centre (ILC) complete with computer access and phone access for students to undertake BSDE subjects.
- When the subject is one that is offered within the school the HEAD of Department and relevant teachers will be on hand to offer further support to students taking that subject and to assist with assessment items.

TAFE - This subject would be a sixth subject. Students are required to be enrolled in five subjects at Beerwah State High School.

Students may elect to undertake flexible learning options by accessing a specific TAFE course.

- These courses are subject to enrolment conditions at TAFE and are usually conducted off campus.
- Students electing to take a TAFE course may have a FLEX and are not required to take the recommended 5 subjects from the school line structure. An interview with the Deputy Principal must be completed before this is approved.
- The school has no control over the timetabling of any TAFE courses and acknowledges that the students will be required to have a day off school that may not coincide with their non-timetabled study day.
- Any student who has a FLEX in their timetable is required to utilise this time to make up for the class time missed from other subjects due to attendance at TAFE.

No matter what type of pathway you choose it is essential that all students are aiming to achieve their Queensland Certificate of Education (QCE).
To be eligible for the QCE, students must complete 20 credits ...

The required amount of learning

- Students must attain between 12 and 20 credits from completed core courses of study
- Students may also include up to 8 credits from a combination of core, preparatory, enrichment or advanced courses

<table>
<thead>
<tr>
<th>Core</th>
<th>Credit</th>
<th>Preparatory</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority or Authority-registered Subject <em>(except functional Maths/English)</em></td>
<td>4</td>
<td>Certificate I vocational qualification – a maximum of 2 can count</td>
<td>2</td>
</tr>
<tr>
<td>a Senior External Examination</td>
<td>4</td>
<td>an employment skills development program – only 1 can count</td>
<td>2</td>
</tr>
<tr>
<td>VET Certificate II</td>
<td>4</td>
<td>a re-engagement program – only 1 can count</td>
<td>2</td>
</tr>
<tr>
<td>VET Certificate III–IV*</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-based apprenticeships and Traineeships</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tailored training program</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>international learning program</td>
<td>4</td>
<td></td>
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</table>

Minimum of 12 credits  
Maximum of 4 credits

<table>
<thead>
<tr>
<th>Enrichment</th>
<th>Credit</th>
<th>Advanced</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>a level of a recognised certificate or award in areas such as music, dance, drama, sport and community development</td>
<td>1</td>
<td>a one-semester university subject undertaken while at School</td>
<td>2</td>
</tr>
<tr>
<td>a negotiated community or self-directed project</td>
<td>1</td>
<td>a two-semester university subject undertaken while at School</td>
<td>4</td>
</tr>
<tr>
<td>structured workplace or community learning</td>
<td>1</td>
<td>competencies in a diploma or advanced diploma over at least a semester (or its equivalent)</td>
<td>2</td>
</tr>
<tr>
<td>Authority extension subject</td>
<td>2</td>
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</table>

Maximum of 8 credits  
Maximum of 8 credits

* Some Certificates III and IV are exempted and will attract less than 8 credits a list is available at www.qsa.edu.au/learning_priorities/qce/exempt_certs.html

... achieve the required standard ...

<table>
<thead>
<tr>
<th>Course of Study</th>
<th>Set Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority subjects such as Accounting and History</td>
<td>at least a Sound Level of achievement†</td>
</tr>
<tr>
<td>Authority-registered subjects such as Pre-vocational Maths</td>
<td>at least a Sound Level of achievement†</td>
</tr>
<tr>
<td>VET Certificates II–IV</td>
<td>competence</td>
</tr>
<tr>
<td>university courses/subjects/units undertaken while still at school</td>
<td>at least a pass as defined by the course</td>
</tr>
<tr>
<td>recognised certificates or awards in areas such as music, dance, drama and sport coaching</td>
<td>awarded</td>
</tr>
</tbody>
</table>

† There is an exception to this requirement. Up to two semesters of Authority and Authority-registered subjects at Limited Achievement can be conceded toward the award of a QCE. If needed, providing the student has exited the subject(s) after the first or second semester of the courses.

... and include literacy and numeracy.

| Literacy                                                         | Numeracy                                                                 |
|                                                                |                                                                            |
| at least a Sound Level of Achievement in a semester of an Authority or Authority registered English subject,% | at least a Sound Level of Achievement in a semester of an Authority or Authority registered mathematics subject,% |
| a Sound Level of Achievement for the QSA short course in literacy | a Sound Level of Achievement for the QSA short course in numeracy |
| Competence in Course in Vocational Literacy 3, 39153QLD         | Competence in Course in Vocational Numeracy 3, 39163QLD                  |
| at least a C on the Queensland Core Skills Test                  | at least a C on the Queensland Core Skills Test                           |

% Functional English and Functional Mathematics do not meet the standards for literacy and numeracy requirements.
THE STUDENT EDUCATION PROFILE
The Student Education Profile consists of 3 documents:

(a) SENIOR STATEMENT
The Senior Statement is a record of all your learning achievements banked to your Learning Account. It records the details of where and when the learning took place and the level of your achievement.

(b) QUEENSLAND CERTIFICATE OF EDUCATION
The QCE, is awarded when a specified study pattern has been achieved, that is at least 20 credits including completed courses of study at a set standard and a literacy and numeracy requirement. The TERTIARY ENTRANCE STATEMENT (Eligible students only)

- An Overall Position (OP) which indicates a student’s rank order position based on overall achievements in 20 semester units of QCE Subjects. It is expressed as a numerical ranking from 1-25.
- A field Position (FP) which indicates a student’s rank order position in individual QCE Subjects in up to five fields. Each statement is expressed as a ranking from 1-10.

(c) SENIOR STATEMENT OF RESULTS
Issued to a student at any time other than the end of Year 12, such as when the student:

- Completes the requirements of the QCE
- Sits for a Senior External Examination

The Statement of Results is cumulative and shows all the contributing studies to date.

More details are contained in a pamphlet given to all Year 10 students. Information and explanation is always available from the school, either formally through student information sessions, parent information nights or informally through individual inquiries.

PATHWAYS AFTER YEAR 10

- AIMING TO GO TO UNIVERSITY
  - 5 AUTHORITY SUBJECTS
    - UNIVERSITY
    - PROFESSIONAL EMPLOYMENT
    - TAFE COLLEGES

- UNDECIDED ABOUT GOING TO UNIVERSITY AND WANTING KEEP ALL OPTIONS OPEN – UNIVERSITY, TAFE OR WORK.
  - AUTHORITY SUBJECTS (LESS THAN 5) AND AUTHORITY REGISTERED SUBJECTS
    - SEMI-PROFESSIONAL EMPLOYMENT
    - HIGHLY-SKILLED EMPLOYMENT
    - TAFE COLLEGES

- WANTING A VOCATIONAL PATHWAY TO EMPLOYMENT, SKILLED EMPLOYMENT OR FURTHER TRAINING
  - AUTHORITY OR AUTHORITY REGISTERED SUBJECTS
    - VET CERTIFICATE COURSES
    - ALTERNATIVE PATHWAYS
      - SKILLED EMPLOYMENT
      - TAFE COLLEGES

- UNDECIDED ABOUT GOING TO UNIVERSITY AND WANTING KEEP ALL OPTIONS OPEN – UNIVERSITY, TAFE OR WORK.
<table>
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<tr>
<th>FACULTY</th>
<th>SUBJECT</th>
<th>CODE</th>
<th>TYPE</th>
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<td>BUSINESS &amp; IT</td>
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<td>CERTIFICATE II in BUSINESS</td>
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<td>CERTIFICATE IV IN JUSTICE STUDIES</td>
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<td>TECHNOLOGY</td>
<td>CERTIFICATE III IN EARLY CHILDHOOD AND CARE</td>
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<td>MUSIC EXTENTION (YEAR 12)</td>
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<td>Authority</td>
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<td></td>
<td>VISUAL ARTS</td>
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<td>VISUAL ARTS IN PRACTICE</td>
<td>VAP</td>
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<tr>
<td></td>
<td>FILM TELEVISION &amp; NEW MEDIA</td>
<td>FTM</td>
<td>Authority</td>
<td>$60</td>
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<tr>
<td></td>
<td>MEDIA ARTS IN PRACTICE</td>
<td>MAP</td>
<td>Authority Registered</td>
<td>$30</td>
</tr>
</tbody>
</table>

*Subject consumable fees must be paid in full by the end of February in any calendar year.
OVERALL PLAN FOR SUBJECT SELECTION

CHOOSE SUBJECTS AND FLEXIBLE PATHWAYS

- you enjoy
- in which you are interested
- in which you have already had some success or have talent/ability
- that challenge you
- that lead to a Queensland Certificate of Education (QCE)
- which will help you reach chosen careers
- which will preserve as many career options as possible by considering Prerequisite Subjects and FP and OP Eligibility that will develop skills, knowledge and attitudes which will be valuable throughout life.

FIND OUT ABOUT 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. The Guidance Officer may be able to help you in this area.

TERTIARY ENTRANCE

If you wish to study a degree or diploma course at university or TAFE after year 12

- Ensure you select the pre-requisite subjects required for your preferred courses.
- Ensure that you are prepared to put in the required effort to ensure you are able to do well in the Authority subjects you have selected so that you give yourself the best chance of achieving your best OP.
- Speak to the Guidance officer about a RANK. Some students who are not eligible for an OP are able to get into some tertiary courses on the basis of a section RANK.

RESOURCES TO ASSIST SUBJECT SELECTION

- Senior Curriculum 2017
- Tertiary Prerequisites 2017 – A QTAC Summary of Selection Criteria for Entry to Universities, TAFE Qld and Colleges
- QTAC Guide – Tertiary Courses 2017
- Queensland Job Guide 2017
- Subject texts & materials
- University, TAFE and private provider handbooks
- CD ROMs
- Internet
- School staff
- Parents, Relatives, Friends
- Students in Years 11 & 12
- Guidance Counsellor – guidance and career counselling
USEFUL INTERNET SITES FOR CAREER PLANNING

There are many Internet sites that can help you with your career planning. Below is a selection you might find useful. Many of these sites have links to other helpful sites. Be aware that Internet addresses do change.

<table>
<thead>
<tr>
<th>Career questionnaires</th>
<th>Manufacturing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Careers</td>
<td><a href="http://www.zoom.aigroup.asn.au/">www.zoom.aigroup.asn.au/</a></td>
</tr>
<tr>
<td>myfuture</td>
<td><a href="http://www.amsa.asn.au/">www.amsa.asn.au/</a></td>
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<tr>
<td><a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a> (select My Guide)</td>
<td>Mining</td>
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<tr>
<td>Smart future</td>
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<td><a href="http://www.smartfuture.qld.gov.au">www.smartfuture.qld.gov.au</a></td>
<td>Music industry</td>
</tr>
<tr>
<td>Career planning</td>
<td>Nursing</td>
</tr>
<tr>
<td>Australia’s Careers Online</td>
<td><a href="http://www.thinknursing.com/">www.thinknursing.com/</a></td>
</tr>
<tr>
<td><a href="http://www.cis.qsa.qld.edu.au/">www.cis.qsa.qld.edu.au/</a></td>
<td>Recreation industry</td>
</tr>
<tr>
<td>myfuture</td>
<td><a href="http://www.rfq.com.au">www.rfq.com.au</a></td>
</tr>
<tr>
<td>myfuture.edu.au (select My Guide)</td>
<td>Retail</td>
</tr>
<tr>
<td><a href="http://www.jobjuice.gov.au/">www.jobjuice.gov.au/</a> (select Choose a direction)</td>
<td>Science</td>
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<td><a href="http://www.smartfuture.qld.gov.au">www.smartfuture.qld.gov.au</a></td>
</tr>
<tr>
<td>Occupational information</td>
<td>Tourism and hospitality</td>
</tr>
<tr>
<td>Australian Careers</td>
<td><a href="http://www.tiq.org.au/">www.tiq.org.au/</a></td>
</tr>
<tr>
<td><a href="http://jobsearch.gov.au/">http://jobsearch.gov.au/</a> (select Careers and Job Explorer)</td>
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<tr>
<td>Australia’s Careers Online</td>
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<tr>
<td><a href="http://www.careersonline.com.au/">www.careersonline.com.au/</a> (select Start here/World of career information)</td>
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<tr>
<td>Jobguide</td>
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<tr>
<td>Job Outlook</td>
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<tr>
<td>myfuture</td>
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<tr>
<td><a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a> (select The Facts)</td>
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<td>Specific occupations</td>
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<tr>
<td>Accounting</td>
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<tr>
<td><a href="http://www.icaa.org.au/">www.icaa.org.au/</a></td>
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<tr>
<td>Architecture</td>
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<td><a href="http://www.architecture.com.au">www.architecture.com.au</a></td>
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<td>Autocareers</td>
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<td><a href="http://www.autocareers.com.au">www.autocareers.com.au</a></td>
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<tr>
<td>Construction industry</td>
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<td><a href="http://www.constructmycareer.com.au">www.constructmycareer.com.au</a></td>
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<tr>
<td><a href="http://www.bigplans.com.au">www.bigplans.com.au</a></td>
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<tr>
<td>Defence jobs</td>
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<td><a href="http://www.defencejobs.gov.au">www.defencejobs.gov.au</a></td>
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<tr>
<td>Engineering</td>
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<tr>
<td>Film &amp; TV industry</td>
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<td>The Source</td>
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<td><a href="http://thesource.gov.au">http://thesource.gov.au</a></td>
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<tr>
<td>Youth Allowance Guide</td>
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<tr>
<td>Information technology</td>
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<td><a href="http://www.acs.org.au/">www.acs.org.au/</a> (select IT Careers Portal)</td>
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<td><a href="http://www.itskillshub.com.au">www.itskillshub.com.au</a></td>
<td></td>
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<tr>
<td>Training sites</td>
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<tr>
<td>Department of Employment &amp; Training</td>
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<tr>
<td><a href="http://www.trainandemploy.qld.gov.au">www.trainandemploy.qld.gov.au</a></td>
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<tr>
<td>Department of Education, Science &amp; Training</td>
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<tr>
<td><a href="http://www.dest.gov.au">www.dest.gov.au</a></td>
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<tr>
<td>New Apprenticeships Centres</td>
<td><a href="http://www.newapprenticeships.gov.au">www.newapprenticeships.gov.au</a></td>
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<tr>
<td>National Training Information Service</td>
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<tr>
<td><a href="http://www.ntis.gov.au">www.ntis.gov.au</a></td>
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<tr>
<td>TAFE Queensland</td>
<td><a href="http://www.tafe.qld.gov.au">www.tafe.qld.gov.au</a></td>
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<tr>
<td>Financial assistance</td>
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<td>Centrelink</td>
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<td><a href="http://www.centrelink.gov.au">www.centrelink.gov.au</a></td>
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<tr>
<td>Going to uni</td>
<td><a href="http://www.goingtouni.gov.au/">www.goingtouni.gov.au/</a> (select Fees, loans and scholarships)</td>
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<tr>
<td>The Source</td>
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<tr>
<td><a href="http://thesource.gov.au">http://thesource.gov.au</a></td>
<td></td>
</tr>
</tbody>
</table>
Scholarships

Going to uni
www.goingtouni.gov.au/ (select Fees, loans and scholarships)
myfuture
www.myfuture.edu.au (select The Facts)
Career Information Service
www.cis.qsa.qld.edu.au//learningoptions/study-how/scholarships.html
Also see tertiary institution websites
(select, or search for, Scholarships)

Queensland education sites
Education Queensland
www.education.qld.gov.au
Queensland Studies Authority
www.qsa.qld.edu.au
Queensland Tertiary Admissions Centre
www.qtac.edu.au
Smart OP
www.qsa.qld.edu.au//for/students/smartOP.html

Tertiary institutions
Australian Catholic University National
www.acu.edu.au
Australian Agricultural College Corporation
www.agriculturalcollege.qld.edu.au/
Australian College of Natural Medicine
www.acnm.edu.au
Australian Defence Force Academy
www.defence.gov.au/adfa/
Australian Maritime College
www.amc.edu.au
Australian tertiary course information
www.goingtouni.gov.au (select Course Information)
Australian Universities (select Universities)
www.avcc.edu.au
Bond University
www.bond.edu.au
Central Queensland University
www.cqu.edu.au
Christian Heritage College
www.chc.qld.edu.au
Griffith University
www.gu.edu.au
James Cook University
www.jcu.edu.au
QANTM
www.qantmcollege.edu.au
Open Universities of Australia
www.open.edu.au
Queensland University of Technology
www.qut.edu.au
Queensland Institute of Business & Technology
www.qibt.qld.edu.au
Southern Cross University
www.scu.edu.au

The University of New England
www.une.edu.au
The University of Queensland
www.uq.edu.au
University of the Sunshine Coast
www.usc.edu.au
University of Southern Queensland
www.usq.edu.au

Job search

Australian workplace
www.workplace.gov.au
Career one
www.careerone.com.au
Youth Pathways
www.youthpathways.dest.gov.au
Seek
The Source
http://thesource.gov.au
Queensland Government jobs
Commonwealth Government jobs
www.psgazetteonline.gov.au (select Employment)
Defence Forces
www.defencejobs.gov.au (select Careers)

Guide for students with disabilities – some tertiary examples

Australian Catholic University National
Griffith University
www.gu.edu.au/ua/aa/ss/equity/home.html
Queensland University of Technology
www.equity.qut.edu.au/programs
The University of Queensland

Gap year organisations

Antipodeans Abroad
Camp America
Gap Australia
www.gapaustralia.org/
InterExchange
www.interexchange.org/
International Exchange Programs
www.iep.org.au/homev3_flash.asp
Overseas Working Holidays
STA Travel
The Do’s and Don’ts of Choosing Subjects

DO choose subjects that:
- you are good at
- are prerequisites for a course or career
- you enjoy or are interested in
- will help your career and employment goals
- will help you develop skills, knowledge and attitudes useful in life
- you are willing to work hard in.

DO check out subjects that you intend to study by:
- reading each outline carefully, including prerequisites
- talking to the teachers for each subject
- talking to students who are studying or have recently studied this subject
- attending and asking questions at the Subject Expo Evening
- looking at text books and materials used in this subject.

DON’T choose subjects:
- that you have struggled with or disliked in the past
- because you think they will be easy or a bludge (they’re not)
- because your friends are doing them
- if you have not researched beyond the name of the subject e.g. choosing Tourism because you like taking holidays
- because someone tells you to do it because you’re good at it (remember the DOs! It is your pathway NOT theirs!)
- because you like / dislike the teacher
- because they’ve been dressed up to ‘look good’ – look beyond the façade.

Please note the following points carefully:
- Information contained in this handbook is subject to change, without notice.
- Subjects listed may not be offered in 2016 due to student demand or School capacity to deliver.
- In most cases, subjects will be delivered at the school by teaching staff. However, there could be other subjects where another, flexible delivery option is available. In such cases, student ability to access these subjects could be dependent upon their ability to travel to another site, perhaps at a time outside regular school hours.
- Some subjects / courses may carry additional levies.
- The SET Plan interviews will occur on the second Tuesday in Term Three.
Faculty Subjects for Year 11- 2017

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Authority Subject (OP)</th>
<th>Authority Registered (Non OP)</th>
<th>Certificate Qualification (Non OP)</th>
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<tbody>
<tr>
<td>Communications</td>
<td>English</td>
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<td>Spanish</td>
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<td>Maths</td>
<td>Mathematics A</td>
<td>Prevocational Maths</td>
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<td>Mathematics B</td>
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<td>Mathematics C</td>
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<tr>
<td>Humanities</td>
<td>Modern History</td>
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<td></td>
<td>Ancient History</td>
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<td></td>
<td>Geography</td>
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<tr>
<td>Science</td>
<td>Biology</td>
<td>Science in Practice</td>
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<td></td>
<td>Chemistry</td>
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<td>Physics</td>
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<tr>
<td>HPE</td>
<td>Physical Education</td>
<td>Recreation Studies</td>
<td>SIS30313 Certificate III in Fitness ^</td>
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<tr>
<td>The Arts</td>
<td>Dance</td>
<td>Visual Art Studies</td>
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<td>Drama</td>
<td>Media Studies</td>
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<td></td>
<td>Film, Television &amp; New Media</td>
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<td></td>
<td>Music</td>
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<td></td>
<td>Visual Art</td>
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<tr>
<td>Business</td>
<td>Business Management</td>
<td>Tourism</td>
<td>ICT20115 Certificate II in Information, Digital Media &amp; Technology</td>
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<td></td>
<td>Legal Studies</td>
<td></td>
<td>BSB20115 Certificate II in Business</td>
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<td>SIT20112 Certificate II in Tourism</td>
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<td>39292QLD Certificate IV in Justice Studies ^</td>
</tr>
<tr>
<td>Technology (Home Ec)</td>
<td>Early Childhood Studies</td>
<td>Hospitality Practices</td>
<td>CHC30113 Certificate III in Early Childhood Education &amp; Care ^</td>
</tr>
<tr>
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<td>SIT20216 Certificate II in Hospitality ^</td>
</tr>
<tr>
<td>Technology (Industrial)</td>
<td>Graphics</td>
<td>Manufacturing - Engineering</td>
<td>CPC10111 Certificate I in Construction</td>
</tr>
<tr>
<td></td>
<td>Technology Studies</td>
<td>Manufacturing – Furnishings</td>
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</tr>
<tr>
<td>Education Services</td>
<td></td>
<td>Specialised subjects</td>
<td>CHC10108 Certificate I in Work Preparation (Community Services)</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>FSK10113 Certificate I in Access to Vocational Pathways</td>
</tr>
</tbody>
</table>

Certificate Qualifications flagged with an ^ are delivered in partnership with an external RTO.

Students can choose to combine their core program with a range of alternate learning options delivered in partnership with our school. These include:

- School Based Apprenticeships and Traineeships (SATS)
- Authority Subjects via Brisbane School of Distance Education (BSDE)
- HEADSTART – University Prep Programs
Subject name: ICT20115  
Certificate II in Information, Digital Media and Technology  
Subject code XIT

Subject type: VET Subject BSHS RTO - 30229

QCE Eligibility: Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education

Subject Fee: $20 for both year 11 and 12

Special Equipment and Stationery Requirements: USB

Prerequisites: It is advantageous for students to have studied Junior Computer studies. However, this is not mandatory.

Course Outline: 

Year 11: 
Semester 1 – Website Development (Dreamweaver) 
ICTICT204A - Operate a digital media technology package
Document Production (Word 2010)
ICTICT203A- Operate application software packages
ICTICT207A- Integrate commercial computing packages
Digital Still Imaging (Adobe Photoshop)
CUFDIG303A- Produce and prepare photo images
ICPDNT321- Capture a digital image
Semester 2 – Game Development Assignment (Game Maker)
ICTICT204- Operate a digital media technology package
ICTICT202 – Work and communicate effectively in a IT environment
Online Communication Project with Flash Animation
ICTWEB201- Use Social Media Tools for Collaboration and Engagement

Year 12: 
Semester 3 – Use Computer operating systems and Hardware
ICTICT201 – Use Computer Operating Systems and Hardware
Digital Audio (Adobe Addition)
CUFSOU204 - Perform basic sound editing
BSBWHS201 – Participate in OHS processes (Core)
BSBSUS201 - Participate in environmentally sustainable work practices. (Core)
Digital Still Imaging (Adobe Illustrator) Portfolio
ICTICT205 - Design basic organisational document using computing packages.
ICTICT204 -Operate a digital media technology package. (Core)
Semester 4 - Digital Video (Adobe After Effects) Multimedia Presentation.
CUFPO201 - Perform basic vision and sound editing
ICTOCT212 - Incorporate Indigenous needs and perspectives into ICT environment.
Integrated Assignment.
ICTTM321 - Capture a digital image.
ICTICT204 - Operate a digital media technology package.
CUFSOU204A - Perform basic sound editing
CUFPOS201A - Perform basic vision and sound editing
The following assessment instruments may be used:
- tests - assignment
- project and report - social media booklet
- integrated project - projects
- observations

Assessment:

Studying Certificate II in IDMT can establish a basis for further education and employment in IT help desks, administration work, graphic design, animation, web design, game design, IT industry, data entry, office administration.

Career Pathways:

DISCLAIMER: Correct at time of publication, but may change dependant on training package. 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 RTOs 1.13-1.16 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.
Subject name: **Business Management**  
Subject code: BMN

**Authority Subject**

Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.

**Subject Fee:** Nil

**Special Equipment and Stationery Requirements:** Students will be required to have an A4 notebook and a USB.

**Prerequisites:**  At least a C level of achievement in Year 10 English. Studying Junior Enterprise Education is an advantage.

**Course Overview:** Studying Business Management lets you be creative and innovative as you learn how businesses are managed and understand the important role that managers play in business.

In Business Management, you will explore the main functions of businesses and the ways that these functions work together to achieve business goals. You will investigate the many decisions that business managers face.

You will participate in practical and authentic business situations, for example you will be involved in developing feasibility studies and analysis and evaluation of real life business case studies.

If you study Business Management you will:

- develop an appreciation of what determines the effectiveness of one’s role as consumer, employee, manager and entrepreneur
- develop communication and interpersonal skills while working in groups and managing people in order to achieve goals
- gain an insight into what is required to establish and manage a small business or organization.

**Course outline:**

**Year 11:**

- **Semester 1** – Management Practices & Corporate Management
- **Semester 2** – Small Business Management & Financial Management

**Year 12:**

- **Semester 3** – Home-based Business
- **Semester 4** – Business in the future – e-business & Management of not-for-profit organisations

**Assessment:** The following assessment instruments may be used:

- short response tests
- extended response tests
- extended response multimodal presentations
- extended response test

**Career Pathways:** A course of study in Business Management can establish a basis for further education in human resource management, financial management, marketing and operations management as well as corporate systems management. The subject will also be beneficial when seeking employment in enterprises of all sizes.
### Subject name: BSB20115 Certificate II in Business
### Subject code: VBU

**QCE Eligibility:**
Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.

**Subject Fee:**
$20 for both Year 11 and 12.

**Special Equipment and Stationery Requirements:**
USB

**Prerequisites:**
It is advantageous for students to have studied Enterprise Education. However, this is not mandatory.

**Course Outline:**

#### Year 11:

**Semester 1 – Business Administration**
- BSBITU201 – Produce simple word processed documents
- BSBITU303 – Design and produce text documents
- BSBITU202 – Create and use spreadsheets

**Semester 2 – Working in the Business World**
- BSBCUS201 – Deliver a service to customers
- BSBCM201 – Communicate in the workplace

#### Year 12:

**Semester 3 – Safe and sustainable work practices**
- BSBWHS201 – Contribute to health and safety of self and others (core)
- BSBUS201 – Participate in environmentally sustainable work practices
- BSBITU302 – Create electronic presentations
- BSBINM201 – Process and maintain workplace information
- BSBWOR204 – Use business technology

**Semester 4 – Building a small business**
- BSBSMB201 – Identify suitability for micro business
- BSBWOR202 – Organise and complete daily work activities

**Assessment**
The following assessment instruments may be used:
- folio of tasks
- observations

**Career Pathways:**
Studying Certificate II in Business can establish a basis for further education and employment in small-to-medium enterprise, administration work, retail service and management.

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**DISCLAIMER:** Correct at time of publication, but may change dependant on training package. 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 RTOs 1.13-1.16 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.
**Subject name:** CERTIFICATE IV IN CRIME AND JUSTICE  
**Subject code:** VJS  
**Subject type:** Vet Subject – Delivered in partnership with Unity College RTO 32123

**QCE Eligibility:** Successful completion of the course gives students direct entry into the Bachelor of Criminology and Justice at the University of the Sunshine Coast with 4 credit points (equivalent to 6 months off the duration of the course). Completion also guarantees 8 QCE points. **This subject is to be completed as a sixth subject.** To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed. These units are under the current National Training Package, however some elective units are subject to change prior to the commencement of the 2016 school year. This is to ensure alignment to current industry practices is at its optimum.

**Subject Fee:** $700 (The course is offered at a significantly less fee than if students were to enrol in this course personally after finishing school).

**Course Overview:** Content is delivered in a face to face classroom environment through Legal Studies/Certificate IV Crime and Justice classes or via course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, 3 x compulsory after school workshops with industry professionals.

**Technology required:** access to the internet.

**Aims:** The Certificate IV in Crime and Justice course is designed to:
- provide students with a broad understanding of the justice system
- develop the personal skills and knowledge which underpin employment in the justice system

Students who choose to complete this Certificate will complete the units of this course in several different ways:
- Content learnt during Legal Studies/Certificate IV Justice classes or via course content provided by your trainer and assessor
- Online reading and activities
- Whole day workshops
- Night/after school tutorials (for students who study the course independently)

**Course Outline:** Completion of the course will require **extra outside school** commitment. You will be required to complete extra assessment items in addition to Legal Studies assessment. However, students will receive personal guidance and support from the trainer and assessor to assist them to successfully complete this Certificate.

There are **10 Units of competency.**
- **Core units (6) and Elective unit (4)**
  - BSBLEG413A Identify and apply the legal framework
  - JUSCOM401 Communicate with clients on justice related issues
  - JUSDCP402 Prepare documentation for court proceedings
  - JUSSJI403 Analyse social justice issues
  - BSBRES401A Analyse and present research information
  - PSPREG003 Apply regulatory powers

- **Electives:**
  - BSBLEG416A Apply the principles of the law of torts
  - PSPREG409B Prepare a brief of evidence
  - BSBWOR402A Promote team effectiveness
  - BSBWOR404A Develop Work Priorities

**Assessment:** Evidence contributing towards competency will be collected throughout the program. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.

**Career Pathways:** The Certificate IV in Crime and Justice 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.

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**DISCLAIMER:** Correct at time of publication, but may change dependant on training package. 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 RTOs 1.13-1.16 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.
Subject name: SIT 20112
Certificate II in Tourism

Subject type: Vocational Education and Training. Delivered in partnership with SmartSkill RTO 5710

QCE Eligibility: All units of competency must be achieved to receive the full certificate. Successful completion of two semesters contributes 4 points towards achieving the Queensland Certificate of Education.

Subject Fee: VET is funded. Subject fees - Yr 11: $40

Special Equipment and Stationery Requirements: This qualification is offered over one year.

Prerequisites: It is advantageous for students undertaking this course to show an interest in a career in the Tourism Industry.

Course overview: Certificate II in Tourism is a one year course that will provide students with the skills and knowledge to begin a career in the tourism and travel industry with confidence and enthusiasm. Individuals with this qualification are able to work in multiple tourism industry facilities, travel agencies, hotels, restaurants, theme parks, transportation and many other exciting areas. This qualification reflects the role of individuals who use a defined and limited range of operational skills. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. They work under direct supervision. Delivery of some units will be in partnership with SmartSkills RTO.

Course outline: 11 Units of competency must be completed to achieve the full qualification including 4 core units and 7 elective units.

Core units
SITTIND201 Source and use information on the tourism and travel industry
SITXCOM201 Show social and cultural sensitivity
SITXCSS202 Interact with customers
SITXWHS101 Participate in safe work practices

Electives
SITXFSA101 Use hygienic practices for food safety
SITHFAB101 Clean and tidy bar areas
SITHFAB201 Provide responsible service of alcohol
SITHFAB202 Operate a bar
SITHGAM201 Responsible gambling services
SITXCSS101 Provide information and assistance
SITXCSS201 Provide visitor information
BSBSUS2201A Participate in environmentally sustainable work practices

Assessment: Students will undertake competency-based assessment towards the achievement of the selected certificate. This is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace. Assessment is competency based and therefore no levels of achievement are awarded.
*Theory workbooks  *Observation checklists  *Practical demonstrations
*Role plays  *Work simulations  *Knowledge tests  *Team tasks
*Internet research  *Oral presentation  *Work placement

Career Pathways: This qualification provides a pathway to work in many tourism and travel industry sectors and for a diversity of employers including retail travel agencies, tour wholesalers, tour operators, attractions, cultural and heritage sites and any small tourism business requiring multi-skilled employees. Work could be undertaken in an office environment where the planning of tourism and travel products and services takes place, in the field where products are delivered or a combination of both. See: http://www.aapathways.com.au/Career-Resources/Job-Pathway-Charts-Link/Charts?Ind=13283&return=/Career-Resources/Job-Pathway-Charts-Link/Job-Pathways-Charts-PDF

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<table>
<thead>
<tr>
<th>Subject name:</th>
<th>Legal Studies</th>
<th>Subject code: LEG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject type:</td>
<td>Authority Subject</td>
<td></td>
</tr>
<tr>
<td>QCE Eligibility:</td>
<td>Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.</td>
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<tr>
<td>Subject Fee:</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>Special Equipment and Stationery Requirements:</td>
<td>Students will be required to have an A4 notebook, a USB and an A4 Display folder</td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>At least a C level of achievement in Year 10 English. A high achievement in Year 10 Humanities would also be an advantage.</td>
<td></td>
</tr>
<tr>
<td>Course Overview:</td>
<td>Legal Studies is about developing an understanding of the Australian legal system and how it affects your basic rights, obligations and responsibilities. You will explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes. By examining factors that have led society to create a legal system, you will develop knowledge and understanding of the frameworks which regulate and shape our society. You will develop confidence in approaching and accessing the Australian legal system and will develop a better appreciation of the relationship between social and legal structures. Through the investigation of legal issues you will develop high-order thinking skills, including analysing, evaluating and justifying and will learn using case studies and scenarios.</td>
<td></td>
</tr>
</tbody>
</table>
| Course Outline: | Year 11:  
Semester 1 – The Legal System & Criminal Law  
Semester 2 – Introduction to Civil Obligations and Human Rights  
Year 12:  
Semester 3 – Family and the Law & International Law  
Semester 4 – Independent Study & Housing and the Law/Sport and The Law. |
| Assessment: | The following assessment instruments may be used:  
- short response tests  
- extended Response tests  
- response to Stimulus tests  
- multimodal presentations  
- extended research response |
<p>| Career Pathways: | A course of study in Legal Studies can establish a basis for further education and employment in law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics. |</p>
<table>
<thead>
<tr>
<th>Subject name:</th>
<th>English</th>
<th>Subject code: ENG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject type:</td>
<td>Authority Subject</td>
<td></td>
</tr>
<tr>
<td>QCE Eligibility:</td>
<td>Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.</td>
<td></td>
</tr>
<tr>
<td>Subject Fee:</td>
<td>NIL</td>
<td></td>
</tr>
<tr>
<td>Special Equipment and Stationery Requirements:</td>
<td>NIL</td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>At least a C level of achievement in Year 10.</td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>English is an academically rigorous subject with a focus on analytical and critical thinking through study of literature (novels, drama and poetry), non-fiction texts and visual literacy. This course is not recommended for reluctant readers.</td>
<td></td>
</tr>
</tbody>
</table>
| Course Outline: | **Year 11**  
- Power and Persuasion (a study in propaganda, including poetry).  
- Australian Voices (literature study – Australian authors and/or themes)  
- The influence of Pop Culture and Social Media  
- Strut Your Stuff (in-depth drama study) | |
| Course overview: | **Year 12**  
- Anything But the Truth (documentary study)  
- More than Words (Classic literature study)  
- Beyond the Bard (Classic poetry and Shakespearean tragedy)  
- Where Do I Fit In? (Reflective presentation) | |
| Assessment: | **Year 11:**  
- Individual oral presentation  
- Group oral presentation  
- 2 x written assignments  
- 2 x exams (one seen question, one unseen question) | |
| Career Pathways: | Authority English is a prerequisite or assumed for almost all university courses. | |
| Career Pathways: | Authority Subject is a prerequisite or assumed for almost all university courses. | |

**QCE (4) credit points**
English Communications

Authority Registered Subject

Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.

NIL

NIL

NIL

All Students are automatically enrolled into English Communications and must apply to study OP English. English Communication is designed for students who do not intend to go on to university study. Units are designed around topics which prepare students for future life roles, the world of work, or which explore the application of language for enjoyment and recreation. There is a greater emphasis on oral communication in English Communication (40-60%). Oral tasks range from three to five minutes duration. Assignments average 500 words in length.

Year 11
- Power and Persuasion (a study in propaganda and critical literacy ie. not accepting information on face value alone)
- Rage, Rage, Rage (the influence of popular music)
- Crime Time (the popularity of crime genres in popular culture/the law and me)
- Ourselves and Others (biography and autobiographies)

Year 12
- Anything But the Truth (documentary study)
- The Story of Tom Brennan (novel study, responsibilities as a driver)
- Moving On (drama study of 48 Shades of Brown, issues with moving out of home)
- Where Do I Fit In? (reflection of life’s journey travelled and future goals)

Assessment:

Year 11:
- 3 x individual oral presentation
- 1 x group oral presentation
- 3 x written assignments
- 1 x exam

Year 12:
- 3 x individual oral presentations
- 1 Group Oral presentation
- 2 x written assignment
- 1 x exam (seen question)

Career Pathways: A study of any form of English is valuable in any career.
Spanish

Subject code: SPA

**Subject name:** Spanish

**Subject type:** Authority Subject

**QCE Eligibility:** Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.

**Subject Fee:** NIL

**Special Equipment and Stationery Requirements:** NIL

**Prerequisites:** Junior Spanish is highly recommended, however students who are willing to work hard without a background knowledge of Spanish have been successful in Senior Spanish.

Students considering Spanish as a sixth subject through distance education should be aware that in the past this has been taught as an immersion type course which tends to cater for native speakers.

**Course overview:** Spanish is the third highest language in terms of native speakers in the world, behind Chinese and English. Spanish speakers live on every continent (even Antarctica, occasionally). It is the second language of the United States, the third language of Canada and in the top ten languages spoken in Australia. Senior Spanish builds on junior school Spanish to develop students’ abilities in the four dimensions of speaking, writing, listening and speaking as well as developing their cultural understanding.

NB. University of Queensland, Griffith University and Queensland University of Technology offer bonus point schemes for students who successfully complete four semesters of Spanish at secondary school. See university websites for more information.

Senior Spanish may be undertaken as a composite Year 11/12 class. Therefore, students undertake Year A and Year B of a course.

The School is in the initial planning stages for a vacation trip to Spain in 2018.

**Course outline**

**Year A Topics**
- Family Life and Domestic Routines
- Consumerism and Advertising
- Holiday Planning and Ecotourism
- School, Future and Part-time Work

**Year B Topics**
- Human Creativity and Leisure
- Services and Shopping
- Relationships and Adolescence
- The World Around Us

**Assessment:** In each of Years A and B:
- 2 x listening tests
- 3 x reading tests
- 3 x speaking tasks (including tests and prepared presentations)
- 2 x writing tasks (includes a test and an assignment)

**Career Pathways:** A second language is valuable in any occupation. Spanish is a particularly useful subject for students looking at pursuing careers in education, travel, hospitality, mining and engineering, international affairs, politics or diplomacy. Some of Australia’s largest companies such as BHP, Rio Tinto, QANTAS, NuFarm have major operations, or are major trading partners within South America.
Students can complete no more than 3 mainstream subjects to be eligible for a Queensland Certificate of Individual Achievement.

This qualification is only suitable for students with a verified disability.

The Guideline for individual learning provides a curriculum framework consisting of curriculum organisers, learning focuses and possible learning goals for developing individualised curriculum plans for senior secondary students (Year 11 and 12) working towards the QCIA. The QCIA recognises and certifies the learning achievements of students whose learning is part of an individualised learning program.

The QCIA records educational achievements in two areas:
- Statement of Achievement
- Statement of Participation

In the Statement of Achievement section, five curriculum organisers are defined to support teachers in recording student achievements.
- Communication and Technologies
- Community, citizenship and the environment
- Leisure and Recreation
- Personal and living dimensions
- Vocational and transition activities
Subject name: Certificate in Work Preparation (Community Services)

Subject Type: Vet Subject - CHC10108

Subject fee: Nil

QCE Eligibility: Completion of all units – 2 QCE points

Prerequisites: This qualification is only suitable for students with a verified disability

Course Overview: This qualification provides an exposure to work in the community services industry. This is a pathway qualification that may lead to a VET in schools qualification, career clarification and greater participation in equity groups. It may also serve as a basis for workplace entry training for people with a disability seeking employment in business service or open employment.

Course outline: BSBCMM101A Apply basic communication skills
CHCWS312A Follow WHS safety procedures for direct care staff
CHCCS211B Prepare for work in the community sector
HLTWHS200A Participate in WHS processes
HLTWHS300A Contribute to WHS processes

Assessment: The following assessment instruments may be used:

- Observation with checklists
- Project/Portfolios
- Questioning
- Reports from a workplace supervision

Career Pathways: Working in the community services sector

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**Certificate I in Access to Vocational Pathways**

**Subject type:** Vet Subject - FSK10113

**QCE Eligibility:** Completion of all units – 2 QCE points

**Subject Fee:** Nil

**Prerequisites:** This qualification is only suitable for students with a verified disability.

**Course overview:** This qualification is designed for individuals who require significant foundation skills support to access a vocational learning pathway.

This qualification is suitable for individuals who require:
- A prevocational pathway to employment and vocational training
- Reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 1.
- Entry level digital technology and employability skills.

**Course outline:**
- FSKWTG03 - Write Basic workplace communication
- FSKRDG04 - Read and respond to basic workplace information
- FSKOCM02 - Engage in basic strategies for work –related learning
- FSKNUM03 - Use whole numbers and money up to 1,000 for work
- FSKNUM04 - Locate, compare and use highly familiar measurement for work
- FSKDIG01 - Use digital technology for basic workplace task
- FSKLRG07 – Use strategies to identify job opportunities
- FSKRDG02 - Read and Respond to basic workplace signs and symbols
- FSKWTG02 –Write basic workplace formatted text
- FSKLR604 - Use basic strategies for work related learning
- FSKNUM07 - Locate specific information in highly familiar tables, graphs and charts for work.

**Assessment:** observations projects/ portfolios questioning

**Career Pathways:** Entry level employment in a wide range of industries.

**DISCLAIMER:** Correct at time of publication, but may change dependant on training package. 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 RTOs 1.13-1.16 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.
**Subject name:** Physical Education  
**Subject code:** PED

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority Subject (068)</th>
</tr>
</thead>
<tbody>
<tr>
<td>QCE Eligibility:</td>
<td>Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.</td>
</tr>
<tr>
<td>Subject Fee:</td>
<td>Yr 11: $30 / Yr 12: $30</td>
</tr>
<tr>
<td>Special Equipment and Stationery Requirements:</td>
<td>Mandatory: USB</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>A sound achievement in year 10 Maths, English and Science is required for success in Senior Physical Education. Approval by the HPE Head of Department is required for students not meeting the prerequisites.</td>
</tr>
<tr>
<td>Course Overview:</td>
<td>Senior Physical Education at Beerwah State High School provides a course of study that aims to develop competent athletes who are consciously skilled in their ability to acquire, apply and evaluate the acquisition and use of skills and information. This is achieved through the study of four main physical disciplines of Triathlon, Athletics, Volleyball, and Touch Football. Learning is consolidated through integrated theoretical studies of skill acquisition, training program design, biomechanics, energy systems, sports psychology and sociological issues relating to sports participation. Physical Education is an academically rigorous subject and also requires physically skilled performers. Subject costs cover pool entry only. Additional cost will apply for excursions to UQ and Noosa (approximately $95).</td>
</tr>
</tbody>
</table>
| Course outline: | Year 11  
• Volleyball and Sociology – Factors influencing participation in sport.  
• Athletics and Biomechanics relationship to improved performance.  
• Touch Football and Skill Acquisition / Motor Learning.  
• Biathlon and Energy Systems – Body's response to exercise and training principles.  
Year 12  
• Triathlon and Biomechanics relationship to improved performance.  
• Athletics and Sociology - Factors influencing participation in sport.  
• Touch Football and Training program evaluation and design.  
• Volleyball and Psychology of performance. |
| Assessment: | Assessment in Physical Education is demanding and will require the submission of drafts and considerable work outside of class. Assessment is constructed and submitted electronically and therefore access to a computer, email and the internet is a necessity. The following assessment tasks will be completed:  
Year 11  
• Essay exam: 500–700 words  
• Multimodal: 3-5minute, 500-700 words  
• Essay exam: 500-700 words  
• Research assessment: 800 – 1000 words  
• 4 units of physical responses  
Year 12  
• Research assessment: 1000–1500 words  
• Multimodal: 5-7minute, 1000-1500 words  
• Essay exam: 600-800 words  
• Research assessment: 1000–1500 words  
• 4 units of physical responses  
• Both practical and theory assessment are given an equal weighting.  

QCE (4) credit points
Career Pathways: Physical Education prepares students for a number of possible pathways, most of which involve tertiary study, particularly university. These pathways include:

- Sports Marketing & Sales
- Sport Development
- Physical Activity Policy Development
- Sport Journalism
- Department of Sport & Recreation
- Teaching
- Professional Sportsperson
- Sports Coaching
- Sports Psychologist
- Life-style Coach
- Fitness Instructing
- Personal Trainer
- Health Promotion
- Leisure management
- Medicine
- Physiotherapy
- Pharmacy
- Counselling
- Social Work
- Child Advocacy Roles
- Government Health Agencies
Recreational Studies

Subject name: Recreational Studies
Subject code: RST
Subject type: Authority Registered Subject (6407)
QCE Eligibility: Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.
Subject Fee: Yr 11: $48 / Yr 12: $48
Special Equipment and Stationery Requirements: Mandatory: USB
Prerequisites: It is recommended you have at least a Sound Achievement in Year 10 English.

Course overview:
The recent commercialisation of leisure has seen large growth in the employment opportunities in the sport and recreation industry. This growth is a reflection of the increasing awareness that surrounds the personal and social benefits of organised recreational activities and the ever-increasing financial burden that inactive lifestyles place on modern society. Recreation at Beerwah State High School targets both the employment and healthy personal lifestyle opportunities of modern leisure activities.

Throughout the course students develop a broad range of skills that are highly sort after by employers. Employment skills are targeted through specific teaching include: organisational and time management skills, effectively communicating and working in teams, planning skills, leadership and management skills, initiative and versatility, risk management and work place health & safety, conducting meetings and running clubs and tournaments.

Through Recreation students also develop the skills, appreciation and value of life-long physical activity through experiencing the challenge and fun of active participation in a broad range of recreational activities. Recreation incorporates typical activities that students may engage in throughout their life, and also provides the opportunities to explore more unique leisure activities.

Subject costs cover pool entry only. Additional costs apply for excursions to Wet 'n' Wild, Beerwah Golf Club, Surfing and Rock Climbing (note: approximate costs of these excursions are $195).

Year 11
• Water-Based Recreation - Life Saving, Swimming and Surf Skills.
• Footy Field Sports - Oztag, Rugby League and Australian Rules.
• Personal Fitness and Training.
• Racquet-Sports - Tennis, Table-Tennis and Badminton.

Year 12
• Aquatic Sports.
• Rock-Climbing and Orienteering.
• Resistance Training.
• Golf.

Assessment:
With each sport you will be assessed on your ability to perform in simple drills but primarily in authentic performance environments (game situations). For each integrated topic you will have a written and or oral component. Both practical and theory assessment are given an equal weighting. The following assessment tasks will be completed:
Career Pathways:

Year 11
- Short Response Exam: 50-150 words per item.
- Performance - Continuous assessment across practical units.
- Investigation – Written Report (600–800 words).
- Project - Report (400-700 words).
- Written Review (400-700 words).

Year 12
- Performance - Continuous assessment across practical units.
- Investigation - Multi-Modal (4–7 minutes).
- Investigation Written Response (600-1000 words).
- Project - Report (500-900 words).
- Written Review (500-900 words).

As a non-OP subject Recreation gears students more towards employment straight from school or short TAFE courses. Skills gained through Recreation prepare students for employment of any sort, but particularly the work environment, risk assessment, planning, initiative and fitness required in the trade industries or similar. There are obvious links to specific employment in the fitness or health industry, but some of these may require further study. These pathways may include:

Direct Employment or Short Course Study Required
Further Tertiary Study Required

- Sport Development Officer
- Sports Retail
- Gym Employee
- Department of Sport & Recreation
- Professional Sportsperson
- Sports Coaching (local)
- Personal Trainer
- Sports Marketing & Sales
- Leisure management
- Physical Activity Policy Development
- Life-style coach
- Fitness Instructing
- Sport Journalism
- Health Promotion Teaching
**Subject name:** SIS 30313
**Certificate III in Fitness**

**Subject code:** FIT

**Subject type:** VET – Delivered in partnership with Binnacle training RTO 31319

**QCE Eligibility:** Successful completion of all four semesters contributes 8 points towards achieving the Queensland Certificate of Education.

**Subject Fee:** Yr 11: $365 / Yr 12: $0. Please note the cost of this course is subject to change as it is provided by an external RTO.

**Special Equipment and Stationery Requirements:** Mandatory:
USB and computer access with internet connection at home is essential as students are required to complete online assessments.

**Prerequisites:** A sound achievement in year 10 Maths, English, Science and HPE is required for success in Certificate III in Fitness. Approval by the HPE Head of Department is required for students not meeting the prerequisites.

**Course overview:**
The recent commercialisation of fitness has seen large growth in the employment opportunities in the sport, recreation and fitness industries. As a recognised VET qualification a Certificate III in Fitness targets and develops a range of attributes and skills specifically required by the fitness industry. Therefore this subject is more for students with a genuine interest in a career in this field, rather than those with a desire to ‘get fit’ or ‘play games’. The course allows students the opportunity to deliver fitness programs within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in community and commercial fitness settings.

**Course outline:**

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFFIT301A - Provide fitness orientation</td>
<td>Gym Instructor (3)</td>
</tr>
<tr>
<td>and health screening</td>
<td>SISFFIT304A - Instruct and monitor fitness</td>
</tr>
<tr>
<td>SISFFIT302A - Provide quality service in</td>
<td>programs</td>
</tr>
<tr>
<td>the fitness industry</td>
<td>SISFFIT307A - Undertake client health</td>
</tr>
<tr>
<td>SISFFIT303A - Develop and apply an</td>
<td>assessment</td>
</tr>
<tr>
<td>awareness of specific populations to</td>
<td>SISFFIT308A - Plan and deliver gym</td>
</tr>
<tr>
<td>exercise delivery</td>
<td>programs</td>
</tr>
<tr>
<td>SISFFIT305A - Apply anatomy and</td>
<td>Plus (additional 2)</td>
</tr>
<tr>
<td>physiology principles in a fitness</td>
<td>SISFFIT311A - Deliver approved community</td>
</tr>
<tr>
<td>context</td>
<td>fitness programs</td>
</tr>
<tr>
<td>SISXFAC201A - Maintain sport and</td>
<td>BSBWOR301B - Organise personal work</td>
</tr>
<tr>
<td>recreation equipment for activities</td>
<td>priorities and development.</td>
</tr>
<tr>
<td>SISXIND101A - Work effectively in a</td>
<td></td>
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<tr>
<td>sport and recreation environment</td>
<td></td>
</tr>
<tr>
<td>SISXOHS101A - Follow occupational health</td>
<td></td>
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<tr>
<td>and safety policies</td>
<td></td>
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<tr>
<td>SISXRSK301A - Undertake risk analysis of</td>
<td></td>
</tr>
<tr>
<td>activities</td>
<td></td>
</tr>
<tr>
<td>HLTAIMD003A - Apply first aid</td>
<td></td>
</tr>
</tbody>
</table>

**Year 11**
- The Sports & Recreation Industry
- Risk assessment & Work Place Health & Safety Requirements
- Exercise Science
- Customer Service
- Fitness Programs
- Health Assessment & Screening
- Conducting Fitness Sessions
Year 12
- Healthy Eating
- First Aid
- Risk Assessment
- Fitness Advice
- Gym Programs
- Anatomy & Physiology
- Working with Specific Clients

Assessment:
In order to demonstrate competency for some modules students will sometimes be required to complete tasks outside of class and school time. This might also mean a period of weekly commitments to training a client outside of school hours. Be aware of this commitment before undertaking this course.

Students will be assessed on completing modules as well as:
- Practical tasks
- Hands-on activities involving clients
- Group work
- Work experience within the school gym

Career Pathways:
Certificate III in Fitness prepares students for a number of possible pathways, but all within the fitness, recreation, leisure or sporting industry. Some pathways may lead straight to employment, while others will require various levels of tertiary study. These pathways include:
- Fitness Instructing
- Personal Trainer
- Gym Employee
- Sport Development Officer
- Life-style Coach
- Sports Retail
- Professional Sportsperson
- Sports Coaching
- Sports Psychologist
- Leisure Management
- Department of Sport & Recreation
- Teaching
- Sports Marketing & Sales
- Sport Development
- Sport Journalism
- Physical Activity Policy Development
- Medicine – Physiotherapy

DISCLAIMER: Correct at time of publication, but may change dependant on training package. 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 RTOs 1.13-1.16 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.
Subject name: Ancient History  
Subject code: AHS11

Subject type: Authority Subject

QCE Eligibility: Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education

Subject Fee: $35 for an Excursion in Year 11 and 12

Special Equipment and Stationery Requirements: Students will be required to have an A4 notebook, a USB, an A4 Display Folder and a Research Journal

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

Course Overview: Ancient History examines the origins of today’s civilizations. A study of the political systems of ancient times helps us to understand the principles on which our own government is based. The cultures studied reveal the beginnings of modern art, architecture, science, maths, philosophy and religion.

Ancient History is an interesting and entertaining look into the past which helps our understanding of the present. Due to Ancient History’s focus on research, note taking, evaluation and academic essay writing skills it is an excellent preparatory course for all students wishing to go to university. The importance of analytical and critical thinking skills as well as research skills are also emphasised. Ancient History covers 30 of the QCS Common Curriculum Elements

Course Outline:

Year 11:
Semester 1
- Archaeology and Evidence
- Ancient Near Eastern Civilisations
- Depth study: Ancient Egypt

Semester 2
- Ancient Greece
- Mycenae and Crete
- Homeric Period
- Tyrants, Colonisation
- The Persian Wars
- Athens and Democracy
- Peloponnesian Wars
- Alexander the Great

Year 12:
Semester 3
- Ancient Rome
- Etruscans
- Consolidation of LATIUM
- Punic Wars
- Fall of the Republic
- Augustus
- The Empire

Semester 4
- Comparative Studies - Religion of the Ancient World

Assessment:
The following assessment instruments may be used:
- Short answer objective tests
- Essay test
- Response to Stimulus Test
- Seminar Presentation/multimodal presentation
- Research Assignment

Career Pathways: History provides students with the skills they will need to be successful at university. Careers such as archaeology, CSI, journalism, social worker, foreign affairs, librarian, international business, teaching, museum curator and a wide range of government and social planning positions have direct links to the content and skills acquired in Ancient History.
Subject name: **Modern History**  
Subject code **MHS11**

**Subject type:** Authority Subject

**QCE Eligibility:** Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education

**Subject Fee:** Year 11 $35

**Special Equipment and Stationery Requirements:** Students will be required to have an A4 notebook, a USB, an A$ Display folder and a Research journal.

**Prerequisites:** At least a C level of achievement in Year 10 English and a High Achievement in History

**Course Overview:** Studying Modern History can help us live more effectively as global citizens. To live ethically and happily with others, we must be able to make wise decisions. Modern History can help us develop the knowledge, skills and values needed to make those decisions. Through studying History, students will:
- Understand the nature of history
- Develop thinking processes and skills essential in the modern day workforce
- Become proficient in the processes of historical inquiry and explanation
- Gain an understanding of the historical origins of issues, forces and trends impacting on our world today
- Develop knowledge, abilities and ethical commitment to participate as active citizens in the shaping of the future
- Develop critical thinking skills
- Discuss major issues and their impact on Australians and the world as a whole

Studying Modern History covers 31 of the QCS Common Curriculum Elements.

**Course Outline:**

**Year 11:**

**Semester 1** – Studies of Power
- Europe 1900-1919
- Nazi Germany

**Semester 2** – Studies of Conflict
- Cold War
- Vietnam War
- Terrorism & War on Terror

**Year 12:**

**Semester 3** – Studies of Hope
- Freedom & Independence
- Indigenous Australia
- Apartheid in South Africa

**Semester 4** – National History
- The Individual in History
- Feminism and the Women’s Movement

**Assessment:**

The following assessment instruments may be used:
- objective tests
- Extended written Response Test
- Response to Stimulus Test
- Multimodal presentation
- Research Assignment

**Career Pathways:** Possible careers include Librarian, Lawyer, Nurse, Journalist, Teachers, Musician, Archaeologist, Historian, Police Worker, Solicitor, Politician, Political Analyst, Novelist, Travel Agent, Flight attendant, Film and Theatre Critic, Film and Television Producer, Social Worker, Travel agent, Social Worker
Subject name: Geography

Subject type: Authority Subject

QCE Eligibility: Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education

Subject Fee:
Year 11: $80
Year 12: $400 for Field Trips

Special Equipment and Stationery Requirements:
Students will be required to have an A4 notebook and a USB

Prerequisites:
At least a C level of achievement in Year 10 English and a C Level achievement in Geography/History

Course Overview:
Geography is about increasing people’s understanding of social activities in a global context. Geography provides the knowledge needed to understand the social, cultural, political and economic activities and institutions of society. Students can become more effective and committed participants in their society by expanding their knowledge of human experience and achievement. Underlying these studies and the values involved in them will be a commitment to human rights, social justice and ecological sustainability. Geography deals with more common curriculum elements than any other subject so studying Geography will help you do well in the Core Skills Test in Year 12.

Course Outline:
Year 11:
Semester 1 – Managing the Natural Environment – The study of human responses to natural hazards and catchment management
Semester 2 – Social Environments – A study of life in urban areas including sustainable living, town planning and problems in rural community

Year 12:
Semester 3 – Resources and Environment – The study of living in physical systems and managing resources in a bio-diverse world.
Semester 4 – People and Development – Investigations into contrasting levels of development and attempts to feed the world’s people and control disease.

Assessment:
The following assessment instruments may be used:
- Short Response Tests
- Response to Stimulus Essay
- Reports
- Practical Exercises

Career Pathways:
Possible careers include forestry management, environmental management, surveying, geology, and related mining and government positions, town planning, Librarian, Journalist, Teacher, Archaeologist, Travel Agent, Flight attendant, Social Worker, Tour Guide, Demographer, GIS Officer, Landscape architect, parks and wildlife officer.
# Prevocational Maths

**Subject code:** PVM

<table>
<thead>
<tr>
<th>Subject name:</th>
<th>Prevocational Maths</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject type:</strong></td>
<td>Authority Registered Subject</td>
</tr>
<tr>
<td><strong>QCE Eligibility:</strong></td>
<td>Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.</td>
</tr>
<tr>
<td><strong>Subject Fee:</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Special Equipment and Stationery Requirements:</strong></td>
<td>Basic calculator (cost $5-10)</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>Students currently doing foundation maths or not succeeding in core maths in Year 10 are most suited to this subject.</td>
</tr>
</tbody>
</table>

## Course overview:
Prevocational Mathematics has been developed to cater for the needs of students who do not need an OP, but require numeracy for a QCE. It is therefore a pathway for students seeking to enter the work force and take up traineeships or apprenticeships.

## Course outline:
Students cover 5 main topics over year 11 and 12:

- Number: (whole numbers, fractions, decimals, percentages, ratios, rates and proportions).
- Data
- Location and time
- Measurement
- Finance

## Assessment:
The Following assessment instruments may be used:

- 70 minute open book examination (1 per semester)
- 500-800 word written assignment (1 per term)

Assessment is a lot more flexible than other mathematics courses, with a lot of guidance from the teacher. This subject provides a suitable challenge for those students who prefer and enjoy learning activities with a real-life application.

## Career Pathways:
These include careers in the building, electrical, mechanical and hairdressing trades as well as many opportunities in the retail and services sector.
Subject name: **Maths A**  
Subject code: MAA

**Subject type:** Authority Subject

**QCE Eligibility:** Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.

**Subject Fee:** N/A

**Special Equipment and Stationery Requirements:** Scientific calculator (cost $22)

**Prerequisites:** At least a C level of achievement in Year 10 core maths.

**Course overview:** Mathematics A is the choice for students who want an OP but don’t need a high level of maths at University. It is also useful for students who have been successful in year 10 core maths looking at going into trades, retail or services sectors.

**Course outline:** Students cover 8 topics over Year 11 and 12:

- Managing Money 1 (earning and investing money)
- Managing Money 2 (borrowing money)
- Elements of Applied Geometry (measurement, area, volume, basic trigonometry)
- Linking Two and Three Dimensions (scale drawings, maths of construction)
- Data Collection and Presentation
- Exploring and Understanding Data (probability)
- Navigation (orienteering and marine)
- Networks and Queuing

**Assessment:** The following assessment instruments may be used:

- 140-180 minute exam (1 per term)
- 600-1000 word written assignment (2 per year)

**Career Pathways:**

- Toolmaking
- Sheet-metal working
- Fitting and turning
- Carpentry and Plumbing
- Auto mechanics
- Tourism and Hospitality
- Administrative and managerial employment in a wide range of industries
- Architecture
- Teaching
- Nursing
- Banking
<table>
<thead>
<tr>
<th><strong>Subject name:</strong></th>
<th><strong>Maths B</strong></th>
<th><strong>Subject code</strong></th>
<th>MAB</th>
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<tr>
<th><strong>Subject type:</strong></th>
<th>Authority Subject</th>
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<tr>
<th><strong>QCE Eligibility:</strong></th>
<th>Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.</th>
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<tr>
<th><strong>Subject Fee:</strong></th>
<th>N/A</th>
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</thead>
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<tr>
<th><strong>Special Equipment and Stationery Requirements:</strong></th>
<th>Graphics calculator. Cost approx. $200 or available for hire from school at $60 per year.</th>
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<tr>
<th><strong>Prerequisites:</strong></th>
<th>At least a B level of achievement in Year 10 extension maths.</th>
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<tr>
<th><strong>Course overview:</strong></th>
<th>Maths B is an academically rigorous subject focussed on preparing students for university courses that require a high level of maths. It is therefore only suitable for students who are highly motivated, studious and who have a high aptitude for abstract mathematical concepts.</th>
</tr>
</thead>
</table>

| **Course outline:** | Students will cover 7 core topics over year 11 and 12:  
- Introduction to functions  
- Rates of change  
- Periodic functions & applications  
- Exponential & logarithmic functions & applications  
- Introduction to integration  
- Applied statistical analysis  
- Optimisation  |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| **Assessment:** | The following assessment instruments may be used:  
- 140-180 minute exam (1 per term)  
- 600-1000 word written assignment (2 per year)  |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| **Career Pathways:** | Science  
- Medicine  
- Mining and Engineering  
- Information Technology  
- Mathematics, Finance  
- Business and Economics.  |
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<tbody>
<tr>
<td>Subject name:</td>
<td><strong>Maths C</strong></td>
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<tr>
<td><strong>Subject type:</strong></td>
<td>Authority Subject</td>
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<tr>
<td><strong>QCE Eligibility:</strong></td>
<td>Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.</td>
</tr>
<tr>
<td><strong>Subject Fee:</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Special Equipment and Stationery Requirements:</strong></td>
<td>Required graphics calculator that would already be obtained through Maths B.</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>At least a B level of achievement in Year 10 extension maths. Maths B is a compulsory companion subject.</td>
</tr>
<tr>
<td><strong>Course overview:</strong></td>
<td>Maths C is also an academically rigorous subject focussed on preparing students for university courses that require a high level of maths. It is therefore only suitable for students who are highly motivated, studious and who have a high aptitude for abstract mathematical concepts. Students must do Maths B in conjunction with this subject.</td>
</tr>
<tr>
<td><strong>Course outline:</strong></td>
<td>Students will cover 8 core topics over year 11 and 12:</td>
</tr>
<tr>
<td></td>
<td>• Introduction to groups</td>
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<td></td>
<td>• Real and Complex Number Systems</td>
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<td>• Matrices and Applications</td>
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<td>• Vectors and Applications</td>
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<td>• Calculus</td>
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<td>• Structures and Patterns</td>
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<td>• Linear Programming</td>
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<td></td>
<td>• Dynamics</td>
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<tr>
<td><strong>Assessment:</strong></td>
<td>The following assessment instruments may be used:</td>
</tr>
<tr>
<td></td>
<td>• 140-180 minute exam (1 per term)</td>
</tr>
<tr>
<td></td>
<td>• 600-1000 word written assignment (2 per year)</td>
</tr>
<tr>
<td><strong>Career Pathways:</strong></td>
<td>Universities recommend Mathematics C when future studies in Applied Science and Engineering are being considered and offers advantages in areas such as finance, economics and information technology.</td>
</tr>
</tbody>
</table>
**Subject name:** Authority Subject

**Subject type:** Biology

**Subject code:** BCS

**QCE Eligibility:**
Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.

**Subject Fee:**
Yr 12: $270-300 Camp

**Special Equipment and Stationery Requirements:**
Mandatory:
A4 Notebooks, and appropriate writing equipment, USB recommended.

**Prerequisites:**
At least a c level of achievement in Year 10 Science and English and successfully completed the year 10 preparatory course. Or approval by the HOD.

**Course overview:**
Biology is the study of the natural systems of the living world. Students will be given opportunities to investigate the processes and systems which sustain life. It encompasses studies of the origin, development, functioning and evolution of living systems and the consequences of intervention in those systems.

**Course outline:**
**Year 11**
- Animal and plant physiology
- Disease, immunity and reproduction
- Independent experimental study

**Year 12**
- Coordination and control
- Ecology,
- Evolution and genetics
- Independent experimental study

**Assessment:**
The following assessment instruments may be used:
- Written Tasks - Exams
- Extended response – research assignments
- Extended experimental investigation

**Career Pathways:**
Research Scientist, Agronomist, Veterinary Professional, Paramedic, Medical Research Scientist, Medical Professional, Ecologist, Conservationist, Zoologist, Forensic Scientists.
Subject name: Chemistry

Subject code: CHM

Authority Subject

Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.

Subject Fee: Nil

Special Equipment and Stationery Requirements:

Mandatory:
A4 notebook and writing equipment

At least a B level of achievement in Year 10 Science, approval by the HOD.

Chemistry provides an understanding of the materials around us and why they behave as they do. Chemistry investigates the development of materials for use in the home such as fuels and metals, the design and preparation of new drugs and methods of measuring contamination in the environment as well as analysing data from crime scenes.

Prerequisites

Course overview:

Year 11:

- What’s the Matter - Study the structure and properties of the elements and compounds found in the materials that make up the Earth
- What’s the Solution – Understand the theory of chemical bonding, including ionic, covalent and metallic compounds. Students will also be introduced to the concept of the mole and will use this idea when studying Stoichiometry
- Staying Alive – Study acid-base theory involving indicators. This will involve neutralisation reactions and equation writing. These techniques will include preparing standard solutions and titrations of acids and bases
- The Air we Breathe – Study the chemical and physical processes going on in the atmosphere which have a profound influence on the life on Earth. Students learn about the atmospheres composition and structure, general properties of gases, processes influence climate and how the atmosphere becomes naturally renewed through recycling. Students will be studying the gas laws, with the major focus being on the chemistry behind global warming.

Year 12:

- Fuels and Transport - Students will study fuels and the energy released as well as ways to prevent corrosion. They will be introduced to the concept of oxidation and study Redox reactions, including the use of Electrode potentials to predict reactions and the electricity produced.
- Equilibrium – Students investigate the concepts of equilibrium and use some of the following to illustrate aspects of equilibrium
- New Materials - Students will study organic reactions using the basic groups (alkanes, alkenes, alkynes). They will study the naming of these compounds before moving onto functional groups and branched chain hydrocarbons
- Chemistry of Wine Making – Understand the different factors that affect the quality and quantity of alcohol.

The following assessment instruments may be used:

Extended Experimental Investigations – Students design and conduct experiments. to test out a researchable question.
Extended Research Task – Students are given a topic questions and will research theoretical concepts to answer the question.
Supervised Assessment – Students complete exams to test their understanding of the concepts covered.

Assessment:

Career Pathways:
Forensic Science, Engineering, Medical Professional, Teaching, Chemical Analysis,
### Subject name: Physics

**Subject code:** PHY11

#### Authority Subject

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>QCE Eligibility:</th>
<th>Subject Fee:</th>
<th>Special Equipment and Stationery Requirements:</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.</td>
<td>Yr 11: $65 excursion</td>
<td>Workbook, pens, ruler and Scientific Calculator.</td>
<td>At least a B level of achievement in Year 10 Science. Or approval by the HOD.</td>
</tr>
</tbody>
</table>

#### Course overview:

Physics investigates the nature of matter, the forces that shape it, and the changes brought about by the various forms of energy. In scope, Physics ranges from seeking the smallest parts of atoms to monitoring the biomechanics of astronauts in deep space. An understanding of physics explains everyday events in terms of how they work, such as electricity, magnetism, motion, light and astronomy. The understanding of these topics has allowed the development of various technologies such as the computer, rockets, interplanetary travel plus many others.

#### Course outline:

**Year 11**
- Motion – looking at displacement, velocity, acceleration and forces and how they all contribute to motion in everyday life and also to space and orbits.
- Energy and Momentum – Investigating energy and momentum and how it is related to Motion.
- Optical Systems – studying how light is bent by mirrors and lenses to form images in telescopes for Astrophotography.
- States of Matter – investigating gas laws and how the states of matter are affected by energy transfers.

**Year 12**
- Nuclear Physics – Studying the structure of the nucleus and radioactivity and how this is used in medicine and power production.
- Electromagnetism and Circuits – looking at how Electric and Magnetic fields work and how they affect charged particles. This is then applied to circuit construction.
- Astronomy and Cosmology – Students investigate Astronomy by completing a major research task. They then study Cosmology to understand how the universe works.

#### Assessment:

- Supervised Assessments – Written tests
- Extended Response Tasks – Written assignments
- Extended Experimental Investigations – A series of experiments that investigate a topic.

#### Career Pathways:

Engineering, Research Scientist, Metallurgist, Radiologist, Astronomy, Tradesperson, Medical Career, Particle Physicist,
Science In Practice

Subject name: Science In Practice
Subject code: SCP

Subject type: Authority Registered Subject (SAS)

QCE Eligibility: Successful completion of all four semesters and full participation in the Yr 12 camp contributes 5 points towards achieving the Queensland Certificate of Education.

Subject Fee: Year 11 $55; Year 12 $250
Year 11 There are additional costs for this course Electronics Kits $30, wine and cheese making approx $30, Year 12 Maroon Dam Outdoor Education Centre Camp approx $250+

Special Equipment and Stationery Requirements: Mandatory:
General writing stationery, Calculator, A4 Writing Book, USB

Prerequisites: It is recommended that students have at least a sound achievement in Science, Maths and English or the approval by the HOD.
Students must demonstrate safe procedures both inside and outside the classroom and laboratory; and during excursions.

Course overview: Science in Practice provides opportunities for students to develop scientific knowledge, skills, attitudes and values that are transferable to a range of work options and life plans. In each year of the course students will explore different areas of science including science for the workplace, resources, energy and sustainability, health and lifestyles, environments, discovery and change.
Students investigate these areas of science through the study of wine and cheese making, electronics, robotics and workplace studies, human body physiological responses, First Aid, outdoor pursuits and rocketry and explosives. Students will be engaged in scientific practices through the collection and interpretation of quantitative and qualitative data and by exploring contemporary applications of science

Some external time may be required outside of school hours to complete this course (e.g. Evening Fireworks demonstration, Whole day excursion, Four day SIP Camp).

Course outline:

Year 11:
- Wine and Cheese Making (Biology and Chemistry)
- Electronics and Robotics (Physics and the Workplace)

Year 12:
- The Human Body and Physiological responses (Biology and Chemistry)
  Including First Aid Certificate
- Outdoor Camp Cert Course at MOEC for 1 QCE Point
- Rocketry and Explosives (Safety, Chemistry Physics)

Assessment:
Work completed during excursions and camps forms part of the assessment requirements.
The First Aid and CPR Course is nationally recognised and certain requirements must be met before it can be issued.

Year 11:
**Wine and Cheese Making**
- Product Quality (Both for Cheese and Wine)
- Student Presentation (including slides & script)
- Log Books for both Cheese and Wine

**Electronics and Robotics**
- Electronics Exam
- Product Quality (Both Electronics Circuit and Robotics)
- Workplace Assignment Report
Year 12

The Human Body and Physiological responses

• Exam
• Data Gathering from Camp and Written Assignment
• Completion of First Aid Certificate Theory and Practical
• Outdoor Recreation Cert Course

Rocketry and Explosives

• Extended Experimental Investigation Report (Rocketry)
• Safety Test
• Extended Experimental Investigation Report (Explosives)
• Student Presentation

Career Pathways:
## Hospitality Practices

**Subject Code**: HOS

<table>
<thead>
<tr>
<th><strong>Subject name</strong>: Hospitality Practices</th>
<th><strong>Subject code</strong>: HOS</th>
</tr>
</thead>
</table>

### Subject Type: Technology Faculty (Home Economics)

- **Authority Subjects**

- **QCE Eligibility**: Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.

- **Subject Fee**: Yr 11: TBA / Yr 12: TBA

- **Special Equipment and Stationery Requirements**: Note Book, Pen and Pencil

- **Prerequisites**: NIL

### Course Overview:

The Hospitality Practices subject emphasises the food and beverage sector, which includes food and beverage production and service. Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector. The course of study consists of three core topics: Navigating the Hospitality Industry, Working Effectively with Others, and Hospitality in Practice.

The core topics describe concepts and ideas and the associated knowledge, understanding and skills fundamental to the hospitality industry, and are delivered through electives. The two electives Kitchen Operations and Food and Beverage Service represent key employment areas within the food and beverage sector, enabling students to develop a foundation understanding of the industry. Students will develop skills in food and beverage production and service. They work as individuals and as a part of teams, to plan and implement events in a hospitality context. In each year of the course students plan and implement at least one actual event in a hospitality context.

#### Course Outline:

**Year 11**
- Café Industry
- Restaurant

**Year 12**
- World on a Plate
- Coffee and Careers

### Assessment:

A range of assessment techniques will be utilised throughout the course including:

- Multimodal presentation
- Orals
- Written examinations
- Practical cookery
- Practical project

### Career Pathways:

Catering Manager, Conference Centre Manager, Event Organiser, Fast Food Restaurant Manager, Hotel Manager, Public House Manager, Restaurant Manager
Certificate III in Early Childhood Education and Care  CHC30113

Subject code VEC

Vocational Education and Training Delivered in partnership with ACCCO RTO 5404

QCE Eligibility:
Successful completion of all 18 units and 120hrs (minimum) of work placement - 8 points towards achieving the Queensland Certificate of Education.

Subject Fee:
Full Course Fee: $535.00

Special Equipment and Stationery Requirements:
Mandatory:
Computer at home to work on modules, USB, pens and pencils for note taking

It is advantageous for students undertaking this course to show an interest in a career in Child care. Students should have a satisfactory literacy level of achievement when entering the course.

This is a two year course. It is considered advantageous for students undertaking Certificate III in Early Childhood Education and Care to want to pursue a career in Child Care. This qualification covers workers who use organisation policies, procedures and individual children’s profiles to plan activities. This also involving providing care to children, facilitation their leisure and play, and enabling them to achieve their developmental outcomes.

Expectations:
It is expected that students want to work in the Child Care industry and have an interest in working with children. Students are expected to be confident and friendly in communicating with both children and adults. The Program involves indoor and outdoor play, music & movement, singing & listening and covers all aspects of dealing with children at the social, emotional, physical, creative & intellectual levels.

Year 11:
CHCECE007 Develop positive and respectful relationships with children
CHCECE003 Provide care for children
CHCECE005 Provide care for babies and toddlers
CHCECE010 Support the holistic development of children in early childhood
HLTAID004 Provide an emergency first aid response in an education and care setting
CHCECE002 Ensure the health and safety of children
CHCECE004 Promote and provide healthy food and drinks
HCORG303C Participate effectively in the work environment
CHCLEG001 Work legally and ethically
CHCPRT001 Identify and respond to children and young people at risk
HLTWHS001 Participate in work health and safety

Year 12:
CHCECE009 Use an approved learning framework to guide practice
CHCECE011 Provide experiences to support children’s play and learning
CHCECE013 Use information about children to inform practice
CHCECE006 Support behaviour of children and young people
CHCECE018 Nurture creativity in children
CHCPRP003 Reflect on and improve own professional practice
CHCECE001 Develop cultural competence
CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

Assessment:
- Written/Verbal Questions
- Case Studies
- Workplace Observations
- Supervisor’s Interview
- Work placement - childcare centre with babies (Minimum 120 hours)

Career Pathways:
Working in the Child Care sector, Child care centres, Nanny

DISCLAIMER: Correct at time of publication, but may change dependant on training package. 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 RTOs 1.13-1.16 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.
Subject name: SIT 20316 Certificate II in Hospitality

Subject type: Vocational Education and Training. Delivered in partnership with SmartSkill RTO - 5710

QCE Eligibility: All units of competency must be achieved to receive the full certificate. Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of education.

Subject Fee: VET is funded. Subject fees - Yr 11: $50 / Yr 12: $50

Special Equipment and Stationery Requirements:

Prerequisites

Course overview:

A two year course that will provide students with the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic operational knowledge and limited practical skills in the food and beverage stream. Hospitality offers specific knowledge and skills related to employment within the hospitality industry and a range of interpersonal skills with a general application in personal and working life. Students of hospitality participate in practical cookery and events through individual preparation and group activities. Delivery of some units will be in partnership with SmartSkills RTO.

Course outline:

12 Units of competency must be completed to achieve the full qualification including 7 core units and 5 elective units.

Core units

- BSBWOR203 Work effectively with others
- SITHIND002 Source and use information on the hospitality industry
- SITHIND003 Use hospitality skills effectively (12 service periods in industry required)
- SITHCOM002 Show social and cultural sensitivity
- SITXCCS003 Interact with customers
- SITXWHS001 Participate in safe work practices
- SITXFA101 Use hygienic practices for food safety

Electives

- SITHFAB101 Clean and tidy bar areas Bar Course (Year 11)
- SITHFAB201 Provide responsible service of alcohol Bar Course (Year 11)
- SITHFAB203 Prepare and serve non-alcoholic beverages
- SITHFAB204 Prepare and serve espresso coffee
- SITHFAB206 Serve food and beverage (Restaurant Course – Year 12)

Assessment:

Students will undertake competency-based assessment towards the achievement of the selected certificate. This is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace. Assessment is competency based and therefore no levels of achievement are awarded.

*Theory workbooks  *Observation checklists  *Practical demonstrations  *Role plays  
*Work simulations  *Knowledge tests  *Team tasks  *Internet research  
*Oral presentation  *Work placement

Career Pathways

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotel, motels, catering operations, clubs, pubs, cafes and coffee shops. After achieving this qualification, students could progress to a wide range of other qualifications in the hospitality and broader service industries. See: http://www.aapathways.com.au/Career-Resources/Job-Pathway-Charts-Link/Charts?ind=13283&return=/Career-Resources/Job-Pathway-Charts-Link/Job-Pathways-Charts-PDF

DISCLAIMER: Correct at time of publication, but may change dependant on training package. 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 RTOs 1.13-1.16 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.
Subject name: Graphics
Subject code GPH

Subject type: Authority Subject (0076)
QCE Eligibility: Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.
Subject Fee: Yr 11: $30 / Yr 12: $30

Special Equipment and Stationery Requirements:
Mandatory: Computer at home capable of running and downloading AutoCAD software provided through your subject fee, USB, pencils (2H or harder, HB and 2B), erasers and coloured pencils for sketching.

Prerequisites:
At least a C level of achievement in Year 10 Graphics. Or approval by the HOD.

Course overview:
Graphics is an academically rigorous subject focussed on the structured application of visual communication. The course provides the opportunity for the students to read, analyse, interpret, evaluate and produce drawings, signs and symbols across a range of real world contexts (Built Environment, Industrial Design and Graphic Design). Learning is folio based following a Planning (investigation, ideation, analysis, sketching, annotation), refinement (response to feedback, detail, testing, sketching, computer modelling, justification) and production (2D and 3D drafting and solid modelling) journey which contributes significantly to the communication, analytical and problem solving skills of students. Subject costs cover consumables and print media used in classwork.

Course outline:

Year 11
- **Graphic Design** – Develop a logo and signage for a company promoting Chocolate product package for the prospective Clients
- **Built Environment** – Develop design solutions for a driver reviver stop and public amenities block. Basic Surveying is included in this unit.
- **Industrial Design** – Design an aftershave/perfume bottle along with branding and present graphics for potential consumers and for the manufacturing companies.

Year 12
- **Industrial Design** – Design a hatch door for a steam train using existing parts. Translate the device into a set of drawings that are directed at the consumer for construction and development.
- **Built Environment** – Design a Eco residential dwelling for your own family. The brief and specifications must be written based on your family needs and choices justified. The graphic products must include plans for Council approval and selected 3D rendered images for your family. Basic surveying is covered in this unit.
- **Graphic Design** – Identify a product of your choice and develop advertising for this product. Produce and ad and a bumper sticker.

Design Folios – Students are required to develop a response to a design brief through the stages of:
- **Exploring design problems** (Specifications, function, investigation),
- developing ideas (annotated sketches exploring ideas and refinement of the selected possibilities) and
- **Producing graphical products** (2D and 3D representations that meet the audience requirements).

Assessment:
Examination – extended response test.: The test will generally be presented as a stimulus response task in which the student is required to display their skills in interpreting or translating graphic or text based materials and producing a justified graphical product which addresses the tasks.

Career Pathways: Engineering (both Para Professional and Professional), Architecture, All trades and apprenticeships – Welder, Fitter and Turner, Cabinet Maker, Builder, Carpenter etc
<table>
<thead>
<tr>
<th>Subject name:</th>
<th>Engineering Studies</th>
<th>Subject code: ESK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject type:</td>
<td>Authority Registered Subject</td>
<td></td>
</tr>
<tr>
<td>QCE Eligibility:</td>
<td>Successful completion of 4 semesters 4 points towards achieving the Queensland Certificate of Education.</td>
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</tr>
<tr>
<td>Subject Fee:</td>
<td>Yr 11: $150 / Yr 12: $150</td>
<td></td>
</tr>
<tr>
<td>Special Equipment and Stationery Requirements:</td>
<td>Workbook</td>
<td></td>
</tr>
<tr>
<td>Prerequisites</td>
<td>It is advantageous for students undertaking this course to show an interest in a career in Engineering Industry.</td>
<td></td>
</tr>
<tr>
<td>Course overview:</td>
<td>A two year course that will provide students with some skills and knowledge for an individual to be competent in a range of activities and functions requiring basic operational knowledge and practical skills. Students of Engineering participate in practical projects through individual preparation and group activities.</td>
<td></td>
</tr>
</tbody>
</table>
| Course outline: | Year 11:  
  • Meat Mallet  
  • 4 Techniques of welding – practical welding samples  
  • Anchor  
  • Clamp Down  
  • Tool Box  
  
  Year 12  
  • G – Clamp  
  • Folding Shovel  
  • Machining Projects |
| Assessment: | Students will be assessed continuously through Practical construction tasks, written tests, and assignment work and will be constantly monitored for safe workshop practices. |
### Subject name: **Furnishing Studies**

#### Subject code: FSK

#### Subject type: Authority Registered Subject

#### QCE Eligibility:
Successful completion of 4 semesters 4 points towards achieving the Queensland Certificate of Education.

#### Subject Fee:
Yr 11: $150 / Yr 12: $150

#### Special Equipment and Stationery
NIL

#### Prerequisites
It is advantageous for students undertaking this course to show an interest in a career in Furnishing Industry.

#### Course overview:
A two year course that will provide students with some skills and knowledge for an individual to be competent in a range of activities and functions requiring basic operational knowledge and practical skills. Students of Furnishings participate in practical projects through individual preparation and group activities.

#### Course outline:

**Year 11:**
- Display Cabinet
- Pedestal Table – Lathe Project
- Mantel Clock

**Year 12**
- Mirror
- Hall Table
- Student Project

#### Assessment:
Students will be assessed continuously through Practical construction tasks, written tests, and assignment work and will be constantly monitored for safe workshop practices.

#### Career Pathways:
Working in the Furnishing sector, wood machinist, upholstery, cabinet maker
**Subject name:** Technology Studies  
**Subject code:** TST

**QCE Eligibility:**  
Successful completion of 4 semesters 4 points towards achieving the Queensland Certificate of Education.

**Subject Fee:**  
Yr 11: TBA / Yr 12: TBA

**Special Equipment and Stationery**  
Computer at home capable of running and downloading AutoCAD software provided through your subject fee, USB, pencils (2H or harder, HB and 2B), erasers and coloured pencils for sketching.

**Prerequisites**  
At least a C level of achievement in Year 10 Systems and Year 10 English. It is useful to have also studied Graphics. Or approval by the HOD.

**Course overview:**  
Technology Studies is an academically rigorous subject which focuses on Product Design. It involves the students in the investigation, ideation, production and evaluation of Resources, contexts, constraints, safety and technology in the development of a solution to a human need, want or opportunity. Students will develop flexible and critical thinking skills in designing, prototyping, manufacturing and evaluating a range of products while considering the ethical, environmental and social impact of their designs.

**Course outline:**

**Year 11**
- Introduction to design documentation
- Report on model making
- Designing for a community
- Mechanical advantage in design

**Year 12**
- Individual design innovation
- Community design activity

**Assessment:**

A range of assessment techniques will be utilised throughout the course including:
- Design Folio (800 – 1500 words)
- Report (600 – 800 words)
- Analysis of problem
- Applying design factors
- Synthesis and evaluation of design

**Career Pathways:**

Engineering (both Para Professional and Professional).
CPC 10111 Certificate I in Construction

Subject code: VCT

Vocational Education and Training BSHS RTO 30229

Successful completion of all units 3 points towards achieving the Queensland Certificate of Education.

Yr 11: $100 / Yr 12: $100

NIL

It is advantageous for students undertaking this course to show an interest in a career in Construction Industry.

A two year course that will provide students with some skills and knowledge for an individual to be competent in a range of activities and functions requiring basic operational knowledge and practical skills. Construction offers specific knowledge and skills related to employment within the construction industry and a range of interpersonal skills with a general application in personal and working life. Students of Construction participate in practical projects through individual preparation and group activities. All students complete the white card in year 11 term 1.

Year 11R12
National Code   Unit of Competency Title
CPCCCM1012A Work effectively and sustainably in the construction industry
CPCCCM1013A Plan and organise work
CPCCCM1014A Conduct workplace communication
CPCCCM2001A Read and interpret plans and specifications
CPCCCM2005A Use construction tools and equipment
CPCCVE1011A Undertake a basic construction project
CPCCOHS1001A Work safely in the construction industry
CPCCCM2004A Handle construction materials
CPCCCM1015A Carry out measurements and calculations
CPCCCM2006A Apply basic levelling procedures
CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Students will be assessed continuously through Practical construction tasks, written tests, and assignment work and will be constantly monitored for competency.

Working in the Construction sector,

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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.
<table>
<thead>
<tr>
<th>Subject name:</th>
<th>Dance</th>
<th>Subject code: DAN</th>
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<tbody>
<tr>
<td>Subject type:</td>
<td>Authority Subject (085)</td>
<td></td>
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<tr>
<td>QCE Eligibility:</td>
<td>Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.</td>
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<tr>
<td>Subject Fee:</td>
<td>Yr 11: $45 / Yr 12: $45</td>
<td></td>
</tr>
<tr>
<td>Special Equipment and Stationery Requirements:</td>
<td>Mandatory: Workbook, dance attire, e.g. bike pants, ¾ or full length tights, tight shirt to show the full extent of body’s movement throughout the space.</td>
<td></td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Sound achievement in Year 10 English. Must have studied Dance previously within or outside of school.</td>
<td></td>
</tr>
<tr>
<td>Course overview:</td>
<td>Senior Dance provides students with opportunities to gain competency in the choreography, performance and appreciation strands of the art form. It allows students to develop an appreciation of the skills that are essential to Dance as a Performing Art. Through the dance experience, the course provides an experience of the creative integration of other areas such as Music, Art, Drama and History. Students develop as creative, complex thinkers, effective communicators, and reflective and independent learners as they study and participate in various dance contexts, genres and styles. Dance builds confidence in students and provides an appreciation for positive body imaging and self-respect.</td>
<td></td>
</tr>
</tbody>
</table>
| Course outline: | **Year 11**  
**Fusion**  
Exploring the main functions dance serves in society (artistic, ritual and social)  
**The Power of Dance**  
Using current affairs to generate, explore, develop and form ideas into artistic expression.  
**Youth Culture**  
Popular styles of dance drawn from current video culture (e.g. Hip Hop, Jazz)  
**Empowerment**  
Dance as communication, powerful means of expressing emotion. Exploring famous individuals.  
**Dance Evolution**  
Evolution of ballet and contemporary dance.  
**Year 12**  
**Show Stoppers**  
Exploring a number of styles suitable for musical theatre through performance and choreography.  
**Social Action**  
Explore events and issues that impact on society and humanity through performance and appreciation.  
**Dance on the Walls**  
Defining post-modern dance and exploring ideologies behind it through choreography and appreciation.  
**Independent Unit**  
Individual exploration using choreography, performance or appreciation of a dance topic. |
| Assessment: | **Year 11**  
**Two Choreography tasks:**  
Created works devised to suit concept.  
Styles: Contemporary (current issue; struggles/triumphs of a famous figure)  
**Two Performance Tasks:**  
Teacher choreographed routines.  
Styles: Contemporary (adapted repertoire) and Jazz/Funk/Hip-Hop.  
**Two Appreciation Tasks**  
Written responses in essay form up to 800 words.  
**Year 12**  
**Two Choreography tasks:**  
Created works devised to suit concept  
Styles: Musical Theatre and Post-Modern  
**Two Performance tasks:**  
Teacher devised routines  
Styles: Musical Theatre, Contemporary Adapted Repertoire  
**Two Appreciation tasks**  
Written responses in essay form up to 1000 words |
<p>| Career Pathways: | Performer, Teacher, Entertainer, Choreographer, Studio Owner, Dance Therapist, Dance Tutor, Dance sport coach, Arts Administration, Stage Management, Physical Therapist, Events Management. |</p>
<table>
<thead>
<tr>
<th>Subject name:</th>
<th>Drama</th>
<th>Subject code: DRA</th>
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<tbody>
<tr>
<td>Subject type:</td>
<td>Authority Subject (088)</td>
<td></td>
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<tr>
<td>QCE Eligibility:</td>
<td>Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.</td>
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<tr>
<td>Subject Fee:</td>
<td>Yr 11: $40 / Yr 12: $40</td>
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<tr>
<td>Special Equipment and Stationery Requirements:</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>Prerequisites</td>
<td>At least a sound achievement in Year 10 English. Students will attend performances and workshops as part of their course. This will be linked to their assessment. Additional excursion fees will apply. Much of the work in Drama is group oriented. Therefore, responsibility, co-operation and commitment are essential characteristics which students must display in order to be successful.</td>
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<tr>
<td>Course overview:</td>
<td>Drama connects students to their own creative processes and provides opportunities for them to imagine themselves as others exploring beliefs, feelings, behaviours and relationships across diverse situations. Through engagement with Drama, students develop knowledge, understanding and skills of dramatic languages and dramatic perspectives allowing students to demonstrate proficiency in Forming, Presenting and Responding. Elements of actor's craft and stagecraft will be studied and students will exercise creativity in a variety of performance situations with emphasis on the effective use of voice and movement. Students will build on their ability to analyse a variety of Dramatic forms.</td>
<td></td>
</tr>
</tbody>
</table>
| Course outline: Assessment | Year 11:  
CRITICAL ANALYSIS OF LIVE PERFORMANCE – Experiencing, evaluation and analysis of professional theatre.  
Focus: Critical analysis of professional, live, theatrical performance with an emphasis on the dramatic languages in order to gain a deep understanding of dramatic meaning and experience the impact and immediacy of live theatre.  
Assessment: 2 Responding Tasks – one per semester  
REALISM - Learning about the elements of drama, Stanislavski and Method Acting, applying this style of acting to Australian drama.  
Focus: Students will be empowered as actors as they examine a wide range of play texts to interpret and convey dramatic meaning truthfully. This will very much be a personal journey for each individual as they develop their preparation for performance process.  
Assessment: Presenting Task – Performance of a scene From a published play  
CONTEMPORARY ECLECTIC THEATRE – Workshopping to produce student devised work, directing, performing  
Focus: Students will be challenged to develop empathy and tolerance as they alter their perceptions while exploring personal, philosophical and sociological contexts (same but different, transformation, belonging to self, thinking and acting outside the square) as students read, view, workshop and direct “The Pink Twins.”  
Assessment: Forming Task – Directing a scene  
AUSTRALIAN GOTHIC THEATRE, PHYSICAL THEATRE – Exploring the style through literature, art and music  
Focus: Discovery of the Australian Gothic style through exposure to playscript, film, art and music, and experimentation with the conventions of Australian Gothic as well as Viewpoints, Suzuki and Butoh to create script and present polished performance to inform and entertain. |
Assessment: Presenting Task – Performance of a scene in this style
Forming Task – Written monologue

Year 12:

CRITICAL ANALYSIS OF LIVE PERFORMANCE
Focus: Critical analysis of professional, live, theatrical performance with an emphasis on the dramatic languages in order to gain a deep understanding of dramatic meaning and experience the impact and immediacy of live theatre.

Assessment: 2 Responding Tasks – one per semester

EPIC THEATRE – Political theatre of Bertolt Brecht, the conventions of his style
Focus: Students examine theatre’s function to inform and instruct through political and social contexts while exploring Brecht’s works, characteristic style and direction techniques.

Assessment: Forming Task – Directing a scene from a Brechtian play
Presenting Task – Performing a student devised show based on an issue using Brechtian conventions

THEATRE OF THE ABSURD – Exploring the style through text and workshop
Focus: Students use Absurd texts to explore philosophical and sociological contexts for particular purposes such as to challenge and entertain.

Assessment: Presenting task – Performance of a scene from a published play

CABARET – Experimenting with the style
Focus: After exposure to various artists’ interpretations of the Cabaret style, and experimentation with the genre, students will be challenged to create their own personal story through the genre of Cabaret to make a strong connection with the audience while informing and entertaining.

Assessment: Forming – Demonstration of a devised concept (multi-media)

TAFE
- Diploma in Performing Arts, Theatre Acting, Screen
- QUT, NIDA, The Actor’s Workshop

Universities
- Degrees in Performing Arts, Applied Theatre, Creative Industries (Drama/Education), Fine Arts (Acting), Theatre Arts, Theatre
- Certificate in Theatre Production
- Graduate Diploma

Career Pathways:
- Arts Administrator, Film Critic, Director, Actor, Teacher (early childhood, primary, secondary), Scriptwriter, Recreation Officer, Stage Manager, dramaturge, Busker, Playwright, Television Presenter, radio disk jockey
### Subject name: Music

**Subject code:** MUS

### Subject type:
Authority Subject (0091)

### QCE Eligibility:
Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.

### Subject Fee:
Yr 11: $50 / Yr 12: $50

### Special Equipment and Stationery Requirements:
Mandatory:
Students will need their own instrument for practicing at home or to hire one from the instrumental music department.

### Prerequisites:
At least a C level of achievement in Year 10 English and Music. Or approval by the HOD.

### Course overview:
Authority Music at Beerwah State High School provides a course of study that aims to develop competent musicians who have a deep knowledge and understanding of Music practices. This is achieved through performing, composing and analysing repertoire in a variety of styles and genres. Students engage in performing musical repertoire by playing an instrument, singing or conducting; in solo or ensemble experiences. Composing, analysing and evaluating repertoire is drawn from a variety of social and cultural contexts.

### Course outline:

**Year 11:**
- **Music in the Theatre** – Students will gain an understanding of music in the theatre from its invention in the Baroque to modern contemporary musicals. They will analyse music theatre works and create a music theatre composition of their own.
- **Film Music** – Expanding on ideas in music theatre students will move to the world of film music where they will learn about music’s role in film and create a composition for a short film. They will also perform a piece from a film
- **From the Zither to the Electric Guitar** – Students will learn about the history and variety of instruments available to them as musicians and their influence and impact on music. They will perform on a chosen instrument and do a written test to demonstrate their knowledge.

**Year 12:**
- **Home grown Australian Music** – Students will investigate the eclectic national music of Australia from traditional music to art music composers to contemporary genres. They will compose, perform and analyse the music of Australia.
- **Jazz the American Sound** – Students will discover the rich history of Jazz as well as learning about the theoretical devices and ideas that can be used to create Jazz both in performance and as a composer
- **Music: The industry** – Students will gain an understanding of the music industry and their role within it by choosing one of the three assessment areas.

### Assessment:
- Compositions – Students will create musical compositions that demonstrate their understanding of style genre, the musical elements and compositional devices:
- Performance – Students will create performances that demonstrate their understanding of style genre, the musical elements.
- Written Assignments- Students will analyse and demonstrate their understanding of musicology and the theoretical aspects of music
- Examination – extended response test.
- The test will allow students to demonstrate their understanding of musicology and the theoretical aspects of music.

### Career Pathways:
Musician, Composer, Music Teacher
<table>
<thead>
<tr>
<th>Subject name:</th>
<th>Music Extension – Year 12 only</th>
<th>Subject code: MUX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject type:</td>
<td>Authority Subject (0094)</td>
<td></td>
</tr>
<tr>
<td>QCE Eligibility:</td>
<td>Successful completion of all two semesters contributes 2 points towards achieving the Queensland Certificate of Education.</td>
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<tr>
<td>Subject Fee:</td>
<td>Yr 12: $50</td>
<td></td>
</tr>
<tr>
<td>Special Equipment and Stationery Requirements:</td>
<td>Mandatory: Students will need their own instrument for practicing at home or to hire one from the instrumental music department.</td>
<td></td>
</tr>
<tr>
<td>Prerequisites</td>
<td>All students who wish to enrol in this subject must have completed Year 11 Music exiting with a minimum of an HA. Students are encouraged to be part of an ensemble. All students must be enrolled in the parent subject – Music.</td>
<td></td>
</tr>
<tr>
<td>Course overview:</td>
<td>Music Extension is designed to cater for students with specific ability in Music performance, composition or analysing repertoire. Students must be enrolled in the parent subject (Music) in Year 11 and 12 in order to study Music Extension. Students will be required to select an area of study: Performance, Composition or Musicology. Music Extension provides students the opportunity to develop to potential in a creative and challenging learning environment. Research shows learning music can make significant differences to children’s abilities. Children who are active music-makers are more likely to have improved maths and language performance, better reasoning capacity and problem-solving skills. Their memory is more likely to improve, as are their social and team skills. Learning music can even help children develop healthy decision-making patterns, for life.</td>
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</tbody>
</table>
| Course outline: | **Year 12:**  

**Performance:** Students will work towards developing their skills as performers by rehearsing, choosing repertoire and working on musical and performance techniques. Students will create two performances and investigate aspects of performance.  
**Composition** – Students will work towards developing their skills as composers by analysing the works of other composers, and working on compositional devices and techniques. Students will create two compositions and investigate aspects of composition.  
**Musicology** – Students will work towards developing their skills as musicologists by researching a chosen area of music. Students will create two Musicology research assignments and investigate aspects of musicology.  

**Assessment:**  
**Compositions** – Students will create musical compositions that demonstrate their understanding of style genre, the musical elements and compositional devices:  
**Performance** – Students will create performances that demonstrate their understanding of style genre, the musical elements.  
**Written Assignments** – Students will analyse and demonstrate their understanding of musicology and the theoretical aspects of music.  

| Career Pathways: | Musician, Composer, Music Teacher, Musicologist |
**Subject name:** Visual Arts  
**Subject type:** Authority Subject (80)  
**QCE Eligibility:** Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.  
**Subject Fee:** Year 11: $65 / Year 12: $65 Excursion fees may apply.  
**Special Equipment and Stationery Requirements:** USB, 2B pencil, eraser, ruler.  
**Prerequisites:** At least a C level of achievement in Year 10 English and Art or approval by HOD.  

**Course overview:**  
**Objectives**  
The general objectives of making and appraising are achieved through these bodies of work and are supported by the inquiry learning model – researching, developing, resolving and reflecting.  
The sequence of a course of study should provide students with opportunities to progress along a learning continuum that develops from diversification in Year 11 to specialisation in Year 12.  

**Course outline:**  

**Making Visual literacy**  
- By the conclusion of a course of study, students should be able to: define visual problems and communicate solutions related to relevant concepts, focuses, contexts and media  
- create and communicate meanings through the use of visual language and expression  
- research, develop, resolve and reflect to demonstrate a personal aesthetic (style/expression).  

**Application**  
- construct and communicate meaning through the knowledge and understanding of materials, techniques, technologies and art processes.  
- select, explore and exploit materials, technologies, techniques and art processes informed by researching, developing, resolving and reflecting.  

**Appraising**  - By the conclusion of a course of study, students should be able to:  
- analyse, interpret, evaluate and synthesise information about visual language, expression and meanings in artworks, relevant to concepts, focuses, contexts and media  
- justify a viewpoint through researching, developing, resolving and reflecting  
- use appropriate visual art terminology, referencing and language conventions.  

**Media Areas**  
Media areas include, but are not restricted to the list below:  
- **2-D media** - * drawing * painting * photographic * printmaking  
- **3-D media** - * sculpture * ceramics * installation * performance art  
- * fibre art * wearable art and body adornment  
- **Design** - * costume * built environment * graphic/illustration  
- **Time-based media** - * electronic imaging * sound art * film and animation  

**Practical Folios**  
Body of work which includes: preliminary, experimental and major work + visual diary.  

**Assessment:**  
**Assignment** - Critical analysis, research, essay. **Tests** Short answer, essay, audio/visual. **At times practical folios may be time consuming. Students are expected to commit to the necessary degree of homework/home study to resolve folios to an appropriate degree of finish.**  

**Career Pathways:**  
**Further Study/ Employment Opportunities:** TAFE, universities, degrees, fine art, art production, design, applied arts /design, art education, art industry, painters, sculptors, restoration, curator, teacher
<table>
<thead>
<tr>
<th>Subject name:</th>
<th>Visual Art in Practice</th>
<th>Subject code VAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject type:</td>
<td>Authority Registered Subject (6278)</td>
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<tr>
<td>QCE Eligibility:</td>
<td>Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.</td>
<td></td>
</tr>
<tr>
<td>Subject Fee:</td>
<td>Yr 11: $65 / Yr 12: $65</td>
<td></td>
</tr>
<tr>
<td>Special Equipment and Stationery Requirements:</td>
<td>Students may attend exhibitions and workshops as part of their course. An additional excursion fee will apply.</td>
<td></td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Students may attend exhibitions and workshops as part of their course. An additional excursion fee will apply.</td>
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<tr>
<td>Course overview:</td>
<td>It is recommended students have studied Visual Art in Junior.</td>
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<tr>
<td>Course outline:</td>
<td>The Creative Art programme is based on students learning and developing diverse skills in Craft, Design and Fine Art to make resolved pieces with commercial potential. Students are provided opportunities to express themselves using a variety of processes, techniques and media. Students will be assessed on a range of artwork folios, both experimental and resolved within the areas of: Knowing, Exploring, Expressing and Workplace Health and Safety. Subject costs cover consumables and print media used in classwork.</td>
<td></td>
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<tr>
<td>Assessment:</td>
<td>Why choose VISUAL ART STUDIES- CREATIVE ART?</td>
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<tr>
<td></td>
<td>• Focus on creating artworks with a commercial potential - building practical skills and techniques linked to skills needed for Arts industry.</td>
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<td></td>
<td>• Develop knowledge about particular Arts, aesthetic codes, symbolic languages, social/cultural practices &amp; personal experience.</td>
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<td></td>
<td>• Develop skills in industry Workplace Health and Safety practices.</td>
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<td>• Develop: a positive approach; an ethical manner; increasing confidence and skills to work independently and as part of a team.</td>
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<td></td>
<td>The Arts are crucial in developing skills for students to make connections between imagination and learning, between thinking and feeling, between the self and the environment and between the individual and society. Thus participation in the Arts engages students in processes that are essential in everyday life.</td>
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<td></td>
<td>Year 11: Six Design Making Folios chosen from such tasks as Graphic Design, Surrealist Drawing, Lino/ Screen Printmaking, Cultural Mask Sculpture, Organic Ceramics</td>
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<tr>
<td></td>
<td>Year 12: Six Design Making Folios chosen from such tasks as Mixed Media Drawing, Abstract Painting, Assemblage Sculpture, Wearable Art, Digital Photography and image manipulation</td>
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<td></td>
<td>Each unit builds upon previously learnt skills and develops deeper conceptual and expressive meaning to their work for year 12.</td>
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<td>Making Folios – Students are required to develop a response to a series of design briefs through the stages of:</td>
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<td></td>
<td>• Knowing- demonstrating detailed knowledge of the processes used in the chosen arts area(s) accurately and recalling essential terminology in context</td>
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<td></td>
<td>• Exploring- using initiative to explore a range of arts making processes and skills, generating workable &quot;solutions&quot; to familiar and some unfamiliar arts making &quot;problems&quot;, making considered choices to effectively communicate purpose(s) through arts work(s)</td>
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<td></td>
<td>• Expressing and Workplace Health and Safety- able to demonstrate the skills and techniques required to clearly express purpose(s) through arts work(s), accurately applies workplace health and safety practices specific to the arts area(s) independently and successfully achieves goals within specified timeframes, whether working alone or with others</td>
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<td></td>
<td>• Reflection on individual student learning</td>
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<tr>
<td>Career Pathways</td>
<td>Fine artists, Craft artist, Market Holder, etc.</td>
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</tbody>
</table>
**Subject name:** Film television and new media  
**Subject type:** Authority Subject (0093)  
**QCE Eligibility:** Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.  
**Subject Fee:** Yr 11: $60 / Yr 12: $60  
**Special Equipment and Stationery Requirements:** Mandatory: Basic technology skills that can be applied to production tasks.  
**Prerequisites:** At least a C level of achievement in Year 10 English. Or approval by the HOD.  
**Course overview:** Film, television and new media provides students with a practical and theoretical approach to media entertainment and mediums. Application of these skills allow students an opportunity to explore moving image and manipulation. Critical literacy skills, used within the techniques and processes of moving-image media production and use, enable students to think, question, create and communicate by designing, producing and critiquing film, television (TV) and new media products. These skills are not only of vocational value, but they also facilitate informed and social participation.  

**Year 11**  
**Production Fundamentals**  
- Practical skills: camera, lighting, editing, composition, framing, shot sizes/angles, mise en scene  
- The Production Process  
- Codes and conventions of Storyboarding for a specific target audience  
- Production of a short video narrative  
**Australian News Traditions**  
- Newsworthiness, media ownership and news bias  
- Comparative study of Public Broadcasters / Commercial TV  
- Censorship and propaganda  
- Institutions which support news outlets and the evolution of news mediums  
**Evolution of Film and Television**  
- Study of society, film and television through the decades  
- History of Australian TV  
- Comparative style of TV genres: Australian, American and British television  
- TV scriptwriting - a specific audience for a specific decade  
- Production of television episode  

**Year 12**  
**Exploration of National Cinemas**  
- National Cinemas (Australia, USA, Germany, Italy, France)  
- Australian representations and identity within Australian film  
- Hollywood Studio System  
- Codes and conventions of film genres and short films  
- Film styles and movements  
- Short Film script and production  
**Hollywood Representations of Culture**  
- Representations/Stereotypes of different races within film, television and new media  
- Stereotypes of females and males within different media forms  
- Documentary / Propaganda - Script / Production / Finance Proposal Presentation  
**World Directors**  
- Independent Filmmakers  
- Independent Director Study  

**Assessment:** Design Tasks: Storyboards / scripts etc  
Production Tasks: Individual + Group Film Productions.  
Critique Tasks: Analysis / Evaluation / Research  

**Career Pathways:** Director, actor, filmmaker, photographer, camera man, digital editor, scriptwriter, set designer, producer, event manager, storyboard artist.
Media Arts in Practice

Subject code MAP

Authority Registered Subject

Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.

Yr 11: $30 / Yr 12: $30

Mandatory:
Access to a computer and the internet outside of school hours. USB and workbook.

A keen interest in the study of Media

Media is a dominant form of communication in today's world. Media Studies provides an insight into the world of film, television and new media through a very hands-on approach of the production process. From designing, to filming and editing, to pitching a project and organising a film event, students are able to get a taste of this industry.

Year 11
- Scripting – a developing knowledge of filmmaking terminology (includes shot sizes / angles, framing and composition, lighting, editing, mise en scene). View selected film scenes to identify the above. Storyboarding.
- Media in the Making - The Production Process: students will learn how to operate cameras, tripods, editing programs including workplace, health and safety practices, view and deconstruct selected films genres.
- At the Movies - become familiar with terminology such as: film noir, art-production and foreign language films. Identifying and adapting the styles of particular film genres such as expressionism and impressionism. Develop skill and technique in writing treatments and screenplays.
- Manipulating the Media - *Students are required to film a significant school event throughout the year (ie sports carnivals, music nights, awards evenings). Footage collected throughout year to be used for this task.

Year 12
- Advertising the Commercial – Identify persuasive editing and filming techniques. Understand the role of the advertiser.
- TV Over Time - Develop knowledge of TV terminology and how representations are created for different audiences. Become familiar with television shows and their history
- World Directors - Examine the works of successful film director. Examine the film industry with a specific focus on directing. Research the successes and philosophies of a prominent film director from any era.
- Farewell on Film - *students have been filming specific events all year with a focus on year 12s and their participation. Footage has been collected and compiled.

The assessment tasks in Media Studies will comprise of:
Individual and group tasks that involve Storyboarding, Scriptwriting, Treatments, Orals (Pitch Presentations), Productions (eg: advertisement), Research Tasks, Multimodal Presentations.

Career Pathways:
There are multiple pathways within the Film and TV industry. Some of these are: Director, Editor, Camera Technician, Producer, Distributor, Media Critic, Project Manager, Researcher, Runner, Animator, Storyboard Artist, Story Assistant, Scriptwriter.
SCTTTC STUDENTS ARE A STEP AHEAD IN THE EMPLOYMENT MARKET...

For more information contact SCTTTC Admin
Phone: 07 5438 1037
Email: TTTAdmin@caloundrashs.eq.edu.au
‘Skilled Training Pathways’

The Sunshine Coast Technical Trade Training Centre (SCTTTC) aims to be the Sunshine Coast’s lead training facility for future focused secondary students. It provides vocational qualifications and tertiary pathways, preparing students for the workplace or further education and training.

SCTTTC students are a step ahead - 96% of 2013 graduates are employed or engaged in Full Time Employment.

At the SCTTTC students don’t just do a ‘course’ – our training goes beyond basic delivery and training, having students further develop a range of industry focused skills. Teachers are industry professionals who deliver excellent quality training for our students.

Our Partners in Education and Training Pathways:

- Beerwah State High School
- Caloundra State High School
- Kawana Waters State College
- Meridan State College
- TAFE Queensland East Coast
- University of the Sunshine Coast
- Canberra Institute of TAFE
- Careers Australia

SCTTTC offers pathways in a range of trade and technical training areas for students in Years 11 and 12. The programs are designed to provide students with practical training in their chosen field as well as providing valuable employability skills and opportunities to link with industry.

NB: ALL SCTTTC CERTIFICATE COURSES ARE FUNDED UNDER VETIS (Vet in Schools) funding by the Qld Government. As such, students can only enrol in ONE VETIS funded course in year 11 & 12.

SCTTTC can receive additional contracts that may enable students to undertake two options that allow for dual enrolment over two years.

Benefits to Students:
By including a pathway at the Sunshine Coast Technical Trade Training centre in your Senior Phase program, you will have the opportunity to:

- Be a part of our personal development program supporting students with preparation and entry to the workforce
- Access a wider range of learning options through school
- Gain credit points towards their Queensland Certificate of Education (QCE)
- Participate in articulated programs of study with direct entry to additional fields of study
- Gain real vocational skills and qualifications while completing their QCE
- Gain a competitive edge in the employment market
- Gain credit towards further TAFE and University study
- Learn from qualified industry professionals
- Structured Workplace Learning on-the-job

Structured Workplace Learning:

Structured Workplace Learning (SWL) is a valuable part of each students learning at the SCTTTC. It is mandatory that students engaged in Vocational Education and Training (VET) ie: Certificate courses; undertake 2-6 weeks SWL throughout their program at the SCTTTC. SWL is used as a tool for students to engage with employers in a meaningful way – with many employers directly recruiting students who have proven themselves as potential employees whilst on an SWL placement.
Extension Learning Program:

All students at the SCTTTC undertake a personal development program that is part of their preparation for the workplace. Activities included in this program:

- Development of Personal Skills Portfolio
- Resume & interview preparation
- Introduction to the world of work – guest speakers on topics such as: finding a job, qualities employers are looking for, on the job behaviour, communication in the workplace, WH&S, apprentice information, etc.
- SCTTTC Activities eg. Explore Your Options Days, Site Tours and Excursions if available

Industry Liaison Officer:

The SCTTTC Industry Liaison Officer supports the students through mentoring and preparation for the workplace. The Industry Liaison Officer will work closely with students to support them with locating placements for SWL and in preparation for the workplace, co-ordinate SATS and engage with employers full time.

EXPRESSION OF INTEREST

As of April 2015 courses and fee structures cannot be confirmed for 2016 delivery due to contractual requirements or Government recommendations. Expressions of Interest are now being accepted for our proposed courses for 2016.

Students interested in SCTTTC courses for 2016 are asked to complete the Expression of Interest and return to their school coordinator. Once course details are finalised information will be forwarded to all schools and those who have expressed interest.

SCTTTC expectations of students applying:

- Strong and keen interest in industry
- Commitment to meeting Structured Workplace Learning requirements
- Self-motivated and able to work independently
- Able to demonstrate maturity and a positive work ethic

Enrolment to the SCTTTC will be based on:

- Written application
- Face to face interview
- Student results and recommendations from schools – behaviour and effort results on reports will be taken into consideration

Enrolment to the SCTTTC for Year 10 Students will be based on:

- The Trade Training Centre is designed to cater for students in their post compulsory stage of schooling (year 11/12 or over 16).
- Year 10 students will only be considered after considerable consultation and negotiation with the student, school, parent and TTC and only if the student is at risk of disengaging.
- Entry into the TTC for a year 10 student requires that an individual learning plan be constructed and approved by the Principal.
- Entry into courses for a year 10 student at the TTC is provided only if the above is met and there exists a vacancy that will not be needed for a post compulsory student.

<table>
<thead>
<tr>
<th>CERTIFICATE I – CONSTRUCTION</th>
<th>(CPC10111)</th>
<th>QCE CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>POINTS 3</td>
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</tbody>
</table>

I year – 4 weeks mandatory Structured Workplace Learning in Building & Construction

Focus is on general construction skills & workplace preparation. Students develop skills in:

- WH&S
- Hand & Power Tools
- Construction Drawing for plans
- Workplace Communication

Cost: State Schools - (to be confirmed) Consortium Schools - (to be confirmed)

Fees include: Delivery, Extension Learning Program, Structured Workplace Learning Support, Uniform, and Consortium School Operational Contribution
**CERTIFICATE II - RESOURCES & INFRASTRUCTURE WORK PREPARATION (R120113) QCE CREDIT POINTS 3/4**

*1 year – 2 weeks mandatory Structured Workplace Learning in Civil Construction*

Focus is on skills for civil construction including site preparation, formwork & workplace preparation.

**Cost:**
- **State Schools** - (to be confirmed)
- **Consortium Schools** - (to be confirmed)

Fees include: Delivery, Extension Learning Program, Structured Workplace Learning Support, Uniform, and Consortium School Operational Contribution

**CERTIFICATE II – ELECTROTECHNOLOGY (CAREER START) (UEE22011) QCE CREDIT POINTS 4**

*1 year – 2 weeks mandatory Structured Workplace Learning in Electrical, Air Conditioning & Refrigeration, Cleantech Industries (Solar, Wind power etc)*

This course is offered as a prevocational program for students focused on apprenticeships as their future pathway. Students require high level maths skills (Maths B preferable or ability to demonstrate a high level of achievement in Junior Maths and taking Maths A).

NB: This course has extensive theory – minimal time is spent on practical work.

**Cost:**
- **State Schools** - (to be confirmed)
- **Consortium Schools** - (to be confirmed)

Fees include: Delivery, Extension Learning Program, Structured Workplace Learning Support, Uniform, and Consortium School Operational Contribution

**CERTIFICATE II SURVEYING & GEO SPATIAL INFORMATION SERVICES (CPP20112) QCE CREDIT POINTS 4**

*1 year – 80 hours mandatory Structured Workplace Learning & Mentoring*

This course is designed for the growth industry of surveying and has pathways for students to become Surveying Technicians. It is relevant for students planning on surveying pathways in their future.

The course includes:
- Mapping Skills
- Geo-Spatial Skills
- Surveying Skills
- Communication Skills

Students require an interest in working with computers & need to show an interest in the industry.

**Cost:**
- **State Schools** - (to be confirmed)
- **Consortium Schools** - (to be confirmed)

Fees include: Delivery, Extension Learning Program, Structured Workplace Learning Support, Uniform, and Consortium School Operational Contribution

**CERTIFICATE I PLUMBING SERVICES (39278QLD) QCE CREDIT POINTS 3**

*1 year – 5 weeks mandatory Structured Workplace Learning 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.

The course includes introductory competencies included in further Plumbing qualifications and includes:
- Safe working practices
- Communication in the plumbing sector
- Use of plumbing hand & power tools in basic plumbing tasks
- Read & understand plans
- Apply environmental practices in basic plumbing projects (etc)

**Cost:**
- **State Schools** - (to be confirmed)
- **Consortium Schools** - (to be confirmed)

Fees include: Delivery, Extension Learning Program, Structured Workplace Learning Support, Uniform, and Consortium School Operational Contribution
1 year – 2 weeks mandatory Vocational Placement is built into the program and must be completed to be awarded the qualification.

This course is an outdoor focused course that would be useful for students exploring future pathways in landscaping, horticulture, parks and gardens, forestry or park ranger. Students will engage in restoration and practical work in the setting around the SCTTTC as part of their training.

Cost: to be confirmed

Fees include: Delivery, Extension Learning Program, Structured Workplace Learning Support, Uniform, and Consortium School Operational Contribution

INTEGRATED LEARNING IN ENGINEERING

This course is delivered in partnership with University of the Sunshine Coast and Skills QLD Gateway to Industry Schools Program.

Students who participate in the ILE Program will study two of USC’s First year engineering subjects (one in each semester) concurrently with school based Maths B studies.

Semester 1, students study ENG101 Engineering Professional Practice
Semester 2, students study COR111 Environment, Technology and Sustainability

NB: By passing both ENG101 and COR111 students will gain four QCE points. If they choose to study at USC, students will be credited the two courses towards an Engineering or other relevant degree and receive a guaranteed place at USC on completion of year 12.

Currently Skills QLD Gateway Schools provide scholarships, totalling $200 per subject, for all ILE students. This reduces the ILE course cost to a total of $400 rather than $800. Please note that this scholarship provision is still to be confirmed for 2017 enrolments.

Cost: State Schools - (to be confirmed)    Consortium Schools - (to be confirmed)

Fees include: Extension Learning Program, Site Visits, Uniform, and Consortium School Operational Contribution where applicable

Further details regarding the ILE program is available via school coordinators or contacting SCTTTC.
# EXPRESSİON OF INTEREST

**SCTTTC PROGRAMS 2017**

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
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<tr>
<td>SCHOOL ATTENDING</td>
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<tr>
<td>YEAR LEVEL IN 2016</td>
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<tr>
<td>SCTTTC CONTINUING STUDENT</td>
<td>YES / NO</td>
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<tr>
<td>STUDENT EMAIL</td>
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<tr>
<td>PARENT/CAREGIVER NAME</td>
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<td>HOME ADDRESS</td>
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<td>PARENT CONTACT EMAIL</td>
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<td>HOME PHONE</td>
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<tr>
<td>MOBILE PHONE (Parent/Caregiver)</td>
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**EXPRESSION OF INTEREST**  
(All programs are one year duration and available to students in year 11 or 12)

- ___ Cert I Construction
- ___ Cert II Resources & Infrastructure (Work Preparation)
- ___ Cert I Plumbing
- ___ Cert II Electrotechnology (Career Start)
- ___ Cert II Horticulture
- ___ Cert II Surveying & Spatial Information Services
- ___ Integrated Learning in Engineering

**SIGNATURES**

- ________________________ (Student)
- ________________________ (Parent/Caregiver)
- ________________________ (School Contact)

Date: ........../........./.........
“Skilled Training Pathways”

Application for Enrolment

2017 Program
Application for Enrolment

Complete all attached documentation to ensure your application proceeds. This includes:

1. Student Enrolment Information
2. Applicant’s Questionnaire – student MUST complete this for themselves
3. Supporting Documentation as per Checklist for Enrolment

Checklist for Enrolment

___ Complete Application for Enrolment Forms

___ Provide photocopies of the following:

- SET Plan – if available at time of submission
- Resume
- Report Card – most recent ie: Mid-Year 2016
- References from Work Experience or any other position of responsibility
  (Eg. Sporting Coach, Part-time Employment, Volunteer Organisation)
- Proof of Identification – Birth Certificate or Passport
- Proof of Residency or Australian Citizenship – if born outside of Australia
  (VETIS funding will not be provided for any students that do not hold Australian Residency.
  Any interest for Non Australian Resident Citizens will need to explore full fee for service costs.)
Student Application for Enrolment in 2017

Personal Details

Student Details

Family Name: __________________________ Given Name/s: __________________________

Current School Attending: ______________________________________________________

LUI (Learning Unique Identifier) Number: _________________________________________

USI (Unique Student Identifier) Number: _________________________________________

Date of Birth (day/month/year): ____________________  Male ___  Female ___

Indigenous or Torres Strait Islander Background: Yes / No

Non-English Speaking Background: Yes / No

Daytime Telephone: __________________________ Mobile __________________________

Mailing Address / Number and Street _____________________________________________

Suburb/Town ______________________________________ Postcode __________________

Email: ______________________________________________________________________

Parent/Guardian Details

Parent 1: ______________________________________ (Primary Contact Person)

Home Tel: ______________ Work Tel: ______________ Mobile ______________________

Mailing Address / Number and Street _____________________________________________

Suburb/Town ______________________________________ Postcode __________________

Email: ______________________________________________________________________
Applicant Questionnaire

(Student to complete)

Career Goal:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

The course I am applying to study at the Sunshine Coast Technical Trade Training Centre is:
_____________________________________________________________________________________________

School History

Current School: ____________________________________________ Year Level 2016: ________________

Latest Results (Semester 1 or 2-2016):

<table>
<thead>
<tr>
<th>Subject</th>
<th>Result</th>
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Proposed subjects for Year 11 and 12:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Part time Work History/ Work Experience

Employer: ___________________________________________ Date: __________________________
Work Duties:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Employer: ___________________________________________ Date: __________________________
Work Duties:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Personal Qualities

Employers have identified a number of attributes they require in valued employees. Some of these qualities include:

- Commitment & Loyalty
- Willingness to learn and Initiative
- Communication
- Work Ethic and Positive Attitude to Work

Write about your best personal qualities and how you demonstrate these skills:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
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__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
Industry
Why do you want to work in your chosen industry?
- When did you make the decision to work in this industry?
- What do you know about the industry?
- What are your long term objectives as a person working in this industry?

_______________________________________________________________________________________________ 
_______________________________________________________________________________________________ 
_______________________________________________________________________________________________ 
_______________________________________________________________________________________________ 
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_______________________________________________________________________________________________ 

Personal
What interests do you have out of school?
- Sport
- Hobbies
- Social activities
- Community work

_______________________________________________________________________________________________ 
_______________________________________________________________________________________________ 
_______________________________________________________________________________________________ 
_______________________________________________________________________________________________ 
_______________________________________________________________________________________________ 
_______________________________________________________________________________________________ 

A place in the course
Why do you think you are the best person for a place in this course?
_______________________________________________________________________________________________ 
_______________________________________________________________________________________________ 
_______________________________________________________________________________________________ 
_______________________________________________________________________________________________ 
_______________________________________________________________________________________________ 
_______________________________________________________________________________________________
**Declaration**

By submitting this application I agree to obey the code of conduct of the Sunshine Coast Technical Trade Training Centre as applied to me. I further agree to comply with any procedures of the Centre governing my conduct as a student and requirements affecting my studies.

I declare that information supplied by me is true, correct and complete in every respect.

I understand that following this application I may be required for a formal interview to ascertain my commitment to the course of study and that this process does not guarantee acceptance into my chosen course.

Applicant Signature: ____________________________________________ Date: __/__/____

**Parent/Guardian:**

I agree to my son/daughter’s application to the Sunshine Coast Technical Trade Training Centre.

Parent/Guardian Signature: ________________________________ Date: __/__/____

---

**School Referee Statement** (to be completed by school teacher, HOD, Guidance Officer, Deputy Principal, Principal)

On behalf of ______________________________________ (school) I hereby recommend that:

_________________________________________ (student’s name) be accepted into the Sunshine Coast Technical Trade Training Centre in the course ______________________________________.

Comments:

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Position: ______________________ Signature ______________________ Date __/__/____

---

**School Authorisation**

Position:  ___ Principal
           ___ Deputy Principal

Signature ______________________ Date __/__/____