Our Values.

LEARNING
Seek to accomplish individual excellence, reach working and admirable goals through participation in academic, civic, cultural and sporting pursuits

RESPECT
Treat self and others with consideration and regard, respect another person’s point of view, take care of the environment

SAFETY
Be accountable for one’s own actions, resolve differences in constructive ways and contribute to society and civic life

Our Vision.
We strive to achieve excellent outcomes for all learners by:

• Empowering high performance
• Fostering positive relationships
• Collaboratively nurturing well-being

2016

Excellence in Education for All
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FOREWORD

Education plays a critical role in developing the young people who will take responsibility for Australia in the future. Our challenge is to address the intellectual, personal, social and economic development of our young adults at a time of great change in the world and at a time when ideas about the goals of education are undergoing considerable change.

The Australian Curriculum shapes senior schooling in Australia and its development and implementation is guided by the *Melbourne Declaration on Educational Goals for Young Australians*, adopted by the council of state and territory education ministers in December 2008. The *Melbourne Declaration* emphasises the importance of knowledge, understanding, skills and values and a range of cross-disciplinary skills that will support all young Australians to become successful learners, confident and creative individuals and active and informed citizens.

The future for young people entering Year 11 is significantly different from that of previous generations and this future will be shaped by the changes outlined below:

1. Global integration and international mobility have increased rapidly in the past decade. This heightens the need to nurture an appreciation of and respect for social, cultural and religious diversity, and a sense of global citizenship.
2. India, China and other Asian nations are growing and their influence on the world is increasing. Australians need to become ‘Asia literate’ by building strong relationships with Asia.
3. Globalisation and technological change are changing the nature of jobs available to young Australians. Skilled jobs now dominate jobs growth and people with university or vocational education and training qualifications fare much better in the employment market than early school-leavers. To maximise their opportunities for healthy, productive and rewarding futures, Australia's young people must be encouraged not only to complete secondary education, but also to proceed into further training or education.
4. Complex environmental, social and economic pressures such as climate change that extend beyond national borders pose unprecedented challenges, requiring countries to work together in new ways. To meet these challenges, Australians must be able to comprehend and use scientific concepts and principles, and approach problem-solving in new and creative ways.
5. Rapid and continuing advances in information and communication technologies (ICT) are changing the ways people share, use, develop and process information and technology, and young people need to be highly skilled in ICT.


At Maroochydore State High School, our curriculum reflects an understanding and acknowledgement of the changing nature of young people as learners. We endeavour to respond to the challenges and demands that will continue to shape their learning in the future and to help them develop a wide and adaptive set of knowledge, skills and understandings to meet the changing expectations of society and which provide them with every opportunity to develop as independent and productive citizens of the future.

Our main emphasis in working with our senior secondary students is to facilitate learning so that it becomes second nature to them for the rest of their lives, that is, they will develop the skills to be lifelong, independent and adaptive learners. Social skills and skills like emotional resilience necessary for coping with continuous (or discontinuous) change and time management are also valued and developed.

The staff of Maroochydore State High School look forward to working with you as you face the challenges and opportunities that senior schooling provides and to help make the experience both enriching and rewarding.

*Barry Dittman,*
*Principal*
CURRICULUM PHILOSOPHY

Introduction: Building Australia’s Future

“Education plays an important part in forming the young people who will take responsibility for Australia in the future. If it is to play this part effectively, education must address the intellectual, personal and social development of young Australians, and it must do so at a time when ideas about the goals of education are changing, and will continue to change”. The Shape of the Australian Curriculum, Australian Curriculum Assessment and Reporting Authority (ACARA), May 2009

The curriculum provided at Maroochydore State High School reflects the intention of the 2008 Melbourne Declaration on Educational Goals for Young Australians and is responsive to the rapid move towards a national curriculum. Thus, in order to provide young people with excellent schooling in the 21st century the curriculum at Maroochydore State High School provides an innovative, flexible and forward looking approach while attending and responding to students’ individual needs at present. The curriculum is also heavily shaped by the revolution in the use of information and communication technology and the rapid expansion of globalization in the new century.

The Melbourne Declaration on Educational Goals for Young Australians aims to promote world-class curriculum and assessment through:

• A solid foundation in knowledge, understanding, skills and values on which further learning and adult life can be built;
• Deep knowledge, understanding, skills and values that will enable advanced learning and an ability to create new ideas and translate them into practical applications; and
• General capabilities that underpin flexible and analytical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise.

The Shape of the Australian Curriculum, ACARA, May 2009 further states …

“A curriculum for the 21st century will reflect an understanding and acknowledgment of the changing nature of young people as learners and the challenges and demands that will continue to shape their learning in the future.

Young people will need a wide and adaptive set of skills to meet the changing expectations of society and to contribute to the creation of a more productive, sustainable and just society. Curriculum is only one element that influences how well young Australians are prepared for their futures by their education, but it is important because it sets the level of expectation of their learning.

High-performing countries set high expectations. They support the fulfilment of those expectations with high-quality teaching, school and system leadership, and commitment and support from families, communities, business and industry. Providing high quality education is valuable to the community at large, and justifies people’s investments of time, effort and resources”.

It is against this background that Maroochydore State High School has developed a Curriculum Philosophy and Curriculum Framework capable of delivering an excellent and relevant schooling experience for every student.

The Philosophy and Framework also reflects the commitment of the Department of Education, Training and Employment to ensuring that our students have the education and skills they need to contribute to the economic and social development of Queensland and that the education and training we provide is aligned to the state’s employment, skills and economic priorities.
Philosophy:

The following principles are fundamental to our philosophy –

1. Teaching strategies, learning experiences and curriculum offerings will reflect the developmental stages of young people. The needs of junior secondary students (Years 7, 8 and 9) are very different to those of senior secondary students (Years 10, 11 and 12).

2. Real life/activity based approaches to learning experiences that have meaning beyond the classroom.

3. Teachers will utilise research based teaching strategies and will identify the sequence of knowledge and skills that need to be taught – a clearly defined pedagogical framework will be employed.

4. A broad and general education with a central core of English, Maths, Science and History will be provided in the junior school; this seeks to build relationships, engage students and lay the foundations for success in the senior school. This is shaped by the new Australian curriculum.

5. A junior secondary curriculum that has a distinct focus on literacy and numeracy and includes social, cultural, scientific, technological and aesthetic learning.

6. A senior secondary curriculum that provides three clear pathways through schooling to further education, work and active citizenship and accommodates the different aspirations, orientations and capacities of students.

7. The curriculum (and the learning experiences embedded) is equitable and inclusive and recognises particular needs and circumstances including gifted and talented students, indigenous students, students with special needs and learning difficulties.

8. Higher order thinking and problem solving skills explicitly taught across every Key Learning Area from Year 7 to Year 12.

9. Offering an extensive range of curricular and co-curricular programs across academic, vocational, cultural and sporting fields.

10. Providing access to a broad range of extracurricular activities that extend and enhance curricular and co-curricular programs.

11. Incorporating Information and Communication Technology across the whole school curriculum in every faculty and year level.

12. Every graduating student leaves with the Queensland Certificate of Education and then either an Overall Position (OP) or Vocational Qualification of worth. Worth refers to pathways and qualifications that are in demand in industry and have capacity for future promotion in the vocational area.


14. Evidence of student achievement against agreed systemic standards will be moderated.

15. Reporting to a range of audiences, including parents, will occur on a regular basis in clear, unambiguous terms.

16. The curriculum will contribute to the development of young people as healthy, informed, creative, democratic eco-citizens.

17. Individual monitoring of every student’s progress will occur on a regular basis, feedback provided and schooling programs will be differentiated on an individual basis, as required, to meet each student’s changing needs.

The Curriculum Philosophy of Maroochydore State High School provides the foundation for focusing our energy and efforts in realizing our vision of “Excellence in Education for All”.
SENIOR SCHOOLING STANDARDS

It is vital that all senior students understand that when they walk into Maroochydore State High School they are effectively going to work. In this context their “job” is to be a learner and the behaviours and work ethic associated with workplaces apply at all times to all post-compulsory students. Some examples of these types of behaviours include:

- Punctuality;
- Preparedness;
- Following dress and grooming requirements;
- A positive attitude;
- Enthusiasm in completing their job;
- Seeking success.

These qualities are valued by employers and are therefore promoted by Maroochydore State High School as part of the way we need “to do business” in the senior school.

GOOD STANDING POLICY

The aim of the policy is to encourage students to be more responsible for the management of their learning in each specific subject. In particular issues to do with a student’s attendance and participation in each subject are monitored separately.

The engagement of students in courses of study that suit their particular needs is the most important objective of this policy. Promotion of responsibility for learning and the subsequent success that flows from this learning is also a major focus of the policy.

POST COMPULSORY MONITORING PROCESS

This process monitors students’ efforts and behaviours across all subjects. If concerns are identified in any two or more, support is given for the student to improve to meet minimum standards. If a student does not improve to meet and maintain the minimum standards after two levels of support, then they are at the stage to Show Cause why their enrolment should not be cancelled and the school will liaise with student and carers to arrange a non-school earning/learning option in which the student will engage.

RANGE OF OPPORTUNITIES

In order to foster the best in every student we offer a wide range of opportunities in academic, community service, cultural and sporting pursuits. These opportunities present themselves in class activities (eg. camps, excursions, national, state and local competitions) as well as in the very broad extra-curricula program that the school offers (eg. musical and drama performances, sporting activities, community service events). In addition, a range of vocational oriented programs (work placement and school-based traineeships) are offered to assist students who have work-related destinations as their major focus.

Students and their parents are encouraged to be part of the “team” focus that the school requires to make the senior schooling experience successful for all. The success of any school is directly related to how effective that teamwork among parents, teachers and students is. We openly encourage parents to make regular contact with the school about the progress of their sons or daughters.

LEADERS IN A COMMUNITY OF LEARNERS

As a member of the senior body at Maroochydore State High School, students are expected to demonstrate leadership behaviours in a range of activities across a variety of situations. The notion of leadership in this context is about:

- Humility;
- Selflessness;
- Commitment to completing their job at a high level;
- Service to others.

These qualities are critical in developing tolerant and responsible citizens of the future. The school has a strong commitment to shaping quality citizens of the future. The leadership focus at Maroochydore State High School is on participating in a community in an informed and committed manner.

WHY IS IT IMPORTANT TO COMPLETE YEAR 12 OR OTHER EQUIVALENT EDUCATION?

Completing Year 12 level of education or its equivalent is almost a necessity in this information era. International comparisons indicate that completion of a Year 12 level course or its equivalent is now regarded as having a standard level of literacy and numeracy, whereas 20 years ago it may very well have been regarded as being “well educated”. Completing Year 12 is still a very big commitment for young people to make. It requires essential ingredients such as time management, dedication, hard work and energy to achieve the best possible results. Senior secondary schooling from this point of view is a critical part of the learning journey in life.
AREAS OF CARE FOR THE STUDENT AT MAROOCHYDORE

Although we encourage senior students to be responsible for their own decisions and actions, we also maintain a role of care. All members of staff are actively involved in this role, with the following having more specific roles.

**GUIDANCE OFFICERS - Bronwyn Gillies (Mon-Thurs) and Kevin Cook (Fri)**

The Guidance Officers, Bronwyn Gillies and Kevin Cook, are counsellors for students with personal or learning problems as well as careers counsellors. They actively encourage all students who need assistance to make an appointment to see them through the administration officers in the main office.

**CHAPLAIN – Adam Rose**

Our School Chaplain can be found in A Block – Student Support Services rooms. The Chaplain is available five days a week for any support required / needed from students and staff. The Chaplain has a major support and welfare role with an emphasis on spiritual well being.

**SCHOOL BASED YOUTH HEALTH NURSES – Trish Bell and Carol Hegerty**

The school nurse is available to meet the health needs of the young people at Maroochydore High School. Appointments can be made by accessing the School Nurse at the A Block Student Support Services rooms.

**SCHOOL BASED POLICE OFFICER – Snr Const. Greg Newman**

The School Police Officer is based at Maroochydore State High School five days per week. The role of the school-based police officer is to build positive educational and social links between the young people at our school as well as carrying out active community policing. Students can access the Police Officer at the A Block Student Support Services rooms.

**HEAD OF SCHOOL–SENIOR SECONDARY, SENIOR SECONDARY HODs, FACULTY HODs, SENIOR DEANS OF STUDENTS**

The Senior Secondary HODs, HOD Vocational Education and Training (VET), Faculty HODs, Senior Deans of Students and care teachers have the following roles:-

a) Implementing a program of form class initiatives specifically designed to support individuals and groups of students to reach their potential in their school work

b) Counselling of senior students on their own or students and parents together in consultation with teachers, the Support Services Group and the Guidance Officer

c) Behaviour modification of students through counselling, monitoring of attendance records and detentions or withdrawal from class (with parental involvement)

d) Post compulsory monitoring regarding student participation in the program of instruction provided and Qld Certificate of Education (QCE) eligibility

e) To provide input into any formulation of policy regarding Senior Schooling and the Senior Curricula.

f) To assist the appropriate leadership and involvement of Senior students, particularly in the following areas:

I. Recognition of outstanding achievement (academic, sporting and cultural).

II. Gold and Green Badge Program.

III. Student Council.

IV. Standards of dress and presentation

V. Creation of a positive senior environment involving both a geographical Senior Precinct and appropriate senior activities – e.g. exchange programs, academic competitions, interschool and representative sport, Student Council and various community projects.

VI. Leadership and social activities, e.g. Year 12 Leadership Activities and the Formal Dinner.

VII. School artistic productions involving senior students. eg. Rock Eisteddfod / School Musical, Winter Warmers, Summer Sensations and Culturefest.
CHOOSING SENIOR SUBJECTS (Adapted from QTAC tertiary prerequisites 2018 Guide)

It is important to plan ahead before choosing your senior subjects. This seven step plan will help you choose Senior subjects and achieve the career you want.

**Step 1:** Consider your interests and academic success so far

**Step 2:** Choose your Maroochydore Senior School Pathway and consider the pre-requisites required for the senior subjects you are considering

**Step 3:** Think about what qualifications you need

**Step 4:** Understand tertiary entry requirements

**Step 5:** Understand how to apply for tertiary courses using an OP or selection rank

**Step 6:** Explore areas of study and courses of interest to you

**Step 7:** Complete the activity sheet and your SET Plan information

**Step 1: Consider your interests and academic success so far**

The world of work is always changing and careers are a lifelong journey. Technological advances and new types of jobs have transformed workplaces. For example, you can:

- have flexible working arrangements for when and where you work (not the traditional 9am to 5pm job)
- work for yourself
- have more than one job in a lifetime
- work from home or telecommute into an office.

Don’t limit yourself to considering only traditional job roles

**Create your future**

Consider a few careers, not just one. Choosing Senior subjects that give you flexible career options will create opportunities to learn new skills and provide a great start to your career path.

(If your career choices need further study, either at university, TAFE or other institutions, you will need to make decisions now to help you pursue your goals and aspirations.) Choosing the right combination of subjects for your study area will keep your options open.

**Find your interests**

An important activity in planning your future is considering what you are interested in. This may be easier than identifying a specific course that is ‘right for you’. Here are a few things to consider:

**Interests and talents**

- What subjects do you enjoy?
- Which subjects you are good at?
- What activities do you enjoy outside of school? These activities (eg playing sport, being creative) may also help you to choose subjects in Senior.
- Which subjects will you achieve good results in?

**Knowledge**

- What would you like to learn?
- Do you have skills you would like to develop (eg music)?
- Are you interested in subjects that you haven’t already studied?

**Aspirations**

- What careers are you interested in pursuing? (Be realistic. If you don’t enjoy flying in an aeroplane, you probably won’t enjoy being an astronaut.)
- If you did work experience, was it in an area of study you’d like to pursue as a future career pathway?
- What subjects will be useful to you in the future for you and for your future career?
- Do you need to do subjects that are prerequisites for tertiary entry?

**What is tertiary study?**

Tertiary study is the level of formal education beyond secondary schooling including diploma, advanced diploma, bachelor’s degree and masters degree.
Step 2: Choose your Maroochydore Senior School Pathway

Consider your options and select the pathway that best suits your career aspirations and ability at this point in time.
Consider Maroochydore Senior School pre-requisite requirements

To enrol in a senior subject, you need to have completed the relevant Year 10 pre-requisite to the required standard.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YEAR 10 PRE REQUISITE</th>
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<tbody>
<tr>
<td>Ancient History</td>
<td>ENG – SA &amp; SCI - SA</td>
</tr>
<tr>
<td>Aquatic Practices</td>
<td>SCI - SA</td>
</tr>
<tr>
<td>Biology</td>
<td>ADV. SCI – SA or SCI - HA</td>
</tr>
<tr>
<td>Business Management</td>
<td>ENG - SA</td>
</tr>
<tr>
<td>HLT32412 Certificate III Allied Health Assistance OR HLT33112 Certificate III in Basic Health Care (Year 11)</td>
<td>ENG – SA MATHS - SA</td>
</tr>
<tr>
<td>BSB20115 Certificate II in Business</td>
<td>None</td>
</tr>
<tr>
<td>BSB30115 Certificate III Business (Yr 12 only)</td>
<td>None</td>
</tr>
<tr>
<td>CHC30113 Certificate III in Early Childhood Education and Care</td>
<td>None</td>
</tr>
<tr>
<td>MEM10105 Certificate I in Engineering</td>
<td>None</td>
</tr>
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<td>SIS30313 Certificate III in Fitness</td>
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<tr>
<td>MSF20313 Certificate II in Furniture Making (if and when approved by QCAA)</td>
<td>None</td>
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<td>SIT20213 Certificate II in Hospitality</td>
<td>None</td>
</tr>
<tr>
<td>SIT20312 Certificate II in Kitchen Operations</td>
<td>None</td>
</tr>
<tr>
<td>ICA20111 Certificate II in Information, Digital Media Technology</td>
<td>None</td>
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<tr>
<td>SIS20313 Certificate II in Sport and Recreation (Year 11)</td>
<td>Rec Studies General – None Rec Studies Cricket, Rugby League, Surfing - Special</td>
</tr>
<tr>
<td>Certificate II SIT20112 /III SIT30112in Tourism</td>
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<tr>
<td>30981QLD Certificate II in Workplace Practices</td>
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<td>ENG - SA</td>
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<tr>
<td>Economics</td>
<td>ENG - SA</td>
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<tr>
<td>Film, Television &amp; New Media</td>
<td>ENG - SA</td>
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<tr>
<td>Graphics</td>
<td>GRAPHICS – SA or by approval of HOD</td>
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<tr>
<td>Information Processing Technology (IPT)</td>
<td>None</td>
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<tr>
<td>Information Technology Systems (ITS)</td>
<td>None</td>
</tr>
<tr>
<td>Japanese</td>
<td>JAP - SA</td>
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<tr>
<td>Legal Studies [39292QLD Certificate IV Justice Studies]</td>
<td>ENG – SA &amp; SOSE - SA</td>
</tr>
<tr>
<td>Marine Science</td>
<td>SCI – HA ADV. SCI - SA</td>
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<td>Mathematics A</td>
<td>MATHS -SA</td>
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</tr>
<tr>
<td>Mathematics C</td>
<td>ADV. MATHS - HA</td>
</tr>
<tr>
<td>Modern History</td>
<td>ENG – SA &amp; SOSE - SA</td>
</tr>
<tr>
<td>Music</td>
<td>Fluency Music Reading etc</td>
</tr>
<tr>
<td>Physical Education</td>
<td>ENG or PE - SA</td>
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<td>Physics</td>
<td>ADV.SCI – SA &amp; , ADV. MATHS - SA</td>
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<td>Prevocational Maths</td>
<td>None</td>
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<td>Visual Art</td>
<td>ENG – SA or ART - SA</td>
</tr>
<tr>
<td>Visual Art Studies</td>
<td>None</td>
</tr>
</tbody>
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Make time for your research

Determining which Year 11 and 12 subjects to choose needs time. You are making an important decision. Here are a few ways to find out more information:

Face-to-face

- Talk about your interests, concerns and future plans with your family, mentors, class teachers and other advisers such as guidance officers or counsellors
- Speak with people currently working in the career you may be interested in
- Do work experience, if possible, in an area of study you'd like to pursue as a future career pathway
- Go along to university, TAFE and other institution information sessions at your school
- Attend open days and events at universities and other tertiary institutions
- Go to tertiary studies expos

Resources that can help

Detailed course information can be found in the QTAC Guide to Tertiary Courses (this information is also on the QTAC website)
Step 3: Think about what qualifications you need

As part of your senior school qualification, you may study:

- Authority subjects – an area of learning with an approved QSA syllabus and school work program and QSA moderation procedures
- Authority-registered subjects
- Vocational Education and Training (VET) certificate studies
- school-based apprenticeships and traineeships
- tailored training programs
- international learning
- preparatory, enrichment and advanced courses recognised by QCAA.

Year 12 certification

After completing Year 12, you are issued with a Senior Education Profile (SEP). Included in this profile may be one or more of the following:

- **Senior Statement** – records all learning in your learning account and the results achieved including a result for the QCS Test if applicable
- **QCE – Queensland Certificate of Education** – confirms a significant amount of learning at a set standard, including literacy and numeracy requirements. It is expected that all Maroochydore State High School Year 12 students will exit with a QCE. As a result, students are required to maintain a minimum level of achievement to remain ‘on track’ to achieve this qualification.
- **QCIA – Queensland Certificate of Individual Achievement** – confirms learning outcomes for special needs students on individualised learning programs. For more information, refer to page 18 in this book
- **VET Certificate – vocational education and training certificate** – certifies competence in a vocational education and training course or qualification level. (See page 13 for detail of Vocational Education and Training in certificates offered as part of Senior Schooling)
- **Tertiary Entrance Statement** – issued by QCAA to OP eligible students, it reports your OP in one of 25 bands from one (highest) through to 25 (lowest), and reports up to five Field Positions (FPs).
What is the QCE and how do I achieve it?

(Excerpt from the QCE Handbook)

The Queensland Certificate of Education (QCE) is Queensland’s school-based senior schooling qualification awarded to eligible young people at the completion of the senior phase of learning, usually at the end of Year 12.

The QCE records achievement of a significant amount of learning, at a set standard and pattern in contributing studies, while meeting literacy and numeracy requirements.

**QCE Eligibility**

- **You need:**
  - an amount of learning
  - 20 credits
  - at a set standard
  - Sound Level of Achievement, Pass or equivalent
  - in a set pattern
  - at least 12 credits from completed Core courses of study plus an additional 8 credits from a combination of any courses of study
  - but a maximum of 6 credits from Preparatory courses of study
  - and meet literacy and numeracy requirements

- to gain a QCE

It is expected that all Maroochydore State High School Year 12 students will exit with a QCE.

As a result, the performance and attendance of all students throughout Year 11 and 12 is closely monitored to ensure they are ‘on track’ to receive this qualification.
Step 4: Understand tertiary entry requirements

Entry requirements

One of the factors that will help in your Senior subject decision-making is, generally, courses in the same area or field of study have the same or similar entry requirements for tertiary study.

If you intend to apply for tertiary study, the main selection criteria for Year 12 applicants are:

1. meeting the institution admission rules
2. meeting the minimum course entry requirements, and
3. your Overall Position (for OP eligible students) or a QTAC selection rank (for OP ineligible students).

Prerequisites

Prerequisites are Authority subjects or other requirements (such as portfolio or interview) needed for entry to a course. Prerequisite subjects must be completed in Senior with a specified level of achievement. For example, a prerequisite of ‘English (4,SA)’ indicates the QCAA subject English (or equivalent) must be studied over four semesters (ie Years 11 and 12) with an overall Exit Assessment of Sound Achievement or better required.

In the QTAC Tertiary Pre-requisites Guide, tertiary institutions have listed prerequisites for entry to their courses. Regardless of your OP or QTAC selection rank, you must satisfy the prerequisites to be considered for entry to a course.

Your Overall Position (OP)

What is an Overall Position?

An OP, or Overall Position, is a statewide rank order of students based on their achievement in Authority (QCAA) subjects. It shows how well an individual student performed in their Senior studies when compared with the performance of all other OP eligible students in Queensland. Your OP, together with subject prerequisites or other requirements such as portfolios and interviews, is used by universities and other institutions to choose students for tertiary study.

Entry to tertiary study is competitive and your OP is very important in determining which tertiary courses you can gain entry to.

OP Eligibility

The basic requirement to get an OP is:

- 20 semester units of credit in Authority subjects with at least three subjects taken for four semesters, plus
- other requirements including completion of Year 12 and the Queensland Core Skills (QCS) Test.

OP calculations

The QSA calculates your OP and the related field positions, and starts with your results in the subjects you study in Year 12. Five levels of achievement are reported in your Senior Statement:

- Very High Achievement
- High Achievement
- Sound Achievement
- Limited Achievement
- Very Limited Achievement

As these levels are too broad to calculate OPs, subject achievement indicators (SAIs) are assigned by teachers to OP eligible students. SAIs are numbers (with 400 being the highest) showing your achievement compared with the achievement of other students in each subject you study at your school. Your ‘best’ 20 semester units of credit are used to calculate your OP and these are determined after your SAIs are scaled. For more information on how QCAA calculates your OP, refer to the QCAA website at www.studentconnect.qcaa.qld.edu.au

Step 5: Understand how to apply for tertiary courses using an OP or selection rank

Applying for tertiary study

You apply to QTAC (Queensland Tertiary Admissions Centre) for admission to courses listed in the QTAC Tertiary Prerequisites book. This will be given to you by the school Guidance Officer, can be purchased from newsagencies or accessed via the QTAC website. Applications can be submitted from the first Tuesday in August in the year you are studying Year 12, and are made online via QTAC’s website at www.qtac.edu.au
You can list up to six different courses on your application including courses starting in first or second semester. Having several course preferences means you can apply for a number of courses and have back-up options if you don’t get your first choice. Closer to the time, read the QTAC Guide to Tertiary Courses or visit the QTAC website for more information about applying.

Selection for tertiary study
Except in some cases (such as interview or audition), selection for tertiary study is based on your academic results in your Senior Education Profile. QTAC checks if you have met the institution admission rules and the prerequisites. If you haven't satisfied these two requirements, you will not be considered for the course you choose (even if you have an OP 1 or a QTAC selection rank of 99).

OP eligible: MSHS University students’ pathway
If you have satisfied the institution’s admission rules, met the course minimum entry requirements and obtained an OP, you are considered for entry to your selected tertiary course in order of OP. OP band 1 is the highest and will therefore be considered before OP band 2, and so on.

OP ineligible: MSHS Tertiary options pathway
If you complete Year 12 but do not qualify for an OP, you are still eligible to apply through QTAC for courses. OP ineligible students compete for places on a similar basis to OP eligible students. That is, before being considered for a place based on merit you must meet the:

- institution’s admission rules, and
- minimum course entry requirements.

QTAC selection rank
For OP ineligible students, merit is measured by your QTAC selection rank. QTAC selection ranks range from 1 (lowest) to 99. QTAC has developed a table that provides comparisons between OPs and QTAC selection ranks. This table is called an Australian Year 12 Conversion Table and is available on the QTAC website at www.qtac.edu.au

A QTAC selection rank enables OP eligible and ineligible students to compete for tertiary study places on an equitable basis.

Selection rules
1. A QTAC selection rank is allocated on the basis of results in your best 20 semester units of Authority and Authority-registered subjects and VET units of competency/modules as recorded on the Senior Statement and, if available, your results in the Qld Core Skills (QCS) Test. A poor result in the QCS does not have a negative effect on a QTAC selection rank, as it will only be used to moderate the rank upwards.
2. Unlike OP eligible students, if differentiation between applicants is needed at the course cut-off point, Field Positions are NOT considered for OP ineligible students.
3. OP bands usually cover multiple selection ranks, eg in 2013, OP 11 was comparable to a QTAC selection rank between 77 – 78, therefore differentiation can usually be obtained by selection rank, eg applicants with a selection rank of 78 are selected before applicants with a selection rank of 77, etc.

Important points to note
1. Undertaking an OP ineligible Senior secondary school program may make it difficult, and in some cases impossible, to achieve the high ranks necessary for entry to very competitive tertiary courses.
2. If you complete Year 12 with fewer than 20 semester units of Authority and Authority-registered subjects and VET units of competency/modules you are eligible for a QTAC selection rank but it will be less competitive than if you had completed 20 units.
3. If you are not eligible for an OP, you may not be considered for tertiary entry interstate or overseas and should contact the relevant tertiary institution.

Bonus selection ranks
Bonus selection ranks do not change an OP but they can increase a QTAC selection rank. Some institutions have schemes where applicants receive bonus ranks for passing specified subjects at school, such as languages other than English or Maths C. For more information on these schemes visit the QTAC website at www.qtac.edu.au or contact the institutions directly.

Note: Due to institution policy changes, the bonus schemes may not be the same in two years time or when applying for courses.
Applicants with qualifications + Senior study

Some Year 12 students have qualifications in addition to Senior results that can be used when assessing their application.

These qualifications may include AQF Certificate III or IV, music qualifications (for example from the Australian Music Examinations Board), or study at a tertiary institution.

These qualifications may give an applicant a more competitive QTAC selection rank than awarded for their Senior study.

Various Year 12 pathways to tertiary study are shown in the diagram below.

For up-to-date details regarding which additional qualifications are accepted for tertiary admission, refer to the QTAC Guide to Tertiary Courses when you are in Year 12.

### Year 12 pathways – the diagram below shows how different qualifications/pathways can lead to tertiary study

<table>
<thead>
<tr>
<th>Pathway to tertiary study</th>
<th>Qualifications completed</th>
<th>OP/QTAC selection rank awarded based on the qualification*</th>
<th>Tertiary place allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack is a Year 12 student eligible for an OP</td>
<td>Senior Statement</td>
<td>No rank awarded</td>
<td>The QTAC selection rank allows different qualifications to be compared. For most courses, QTAC uses these ranks (and whether institution admissions rules and minimum course entry requirements have been met) to allocate places to applicants.</td>
</tr>
<tr>
<td></td>
<td>Tertiary Entrance Statement</td>
<td>OP 7 (comparable to a rank of 87 in 2013)</td>
<td>No rank awarded</td>
</tr>
<tr>
<td></td>
<td>QCE</td>
<td>64</td>
<td></td>
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<tr>
<td></td>
<td>AMEB Grade 7 Certificate</td>
<td>No rank awarded</td>
<td>Where an applicant has multiple ranks, institution policy dictates which rank is used to allocate a tertiary place – for Year 12 students, it is generally the highest rank.</td>
</tr>
<tr>
<td>Reilly is a Year 12 student who is OP ineligible</td>
<td>Certificate III</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senior Statement (OP ineligible)</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td></td>
<td>QCE</td>
<td>No rank awarded</td>
<td></td>
</tr>
<tr>
<td>Pippa is a Year 12 student who is not eligible for an OP but has completed other qualifications</td>
<td>Certificate III</td>
<td>66</td>
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<tr>
<td></td>
<td>Senior Statement (OP ineligible)</td>
<td>58</td>
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</tr>
<tr>
<td></td>
<td>QCE</td>
<td>No rank awarded</td>
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<tr>
<td></td>
<td>AMEB Associatehip</td>
<td>85</td>
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<tr>
<td></td>
<td>Certificate II</td>
<td>No rank awarded</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trade ship</td>
<td>No rank awarded</td>
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</tr>
</tbody>
</table>

* QTAC assigns a QTAC selection rank to a qualification based on a variety of schedules and individual tertiary institution rules. Not all qualifications are eligible for a rank and ranks for qualifications can change. Multiple ranks are not combined to give a greater score.
Step 6: Explore areas of study and courses of interest to you
To make successful subject choices in Years 11 and 12 takes research into a wide range of options.

Areas of study
The QTAC Tertiary Prerequisites book outlines 11 areas of study which include:

- Built Environment and Design
- Business and Tourism
- Creative and Performing Arts
- Education
- Engineering and Technology
- Health and Recreation
- Humanities and Social Sciences
- Information Technology
- Law
- Primary Industries and Environment
- Sciences

Decide which areas most interest you and which you would like to pursue as a career.

Step 7: Complete the Senior subjects on your activity sheet and your SET Plan information
This Activity Sheet helps you to select Senior subjects. Keep this Activity Sheet with your Senior Education and Training (SET) Plan that maps your learning and career pathways.

Interests, aptitudes and achievements in Year 10
Ask yourself these questions:
- What were my best subjects?
- What subjects did I enjoy the most?
- What were my results in these subjects?
- What activities outside of school (such as music or sport) do I enjoy?

<table>
<thead>
<tr>
<th>Best Subjects in Year 10</th>
<th>Achievement Levels</th>
<th>Subjects I am Considering in Year 11 and 12</th>
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<tbody>
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Career goals
Think about
- What job would I enjoy doing?
- What job would I be good at?
- What is my short term career goal – ie after high school studies?
- What is my long term career goal – ie after working for five years?
- Am I interested in subjects in Year 11 and 12 that I haven’t already studied?
- Do I need to undertake further studies?

Tertiary courses
Consider
- What are the courses I am interested in?
- Which institutions/campuses offer these courses?
- Do those courses have prerequisites, other entry requirements and specific institution admission rules?

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Institution/Campus</th>
<th>Prerequisites</th>
<th>Other Entry Requirements</th>
<th>Will I have Prerequisites/Other Requirements (Yes/No)</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>
QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) is managed by the Special Education Unit (SEU). The QCIA is offered to students with individual needs and diagnosed impairments verified by the Department of Education and Training in Year 12. The QCIA reports the educational achievements of students on highly individualised learning programs and reports achievement in three sections: statement of achievement, vocational education and training and statement of participation.

Students eligible for the QCIA and their case managers will develop Curriculum Plans to outline their schooling. Eligible students will also be able to record achievements for learning areas of the QCE in their learning account, and schools will collect evidence of achievement throughout the student’s senior schooling phase. The school generates the certificate information based on the curriculum plan and substantiated evidence of achievement.

The QCIA certifies achievement in one or more of the following programs:

- A modified version of existing Authority or Authority-registered subjects where the student doesn’t meet the criteria and/or standards needed to receive a level of achievement.
- School-developed programs of study.
- External programs of study other than components of Australian Quality Training Framework (AQTF) certificate courses.

The statement of achievement is a free-format text statement that shows achievement information in up to six curriculum organisers:

- Areas of study and learning: performance in school subjects or broad areas of learning that meet the educational needs of students.
- Communication and technologies: how the student communicates, literacy and numeracy, including the use of devices adapted for calculation, reading, writing, listening, and the use of computers.
- Community, citizenship and the environment: involvement in and contribution to local and wider community activities and using community facilities.
- Leisure and recreation: participation in competitive sports, outdoor pursuits, fitness and physical development programs, and the use of leisure time in active and constructive ways.
- Personal and living dimensions: personal development, setting goals, making decisions, getting around, health, nutrition, interpersonal and independent skills.
- Vocational and transition activities: work experience, training, preparation for life beyond school.
VOCATIONAL EDUCATION AND TRAINING (VET)

VET refers to education and training that focuses on delivering skills and knowledge required for specific industries. It is a learning option for students in the senior phase of learning. Student achievement in subjects with vocational competencies receives credit towards qualifications recognised nationally within the Vocational Qualification Framework (VQF).

Participating in VET can:
- provide credit points towards the attainment of a Queensland Certificate of Education, and/or the attainment of a nationally recognised VET qualification
- receive an industry specific vocational Certificate or Statement of Attainment
- support students’ transitions to employment, vocational and higher education pathways

Other benefits of participating in VET include (but are not limited to):
- obtaining practical experience from work
- gaining familiarity on how a workplace operates
- developing employability skills
- developing and improving interpersonal skills
- allowing students to explore the potential career path they would like to pursue

Students at Maroochydore State High School can access VET in a number of ways including:
- through Maroochydore State High School (30397) as a Registered Training Organisation
- at TAFE Queensland East Coast
- through another Registered Training Organisation
- through a School-Based Apprenticeship or Traineeship

Vocational Education and Training (VET) in Schools allows students to remain enrolled at school while completing vocational training delivered either by Maroochydore State High Schools’ Registered Training Organisation (RTO) or by other external Registered Organisations.

Enrolment Options

Option 1
Choose a course that is delivered by qualified teachers at the School under our Registered Training Organisation 30397 (as of 1-3-2015):
- MEM10105 Certificate I in Engineering
- 30981QLD Certificate II in Workplace Practices
- MSF20313 Certificate II in Furniture Making
- ICA20111 Certificate II in Information, Digital Media and Technology
- BSB20115 Certificate II in Business

Option 2
Choose a course that is delivered by qualified teachers at the school under an external RTO:
- SIT20213 Certificate II in Hospitality – Smartskill 5710
- SIT20112 Certificate II in Tourism/ SIT30112 Certificate III in Tourism – Smartskill 5710
- CHC30113 Certificate III in Early Childhood Education and Care – ACCCO 5404
- BSB3115 Certificate III in Business – Binnacle Training 31319
- HLTT32412 Certificate III in Allied Health Assistance – Cairns Training Academy 30857
- SIT20312 Certificate II in Kitchen Operations – TAFE Queensland East Coast 0418
- 39292QLD Certificate IV in Justice Studies – Unity College 32123
- 31530313 Certificate III in Fitness – Binnacle Training College 31319
- SIS20313 Certificate II in Sport and Recreation (General, Surfing, Cricket and Rugby League courses available) Binnacle Training College 31319 - Year 11

Option 3
There are many Registered Training Organisations that offer nationally recognised training; these organisations offer programs specially targeting students in the Senior Phase of Learning. These include:
- TAFE Queensland East Coast
- Coastal Cookery Trade Training Centre (CCTTC)
- Sunshine Coast Technical Trade Training Centre (SCTTTC)

Many of these courses require:
- attendance at information sessions
- submitting an application
- receiving confirmation of a placement into the course

There are limited numbers in many of these courses, so it is important that you complete an expression of interest by given set date. Contact the Vocational Education Officer for further information.
Option 4
School Based Apprenticeships and Traineeships. Contact the Vocational Education Officer for further information.

VET STUDENT HANDBOOK
Maroochydore State High School will, prior to course commencement, give students all relevant information about the course curriculum, program of study, availability of learning resources and appropriate support services. Students will also be given access to a current copy of the curriculum associated with the qualification.

ROLES AND RESPONSIBILITIES
The school:
• recognises the importance of students receiving a broad-based education, comprising both general and vocational education and training
• will follow all human resource policies and regulations which may mean changes in modes of delivery and or cancellation of courses if the particular qualifications are not held by staff due to staff changes and transfers. All efforts will be taken to ensure course completion in line with the relevant VQF policy.
• Has a process in place that enables students to apply for Recognition of Prior Learning (RPL) for the vocational education competencies (refer to the VET Student handbook for further information)
• Has a process for addressing any concerns a student may have and offers the students access to a range of people who can provide advise and guidance about the vocational education program.

Maroochydore State High School has a complaints and appeals policy specific to the RTO operations:

A complaint can be made to the school Registered Training Organisation (RTO) regarding the conduct of
• Maroochydore State High School, its trainers, assessors or other school RTO staff;
• students of Maroochydore State High School;
• any third parties providing services on behalf of Maroochydore State High School (if relevant)

An appeal can be made to Maroochydore State High School to request a review of a decision, including assessment decisions.

Maroochydore State High School will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process. All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal. If Maroochydore State High School considers more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter.

If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested.

Complaints or appeals should be directed to the principal as CEO of Maroochydore State High School admin@maroochyshs.eq.edu.au.

Refer to complaints and appeals policy and procedure document for further information.

Students are asked to:
• make a serious commitment to studies at the school
• attempt to complete all units of competency on the first attempt and agree to revisit competencies if not competent after the first attempt
• participate in structured workplace learning as arranged by the school
• meet the expectations and demands of the school in terms of participation, co-operation, punctuality, successful submission of work and high standards of behaviour and conduct
• maintain the high standard and reputation of Maroochydore State High School when participating in courses conducted by outside RTOs.

ENROLMENT AND ADMISSION
Access to VET Certificates is open to all students, regardless of race, gender and ability. Subjects will be offered if enrolment numbers are viable and human and physical resources comply with VQF standards.

FEES
Subject charges vary according to individual Certificate requirements – refer to individual course information outline in this booklet, VET Offerings and VETIS Funding forms. If a student withdraws from a course where Maroochydore State High School is the registered training provider, a pro-rata refund policy applies. Where students are undertaking a course provided by an external registered training provider, students and parents should carefully read their refund policy as outlined in each course description.

Refer to VET Quality Assurance Manual 2016
Refer to the VET Student Handbook located on the School Website: www.maroochyshs.eq.edu.au
SCHOOL BASED TRAINEESHIPS

These are being offered to Year 11 students. Under a School Based Traineeship, a student attends school for four days of the school week and workplace on the other day. Trainees do six regular subjects until their traineeship agreement is signed. Trainees do five regular subjects from the selection available and use the time from the sixth subject to do the work for their Certificate II for their traineeship.

The trainees are indentured under a normal apprenticeship agreement and will be paid whilst on the job. They will also have to undertake “off the job” training with a training provider possibly in school holiday times. By the end of Year 12, students should have gained level 2 certification in their chosen field.

It is envisaged that School Based Traineeships will convert to full-time when the student completes formal studies at Maroochydore State High School. The school currently has School Based Trainees but we expect that this could grow during the year in various fields such as Office/Administration, Chef, Cabinet making, Hospitality, Horticulture, Hairdressing, Retail, just about anything.

Contact the Vocational Education Officer on 5409 7353 if any more information is required.

SCHOOL BASED TRAINEESHIP IN KITCHEN OPERATIONS

SCHOOL BASED APPRENTICESHIP CERTIFICATE II IN KITCHEN OPERATIONS THROUGH THE COASTAL COOKERY CENTRE

The Coastal Cookery School-based Apprenticeship Program has developed out of a partnership between Nambour SHS Burnside SHS, Maroochydore SHS and local industry and organisations to train high quality school-based trainees and apprentices within the kitchen operations industry on the Sunshine Coast.

The aim of the program is to:
• Train students in a broad range of areas within the kitchen operations industry
• Develop natural talent and desire of students in the field of kitchen operations
• Provide opportunities for students to develop work ready skills for the hospitality industry
• Assist students in gaining employment as apprentices in the commercial cookery industry on completion of Year 12
• Deliver nationally accredited Certificate Level training to participating students, and
• Support students through the crucial first level of their traineeship.

The School Based Traineeship program is aimed at those students who have the desire and work ethic to pursue an employment outcome in the Hospitality Industry through their senior phase of learning.

This will require
• Completion of the modules for Certificate II in Kitchen Operations [see page 60 for Certificate details]. These modules will be delivered by a Registered Training Organisation using the Coastal Cookery Centre based at Maroochydore State High School. This program will occur across Year 11 and 12. Students who successfully complete these modules will receive 4 credit points towards their QCE. For 2016, the Year 11 trainees will do this off-the-job training on Thursdays from 2:00pm to 5:00pm at the Coastal Cookery Centre, Maroochydore State High School
• Completion of a minimum of 50 working days per year as a paid School Based Trainee with an Employer or a Host Employer. This may include work during evenings, weekends and holidays. This may be organised with Group Training Company ACCLAIM or other organisations per student choice.
• As per other School Based Traineeships, students can select five subjects at school with the traineeship counting as their sixth subject. If students are also enrolling in the Cert. II Hospitality delivered by their school, then any modules in common will be delivered via their training in the Cert. II in Kitchen Operations by the RTO Sunshine Coast TAFE at the Coastal Cookery Centre. Schools will give credit to these students for these common modules.

The possible benefits of successful completion of this program include:
• Conversion of the school-based traineeship to a full apprenticeship (either part time or full time) in Commercial Cookery after completing Year 12
• Certificate II Traineeship training at the Coastal Cookery Centre at minimal cost to the student. (“User Choice” funding is used to pay for School Based Trainees); and
• A career pathway option in a high demand skill area.
Special Requirements:
Practical/Function work is a vital aspect of this course, therefore, students are expected:
• to commit to the hours outlined with both on-the-job and off-the-job training
• wear chef uniform (expected cost approximately $120) during off-the-job training at the Coastal Cookery Centre
• aim to move into a school-based traineeship during the course or a full time apprenticeship in Commercial Cookery at the end of the two year course.

Entry to the Program:
• A written expression of interest form is to be submitted to the HOD of Life Technologies
• Attachments include: SET Plan, Resume, Year 10 Term Reports, Work Experience Reports, 250 word essay on ‘Why you would make a high quality school-based trainee in Kitchen Operations
• Students recommended will have their applications sent to ACCLAIM by the school
• ACCLAIM will then select students for employment by them via their application information, an interview and reports following five days Work Experience with a suitable Host Employer

To assist students, schools will work with each student to support them in their traineeship through modification of their timetable, mentoring by school support staff and career planning to ensure maximum opportunities are made available to them.

Information about the Kitchen Operations and Commercial Cookery Industry can be found at http://www.myfuture.edu.au/services/default.asp?FunctionID=5050&ASCO=351311A or through your school’s Guidance Officer.


A brief summary of the training and skills developed can be found at http://www.najobpathways.com.au/search_stp.cfm?u=4130&cfid=1475179&cftoken=6614074244bac519-6098B6E2-C3B3-1270-B5B791D60F727C8C

Further information regarding Apprenticeships, including School Based Apprenticeships in Queensland can be found at http://www.apprenticeshipsinfo.qld.gov.au/index.html or from the School Traineeship Officer, Mandi Ilott.

Enquiries may be directed to the:
• Head of Department – Life Technologies
• Hospitality teachers
• VET Liaison Officer

Summary

<table>
<thead>
<tr>
<th>Student’s commitment to successfully complete:</th>
<th>Where and when this will occur</th>
<th>Outcome for successful students</th>
</tr>
</thead>
</table>
| The modules for Certificate II in Kitchen Operations | • Coastal Cookery Centre at Maroochydore High School  
  • On Thursdays (for Year 11s 2016) and **possibly** blocks of time during school holidays | • Conversion to a full apprenticeship (either part time or full time)  
  • 4 credit points towards their QCE |
| A minimum of 50 working days per year as a paid school-based trainee | • With host employer  
  • In the evening and/or at weekends and/or during school holidays | • Meeting all requirements to qualify for the Certificate |
| Five subjects at school – ie  
  • English or English Communication  
  • Mathematics A or Pre-vocational Mathematics  
  • Three other elective subjects either Authority, Authority Registered or VET Certificate subjects | • At Nambour / Burnside / Maroochydore State High School  
  • During regular timetabled lessons | • 20 credit points towards their QCE |

Possible Total QCE points – 24 credit points
SUBJECT CHANGES

Students and parents should note that all Senior Subjects are two year – four semester-programs which demand not only a strong commitment to study but also regular class attendance. This is so that the aims and objectives within a given subject can be fully satisfied. Because the requirements of attendance and coursework completion will determine whether a student gains credit for any given semester’s work within a subject, students are not permitted to change subjects unless extensive consultation has occurred between the student’s parents/guardians and the class teacher, Heads of Department, Guidance Officer and/or Administration.

Should a change of subject be considered appropriate for a student after thorough consultation, the change may occur only within the first two weeks of a semester. Changes outside the first two weeks of a semester can only happen at the initiation of the relevant HOD. A change of subject at the end of Semester 1 Year 11 would, of course, mean that the student can only expect to be credited with having completed three out of the four semesters for the new subject. If the change occurred in the first two weeks of Year 12 Semester 1 – you will only gain credit for two semesters of the new subject.

Following the end of Year 12 Semester 1 there can be no change to a student’s subject selection. It should also be noted that tertiary institutions often stipulate that a specific number of semesters need to have been completed as a prerequisite for course entry.

In Years 11 and 12, students are required to study six subjects unless:

- The student is signed into a traineeship in which case he/she will study five subjects with the traineeship counting as the 6th.
- There is an ongoing medical circumstance affecting learning. A Medical Certificate stating that a lower subject work load is needed to recover from a medical condition is needed. The decision to reduce the subject work load is with the Principal, in consultation with the student, parent and treating doctor.
- The student is experiencing difficulties associated with extraordinary family circumstances – again the decision is left to the Principal, in consultation with the family.

SENIOR SCHOOL EXIT STATEMENT

If you leave school before completing Year 12, you may be eligible for a school Exit Statement and a statement of attainment for completed modules of vocational certificates being studied in vocational subjects.

You are eligible for an Exit Statement if you:
- Have completed at least one semester of study in senior schooling (Years 11 and 12).
- Apply for the statement by the date when the school leaver would ordinarily have completed Year 12.
- At least one of the subjects you studied are QSA or QSA Vocational subjects for an Exit Statement.
- You are eligible for a statement of attainment if you have achieved competency in any modules of a certificate.

Application forms and further information are available at the office.

TEXTBOOKS AND RESOURCES

The school runs a Student Resource Scheme (SRS). Parents can voluntarily join the scheme or elect to purchase these same texts and learning resources (including publications, work sheets, diaries, etc., as listed on the “Subject Resource List”). The scheme purchases in bulk and has the buying power to significantly reduce the cost to parents of texts and learning resources compared to parents purchasing them privately. The SRS is approved by the P&C Association each year.

The additional user-pays subject levies for consumables, excursions, etc, are a requirement for some subjects. If these levies cannot be met, it will be necessary to choose a subject that does not have those associated costs.

PLEASE NOTE: STUDENTS WITH OUTSTANDING USER PAYS SUBJECT FEES IN YEAR 10 WILL NOT BE ABLE TO ENROL IN CORRESPONDING SUBJECTS WITH USER PAYS SUBJECT FEES IN YEAR 11 UNTIL THE OUTSTANDING FEES ARE PAID.
INSTRUMENTAL MUSIC

Students enrolled in Instrumental Music are required to pay a fee if hiring a school instrument. All students pay a fee for photocopying / purchase of ensemble music, and part of the fee contributes to maintenance of school instruments. These levies do not cover any private tuition – eg guitar.

SENIOR SECONDARY LAPTOP PROGRAM 2016

Maroochydore State High School recognizes the critical role that Digital Technologies play in enhancing student learning outcomes.

Digital Technologies:
• Enhance independence and self-initiated learning among students
• Promotes the development of 21st Century teaching and learning
• Facilitates the creation and sharing of knowledge
• Allows differentiation in learning

To facilitate this, Maroochydore State High School’s 1:1 Laptop program will continue in 2016 with both the Bring Your Own Device (BYOd) option and the School Rental option.

Note: If your student already has a school rental laptop, you can pay the yearly fee and keep the same device or return it and go BYOd.

Option 1 - BYOd Option

• Bring your own device to school next year.

What is a Bring Your Own Device (BYOD) scheme?

Students are required to provide their own laptop device for usage at school. The school will provide access to the internet, printing services and shared network drives for these devices and allow students to use the devices in class to support teaching and learning.

One of the rationales for the BYOd scheme is that students will be comfortable using a device that they “own” and manage themselves. They should be familiar with how it works and the software installed on the device.

Parents will be provided with a minimum specifications table to assist in purchasing a suitable Windows or Apple device.

A connectivity and licensing fee of $35 is payable to connect devices to the school network.

Option 2 – School Rental Option

Students wish to rent a school laptop need to pay the fee of $170. This fee includes:

• Use of software required for school lessons
• Accidental Damage Policy
• On-Site repairs
• Hot Swap program while device is being repaired
• Internet is filtered even when searching internet at home
• Protective Case
# ANCIENT HISTORY

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority</th>
<th>Duration: 220 hours</th>
</tr>
</thead>
</table>

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

Ancient History is an interesting and entertaining look into the past which helps our understanding of the present.

Through studying history, student’s will:
- Develop thinking processes and skills essential in the modern day workforce
- Understand the nature of history
- Become proficient in the processes of historical inquiry and explanation
- Understand the forces and influences that have shaped the modern world
- Develop the knowledge, abilities and ethical commitment to participate as active citizens in the shaping of the future.

## Content

### Year 11
- **Unit 1**: Studies of Archaeology.
- **Unit 2**: Studies of Pharaonic Egypt (Egypt under the rule of the Pharaohs).
- **Unit 3**: Studies of Europe in Transition
- **Unit 4**: Studies of Conflict - Greece

### Year 12
- **Unit 5**: Personalities in History: Julius Caesar
- **Unit 6**: Student choice
- **Unit 7**: Study Of Religion.
  OR
- Entertainment in the Ancient World.

## Prerequisites
A good command of English, both written and spoken, is necessary. At least a SA or better in Year 10 English and Year 10 History.

## Assessment
- Formal Tests (map, picture and document interpretation)
- Extended written essay.
- Research work.
  - written assignment
  - non-written (oral video, or computer generated presentation)

## SPECIAL SUBJECT REQUIREMENTS

- **(a)** The importance of analytical and critical thinking skills as well as research skills are also emphasised.
- **(b)** Three hours study per week is recommended
- **(c)** Ancient History covers 30 of the QCS CCEs.

## Fees (Additional to SRS charges):
Required to complete the course:
- Field Trip

## Careers
Ancient History is a people-oriented subject and is useful for careers where people skills, as well as analytical skills, are required.

Possible careers include Librarian, Lawyer, Nurse, Journalist, Teacher, Musician, Archaeologist, Historian, Police Worker, Solicitor, Politician, Political Analyst, Novelist, Travel Agent, Flight Steward, Film and Theatre Critic, Industrial Relations Officer, Film and Television Producer, Social Worker, and Child Welfare Officer, as well as many others where a knowledge of Ancient History is a decided advantage.

## Course Accreditation
Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.
**BIOLOGY**

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority</th>
<th><strong>Duration:</strong></th>
<th>220 hours</th>
</tr>
</thead>
</table>

### Aims

Biology is the study of life in its many manifestations. Students are required to be independent learners to complete set tasks and assessments.

The study of Biology provides students with opportunities to:

- gain insight into the scientific manner of investigating problems pertaining to the living world
- experience the processes of science, and that leads to the discovery of new knowledge
- develop a deeper understanding and aesthetic appreciation of the living world.

Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. The study of Biology will help students foresee the consequences of their own and society’s activities on the living world. This will enable them to participate as informed and responsible citizens in decision-making processes.

### Content

#### Year 11

<table>
<thead>
<tr>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cell Biology</td>
</tr>
<tr>
<td>Immunology and Human Defence Mechanisms</td>
</tr>
<tr>
<td>Microbiology</td>
</tr>
<tr>
<td>Systems of the Body (I).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plant Reproduction and Technology (Plant Tissue Culturing)</td>
</tr>
<tr>
<td>Ecology and Human Impacts</td>
</tr>
</tbody>
</table>

#### Year 12

<table>
<thead>
<tr>
<th>Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems of the Body (II)</td>
</tr>
<tr>
<td>Genetics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biotechnology – Cloning the CAT gene</td>
</tr>
<tr>
<td>Evolution</td>
</tr>
</tbody>
</table>

### Prerequisites

A minimum **high** achievement in Year 10 Science or a minimum **sound achievement** in Year 10 Advanced Science.

### Assessment

#### Semester 1:

- Two exams and one research practical journal. (Extended Response Task)

#### Semester 2:

- Extended experimental investigation, one exam and a field booklet

#### Semester 3:

- One exam and Extended Experimental Investigation

#### Semester 4:

- Two exams and a report

### Special subject requirements

Nil

### Fees (Additional to SRS charges):

These excursions/activities are a required element of the course.

- Yr 11 Field Excursions – 2 days
- Yr 12 Pathology Laboratory Field Trip
- Yr 12 Biotechnology Activities.
- Yr 11 & 12 Science Competition

**NOTE:**

- If students take more than one senior science subject, then they only pay for the Science Competition once.

### Careers

Microbiology, Pharmacology, Research Science, Teaching, Nursing, Medicine

### Course Accreditation

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

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority</th>
<th>Duration:</th>
<th>220 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Management builds students’ understandings of the important role that managers play in businesses that vary in size and nature. Students develop and apply their knowledge and understanding of the main functions of businesses to practical situations in developing innovative and creative ideas that solve business issues. For example, is it more feasible for Dreamworld to create a whole ‘new world’ or offer more one off special events, such as Fright Night, to increase their visitor numbers? Working in teams, students develop communication and management strategies. By considering the views of a range of stakeholders, students determine the implications of business management strategies on individuals, businesses and society and formulate and justify management strategies and recommendations that satisfy business objectives.</td>
<td></td>
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</tr>
</tbody>
</table>

### Aims

This course aims to provide students with:
- Knowledge and skills in the activities of marketing, operations, management, human resource management and financial management
- An insight into what is required to establish and manage a small business
- An awareness that self-employment and running a small business is a challenging but rewarding lifestyle, although there are risks associated with starting a new business
- The communication and interpersonal skills of working in groups and managing people in order to achieve goals

### Content

Units of study covered over the two year course include:
- Management Practices
- Marketing Management
- Operations Management
- Human Resource Management
- Financial Management
- Business Development

### Prerequisites

Sound Achievement in Year 10 English. Previous Business studies not required.

### Assessment

In addition to the conventional methods, this subject can make use of some very interesting and challenging learning activities and assessment items. These include:
- Case studies of business practices
- Computer-simulated business management
- Development of research instruments eg. questionnaires, interviews and surveys
- Managing a school-based business venture
- Contact with local business mentors

### Special subject requirements

Students are required to have
- Computer with Microsoft application
- Calculator, red and blue/black pens, ruler, eraser, pencil

### Fees (Additional to SRS charges):

A subject fee applies for a Brisbane excursion to conduct an Industry Inquiry (the organisation/s will depend on their availability) and student workbooks.

### Careers

Business Management provides an excellent foundation for students interested in small to medium enterprise, business management, human resource management, financial management, commerce, marketing and operations or corporate systems management.

### Course Accreditation

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

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority</th>
<th><strong>Duration:</strong></th>
<th>220 hours</th>
</tr>
</thead>
</table>

The Chemistry course at Maroochydore State High School emphasises a contextual approach that aims to give "real life" meaning to the study of Chemistry and being able to work scientifically in the laboratory.

## Aims

Students completing a course in Chemistry should develop:
- knowledge and understanding of chemical models, methods and language
- a capacity to work as part of a team comparable to the interactions within the community of scientists
- logical, creative and reflective thinking processes to create understandings, make decisions and solve problems
- the ability to confidently undertake scientific investigation in the laboratory, using safe and responsible practices
- scientific literacy and the ability to communicate chemical ideas effectively in a variety of forms

## Content

### Year 11

<table>
<thead>
<tr>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's The Matter?</td>
</tr>
<tr>
<td>Water – It is the Solution?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethanol: Friend or Enemy</td>
</tr>
<tr>
<td>Burn Baby Burn!</td>
</tr>
</tbody>
</table>

### Year 12

<table>
<thead>
<tr>
<th>Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redox: Metal Extraction</td>
</tr>
<tr>
<td>Rates of Reactions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drugs: Amazing Aspirin</td>
</tr>
<tr>
<td>Forensic Chemistry</td>
</tr>
</tbody>
</table>

## Prerequisites

- A minimum **SA** in Year 10 Advanced Science.
- A minimum **SA** in Year 10 Advanced Maths

## Assessment

### Semester 1:
- Extended Experimental Investigation
- Written Test

### Semester 2:
- Written Test (Stimulus Response)
- Written Test

### Semester 3:
- Written Test (Stimulus Response)
- Extended Experimental Investigation

### Semester 4:
- Written Test
- Written Test

**NOTE:** If students take more than one senior science subject, then they only pay for the Science Competition once

## Special subject requirements

Nil

## Fees (Additional to SRS charges):

- Year 11 & 12 Science Competition
- Year 11 & 12- Periodic Table

## Careers

Chemical Engineering, Analytical Chemistry, Biochemistry, Pharmacology, Forensics

## Course Accreditation

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

Subject type: Authority

Duration: 220 hours

Aims

Drama is a lot more than just performing, although this is a large part – in fact it develops higher order thinking skills such as analysis, synthesis and evaluation. It also develops self-confidence, organisational and problem-solving skills and the ability to communicate effectively in many different situations, as well as important social skills such as working with others to achieve a common goal.

Content

Year 11

Semester 1:
It's Political
- Responding - Viva Voce
- Performance - Stage Acting

It's Absurd
- Forming Task – Directing Task

Floating Unit
- Responding – Extended Written Response

Semester 2
Asian Movement
- Presenting Task – Mediatised student-devised performance

It's Indigenous
- Forming – Scriptwriting

Year 12

Semester 3
Theatre in Education
- Forming – Scriptwriting Task
- Presenting - Stage Acting (Published Playscript)

Verbatim Theatre
- Forming – Vive Voce
- Presenting - Stage Acting

Floating Unit
- Responding – Extended Written Response

Semester 4
It's Experimental
- Responding – Extended Written Response

Physical Theatre
- Presenting – Stage Acting

Teachers/students make choices to shape the direction of the unit

Units to be studied in the above order.

Prerequisites

At least a Sound Achievement in Year 10 English

Assessment

Forming – scriptwriting
Presenting - performance
Viva voce responding – written oral

Special subject requirements

Students should be studying QSA English for Year 11/12

Fees (Additional to SRS charges):

A subject fee applies to this subject each year to cover a range of performance and excursion costs.

Careers

Careers which involve working with people e.g. hospitality and travel industries, public relations work, teaching, nursing, demonstrating, advertising, teaching performing arts, maybe even politics.

Course Accreditation

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

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Economics is an academic subject designed for students who are considering a University pathway or who want to develop their interest in politics and current affairs. Economics is the study of how to use scarce resources in the best possible way. It uses media coverage of world economic problems and events to examine how different areas of the economy compete for resources and helps students understand how they are directly impacted by these events.</td>
</tr>
</tbody>
</table>

| Duration:              | 220 hours |

<table>
<thead>
<tr>
<th>Aims</th>
<th>The global aims of the subject are to develop students’ awareness and ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Understand economic events (eg. Global Financial Crisis) and the impact they have on the Australian and International economy</td>
</tr>
<tr>
<td></td>
<td>• Understand politics and the competing interests of economic groups in society</td>
</tr>
<tr>
<td></td>
<td>• Replace emotional judgment with rational objective decision making</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>The course comprises of four Core topics, of which one is studied each semester.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>These core topics include:</td>
</tr>
<tr>
<td></td>
<td>• Markets <em>(e.g. Should large supermarkets be allowed to dominate the food market?)</em></td>
</tr>
<tr>
<td></td>
<td>• Australian Economic Issues - Fiscal &amp; Monetary Policy <em>(e.g. Why does the Reserve Bank alter interest rates?)</em></td>
</tr>
<tr>
<td></td>
<td>• Micro-economic Issues <em>(e.g. How does the behaviour of individuals affect prices?)</em></td>
</tr>
<tr>
<td></td>
<td>• International Economics <em>(e.g. Will Australia follow America into a debt crisis?)</em></td>
</tr>
<tr>
<td></td>
<td>Other topics also offered as part of this economics course could include:</td>
</tr>
<tr>
<td></td>
<td>• Share market</td>
</tr>
<tr>
<td></td>
<td>• Globalisation and trade</td>
</tr>
<tr>
<td></td>
<td>• Environmental Economics</td>
</tr>
<tr>
<td></td>
<td>• Income and Wealth Distribution</td>
</tr>
<tr>
<td></td>
<td>• Population</td>
</tr>
</tbody>
</table>

| Prerequisites          | Sound Achievement in Year 10 English. Previous Business studies not required. |

<table>
<thead>
<tr>
<th>Assessment</th>
<th>As part of this course students will be required to complete;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Multiple choice/Short Answer exams</td>
</tr>
<tr>
<td></td>
<td>• Extended Written Response Items (essay exams)</td>
</tr>
<tr>
<td></td>
<td>• Research Assignments</td>
</tr>
<tr>
<td></td>
<td>• Oral Presentations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special subject requirements</th>
<th>Students are required to have access to a school laptop or similar device</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• A4 size notebook</td>
</tr>
<tr>
<td></td>
<td>• A4 size display folder for handouts</td>
</tr>
<tr>
<td></td>
<td>• Calculator, red and blue/black pens, ruler, eraser, pencil</td>
</tr>
<tr>
<td></td>
<td>• Headphones</td>
</tr>
</tbody>
</table>

| Fees (Additional to SRS charges): | A subject fee applies for the Australasian Economics Competition and for school produced Student Workbooks. |

| Careers                   | Economics is an academic subject that will develop an excellent foundation for students pursuing university studies in business, law, journalism, finance, history, psychology, philosophy, politics, teaching, mathematics or environmental science. |

| Course Accreditation       | Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education. |
# ENGLISH

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority</th>
<th>Duration:</th>
<th>Four Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Senior English course at Maroochydore SHS is developmental with Year 11 units providing the foundation of skill and work to be finalised in Year 12. Therefore, a concerted effort in Year 11 is required for a successful result in Year 12.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Aims** | • To develop the linguistic abilities of students and the foundation for discerning and active citizenship  
• To develop the ability of students to use language appropriately and effectively in a variety of situations:  
  - Form/function of critical literacy  
  - Understanding grammatical / functional foundations of language and how it works  
  - Composing/comprehending both spoken and written English fluently, appropriately, effectively and critically  
• To appreciate the English language:  
  - English as an art, contextual English, contemporary English. |
| **Content** | Semester 1 | Under the influence of the Media  
Seize the Day – the inspirational nature of film |
|              | Semester 2 | Through the Looking Glass  
Creative Writing – Appreciation of literature  
Under the Microscope  
Exploring multiculturalism |
|              | Semester 3 | Being Human  
Characterization  
Imaginative writing  
Human Frailty  
Artistic documentary drama  
Knowledge of Shakespeare |
|              | Semester 4 | Social Conscience  
Social Commentaries  
Exposing the Novel  
…Therefore I am  
Personal Reflection and Philosophy |
| **Prerequisites** | A Sound Achievement in Year 10 English. Students who achieve below a Sound Achievement will study English Communication. |
| **Assessment** | Assessment is progressive and is completed at the end of each unit. There is a balance of assignment tasks, oral presentations and in-class seen/unseen items.  
• Students must achieve a sound in both written and oral components of the course in order to receive an overall Sound Achievement at the end of each semester study.  
• There are four written and two oral items per year  
• Written work is to be Desktop published. DO NOT SUBMIT USB (refer Homework Planner) and back up all work. Drafts are to be submitted in 10/12 font and double line spacing. Exit Level of Achievement will be determined on the body of Year 12 work only. |
| **Special subject requirements** | Wider Reading is a vital part of the English course. It is well researched that students unwilling to make an effort in this regard will inhibit the development and maturity of their language learning  
• Students who genuinely display difficulties with Junior English are encouraged to discuss with their classroom teacher, HOD and Guidance Officer the selection of English Communication as an alternative to Senior English. Workplace English (ENC) compliments a student who chooses VET subject options.  
• Learning/Research and assessment work will benefit from personal computer access. |
| **Fees (Additional to SRS charges):** | A subject fee applies in Year 11 and 12 to cover one Shake & Stir Performance which supports Semester 2/3 learning and assessment tasks. |
| **Careers** | Tertiary – Journalism, Commerce, Global Studies, creative Arts, Film |
| **Course Accreditation** | • Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.  
• I x satisfactory semester contributes to the constitutes the literacy point for the QCE. |
**FILM TELEVISION AND NEW MEDIA**

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority</th>
<th>Duration:</th>
<th>220 hours</th>
</tr>
</thead>
</table>

**Aims**

Film, Television and New Media aims to promote critical and aesthetic awareness of, and practical participation in, the processes involved in the production of film and television. The program covers the three core elements of design, production and critical appraisal of film and television. The units of study throughout the two-year course are based on a developmental understanding of five core concepts and the relationships between them. This means that in Film and Television texts are created through: the technologies that enable their production and communications, the representations of reality that emerge from mainstream or alternative modes of production, the audiences that engage in the communication process, the institutions that influence their production, and the languages that enable media text to be communicated. Technologies, representations, audiences, institutions, and languages are the key areas that underpin the general objectives of Design, Practice and Critique.

**Content**

<table>
<thead>
<tr>
<th>Year 11 Formative</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction to Film and Television</td>
<td>Australian Film</td>
</tr>
<tr>
<td></td>
<td>Camera / Editing</td>
<td>TV Broadcasting</td>
</tr>
<tr>
<td></td>
<td>Storyboard and Design</td>
<td>Documentary</td>
</tr>
<tr>
<td></td>
<td>Music Video</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12 Summative</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Art of Persuasion</td>
<td>Audiences for Modern Media Genre film</td>
</tr>
<tr>
<td></td>
<td>Commercials / Advertising</td>
<td>Censorship and Classification</td>
</tr>
<tr>
<td></td>
<td>Hollywood / Bollywood</td>
<td>New Media</td>
</tr>
</tbody>
</table>

The assessment is based around designing pre and post production work for film and TV, production of a range of films and TV programs, and research assignments on topics related to the industry.

**Prerequisites**

Students must have a Sound Achievement in Year 10 English.

Students studying English Communication Skills will find this subject difficult.

**Assessment**

<table>
<thead>
<tr>
<th>Year 11 – Formative</th>
<th>Design</th>
<th>Practice</th>
<th>Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Story Boards</td>
<td>Music video clip</td>
<td>Film critique</td>
</tr>
<tr>
<td></td>
<td>Shooting Scripts</td>
<td>Documentary Film</td>
<td>Individual Oral Film Study</td>
</tr>
<tr>
<td></td>
<td>Proposals for Film / TV</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12 Summative</th>
<th>Production Design</th>
<th>Production Practice</th>
<th>Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ad. campaign</td>
<td>Individual Ad/Promotional Video</td>
<td>Censorship Review</td>
</tr>
<tr>
<td></td>
<td>Film script</td>
<td>Video</td>
<td>Persuasive Media</td>
</tr>
<tr>
<td></td>
<td>Pre /Post Production</td>
<td>Group Short Film 5-8 mins</td>
<td>Individual Focus Study</td>
</tr>
</tbody>
</table>

The assessment is based around designing pre and post production work for Film and TV, production of a range of films and TV programs and research assignments on topics related to the industry.

**Special subject requirements**

Students may need to operate outside of normal school hours to access the available equipment. Access to your own filming equipment would be a great advantage, but not necessary.

**Fees (Additional to SRS charges):**

Subject fees apply in Year 11 and Year 12 to offset the high costs of video, camera equipment and software for editing.

**Careers**

Film, TV production, Advertising, Marketing, Communications

**Course Accreditation**

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

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority</th>
<th>Duration:</th>
<th>224 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphics</td>
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</tbody>
</table>

Graphics engages students in solving design problems and presenting their ideas and solutions as graphical products. Students explore design problems through the lens of a design process where they identify and explore a need or opportunity of a target audience; research, generate and develop ideas; produce and evaluate solutions. Students communicate solutions in the form of graphical representations using industry conventions where applicable.

#### Aims

Design areas:
- Industrial design: creating and developing concepts and specifications that optimise the function, value and appearance of products and systems for the mutual benefit of both user and manufacturer
- Built environment design: architecture, landscape architecture and interior design
- Graphic design: manipulation, combination and use of shape, colour, imagery, typography and space to create visual solutions for reproduction by any means of visual communication. Graphical products include identity (logos and branding), publications (magazines, webpages, newspapers and books), advertisements, product packaging, maps and charts

#### Content

Course dimensions:
- Dimension 1: Knowledge and understanding
- Dimension 2: Analysis and application
- Dimension 3: Synthesis and evaluation

Learning Experiences:
- Sketch and draw freehand
- Develop spatial cognition and visualisation
- Produce technical graphical representations in both two dimensional and three-dimensional formats use existing and emerging technologies to present solutions graphically
- Contributes to the development of technological literacy
- Develops the communication, analytical and problem-solving skills required for a large number of educational and vocational aspirations

#### Prerequisites

Minimum C level of achievement for Year 10 Graphics or by approval of Head of Department

#### Assessment

Each year of the course will contain:
- Three design folios (one from each design area)
- One extended response test

#### Special subject requirements

Home computer, USB/External hard drive, 2H or HB pencil, eraser & sharpener

#### Fees (Additional to SRS charges):

A subject fee applies for an A3 display folder and to supplement student print credit – **Early payment essential**

#### Careers

Graphic design, industrial design, built environment design (architecture, landscape architecture and interior design), engineering, urban and regional planning, surveying/spatial sciences, and building paraprofessionals

#### Course Accreditation

Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.
INFORMATION PROCESSING AND TECHNOLOGY
[via The School of Distance Education]

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority</th>
<th>Duration: 220 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPT is offered as a subject via the School of Distance Education, where students interact with their teacher via weekly conference calls and through regular on-line communication mediums. As a result, students studying this subject need to be motivated, self-directed learners who are comfortable communicating using technology. This course covers most aspects of information processing and is not to be considered as simply a course in computer programming or practical hands on computing. Students will be expected to display a high level of commitment to the course. They should have good research skills. It is expected that they will be able to communicate at a high level in both written and verbal forms.</td>
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</table>

Aims

- To prepare students for a career in computing.
- The emphasis is on Design and the analysis of information systems through a diverse set of subjects: programming, SQL, database design, Web design, including html, Java and Php (Content may vary from year to year)
- IPT is a demanding subject, and students are expected to practise the various techniques studied to gain a high level of proficiency, as well as apply themselves to their study of the theoretical side of the subject.

The emphasis is NOT on the teaching of application software. For example students are not taught how to use a word processor or spread sheet. This knowledge is assumed.

Content

- Programming
- Relational Databases (SQL)
- Information Systems
- Intelligent Systems
- Human Computer Interaction

Prerequisites

Whilst not compulsory, it is recommended that students have achieved in Year 10 a High Achievement in Advanced Mathematics and a High Achievement in English, and have studied IT in Junior Secondary School.

Assessment

- Class Test
- Minor Projects
- Major Projects
- Writing Tasks – Essay, Report

Students will complete one to three assessment items per term in line with Education Queensland’s continuous assessment policy. Student’s knowledge and simple application skills (a criteria), and skills in analysis, synthesis, evolution and communication (b criteria), are under steady review. Assessment will be in a variety of formats including written tasks in a variety of genre, practical tests, partial and full development of software applications and formal written tests.

Special subject requirements

Special Stationery requirements (Additional to SRS charges)

Students may be required to miss part of one or two of their other subjects each week in order to participate in the online conferences. Students are required to have

- ENSURE PRINTING ACCOUNT HAS A POSITIVE BALANCE
- A USB memory stick (8GB recommended) to transport work to and from school and/or backing up data.

Fees (Additional to SRS charges):

$5.00 to cover photocopied resources and exams

Careers

This course can lead to further study at tertiary level which in turn can lead to careers in technology including programmer, system analyst, system technician, hardware designer. The computer technology and related industries are growing at a most incredible rate. Whatever your interest, there will almost certainly be a position available with more opportunities becoming available both in Australia and overseas.

Course Accreditation

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

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority</th>
<th>Duration:</th>
<th>220 hours</th>
</tr>
</thead>
</table>

### Aims
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. Information Technology Systems prepares students to cope with, and harness to their advantage, 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.

### Content
Subject matter in Information Technology Systems is organised in five interwoven elements:
- Theory and techniques
- Problem-solving process
- Project management
- Client relationships
- Social and ethical issues

Contexts provide a focus for developing the subject matter into units of work. They include:
- Animation
- Game design
- Graphic design
- Interactive media
- Multimedia
- Video special effects
- Web design

Students of ITS engage in a variety of practical learning experiences in a mostly project-based course of study.

Students will:
- 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

### Prerequisites
Nil

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

Assessment will be client focused and involve project management to ensure students are actively relating their learning to industry needs and requirements. This will include minor and major projects, assignments and formal tests.

### Special subject requirements (Additional to SRS charges)
Students are required to have:
- Earphones
- EACH STUDENT WILL NEED TO ENSURE THEIR PRINTING ACCOUNT HAS A POSITIVE BALANCE AT ALL TIMES
- An 8 Gig USB stick
- Students will be required to have access to modern computers outside the classroom (e.g. Library before and after school, home computer, student take home laptop program etc.). Significant computer project work will need to be completed outside of the classroom.

### Fees (Additional to SRS charges)
Nil

### Careers
ITS provides links to a diverse range of careers in the IT industry and is useful preparation for a large number of tertiary courses.

### Course Accreditation
Completion of four semesters at a sound or better, contributes 4 points towards achieving the Queensland Certificate of Education.
# JAPANESE
[Via The School of Distance Education]

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority</th>
<th>Duration:</th>
<th>220 hours</th>
</tr>
</thead>
</table>

## Aims
- Students learn to communicate in the language using the skills of listening, speaking, reading and writing for practical purposes. To enhance their ability to communicate. They also focus on grammatical and other structures of the language.
- Students will approach language development and an appreciation of culture, through Key Themes including **family and community, leisure, recreation and human creativity, school and post-school options** plus **social issues**.
- By the end of Year 12, students should be able to:
  - listen to and comprehend a wide range of spoken language
  - read, understand and respond to a wide variety of material
  - write with sufficient clarity and accuracy to satisfy their communicative needs
  - speak confidently and sustain a conversation on everyday topics

## Content

| Semester 1 | • Eating  
• Healthy Lifestyle and environment  
• Media  
• Advertising |
| Semester 2 | • High School Days  
• Jobs  
• The Future / Making a Choice  
• Working in Japan  
• Roles in Society |
| Semester 3 | • People Around Us  
• Living in Japan  
• Family Unit  
• Teenagers  
• Exchange Student  
• Socialising |
| Semester 4 | • Seasons and Weather  
• Planning a Trip  
• Travelling in Japan  
• Japanese Tourists in Australia |

## Prerequisites
Students must have a Sound Achievement in Year 10 Japanese, or its equivalent.

## Assessment
Ability to use the language is assessed through a variety of communicative tasks. These include:
- **Listening** Comprehending conversations, announcements, reports
- **Speaking** Role-play, having a conversation with the teacher/other students, presenting a talk on a familiar topic
- **Reading** Responding to a range of written materials, magazines, cartoons, brochures
- **Writing** Letters, postcards, school magazine articles

Students are required to complete in-class assessment tasks each term, providing the QSA with an accurate profile and evidence of the four skills across the semesters.

## Special subject requirements
- Students are encouraged to be involved in a range of co-curricular activities:
  - International Student Exchanges  
  - Language Competitions  
  - Biennial Overseas Asian Studies Tour  
  - Visits to restaurants, theatres, Language Expos  
  - Listening to ethnic radio, foreign language TV programs
- Excursions are offered as available. Transport and entry fees will apply

## Fees (Additional to SRS charges):
Nil

## Careers
Diplomat, teacher, journalist, flight steward, commerce - trade

## Course Accreditation
Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.
LEGAL STUDIES

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority</th>
<th>Duration:</th>
<th>220 hours</th>
</tr>
</thead>
</table>

Aims

In Legal Studies, students develop an understanding of the ways in which the legal system can affect the lives of Australian citizens.

By examining historical and social factors that have led society to create a legal system, students develop knowledge and understanding of the frameworks which regulate and shape our society.

By analysing Australian and international legal systems, students consider the impacts that legal decisions can have on Australian society and how diverse groups influence and are influenced by the legal system.

Legal Studies enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures.

Through inquiry, analysis, examination and problem solving, students can make decisions which may benefit themselves and the community now and in the future. The immediate relevance of Legal Studies to students’ lives should promote and motivate students to make constructive judgments and informed commentaries on the law, its system and processes, from practical and critical social perspectives.

Students examine and justify their own opinions and attitudes to legal and social issues needing resolution, preparing them to participate in society as active and informed citizens.

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics.

Content

CORE AREAS OF STUDY
- The Legal System
- Human Rights
- Introduction to civil obligations
- Criminal Law

ELECTIVE AREAS OF STUDY COULD INCLUDE:
- Civil wrongs
- Employment and the Law
- Environment and the Law
- Family and the Law
- Housing and the Law
- Indigenous Australians and the Law
- International Law
- Sport and the Law
- Technology and the Law

Students will also be expected to undertake an Independent Inquiry Task

Prerequisites

A good command of English, both written and spoken, is necessary. At least a SA or better in Year 10 English and SOSE.

Assessment

May include: short response or extended response tests, extended response research and response to stimulus tasks which could include essays, reports, multimodal presentations, speeches, articles, seminars, etc

Special subject requirements

- Semester 4 may not be attempted without having completed Semester 3
- Companion subjects are Modern History and Ancient History
- Students should be prepared to study for at least three hours per week

Fees (Additional to SRS charges):

An excursion may be organised for Year 11 and Year 12 Legal Studies students to various locations – eg Brisbane Courts, Parliament House, Qld Police Museum

Careers

Lawyer, solicitor, journalist, police officer, teacher. All careers have a legal component where it is necessary to be conversant with Legislation in that area.

Course Accreditation

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

Are you interested in a career in a justice related profession?

Students who study Legal Studies will be given the option to complete their Certificate IV in Justice Studies.
# Marine Science

**Subject type:** Authority  
**Duration:** 220 hours

Marine Science is a practical science subject that explores marine science concepts and looks at marine issues and problems by investigating a range of marine environments.

## Aims

In studying Marine Science, you will learn key concepts that relate to:

- Marine Biology
- Oceanography
- Conservation and sustainability
- Marine research skills

## Content

Units of study are:

- The Living Ocean
- Investigating the Maroochy River
- Sustainable Fishing
- The Ultimate Marine Predator
- Coral Reefs For Ever
- Tides of Change
- The Maroochy River for Everyone

You will spend at least 18 hours each year in marine environments, such as reefs, rocky shores and estuarine areas.

You will use boats and/or snorkelling equipment to access the environments under study.

## Prerequisites

- A minimum high achievement in Year 10 Science or a minimum sound achievement in Year 10 Advanced Science
- Ability to swim

## Assessment

In Marine Science, assessment includes:

- Extended response – responses to research or stimulus materials, such as an extended marine investigation report, field report, essay, article, speech or presentation
- Examinations – extended response tests or short response tests

## Special subject requirements

There are several practical venues in the local area where students will be required to provide their own transport.

## Fees (Additional to SRS charges):

- Snorkelling
- Power Boating
- Science Competition
- Course Booklets

## Careers

Marine Biology, Oceanography, Ocean Engineering, Marine Ecology

## Course Accreditation

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

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority</th>
<th>Duration:</th>
<th>220 hours</th>
</tr>
</thead>
</table>

## Aims

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. These approaches provide opportunities to work collaboratively and cooperatively in teams as well as individually.

## Content

Mathematics A involves the study of financial mathematics, applied geometry, and statistics and probability. These are used to develop:

- Knowledge and skills of computation, estimation and measurement
- Simple algebraic manipulation
- A capacity to interpret and analyse information presented in a variety of forms
- The ability to make judgments based on evidence and reasoning
- A capacity to justify and communicate results in a variety of forms

### Year 11:

**Some topics include:**

- Money budgeting
- Navigation
- Scale drawing
- Measurement and Calculation
- Trigonometry
- Data Collection and Analysis
- Earning money

## Prerequisites

C or better in either advanced or mainstream mathematics in Year 10

## Assessment

As well as undertaking pen and paper tests, students may be required to construct models, use computer software or calculators, write assignments or reports, carry out investigations or give oral presentations on a prepared topic.

## Special subject requirements

Scientific calculator - Casio fx-82AU Plus

## Fees (Additional to SRS charges):

In 2015, all students will have access to the Maths online program. The school has negotiated a special price of $8.00 per student per year.

- Maths competition (invitation only)

## Careers

### Why study this subject?

Mathematics A aims to provide the opportunity for students to continue to participate fully in lifelong learning. It is recommended for students wishing to pursue further study and training at tertiary level in areas such as:

- Toolmaking, sheet-metal working, fitting and turning, carpentry and plumbing, auto mechanics
- Tourism and hospitality
- Administrative and managerial employment in a wide range of industries
- Architecture and nursing

## Course Accreditation

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

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority</th>
<th>Duration:</th>
<th>220 hours</th>
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</thead>
</table>

## Aims
Mathematics B involves the study of mathematical functions and their applications, differential and integral calculus and applied statistical analysis. These are used to develop:

- Knowledge and skills in advanced computation and algebraic methods and procedures
- Mathematical modelling and problem-solving strategies and skills
- The capacity to justify mathematical arguments and make decisions
- The capacity to communicate about mathematics in a variety of forms

## Content
Some topics include:

- Algebra and Exponentials
- Trigonometry
- Applied Statistics
- Quadratics
- Functions
- Derivatives and Integration
- Probability

### Why study this subject?
Mathematics B aims to provide the opportunity for students to participate more fully in lifelong learning. It is recommended for students wishing to pursue further study and training at tertiary level in areas such as:

- Mathematics and science education
- Natural and physical sciences, especially physics and chemistry
- Medical and health sciences, including human biology, biomedical, nanoscience and forensics
- Engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining
- Information technology and computer science, including electronic and software

Mathematical applications in:
- Energy and resources – management and conservation
- Climatology
- Design and built environment
- Industry, manufacturing and trades
- Business and tourism
- Primary industries and environment
- Economics and commerce
- Statistics and data analysis
- Information technology and computer science, including electronic and software

- Pure mathematics

## Prerequisites
Students must have achieved at least a C or better in Advanced Maths

## Assessment
As well as undertaking pen and paper tests, students may be required to construct models, use computer software or graphics calculators, write assignments or reports, carry out investigations or give oral presentation on a prepared topic.

## Special subject requirements
- Scientific Calculator – Casio Fx-82AU Plus and T1-84+ graphical calculator
- 5mm Grid book
- Contact Kerrie McAlister in B Block for further information concerning subject selection.

Students who are unsuccessful at Maths B have the opportunity to choose Maths A at the end of each semester.

## Fees (Additional to SRS charges):
In 2016, all students will have access to the Maths online program. The school has negotiated a special price of $8.00 per student per year.

- AMT Mathematics Competition entry
- Graphics calculator hire (Currently $50.00 per year - $20 will be refunded once the calculator is returned at the end of the year).

## Careers
Why study this subject? This subject is recommended to students wishing to pursue University level study in the following fields: Mathematics and Science Education; Engineering Sciences; Medical and Health Sciences; Natural and Physical Sciences

## Course Accreditation
Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.
# MATHEMATICS C

<table>
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<tr>
<th>Subject type:</th>
<th>Authority</th>
<th>Duration: 220 hours</th>
</tr>
</thead>
</table>

## Aims
Mathematics C involves the study of mathematical concepts such as groups, Real and complex number systems, matrices, vectors, calculus, mathematical structures, linear programming, conics, dynamics and advanced periodic and exponential functions. These are used to develop:
- Knowledge and skills in advanced computation and algebraic methods and procedures
- Mathematical modelling and problem-solving strategies and skills
- The capacity to justify mathematical arguments and make decisions
- The capacity to communicate about mathematics in a variety of forms

## Content
Why study this subject?
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 (in particular in the study of vectors, matrices and calculus), and to provide further opportunity for students to participate more fully in lifelong learning.

Mathematics C is recommended for students wishing to pursue further study and training at tertiary level in areas such as:
- Mathematics and science education
- Natural and physical sciences, especially physics and chemistry
- Medical and health sciences, including human biology, biomedical, nanoscience and forensics
- Engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining
- Information technology and computer science, including electronic and software
- Mathematical applications in:
  - Energy and resources – management and conservation
  - Climatology
  - Design and built environment
  - Industry, manufacturing and trades
  - Business and tourism

## Prerequisites
- Students must have achieved a B in Year 10 Advanced Maths
- Maths C is only available to students who have also selected Maths B
- Maths C is a sequential subject which must be commenced in Semester 1 Year 11

## Assessment
As well as undertaking pen and paper tests, students may be required to construct models, use computer software or graphics calculators, write assignments or reports, carry out investigations or give oral presentation on a prepared topic.

## Special subject requirements
- AMT Mathematics Competition entry
- Scientific Calculator
- Graphics Calculator Hire (Currently $50 - $20 will be returned once calculator is returned at the end of the year).
- 5mm Grid book

## Fees (Additional to SRS charges):
Nil

## Careers
Why study this subject? This subject is recommended to students wishing to pursue University level study in the following fields: Mathematics and Science Education; Engineering Sciences; Medical and Health Sciences; Natural and Physical Sciences

## Course Accreditation
Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.
MODERN HISTORY

Subject type: Authority | Duration: 220 hours

Aims

Studying Modern History can help us live more effectively as global citizens. To live purposefully, ethically and happily with others, we must be able to make wise decisions. Modern History can help us develop the knowledge, skills and values needed to make those decisions.

Through studying history, students will:

- Understand the nature of history
- Develop thinking processes and skills essential in the modern day workforce
- Become proficient in the processes of historical inquiry and explanation
- Gain an understanding of the historical origins of issues, forces and trends impacting on our world today
- Develop the knowledge, abilities and ethical commitment to participate as active citizens in the shaping of the future
- Develop critical thinking skills
- Discuss major issues and their impact on Australians and the world as a whole
- Cover 31 of the QCS Skills (CCEs)

Content

Semester 1 - Theme: National History
- No worries, she’ll be right, mate!
  Australia’s Cultural Identity
  - Bush Beer Barbies
  Individual in History – Inquiry Test
  - Aussie Battlers

Semester 2 - Theme: Studies / Conflict
- March to War (WW1)
- Into the Fiery Furnace: Hitler takes the Stage
- Cold War – nearly Hot

Semester 3 – Studies of Hope
- Fight the Good Fight (Promoting Human Rights)
- Black Fella, White Fella – Campaigns promoting Racial Justice and Equality
- Flower Power vs Fire Power (The Peace Movement)

Semester 4 - History and Futures
- Right or Wrong: Shades of Grey (Ethical Dilemmas)
- Money Militarists and Mayhem (Future Studies)

Prerequisites

A good command of English, both written and spoken, is necessary. At least a SA or better in Year 10 English and SOSE.

Assessment

- Formal tests (map, picture and document interpretation)
- Extended writing essays
- Research work: presented as - written assignment OR - non-written (oral, video, or computer generated presentation)

Special subject requirements

- Companion subjects are “Legal Studies”, “Economics”, “Ancient History” and “Geography”
- Analytical and critical thinking skills are encouraged and developed. These are prerequisites for living in a contemporary society
- Minimum three hours study per week is recommended

Fees (Additional to SRS charges):

Field Trip

Careers

Extremely useful preparation for tertiary study
(a) Possible careers include – Journalist; Librarian; Lawyer; Nurse; Teacher; Musician; Archaeologist; Historian; Police Worker; Solicitor; Politician; Analyst; Novelist; Travel Agent; Flight Steward; Film and Theatre Critic; Industrial Relations Officer; Film and Television Producer; Social Worker and Child Welfare Officer as well as many others where a knowledge of history is a decided advantage
(b) History is a people-oriented subject and is useful for careers where people-skills, as well as analytical skills, are required.

Course Accreditation

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

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority</th>
<th>Duration:</th>
<th>220 hours</th>
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</table>

### Aims

This work program aims to develop a broad and integrated understanding of music. Central to the course are the three interacting dimensions of **musicology, composing** and **performing**. Integral to these dimensions is the literature of music.

**Musicology** involves understanding and finding meaning in music from a variety of social and cultural contexts. Recognising and notating music are central to this dimension which also promotes an appreciation of music through visual and aural analysis of a wide and varied range of music.

**Composing** is the planned creation of music. It involves the development of music writing techniques for both vocal and instrumental music.

**Performing** involves playing, singing, conducting, improvising and accompanying.

Within the course all three dimensions incorporate problem solving, higher order thinking skills and expressive responses.

### Content

#### Year 11

<table>
<thead>
<tr>
<th>Semester One</th>
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<tbody>
<tr>
<td><strong>Music’s Greatest Hits</strong></td>
</tr>
<tr>
<td>• Formal Examination (Musicology)</td>
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<tr>
<td>• Composition</td>
</tr>
<tr>
<td>• Performance (Small Ensemble/Solo)</td>
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<table>
<thead>
<tr>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heroes and Villains</strong></td>
</tr>
<tr>
<td>• Extended Written Response (Musicology)</td>
</tr>
<tr>
<td>• Composition</td>
</tr>
<tr>
<td>• Performance (Small Ensemble/Solo)</td>
</tr>
</tbody>
</table>

#### Year 12

<table>
<thead>
<tr>
<th>Weeks 1-15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A kaleidoscope of Australian music</strong></td>
</tr>
<tr>
<td>• Extended Written Response (Musicology)</td>
</tr>
<tr>
<td>• Composition</td>
</tr>
<tr>
<td>• Performance (Small Ensemble/Solo)</td>
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<table>
<thead>
<tr>
<th>Weeks 16-30</th>
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</thead>
<tbody>
<tr>
<td><strong>Music of the stage and screen</strong></td>
</tr>
<tr>
<td>• Extended Written Response (Musicology)</td>
</tr>
<tr>
<td>• Composition</td>
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<tr>
<td>• Performance (Small Ensemble/Solo)</td>
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<tr>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Jazz Music</strong></td>
</tr>
<tr>
<td>• Composition, Musicology or Performance task</td>
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</tbody>
</table>

### Prerequisites

Students must have a sound achievement in Year 10 music and have **fluent music reading skills i.e. be able to read and play treble and/or bass clef music** AND / OR have studied a musical instrument for at least three years and have **fluent music reading skills**. (Treble and/or bass clef music). Students are expected to be actively participating within an ensemble or solo performance endeavour.

**Further information:**

This course is suitable not only for students wishing to make a career out of music, but also those who have an interest in music as a recreational pursuit which may be continued after they leave school or revived later in life. Life skills, for example, self-confidence, creative thinking, refined listening, leadership, team work and appreciation of our cultural heritage are also fostered.

### Assessment

- Year 11 is formative, Year 12 is summative.
- **Musicology:** One formal test and one assignment per Semester
- **Composing:** One composition per semester (vocal and instrumental)
- **Performing:** Two performances per semester (both playing and/or singing)

### Special subject requirements

At least a Sound Achievement in Year 10 Music and English

### Fees (Additional to SRS charges):

A subject fee applies for consumables – eg Adaptors, Headphones, Leads, Strings, Disks and an excursion

### Careers

Teaching (Early childhood, primary, high), child care worker, Music Therapy, Professional/semi professional musician, Private music teacher, Dancer, Recreation worker, areas of Film/Television/radio, Sound Engineer, Composer/arranger, Promotion, Armed Forces.

### Course Accreditation

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

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority</th>
<th>Duration:</th>
<th>220 hours</th>
</tr>
</thead>
</table>

## Aims

Through a process of acquiring, applying and evaluating, students will:

- Demonstrate the ability to select and use information to enhance physical performance and make informed decisions about their involvement in physical activity.
- Understand the interrelationship between psychological, biomechanical, physiological and sociological factors which influence individual and team physical performances.
- Become physically educated students who can analyse and evaluate their own and others physical performance.
- Pursue excellence in performance of practical skills.

## Content

### Year 11

- **Semester 1:**
  - Skill Acquisition
  - Biological Bases of Training and Exercise
  - Volleyball 1
  - Touch 1
- **Semester 2:**
  - Lifestyle, Leisure and Recreation
  - Psychology of Learning Physical Skills
  - Badminton 1
  - Golf 1

### Year 12

- **Semester 3:**
  - Biomechanical Principles
  - Body, Culture and Physical Activity
  - Golf 2
  - Badminton 2
- **Semester 4:**
  - Acquiring and evaluating physical performance capabilities
  - Money, Media, Power and
  - Touch 2
  - Volleyball 2

## Prerequisites

- Sound Achievement or better in English or Sound Achievement in Health & Physical Education in Year 10.
- Enjoyment and an appreciation of the benefits of physical activity.

## Assessment

### Year 11

- **Written Tasks**
  - One essay written under exam conditions (Term 1)
  - Three assignments (800-1000 words) (Terms 2, 3 and 4 - including multi-modal task)
- **Physical Task Performance**
  - Performance in physical tasks for the 4 physical activities

### Year 12

- **Written Tasks**
  - One essay written under exam conditions (Term 1)
  - Three assignments (800-1000 words) (Terms 2, 3 and 4 - including multi-modal task)
- **Physical Task Performance**
  - Performance in physical tasks for the 4 physical activities

## Special subject requirements

A laptop is required for this subject

**Year 11 & 12 Physical Education**

## Fees (Additional to SRS charges):

A subject fee applies to each of Year 11 and Year 12 for school produced workbooks

## Careers

Possible careers include:

- Teaching
- Defence Services
- Physiotherapy
- Medical Sciences
- Sports Sciences
- Nursing
- Fitness Industry
- Chiropractic

Apart from possible careers, this course leads to an improvement in an individual’s lifestyle and health patterns, through the ability to analyse and evaluate present patterns.

## Course Accreditation

Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.
<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority</th>
<th>Duration:</th>
<th>220 hours</th>
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</table>

<table>
<thead>
<tr>
<th>Aims</th>
<th>Physics aims to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• develop student knowledge and understanding of the fundamental concepts and principles of physics</td>
</tr>
<tr>
<td></td>
<td>• provide students with opportunities to investigate and model the physical nature of the world around us</td>
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<tr>
<td></td>
<td>• develop an appreciation of the usefulness of physics in explaining natural phenomena</td>
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<tr>
<td></td>
<td>• improve student abilities to be responsible decision-makers</td>
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<tr>
<td></td>
<td>• speculate and hypothesise about logical relationships, deductions and consequences of scientific ideas</td>
</tr>
<tr>
<td></td>
<td>• use methods of scientific inquiry to solve physical problems set in real-world contexts</td>
</tr>
<tr>
<td></td>
<td>• develop communication and investigative skills pertinent to Science</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>Semester 1</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Theme Parks</td>
</tr>
<tr>
<td></td>
<td>Something in the Air</td>
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</table>

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>The Science of Ancient Weapons</td>
</tr>
<tr>
<td></td>
<td>Sound of Music</td>
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<table>
<thead>
<tr>
<th>Year 12</th>
<th>Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>Flight</td>
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</table>

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<thead>
<tr>
<th>Year 12</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>We're Out of Here – Space</td>
</tr>
<tr>
<td></td>
<td>Medical Science</td>
</tr>
</tbody>
</table>

| Prerequisites | A minimum SA achievement in Year 10 Advanced Science and a minimum SA in Year 10 Advanced Mathematics |

| Assessment | • Formal written tests |
|            | • Practical Experiments and Reports |
|            | • Extended Experimental Investigations |
|            | • Extended Research Tasks, Response to Stimulus material |

**NOTE:** If students take more than one senior science, they only pay once for the Science Competition.

| Special subject requirements | Nil |

<table>
<thead>
<tr>
<th>Fees (Additional to SRS charges):</th>
<th>Subject fees apply to Year 11 and 12 to cover Science Competitions, student booklets and construction materials for EEIs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All students are required to participate.</td>
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</tbody>
</table>

| Careers | Engineering, Research, Geophysics, Seismology, Teaching |

| Course Accreditation | Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education. |
# VISUAL ART

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority</th>
<th>Duration: 220 hours</th>
</tr>
</thead>
</table>

## Aims

This work program aims to promote critical, cultural and aesthetic understandings through participation in the processes involved in the whole art experience. The objectives of this program are separated into three categories – making, appraising and affective.

- **Making** is the production of artworks. By the conclusion of the course, students should be able to demonstrate this objective through visual literacy and application. Visual literacy (creativity) entails understanding and applying the elements and principals of design and themes through researching, developing and resolving individualised art works. Application (skill) entails understanding, selecting and manipulating art materials, techniques and processes through researching, developing and resolving.

- **Appraising** (Art History / Theory) is the appreciation of artworks (of others and one's own). Appraising entails describing, analysing, interpreting and evaluating information through researching, developing and resolving individualised responses. Essentially this is the study of Art and Art History.

- **Affective** objectives are concerned with attitudes, values and feelings, to value and be confident in one’s own creative ability and value the contributions of other artists and art itself in different cultures and contexts. This criteria is not assessed for exit.

## Content

### Year 11

#### Semester 1 & 2: 2D/3D Design / Media Studies

- **Making Task 1** - Concept: 'Semiotics' - 2D mark making, mixed media, and experimental folio.
- **Appraising Task 1** – Assignment (800-1000 words)
- **Making Task 2** – Concept: 'Representation' – series of 2D mixed media.
- **Appraising Task 2** – Assignment (800-1000 words)

### Year 12

#### Semester 3 & 4:

- **Making Task 1** - Concept: 'Existence' – student directed body of work, 2D3D, time based media.
- **Appraising Task 1** – Assignment (800-1200 words)
- **Making Task 2** – Concept: 'Essence' – student directed body of work, students select own media.
- **Making Task 2** – Assignment (800-1200 words).
- **Personal extension folio** – student choice of making or appraising task.

**Making / Appraising – Summative**

## Prerequisites

A sound achievement in English or a sound achievement in Art in Year 10.

## Assessment

### Year 11 (formative)

#### Making

- Three folios of resolved artwork.
- One experimental folio, mixed media.
- One folio, series of 2D artworks.
- One formative body of work, 2D/3D, time based media.
- Visual diary (research and development)

#### Appraising

- Two research assignments (800-1000 words)

### Year 12 (summative)

#### Making

- Three resolved folios.
- Two bodies of work, student directed using a variety of media including 2D/3D and time based media.
- One personal extension folio.
- Making or appraising Visual Diary (research and development).

#### Appraising

- Two research assignments (1000-1200 words).

The personal extension folio (Term 4 – 4/5 weeks) is one opportunity for students to further develop concepts from previous bodies of work or resolve new making or appraising tasks. It is a compulsory unit of work.

## Special subject requirements

Nil

## Fees (Additional to SRS charges):

Subject fees apply for canvas, clay, glazes, brushes, paints, silk, Visual Diary, perspex, plaster bandage, screenprinting materials, colour photocopies, folder, digital photography and excursions. Students will also be required to purchase some materials for major art works.

## Careers

- Artist
- Architect
- Advertising Design
- Interior Design Graphics
- Primary Teaching
- Hairdresser
- Early Childhood Work
- Primary Teaching

## Course Accreditation

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

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority Registered</th>
<th>Duration:</th>
<th>220 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>The subject Aquatic Practices investigates how Australians interact with their coastal waters, freshwater rivers, lake and wetlands.</td>
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</tbody>
</table>

**Aims**

The subject promotes an appreciation of the role coastal waters and inland waterways play in tourism, recreation, transport and food production and of the legal and safety issues and codes of practice associated with waterways.

Aquatic Practices includes four areas of study: Environmental, Recreational, Commercial and Cultural. Knowledge understanding and skills related to ‘Safety and management practices’ are embedded in all four areas of study.

By studying Aquatic Practices, students can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture.

**Content**

Units of Study are:
- Snorkelling
- Fishing
- Boating
- Coastlines and Surfing
- Sailing
- Power Boating
- Marine Life
- First Aid

**Prerequisites**

- A minimum **sound** achievement in Year 10 Science
- Ability to swim

**Assessment**

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

**Special subject requirements**

There are several practical venues in the local area where students will be required to provide their own transport

**Fees (Additional to SRS charges):**

- Snorkelling
- Power Boating
- Sailing
- Surf Rescue Tuition
- First Aid Course
- Underwater World Excursion
- Course Booklets
- Commercial Fishing Excursion

**Careers**

Recreation, Tourism, Fishing, Aquaculture

**Course Accreditation**

Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education
# ENGLISH COMMUNICATION

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority Registered</th>
<th>Duration:</th>
<th>Four Semesters</th>
</tr>
</thead>
</table>

## Aims

This subject is designed for students who aim to improve workplace language competence and confidence. This is a second option for the study of English and therefore meets the compulsory study of this subject for students who do not require QSA English for Tertiary entrance. Primarily it is recommended to choose English Communication to complement Vocational Learning Options. The QCE literacy standards also apply.

This subject is vocationally orientated, **but does not include any VET certificate qualifications.** Students will receive a level of achievement in this English subject. Skills developed will help prepare students for workplace literacy and daily core English skills and contribute to QCE literacy standard and continued learning.

## Content

### Year 11

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Communication – The Generation Gap, Codes of Behaviour Novel Study</td>
<td>Enterprise Education – Express Yourself</td>
</tr>
<tr>
<td>Writing For the Workplace</td>
<td>Tell me a Tale</td>
</tr>
</tbody>
</table>

### Year 12

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protected by Law – Credit, Independent Living, Social Media</td>
<td>‘Shakespeare Rocks’</td>
</tr>
<tr>
<td>Everyday Heroes - Charity vs Charitable</td>
<td>I’m an Individual – personal philosophy</td>
</tr>
</tbody>
</table>

## Prerequisites

Students who are genuinely experiencing difficulty in Year 10 English, have achieved less than a sound by the end of Year 10 English, and who have selected Vocational Education subjects are encouraged to consider the course as an alternative to Senior English.

## Assessment

- Assessment is both 45% written and 55% oral, and are progressively sighted and signed over each Term
- For School-Based (criteria) purposes, a Sound result in both written and oral skills is required for an overall Sound Achievement at exit. This is in line with QCE literacy expectations
- Written work is required to be Desk Top Published or handwritten in booklet resources, where indicated on the task sheet.
- Oral work is delivered in either digital or public presentation format, as per the work program
- Refer QSA English/Homework Planner

## Special subject requirements

- As this is a work-based literacy subject, it would be an advantage to either be part-time employed, in a traineeship or structured work placement. This allows the learner a “workplace” in which to relate the course material.
- This subject is enhanced for learners who enrol in the school’s traineeships, school to work programs, as well at part time employment by providing Workplace Expectations and Prior Learning experiences which boost skill levels.
- This course requires evidence of competence in computer literacy for the workplace. Weekly personal computer access is necessary to meet this course condition.

## Fees (Additional to SRS charges):

- Subject fees apply in Year 11 to cover the cost of one Shake & Stir Theatre Performance, Industry Visits
- A subject fee applies in Year 12 for one Shake & Stir Theatre Performance

## Careers

Vocational – Trade, Retail, Early Childhood, Education – Lower Primary

## Course Accreditation

Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education
# PREVOCATIONAL MATHS

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority Registered</th>
<th>Duration:</th>
<th>220 hours</th>
</tr>
</thead>
</table>

## Aims

Numeracy is the ‘effective use of mathematics to meet the general demands of life at home, in paid work, and for participation in community and civic life’.

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

Students study five topics (number, data, location and time, measurement and finance) in contexts which have relevance to them. Because these contexts foster cooperation and are supportive, enjoyable and non-competitive, students develop positive attitudes towards the use of mathematics.

Students’ confidence improves when they have sufficient time to discover how to solve problems, discuss, guess at answers, take chances, try things out, be wrong, and most importantly, experience success. Students learn that there is rarely one way of doing things.

## Content

During a course of study, students should

- Build confidence and experience success when using mathematics in every day contexts
- Improve their preparedness for entry to work, apprenticeships, traineeships, or further study by developing their numeracy
- Develop skills such as using a calculator, identifying, measuring, locating, interpreting, estimating, applying, communicating, explaining, problem solving, making informed decisions, and working cooperatively with others and in teams
- Be able to organise mathematical ideas and represent them in a number of ways such as objects and pictures, numbers and symbols, rules, diagrams and maps, graphs, tables and texts.
- Be able to present findings orally and in writing
- Be able to use relevant technologies
- Be able to make informed decisions

## Prerequisites

Nil

## Assessment

As well as undertaking paper and pen tests, students may be required to do a calculator test, instrument checklist, research assignment or in-class practical tasks

## Special subject requirements

Nil

- Basic Calculator

## Fees (Additional to SRS charges):

In 2015, all students will have access to the Maths online program. The school has negotiated a special price of $8.00 per student per year.

## Careers

This course is well suited to students who prefer to work on self-paced tasks as individuals or in small groups. Students who have a history of difficulty with maths frequently find this course provides the chance to develop basic skills required in the work force.

It is popular with students who study Vocational Education Subjects.

## Course Accreditation

Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education
# VISUAL ART STUDIES

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Authority Registered</th>
<th>Duration:</th>
<th>220 hours</th>
</tr>
</thead>
</table>

### Aims

This subject is offered to students to provide a more practical hands on art experience. Students are assessed on their exploration and knowledge of art making processes and their ability to create artworks for a particular purpose.

In doing so students will:
- Value themselves as artists through emerging self-confidence.
- Develop knowledge about Visual Art.
- Build practical skills and techniques that may lead to further engagement in the Arts.
- Gain enjoyment and satisfaction through artistic expression.

### Content

**Year 11**

- **Semester 1**
  - Logo Design
  - Fashion Design
  - Ceramic Mug/Tile
  - Screenprint
  - Backdrop Design

- **Semester 2**
  - Business Design/Mosaic
  - Lino Block
  - Computer Graphics
  - Painting

**Year 12**

- **Semester 3**
  - Decorated Mirror
  - Product packaging
  - Ceramic Platter
  - Cover for School Magazine

- **Semester 4**
  - Wind Chime/Masks/Ceramic Pot
  - Painting
  - Interior Design/Cardmaking

**Formative**

### Prerequisites

Nil

### Assessment

Each item listed above is assessed on the following criteria:

**Exploring**
- Explore processes and skills.
- Learn to solve art problems.
- Communicate purpose through art works.

**Knowing**
- Understand processes.
- Essential terminology
- Workplace, Health and Safety practices.

**Expressing**
- Demonstrate practical skills.
- Work independently/ collaboratively to achieve goals.
- Apply Workplace, Health and Safety practices.

### Special subject requirements

An interest in Creative Arts

### Fees (Additional to SRS charges):

Subject fees apply in Year 11 and 12 for mirror, ceramic mugs, boards, ceramic platter, clay, glaze, printmaking supplies.

### Careers

Graphic Design and other craft related industries (as outlined in Semesters of study above)

### Course Accreditation

Successful completion of all four semesters contributes 4 points towards achieving the Queensland Certificate of Education.
# HLT32412 – CERTIFICATE III IN ALLIED HEALTH ASSISTANCE (YEAR 11 AND 12 - 2015) TBC

RTO Cairns Training Academy 30857 - For further information on services, training and assessment refer to Cairns Training Academy enrolment package. Delivered and assessed by Maroochydore State High School (30397) staff.

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>VET qualification</th>
<th>Duration:</th>
<th>Two years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification description:</td>
<td>Certificate III in Allied Health Assistance is a nationally recognised qualification that complies with the Australian Qualification Framework. The HLT32412 Certificate III in Allied Health Assistance is designed to cover workers who provide assistance to allied health professionals. Workers at this level operate under direct supervision and do not conduct programs or therapeutic interventions. AIMS: The HLT32412 Certificate III in Allied Health Assistance is designed to help students:</td>
<td></td>
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<tr>
<td>Entry requirements:</td>
<td>Students must have at least a Sound Achievement in English and Maths in Year 10 as a pre-requisite. Participation in all assessment. Student laptop is a requirement for this course. Ability to work in an industry environment and handle industry standard equipment. Compliance of Code of Conduct requirements of Maroochydore State High School. Compliance with any directions on work, health and safety matters.</td>
<td></td>
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</tr>
<tr>
<td>Qualification Packaging Rules:</td>
<td>HLT32412 Certificate III in Allied Health Assistance 10 core units 5 electives units Successful completion of all four semesters contributes HLT32412 Certificate III in Allied Health Assistance - 8 points towards achieving the Queensland Certificate of Education.</td>
<td></td>
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<tr>
<td>Core and Electives:</td>
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<tr>
<td>Year 1</td>
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<td></td>
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<tr>
<td>BSBMED301B</td>
<td>Interpret and apply medical terminology appropriately</td>
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<tr>
<td>HLTAP301B</td>
<td>Recognise health body systems in a health care context</td>
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<tr>
<td>HLTN301C</td>
<td>Comply with infection control policies and procedures</td>
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<tr>
<td>HLTHWS200A</td>
<td>Participate in WHS processes</td>
<td></td>
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<tr>
<td>HLTHIR403C</td>
<td>Work effectively with culturally diverse clients and co-workers</td>
<td></td>
<td></td>
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<tr>
<td>BSBINM301A</td>
<td>Organise workplace information</td>
<td></td>
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<tr>
<td>HLTHIR301A</td>
<td>Communicate and work effectively in health</td>
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<tr>
<td>CHCDIS301C</td>
<td>Work effectively with people with a disability</td>
<td></td>
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<tr>
<td>CHCAC318B</td>
<td>Work effectively with older people</td>
<td></td>
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<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>HLTFA311A</td>
<td>Apply first Aid</td>
<td></td>
<td></td>
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<tr>
<td>BSBLFLM303C</td>
<td>Contribute to effective workplace relationships</td>
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<tr>
<td>HLTCSD201B</td>
<td>Maintain high standard of client services</td>
<td></td>
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<tr>
<td>HLTAH301C</td>
<td>Assist with an allied health program</td>
<td></td>
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<tr>
<td>CHC301E</td>
<td>Interact effectively with children</td>
<td></td>
<td></td>
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<tr>
<td>HLTCSD305D</td>
<td>Assist with client movement</td>
<td></td>
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<tr>
<td>Learning experiences:</td>
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<tr>
<td></td>
<td>• Practical tasks</td>
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<td></td>
<td>• Group work</td>
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<tr>
<td></td>
<td>• Activities in simulated training work environments</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Excursions</td>
<td></td>
<td></td>
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<tr>
<td>Assessment:</td>
<td>Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way</td>
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<tr>
<td></td>
<td>Evidence gathering methods include:</td>
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<tr>
<td></td>
<td>• Direct observation checklist</td>
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<tr>
<td></td>
<td>• Product resulting from an activity</td>
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<td></td>
<td>• Direct verbal or written questioning checklist</td>
<td></td>
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<tr>
<td></td>
<td>• Reports from workplace supervisor</td>
<td></td>
<td></td>
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<tr>
<td>Pathways:</td>
<td>This course would be useful to students who are looking to complete TAFE/Uni. after high school, or those considering a future career in the Allied Health industry. Careers offerings could include Therapy assistant, Podiatry assistant, Physiotherapy assistant, Speech pathology assistant, Occupational therapy assistant, Allied health assistant</td>
<td></td>
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</tr>
<tr>
<td>Fees:</td>
<td>A subject fee applies to cover consumable materials and equipment, Practical Polo shirt, guest speaker costs and any organised excursions.</td>
<td></td>
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</tr>
<tr>
<td>Further information:</td>
<td>Contact the VET HOD/RTO Manager, Ms Gerbo, <a href="mailto:lgerb1@eq.edu.au">lgerb1@eq.edu.au</a> for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service agreement:</td>
<td>This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate as per the rights and obligations outlined in the enrolment process and student handbooks provided. Students successfully achieving 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. This information is correct at time of publication but subject to change (26 March 2015.)</td>
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</tbody>
</table>
HLT33112 - CERTIFICATE III IN BASIC HEALTH CARE (YEAR 11 2016) TBC

RTO Cairns Training Academy 30857 - For further information on services, training and assessment refer to Cairns Training Academy enrolment package. Delivered and assessed by Maroochydore State High School (30397) staff.

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>Qualification description:</th>
<th>Duration:</th>
<th>Two years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core and Electives:</td>
<td>Certificate III in Basic Health Care is a nationally recognised qualification that complies with the Australian Qualification Framework. The HLT33112 Certificate III in Basic Health Care is designed to cover workers who provide assistance to allied health professionals. Workers at this level operate under direct supervision and do not conduct programs or therapeutic interventions. AIMS: The HLT32412 Certificate III in Allied Health Assistance is designed to help students: • Work effectively in the health sector • Support clients participating in an Allied Health Program or accessing an Allied Health Professional • Ensure client and workplace relationships are integral to positive outcomes for all stakeholders.</td>
<td></td>
<td>Two years</td>
</tr>
</tbody>
</table>

| Entry requirements: | Students must have at least a Sound Achievement in English and Maths in Year 10 as a pre-requisite. Participation in all assessment. Student laptop is a requirement for this course. Ability to work in an industry environment and handle industry standard equipment. Compliance of Code of Conduct requirements of Maroochydore State High School. Compliance with any directions on work, health and safety matters. | | |

| Qualification Packaging Rules: | HLT33112 Certificate III in Basic Health Care | | |
| Core Electives: | • 5 core units | | |
| Electives (Choose from): | • 10 electives units | | |
| | Successful completion of all four semesters contributes HLT33112 Certificate III in Basic Health Care - 8 points towards achieving the Queensland Certificate of Education. | | |

| Learning experiences: | • Practical tasks | | |
| | • Group work | | |
| | • Activities in simulated training work environments | | |
| | • Excursions | | |

| Assessment: | Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way Evidence gathering methods include: • Direct observation checklist • Product resulting from an activity • Direct verbal or written questioning checklist • Reports from workplace supervisor | | |

| Pathways: | This course would be useful to students who are looking to complete TAFE/Uni. after high school, or those considering a future career in the Allied Health industry. Careers offerings could include Voluntary (or paid) ambulance work, first aid provider, Medical assistant (various) and assistant in health, allied health and/or care facility | | |

| Fees: | A subject fee applies to cover consumable materials and equipment, Practical Polo shirt (if required), guest speaker costs and any organised excursions. | | |

| Further information: | Contact the VET HOD/RTO Manager, Ms Gerbo, igerb1@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment. | | |

| Service agreement: | This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving 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. This information is correct at time of publication but subject to change (26 March 2015.) | | |
BSB20115 – CERTIFICATE II IN BUSINESS

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>VET qualification</th>
<th>Duration:</th>
<th>2 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification</td>
<td>VET qualification</td>
<td>Duration:</td>
<td>2 years</td>
</tr>
<tr>
<td>description:</td>
<td>Certificate II in Business is a nationally recognised qualification that complies with the Australian Qualification Framework.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Certificate II in Business is a general business subject designed to support students pursuing a work placement or VET pathway. This course gives students the practical skills they need to work in a variety of business and office environments and roles but specifically supports work in the tourism/hospitality, customer service and events management areas.</td>
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<tr>
<td>Entry requirements:</td>
<td>There are no entry requirements for this qualification.</td>
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</tr>
<tr>
<td>Qualification</td>
<td>Total number of units = 12</td>
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</tr>
<tr>
<td>Packaging Rules:</td>
<td>1 core unit plus</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>11 elective units</td>
<td></td>
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<tr>
<td></td>
<td>7 elective units must be selected from the suggested elective units list.</td>
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<tr>
<td></td>
<td>The remaining 4 elective units may be selected from the elective units listed below, or any currently endorsed Training Package or accredited course at the same qualification level. If not listed below 2 of the 4 elective units may be selected from either a Certificate I or a Certificate III qualification. Elective units must be relevant to the work outcome, local industry requirements and the qualification level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core and Electives:</td>
<td>Contribute to health and safety of self and others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competencies covered:</td>
<td>Communicate in the workplace</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Deliver a service to customers</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Work effectively in a business environment</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Process and maintain workplace information</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Produce simple word processed documents</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Create and use spreadsheets</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Communicate electronically</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Create electronic presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Design and produce text documents</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Participate in environmentally sustainable work practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organise and complete daily work activities</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Work effectively with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use business technology</td>
<td></td>
<td></td>
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<tr>
<td>Learning experiences:</td>
<td>RTO classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activities in a simulated workplace training environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way.</td>
<td></td>
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<tr>
<td></td>
<td>Evidence gathering methods include:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Observations with checklist</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Written assessment</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Portfolio/Activities</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Case Studies/Role Plays/Interactive Quiz/Simulations</td>
<td></td>
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<tr>
<td></td>
<td>Projects/Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathways:</td>
<td>On completion, Certificate II in Business students can further their study at TAFE, or enter into traineeships or employment in a variety of industries.</td>
<td></td>
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<tr>
<td></td>
<td>General business positions students could look to apply for include Clerical Worker, Data Entry Operator, Information Desk Clerk, Office Junior or Receptionist.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fees (Additional to</td>
<td>A subject fee applies to cover consumable materials and industry visits. Refer to VET offerings and SET planning documentation for specific costings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SRS charges):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Further information:</td>
<td>Contact the VET HOD/RTO Manager, Ms Gerbo, <a href="mailto:lgerb1@eq.edu.au">lgerb1@eq.edu.au</a> for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service agreement:</td>
<td>This is a two year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate II in Business as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving 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. This information is correct at time of publication but subject to change (30 May 2015).</td>
<td></td>
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</tr>
</tbody>
</table>
BSB30115 – CERTIFICATE III IN BUSINESS (YEAR 12 ONLY)
Binnacle Training (RTO Code: 31319)

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>VET qualification</th>
<th>Duration:</th>
<th>1 year</th>
</tr>
</thead>
</table>

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

Upon successful completion, students are certified with 8 Queensland Certificate of Education (QCE) Credits. Graduates will be able to use their Certificate III in Business

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

**Entry requirements:**
Students must have a passion for and/or interest in working the Business Services industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in a range of projects.

**Qualification Packaging Rules:**
Total number of units = 12

<table>
<thead>
<tr>
<th>Core and Electives:</th>
<th>Core</th>
<th>Electives*</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS302</td>
<td>Apply knowledge of WHS legislation in the workplace</td>
<td></td>
</tr>
<tr>
<td>BSBUS301</td>
<td>Deliver and monitor a service to customers</td>
<td></td>
</tr>
<tr>
<td>BSBNN301</td>
<td>Promote innovation in a team environment</td>
<td></td>
</tr>
<tr>
<td>BSBITU306</td>
<td>Design and produce business documents</td>
<td></td>
</tr>
<tr>
<td>BSBPRD301</td>
<td>Recommend products and services</td>
<td></td>
</tr>
<tr>
<td>BSBPRK301</td>
<td>Organise personal work priorities and development</td>
<td></td>
</tr>
<tr>
<td>BSBLPM312</td>
<td>Contribute to team effectiveness</td>
<td></td>
</tr>
<tr>
<td>BSBWRT301</td>
<td>Write simple documents</td>
<td></td>
</tr>
<tr>
<td>BSBCRT301</td>
<td>Develop and extend critical and creative thinking skills</td>
<td></td>
</tr>
<tr>
<td>BSBWHS303</td>
<td>Participate in WHS hazard identification, risk assessment and risk control</td>
<td></td>
</tr>
<tr>
<td>BSBLED301</td>
<td>Undertake e-learning</td>
<td></td>
</tr>
<tr>
<td>BSBMS201</td>
<td>Identify suitability for micro business</td>
<td></td>
</tr>
<tr>
<td>FNSFLT301</td>
<td>Be MoneySmart</td>
<td></td>
</tr>
</tbody>
</table>

* Elective units are subject to change prior to the commencement of the 2016 school year. This is to ensure alignment to current industry practices is at its optimum.

**Learning experiences:**

<table>
<thead>
<tr>
<th>Learning experiences:</th>
<th>Core</th>
<th>Electives*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solving interesting problems</td>
<td>Controlling risks</td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>Delivering a service to customers</td>
<td></td>
</tr>
<tr>
<td>Innovation and teamwork</td>
<td>Recommending products and services</td>
<td></td>
</tr>
<tr>
<td>Undertaking e-Learning</td>
<td>Designing and producing business documents</td>
<td></td>
</tr>
<tr>
<td>Organising work priorities and personal development</td>
<td>Examining micro business opportunities</td>
<td></td>
</tr>
<tr>
<td>Financial literacy – Be MoneySmart</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment:**
Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Coordinator) – incorporating delivery of a range of projects and services within their school community. This may include: fundraising projects; health promotion programs; community events. A range of teaching/learning strategies will be used to deliver the competencies. These include:

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

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

**NOTES:** From time to time, project delivery may require a mandatory ‘outside subject’ component (e.g. before or after school).

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

- Small Business Owner
- Project Manager
- Marketing Manager

Students completing their Certificate III may be able to upgrade their QTAC selection rank.*

* Certificate III = rank of 68 (approximately equivalent to an OP 15 depending on the year).

**Fees (Additional to SRS charges):**
A subject fee applies to cover consumable materials and industry visits. Refer to VET offerings and SET planning documentation for specific costings.

**Further information:**
Contact the VET HOD/RTO Manager, Ms Gerbo, i Gerbo1@eq.edu.au for information regarding support services and other general VET information. Further information can also be obtained by contacting Binnacle on 1300 303 715 or admin@binnacletraining.com.au. Students will be provided with access to relevant RTO documents via http://www.binnacletraining.com.au/rto.php.

**Service agreement:**
Responsibilities of Binnacle, as the Registered Training Organisation (RTO):

- Provide training that responds to the learning needs of all students and is relevant to the training program.
- Provide assessment that is flexible and fair, which meets the assessment criteria of the national training package.
- Identify and provide language, literacy and numeracy support to students as required.
- Recognise qualifications and statements of attainment that a student may present that has been issued by another RTO.
- Provide all training and assessment once a student enrols and commences in their training program. See Participant Handbook for further details.
- Consult with students and employers to gauge their satisfaction with services.
- Uphold our fees and refund policy and all other policies and procedures as outlined in the Binnacle Policy Manual.

**IMPORTANT**
Program Disclosure Statement (PDS): This document is to be read in conjunction with Binnacle’s Training Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the ‘Partner School’ (i.e. the delivery of training and assessment services).

CHC30113 – CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE
(YR 11 / 12 – 2016/17)

RTO ACCCO- Australian Child Care Career Options (5404) - For further information on services, training and assessment refer to ACCCO enrolment package. Delivered through a partnership between Maroochydore State High School and ACCCO. Results will be issued by ACCCO.

Subject type: VET qualification    Duration: Two years

Qualification description: CHC30113 Certificate III is a nationally recognised qualification that complies with the Education and Care Services National Regulations and the National Quality Standard. The CHC30113 Certificate III in Early Childhood Education and Care reflects the role of workers in a range of early childhood education and care settings. The Certificate III is the minimum entry level to work in the childcare industry. Graduates will be competent in a range of essential skills.

AIMS:
The CHC30113 Certificate III course is designed to:
• provide students with a broad understanding of early childhood education and care settings
• develop the personal and interpersonal skills which underpin employment in the early childcare industry.

Entry requirements:
There are no formal qualification entry requirements. Persons with the language, literacy and numeracy skills to fulfil their job role. Participation in all assessment. Student is required to pay a fee for this course.

120 hours minimum industry placement
Compliance of Code of Conduct requirements of Maroochydore State High School.
Compliance with any directions on work, health and safety matters.

Qualification Packaging Rules:
CHC30113 - Certificate III
• 15 core units
• 3 elective units

Successful completion of all four semesters contributes CHC30113 Certificate III – 8 points, towards achieving the Queensland Certificate of Education.

Core and Electives:

CHCSS400C Work within a Legal and Ethical framework
CHCECE001 Develop Cultural Competence
CHCECE002 Ensure the Health and Safety of Children
CHCECE003 Provide Care for Children
CHCECE004 Promote and Provide Healthy Food and Drinks
CHCECE005 Provide Care for Babies and Toddlers
CHCECE007 Develop Positive and Respectful Relationships with Children
CHCECE009 Use an Approved Learning Framework to Guide Practice
CHCECE010 Support the Holistic Development of Children in Early Childhood
CHCECE011 Provide Experiences to Support Children’s Play and Learning
CHCECE013 Use Information About Children to Inform Practice
CHCPRRT001 Identify and Respond to Children and Young People at Risk

HILTAID004 Provide an Emergency First Aid Response in an Education and Care Setting
HLTWHS001 Participate in Work Health and Safety
HLTRHR404D Work Effectively with Aboriginal and /or Torres Strait Islander People
CHCECE006 Support Behaviour of Children and Young People (Elective)
CHCECE018 Nurture Creativity in Children (Elective)
CHCECE026 Work in Partnerships with Families to provide appropriate education and care for children (Elective)

Learning experiences:
A range of teaching and learning experiences will be used to deliver the competencies, including:
• Variety of theory and practical learning opportunities, including industry placement
• Activities in simulated training work environments
• Online resources

Assessment:
Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous. Evidence gathering methods include:
• Direct observation checklist
• Reports from workplace supervisor
• Completion of theory assessment
• Demonstration of specific skills

Pathways:
Successful completion of this qualification widens tertiary options including degree pathways. This course is industry recognised and industry supported. Students will have the opportunity to gain employment as an educator in all childcare centres Australia-wide (provided they are 17 years of age), nanny and children’s clubs.

VET PATHWAY: After completing the Certificate III the student may consider completing the Diploma which opens the doors to employment as a Lead Educator or Director.

UNIVERSITY PATHWAY: Bachelor of Early Childhood, Bachelor of Education.

Fees:
Fee for Service of $500.00 over 2 years, includes First Aid
A subject fee applies to cover consumable materials and equipment, guest speaker costs, embroidered T-shirt for industry placement, use of computerised babies.

REFUND POLICY:
1. If ACCCO cancels a course a full refund is available.
2. If a student cancels two weeks prior to commencement of a course a full refund is available.
3. There are no refunds once the class has commenced.

Further information:
Contact the VET HOD, Ms Gerbo, lgerbi1@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment.

Service agreement:
This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving 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. These to be issued by ACCCO.

Credit Transfer- Statement of Attainment for a unit that you hold can be also used in another course.
Recognition of Prior Learning- A process that maps current knowledge and skills to a unit of competency; without study. This information is correct at time of publication but subject to change (28 May 2015.)
### MEM10105 CERTIFICATE 1 IN ENGINEERING

**[Certificate Subject MEM10105] a subject of Industrial Technology & Design – 4 Semesters**

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>VET qualification</th>
<th>Duration:</th>
<th>Two years</th>
</tr>
</thead>
</table>

**Qualification description:** MEM10105 Certificate I in Engineering prepares students to perform routine business tasks and demonstrate fundamental operational knowledge working under direct supervision. Job roles include mechanical trades, sheetmetal, welding, metal fitting & machining.

**Entry requirements:** There are no entry requirements for this qualification.

**Qualification Packaging Rules:** Total units = 4 Core Units, Elective Units to the value of 24 pts.

<table>
<thead>
<tr>
<th>Core units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM13014A</td>
</tr>
<tr>
<td>MEM14004A</td>
</tr>
<tr>
<td>MEM15024A</td>
</tr>
<tr>
<td>MEM16007A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Elective units selected by the school:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM05004C</td>
</tr>
<tr>
<td>MEM05005B</td>
</tr>
<tr>
<td>MEM05006B</td>
</tr>
<tr>
<td>MEM05007C</td>
</tr>
<tr>
<td>MEM05012C</td>
</tr>
<tr>
<td>MEM07032B</td>
</tr>
<tr>
<td>MEM1011B</td>
</tr>
<tr>
<td>MEM12023A</td>
</tr>
<tr>
<td>MEM12024A</td>
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<tr>
<td>MEM16008A</td>
</tr>
<tr>
<td>MEM18001C</td>
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<tr>
<td>MEM18002B</td>
</tr>
</tbody>
</table>

- Perform routine oxyacetylene welding
- Carry out mechanical cutting
- Perform brazing and/or silver soldering
- Perform manual heating and thermal cutting
- Perform routine manual metal arc welding
- Use workshop machines for basic operations
- Undertake manual handling
- Perform engineering measurements
- Perform computations
- Interact with computing technology
- Use hand tools
- Use power tools/hand-held operations

**Learning experiences:** Students will undertake a range of class-based tasks that simulate an engineering workshop environment and practical activities are organised for students. Students must demonstrate an ability to perform the unit within an integrated assessment process. Employability Skills form part of the delivery process and students are provided with an opportunity to acquire and practise these skills in a workshop environment.

**Assessment:** Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence include:-

- Folio of Work – Student Workbooks
- Scenarios – Problem Solving
- Practical Projects
- Teacher Questioning
- Observations
- Procedure Sheet

Students are able to access RPL processes in order to provide evidence of competency.

**Pathways:**

- Aircraft Maintenance
- Jewellery Design & Making
- Locksmithing, Watch & Clock Repair, Instrument Making
- Mechanical Trades
- Metal Fabrication and Finishing Trades
- Metal Fitting & Machining
- Sheetmetal
- Technicians
- Welding

**Fees:** Additional school fees apply for the necessary course materials and consumables.

**Further information:** Contact the VET. HOD, Ms Gerbo, lgerb1@eq.edu.au or Mr Grayson, egray25@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment.

**Service agreement:** This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving 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.

This information is correct at time of publication but subject to change (1 March 2015).
### SIS30313 – CERTIFICATE III IN FITNESS (YEAR 11 & 12 - 2016)

**RTO** Binnacle Training College Pty Ltd 31319 - For further information on services, training and assessment refer to Binnacle enrolment package. Delivered and assessed by Maroochydore State High School (30397) staff.

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>VET qualification</th>
<th>Duration:</th>
<th>Two years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualification description:</strong></td>
<td>31530313 Certificate III in Fitness is a nationally recognised qualification that complies with the Australian Qualification Framework. 31530313 Certificate III in Fitness is designed to develop knowledge and skills in client screening and health assessment, Instructing and monitoring fitness programs, Working with specific population clients and Exercise science and nutrition. <strong>AIMS:</strong> The 31530313 Certificate III in Fitness course is designed to • provide students with a broad understanding of fitness, both as an industry and an activity • develop the personal and interpersonal skills which underpin employment in the fitness industry</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Entry requirements:</strong></td>
<td>Students must have at least a Sound Achievement in English and Maths in Year 10 as a pre-requisite. Participation in all assessment. Student laptop is a requirement for this course. Ability to work in an industry environment and handle industry standard equipment. Compliance of Code of Conduct requirements of Maroochydore State High School. Compliance with any directions on work, health and safety matters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Qualification Packaging Rules:</strong></td>
<td>31530313 Certificate III in Fitness • 10 core units • 5 electives units Successful completion of all four semesters contributes 31530313 Certificate III in Fitness - 8 points towards achieving the Queensland Certificate of Education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Core and Electives:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td>SISXOHS101A</td>
<td>Follow occupational health and safety policies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SISXACC207</td>
<td>Maintain sport and recreation equipment for activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SISXIND101A</td>
<td>Work effectively in a sport and recreation environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SISSSPT303A</td>
<td>Conduct basic warm-up and cool-down programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SISFFIT311A</td>
<td>Deliver approved community fitness programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HLTAAID003</td>
<td>Provide first aid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SISFFIT301A</td>
<td>Provide fitness orientation and health screening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SISFFIT302A</td>
<td>Provide quality service in the fitness Industry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SISFFIT307A</td>
<td>Undertake client health assessment</td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>SISFFIT306A</td>
<td>Provide healthy eating information to clients in accordance with recommended guidelines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SISFFIT304A</td>
<td>Instruct and monitor fitness programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SISFFIT308A</td>
<td>Plan and deliver gym programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SISXRSK301A</td>
<td>Undertake risk analysis of activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SISFFIT305A</td>
<td>Apply anatomy and physiology principles in a fitness context</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SISFFIT303A</td>
<td>Develop and apply an awareness of specific populations to exercise delivery</td>
<td></td>
</tr>
<tr>
<td><strong>Learning experiences:</strong></td>
<td>• Practical tasks • Group work • Activities in simulated training work environments • Excursions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Product resulting from an activity • Direct verbal or written questioning checklist • Reports from workplace supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pathways:</strong></td>
<td>This course would be useful to students who are looking to complete TAFE/Uni. after high school, or those considering a future career in the Fitness industry. Careers offerings could include Gym operator, fitness consultant, nutritionist, personal trainer</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fees:</strong></td>
<td>A subject fee applies to cover consumable materials and equipment, Practical Polo shirt, guest speaker costs and any organised excursions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Further information:</strong></td>
<td>Contact the VET HOD/RTO Manager, Ms Gerbo, <a href="mailto:lgerb1@eq.edu.au">lgerb1@eq.edu.au</a> for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Service agreement:</strong></td>
<td>This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving 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. This information is correct at time of publication but subject to change (26 March 2015.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MSF20313 – CERTIFICATE II IN FURNITURE MAKING (YEAR 11 – 2015)
Delivered and assessed by Maroochydore State High School (30397) staff.
NOTE: This course will be delivered only, if or when, RTO has QCAA approval

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>VET qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification</td>
<td>MSF20313 Certificate II in Furniture Making is a nationally recognised qualification that complies with the Australian Qualification Framework. This qualification describes the skills and knowledge required to perform the manufacture of free-standing furniture or built-in cabinets, and provide on-site assistance in the installation of furniture or cabinets involving known routines and procedures and some accountability for the quality of outcomes. It reflects vocational outcomes for those performing assistant cabinet maker, and production operator within a cabinet making enterprise. Cabinets include free-standing and built-in furniture or fitted cabinets. This qualification does not cover shopfitting. There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.</td>
</tr>
<tr>
<td>Duration:</td>
<td>Two years</td>
</tr>
<tr>
<td>Qualification</td>
<td>MSF20313 Certificate II in Furniture Making is a nationally recognised qualification that complies with the Australian Qualification Framework. This qualification describes the skills and knowledge required to perform the manufacture of free-standing furniture or built-in cabinets, and provide on-site assistance in the installation of furniture or cabinets involving known routines and procedures and some accountability for the quality of outcomes. It reflects vocational outcomes for those performing assistant cabinet maker, and production operator within a cabinet making enterprise. Cabinets include free-standing and built-in furniture or fitted cabinets. This qualification does not cover shopfitting. There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.</td>
</tr>
<tr>
<td>Description</td>
<td>To be awarded the MSF20313 Certificate II in Furniture Making, competency must be achieved in thirteen (13) units of competency: five (5) core units of competency and eight (8) elective units of competency.</td>
</tr>
<tr>
<td>Entry requirements:</td>
<td>Formal qualification entry. Not applicable Ability to work in an industry environment and safely operate a broad range of Furniture Making hand and power tools and fixed plant. Compliance of Code of Conduct requirements of Maroochydore State High School. Compliance with any directions on work, health and safety matters.</td>
</tr>
<tr>
<td>Core:</td>
<td>Participate in environmentally sustainable work practices Communicate in the workplace Work in a team Use furniture making sector hand and power tools Make measurements and calculations</td>
</tr>
<tr>
<td>Electives:</td>
<td>Work safely in the construction industry Prepare surfaces for finishing Assemble furnishing components Join solid timber Hand make timber joints Follow plans to assemble production furniture Set up and operate basic static machines Interact with computing technology</td>
</tr>
<tr>
<td>Learning experiences:</td>
<td>• RTO classroom • Activities in simulated training work environments • Learning workshops delivered by Industry Representatives</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Product resulting from an activity • Project Planning • Direct verbal or written questioning checklist • Online safety tests (OnGuard) • Work Booklets (Content/Knowledge)</td>
</tr>
<tr>
<td>Pathways:</td>
<td>Study of Certificate II in Furniture Making gives students an insight into the Furniture Making industry and assists students in future studies or employment in the Furniture Making industry.</td>
</tr>
<tr>
<td>Fees (Refer to Year 11 – VET Offerings 2015 Information Sheet):</td>
<td>Additional school fees apply for the necessary course materials and consumables.</td>
</tr>
<tr>
<td>Further information:</td>
<td>Contact the VET HOD/RTO Manager, Ms Gerbo, <a href="mailto:lgerb1@eq.edu.au">lgerb1@eq.edu.au</a> or Mr Grayson <a href="mailto:egray25@eq.edu.au">egray25@eq.edu.au</a> for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment.</td>
</tr>
<tr>
<td>Service agreement:</td>
<td>This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate II in Furniture Making as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving 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. This information is correct at time of publication but subject to change (26 March 2015).</td>
</tr>
</tbody>
</table>
### SIT20213 – CERTIFICATE II IN HOSPITALITY (Year 11 – 2016)
RTO Smartskill Pty Ltd (5710) - For further information on services, training and assessment refer to SmartSkill enrolment package. Delivered and assessed by Maroochydore State High School (30397) staff.

<table>
<thead>
<tr>
<th>Qualification description:</th>
<th>Duration:</th>
<th>Two years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II in Hospitality is a nationally recognised qualification that complies with the Australian Qualification Framework. This front of house qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions with the hospitality industry.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**AIMS OF COURSE:**
- To become competent in a variety of FOH competencies
- To gain an understanding of the structure, scope and roles in a range of Hospitality operations
- To gain an understanding of styles of food service, distribution, packaging and marketing
- To provide skills in the planning, preparation and service of food
- To demonstrate appropriate work methods and use of equipment and utensils

**Entry requirements:**
- There are no formal qualification entry requirements.
- Students will be expected to undertake 12 service periods.
- Ability to work in an industry environment and handle industry standard equipment.
- Compliance of Code of Conduct requirements of Maroochydore State High School.
- Compliance with any directions on work, health and safety matters.

**Qualification Packaging Rules:**
- Total units = 12 (6 core units + 6 elective units).
- (Additional electives listed and used at school discretion.)

<table>
<thead>
<tr>
<th>Core and Electives:</th>
<th>Semester 1</th>
<th>Title: Introduction to the Hospitality Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHIND201</td>
<td>Source and use information on the hospitality industry</td>
<td></td>
</tr>
<tr>
<td>SITHFAB201</td>
<td>Responsible Service of Alcohol (1 day compulsory unit)</td>
<td></td>
</tr>
<tr>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
<td></td>
</tr>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
<td></td>
</tr>
<tr>
<td>SITHFAB206</td>
<td>Serve food and beverages (Restaurant Course)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core and Electives:</th>
<th>Semester 2</th>
<th>Title: Café Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHFAB203</td>
<td>Prepare and serve non-alcoholic beverages</td>
<td></td>
</tr>
<tr>
<td>SITHFAB204</td>
<td>Prepare and serve espresso coffee</td>
<td></td>
</tr>
<tr>
<td>SITHIND202</td>
<td>Use hospitality skills effectively (includes service periods)</td>
<td></td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
<td></td>
</tr>
</tbody>
</table>

**Learning experiences:**
- RTO classroom
- Activities in simulated training work environments
- Face to face in a commercial work site

**Assessment:**
- Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way.

- Evidence gathering methods include:
  - Direct observation checklist
  - Product resulting from an activity
  - Direct verbal or written questioning checklist
  - Reports from workplace supervisor

**Pathways:**
- Study of Certificate II in Hospitality gives students an insight into the Hospitality industry and assists students in future studies or employment in the hospitality industry.

**Fees (Refer to Year 11 – VET Offerings 2015 Information Sheet):**
- Additional school fees apply for the necessary consumables and excursions.
- Students will need to invest in a black shirt, black tailored pants and suitable shoes for restaurant, bar and function work.
- VETIS funding may apply to this course (dependent on combination of Hospitality/Tourism subjects chosen).

**Further information:**
- Contact the VET HOD/RTO Manager, Ms Gerbo, lgerb1@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment. For further information on services, training and assessment refer to SmartSkill enrolment package.

**Service agreement:**
- This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate II in Hospitality as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving 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. This information is correct at time of publication but subject to change (28 May 2015).
<table>
<thead>
<tr>
<th>Subject type:</th>
<th>VET qualification</th>
<th>Duration:</th>
<th>Two years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification description:</td>
<td>Certificate II in Hospitality is a nationally recognised qualification that complies with the Australian Qualification Framework. This front of house qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions with the hospitality industry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AIMS OF COURSE:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To become competent in a variety of FOH competencies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• To gain an understanding of the structure, scope and roles in a range of Hospitality operations</td>
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</tr>
<tr>
<td>• To gain an understanding of styles of food service, distribution, packaging and marketing</td>
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<td></td>
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</tr>
<tr>
<td>• To provide skills in the planning, preparation and service of food</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• To demonstrate appropriate work methods and use of equipment and utensils</td>
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</tr>
<tr>
<td>Entry requirements:</td>
<td>There are no formal qualification entry requirements. Students will be expected to undertake 12 service periods. Ability to work in an industry environment and handle industry standard equipment. Compliance of Code of Conduct requirements of Maroochydore State High School. Compliance with any directions on work, health and safety matters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualification Packaging Rules:</td>
<td>Total units = 12 (6 core units + 6 elective units). (Additional electives listed and used at school discretion.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core and Electives:</td>
<td><strong>Title:</strong> Restaurant Planning and Operations Cultural Awareness in the Hospitality Industry</td>
<td>Semester 3 and 4</td>
<td></td>
</tr>
<tr>
<td>Competencies covered:</td>
<td>Source and use information on the hospitality industry Participate in safe work practices Use Hospitality skills effectively (includes service periods) Process financial transactions (Bar Course – RTO Smartskill) Operate a bar (Bar Course - Smartskill) Clean and tidy bar (Bar Course – RTO Smartskill) Interact with customers Show social and cultural sensitivity Communicate in the workplace Work effectively with others Practical/Function work is a vital aspect of this course, therefore, students are expected to be able to operate on a ‘flexible’ timetable (i.e. time given = time owed)</td>
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</tr>
<tr>
<td>Learning experiences:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• RTO classroom Activities in simulated training work environments Face to face in a commercial work site</td>
<td></td>
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</tr>
<tr>
<td>Assessment:</td>
<td>Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence gathering methods include:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Direct observation checklist Product resulting from an activity Direct verbal or written questioning checklist Reports from workplace supervisor</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Pathways:</td>
<td>Study of Certificate II in Hospitality gives students an insight into the Hospitality industry and assists students in future studies or employment in the hospitality industry.</td>
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<td></td>
</tr>
<tr>
<td>Fees (Additional to SRS charges):</td>
<td>Fees apply for the necessary cooking ingredients and consumables. This amount includes a 5 day Bar course – Semester 1 2016 for all students. Students will need to invest in a black shirt, black tailored pants and suitable shoes for restaurant, bar and function work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Further information:</td>
<td>Contact the VET HOD/RTO Manager, Ms Gerbo, <a href="mailto:lgerb1@eq.edu.au">lgerb1@eq.edu.au</a> for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment. For further information on assessments, training and service refer to SmartSkill enrolment package.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service agreement:</td>
<td>This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate II in Hospitality as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving 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. This information is correct at time of publication but subject to change (20 May 2015).</td>
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</tbody>
</table>
**SIT20312 - CERTIFICATE II IN KITCHEN OPERATIONS** (Year 11/12 – 2016/2017)
Delivered by TAFE Queensland East Coast (0418). (tbc).

<table>
<thead>
<tr>
<th>Subject type</th>
<th>VET qualification</th>
<th>Duration:</th>
<th>15 months</th>
</tr>
</thead>
</table>

**Qualification description:**
Certificate II in Kitchen Operations is a nationally recognised qualification that complies with the Australian Qualification Framework. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills.

**Entry requirements:**
There are no entry requirements for this qualification.
Located on the grounds of Maroochydore State High School, the Coastal Cookery Centre was developed out of a partnership between Burnside SHS, Maroochydore SHS, Nambour SHS, local industry and organisations to train high quality students in the field of commercial cookery. The program is designed for those students who have the desire and work ethic to pursue an employment outcome in the Hospitality Industry (Back of House). At the Coastal Cookery Trade Training Centre, you can choose to do the Certificate II in Kitchen Operations as a School Based Traineeship or as a Senior Phase of Learning subject. Commitment to completion of this Certificate II involves the completion of 12 service periods in the Trade Training Centre and/or workplace.

**Qualification Packaging Rules:**
Total units = 13 (8 core units + 5 elective units). The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF levels of this qualification.

**Core and Electives: Competencies covered:**
- **BSBWOR203** Work effectively with others
- **SITHCCC101** Use food preparation equipment
- **SITHCCC201** Produce dishes using basic methods of cookery
- **SITHCCC207** Use cookery skills effectively
- **SITKOP101** Clean kitchen premises and equipment
- **SITXFS101** Use hygienic practices for food
- **SITXWHS101** Maintain the quality of perishable supplies
- **SITXWHS101** Participate in safe work practices
- **TLE1005A** Carry out basic workplace calculations
- **SITHCCC102** Prepare simple dishes
- **SITHCCC103** Prepare sandwiches
- **SITHCCC203** Prepare stocks, sauces & soups
- **SITHCCC306** Handle and serve cheese

**Learning experiences:**
- RTO classroom
- Activities in real/simulated training work environments
- Face to face in a commercial kitchen

**Assessment:**
Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include:
- Direct observation checklist
- Product resulting from an activity
- Direct verbal or written questioning checklist
- Reports from workplace supervisor

**Pathways:**
This qualification provides a pathway to work in kitchen operations in organisation such as restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institution such as aged care facilities, hospitals, prisons and schools.

**Fees (Additional to SRS charges):**
This VET course is VETiS funded.

**Further information:**
Contact the VET HOD/RTO Manager, Ms Gerbo, degerb1@eq.edu.au for information regarding specific information in regard to the Coastal Cookery Trade Training Program, support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment. For further information on services, training and assessment refer to TAFE Queensland East Coast.

**Service agreement:**
This is a 15 month course. The RTO guarantees that the student will be provided with every opportunity to complete the SIT20312 Certificate II in Kitchen Operations as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving 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. This information is correct at time of publication but subject to change (28 May 2015).
**ICT20115 - CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY (2016)**
RTO Maroochydore State High School (30397).

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>VET qualification</th>
<th>Duration:</th>
<th>Eighteen months</th>
</tr>
</thead>
</table>

**Qualification description:**
ICA20115 Certificate II in Information, Digital Media and Technology is a nationally recognised qualification that complies with the Australian Qualification Framework. This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry.

**Entry requirements:**
There are no entry requirements for this qualification.

**Qualification Packaging Rules:**
Total number of units = 14 (7 core units plus 7 elective units)

<table>
<thead>
<tr>
<th>Core:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSSBUS201</td>
</tr>
<tr>
<td>BSBWHS201</td>
</tr>
<tr>
<td>ICTICT201</td>
</tr>
<tr>
<td>ICAICT202</td>
</tr>
<tr>
<td>ICAICT203</td>
</tr>
<tr>
<td>ICAICT204</td>
</tr>
<tr>
<td>ICAWEB201</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICAICT205</td>
</tr>
<tr>
<td>ICAICT206</td>
</tr>
<tr>
<td>ICAICT207</td>
</tr>
<tr>
<td>ICASAS206</td>
</tr>
<tr>
<td>ICASAS301</td>
</tr>
<tr>
<td>BSBITU302</td>
</tr>
<tr>
<td>BSBITU201</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning experiences:</th>
<th>Computer lab (simulated work environment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment:</td>
<td>Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering includes completion of quizzes, written assessments, activities, case studies, projects and observations</td>
</tr>
<tr>
<td>Pathways:</td>
<td>After achieving this Certificate, student may undertake ICA30115 Certificate III in Information, Digital Media and Technology. Possible future career options include data/word processing operator, IT Administrator, Technician, Games Developer</td>
</tr>
<tr>
<td>Fees:</td>
<td>Additional school fees apply for the necessary consumables. Refer to VET Offerings and SET planning documentation for specific costings.</td>
</tr>
<tr>
<td>Further information:</td>
<td>Contact the VET HOD/RTO Manager, Ms Gerbo, <a href="mailto:lgerb1@eq.edu.au">lgerb1@eq.edu.au</a> for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment.</td>
</tr>
<tr>
<td>Service agreement:</td>
<td>This is an eighteen month course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate II in Information, Digital Media and Technology as per the rights and obligations outlined in the enrolment process and information handbook provided. Students successfully achieving 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. This information is correct at time of publication but subject to change (30 March 2015).</td>
</tr>
</tbody>
</table>
### 39292QLD – CERTIFICATE IV JUSTICE STUDIES (YEAR 11/12 - 2015)

**RTO** Unity College (32123) - For further information on services, training and assessment refer to Unity College enrolment package.

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>VET qualification</th>
<th>Duration: Two years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification description:</td>
<td>Cert IV Justice Studies is an accredited course. The 39292QLD Cert IV course in Justice Studies is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system. <strong>AIMS:</strong> The 39292QLD Certificate IV Justice Studies course is designed to • provide students with a broad understanding of the justice system • develop the personal skills and knowledge which underpin employment in the justice system</td>
<td></td>
</tr>
<tr>
<td>Entry requirements:</td>
<td>There are no formal qualification entry requirements. Participation in all assessment. Student laptop is a requirement for this course. All participants need to have sufficient spoken and written comprehension to successful complete all study and assessment requirements. Compliance of Code of Conduct requirements of Maroochydore State High School. Compliance with any directions on work, health and safety matters.</td>
<td></td>
</tr>
<tr>
<td>Qualification Packaging Rules:</td>
<td>39292QLD Certificate IV Justice Studies There are 10 Units of competency. Core units (6) and Elective unit (4) Successful completion of all semesters contributes 8 points towards achieving the Queensland Certificate of Education.</td>
<td></td>
</tr>
<tr>
<td>Core (6) and Electives (4):</td>
<td>Identify and apply the legal framework Communicate with clients on justice related issues Prepare documentation for court proceedings Analyse social justice issues Analyse and present research information Gather information through interviews Apply the principles of the law of torts Prepare a brief of evidence Promote team effectiveness Develop work priorities</td>
<td></td>
</tr>
<tr>
<td>Learning experiences:</td>
<td>• Content learnt during Legal Studies/Certificate IV Justice Studies classes or via course content provided by your trainer and assessor • Online reading and activities • Whole day workshops • Night/after school tutorials (for students who study the course independently)</td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. • Written • Online quizzes</td>
<td></td>
</tr>
<tr>
<td>Pathways:</td>
<td>This course would be useful to students who are looking to seek employment in law associated jobs. This course provides relevant skill and knowledge for those wishing to enter a variety of occupations including the police service, justice-related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.</td>
<td></td>
</tr>
<tr>
<td>Fees:</td>
<td>A fee applies to cover consumable materials and equipment.</td>
<td></td>
</tr>
<tr>
<td>Further information:</td>
<td>Contact the VET HOD/RTO Manager, Ms Gerbo, <a href="mailto:lgerb1@eq.edu.au">lgerb1@eq.edu.au</a> for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment.</td>
<td></td>
</tr>
<tr>
<td>Service agreement:</td>
<td>This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving 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. This information is correct at time of publication but subject to change (26 March 2015.)</td>
<td></td>
</tr>
</tbody>
</table>
**SIS20313 – CERTIFICATE II IN SPORT AND RECREATION (YEAR 11 - 2016)**

(*General, Surfing, Cricket and Rugby League Courses available*)

RTO Binnacle Training College Pty Ltd 31319 - For further information on services, training and assessment refer to Binnacle enrolment package. Delivered and assessed by Maroochydore State High School (30397) staff.

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>VET qualification</th>
<th>Duration:</th>
<th>Two years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification description:</td>
<td>Certificate II in Sport and Recreation is a nationally recognised qualification that complies with the Australian Qualification Framework. The SIS20313 Certificate II in Sport and Recreation will predominantly be used by those seeking to enter the sport, fitness and recreation industry as a community coach, sports coach, athlete, volunteer or activity assistant. AIMS: The SIS20313 Certificate II in Sport and Recreation is designed to help students:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entry requirements:</td>
<td>Students to submit previous sport experience to HOD HPE. Participation in all assessment and physical activity sessions. Student laptop is an essential requirement for this course. Compliance of Code of Conduct requirements of Maroochydore State High School. Compliance with any directions on work, health and safety matters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualification Packaging Rules:</td>
<td>SIS20313 Certificate II in Sport and Recreation • 5 core units • 6 electives units* Successful completion of all four semesters contributes SIS20313 Certificate II in Sport and Recreation - 4 points towards achieving the Queensland Certificate of Education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core and Electives: Core BSBWOR202A HLTAD003 SISXEMR201A SISXIND211 SISXWHS101 Electives SISSSCO101 SISXFAC207 SISSSD201 SISSSOF101 SISSSPT303A SISXCAI303A</td>
<td>Organise and complete daily work activities Provide first aid Respond to emergency situations Develop and update sport, fitness and recreation industry knowledge Follow work health and safety policies Develop and update knowledge of coaching practices Maintain sport, fitness and recreation equipment for activities Communicate effectively with others in a sport environment Develop and update officiating knowledge Conduct basic warm-up and cool-down programs Plan and conduct sport and recreation sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning experiences:</td>
<td>• Practical tasks • Group work • Activities in simulated training and work environments • Excursions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way Evidence gathering methods could include: • Direct observation checklist • Product resulting from an activity • Direct verbal or written questioning checklist • Reports from workplace supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathways:</td>
<td>This course would be useful to students who are looking to complete TAFE/Uni. after high school, or those considering a future career in the Recreation, sport or fitness industry. Careers offerings could include Teacher, Personal Trainer, Sport Scientist, game development officer, exercise physiologist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fees:</td>
<td>A subject fee applies to cover consumable materials and equipment, Practical Polo shirt if required, guest speaker costs and any organised excursions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Further information:</td>
<td>Contact the VET HOD/RTO Manager, Ms Gerbo, <a href="mailto:igerb1@eq.edu.au">igerb1@eq.edu.au</a> for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service agreement:</td>
<td>This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving 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 Statement of Attainment. This information is correct at time of publication but subject to change (26 March 2015.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SIT20112 – CERTIFICATE II IN TOURISM / SIT30112 – CERTIFICATE III IN TOURISM (Year 11 - 2016)

RTO Smartskill Pty Ltd (5710) - For further information on services, training and assessment refer to SmartSkill enrolment package.
Delivered and assessed by Maroochydore State High School (30397) staff.

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>VET qualification</th>
<th>Duration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification description:</td>
<td>SIT20112 Certificate II and SIT30112 Certificate III are nationally recognised qualifications that comply with the Australian Qualification Framework. SIT20112 Certificate II and SIT30112 Certificate III in Tourism are designed to develop knowledge and skills in geographical locations, itinerary and destination planning and evaluation and to explore the impact of tourism on local environments.</td>
<td>Two years</td>
</tr>
</tbody>
</table>

### AIMS:
The SIT20112 Certificate II and SIT30112 Certificate III courses are designed to
- provide students with a broad understanding of tourism, both as an industry and an activity
- develop the personal and interpersonal skills which underpin employment in the tourism industry

### Entry requirements:
There are no formal qualification entry requirements.
Participation in all assessment.
Student laptop is a requirement for this course.
Ability to work in an industry environment and handle industry standard equipment.
Compliance of Code of Conduct requirements of Maroochydore State High School.
Compliance with any directions on work, health and safety matters.

### Qualification Packaging Rules:
SIT20112 Certificate II
- 4 core units
- 7 electives units
SIT30112 Certificate III
- 4 core units
- 11 electives units
Successful completion of all four semesters contributes SIT20112 Certificate II – 4 points, SIT20112 Certificate III - 8 points towards achieving the Queensland Certificate of Education.

### Core and Electives:

#### Semester 1
- SITITIND201
- SITXCCS201
- SITTDSL302
- BSBSUS201

#### Semester 2
- SITXCCS202
- SITXCOM201
- SITXWHS101
- SITXFSA101
- SITHFAB201
- SITXFIN201
- SITHFAB202
- SITHFAB101

**Introduction to Tourism/Australian Destinations**
- Source and use information on tourism and travel industry
- Provide visitor information
- Provide advice on Australian destinations
- Participate in environmentally sustainable work practices

**Theme Parks/Tourism Events**
- Interact with customers
- Show social and cultural sensitivity
- Participate in safe work practices
- Use hygienic practices for food safety
- Provide responsible service of alcohol
- Process financial transactions
- Operate a bar
- Clean and tidy bar areas
  (Two additional units at school discretion)

### Learning experiences:
- Practical tasks
- Group work
- Activities in simulated training work environments
- Excursions

### Assessment:
Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way.

Evidence gathering methods include:
- Direct observation checklist
- Product resulting from an activity
- Direct verbal or written questioning checklist
- Reports from workplace supervisor

### Pathways:
This course would be useful to students who are looking to complete TAFE/Uni. after high school, or those considering a future career in the Tourism/Hospitality industry. Careers offerings could include tour guide, travel consultant, theme park attendant, visitor information centre manager

### Fees:
A subject fee applies to cover consumable materials and equipment, guest speaker costs, excursions to Australia Zoo and Dreamworld.

RSA (one day), five day Bar Course (a black tailored shirt and pants required for bar course). VETIS funding may apply to this course (dependent on combination of Hospitality/Tourism subjects)

### Further information:
Contact the VET HOD/RTO Manager, Ms Gerbo, jgerbo1@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment.

### Service agreement:
This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving 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.

This information is correct at time of publication but subject to change (28 May 2015.)
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SIT20112 – CERTIFICATE II IN TOURISM / SIT30112 – CERTIFICATE III IN TOURISM (Year 12 - 2016)
RTO Smartskill Pty Ltd (5710) - For further information on services, training and assessment refer to SmartSkill enrolment package. Delivered and assessed by Maroochydore State High School (30397) staff.

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>VET qualification</th>
<th>Duration:</th>
<th>Two years</th>
</tr>
</thead>
</table>

**Qualification description:** SIT20112 Certificate II and SIT30112 Certificate III are nationally recognised qualifications that comply with the Australian Qualification Framework.

SIT20112 Certificate II and SIT30112 Certificate III in Tourism are board courses designed to develop knowledge and skills in geographical locations, itinerary and destination planning and evaluation and to explore the impact of tourism on local environments.

**AIMS:** The SIT20112 Certificate II and SIT30112 Certificate III courses are designed to
- provide students with a broad understanding of tourism, both as an industry and an activity
- develop the personal and interpersonal skills which underpin employment in the tourism industry

**Entry requirements:** There are no formal qualification entry requirements. Participation in all assessment.
Student laptop is a requirement for this course.
Ability to work in an industry environment and handle industry standard equipment.
Compliance of Code of Conduct requirements of Maroochydore State High School.
Compliance with any directions on work, health and safety matters.

**Qualification Packaging Rules:**
- SIT20112 Certificate II
  - 4 core units
  - 7 electives units
- SIT30112 Certificate III
  - 4 core units
  - 11 electives units

Students upgrade from SIT20112 Certificate II in Tourism to SIT30112 Certificate III in Tourism during Term 1. Successful completion of all four semesters contributes SIT20112 Certificate II – 4 points, SIT20112 Certificate III - 8 points towards achieving the Queensland Certificate of Education.

**Core and Electives:**

**Semester 3**
SITXCCS303
FDFCD2002A
SITXCOM202
SIRXSL002A

**Specialisation – Wine Tourism**
- Provide service to customers
- Promote wine tourism information
- Provide a briefing or scripted commentary
- Advise on products and services

**Semester 4**
SITTGDE307

**Global Tourism**
- Prepare specialised interpretative content on flora, fauna and landscape

**Learning experiences:**
- Practical tasks
- Group work
- Activities in simulated training work environments
- Excursions

**Assessment:** Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way.

Evidence gathering methods include:
- Direct observation checklist
- Product resulting from an activity
- Direct verbal or written questioning checklist
- Reports from workplace supervisor

**Pathways:** This course would be useful to students who are looking to complete TAFE/Uni. after high school, or those considering a future career in the Tourism/Hospitality industry. Careers offerings could include tour guide, travel consultant, theme park attendant, visitor information centre manager

**Fees:** A subject fee applies to cover consumable materials and equipment, guest speaker costs, various local Sunshine Coast tourism enterprises, a two day excursion to Stanthorpe to visit a range of tourism/business ventures. 3 day wine tourism course (tbc)

**Further information:** Contact the VET HOD/RTO Manager, Ms Gerbo, lgerb1@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment.

**Service agreement:** This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving 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.
This information is correct at time of publication but subject to change (28 May 2015.)

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**30981QLD CERTIFICATE II IN WORKPLACE PRACTICES (YEAR 10/11/12 – 2016)**
Delivered by Maroochydore State High School (30397)

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>VET qualification</th>
<th>Duration:</th>
<th>12 months Year 10 (may be extended into Year 11/12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification description:</td>
<td>Certificate II in Workplace Practices is an accredited course.</td>
<td>Entry requirements:</td>
<td>There are no entry requirements for this qualification.</td>
</tr>
<tr>
<td>Qualification Packaging Rules:</td>
<td>Certificate packaging rules: 7 units must be completed:</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• 7 core units</td>
<td></td>
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<tr>
<td></td>
<td>• 4 units from 30981QLD consisting of:</td>
<td></td>
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<tr>
<td></td>
<td>GENENP201C: Undertake an individual or team enterprise project</td>
<td></td>
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<tr>
<td></td>
<td>GENJAS201C: Manage personal employment options</td>
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<tr>
<td></td>
<td>GENPCD201C: Manage career planning and further learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GENSWL201C: Participate in structured workplace learning</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• 3 units from BSB07 Business Services Training Package:</td>
<td></td>
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<tr>
<td></td>
<td>BSBCMM201A: Communicate in the workplace</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>BSBIND201A: Work effectively in a business environment</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>BSBWHS201A: Contribute to health and safety of self and others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core and Electives: Competencies covered:</td>
<td>Communicate in the workplace</td>
<td>Work effectively in a business environment</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>BSBCMM201</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBIND201</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBWHS201</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GENENP201C</td>
<td>Undertake an individual or team enterprise project</td>
<td>Manage personal employment options</td>
<td>Manage career planning and further learning</td>
</tr>
<tr>
<td>GENJAS201C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GENPCD201C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GENSWL201C</td>
<td>Participate in structured workplace learning 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning experiences:</td>
<td>• RTO classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Work experience component</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Observation with checklist</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Written assessment/quiz/activities</td>
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<tr>
<td></td>
<td>• Case studies</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Project/portfolios</td>
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<tr>
<td></td>
<td>• Role play</td>
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<tr>
<td></td>
<td>• Log book</td>
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<tr>
<td></td>
<td>• Reports from workplace supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathways:</td>
<td>This qualification provides a pathway into casual, part time and full time employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fees (Additional to SRS charges):</td>
<td>A subject fee applies to cover consumable materials such as photocopied booklets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Further information:</td>
<td>Contact the VET HOD/RTO Manager, Ms Gerbo, <a href="mailto:lgerb1@eq.edu.au">lgerb1@eq.edu.au</a> for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service agreement:</td>
<td>This is a 12 month course with the opportunity to extend over Year 11/12 depending on the individual student. The RTO guarantees that the student will be provided with every opportunity to complete the 30981QLD Certificate II in Workplace Practices as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving 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. This information is correct at time of publication but subject to change (28 May 2015).</td>
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