2017
Senior Course Guide
Table of Contents

Our Curriculum Offerings ............................................................................................................................................. 4
Authority Courses ....................................................................................................................................................... 4
Authority Registered Courses ........................................................................................................................................... 4
Vocational Education and Training (VET) Certificates ................................................................................................. 4
The link between VET and tertiary entrance ............................................................................................................. 5
Choosing Subjects ....................................................................................................................................................... 6
Some Frequently Asked Questions .............................................................................................................................. 6
Do your research ......................................................................................................................................................... 7
Further assistance in making decisions .......................................................................................................................... 7
Senior Education and Training Plan (SET Plan) ............................................................................................................ 7
How to complete SET Plans ......................................................................................................................................... 8
Queensland Certificate of Education (QCE) .................................................................................................................. 8
Eligibility for a QCE ....................................................................................................................................................... 8
What is a credit? ............................................................................................................................................................ 8
Flexibility ....................................................................................................................................................................... 8
Senior Education Profile ............................................................................................................................................. 9
Overall Position (OP) – Who needs one and how is it calculated? ............................................................................... 9
Queensland Core Skills Test (QCS) .............................................................................................................................. 9
Senior Enrichment Program (SEP) .................................................................................................................................. 10
Queensland Curriculum and Assessment Authority (QCAA) ...................................................................................... 10
A brief outline of the system ............................................................................................................................................. 10
A syllabus developed for each authority subject and approved by the QCAA ............................................................. 10
Approved work programs for each authority subject .................................................................................................. 10
Monitoring of standards at the end of Year 11 ............................................................................................................... 10
Verification of standards at the end of Year 12 ................................................................................................................ 10
The QCS test ................................................................................................................................................................. 11
Tertiary entrance ranks .................................................................................................................................................... 11
Comparison of moderated standards with standards on the Queensland Core Skills Test .................................... 11
Random Sampling .......................................................................................................................................................... 11
Outcomes of the System ............................................................................................................................................... 11
Quality Assurance ......................................................................................................................................................... 11
Senior English Overview ............................................................................................................................................... 12
Senior Mathematics Overview ....................................................................................................................................... 13
Which Mathematics course best suits me? ..................................................................................................................... 13
Authority Courses ....................................................................................................................................................... 14
Agricultural Science ....................................................................................................................................................... 14
Ancient History ............................................................................................................................................................. 16
Biology ............................................................................................................................................................................ 18
Business Communication and Technologies ............................................................................................................... 20
Chemistry...................................................................................................................................................................... 22
Drama ............................................................................................................................................................................. 24
English ............................................................................................................................................................................ 26
Geography .................................................................................................................................................................... 28
Graphics ........................................................................................................................................................................... 30
Home Economics ........................................................................................................................................................... 32
Information Technology Systems ..................................................................................................................................... 34
Legal Studies .................................................................................................................................................................. 36
Marine Science ............................................................................................................................................................... 38
Mathematics A ............................................................................................................................................................... 40
Mathematics B .................................................................................................................................................... 42
Mathematics C .................................................................................................................................................... 44
Modern History .................................................................................................................................................. 46
Music .................................................................................................................................................................. 48
Physical Education .............................................................................................................................................. 50
Physics ................................................................................................................................................................ 52
Visual Arts ........................................................................................................................................................... 54
Authority Registered Courses ..................................................................................................................................... 56
Building and Construction Skills ......................................................................................................................... 56
English Communication ...................................................................................................................................... 58
Aquatic Practices ................................................................................................................................................ 60
Prevocational Mathematics ................................................................................................................................ 62
Recreation .......................................................................................................................................................... 64
Vocational Education and Training (VET) ................................................................................................................... 66
BSB20115 Certificate II in Business .................................................................................................................... 66
CHC30113 Certificate III in Early Childhood Education and Care ...................................................................... 68
MEM10105 Certificate I Engineering .................................................................................................................. 70
SIS30315 Certificate III in Fitness ........................................................................................................................ 72
SIT10216 Certificate I in Hospitality .................................................................................................................. 74
SIT20316 Certificate II in Hospitality .................................................................................................................. 74
ICT20115 Certificate II in Information, Digital Media and Technology ................................................................... 76
AHC21210 Certificate II Rural Operations ............................................................................................................ 78
CUA10315 Certificate I Visual Arts ..................................................................................................................... 80
CUA20715 Certificate II in Visual Arts ................................................................................................................ 80
Rugby League Development Program ................................................................................................................. 82
Sport and Recreation .......................................................................................................................................... 85
What is a School-Based Apprenticeship or traineeship (SAT)? .................................................................................. 88
Minimum paid work requirement .......................................................................................................................... 89
State Government funded training ........................................................................................................................ 89
Institutional training delivery limits for school-based apprenticeships ................................................................. 89
Recognition of Prior Learning (RPL) & Course Credit ................................................................................................. 90
External RTO Opportunities ........................................................................................................................................ 91
Our Curriculum Offerings

Sarina State High School offers its students a wide variety of courses throughout Senior Secondary, incorporating Years 10 to 12. There are three types of senior courses offered at Sarina State High School:

- Authority Courses
- Authority Registered Courses
- Vocational Education & Training Certificates

We organise these courses into pathways to assist students in deciding which courses they will study.

Authority Courses

These courses, approved by the Queensland Studies Authority (QCAA), are offered State wide in Queensland Secondary Schools and Colleges and are used in the calculation of a student’s Overall Position (OP) when they exit Year 12. OPs are used to gain entry into tertiary institutions such as universities. They contribute to the Queensland Certificate of Education (QCE) if the required level of achievement is attained. In Senior Secondary at Sarina State High School we offer:

- Agricultural Science
- Biology
- Chemistry
- English
- Graphics
- Information, Technology Systems
- Marine Science
- Mathematics B
- Modern History
- Physical Education
- Visual Arts
- Ancient History
- Business Communication and Technologies
- Drama
- Geography
- Home Economics
- Legal Studies
- Mathematics A
- Mathematics C
- Music
- Physics

Authority Registered Courses

Authority Registered Courses are those based on QCAA developed Study Area Specifications (SAS). They are not used in the calculation of an OP. Authority Registered Courses emphasise practical skills and knowledge relevant to specific industries. They contribute to the QCE if the required level of achievement is attained. In Senior Secondary at Sarina State High School we offer:

- Aquatic Practices
- Building and Construction Skills
- English Communication
- Prevocational Mathematics
- Recreation

Vocational Education and Training (VET) Certificates

Student achievement in accredited Vocational Education Competencies (based on industry-endorsed competency standards) may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to courses at TAFE institutes and other registered training organisations. VET Certificates contribute to the QCE if the required competence is attained.

Vocational Education and Training provides skills and knowledge to work efficiently and to a certain level through a standardised national training system in specific industry areas. Essentially, VET courses are designed to prepare learners for the workforce and at Sarina State High School, as a registered training organisation, a wide range of vocational Certificates in a stand-alone or embedded format are able to be offered. These include:

- BSB20115 – Certificate II in Business
- MEM10105 – Certificates I in Engineering
- SIT10216 – Certificate I in Hospitality
- SIT20316 – Certificate II in Hospitality
ICT20115  – Certificate II in Information, Digital Media and Technology  
AHC21210  – Certificate II in Rural Operations  
CUA10315  – Certificate I in Visual Arts  
CUA20715  – Certificate II in Visual Arts

Rugby League Development Program

SIS10115  – Certificate I in Sport and Recreation  
SIS20115  – Certificate II in Sport and Recreation  
SIS20513  – Certificate II in Sport Coaching

Sport and Recreation

SIS10115  – Certificate I in Sport and Recreation  
SIS20115  – Certificate II in Sport and Recreation  
SIS20513  – Certificate II in Sport Coaching

The following courses are available through external RTO’s:

CHC30113  – Certificate III in Early Childhood Education and Care (Cairns Training Academy)  
SIS30315  – Certificate III in Fitness (Binnacle Training)

Delivery of these Certificates will be dependent on the approval status of Sarina State High School’s Scope of Registration. The school guarantees that the student will be provided with every opportunity to complete any VET Certificate as per the rights and obligations outlined in the enrolment process and information in handbooks provided. Students who successfully achieve all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Sarina State High School also offers a School-based Apprenticeship and Traineeship (SAT) program that allows students to gain a VET qualification and do paid work in a traineeship or apprenticeship area, while still at school studying for their Queensland Certificate of Education. Having VET qualifications can lead to many different careers and jobs.

The link between VET and tertiary entrance

OP eligible – Students can select 5 Authority subjects and a VET Certificate as their sixth subject.

Non OP eligible – Students achievements in VET can contribute to a selection ranking used by Universities and TAFE.

Students also have the option of studying a Certificate course offered by TAFE, or a private RTO in vocational areas that interest them. If students are interested in studying a VET Certificate not offered by Sarina State High School, please see the VET Co-ordinator.
Choosing Subjects

Students should keep the following points in mind:

Students study six (6) courses unless undertaking a School-Based Traineeship or Apprenticeship or Work Placement, in which case they may elect to only study five (5) courses.

Students who require an OP (Overall Position) for tertiary entrance into a university course must choose at least five (5) Authority courses within their choice of six (6) courses. Students not requiring an OP may study any combination of Authority, Authority Registered or VET Certificates.

All students should consult with the Deputy Principal, Senior Secondary Head of Department or the Guidance Officer about course choices which suit their needs. Once course choices are made, students should complete the Subject Selection online Form, via OneSchool, indicating their preferred courses. All students at Sarina State High School must study one course from the English and Mathematics curriculum areas.

Sarina State High School endeavours to offer a diverse curriculum however, whether a course will actually run will depend on class size and/or human/physical resources. In a small number of cases some courses may be organised with the assistance of the School of Distance Education (SDE), or other institutions e.g. TAFE and private registered training organisations (RTO). Please note – students need to be very self-motivated to undertake such courses.

It is important that students choose senior courses carefully as their decisions may affect the types of occupations they choose in the future, as well as their success and feelings about school. We suggest students choose subjects which:

- They enjoy.
- They achieve good results in.
- Reflect their interests and abilities.
- Help them reach their career goals.
- Develop both life and work skills and knowledge for later life.

Some Frequently Asked Questions

- **How well have you coped with similar subjects in the past?**

  *This can give you an indication of likely future success. It will be difficult to succeed at a subject in senior secondary if you have struggled with it in junior secondary. Try to keep course selection realistic.*

- **Do you wish to undertake tertiary studies at university after Year 12?**

  If you do, then you must study a minimum of five (5) Authority Subjects of six (6) to be selected. This is because only Authority Subjects are used in the calculation of the Overall Position (OP).

- **What if I know what I want to study at university?**

  If you know which tertiary course you would like to study, check the pre-requisite subjects necessary for entry into that course. It can be very disappointing when applying for a university course to find out that you haven’t studied the right course.

  - I want to go to university, but I’m not sure yet what I want to study.

    If you wish to undertake tertiary studies, but you do not know which tertiary course you are interested in, choose subjects that keep as many options open as possible.

    - I know that I don’t want to undertake tertiary studies, what courses should I choose?

      If you do not wish to study at a tertiary institution after Year 12 and you want to acquire skills that may help you get a job after Year 12, then a selection of Authority Registered Subjects and VET Certificates may be advisable.
• **What use are VET courses?**

*Vocational Education Certificates could provide a pathway to a job that attracts you. Success in these types of Certificates may give you advanced standing (credit) to a higher level course that you are interested in e.g. a Certificate II in Business may lead to a Certificate III, IV or Diploma course in Business.*

After considering all the factors above, try to choose your best subjects and the ones you enjoy the most. Make your senior years of school enjoyable.

Read carefully all of the subject descriptions in this booklet. Look at the type of assessment, abilities required etc. Further queries regarding subjects may be directed to relevant teachers, Subject Head of Department, Senior Secondary Head of Department, the Guidance Officer or a member of Administration.

**Do your research**

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

- Read subject descriptions and course outlines carefully.
- Talk to Heads of Departments and teachers of each subject.
- Look at books and materials used in the subject.
- Listen carefully at subject selection talks.
- Talk to students who are already studying the subject.
- Check subject prerequisite expectations.
- Fully understand the requirements of the subject assignments, exams, safety, trips, camps etc.

**Further assistance in making decisions**

Contact the school to arrange an appointment with a Deputy Principal, Senior Secondary Head of Department, the Guidance Officer or relevant teacher. Attend the subject selection information session. More information can be found at [http://www.QCAA.qld.edu.au](http://www.QCAA.qld.edu.au).

**Senior Education and Training Plan (SET Plan)**

The Queensland Government introduced laws in 2006, which requires young people to be "learning or earning". All young people will be required to complete Year 10 at School and go on to undertake a further two years of education and/or training, until they achieve a Queensland Certificate of Education, Senior Statement or Certificate III vocational qualification or turn 17, whichever comes first. Young people will be exempt from these requirements if they gain full-time employment. The aim is to encourage as many young people as possible to complete 12 years of schooling or equivalent.

A Senior Education and Training (SET) Plan is developed to map a student's future education and/or employment goals and their QCE pathway. Sarina State High School works with students to develop and then implement their SET Plans. This plan assists them to make good choices about further learning and work.

The SET Plan is designed to:

- Work as a ‘road map’ to help students achieve their learning goals during Senior Secondary schooling.
- Include flexible and co-ordinated pathway options.
- Assist students to examine further options across education, training and employment sectors.
- Help students to communicate with their parents/carers, Guidance Officer or teachers about their intended pathways.

In their personalised plan, students will be able to list a variety of different learning pathways, some of which they may access outside the current formal structure of our School. This allows them to create more options and flexibility in their learning. The plan can be altered if they decide to change direction and explore different learning pathways.
How to complete SET Plans

Students can access their Set Plans through OneSchool by logging into their Managed Internet Service (MIS) account. Through the OneSchool application, students can also set goals and targets relating to each of their subjects. They can also access their academic results and add a range of other information relating to their education. Once this is completed, students can print a report displaying their career information in a user-friendly document. Students having difficulty accessing their information on OneSchool need to contact the school's ICT Co-ordinator.

Queensland Certificate of Education (QCE)

The QCE is awarded to eligible students — usually at the end of Year 12. Students can still work towards a QCE after Year 12 or if they leave school. Learning options are grouped into four categories — Core, Preparatory, Enrichment and Advanced. The QCE offers flexibility in what, where and when learning occurs. Students with special needs may be eligible to receive a QCIA (Queensland Certificate of individual Achievement).

Eligibility for a QCE

To be eligible for a QCE, a student must be enrolled with a school and registered with the Queensland Studies Authority. For most students the QCE will be achieved over Years 10, 11 and 12. Others may not achieve it until after they finish Year 12.

To achieve a QCE, a student needs at least twenty (20) credit points in a set pattern. At least 12 credits must come from completed Core Courses. An additional 8 credits can come from a combination of any courses. Students must achieve a Sound, Pass or equivalent to receive QCE credits. Literacy and numeracy requirements must be met.

What is a credit?

A credit is the minimum amount of learning at the set standard that can contribute to the QCE. A credit has two elements: an amount of learning and a set standard. For example, a credit for an Authority Subject is one semester (amount of learning) at Sound Achievement (set standard) or a credit for a Certificate II qualification is 25% (amount of learning) of the competencies (set standard). Some learning achievements will be recorded, but will not be a credit because they either do not have the required amount of learning or they do not meet the set standard. For example, a Very Limited Achievement in an Authority subject does not meet the set standard to be a credit.

Flexibility

This Certificate will recognise more learning options. Students can design a program of study to match their career goals. There is more flexibility in what, where and when learning occurs. Not all the learning needs to take place at school. Some learning can be with a registered training provider, in a workplace or with a community group. Students who do not meet the QCE requirements at the end of Year 12 can continue to work towards their Certificate (however credits expire after nine years). The QCAA will award a QCE in the following July or December, once a student becomes eligible.
Senior Education Profile

Students in Queensland are issued with a Senior Education Profile when they complete Year 12. All students receive a Senior Statement, and eligible students receive a Queensland Certificate of Education (QCE) and/or a Tertiary Entrance Statement. Students who continue to study towards a QCE after completing Year 12 will receive a Statement of results when they become eligible for a QCE.

Students can access their Learning Accounts by logging on to the Student Connect website at https://studentconnect.QCAA.qld.edu.au/. Students use their Learning Unique identifier (LUI) number to access information relating to their courses and credit points.

It is important to note that for a student to be eligible for a QCE, he or she must complete 20 credits, at a set standard, in a set pattern. For more information on this aspect of the QCE go to the Queensland Studies Authority website at http://www.QCAA.qld.edu.au and download the QCE Handbook.

Overall Position (OP) – Who needs one and how is it calculated?

An OP is needed by anyone who is thinking of continuing with his/her studies after Year 12 at a tertiary institution. It is calculated by taking the performance in the equivalent of the student’s best five Authority subjects in Years 11 and 12. Students must study at least three Authority subjects for the full two years and the remainder can be made up of eight semester units of other Authority subjects. A student’s OP is dependent on how well they achieve in their subjects. Students need to choose subjects in which they have the best chance of doing well and which they will enjoy.

The Overall Position (OP) will be reported in 25 bands, with the highest being OP 1.

Field Positions (FP) measure ability in certain elements in the curriculum and are calculated by combining results in related subjects. As the fields measure different qualities, subjects are weighted in individual fields according to the skills they will measure. A simple description of what each field involves is:

- **FIELD A**  Written expression
- **FIELD B**  Reading comprehension and language expression
- **FIELD C**  Basic numeracy
- **FIELD D**  Complex mathematical problem solving
- **FIELD E**  Creative and practical arts

Positions in eligible fields will be reported in ten bands, with the highest being 1.

For more information go to the QCAA website http://www.QCAA.qld.edu.au.

Queensland Core Skills Test (QCS)

The QCS Test is compulsory for all students who wish to receive an OP. The test is comprised of two multiple-choice papers, a short-response paper and a writing task and is sat over two consecutive days by all eligible students in August/September of each year by Year 12 students. The Test is closely related to the skills being taught in the senior curriculum – it assesses the Common Curriculum Elements experienced by students when they study combinations of subjects over Years 11 and 12. It is used to compare the level of achievement of students in different subjects as part of the process of calculating OPs. Students receive an A – E grade on the QCS test.

Students at Sarina State High School undertake comprehensive QCS preparation, looking at strategies for success as well as revising skills that are commonly tested, and sitting practice tests in all three exam areas.
Senior Enrichment Program (SEP)

SEP is a yearlong program of 2 x 70 minutes lessons per week in which students who are in Years 11 and 12 have the opportunity to engage in programs which complement, enrich and extend their Senior Secondary schooling experience. Students have the opportunity to engage in such things as Core Skills Test Preparation, QTAC preparation, subject tutorials, projects, extension activities, employment preparation, courses and first aid activities. Guest speakers also visit and speak to the students about university study, employment (including apprenticeships) and financial information.

Queensland Curriculum and Assessment Authority (QCAA)

The QCAA is responsible for managing Queensland’s system of externally moderated school based assessment in senior secondary.

A brief outline of the system

Queensland’s system of assessment for senior students involves the use of externally-moderated school-based assessment and a method for deriving tertiary entrance ranks using the results of a standardised test, the Queensland Core Skills test (QCS), to scale the results from school-based assessment. The system is managed by the Queensland Studies Authority (QCAA), an independent statutory body and involves a number of levels of quality assurance. The elements of the system are:

A syllabus developed for each authority subject and approved by the QCAA

The syllabus prescribes:

- Objectives to be achieved by students and core content to be taught to students.
- Standards for the award of the five levels of achievement by the end of Year 12.
- The contents of folios of assessed student work by the end of Year 12.

Approved work programs for each authority subject

Work programs developed by schools are approved by the QCAA and include:

- The core content of the syllabus.
- Additional content, consistent with the syllabus and suited to the needs of students in a school.
- Learning experiences selected by a school, suited to the needs of students.
- Assessment program to be administered by the school including examples of assessment.

Monitoring of standards at the end of Year 11

At the end of Year 11, schools send sample folios of assessed student work for each subject to the QCAA. This work is assessed and schools advised whether the:

- Approved work program has been followed.
- Assessment instruments are effective.
- Correct judgements about the standards being achieved by the students are being made.

Verification of standards at the end of Year 12

The QCAA reviews a prescribed sample of student folios against the standards outlined in the syllabus and advises Principals of the final distribution of Levels of Achievement (LOAs) based on the written advice of the panels.
The QCS test

The QCAA administers the QCS test.

Tertiary entrance ranks

Queensland uses a profile of tertiary entrance ranks – a main rank on a 1 – 25 point scale called an Overall Position (OP) and five subsidiary ranks on 1 – 10 point scales called Field Positions. The ranks are constructed by using group results on the QCS test to scale the externally-moderated school-based assessments.

Comparison of moderated standards with standards on the Queensland Core Skills Test

The QCAA compares students’ distribution of results on the Queensland Core Skills (QCS) test with the distribution of results from externally moderated school-based assessment. This is a quality assurance process and provides an opportunity to identify any anomalies that may be related to a school’s assessment program. If this is the case additional training is provided by the QCAA to the relevant school.

Random Sampling

An additional quality assurance process is conducted each year with the QCAA taking a stratified random sample of Year 12 folios from schools across the State for review by different panels. This provides a further opportunity to provide input to schools if any issues are identified with school-based assessment.

Outcomes of the System

A student is awarded one of five Levels of Achievement (LOA) in a subject at the end of Year 12. This LOA represents the same standard regardless of the school attended by the student. Eligible students receive an Overall Position and up to five Field Positions. These ranks are used by universities and colleges of technical and further education to select students for tertiary courses.

Quality Assurance

The Queensland system is based on a rigorous framework of quality assurance of educational standards. The results of students individually, and overall, are reviewed at a number of stages in the process. This quality assurance process ensures that teachers and students receive useful and effective feedback on their performance. For teachers this provides essential professional development in the area of assessment and consequently flows on to students. Elements of this quality assurance framework include:

- Syllabi and work programs are quality assured by an external body, the QCAA.
- The products, students’ work, are sampled routinely by the QCAA, twice before the end of Year 12 with provision for additional sampling and rectification if this is warranted.
- Different measures of students’ achievements are compared and adjustments made where necessary.
- After-the-event training of teachers in schools occurs where this is warranted.
- The system has built-in continuous improvement of curriculum, assessment practices, teachers, and standards of student achievement in each school.
- Cheating and plagiarism are more readily identified by teachers who have daily contact with their students than can happen when students are assessed by external examiners.
- Any complaints of cheating or plagiarism identified by the QCAA or reported to the QCAA are investigated immediately and appropriate action by the QCAA.
Senior English Overview

English classes are grouped according to ability and career aspirations to maximise student outcomes. Students have 3 X 70 minutes English lessons a week. Over the course of each semester, at least 55 hours of study will be carried out by all students.

Two streams of English are offered at Sarina State High School which the Senior English program and the Senior English Communication program. These courses differ in nature, catering for the career outcomes students are aspiring to, as well as having practical application to level of ability and interest.

Year 10 is the foundation year of the Senior Secondary Phase of Learning; students are expected to begin to make choices about the pathways they will take through the senior phase and into the work force or further studies. In 2012, Sarina State High School launched the national Curriculum for English in Year 10. This is an exciting change for student outcomes. The curriculum focuses on offering a wide range of approaches to analyse, evaluate and appreciate English language texts for both enjoyment and reflection. The focus of learning is on understanding language through a variety of mediums, incorporating speaking, reading, viewing and writing for specific purposes. A diverse range of texts is offered throughout the program including visual, multi-modal, written and spoken. Students are exposed to a variety of contexts including:

- Interpreting and analysing texts to determine its purpose, audience and message.
- Composing texts for a range of purposes and audiences.
- Comprehending how language conveys meaning.

The Senior English program at Sarina State High School focuses on a depth of learning, and explicit and implicit learning experiences that develop student understanding and skills to provide all students with the opportunity to demonstrate their success. Whilst some units focus on specific learning experiences, all units offer prospects to engage with a variety of texts and assessment tasks. This creates exposure to diversity of language mediums to show different forms of language, exploring imaginative, reflective, expository and critical forms of literature. Students develop a deep understanding of the purpose and effects of writing. This program is developed to extend students to respond to both written and spoken tasks at a preparatory level for tertiary or further studies after the completion of the QCE.
Senior Mathematics Overview

Mathematics classes are grouped according to ability and career aspirations to maximise student outcomes. Students have 3 X 70 minutes maths lessons a week. Over the course of each semester, at least 55 hours of study will be carried out by all students.

Four streams of Mathematics are offered at Sarina State High School, which are the Mathematics A, B, C and Prevocational Maths programs. All courses differ in nature, catering for the career outcomes students are aspiring to, as well as having practical applications to the student’s level of ability and interest.

Year 10 is the foundation year of the Senior Secondary Phase of Learning; students are expected to begin to make choices about the pathways they will take through the senior phase and into the work force or further studies. In 2012, Sarina launched the national Curriculum for Mathematics in Year 10. This will is an exciting change for student outcomes. The curriculum focuses on offering a wide range of approaches to analyse, evaluate and appreciate mathematical concepts.

Students in Year 11 and 12 will be able to select from the following courses in Mathematics:

- Mathematics A
- Mathematics B
- Mathematics C
- Prevocational Mathematics

Which Mathematics course best suits me?

In making decisions about which courses to study, a number of factors need to be considered.

Mathematics A is a recommended precursor to further study and training in the technical trades such as toolmaking, sheet-metal working, fitting and turning, carpentry and plumbing, auto mechanics, tourism and hospitality, and administrative and managerial employment in a wide range of industries. It is also suitable as a precursor to tertiary studies in subjects with a moderate demand in mathematics.

Mathematics B is a recommended precursor to tertiary studies in subjects with high demand in mathematics, especially in the areas of science, medicine, mining and engineering, information technology, mathematics, finance, and business and economics. Students should have consistently demonstrated the capacity to achieve at a B standard or better in Year 10 Mathematics before commencing studies in Mathematics B.

Mathematics C is a recommended companion subject to Mathematics B. It provides additional preparation for tertiary studies in subjects with a high demand in mathematics, especially in the areas of science, medicine, mining and engineering, information technology, mathematics, finance, and business and economics. It is recommended that students enrolling for Mathematics C have achieved an A standard or better in Year 10 Mathematics before commencing studies in Mathematics C. Mathematics B must be studied in conjunction with Mathematics C.

Prevocational Mathematics is designed to provide students with a relevant and practical mathematical basis for life after school. It should enable students to make informed decisions in their many life roles.
Authority Courses

Agricultural Science
(Subject Code: AGS)

Status: Authority Subject – Contributes to OP
QCE Credit Points: 4

What is this subject about?

Agricultural Science explores the ways people sustainably manage natural resources such as plants, animals, climate, soil and water to meet their basic needs. These management practices derive from current understandings about science, food and fibre production systems, sustainable farming practices, agricultural technologies, consumer-driven economics and effective product marketing.

What are the main topics studied?

There are three main areas of study:

Plant Science, Animal Science, Agribusiness and these are studied and underpinned with Sustainable Resource Management Factors through the following units.

Unit 1: Anatomy and Physiology: Plant and Animal
Unit 2: Plant Production
Unit 3: Animal Production
Unit 4: Agricultural Industry and Biotechnology

How do students learn?

The learning experiences reflect the active and practical nature of the course. Together with many of the more traditional teaching and learning activities, students may be involved in activities which include analysing and evaluating case studies, using computers and the internet, undertaking research activities, completing assignments and field based learning activities, collecting and analysing scientific journal articles, listening to guest speakers, analysing statistics and data, participating in excursion to suitable venues. Students will also undertake extended agricultural investigations.

How are students assessed?

Assessment techniques may include:

- Short and/or extended examinations.
- Research assignments.
- Extended agricultural investigations.
- Oral presentations.

What costs are associated with this subject?

All costs for this subject are covered as part of the Student Resource Scheme.

For whom is this subject best suited?

As there is a strong emphasis on recording, reporting analysing and interpreting scientific information, students who perform well in agriculture, science and math and are genuinely interested in the agricultural industry will be most suited to this course.
Why might this subject be a wise choice?

Agricultural Science is designed to facilitate the entry of students into the agriculture industry upon completion of Year 12 by providing a firm foundation of knowledge relevant to an array of career pathways, further education and training, and lifelong learning opportunities. Progression is possible in careers as diverse as veterinary science, agronomy, food technology, journalism, equine industries, teaching and education, research and development, and marketing. The syllabus also supports the existing tertiary offerings related to agriculture in universities, agricultural colleges and TAFE institutions throughout Australia.

Where can this subject lead to after Year 12?

Some possible university degrees and occupations associated with Agriculture are:

- Veterinary Science
- Agronomy
- Agribusiness
- Agricultural Scientist
- Teacher of Agriculture
- Customs/AQIS Officer
- Horticulturalist
- Animal Technician
- Primary Products Inspector
Ancient History
(Subject Code: AHS)

Status: Authority Subject – Contributes to OP
QCE Credit Points: 4

What is this subject about?

Through the study of Ancient History, we can understand how the peoples and achievements of the distant past have influenced the modern world. Through a study of early peoples and cultures, we can understand the processes of change and continuity that have shaped today’s world, their causes, and the roles people have played in those processes. We develop these understandings through processes of critical inquiry, debate and reflection, and through empathetic engagement with the standpoint of others.

What are the main topics studied?

- Studies of Archaeology
- Study of Pharaonic Power
- Study of Funerary Practices
- Personalities in History
- Studies of Religion
- Studies of Ancient peoples and their everyday lives
- Studies of Conflict

How do students learn?

Historical study is based on inquiry. Learning in Ancient History takes place in a variety of settings, including the classroom and library. Students will be actively involved in locating, interpreting, analysing and evaluating resources which will include:

- Written texts – reference books, newspapers, journals, primary and secondary sources (eg photos, eyewitness testimonies, speeches, cartoons, documents etc.)
- Television programs, documentaries and film
- Computer technology such as Internet websites, CD-RO Ms, multimedia packages
- Debates and discussions

How are students assessed?

- Objective/short answer tests
- Essays
- Project/practical work
- Oral presentations
- Independent study
- Response to stimuli

What costs are associated with this subject?

All costs for this subject are covered as part of the Student Resource Scheme.

For whom is this subject best suited?

As there is a strong emphasis on reading, comprehension, analysis of sources and historical issues as well as writing extended pieces of text, students who perform well in Junior School English and Humanities subjects and are genuinely interested in history and/or social/world issues will be most suited to the course.
Why might this subject be a wise choice?

Students who are considering studying journalism, political studies or law at university will find Ancient History extremely useful. Also, students planning to study at university in general will find Ancient History beneficial as it provides analytical, communication, research and study skills that are necessary for tertiary study.

Where can this subject lead to after Year 12?

A knowledge of History equips students for a wide range of careers including secondary and tertiary education, business and commerce, government departments, the media, and public and private sectors in the arts and culture. For example, public servant, library assistant, law clerk, tourist information officer, research officer, journalist, historian, foreign affairs and trade officer, archivist, criminologist, sociologist, politics, lawyer, cultural heritage officer.
Biology
(Subject Code: BSC)

Status: Authority Subject – Contributes to OP
QCE Credit Points: 4

What is this subject about?
Biology is the study of the natural systems of the living world. It is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge.

What are the main topics studied?
- Cell Biology
- Classification
- Global Ecology
- Animal Physiology
- Disease
- Plant Physiology
- Reproduction Growth and Development
- Animal Behaviour
- Genetics
- Evolution

How do students learn?
Students of Biology will participate in a wide range of activities to develop their knowledge of biology and their ability to solve problems arising in their everyday experiences. The course places considerable emphasis upon practical work conducted within a laboratory and in the field. There is a minimum time commitment for field work of ten hours. Field work is integrated with the study of the key concepts to help students better understand biological phenomena. During practical activities students learn to examine collected data, suggest hypotheses that explain observations, and design and conduct experiments.

How are students assessed?
The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. The achievement level awarded each student on exit from the course will be based on the fullest and latest information about student performance on the dimensions of Understanding Biology, Investigating Biology, and Evaluating Biological Issues, as outlined in the syllabus.

Students will complete practical assessments, research tasks, class presentations and written examinations.

What costs are associated with this subject?
Due to the field work requirements, there are several excursions. Approximate costs are $150 per year for the major excursions and $15 per year for up to three minor excursions.

For whom is this subject best suited?
Biology is best suited to students who both enjoy and also experience success in Junior Science. It is recommended that students wishing to study Senior Biology achieve a minimum “C Standard” in Grade 10 Science.

Why might this subject be a wise choice?
Biology provides a range of learning opportunities for students as the course provides theoretical and practical experiences. Biology students will gain a wider perspective of the natural world around them as well as develop a set of skills that will be useful in any future study of science.
**Where can this subject lead to after Year 12?**

After successful completion of the Senior Biology course, students may pursue Tertiary studies in courses including but not limited to Applied Science, Environmental Ecology, Biology, Microbiology, Veterinary Science, Medicine or Marine Biology. Senior Biology may also be useful for students who wish to attain a Certificate or Diploma level Certification in Wildlife management, Ecotourism or Veterinary Nursing amongst many others.
Business Communication and Technologies  
(Subject Code: BCT)

Status: Authority Subject – Contributes to OP  
QCE Credit Points: 4 – Subject

What is this subject about?

Business Communication and Technologies (BCT) offers students opportunities to engage in and understand a range of business administrative practices through real life situations and simulations. The course is designed to provide a foundation in the study of business and to prepare students for further education, training and employment.

What are the main topics studied?

BCT encompasses theoretical and practical aspects of business in contexts students will encounter throughout their lives. Topics of study include:

- International Business
- Events Administration
- Social Media
- Financial Administration
- Organisation and Work Teams
- Workplace Health, Safety and Sustainability
- Managing People
- Business Environments
- Managing Workplace Information

How do students learn?

In this subject, students examine the broader social, cultural and environmental implications of business activities with a focus on the essential skills of communication and the use of business specific technologies.

BCT requires students to engage in learning activities requiring higher-order cognition. They interpret and analyse business issues to evaluate proposed business solutions and recommendations from the perspective of an employer, employee or self-employed individual across a range of business situations.

Students may be involved in activities that include: evaluating case studies; investigations and inquiry learning; manipulating and using business technologies; participating in excursions to suitable venues and communicating using a variety of modes.

How are students assessed?

Students are assessed against standards described in terms of:

- **Knowing and understanding business** – involves the retrieval, comprehension and use of information and skills associated with selected topics of study and underpinning practices, to develop an understanding of business knowledge.
- **Investigating business issues** – involves exploring and dissecting business data and information to identify and analyse business issues.
- **Evaluating business decisions** – involves communicating and synthesising understandings gained to make judgments about the performance of businesses. This dimension involves drawing conclusions, making decisions, providing recommendations to solve problems and justifying solutions and/or actions.

What costs are associated with this subject?

All costs for this subject are covered as part of the Student Resource Scheme.
For whom is this subject best suited?

Students who wish to learn the basics of running a business in today’s active world.

Why might this subject be a wise choice?

Students have the opportunity to work with others who have a common goal. Some may have the opportunity to show their leadership skills and extend their communication skills.

Students who are considering studying commerce, business or accounting at university will find BCT extremely useful. Also, students planning to study at university in general will find BCT beneficial as it provides knowledge and procedure practices, interpretation and evaluation, applied practical processes, communication, research and study skills that are necessary for tertiary study.

Students who are generally interested in the constantly changing business world around them will enjoy and benefit from studying BCT. Through studying BCT, students open their options to go on to a variety of careers or pathways in business and/or management.

Where can this subject lead to after Year 12?

Some possible university degrees and occupations associated with BCT are:

- Accountant/Accounts Administration
- Insurance
- Real Estate
- Public Relations
- Marketing/Sales
- Conveyance
- Industrial Relations
- Human Resources
- Administrative Assistant
Chemistry

(Subject Code: CHM)

Status: Authority Subject – Contributes to OP
QCE Credit Points: 4

What is this subject about?

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

What are the main topics studied?

- The Beginnings of Chemistry
- Crystals and Consumer Chemistry
- Environmental Chemistry
- Organic Polymers and Pharmaceuticals and Forensics
- The Air We Breathe
- Analysis
- Energy Supply
- Shipwrecks and Salvage
- Household Acids and Bases

How do students learn?

The subject matter of Chemistry is derived from the key concepts and key ideas which are progressively developed over the course of study through six to twelve units of work. The key concepts are organised under the headings of “Structure” and “Reactions”.

How are students assessed?

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. Students will complete practical assessments, research tasks, class presentations and written examinations.

What costs are associated with this subject?

The cost for this subject is covered by the Student Resource Scheme. Additionally there will be several day long field trip opportunities each year that incur a cost of around $15 per student. The students will also be expected to compete in the National Titration Competition at a cost of approximately $20. A laboratory coat and safety glasses are required and these are available through the school for an approximate cost of $40.

For whom is this subject best suited?

Chemistry would be a wise choice for students who intend to pursue tertiary studies in Medicine, Veterinary Science, Engineering, Chemistry or other science-based courses. Chemistry is a prerequisite for several specific University courses and students wishing to choose these courses should be selecting Chemistry. Due to the rigorous nature of the Chemistry course, it is recommended that only students who require Chemistry as a career pathway and achieve a B or above in Grade 10 Science should be selecting this course.
Why might this course be a wise choice?

Chemistry is best suited to students who both enjoy and also experience success in Junior Science and Mathematics. It is recommended that students wishing to study Senior Chemistry achieve a minimum “B Standard” in Grade 10 Science and Mathematics.

Where can this subject lead to after Year 12?

After successful completion of the Senior Chemistry course, students may pursue Tertiary studies in courses including but not limited to Applied Science, Chemical Engineering, Medicine, Biochemistry, Veterinary Science, or Pharmacology.
Drama  
(Subject Code: DRA)

Status: Authority Subject – Contributes to OP  
QCE Credit Points: 4

What is this subject about?

The Drama program covers a wide range of topics designed to foster and expand the dramatic skills of students. Students will perform and respond to a range of dramatic forms including classic and contemporary styles of texts. They will also have the opportunity to create their own drama through scriptwriting and the process of improvisation.

What are the main topics studied?

Drama students explore a wide variety of art forms which include:

- Dramatic Language and the elements of drama
- Exploring The Roots Of Drama
- Australian Storytelling
- Realism
- Epic theatre

How do students learn?

Drama students regularly participate in a variety of activities in class, including:

- Improvisation
- Mime and movement activities
- Creation of short presentations
- Reading texts
- Rehearsal of assessment productions
- Analysing and collaboratively creating texts
- Creation of comedy skits
- Script writing

How are students assessed?

Students are assessed in three criteria:

- **Forming** - students learn to create and shape dramatic action.
- **Presenting** - students learn to present dramatic action appropriate to a range of audiences.
- **Responding** - students learn to identify and analyse drama through written and oral communication.

What costs are associated with this subject?

The cost for this subject is covered by the Student Resource Scheme. However, additional cost may be required for excursions available throughout the two years of study.

For whom is this subject best suited?

Students who are creative and interested in acting will thrive in this course. While a healthy self-confidence is an advantage, a sense of trust is cultivated in the class prior to any performances allowing all students to enjoy the aspects of drama. Due to the range and number of texts covered in the course, it is recommended that students also study Authority English.
Why might this course be a wise choice?

Drama is primarily a course which is beneficial for students who are considering a career in the arts or humanities. It is important to note that the aesthetic rewards are far greater than just exposure to dramatic forms. The emphasis in both class work and assessment tasks is on the development of students’ self-confidence in front of an audience, group work and creative thinking skills.

Where can this course lead to after Year 12?

Drama can lead to students gaining careers as a Drama Teacher, Director, Actor, Scriptwriter, Producer or work in the film and television industry.
English
(Subject Code: ENG)

Status: Authority Subject – Contributes to OP
QCE Credit Points: 4

What is this subject about?
The study of Authority English at the senior level at Sarina State High School aims to provide students with the necessary skills to create and interact with a range of texts, in a variety of situations and for a variety of purposes. A major aim of this course is to build on the foundations of the language and learning that students have previously experienced and will refine as well as extend their skills in the areas of text construction, interpretation and analysis.

What are the main topics studied?
Unit 1: Backstage Pass: Dramatic texts, Advertising, Documentaries
Unit 2: Who am I? Investigating Identity
Unit 3: Rigging Reality: Believe it, or not!
Unit 4: What were you thinking, William Shakespeare?
Unit 5: Re-Presenting the World – Poetry and Creative Writing
Unit 6: Classic Literature – Relevant Today?

How do students learn?
Students will be engaged in a variety of learning activities including:

- group discussions which allow them to make observations and express personal views;
- teacher-guided activities to impart relevant background information;
- listening, reading or viewing texts either individually, in small groups or as a whole class;
- analysing and critically responding to texts, in written and spoken form;
- comparing and contrasting texts;
- planning and drafting written assessment tasks;
- rehearsing and presenting performances and speeches;
- writing a number of different genre styles – such as analytical expositions, persuasive editorials or expository writing.

How are students assessed?
In English, students complete tasks based around the units of work studied. Assessment pieces range in conditions from fully supervised, unseen exam questions to assignments on which students can receive specific feedback on their planning and drafting from their teachers.

What costs are associated with this subject?
All costs for this subject are covered as part of the Student Resource Scheme.

For whom is this subject best suited?
Satisfactory completion of the course is also a prerequisite for most university courses. Hence, this course is recommended for students who:

- are proficient at basic reading, writing and comprehension skills;
- enjoy reading, writing and interacting with texts;
- wish to further develop their writing and analytical skills at a reasonably challenging level;
- wish to study a university course where English is a prerequisite course.
**Why might this subject be a wise choice?**

Students who plan to study any tertiary course will need a pass in Senior English to follow their chosen career path. As many university courses ask for written assessment, this course gives students the skills to write, analyse, and communicate at a level expected of further tertiary education.

**Where can this subject lead to after Year 12?**

English is of benefit for tertiary study and employment in the following areas: Tourism, Law, Word Processing Operator, Publishing, Administrative Assistant, Interpreter, Journalist, Librarian, Film Critic, Public Servant, Clerical Officer, Education, Historian, Editor, Archivist, Advertising, Marketing Officer, Proof Reader, Transcript Typist, Court Recorder, Speech Pathologist, Research Officer, Public Relation Officer and Media Presenter.
Geography
(Subject Code: GEG)

Status: Authority Subject – Contributes to OP
QCE Credit Points: 4

What is this subject about?

Geography is about the study of human and natural characteristics of places, and the interactions between them. It is a rich and complex discipline which includes two vital dimensions:

• the spatial dimension, which focuses on where things are and why they are there
• the ecological dimension, which considers how humans interact with environments.

Geography prepares students for adult life by developing in them an informed perspective. This perspective will develop across the two-year course of study through a range of scales, including local, regional, national and global scales. Geographically informed citizens understand the many interdependent spheres in which they live, and make informed judgments to improve their community, state, country and the world.

To meet the challenges of the future, a geographically informed citizen should be able to:

• know and understand facts, concepts and generalisations about Geography.
• apply geographic skills to observe, gather, organise, present and analyse information.
• use geographic perspectives to evaluate, make decisions about, and report on issues, processes and events.

What are the main topics studied?

The Senior Geography program is designed around four themes. Across the two-year course of study through a range of scales, including local, regional, national and global scales. The four themes and their focus units are:

Theme 1: Managing the natural environment
Focus unit 1: Responding to natural hazards
Focus unit 2: Managing coastlines (local area)

Theme 2: Social environments
Focus unit 3: Sustaining communities (eg. Small communities and megacities)
Focus unit 4: Connecting people and places (eg. Mining communities)

Theme 3: Resources and the environment
Focus unit 5: Living with climate change (eg. Rising sea levels in Pacific Islands)
Focus unit 6: Sustaining biodiversity (eg. Forest and reef degradation)

Theme 4: People and development
Focus unit 7: Feeding the world’s people (eg. Asia/Africa)
Focus unit 8: Exploring the geography of disease (eg. Malaria, AIDS)

How do students learn?

Learning is achieved through activities such as case studies, debates and discussions, interviews and polls, community investigations, field trips, statistical analyses, simulation activities and interacting with guest speakers. These activities will often relate to particular issues and situations in local communities involving real-life experiences.

Learning in Geography takes place in a variety of settings, including classroom, library, school grounds, local community, and field study excursions. Students will be involved in a wide range of learning activities, including fieldwork; statistical calculation and analysis; interpretation and transformation of satellite imagery and photographs; creation of maps, diagrams and graphs; and extrapolation of spatial and ecological information. Fieldwork is especially important in Geography because it enables students to develop skills to find out about environments first hand.
Generally, Geographers ask and seek to answer the following key questions:

• What and where are the issues or patterns being studied?
• How and why do these issues and patterns develop?
• What are the impacts of these issues and patterns?
• What is being done or what could be done to sustainably manage these impacts?

In dealing with questions such as these, students use a wide range of data as the basis of their studies. Sources of data include the use of spatial and information technologies, as well as library and field research.

**How are students assessed?**

Criteria that are consistent with the objectives of the course of study are used to determine standards of student work. Students are assessed by a variety of techniques so that they have an opportunity to demonstrate their best performance for example, data response tests, geographic conventions, practical exercises, reports, short response tests and stimulus response essay.

Judgments are made about a student's exit level of achievement, using four criteria:

• **Knowledge** - ability to recall learned factual material in text and spatial forms.
• **Analytical processes** - ability to identify trends, similarities, differences and patterns.
• **Decision-making processes** - ability to select between valid alternatives and make supported judgments.
• **Research and communication** - ability to gather, organise and present valid information using suitable language and geographical conventions.

**What costs are associated with this subject?**

All costs for this subject are covered as part of the Student Resource Scheme.

**For whom is this subject best suited?**

As there is a strong emphasis on reading, comprehension, analysis of case material and legal issues as well as writing extended pieces of text, students who perform well in Junior School English and Humanities subjects and are genuinely interested in the environment, landscape, global issues will be most suited to the course.

**Why might this subject be a wise choice?**

Geography is vital to the education of every young Australian in the 21st century. It is the study of places – their environments, populations, economies and communities – and how and why these places are changing. Geography gives students a holistic view of the world, combining the natural and social sciences. Students of Geography gain the understanding, knowledge and skills to make sense of complex issues such as climate change, drought, ageing populations, urban growth, ethnic conflicts and globalisation.

**Where can this subject lead to after Year 12?**

Geography is of benefit for tertiary study and employment in the following areas: defence forces, urban design, journalism, education, real estate, mining, meteorology, public service, public relations, agriculture, anthropology, architecture, environmental studies, engineering, economics and commerce, geology, psychology, social work, surveying, and tourism. For example, landcare, mining, farming, civil engineering, park ranger, navy officer, geological engineer, geological officer, forestry, surveyor, geoscience technician, agricultural scientist, landscape architect, hydrographer, urban and regional planner, foreign affairs and trade officer.
Graphics
(Subject Code: GPH)

Status: Authority Subject – Contributes to OP
QCE Credit Points: 4

What is this subject about?
Senior Graphics contributes to the development of technological literacy and develops the communication and problem-solving skills required for a large number of educational and vocational aspirations. Senior Graphics provides the opportunity to express simple and complex information through visual imagery and representations, encouraging clearer and more efficient communication.

What are the main topics studied?
Students explore graphical communication through studies in real-life contexts developed across the contextual areas of:

- Graphic Design
- Industrial Design
- Built environment.

How do students learn?
Graphics is a course of study that provides an opportunity for students to gain an understanding of graphical communication across a broad spectrum of applications. The course draws upon the elements and principles of graphical communication and elements of presentation. Students learn the skills, methods and processes that form the knowledge of communicating through graphical imagery.

How are students assessed?
The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. The achievement level awarded each student on exit from the course will be based on the fullest and latest information about student performance on the dimensions of Knowledge and Understanding, Reasoning and Presentation as outlined in the syllabus. Students will complete context based folio assessments, theory and practical examinations.

What costs are associated with this subject?
The cost for this subject is covered by the Student Resource Scheme.

For whom is this subject best suited?
Senior Graphics is best suited to students who both enjoy and also experience success in Junior Graphics. It is recommended that students wishing to study Senior Graphics achieve a minimum “C Standard” in Grade 10 Graphics. With effort and perseverance students without any previous experience in Graphics can also achieve success in this subject.

Why might this subject be a wise choice?
Senior Graphics is a wise choice for students who would enjoy using the latest CAD software to create virtual 3D environments and related technical drawings. Choose Graphics if you are interested in trade pathways and/or a wide range of graphic design related occupations. Students who are seeking to move into tertiary studies in engineering, architecture and the like should find Graphics to be beneficial.
Where can this subject lead to after Year 12?

Senior Graphics provides a solid foundation to careers in industrial design and production, graphic design, architecture, drafting and web design. Computer aided design and drafting will continue to offer growth in occupational opportunities into the foreseeable future.
Home Economics
(Subject Code: HEC)

Status: Authority Subject – Contributes to OP
QCE Credit Points: 4

What is this subject about?
Home Economics education promotes action in pursuit of individual and family wellbeing in the context of maintaining healthy and sustainable local and global communities. Home Economics as a field of study offers students opportunities to discover and further develop their critical and creative capabilities that enhance individually and family and family wellbeing. In turn, these attributes can be used in their professional lives, informing their future decisions and actions. Home Economists educate, inform and advise governments, industry and the community to make better lifestyle choices.

What are the main topics studied?
The three areas of study in Home Economics are:

- Individuals, Families and Communities
- Nutrition and Food
- Textiles and Fashion.

How do students learn?
The course focuses on students learning the course matter that can be related to everyday life and develop skills enabling them to enhance their individual and family wellbeing. Students will participate in a range of practical activities that develop the skills needed for cooking and textiles. This approach allows students to continually see the course matter applied in real life situations.

How are students assessed?
Each semester students will receive a result for their Knowledge, Reasoning and Practical Performance in the topic being undertaken. They will complete one theory exam, one research assignment and a theoretical task that is directly related to the practical activity and the course matter being undertaken that term.

What costs are associated with this subject?
The cost for this subject is mostly covered by the Student Resource Scheme. However, extra cost will be required throughout the two years of study for purchasing cooking ingredients and textile material.

For whom is this subject best suited?
Home Economics would interest students who enjoy learning using a range of practical skills to reinforce the theoretical knowledge they are studying. Students best suited to this course are those who are prepared to participate in all activities including theoretical work. It is strongly recommended that students taking Home Economics in Senior achieve a minimum C standard in Year 10 English.

Why might this subject be a wise choice?
Home Economics can be used to gain knowledge for a variety of Health, Nutrition or Textile based fields of further study. The three unit structure of this subject provides opportunity for success for many students. The practical nature of Home Economics provides extra opportunities for students to demonstrate/learn a wide range of skills.
**Where can this subject lead to after Year 12?**

Career opportunities are available in the local and wider community and education agencies such as Health, Families, Housing and Community Services as well as in industries related to Design, Fashion, Food and Textiles.
Information Technology Systems
(Subject Code: ITN)

Status: Authority Subject – Contributes to OP
QCE Credit Points: 4

What is this subject about?

Information Technology Systems (ITS) is a practical discipline which prepares students to respond to emerging technologies and information technology (IT) trends. Students develop the knowledge of, and skills in, the systems supporting IT. Systems range from those supporting the development of information, such as documents or websites, to those supporting technology, such as computers or networks.

Information Technology Systems prepares students to cope with the changes and significant opportunities associated with IT. This subject may lead to employment in such areas as IT support, graphic and multimedia manipulation, or tertiary study in the fields of multimedia design, games design, website design and animation.

What are the main topics studied?

Contexts provide a focus for developing the subject matter into units of work. They include contexts such as:

- Game design
- Graphic design
- Interactive media
- Mobile technology
- Multimedia
- Web design

How do students learn?

Students of Information Technology Systems engage in a variety of practical learning experiences in a mostly project-based course of study. Students will:

- Retrieve information from databases
- Design, implement, test, evaluate and write documentation for information systems and other computer programs
- Participate in class discussions, role-plays, dilemmas and scenarios
- Design, develop and evaluate software or hardware to meet client requirements
- Generate helpdesk materials
- Develop websites
- Design, develop and evaluate games and other multimedia products
- Undertake case studies to solve real IT problems

How are students assessed?

Students are assessed against standards described in terms of:

Knowledge and communication refers to the comprehension, understanding and communication of the terms, concepts, principles and design processes associated with information technology.

Design and development involves determining the purpose, needs of the client and proposing possible solutions. It requires research, analysis, synthesis and ongoing testing related to the process of design and development.

Implementation and evaluation focuses on the quality of the solution. Quality and effectiveness are evaluated against client needs and defined criteria formulated during the design and development phase.

What costs are associated with this subject?

All costs for this subject are covered as part of the Student Resource Scheme.
For whom is this subject best suited?

Students who are interested in learning about the basics of information technology and the changing trends.

Why might this subject be a wise choice?

Information Technology Systems provides a balanced, hands-on exploration of the important software and hardware forming the IT. Students have the opportunity to explore industry standard software and consider real life problems. Students considering a career option in some of the emerging technology careers will find this subject provides a grounding and foundation of the concepts and thinking frameworks that are common place in the IT field. Over the four semesters students will engage with a wide variety of practical and theoretical learning experiences. This will provide them with opportunities to explore many of the emerging technologies that will, in the future, provide a large basis for our personal and professional life. This subject has the potential to prepare students for careers and lifestyles not yet imagined.

Where can this subject lead to after Year 12?

Career paths include:

- Software Engineer
- Software/Multimedia Developer/Game-Web Designer
- Systems Administrator
- Business Analyst
- Publishing/Design
Legal Studies
(Subject Code: LEG)

Status: Authority Subject – Contributes to OP
QCE Credit Points: 4

What is this subject about?

Legal Studies focuses on ‘legal awareness’. Students will study issues rising from common social situations and community matters and the consequences for the individual and society, rather than study the actual law in detail. The course has been designed for students to become active and informed citizens, learning how to constructively question and contribute to the improvement of laws and legal processes.

What are the main topics studied?

Students examine the nature and functions of the Australian legal system, the processes of lawmaking and its implementation, especially in issues and situations that are likely to have an impact on their daily lives. Legal Studies is organised around the following sections of study:

- Core units:
  - The legal system
  - Criminal law
  - Introduction to civil obligations (contracts and negligence)
  - Human rights
  - Independent research – students choose their own research topic

- Electives units – choice of several topics including:
  - Civil wrongs (torts) and the law
  - Sport and the law
  - Technology and the law
  - Employment and the law
  - Environment and the law
  - Family and the law
  - Housing and the law
  - Indigenous Australians and the law
  - International law

How do students learn?

Students examine case studies and legal situations from local, national and global contexts, especially in relation to issues and situations that are likely to have an impact on their daily lives. Learning in Legal Studies takes place in a variety of settings, including the classroom and the local community.

How are students assessed?

- Objective/short answer tests
- Essays
- Oral presentations
- Independent study
- Response to stimuli

What costs are associated with this subject?

All costs for this subject are covered as part of the Student Resource Scheme.
For whom is this subject best suited?

As there is a strong emphasis on reading, comprehension, analysis of case material and legal issues as well as writing extended pieces of text, students who perform well in Junior School English and Humanity subjects and are genuinely interested in the workings of the law and/or social issues will be most suited to the course.

Why might this subject be a wise choice?

Students who are considering studying commerce, business or law at university will find Legal Studies extremely useful. Also, students planning to study at university in general will find Legal Studies beneficial as it provides analytical, communication, research and study skills that are necessary for tertiary study.

Students who are generally interested in the social world around them will enjoy and benefit from studying Legal Studies. Through studying Legal Studies, students should be able to recognise that certain social situations have legal implications that affect the rights and obligations of citizens. Students should gain sufficient knowledge of the law so they know their own rights and obligations as private citizens, when to seek legal advice and how to contribute as informed members of society.

Where can this subject lead to after Year 12?

Legal studies is beneficial for tertiary study and employment in the following areas: Court Reporter, Attorney, Paralegal, Law Clerk, Probation Officer, Social Worker, Legal Secretary, Criminal Psychologist, Border Patrol, Coroner, Customs, Correctional Officer, Immigration Department, Law Enforcement, Police.
**Marine Science**  
(*Subject Code: MRN*)

**Status:**  
Authority Subject – Contributes to OP  
**QCE Credit Points:**  
4

**What is this subject about?**

Marine Science enables inquiry-based learning, whereby students investigate marine environments, issues and problems in authentic and relevant contexts. Learning in context enables integration of the marine science concepts, systems and models of the four areas of study: marine biology, oceanography, conservation and sustainability, and marine research skills. Students develop holistic understandings of marine issues and problems as they actively explore marine environments.

**What are the main topics studied?**

- Marine Biology  
- Snorkelling  
- Oceanography  
- Mangroves and Catchments  
- Sustainable Seas  
- Tourism

**How do students learn?**

Students plan and conduct practical and research-based marine investigations to explore marine environments, issues and problems. Owing to the nature of marine environments, students may develop the marine research skills of boating and snorkelling to access the environments under study. Students analyse, interpret and evaluate marine information to draw and justify conclusions, and make and justify decisions and recommendations. Decisions and recommendations relating to marine environments, issues and problems should encompass conservation strategies to ensure the sustainability of marine environments.

**How are students assessed?**

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. Students will complete practical assessments, research tasks, class presentations and written examinations.

**What costs are associated with this subject?**

Due to the field work requirements, there are several excursions. Approximate costs are up to $450 per year for the major excursions and $15 per year for up to three minor excursions.

**For whom is this subject best suited?**

Marine Science is best suited to students who both enjoy and also excel in Junior Science. It is recommended that students wishing to study Senior Marine Science achieve a minimum "C Standard" in Grade 10 Science as there is a heavy focus on Chemistry, Physics and Biology.

**Why might this subject be a wise choice?**

Students considering a career in Marine Biology, Parks and Wildlife or Environmental Management will find Marine Biology useful. The curriculum aspects of this course are rigorous enough to give students a step into tertiary studies in the fields of Biology and Marine Biology.
Where can this subject lead to after Year 12?

After successful completion of the Senior Marine Science course, students may pursue Tertiary studies in course including but not limited to Marine Biology and Marine Engineering. Senior Marine Science may also be useful for students who wish to attain a Certificate or Diploma level Certification in Wildlife Management, Fisheries Management, Marine Education or Ecotourism amongst many others.
Mathematics A
(Subject Code: MAA)

Status: Authority Subject – Contributes to OP
QCE Credit Points: 4

What is this subject about?
Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics A emphasises the development of positive attitudes towards the student’s involvement in mathematics. This development is encouraged through the use of relevant personal and work-related learning experiences. There is also a focus on the development of mathematical knowledge and understanding through investigative and explorative approaches to learning.

What are the main topics studied?
- Managing Money
- Elements of Applied Geometry
- Data Collection and Presentation
- Linking Two and Three Dimensions
- Exploring and Understanding Data
- Maps and Compasses
- Operations Research

How do students learn?
Learning experiences derived from the Mathematics A Syllabus include life-related applications of mathematics with real and simulated situations, use of instruments, and opportunities for modelling and problem solving. Students should be involved in a variety of activities including those which require them to write, speak, listen or devise presentations in a variety of forms to assist in developing mathematical understanding.

How are students assessed?
Assessment techniques in this subject are grouped under categories and include:
- **Extended modelling and problem solving tasks** — within this category, students provide a response to a specific task or issue, which could be set in a context that highlights a real-life application of mathematics.
- **Reports** — within this category, assessment tasks are typically an extended response to a practical or investigative task, such as an experiment in which data are collected, analysed and modelled, a mathematical investigation, a field activity, or a project.
- **Supervised test** — within this category, tests are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses.

What costs are associated with this subject?
Costs for this subject are covered as part of the Student Resource Scheme. Students in Mathematics A are encouraged to participate in the National Mathematics Competition and the McDonalds Mathematics competition each year at a total cost of approximately $15 per year.

For whom is this subject best suited?
Mathematics A is best suited to students who have achieved a “C Standard” or better in Junior Mathematics.

Why might this subject be a wise choice?
The decision to study Mathematics A would be wise for those students who require a working knowledge of mathematical concepts of the world around them. Mathematics A is useful for those students who would enjoy independent mathematical thinking in their personal life as well as for those whose further studies would dictate a sound understanding of common mathematical concepts.
**Where can this subject lead to after Year 12?**

After successful completion of the Mathematics A course, students may pursue Tertiary studies in a variety of courses. Mathematics A is not recommended for students wishing to enter into Science courses at a tertiary level.
Mathematics B
(Subject Code: MAB)

Status: Authority Subject – Contributes to OP
QCE Credit Points: 4

What is this subject about?
Mathematics B aims to provide the opportunity for students to participate more fully in lifelong learning and to appreciate that Mathematics is a:

- unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty
- way of thinking in which problems are explored through observation, reflection and logical, inductive or deductive reasoning
- powerful, concise and unambiguous symbolic system with written, spoken and visual components
- creative activity with its own intrinsic value, involving invention, intuition and exploration.

What are the main topics studied?

- Introduction of Functions
- Rates of Change
- Periodic Functions and Applications
- Exponential and Logarithmic Functions and Applications
- Introduction to Integration
- Applied Statistical Analysis
- Optimisation using Derivatives
- Maintenance of Basic Skills

How do students learn?
Learning experiences derived from the Mathematics B course will involve life-related applications of mathematics with real and simulated situations, use of instruments, technology and, opportunities for modelling and problem solving. Learning experiences may require students to work individually, in small groups or as a class. Students should be involved in a variety of activities including those which require them to write, speak, listen or devise presentations in a variety of forms.

How are students assessed?
Assessment techniques in this subject are grouped under categories and include:

- **Extended modelling and problem solving tasks** — within this category, students provide a response to a specific task or issue that could be set in a context that highlights a real-life application of mathematics.
- **Reports** — within this category, assessment tasks are typically an extended response to a practical or investigative task such as an experiment in which data are collected, analysed and modelled, a mathematical investigation, a field activity or a project.
- **Supervised test** — within this category, tests are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses.

What costs are associated with this subject?
Costs for this subject are covered as part of the Student Resource Scheme. Students in Mathematics B are encouraged to participate in the National Mathematics Competition and the McDonalds Mathematics competition each year at a total cost of approximately $15 per year. Students will also be required to purchase a school approved graphics calculator which costs approximately $200.

For whom is this subject best suited?
Mathematics B is best suited to students who have achieved a “B Standard” or better in Junior Mathematics.
**Why might this subject be a wise choice?**

Mathematics B would be a wise choice for students who would like a career in engineering, finance, mathematics, statistics, health and other science related careers.

**Where can this subject lead to after Year 12?**

Mathematics B will assist a student who is studying any of the Sciences at a secondary level, and is a pre-requisite for many tertiary courses, particularly in the science field.
Mathematics C
(Subject Code: MAC)

Status: Authority Subject – Contributes to OP
QCE Credit Points: 4

What is this subject about?
Mathematics C is a companion subject to Mathematics B. It aims to extend the competency and confidence of students in mathematics beyond the scope of Mathematics B, to build on and combine many of the concepts introduced in Mathematics B, and to provide further opportunities for students to participate more fully in lifelong learning.

What are the main topics studied?
- Introduction to Vectors
- Introduction to Matrices
- Introduction to Groups
- Real and Complex Numbers
- Structures and Patterns
- Linking Matrices and Vectors
- Dynamics
- Calculus

How do students learn?
Learning experiences derived from the Mathematics C Syllabus will involve life-related applications of mathematics with real and simulated situations, use of instruments, technology, and opportunities for modelling and problem solving. Learning experiences may require students to work individually, in small groups or as a class. Students should be involved in a variety of activities including those which require them to write, speak, listen or devise presentations in a variety of forms.

How are students assessed?
Assessment techniques in this syllabus are grouped under categories and may include:

- Extended modelling and problem solving tasks — within this category, students provide a response to a specific task or issue that could be set in a context that highlights a real-life application of mathematics.
- Reports — within this category, assessment tasks are typically an extended response to a practical or investigative task such as an experiment in which data are collected, analysed and modelled, a mathematical investigation, a field activity or a project.
- Supervised Test — within this category, tests are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses.

What costs are associated with subject?
Costs for this subject are covered as part of the Student Resource Scheme. Students in Mathematics C are encouraged to participate in the National Mathematics Competition and the McDonalds Mathematics competition each year at a total cost of approximately $15 per year. There is also an option of a 4 day trip planned each year for one of the assessment items with an approximated cost of $350.

For whom is this subject best suited?
Mathematics C is best suited to students who have achieved an “A Standard” in Junior Mathematics and are also completing the Mathematics B course.
Why might this subject be a wise choice?

If students are naturally gifted at Mathematics and have a good work ethic. The subject is fast paced and due to the subject being taught as a combined 11/12 class a lot of the work is practiced independently.

Where can this subject lead to after Year 12?

Mathematics C will assist a student who is studying any of the Sciences at a secondary level, especially Physics. It is recommended for many tertiary courses particularly in the engineering, mathematics and physics fields. Mathematics B is a prerequisite for students wishing to study Grade 11 and 12 Mathematics C.
Modern History
(Subject Code: MHS)

Status: Authority Subject – Contributes to OP
QCE Credit Points: 4

What is the subject about?

Through the study of Modern History, students can understand why our modern world is the way it is. They can understand the processes of change and continuity that have shaped today’s world, their causes and the roles people have played in those processes and events. Modern History also helps students to identify their social location, their place in time and their heritage.

What are the main topics studied?

Inquiry topics in Modern History will focus predominantly on the 20th century and later. The senior curriculum (Year 11 and 12) is rotated on a biannual basis (Year A and B). The course outline consists of the following topics:

**National History** – Federation (Getting together) with links to the Republic debate/Australia’s relations with Great Britain & USA (Changing loyalties)/Australian engagement in International Affairs in post-Cold War era.

**Studies of Change** – Industrial Revolution/Changing society through technology in 20th Century/Impact of Industrial Revolution on contemporary Society such as Urbanization, Population, Family & Morals, Education, Ethics, Religion/Gender developments & relations in the 20th Century.

**Studies in Conflict** – Nationalism and Imperialism /Imperialism and its influence on Nationalist struggles. May include: East Timor, West Papua, Israel, Palestine, Indo/China and Africa.

**Unit: Studies of Hope** - Apartheid/Afro Americans /West Papuans/Kurds.

**Individuals in History** – Evaluate the role and influence of an individual of your choice.

How do students learn?

Historical study is based on inquiry. Learning in Modern History takes place in a variety of settings, including the classroom and library. Students will be actively involved in locating, interpreting, analysing and evaluating resources which will include:

- Written texts – reference books, newspapers, journals, primary and secondary sources (e.g. photos, eyewitness testimonies, speeches, cartoons, documents etc.);
- Television programs, documentaries and films;
- Computer technology such as Internet websites, CD-RO Ms, multimedia packages;
- Debates and discussions.

How are students assessed?

- Objective/short answer tests
- Essays
- Oral presentations
- Independent study
- Response to stimuli

What costs are associated with this subject?

All costs for this subject are covered as part of the Student Resource Scheme.

For whom is this subject best suited?

As there is a strong emphasis on reading, comprehension, analysis of sources and historical issues as well as writing extended pieces of text, students who perform well in Junior School English and Humanities subjects and are genuinely interested in history and/or social/world issues will be most suited to the course.
**Why might this subject be a wise choice?**

Students who are considering studying journalism, political studies or law at university will find Modern History extremely useful. Also, students planning to study at university in general will find Modern History beneficial as it provides analytical, communication, research and study skills that are necessary for tertiary study.

**Where can this subject lead to after Year 12?**

A knowledge of History equips students for a wide range of careers including secondary and tertiary education, business and commerce, government departments, the media, and public and private sectors in the arts and culture. For example, public servant, library assistant, law cleark, tourist information officer, research officer, jouranalist, historian, foreign affairs and trade officer, archivist, criminologist, sociologist, politics, lawyer and cultural heritgate officer.
Music
(Subject Code: MUS)

Status: Authority Subject – Contributes to OP
QCE Credit Points: 4

What is this subject about?
The main aim of the Music course is to develop creative thinking, along with developing the technical skills required for composition and performance. The subject aims at providing students with the skills and self-confidence to create and perform music in an individual and group environment.

What are the main topics studied?
Music students will study music in a variety of styles through the following units:

- A Dramatic Voice: musical theatre.
- An Expressive Voice: songs of love and loss.
- Finding My Voice: instrumental music styles.
- Raising My Voice: music with a social and political message.
- A Creative Voice: programmatic music.
- Wide Horizons: independent study.

How do students learn?
In Music students experience a blended learning environment that involves research skills, analysis and deconstruction of repertoire, original composition, and mastery of technique and performance skills on an instrument of their choice. Wherever possible, a practical hands on approach to learning is prioritised to help draw connections between the theory of music and its application in performance and composition. Students participate in a variety of group and individual tasks and acquire new skills through a combination of explicit teacher lead instruction, self-directed learning, and workshops and peer mentoring.

How are students assessed?
Students are assessed in three areas including Composition, Performance and Musicology. While each unit may focus on one area in particular, over the duration of the course each area receives equal focus and will contribute equally to results.

What costs are associated with this subject?
The majority of the cost for this subject is covered by the Student Resource Scheme, however, students are expected to have access to the musical instrument they have chosen to study for regular home practice. Costs will include regular maintenance of this instrument. If a student requires hiring of an instrument there will be an additional $100 fee attached to the subject. Additional cost may be required for excursions and workshops.

For whom is this subject best suited?
Music suits students who:

- Have a love for music and performance.
- Are interested in developing proficiency as a singer or on an instrument.
- Would like to express themselves through performance and original composition.
- Students who have achieved a “C standard” or higher in Year 10 English.
- Students with prior experience in Music and have achieved a “C standard” in Year 10 Music or completed equivalent in private music study.
**Why might this subject be a wise choice?**

By selecting Music students develop an appreciation and understanding of Music that they will carry with them for life. The skills learnt in Music will be transferable across multiple instruments and will provide you with sufficient knowledge and experience to continue playing Music for the rest of your life.

**Where can this subject lead to after Year 12?**

By studying Music, students could gain access to employment in the following areas:

- Recording
- Technology
- Entertainment
- Radio
- Sound
- Teaching
- Music Marketing and Promotion
- Musical Theatre
- Conducting Composition
- Disability Work
- Composition and Performing
Physical Education
(Subject Code: PED)

Status: Authority Subject – Contributes to OP
QCE Credit Points: 4

What is this subject about?

In Physical Education, physical activity serves as both a source of content and data and the medium for learning. Learning is based on engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences explored through the study of selected physical activities. Physical Education focuses on the authentic interrelationships between psychological, biomechanical, physiological and sociological factors in these physical activities. It allows students to understand the relationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence performance. The course also encourages students to consider many of the wider complex social issues that surround physical activity in Australia and the world.

What are the main topics studied?

The following physical activities may be undertaken in the course:

- Touch Football
- Volleyball
- Netball/Futsal
- Aquathon (running and swimming)

There are multiple theoretical topics that will be covered in the course:

- Skill acquisition
- Biomechanical principles
- Energy systems
- Training methods/principles
- Training programs
- Psychology of performance
- Figueroa’s framework

How do students learn?

The course focuses on students learning the subject matter through the context of a physical activity. This approach allows students to continually see the course matter applied in a real life situation.

How are students assessed?

Each term students will receive a grade for their application and development in the physical activity undertaken. They will also complete one theoretical task that is directly related to the physical activity and the course matter being undertaken that term. Each assessment task represents fifty per cent of that term’s total assessment.

What costs are associated with this subject?

The cost for this subject is covered by the Student Resource Scheme.

For whom is this subject best suited?

Physical Education would interest students who are physically active, enjoy a range of sports, participate in sport as a coach, or who would like to further their knowledge of the physical culture of Australia. To do well in this course, it is not necessary to be outstanding in any of the chosen sports. Students best suited to this course are those who are prepared to participate in all activities including theoretical work. It is strongly recommended that students taking Physical Education in Senior achieve a minimum C standard in Year 10 English and have completed Foundation Physical Education.
**Why might this subject be a wise choice?**

Physical Education can be used as a prerequisite for a variety of sport, health and leisure/recreation based courses as it provides a foundation for students who wish to pursue further study in human movement related fields. The two-stranded structure of this subject provides opportunity for success for many students.

**Where can this subject lead to after Year 12?**

Physical Education can lead to careers such as sport development, management, marketing and sales, sport and physical activity policy development, sport journalism, sport psychology and coaching, athlete conditioning and management, personal training, sponsorship and fundraising, and primary, junior and senior school teaching.
Physics  
(Subject Code: PHY)

Status: Authority Subject – Contributes to OP  
QCE Credit Points: 4

What is this subject about?

The development of understanding of physical phenomena occurs in Physics by means of methods of inquiry that have been refined over the past three hundred years. A culture of physics has emerged that values methods of precise measurement, reproducible experimentation and powerful mathematical relationships. Today, these methods continue to contribute to the development and provision of new information, ideas and theories to explain observations and experiences.

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

What are the main topics studied?

- Gearing up for Physics
- The Physics of Fun
- Medical Physics
- Physics of Sports
- Electricity at Home
- Physics on the Road
- Physics in Space

How do students learn?

The subject matter of Physics is derived from the key concepts and key ideas which are progressively developed over the course of study through six to twelve units of work. The key concepts are organised under the headings of Forces, Energy and Motion.

How are students assessed?

Students will complete practical assessments, research tasks, class presentations and written examinations.

What costs are associated with this subject?

The cost for this subject is covered by the Student Resource Scheme. There are several day-long filled trip opportunities each year that incur a cost of around $15 per student. There is also a four day Theme Park Data Collection camp that will cost approximately $350.

For whom is this subject best suited?

Physics is best suited to students who both enjoy and also experience success in Junior Science and Mathematics. It is recommended that students wishing to study Senior Physics achieve a minimum “B Standard” in Grade 10 Science and Mathematics. Mathematics B needs to be selected with this subject.

Why might this subject be a wise choice?

If students are naturally gifted at Mathematics and have a good work ethic. The subject is fast paced and due to the subject being taught as a combined 11/12 class a lot of the work is practiced independently.
Where can this subject lead to after Year 12?

After successful completion of the Senior Physics course, students may pursue tertiary studies in courses including but not limited to Applied Science, Engineering, Medical Imagery, Construction or Aviation, Biology, Microbiology, Veterinary Science, Medicine or Marine Biology.
Visual Arts  
(Subject Code: ART)

Status: Authority Subject – Contributes to OP  
QCE Credit Points: 4

What is this subject about?

The main aim of the Visual Arts course is to develop creative thinking, along with technical skills in the application of various art media. During the course students are able to explore a wide range of techniques and various art media, as well as develop an appreciation of fine and contemporary art forms.

What are the main topics studied?

Visual Arts students explore a wide variety of art concepts and forms which include:

- The Existence of an Artist
- Revealing the Artist
- Artist with a Cause
- Artist as a Messenger
- Drawing/Painting
- Print Making
- Sculpture

How do students learn?

In Visual Arts students learn from hands-on experience. In making, they will learn how to research and handle a variety of media. They learn the basic underlying principles of design and how they apply to all artworks. In appraising, they learn about artworks relating to a variety of media that they are using themselves. Students learn how to observe, discuss and write about artworks, using correct terminology.

How are students assessed?

The assessment program consists of:

- Making Tasks
- Assignments

What costs are associated with this subject?

Most of the costs for this subject are covered by the Student Resource Scheme. However, an additional $30 per year is required, also there may be appropriate excursions available throughout the two years of study that may also require payment.

For whom is this subject best suited?

Visual Arts suits students who:

- have a love of the arts and are highly expressive
- have good quality drawing skills
- have ideas, can think and solve problems
- like to form opinions and express themselves.
**Why might this subject be a wise choice?**

If students plan to study Fine Arts at University, it is recommended that they study Year 11 and 12 Visual Arts. Most tertiary institutions require candidates to present a portfolio of practical work on entrance. By selecting Visual Arts as an elective, students develop an appreciation and understanding of fine arts that they will carry with them for life.

**Where can this subject lead to after Year 12?**

By studying Visual Arts, students could gain access to employment in the following areas:

- Fine Artist – painter, sculptor, printmaker, ceramicist, glass artist
- Photography – journalism, magazine/newspaper work, portraiture
- Jewellery making – gold and silver smithing
- Theatre, film and television – stage and set design, costume design, make-up
- Graphic design, industrial design, furniture design, product design, communication design
- Art administration, art teaching
- Landscape architecture, architecture, interior architecture
- Gallery management, conservation
Authority Registered Courses

Building and Construction Skills
(Subject Code: BCD)

Status: Study Area Specification (Authority Registered Subject)
QCE Credit Points: 4 (Will not contribute to OP calculation)

What is this subject about?
Building and Construction Skills offers students the opportunity to develop work, life and/or leisure skills integrating the study area core of manufacturing, safety and technological processes within the selected units of study. The course is intended to allow students to gain some knowledge and skills within the building and construction industry without gaining any formal qualifications.

What are the main topics studied?

Unit 1: The building and construction industry - introduction and safety
The unit introduces students to the industry practices and construction processes associated with the building and construction industry. Structures are created safely, with aesthetic appeal and with appropriate quality in recognition of customer expectation of value at a particular price.

Unit 2: Building and construction industry production processes and structure quality
The unit builds on previous learning of industry practices and construction processes used in the creation of quality structures for the building and construction industry. Structure quality depends on tradespeople understanding industry-specific skills, procedures, tools, materials and the accurate interpretation of industry-specific technical drawings and information contained in specifications.

Unit 3: Communication and teamwork on residential building and construction sites
The unit introduces students to the industry practices associated with tradespeople, who work cooperatively in teams using construction skills and procedures to safely create quality structures from specifications. The unit builds on previous learning of industry practices and construction processes used in the creation of quality structures.

Unit 4: Project builders — residential homes
The unit builds on previous learning of industry practices and construction processes used in the safe creation of quality structures. Building and construction enterprises require tradespeople to cooperate when creating quality structures. Trades are sequenced to efficiently and competitively create quality structures using construction processes that recognise industry costs, price, competition and customer expectations of value.

Unit 5: Simulated residential building and construction site experience
The unit builds on previous learning of industry practices and construction processes used in the safe creation of quality structures for the building and construction industry. Building and construction enterprises are managed by supervisors who monitor the activities of various trades to ensure that structures are constructed safely, meet specifications and maintain a quality that recognises industry costs, price, competition and customer expectations of value.

How do students learn?
Building and Construction Skills will be based on the five units listed above. These units are mandatory; however, the content and integration of each unit is at the discretion of the school and may change year to year, depending on available project opportunities. It is expected that all key elements will be covered by the end of the course. For this strand, "construction" could refer to domestic/civil construction, renovations or repairs.
How are students assessed?

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. The achievement level awarded to each student on exit from the course will be based on the fullest and latest information about student performance in the dimensions of Knowledge and Understanding, Applied Processes and Practical Skills as outlined in the syllabus. Students will complete practical projects, theory (safety) examinations and project logbooks.

What costs are associated with this subject?

Subject cost is $80.00 which covers some project material use.

For whom is this subject best suited?

Building and Construction Skills is best suited to students who both enjoy and also experience success in Junior ITD and, are heading down a vocational education pathway. It is recommended that students studying this course also study Graphics.

Why might this subject be a wise choice?

The decision to study Building and Construction Skills would be a wise choice for students who are planning on entering the Building and Construction industry. Building and Construction Skills will teach students hands on techniques relevant towards the industry as well as the appropriate way to communicate on a worksite and in a workshop.

Where can this subject lead to after Year 12?

The Building and Construction course encompasses many sectors that provide employment opportunities, for example in domestic construction, civil construction, mining and agriculture industries.
English Communication
(Subject Code: ENC)

Status: Study Area Specification (Authority Registered Subject)
QCE Credit Points: 4 (Will not contribute to OP calculation)

What is this subject about?

Effective communication is important to our society. All workplaces require students to be able to interpret, construct and make judgements about messages and meanings, whether they be written or verbally communicated. The English Communication course is specifically designed to provide opportunities for students to learn essential communication.

What are the main topics studied?

YEAR 11

Unit 1: BIG DAY OUT – CELEBRATING WHO WE ARE (Task 1)
You have been asked by your local council to prepare and present a submission (which will be multi-modal) for an Australia Day festival in your local area.

Unit 2: HOW OTHERS SEE US – BIOGRAPHIES (HEROES) (Task 2 and 3)
You are to choose a person of interest FROM THE LOCAL COMMUNITY to you and your audience and write a biography (in feature article layout) on that person. You have been asked to speak at Testimonial Dinner for Australians who have been nominated for Australian of the Year 2016. The AOTY Committee have requested that your presentation outline the life and achievements of your person of choice to demonstrate how much of an Australian he/she is.

NB: Students are expected to read a novel during the course of this unit.

Unit 3: TRAVEL (Task 4)
For many young people travelling in Australia or overseas is part of their plans – putting on a backpack and setting off on an adventure. In this task you will be investigating travel from the perspective of the travel agent. The travel agency that employs you has decided to participate in the local Leisure and Travel Expo to be held at the MECC in Mackay and asked you to prepare and present an information package on a holiday destination (of your choice).

Unit 4: LIGHTS, CAMERA, ACTION! (Task 5)
Students will learn about film making and post production techniques, acting and cinematography and apply this knowledge to review a film viewed in class. Students will view a variety of film genres. You are a writer for an Entertainment Magazine discussing the latest film offerings from Australia and Overseas. You are to highlight a new release film in your article and discuss: plot, characters, themes and so forth.

YEAR 12

Unit 1: GETTING IT TOGETHER (Task 1 and 2)
It is important for school leavers to have the necessary skills and knowledge to obtain the jobs they want. You are to create an employment file which will assist you in your quest for employment in your chosen field. CONGRATULATIONS! You have just received a call-back from the job that you sent away your application for. They have invited you to take part in the next step – an interview.

Unit 2: EARTH CHALLENGE – SUSTAINABILITY (Task 3)
Industry and the environment are areas, often with competing interests, that need to exist side by side. You are to prepare and present an environmental report investigating the topic “Sustainable Development in the Sarina/Mackay/Whitsunday Region”.

Senior Course Guide - Sarina State High School (RTO Number 30433)
Date of Publication: 29/08/16
Correct at time of publication but subject to change.
File Location: H:\COURSE GUIDES\Senior Course Guide 2017 Version 7.doc
Unit 3: IN MY OWN WORDS (Task 4 and 5)
Persuasive speaking is the type of speaking that most people engage in the most. Imaginative writing is where the writer of the text ‘shows’ the story to the reader through creative use of language. You have been asked to be a presenter at a conference outlining your thoughts on a chosen topic – you are either FOR or AGAINST the chosen topic. Students have read and studied in depth a set class novel -- they are now required to write an ‘extra’ chapter for this novel.

Unit 4: IN THE WORKPLACE (Task 6)
When starting work it's good to be aware of your rights and responsibilities, and the rights and responsibilities of your employer. You have been invited to present a profile of your business to the group and during your presentation you will identify how you have met the challenges of workplace issues.

How do students learn?
Students will study and practise the fundamentals of communication such as:

- The role of audience, context and concepts in communication practices;
- Investigations into communication – radio, television, films, newspapers and magazines;
- Using language effectively – speaking, writing, viewing and listening exercises;
- Suitable communication for specific situations e.g. the workplace, community and leisure;
- Consolidation of basic language skills.

How are students assessed?
English Communication is an Authority-Registered course that devotes roughly 60% of assessment to spoken skills and 40% to writing skills. Students are required to participate in ‘real’ projects where they learn the art of communication and the value of effective communication as it applies to real life situations.

What costs are associated with this subject?
All costs for this subject are covered as part of the Student Resource Scheme.

For whom is this subject best suited?
The study of English Communication would be recommended for students who are considering:

- Trades;
- Further study at TAFE following the completion of Year 12;
- Full-time employment on completion of Year 12.

It is designed to help master essential communication skills pertaining to the workplace and life beyond the school environment.

Why might this subject be a wise choice?
English Communication is recommended for students who do not require OP English for entrance to a university or a specific trade occupation. Students are required to participate in ‘real’ projects where they learn the art of communication and the value of effective communication as it applies to real life situations. It is designed to help master essential communication skills pertaining to the workplace and life beyond the school environment.

Where can this subject lead to after Year 12?
English Communication provides students with an important SA in an English subject which is a requirement for most career pathways/employment opportunities.
Aquatic Practices
(Subject Code: AQP)

Status: Study Area Specification (Authority Registered Subject)
QCE Credit Points: 4 (Will not contribute to OP calculation)

What is this subject about?

Aquatic Practices incorporates a study of the sea, inland waters and associated catchment areas. Safety and management issues are central to Aquatic Practices. Understanding of the culturally diverse relationships with the sea and inland waters experienced by different communities throughout Australia, including Indigenous communities, is developed in this study.

What are the main topics studied?

- Snorkelling
- Reef Ecology
- Reef Management
- Recreational Fishing
- Mangroves
- Maritime Safety and Nautical Knowledge
- Coastal Navigation
- Power Boating
- Marine Radio and Communication
- Citizen Science
- Maritime Careers

How do students learn?

The program is based upon 4 contextual units. The four contextual units are ordered to flow on from one another, culminating in the ‘Maritime Careers’ unit. This is aimed at setting our students on a path towards employment in the Marine Industry.

The first unit ‘Home Amongst the Great Barrie Reef’ is aimed at opening the student’s enthusiasm and curiosity to the marine environment. From here, the students will investigate management practices and strategies in the ‘Using the Marine Environment’ unit. With a deeper understanding of Management Practices the students will then apply this understanding during the Rabbit Island Camp and the ‘Wild Oceans’ unit. The final unit, ‘Marine Careers’ encompasses everything the students have studied and is aimed at the students investigating Maritime employment through local industry links.

How are students assessed?

Students will engage in written assessments, research tasks, presentations, practical assessments and a variety of oral assessment.

What costs are associated with this subject?

There are several day-long field trip opportunities each year that incur a cost of around $15 per student. Students will also be invited to participate in our outer reef excursion each year at a cost of approximately $160. Students will be offered the opportunity to build a fishing rod at a cost of approximately $70; sit for their Recreational Shipmasters License at a cost of approximately $80 and to attend a final semester culmination camp at Rabbit Island for three days costing around $60.

For whom is this subject best suited?

Aquatic Practices is suited to students who enjoy the practical aspects of science and the marine environment. Whilst there is a strong emphasis on practical assessment, it is strongly recommended that students wishing to study Aquatic Practices achieve a “C Standard” in Junior Science as there is also a significant theoretical component to this subject.
**Why might this subject be a wise choice?**

Aquatic practices will provide students with multiple opportunities to engage with the aquatic environment, helping them decide whether or not to follow a career path in this direction. Furthermore, the course introduces the students to a range of guest speakers from the Maritime industry allowing students to seek information and contacts for specific fields within Aquatic Practices.

**Where can this subject lead to after Year 12?**

After successful completion of Aquatic Practices students may choose to explore further studies such as Certificate or Diploma level Parks and Wildlife Management, Fisheries Management or similar courses. Students may also choose to apply their knowledge and skills in a range of employment fields including Tourism, Marine Transport or Commercial Fisheries.
Prevocational Mathematics  
(Subject Code: PVM)

Status: Study Area Specification (Authority Registered Subject)  
QCE Credit Points: 4 (Will not contribute to OP calculation)

What is this subject about?

Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of Mathematics. It aims to help students overcome difficulties with, or negative attitudes towards, mathematics, so that they can use mathematics efficiently and critically to make informed decisions in their daily lives.

What are the main topics studied?

- Maths in Hospitals
- Taking a Gamble
- Earn Money
- Health and Exercise
- Travelling in the Local Area
- Cars and Phones
- Seeing Queensland
- Planning to Leave Home
- Buying your First Property
- Travelling Overseas
- Building a New Home
- Investing Your Money
- Growing Vegetables
- Renovating Property
- Organising an Event

How do students learn?

The main topics studied fall under five categories, (number, data, location and time, measurement and finance) that are integrated into teaching and learning contexts. Students respond to these contexts by identifying or locating, acting upon, interpreting, and communicating mathematical ideas and information. Students learn to represent these ideas and information in a number of ways. Because these contexts foster cooperation, and are supportive, enjoyable and non-competitive, students develop positive attitudes towards the use of mathematics.

How are students assessed?

To determine a student's level of achievement, a wide range of tasks is used. These tasks are practical and relate to the world of work, personal organisation, and interpreting society. They are conducted mostly in class time so that students can be fully supported by the teacher. Contextualised assessment may require students to give, for example:

- short written answers (comprising one word, a sentence or a paragraph)
- extended written answers (comprising at least three paragraphs; not essays)
- non-written responses (such as informal spoken answers to teacher questions; an oral presentation of results; role-plays; demonstrations of particular practical skills, techniques or processes; simple diagrams; sketches; digital photographs; flow charts; a three-dimensional model).

What costs are associated with this subject?

All costs for this subject are covered as part of the Student Resource Scheme.
For whom is this subject best suited?

Prevocational Mathematics is best suited for students who have experienced difficulties in Mathematics but still require basic mathematical life skills.

Why might this subject be a wise choice?

Those students who find Mathematics difficult but require a basic working knowledge of concepts used in everyday life would find Prevocational Maths a wise choice.

Where can this subject lead to after Year 12?

Prevocational Mathematics builds students’ confidence and success with mathematics by suggesting activities in which they:

- learn practical skills and techniques that may lead to further engagement in industry and leisure
- explain their reasoning and the significance of their solutions
- experience mathematics in a range of workplaces
- work co-operatively in groups and/or independently to achieve goals.
Recreation
(Subject Code: RCJ)

Status: Authority-registered Subject
QCE Credit Points: 4

What is this subject about?

Recreation focuses on the role recreation has in the life of individuals and communities. It provides you with opportunities to learn in, through and about recreation activities. Recreation activities are those that require exertion and activity. They are engaged in for competition, relaxation or simply enjoyment. Recreation activities include active play and minor games, challenge and adventure activities, games and sports, health-related physical activities, and rhythmic and expressive movement activities.

You will experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills. The skills developed in Recreation may help you in work, personal fitness, or general health and wellbeing. You will develop interpersonal abilities and be encouraged to appreciate and value involvement in recreation activities.

What are the main topics studied?

The following physical activities may be undertaken in the course:

- Strength and Conditioning: Resistance Training
- Orienteering
- Badminton
- Golf
- Strength and Conditioning: Speed and Endurance Training
- Fishing
- Table Tennis
- Lawn Bowls

There are multiple theoretical topics that will be covered in the course:

- Training Programs
- Coaching
- Tournament Organisation and Officiating
- Sport in the Community

Through the study of Recreation students will examine:

- The relevance of recreation in Australian culture.
- The contribution recreation makes to health and wellbeing.
- Factors that influence participation in recreation.
- How physical skills can enhance participation in recreation activities.
- How interpersonal skills support effective interaction with others.
- The promotion of safety in recreation activities.
- Technology in recreation activities.
- How the recreation industry contributes to individuals and communities.

How do students learn?

The course focuses on students learning the subject matter through the context of a physical activity. This approach allows students to continually see the course matter applied in a real life situation.
How are students assessed?

Each term students will receive a grade for their application and development in the physical activity undertaken. They will also complete one theoretical task that is directly related to the physical activity and the course matter being undertaken that term. Each assessment task represents fifty per cent of that term’s total assessment.

What costs are associated with this subject?

The cost for this subject is covered by the Student Resource Scheme.

For whom is this subject best suited?

Recreation provides a unique opportunity for students to experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills. This subject would interest students who are physically active, enjoy a range of sports, participate in sport as a coach, or who may be oriented towards personal fitness, or general health and wellbeing.

To do well in this course, it is not necessary to be outstanding in any of the chosen sports. Students best suited to this course are those who are prepared to participate in all activities including theoretical work.

Why might this subject be a wise choice?

Recreation can be used as a prerequisite for a variety of sport, health and leisure/recreation based courses as it provides a foundation for students who wish to pursue further study in the sport and recreation industry.

Where can this subject lead to after Year 12?

Recreation can lead to careers in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport.
Vocational Education and Training (VET)

BSB20115 Certificate II in Business
(Course Code: XBN)

Status: VET Subject
QCE Credit Points: 4
Entry Requirements: Nil
Duration: 2 years

What is this Qualification about?

The course is designed to engage students in business learning by providing a range of real world practical experiences that help develop the knowledge, processes and skills necessary to gain:

- Certificate II in Business
- Entry level employment
- Attributes of active and informed citizens
- Preparedness for future studies

Qualification Packaging Rules

Total Units = 12 (1 core unit + 11 elective units)

Core Unit

BSBWHS201 Contribute to health and safety of self and others (Credit Transfer Certificate II in Workplace Practices)

Elective Units

BSBIND201 Work effectively in a business environment (Credit Transfer Certificate II in Workplace Practices)
BSBINM201 Process and maintain workplace information
BSBINM202 Handle mail
BSBCMM201 Communicate in the workplace (Credit Transfer Certificate II in Workplace Practices)
BSBITU201 Produce simple word processed documents
BSBITU202 Create and use spreadsheets
BSBITU203 Communicate electronically
BSBWOR202 Organise and complete daily work activities (Credit Transfer Certificate I in Business)
BSBWOR203 Work effectively with others
BSBWOR204 Use business technology
BSBCUS201 Deliver a service to customers
BSBITU303 Design and produce text documents
BSBCMM101 Apply Basic Communication Skills (Credit Transfer Certificate I in Business)
BSBITU102 Develop Keyboarding Skills (Credit Transfer Certificate I in Business)

How do students learn?

Students will learn to use a range of business communication technologies. Students perform a range of business administration tasks which typically occur in an office environment, including: filing, photocopying, handling mail and drafting business documents such as emails, letters and memos. As ethics is a large part of today’s society, our students will learn the ethical aspects of conducting a business. Workplace health, safety and sustainability issues will also be covered. Hands-on learning is encouraged and students will be given multiple opportunities to learn in the real-world context of the business world. This course is presented on-line through a virtual office environment.
**How are students assessed?**

Students are assessed using various forms of competency based assessment including:

- Practical tasks
- Worksheets
- Observations
- Self and peer assessments
- Reports from workplace supervisor

**What costs are associated with this Qualification?**

All costs for this Certificate are covered as part of the Student Resource Scheme.

**For whom is this Qualification best suited?**

This practical based Certificate would suit students who are self-motivated, yet also enjoy working in a group environment and wish to learn the basics of running a business in today’s active world. This Certificate will also assist those interested in School-Based Traineeships, Apprenticeships, or wanting practical experience to expand their résumé.

**Where can this Qualification lead to?**

Students will develop skills that lead to: entry-level employment in a wide range of business services. Students could also follow a number of training pathways with TAFE or a private provider. Students can receive credit for units of competency towards other TAFE courses related to Certificate III in Business.

This Certificate can lead to further study or employment in the following occupations:

- Business/Accounts Administration
- Retail
- Tourism
- Secretarial
- Insurance
- Finance
- Human Resources
- Industrial Relations
- Public Relations
- Marketing
CHC30113 Certificate III in Early Childhood Education and Care
(Course Code: VCH)

Status: VET Subject
QCE Credit Points: 8
Entry requirements: Nil
Duration: 2 years

Students are enrolled through an external provider, Cairns Training Academy. Results will be issued by Cairns Training Academy.

What is this Qualification about?

This qualification reflects the role of workers in a range of early childhood education and care settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children’s wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously.

Qualification Packaging Rules

Total Units = Units (15 Core units plus 3 Elective units)

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Unit Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCLEG001</td>
<td>Work legally and ethically</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE001</td>
<td>Develop cultural competence</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE002</td>
<td>Ensure the health and safety of children</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE003</td>
<td>Provide care for children</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE004</td>
<td>Promote and provide healthy food and drinks</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE005</td>
<td>Provide care for babies and toddlers</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE007</td>
<td>Develop positive and respectful relationships with children</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE009</td>
<td>Use an approved learning framework to guide practice</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE010</td>
<td>Support the holistic development of children in early childhood</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE011</td>
<td>Provide experiences to support children’s play and learning</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE013</td>
<td>Use information about children to inform practice</td>
<td>Core</td>
</tr>
<tr>
<td>CHCPRT001</td>
<td>Identify and respond to children and young people at risk</td>
<td>Core</td>
</tr>
<tr>
<td>HLTAID004</td>
<td>Provide an emergency first aid response in an education and care setting</td>
<td>Core</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in work health and safety</td>
<td>Core</td>
</tr>
<tr>
<td>CHCDIV002</td>
<td>Promote Aboriginal and/or Torres Strait Islander cultural safety</td>
<td>Core</td>
</tr>
<tr>
<td>CHCECE006</td>
<td>Support behaviour of children and young people</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCECE012</td>
<td>Support children to connect with their world</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
<td>Elective</td>
</tr>
<tr>
<td>Student Selection</td>
<td>Persons with the language, literacy and numeracy skills to fulfil their job role</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Delivery Mode</td>
<td>Class and workplace Course Duration 2 Years</td>
<td></td>
</tr>
<tr>
<td>Fees and Refund Policy</td>
<td>SATS Nil Fee for Service (Include first aid) As Below CTA does not refund fees paid by students due to heavy discount.</td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td>Learning and assessment resources supplied Industry placement 120 hours minimum</td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td>CHC30113 Certificate III in Early Childhood Education and Care QCE Points 8</td>
<td></td>
</tr>
<tr>
<td>Pathway</td>
<td>CHC50113 Diploma of Early Childhood Education and Care</td>
<td></td>
</tr>
<tr>
<td>Job Role</td>
<td>Early Childhood Educator working in an Early Childhood Education and Care setting</td>
<td></td>
</tr>
<tr>
<td>Delivery</td>
<td>You will have access to a variety of theory and practical learning opportunities, including industry placement, which equips you with the necessary skills to secure employment and further your career choices.</td>
<td></td>
</tr>
<tr>
<td>Recognition of Prior Learning</td>
<td>A process that maps your current knowledge and skills to a unit of competency; without study.</td>
<td></td>
</tr>
<tr>
<td>Credit Transfer</td>
<td>Statement of Attainment for a unit that you hold that can be also used in another course.</td>
<td></td>
</tr>
</tbody>
</table>

**How do students learn?**

Theory to underpin and understand how to care for children, develop programs, children’s developmental milestones and undertake work experience placements throughout the course. This allows them to sample the industry first hand, while giving them the opportunity to gain the knowledge and skills required at this level of competency.

**How are students assessed?**

Students are assessed using various forms of competency based assessment including:

- completion of all theory booklets to a satisfactory level
- gain industry feedback which reflects on the job competency, on units from an Early Childhood Education Centre and have it recorded in their training record book and the assessment record booklet
- Completion of First Aid Certificate

**What costs are associated with this Qualification?**

This course is partially covered by the Student Resource Scheme. Additionally it will cost an extra $135 in Year 11 and $100 in Year 12. Also, the cost of the First Aid Certificate delivered through the School.

**For whom is this Qualification best suited?**

This practical based Certificate would suit students who are self-motivated, yet also enjoy working in a group environment and wish to learn about the Childcare industry.

**Where can this Qualification lead to?**

After achieving the CHC30113 Certificate III in Early Childhood Education and Care candidates may undertake the CHC50113 Diploma of Early Childhood Education and Care, a qualification for those seeking to develop further skills and fundamental operational knowledge for working in a range of Childcare/Early Childhood Education Environments e.g.

- Childcare Assistant or Childcare Educator
- Playgroup Supervisor
- Family Day Care Worker
- Nanny
MEM10105 Certificate I Engineering
(Subject Code: VEN)

Status: VET Subject
QCE Credit Points: 3 points
Entry requirements: Nil
Duration: 2 years

What are these Qualifications about?

This qualification provides a solid understanding of industry based engineering, its culture, occupations, job roles and workplace expectations. The units of competency cover essential occupational health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around multiple engineering projects that integrate the skills and embeds the facets of employability skills in context.

Qualification Packaging Rules

Certificate I in Engineering

Core Unit

MEM13014A Apply principles of occupational health and safety in the work environment
MEM15024A Apply quality procedures
MEM14004A Plan to undertake a routine task
MEM16007A Work with others in a manufacturing, engineering or related environment

Elective Units

Select units from this list to the value of at least 24 points, including any prerequisites.

MEM05005B Carry out mechanical cutting (2 points)
MEM05004C Perform routine oxy acetylene welding (2 points)
MEM05006C Perform brazing and or silver soldering (2 points)
MEM05007C Perform manual heating and thermal cutting (2 points)
MEM05012C Perform routine manual metal arc welding (2 points)
MEM07032B Use workshop machines for basic operations (2 points)
MEM11011B Undertake manual handling (2 points)
MEM12023A Perform engineering measurements (5 points)
MEM12001B Use comparison and basic measuring devices (2 points)
MEM12024A Perform computations (3 points)
MEM18001C Use hand tools (2 points)
MEM18002B Use power tools/hand-held operations (2 points)

How do students learn?

Students will learn a range of engineering skills. A hands on learning approach is encouraged and students will be given multiple opportunities to learn in the real world context of engineering industries.

How are students assessed?

Students will be assessed across practical projects, theory (safety) examinations and project logbooks. A set course of work placement will also be linked to the course.

What costs are associated with these Qualifications?

Subject cost is $100.00 per year which covers project material use and orange high visibility shirt with Sarina State High School ITD logo in Year 11.
**For whom are these Qualifications best suited?**

Students will have an opportunity to develop a range of introductory skills in an engineering environment. Certificate I in Engineering is ideally suited to students who are interested in pursuing a pathway in an engineering related trade and who would enjoy working in the practical environment of a simulated workshop. Students who choose this subject must be able to provide a self-directed work ethic and show a commitment to safety in the workshop. Students should be aware they will sometimes be working in trying conditions; it can be hot, noisy, and grimy as is usual at similar worksites.

Students will also need to meet the minimum PPE standards, they include:

- Steel capped boots;
- Long blue jeans/long blue cotton drill pants;
- Orange high visibility shirt with Sarina State High School ITD logo;
- Eye and hearing protection, a basic level of protection will be provided by the school.

**Where can these Qualifications lead to?**

Students that successfully complete this course can then undertake a Certificate II pre-vocational program or an Australian Apprenticeship or other related employment.
SIS30315 Certificate III in Fitness
(Course Code: XFT)

Status: VET Subject
QCE Credit Points: 8
Entry requirements: Nil
Duration: 2 years

| Students are enrolled through an external provider, Binnacle Training. Results will be issued by Binnacle Training. | Binnacle Training | RTO Number 31319 |
| Phone | 1300 303 715 |

What is this Qualification about?

The Fitness Industry is one of the fastest growing industries in Australia. Fitness Instructors work in a variety of settings and are largely responsible for the implementation and supervision of members/clients exercise programs. As part of this course you will conduct screenings of new members/clients and assess their fitness via a variety of methods. You will teach them correct technique in all aspects of fitness and utilise an array of exercise equipment to achieve results.

Qualification Packaging Rule

Total Units = 16 (9 core units + 7 elective units)

Core Units

- SISFFIT001 Provide health screening and fitness orientation
- SISFFIT002 Recognise and apply exercise considerations for specific populations
- SISFFIT003 Instruct fitness programs
- SISFFIT004 Incorporate anatomy and physiology principles into fitness programming
- SISFFIT005 Provide healthy eating information
- SISFFIT014 Instruct exercise to older clients
- SISXCCS001 Provide quality service
- SISXFAC001 Maintain equipment for activities
- SISXIND001 Work effectively in sport, fitness and recreation environments

Elective Units

- BSBRSK401 Identify risk and apply risk management processes
- HLTAID003 Provide first aid
- HLTWHS001 Participate in workplace health and safety
- SISFFIT006 Conduct fitness appraisals
- SISFFIT304A Instruct and monitor fitness programs
- SISFFIT311A Deliver approved community fitness programs
- BSBWOR301B Organise personal work priorities and development

How do students learn?

As part of this course you will learn to conduct screenings of new members/clients and assess their fitness via a variety of methods. You will learn correct technique in all aspects of fitness and utilise an array of exercise equipment. By the end of the course you will have become highly qualified with industry standards, skills and practises and have extensive industry experience. The course will also provide you with the foundation knowledge needed to commence a degree in Exercise Science and you will become employable as Fitness Trainer.
**How are students assessed?**

Students are assessed using various forms of competency based assessment including:

- Practical tasks
- Knowledge based tasks
- Observations
- Self and peer assessments
- Worksheets
- Reports from clients

*Please note:* Students will also need to complete a traineeship/work experience that will involve a minimum 90 minute commitment that will fall before/after school. The traineeship/work experience will run from the start of term 3 of Year 11 through to the end of term 3 Year 12. This is a compulsory part of the Certificate III in Fitness and the major assessment task.

**What are the costs associated with this Qualification?**

The cost for this course is $100 each year.

**For whom is this Qualification best suited?**

This course would best be suited to students who have an interest in working in the fitness industry when they finish school. Students need to be physically active, self-motivated and enjoy working in a group environment. It is strongly recommended that students enrolling in the Certificate achieve a minimum C standard in Year 10 English and have completed Foundation Physical Education.

**Where can this Qualification lead to?**

A Certificate III in Fitness will give you the qualifications to gain employment as Fitness Trainer. You will also gain a direct pathway into Certificate IV in Fitness. You can also use the Certificate to gain tertiary entrance through QTAC Selection Rank which will lead to occupations such as a sports scientist, exercise physiologist or physical education teacher.
SIT10216 Certificate I in Hospitality
SIT20316 Certificate II in Hospitality
(Course Code: XHO)

Status: VET Subject
QCE Credit Points: SIT10216 Certificate I in Hospitality - 2
                  SIT20316 Certificate II in Hospitality - 4
Entry requirements: Nil
Duration: 2 years

What are these Qualifications about?

The Hospitality course offers two Certificates that are completed during the two years of study. The Certificate I is completed during the first year of study, with the remaining units completed during the second year of study to achieve the Certificate II in Hospitality. If students have completed Certificate I in Hospitality in Year 10 they will complete a Certificate II in Hospitality and will be awarded credit transfers from Certificate I in Hospitality.

These qualifications provide basic skills and knowledge for an individual to be competent in routine tasks in various hospitality settings such as restaurants, hotels, motels, catering operations, cafes and coffee shops. Students have the opportunity to engage with outside industry during work experience and are required to undertake duties within the catering industry for internal and external events. This course has been changed slightly to reflect the local community and encourage student engagement through more practical applications, including specific events both during school hours and catering for external functions outside of school hours. It is a mandatory requirement that students participate in the practical elements of this course which include extra-curricular activities.

Qualification Packaging Rules

SIT10216 - Certificate I in Hospitality
Total Units = 6 (3 core units + 3 elective units)

Core Units
- BSBWOR203 Work effectively with others
- SITXWHS001 Participate in safe work practices
- SITXCCS001 Provide customer information and assistance

Elective Units
- SITHFAB201 Provide responsible service of alcohol
- SITXFSA001 Use hygienic practices for food safety
- SITHFAB203 Prepare and serve non-alcoholic beverages

SIT20316 - Certificate II in Hospitality
Total Units = 12 (6 core units + 6 elective units)

Core Units
- BSBWOR203 Work effectively with others
- SITHIND002 Source and use information on the hospitality industry
- SITHIND003 Use hospitality skills effectively
- SITXCOM002 Show social and cultural sensitivity
- SITXCCS003 Interact with customers
- SITXWHS001 Participate in safe work practices
Elective Units

BSBITU201  Produce simple word processed documents
SITHFAB001  Clean and tidy bar areas
SITHFAB002  Provide responsible service of alcohol
SITHFAB004  Prepare and serve non-alcoholic beverages
SITHGAM001  Provide responsible gambling services
SITXFSA001   Use hygienic practices for food safety

How do students learn?

Students in this subject will gain both the theoretical and practical knowledge required to work in the Hospitality industry. Each student will be given the chance to experience working in Hospitality while they complete Industry Placement. A strong emphasis is placed on learning in a practical environment to maximise exposure to industry standards.

How are students assessed?

Students are assessed using various forms of competency based assessment including:

- Practical tasks
- Catering Activities
- Worksheets
- Observations
- Self and peer assessments
- Role Plays
- Reports from workplace supervisor

*Please note:* Students will also need to complete a traineeship/work experience that will involve a minimum 12 shifts in an industry recognised workplace. The traineeship/work experience will be able to be completed throughout Year 11 through to the end of term 3 Year 12. This is a compulsory part of the Certificate and the major assessment task.

What costs are associated with these Qualifications?

The Student Resource Scheme will partially cover some of the cost in this subject, however an additional cost of $100 per year is necessary to take the course. Additional cost may be required for appropriate excursions available throughout the two years of study.

For whom are these Qualifications best suited?

This course is well suited to students residing in the Sarina community who have an interest in the Hospitality industry. Many opportunities to work within the Hospitality industry are offered throughout local businesses. This course will be of interest to students wishing to gain skills for part-time work whilst studying and those who enjoy a practical cooking subject.

Where can these Qualifications lead to?

- Bar Attendant
- Barista
- Chef/Cook
- Food and Beverage Manager
- Concierge and Porter
- Hotel Service Supervisor
- Waiter
- Tourism Industry
ICT20115 Certificate II in Information, Digital Media and Technology
(Course Code: XID)

Status: VET Subject
QCE Credit Points: 4
Entry requirements: Nil
Duration: 2 years

What is this Qualification about?

This qualification provides foundation general computing and employment skills that enable participation in an information technology environment in any industry.

Qualification Packaging Rules

Total Units = 14 (7 core units + 7 elective units)

Core Units
- BSBWHS201 Contribute to health and safety of self and others
- BSBSUS201 Participate in environmentally sustainable work practices
- ICTICT201 Use computer operating systems and hardware
- ICTICT202 Work and communicate effectively in an ICT environment
- ICTICT203 Operate application software packages
- ICTICT204 Operate a digital media technology package
- ICTWEB201 Use social media tools for collaboration and engagement

Elective Units
- ICTICT205 Design basic organisational documents using computing packages
- ICTICT206 Install software applications
- ICTICT209 Interact with ICT clients
- ICTSAS203 Connect hardware peripherals
- ICTICT301 Create user documentation
- ICTICT303 Connect internal hardware components
- ICPDMT321 Capture a digital image

How do students learn?

Students will build on their basic knowledge and skills and learn advanced skills for commonly used programs. They will also learn teamwork, initiative and enterprise, self-management, how to analyse, solve problems, adjust and make decisions on how documents need to be presented and how to design and use special effects to graphics and presentations for industry and entertainment. This Certificate will give depth and complexity of knowledge and skills, preparing a student to perform a defined range of computer related activities. Industry standard programs are used, which will assist those students who are seeking a future in the IT/Business industry.

How are students assessed?

Students are assessed using various forms of competency based assessment including:

- Practical tasks
- Worksheets
- Observations
- Self and peer assessments
- Reports from workplace supervisor
What costs are associated with this Qualification?

All costs for this Certificate are covered as part of the Student Resource Scheme.

For whom is this Qualification best suited?

This Certificate is suited to students who are interested in learning more about computers and the role they play in society. A Certificate in Information, Digital Media and Technology would enhance a student's resume and give a favourable position when applying for further positions in trades, apprenticeships, internships and when entering the workforce.

Where can this Qualification lead to?

This qualification provides the foundation ICT skills and knowledge for an individual to be an effective ICT user or employee. The qualification has a fundamental ICT knowledge and skills base which is pivotal for all other qualifications in ICA11. Students can receive credit for units of competency towards other TAFE courses. No university credit is granted. Many students have traineeships and they receive recognition for their competencies completed in class or on the job.

Possible job titles that utilise Certificate in Information, Digital Media and Technology include:

- Computer Centre Operator
- Help Desk Technician
- ICT Operations Support
- IT Technician
- PC Support
- Sales Support Technician
- Technical Support
- Technical Assistant for Engineering Machinery
AHC21210 Certificate II Rural Operations
(Subject Code: RRO)

Status: VET Subject
QCE Credit Points: 4
Entry requirements: Nil
Duration: 2 years

What is this Qualification about?

This qualification allows individuals to develop basic skills and knowledge to prepare for work at an entry level occupational outcome in agriculture. This Certificate enables individuals to select a livestock production or cropping context as a job focus or, in the case of mixed farming enterprises, both.

Qualification Packaging Rules

Total Units = 15 (2 core units + 13 elective units)

Core Units

- AHC0HS201A Participate in OHS processes
- AHCWRK209A Participate in environmentally sustainable work practices

Elective Units

- AHBAC201A Assist agricultural crop establishment
- AHCRLSK204A Carry out regular livestock observation
- AHCRLSK205A Handle livestock using basic techniques
- AHCRLSK211A Provide feed for livestock
- AHCWRK204A Work effectively in industry
- AHCWRK205A Participate in workplace communications
- AHCMMOM202A Operate tractors
- AHCMMOM203A Operate basic machinery and equipment
- AHCMMOM204A Undertake operational maintenance of machinery
- AHCIRG0206A Maintain pressurised irrigation systems
- AHCNSL201A Determine basic properties of soil and/or growing media
- AHCINF202A Install, maintain and repair fencing
- AHCWBR201A Monitor horse health and welfare
- AHCWRK207A Collect and record production data
- AHCNPHT201A Plant horticultural crops
- AHCPLY202A Maintain health and welfare of poultry
- AHCNSY202A Tend nursery plants
- AHCNSY203A Undertake propagation activities
- AhCPCT201A Recognise plants
- AHCNSY201A Pot up plants
- AHCRLSK214A Maintain production growing environments
- MEM05004C Perform routine oxy acetylene welding
- MEM05012C Perform routine manual metal arc welding
- AHCMMOM211A Operate side by side utility vehicles

How do students learn?

Students will learn to use a range of practical skills to form a foundation for future agriculture work. Hands on learning are encouraged and students will be given multiple opportunities to learn in a fully operational small farm.
**How are students assessed?**

Students are assessed using various forms of competency based assessment including:

- Practical tasks
- Worksheets
- Observations
- Self and peer assessments
- Reports from workplace supervisor

**What costs are associated with this Qualification?**

There is a subject fee of $50.00 for this course.

Equipment required (this is mandatory for students enrolled in this course)

- Sarina State High School Agriculture Shirt (Available from the Sarina State High School Uniform Shop)
- Denim jeans or cotton drill long pants
- Enclosed impervious steel cap work boots
- Broad brim hat

**For whom is this Qualification best suited?**

This practical based Certificate would suit students who are self-motivated, yet also enjoy working in a group environment and wish to learn the basic knowledge and skills to work within the agricultural industry. This Certificate will also assist those interested in school-based traineeships, apprenticeships, or wanting practical experience to expand their résumé.

**Where can this Qualification lead to?**

After achieving the Certificate II in Rural Operations, candidates may undertake the Certificate III in Agriculture or Certificate II in Agriculture (Sugar), a qualification for those seeking to develop further practical skills and fundamental operational knowledge for working in a range of agricultural environments, or other relevant Certificate II and III qualifications.

This Certificate can lead to further study or employment in the following occupations:

- Assistant animal attendant/stockperson
- Assistant Farm or Station hand
- Assistant Farm or Station worker
- Assistant Farm or Station labourer
CUA10315 Certificate I Visual Arts
CUA20715 Certificate II in Visual Arts
(Course Code: XVS)

Status: VET Subject
                 CUA20715 - Certificate II in Visual Arts – 4
Entry requirements: Nil
Duration: 2 years

What are these Qualifications about?

The Visual Arts course offers two Certificates that are completed during the two years of study. The Certificate I is completed during the first year of study, with the remaining units completed during the second year of study to achieve the Certificate II in Visual Arts. These qualifications provide students with the opportunity to learn and apply art techniques in variety mediums.

Qualification Packaging Rules

CUA10315 Certificate I Visual Arts

Total Units = 6 (3 core units + 3 electives units)

Core Units

BSBWHS201   Contribute to health and safety of self and others
CUAACD101   Use basic drawing techniques
CUAPPR101   Use ideas and techniques to develop creative work

Elective Units

CUADRA201   Develop drawing skills
CUALLN201   Use basic measuring and calculating skills
CUAPAI201   Develop painting skills

CUA20715 Certificate II Visual Arts

Total Units = 9 (4 core units + 5 electives units)

Core Units

BSBWHS201   Contribute to health and safety of self and others
CUAACD101   Use basic drawing techniques
CUAPPR201   Make simple creative work
CUARES202   Source and use information relevant to own arts practice

Elective Units

CUADIG202   Develop digital imaging skills
CUADRA201   Develop drawing skills
CUAPAI201   Develop painting skills
CUAPRI201   Develop printmaking skills
CUASCU201   Develop sculptural skills
How do students learn?

Students will gain both the theoretical and practical knowledge required to design and create art pieces using multiple techniques. Students will also be given the opportunity to design art pieces and explore techniques using 3 dimensional media to produce sculptures. Students will also design prints, drawings and digital imagery. Each student will be provided with knowledge, guidance and support in order to understand and manipulate 2 and 3 dimensional media to create their art pieces.

How are students assessed?

Students are assessed using various forms of competency based assessment including:

- Practical tasks
- Worksheets
- Observations
- Self and peer assessments
- Reports from workplace supervisor.

What costs are associated with these Qualifications?

Most of the costs for this subject are covered by the Student Resource Scheme. However an additional $50 per year is required, also there may be appropriate excursions available throughout the two years of study that may also require payment.

For whom are these Qualifications best suited?

Students that enjoy exploring, designing and creating items will find this subject very beneficial. Students will be expected to do a variety of drawings to express their ideas and designs. They will improve their ability to draw after learning a variety of skills and techniques and improve their overall understanding and sense of design in all aspects of visual imagery and visual communication. A strong personal drive and confidence in taking risks to do your best is important to create the finest work you are capable of. By selecting Visual Arts as an elective, students develop an appreciation and understanding of fine arts that they will carry with them for life but this course is most essential to students wishing to pursue any creative field.

Where can these Qualifications lead to?

- Digital Design
- Creative Director
- Art manager/Curator
- Illustrator
- Artist
Rugby League Development Program  
(Subject Code: RLD)

Status: VET Subject  
QCE Credit Points: Incorporates 3 Certificates and can contribute 10 core QCE points  
Entry requirements: Nil  
Duration: 2 years

What are these Qualifications about?  

There are two main focuses of the Rugby League Development Program. The program is designed to provide students with access to specialist Rugby League Coaching to develop the required skills of Rugby League. A strong focus is placed on teamwork, leadership, respect and responsibility to all people through Rugby League. Students will complete three Certificates in their two years of study that cater for a range of employment opportunities and a chance be involved in community clubs or events.

Qualification Packaging Rules

SIS10115 - Certificate I in Sport and Recreation

8 Units of Competency – 5 Core and 3 Electives

Core Units

- HLTAD003 Provide first aid
- HLTWH001 Participate in workplace healthy and safety
- SISXCA001 Provide equipment for activities
- SISXCA002 Assist with activity sessions
- SISXIND001 Work effectively in sport, fitness and recreation environments

Elective Units

- BSBWOR202 Organise and complete daily work activities
- SISXCSS001 Provide quality service
- SISXF1N002 Provide financial transactions

SIS20115 - Certificate II in Sport and Recreation

13 Units of Competency – 8 Core and 5 Electives

Core Units

- BSBWOR202 Organise and complete daily work activities
- HLTAD003 Provide first aid
- HLTWH001 Participate in workplace healthy and safety
- SISXCA002 Assist with activity sessions
- SISXCSS001 Provide quality service
- SISXEMR001 Respond to emergency situations
- SISXIND001 Work effectively in sport, fitness and recreation environments
- SISXIND002 Maintain sport, fitness and recreation industry knowledge

Elective Units

- SISXCA001 Provide equipment for activities
- SISXF1N002 Process financial transactions
- SISSSC0101 Develop and update knowledge of coaching practices
- SISSSC0202 Coach beginner or novice participants to develop fundamental motor skills
- SISSRGL204A Teach the skills of Rugby League for modified games
SIS20513 - Certificate II in Sport Coaching

13 Units of Competency – 8 Core and 5 Elective

**Core Units**

- BSBWOR202A Organise and complete daily work activities
- HLTAID003 Provide first aid
- SISSSCO101 Develop and update knowledge of coaching practices
- SISSSCO202 Coach beginner or novice participants to develop fundamental motor skills
- SISSSDE201 Communicate effectively with others in a sport environment
- SISXCAI102A Assist in preparing and conducting sport and recreation sessions
- SISXIND211 Develop and update sport, fitness and recreation industry knowledge
- SISXWHS101 Follow work health and safety policies

**Elective Units**

- SISSSOF101 Develop and update officiating knowledge
- SISXCAI101A Provide equipment for activities
- SISSSOF203 Judge competitive situations
- SISSRGL204A Teach the skills of Rugby League for modified games
- SISSSPT201A Implement sports injury prevention

**How do students learn?**

Students will participate in training sessions during class time to develop their skills. Season training programs are implemented involving preseason, skills, tactics, game plans, video analysis and post season training. Student will conduct their own training sessions for other people to participate in to develop their skills as coaches.

**How are students assessed?**

Students will complete multiple assessment items that are both theoretical and practical; e.g. Design and implement sports sessions for local schools. Students will also complete their League Safe and First Aid Certificate.

**What costs are associated with these Qualifications?**

The program is $100 per annum. If you are new to the program there will be additional costs for a playing uniform kit. Each year an optional end of season trip is offered to each Rugby League Development student and costs vary depending on the trip and fundraising.

**For whom are these Qualifications best suited?**

The Rugby League Development Program will suit students who:

- enjoy training and playing sport
- have an interest in Rugby League
- are interested in a career in sport, coaching or the recreation industry
- enjoy teambuilding, leadership and physical challenges.

The Rugby League Development Program offers something for most students who are keen participants in physical activity. The program can lead into careers in health, fitness and recreation industries and provides the students with the chance give back to the community with their involvement. The program provides students with vital team and social skills that can be applied in the workforce and offers the chance to display leadership.
**Where can these Qualifications lead to?**

The three Certificates offered in this subject provide students with a variety of career pathways such as:

- Outdoor Activity Assistant
- Outdoor Recreation Instructor
- Sports Trainer/Conditioner
- Aerobics Instructor
- Sports Club Coach
- Fitness Instructor
- Professional Sportsperson

Students need to obtain a Blue Card before conducting sport and recreation activities with:

- Students in their own class
- Students in their own school
- Students from other schools
- Anyone under 18 years of age

As part of their VET Certificate (Refer to: Memo QCAA Number 007/12, 18 January, 2012)

Note: If students have enrolled throughout the 2 year period their ability to achieve all 3 Qualifications is limited.

*Please note: Students enrolled in the Rugby League Development program cannot enrol in the subject Sport and Recreation.*
Sport and Recreation
(Subject Code: SPR)

Status: VET Subjects
QCE Credit Points: Incorporates 3 Certificates and can contribute 10 core QCE points
Entry requirements: Nil
Duration: 2 years

What are these Qualifications about?

The course is designed to engage students in the sport and recreation industry by providing a range of real world practical experiences that help develop the knowledge, processes and skills necessary to work in the Sport and Recreation industry in a generalist capacity. In the course of their studies and through the completion of practical and theoretical tasks in both indoor and field locations, students will collect and organise information individually and in teams. They will plan and organise activities, propose and implement solutions to problems and communicate ideas and information.

Qualification Packaging Rules

SIS10115 - Certificate I in Sport and Recreation
8 Units of Competency – 5 Core and 3 Electives

Core Units
- HLTAID003 Provide first aid
- HLTWHS001 Participate in workplace healthy and safety
- SISXCAI001 Provide equipment for activities
- SISXCAI002 Assist with activity sessions
- SISXIND001 Work effectively in sport, fitness and recreation environments

Elective Units
- BSBWOR202 Organise and complete daily work activities
- SISXCCS001 Provide quality service
- SISXFIN002 Provide financial transactions

SIS20115 - Certificate II in Sport and Recreation
13 Units of Competency – 8 Core and 5 Electives

Core Units
- BSBWOR202 Organise and complete daily work activities
- HLTAID003 Provide first aid
- HLTWHS001 Participate in workplace healthy and safety
- SISXCAI002 Assist with activity sessions
- SISXCCS001 Provide quality service
- SISXEMR001 Respond to emergency situations
- SISXIND001 Work effectively in sport, fitness and recreation environments
- SISXIND002 Maintain sport, fitness and recreation industry knowledge

Elective Units
- SISXCAI001 Provide equipment for activities
- SISXFIN002 Process financial transactions
- SISSSCO101 Develop and update knowledge of coaching practices
- SISSSCO202 Coach beginner or novice participants to develop fundamental motor skills
- SISSATH201A Teach the fundamental skills of athletics
SIS20513 - Certificate II in Sport Coaching

13 Units of Competency – 8 Core and 5 Elective

**Core Units**

- BSBWOR202A Organise and complete daily work activities
- HLTAID003 Provide first aid
- SISSSCO101 Develop and update knowledge of coaching practices
- SISSSCQ202 Coach beginner or novice participants to develop fundamental motor skills
- SISSSDE201 Communicate effectively with others in a sport environment
- SISXCAI102A Assist in preparing and conducting sport and recreation sessions
- SISXIND211 Develop and update sport, fitness and recreation industry knowledge
- SISXWHS101 Follow work health and safety policies

**Elective Units**

- SISSSOF101 Develop and update officiating knowledge
- SISXCAI101A Provide equipment for activities
- SISSBSB205 Interpret and apply the rules of basketball
- SISSBSB201A Teach fundamental basketball skills
- SISSBSB202A Teach fundamental basketball tactics and game strategy

**How do students learn?**

Students will learn to use a range of strategies to manage and conduct sporting and recreation activities. Workplace health, safety and sustainability issues will also be covered. Hands-on learning is encouraged and students will be given multiple opportunities to learn in the real-world context of the sport and recreation.

**How are students assessed?**

Students are assessed using various forms of competency based assessment including:

- Practical tasks
- Worksheets
- Observations
- Self and peer assessments

**What costs are associated with these Qualifications?**

All costs for these Certificates are covered as part of the Student Resource Scheme.

**For whom are these Qualifications best suited?**

These practical based Certificates would suit students who are self-motivated, yet also enjoy working in a group environment and who enjoy sport and the outdoors. These Certificates will also assist those interested in school-based traineeships, apprenticeships, or wanting practical experience to expand their résumé.

**Where can these Qualifications lead to?**

Students will develop skills that lead to: entry-level employment in a wide range of sport and recreation services. Students could also follow a number of training pathways with TAFE or a private provider.

- Outdoor Activity Assistant
- Outdoor Recreation Instructor
- Sports Trainer/Conditioner
- Aerobics Instructor
- Sports Club Coach
- Fitness Instructor
Students need to obtain a Blue Card before conducting sport and recreation activities with:

- Students in their own class
- Students in their own school
- Students from other schools
- Anyone under 18 years of age

As part of their VET Certificate (Refer to: Memo QCAA Number 007/12, 18 January, 2012)

Note: If students have enrolled throughout the 2 year period their ability to achieve all 3 Qualifications is limited.

Please note: Students enrolled in the Sport and Recreation cannot enrol in the Rugby League Development Program.
What is a School-Based Apprenticeship or traineeship (SAT)?

A School-Based Apprenticeship or Traineeship (SAT) combines school with structured training and employment.

A SAT is employment-based training declared to be an apprenticeship or traineeship under the FET (Further Training and Employment) Act 2014, where:

- The apprentice or trainee is a school student
- The parties have signed an apprenticeship/traineeship training contract
- The student’s school timetable or curriculum reflects a combination of school studies and paid work for an employer, and/or training in an apprenticeship or traineeship occupation.

The apprenticeship or traineeship:

- Counts towards the award of a Queensland Certificate of Education or its equivalent and
- Progression towards a vocational qualification
- Can count towards a selection rank for university.

To be eligible to enter into a SAT, the following requirements must be met:

1. The intending apprentice or trainee must be enrolled at, and attending, a registered government school or an accredited non-government school, or registered with the Home Education Unit of DET as a home-schooled student.

2. The intending apprentice or trainee must be progressing towards the attainment of a Queensland Certificate of Education or equivalent and/or a vocational qualification, that is enrolled in the Senior Phase of Learning or the transition year (Years 10, 11 and 12)

3. The school’s support of the SAT arrangement is required. The school may decide to withhold their support if they consider the SAT arrangement is inappropriate.

4. There must be a training contract which links to an industrial instrument [such as an industrial award or agreement] and which is signed by the employer and apprentice or trainee (and their parent, if applicable and appropriate).

5. There must be an agreed schedule of school studies, training and paid employment, endorsed by the intending apprentice’s or trainee’s (student’s) school.

6. The employer, apprentice or trainee and parent must commit to the minimum paid work requirement.

7. For applicants in the electro-technology industry, specific requirements apply.

8. If an intending apprentice or trainee is under 18 years of age, the consent of a parent is required (if appropriate).

Whilst a school-based traineeship may be completed while the trainee is still an enrolled school student, it is most unlikely a school-based apprenticeship could be completed. In signing up to a SAT, the parties undertake to convert to full-time or part-time training arrangements if the SAT has not been completed when the apprentice or trainee leaves school.

If students are interested in, or have been approached by an employer to enter into a SAT, please contact the SAT Co-ordinator. Students need to complete some work-experience with the employer prior to committing to a SAT, to confirm that they are interested in learning more about their chosen industry. If all parties are happy to continue, an appointment to sign a training agreement will be organised with an Australian Apprenticeship Support Network Provider, the Employer, Parent/Guardian, Student and School representative.

A student’s timetable will be adjusted to accommodate the undertaking of a SAT. This will sometimes include the dropping of a subject. A probation period will take effect from the commencement of the contract. During this time any party may choose to cancel this contract without penalty.
Students should take responsibility for discussing their start date, days/times of work, uniform requirements etc. with their employer and parent/guardian. The School needs to be kept up-to-date with the status of agreements between students and employers, in particular hours of work.

Approximately six weeks after signing the contract, a meeting will be held with a representative from the RTO responsible for delivery of the course to enrol the student. Once again the employer, student, parent/guardian and a school representative should be present. At this time the student will receive their first competencies, training record book, and their training plan will be decided. Once the student has received their course materials they may decide to drop a subject if they have not already decided to do so. They will need to discuss this with Head of Department Senior Secondary and a change of subject form will need to be completed. Upon signing of the training contract, all parties will be supplied with information regarding any problems that may arise and what assistance is available to resolve them. In most instances, clear communication between the student, employer and school ensures that few issues arise and when they do, are resolved easily.

School-based Apprenticeships and traineeships are available in most industries, for a complete list of traineeships currently available in Queensland, visit www.training.qld.gov.au.

**Minimum paid work requirement**

The minimum paid work requirement for a SAT is 375 hours (50 days) (600 hours for electrotechnology, 80 days) for each 12 month period from the date of commencement of the training contract. Over each three month period, the apprentice or trainee must work an average of 7.5 hours per week as a minimum.

The employer may provide additional working hours if agreeable to all parties and allowable under the relevant industrial instrument. The required minimum hours of paid work does not include time that an apprentice or trainee spends attending training delivered by the supervising registered training organisation.

**State Government funded training**

The User Choice program provides public funding for the delivery of training by a registered training organisation to eligible school-based apprentices and trainees.

The User Choice policy establishes limits to the amount of public funding which is available to individual school-based apprentices and trainees under the User Choice program.

A student and their parent, when considering the commencement of a SAT, need to consider the correlation between the apprenticeship or traineeship occupation and the student's chosen career. The funding of a SAT under the User Choice program may have implications for the availability of further public funding should the student seek to undertake another apprenticeship or traineeship in the future.

For more information on the User Choice program, see DET's website, where a selection of fact sheets on User Choice funding limitations and the implications for eligibility to receive User Choice funding of any further training is available.

**Institutional training delivery limits for school-based apprenticeships**

DET has imposed limits on the amount of institutional training which a training organisation may deliver to school-based apprentices, based on the nominal term of a full-time training contract. This restriction arose out of a concern that some school-based apprentices may seek to undertake inappropriate amounts of institutional training without commensurate exposure to workplace experience to support the institutional training delivered.

Whilst an individual is undertaking a school-based apprenticeship, the SRTO is only permitted to deliver training within the following limits:

(a) where the nominal term of the school-based training contract is 8 years, the SRTO is permitted to deliver a maximum of 33.3% of the competencies
(b) where the nominal term of the school-based training contract is 6 years, the SRTO is permitted to deliver a maximum of 40% of the competencies
(c) where the nominal term of the school-based training contract is 4 years, the SRTO is permitted to deliver a maximum of 50% of the competencies.

(The nominal term of a SAT is twice that of a full-time training contract.)
Recognition of Prior Learning (RPL) & Course Credit

RPL was developed to assist people who have industry experience, gain recognition and possible exemption from competencies in a certificate course being undertaken. RPL recognises what experience people have already gained in a vocational area:

- from other subjects/Certificates
- from activities outside of school, e.g. community or sporting involvement
- from work experiences in industry placement
- from part-time employment

Why should I apply for RPL?

It is important to apply for RPL if students have some knowledge or skills that might be relevant to the vocational parts of the course being considered.

Advantages:

- students will not have to do the competencies of the course for which RPL has been granted
- certificates can be completed earlier, or the workload for the certificate can be reduced
- RPL recognises the skills, knowledge and experience already acquired

Applying for RPL or Course Credit

If students believe they might be eligible for RPL or course credit, they should talk initially to their VET teacher or the VET Co-ordinator. The steps from there are:

Application: To apply for RPL students will need to complete an application form giving details of any skills or knowledge they have. It is the students’ responsibility to provide enough information in the application to support their case.

Assessment: Students may be asked to attend a meeting to discuss the details of their application. This meeting is held to find out whether their skills and/or knowledge, match what would be learned in the vocational education parts of the course.

Notification: Students will be told whether or not their application has been successful. If the RPL has been granted for some vocational parts of the course, students will not have to do those parts.

Course Credit: If students have already successfully completed competencies in one certificate, they may be able to gain course credit if the competencies can be transferred into another certificate. Remember, students can apply for RPL or course credit at any time during their course or training program.
External RTO Opportunities
OVERVIEW

The Mackay Engineering College (MEC) is an industry standard facility developed by the state high schools in the Mackay Region. In partnership with local business and industry, the college offers students recognised VET courses, on-site training and industry work placement.

COURSE DETAILS

This course provides students with a range of introductory skills in a variety of engineering and manufacturing environments. Students are provided opportunities to enhance their skill set with work placement and training in an applied learning environment. Throughout the program students will have the opportunity to experience a variety of trades including engineering, electrical, mechanical or fabrication and more.

ELIGIBILITY & REQUIREMENTS

Course Duration: 2 school years (1 day per week or flexi-program)
Work Experience: Minimum 10 days
Uniform: MEC Hi-vis shirt, jeans, steel capped boots
Cost: Material fee $300 per year
Register: With your school or the MEC
Eligibility: Year 11 start only
⇒ Must be enrolled at one of the 6 regional SHS
⇒ Complete an MEC application form (download from MEC website or see your IT&D or VET co-ordinator
⇒ Recommended that students have gained at least a sound in core maths and English in year 10

COURSE COSTS

School students can complete one subsidised VET course at no cost provided in part or fully through a private RTO. If students undertake more than one course full fees may apply.
⇒ $0 Zero cost for students accessing subsidy
⇒ Up to $4623 if full fee applies

OUTCOMES

Successful completion of this course will give students a skill set associated with trades relevant to a variety industries at a foundation level which may assist in securing an apprenticeship.

UNITs

To achieve the MEM20413 qualification, students are to successfully complete the following units.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM1044A</td>
<td>Apply principles of occupational health and safety in the work environment</td>
<td>Core</td>
</tr>
<tr>
<td>MEM16006A</td>
<td>Organise and communicate information</td>
<td>Elective</td>
</tr>
<tr>
<td>MEM16008A</td>
<td>Interact with computing technology</td>
<td>Elective</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
<td>Elective</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools/hand held operations</td>
<td>Elective</td>
</tr>
<tr>
<td>MEMPE001A</td>
<td>Use engineering workshop machines</td>
<td>Elective</td>
</tr>
<tr>
<td>MEMPE002A</td>
<td>Use electric welding machines</td>
<td>Elective</td>
</tr>
<tr>
<td>MS4EN-V2728</td>
<td>Participate in environmentally sustainable work practices</td>
<td>Elective</td>
</tr>
<tr>
<td>MEMPE004A</td>
<td>Use fabrication equipment</td>
<td>Elective</td>
</tr>
<tr>
<td>MEMPE005A</td>
<td>Develop a career plan for the engineering and manufacturing industry</td>
<td>Elective</td>
</tr>
<tr>
<td>MEMPE006A</td>
<td>Undertake a basic engineering project</td>
<td>Core</td>
</tr>
<tr>
<td>MSAR-MSLPY06A</td>
<td>Work in a team</td>
<td>Core</td>
</tr>
</tbody>
</table>
ELIGIBILITY & REQUIREMENTS

Course Duration: 1 school year (minimum of 35 school days completed at 1 day per week)

Work Experience: Minimum 10 days (completed during school holidays)

Uniform: MEC Hi-vis shirt, jeans, steel capped boots

Cost: Material fee $120 py/year

Register: Contact the relevant person at your school, download and complete a MEC application

Eligibility: Senior students

⇒ Must be enrolled at one of the 6 regional SHS’s
⇒ Recommended that students have gained at least a sound in core maths and English in year 10

UNITS

To achieve the AUR20712 qualification, students are to successfully complete the following units.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Competency title</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUR2002</td>
<td>Apply environmental and sustainability best practice in an automotive workplace</td>
<td>C</td>
</tr>
<tr>
<td>AUR2003</td>
<td>Communicate effectively in an automotive workplace</td>
<td>C</td>
</tr>
<tr>
<td>AUR2004</td>
<td>Solve routine problems in an automotive workplace</td>
<td>C</td>
</tr>
<tr>
<td>AUR2005</td>
<td>Apply safe working practices in an automotive workplace</td>
<td>C</td>
</tr>
<tr>
<td>AUR2006</td>
<td>Apply automotive electrical system fundamentals</td>
<td>C</td>
</tr>
<tr>
<td>AUR2007</td>
<td>Apply automotive mechanical system fundamentals</td>
<td>C</td>
</tr>
<tr>
<td>AUR2008</td>
<td>Use and maintain workplace tools and equipment</td>
<td>C</td>
</tr>
<tr>
<td>AUR2009</td>
<td>Remove, inspect and refit light vehicle wheel assemblies</td>
<td>E</td>
</tr>
<tr>
<td>AUR2010</td>
<td>Carry out workshop practice activities</td>
<td>E</td>
</tr>
<tr>
<td>AUR2011</td>
<td>Select and use bearings, seals, gaskets, sealants and adhesives</td>
<td>E</td>
</tr>
<tr>
<td>AUR2012</td>
<td>Identify, select and use low voltage electrical test equipment</td>
<td>E</td>
</tr>
<tr>
<td>AUR2013</td>
<td>Carry out servicing operations</td>
<td>E</td>
</tr>
</tbody>
</table>
OVERVIEW

The Mackay Engineering College (MEC) is an industry standard facility developed by the state high schools in the Mackay Region. In partnership with local business and industry the college offers students recognised VET courses, on-site training and industry work placement.

COURSE DETAILS

This course provides students with a range of introductory skills for the electrical sector. Students are provided opportunities to enhance their skill set with work placement and training in an applied learning environment. Students will learn about:

- Problem solving
- Identifying and selecting components
- Electrical theory and wiring
- Correct selection and use of equipment
- Occupational health and safety
- Soldering and familiarisation with electrical cables

COURSE COSTS

School students can complete one subsidised UEE2011 course at no cost provided in part or fully through a private RTO. If students undertake more than one course full fees may apply.

⇒ Zero cost for students accessing subsidy
⇒ Up to $ 4623 if full fee applies

OUTCOMES

Successful completion of this course can lead to a range of career opportunities in the electrical and/or electronic industries.

ELIGIBILITY & REQUIREMENTS

Course Duration: 1 school year (minimum of 35 school days completed at 1 day per/week)

Work Experience: Minimum 10 days (completed during school holidays)

Uniform: MEC Hi-vis shirt, jeans, steel capped boots

Cost: Material fee $200 p/year

Register: Contact the relevant person at your school, download and complete a MEC application

Eligibility: Senior students

⇒ Must be enrolled at one of the 6 regional SHS’s
⇒ Recommended that students have gained at least a sound in core maths and English in year 10

UNITS

To achieve the UEE2011 qualification, students are to successfully complete the following units:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Group</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEBNEED101A</td>
<td>Apply Occupational Safety regulations, codes and practices in the workplace</td>
<td>C</td>
<td>20</td>
</tr>
<tr>
<td>UEBNEED104A</td>
<td>Solve problems in d.c. circuits</td>
<td>C</td>
<td>80</td>
</tr>
<tr>
<td>UEBNEED104A</td>
<td>Use of routine equipment/plant/technologies in an energy sector environment</td>
<td>C</td>
<td>60</td>
</tr>
<tr>
<td>UEBNEED105A</td>
<td>Carry out routine work activities in an energy sector environment</td>
<td>C</td>
<td>50</td>
</tr>
<tr>
<td>UEBNEED105A</td>
<td>Identify and select components, accessories and materials for energy sector work activities</td>
<td>C</td>
<td>20</td>
</tr>
<tr>
<td>UEBNEED106A</td>
<td>Apply environmentally and sustainable procedures in the energy sector</td>
<td>C</td>
<td>20</td>
</tr>
<tr>
<td>UEBNEED107A</td>
<td>Use computer applications relevant to a workplace</td>
<td>E/A</td>
<td>20</td>
</tr>
<tr>
<td>UEBNEED108A</td>
<td>Maintain documentation</td>
<td>E/A</td>
<td>20</td>
</tr>
<tr>
<td>HTAID001</td>
<td>Provide cardiopulmonary resuscitation</td>
<td>E/A</td>
<td>20</td>
</tr>
<tr>
<td>CPCDOH101A</td>
<td>Work safely in the construction industry</td>
<td>E/A</td>
<td>10</td>
</tr>
<tr>
<td>UEBNEED102A</td>
<td>Fabricate, assemble and dismantle utilities industry components</td>
<td>E/B</td>
<td>40</td>
</tr>
<tr>
<td>UEBNEED103A</td>
<td>Fix and secure electrotechnology equipment</td>
<td>E/B</td>
<td>20</td>
</tr>
<tr>
<td>UEBNEED104A</td>
<td>Carry out preparatory energy sector work activities</td>
<td>E/B</td>
<td>60</td>
</tr>
<tr>
<td>UEBNEED105A</td>
<td>Assemble electronic components</td>
<td>E/B</td>
<td>40</td>
</tr>
<tr>
<td>UEBNEED106A</td>
<td>Select electronic components for assembly</td>
<td>E/B</td>
<td>20</td>
</tr>
<tr>
<td>UEBNEED107A</td>
<td>Provide basic instruction in the use of electrotechnology apparatus</td>
<td>E/A</td>
<td>20</td>
</tr>
</tbody>
</table>