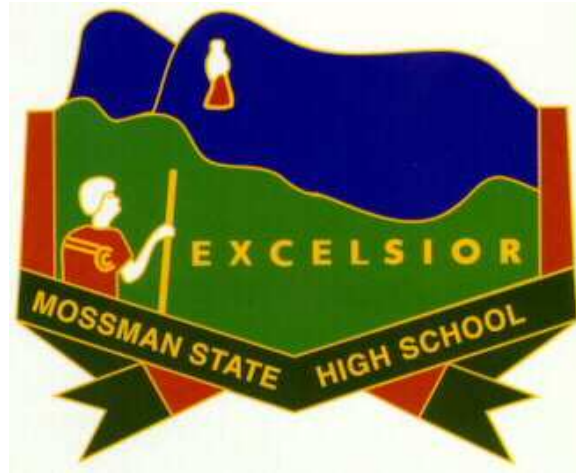


YEAR 10 SUBJECT SELECTION



YEAR 10 2018

Published August 2017
Correct at time of publication but subject to change

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SUBJECT SELECTION – AN IMPORTANT DECISION

The final years of Secondary Schooling (Years 10, 11 & 12) are vitally important in determining a young person's future.

The selection of subjects and how well a student achieves can directly affect possible pathways which students can follow after finishing school.

Mossman State High School and the Far North Queensland Region is committed to ensuring that all students graduate as confident, healthy young Australians and achieve:

- entry to university OR;
- a clear VET pathway or employment OR;
- alternative pathways for some students with special needs.

Mossman State High School is also committed to ensuring that all students graduating from our school are awarded a Queensland Certificate of Education (QCE).

Our school has a proven track record of catering for the interests and aspirations of our students and consistently achieving excellent academic outcomes.

Mossman State High School offers a wide range of subjects to cater for the diverse needs of our students and for the possible pathways such as tertiary study, VET training or paid employment they may follow after Year 12.

When selecting subjects, students need to take into account:

- future goals and career pathways
- past results, successes and interests

while remaining realistic about success.

Historically Year 11 and 12 presents a challenge for most students due to a combination of:

- increased academic workload
- leadership roles within the school
- possible part time employment
- increased social and sporting activities

As a result, Mossman State High School is providing a preparatory year in Year 10 with the aim to develop students' pre-requisite knowledge and skills for our Year 11 & 12 courses.

It is important to note that if you do not select a subject in Year 10, you are not excluded from studying that subject in Years 11 and 12.

With careful subject selection and appropriate application to study during Year 11 and 12, our current Year 9s' can look forward to successfully graduating on completion of Year 12 in 2020.

The information in this booklet will be a starting point for this journey.

SUBJECT SELECTION PROCESS

Students must complete the online survey on OneSchool to select the subjects they would like to study in Year 10.

Seven lines have been provided in this survey listing subjects the school is offering, each line indicating the subjects that will be running at the same time.

Students must select **one** (1) subject from each line.

Students submit subject preferences.

Subjects that only a small number of students wish to study will not be offered. Students who expressed a preference for one of these subjects would be asked to reselect from that line.

The availability of specialist rooms eg computer rooms, kitchen, senior workshops may also determine whether a subject can be offered by the school.

If a subject is not offered by the school or clashes with another subject on the timetable lines, it may be possible for the student to study the subject by enrolling in Distance Education.

SUBJECT INFORMATION

1. Students must select seven subjects (one from each line). This will ensure that students must study one ENGLISH subject (eg either English or English Communication) from line 3 and at least one MATHEMATICS subject (eg Mathematics Essential Preparation, Mathematics General Preparation or Mathematics Methods & Specialist) from line 6. They will also study one Vocational Education & Training subject from Live 7 utilising their Vocational Education and Training in Schools (VETiS) funding.
2. Other Subject Offerings – students may elect to study subjects **NOT** offered by the school that are offered by Schools of Distance Education. Students considering studying these subjects would need to be highly motivated with the ability to work independently. See Mr Guthrie for more information.

CHANGING SUBJECTS

When a subject is chosen, the student has contracted for a full semester's study in that subject. However, students may change subjects at the end of each term.

Students wishing to change subjects should contact Mr Guthrie. Parental permission will be required.

SUBJECT LEVIES

Mossman State High School is committed to providing quality curriculum programs for all students. To support the programs the P&C Association and school staff set subject levies each year to ensure adequate resources are available. These levies are set as part of the consultative budget process.

The levies provide resources for students which enable them to achieve quality outcomes in the subjects that they choose to study.

As a guide, the subject levies in 2017 were:

Year 10 BASE RESOURCE SCHEME - \$230.00

ELECTIVE PRACTICAL SUBJECT SCHEME

AGRICULTURAL PREPARATION	\$80.00
ART PREPARATION	\$55.00
FILM, TELEVISION & MEDIA PREP	\$80.00
FOUNDATIONS FOR HOSPITALITY	\$145.00
INDUSTRIAL TECHNOLOGY PREP	\$60.00

If you have any questions regarding subject levies, please contact the school.

ATTENDANCE REQUIREMENTS

From 2006, the *Youth Participation in Education and Training Act 2003* has made it compulsory for young people to remain at school until they finish Year 10 or turn 16, whichever comes first.

Young people who have finished Year 10 or turned 16 will then be required to participate in education and training for:

- A further two years, **OR**
- Until they have gained a Senior Certificate/Q.C.E., **OR**
- Until they have gained a Certificate III vocational qualification, **OR**
- Until they have turned 17.

UNLESS THEY ARE IN FULL-TIME WORK (\geq 25 hours per week)

HOW TO ENTER SUBJECT PREFERENCES ON ONESCHOOL

➤ **From School** -

1. Log on using your username and password.
2. Double click on the OneSchool Icon.
3. Click on the [My Education Plan] Tab.
4. Click on the [Surveys] Tab.
5. Answer the question relating to your attendance in 2018.
6. If you answer NO – subject selections are not required.
7. Save.
8. Click on the [Subject Selection] Tab.
9. If it is the first time you have attempted to select subjects, the following message “You currently have no subject selection model selected. Click here to select a new model”.
10. Click on [here] to select a new model
11. Select: Year 10 – 2018.
12. Save.
13. Click on [Edit] Tab.
 - The Subject Selection Form will appear.
14. Select seven (7) Subjects.
15. Add any notes regarding your subject selection.
16. Save.
17. Check that you have saved successfully. (If not error messages will appear at the top of the screen in red.)

➤ **From Home** –

1. Open Internet Explorer.
2. Type in the address – <https://oslp.eq.edu.au>
3. Enter.
4. Enter your username and password as requested.
5. Follow steps 3 – 16 as above.

SUBJECT SELECTION STRUCTURE

Mossman State High School Subject Selection Structure – Year 10 2018

Number of Lines: 7

Mandatory KLAs:

Student Instructions:

1. Student must select six (6) subjects, one (1) on each line, from Lines 1 to 6.
2. Students must also choose one (1) VETiS Course or the Duke of Edinburgh Award on Line 7.

Line 1	<input type="checkbox"/> * Agricultural Preparation <input type="checkbox"/> * Digital Technology Preparation <input type="checkbox"/> * Visual Arts	<input type="checkbox"/> * Biology Prep. <input type="checkbox"/> * Industrial Technology Prep	<input type="checkbox"/> * Dance <input type="checkbox"/> * Legal Studies Preparation
Line 2	<input type="checkbox"/> * Business Preparation <input type="checkbox"/> * Physical Education Prep	<input type="checkbox"/> * Drama <input type="checkbox"/> * Physics Preparation	<input type="checkbox"/> * Japanese <input type="checkbox"/> * Recreation Preparation
Line 3	<input type="checkbox"/> * English	<input type="checkbox"/> * Essential English Preparation	
Line 4	<input type="checkbox"/> * Business Preparation <input type="checkbox"/> * Geography Preparation <input type="checkbox"/> * Visual Arts	<input type="checkbox"/> * Chemistry Preparation <input type="checkbox"/> * Health Preparation	<input type="checkbox"/> * Design Preparation <input type="checkbox"/> * Tourism Preparation
Line 5	<input type="checkbox"/> * Biology Prep. <input type="checkbox"/> * Hospitality Practices Prep.	<input type="checkbox"/> * Film, Television & New Media Prep. <input type="checkbox"/> * Industrial Technology Prep.	<input type="checkbox"/> * History Preparation <input type="checkbox"/> * Physical Education Prep.
Line 6	<input type="checkbox"/> * Mathematics Essential Preparation	<input type="checkbox"/> * Mathematics General	<input type="checkbox"/> * Mathematics Methods & Specialists
Line 7	<input type="checkbox"/> * Certificate II in Resources and Infrastructure Work Preparation <input type="checkbox"/> * Certificate II in Salon Assistant	<input type="checkbox"/> * Certificate I in Construction <input type="checkbox"/> * Certificate II Tourism	<input type="checkbox"/> * Certificate II In Health Support Services / Certificate II in Community Services <input type="checkbox"/> * Duke of Edinburgh

SUBJECTS – YEAR 10 - 2018 & YEAR 11 - 2019

KEY LEARNING AREA	Year 10 Subjects	Year 11 Subjects
ENGLISH	<ul style="list-style-type: none"> English (ENG) Essential English (EEP) 	<ul style="list-style-type: none"> English Essential English
MATHEMATICS	<ul style="list-style-type: none"> Mathematics General Preparation (MGP) Mathematical Methods & Specialist Preparation (MSP) Mathematics Essential Preparation (MEP) 	<ul style="list-style-type: none"> General Mathematics Mathematical Methods Specialist Mathematics Essential Mathematics
SCIENCE	<ul style="list-style-type: none"> Agriculture Preparation (AGP) Biology Preparation (BSP) Chemistry Preparation (CHP) Physics Preparation (PHP) 	<ul style="list-style-type: none"> Agricultural Practices Biology Chemistry Physics
HUMANITIES & SOCIAL SCIENCES	<ul style="list-style-type: none"> Business Preparation (BEP) Geography Preparation (GEP) History Preparation (HIP) Legal Studies Preparation (LEP) Tourism Preparation (TOP) 	<ul style="list-style-type: none"> Business Business Studies Geography Ancient History Legal Studies Tourism
HEALTH & PHYSICAL EDUCATION	<ul style="list-style-type: none"> Physical Education Preparation (PEP) Health Preparation (HEP) Recreation Preparation (REP) 	<ul style="list-style-type: none"> Physical Education Health Recreation Certificate III in Fitness Certificate III in Health
THE ARTS	<ul style="list-style-type: none"> Dance (DAN) Drama (DRA) Film, Television & New Media Preparation (FTP) Visual Arts (ARP) 	<ul style="list-style-type: none"> Dance Drama Film, Television & New Media Visual Art Certificate II in Visual Arts
TECHNOLOGY	<ul style="list-style-type: none"> Design Preparation (DEP) Digital Technology Preparation (DGT) Hospitality Practices Preparation (HPP) Industrial Technology Preparation (ITP) 	<ul style="list-style-type: none"> Design Digital Solutions Food and Nutrition Hospitality Practices Industrial Technology Skills
LANGUAGES	<ul style="list-style-type: none"> Japanese (JAP) 	<ul style="list-style-type: none"> Japanese

 General Subject

 Applied Subject

 VET Subject

VOCATIONAL EDUCATION & TRAINING (VET) – General Information

At Mossman State High School, a variety of VET courses are offered by the following Registered Training Organisation (RTO). Additional information about each RTO may be found on the National Register of VET via the website: training.gov.au

RTO	National Registration Number
Mossman State High School	31760
Binnacle Training	31319
Career Training Institute of Australia	6517
Connect 'n' Grow	40518
MiHaven Training	40928
Australian Drilling Institute Pty Ltd	31440



VET Courses offered at Mossman State High School:

VET COURSES	VETiS funded	QCE CREDITS
Year 10 VET subjects		
❖ Certificate II in Health Support Services/ ❖ Certificate II in Community Services (RTO – Connect 'n' Grow)	✓	4
❖ Certificate II in Tourism (RTO – Career Training Institute of Australia)	✓	4
❖ Certificate I in Construction (RTO – MiHaven)	✓	3
❖ Certificate II in Resources & Infrastructure Work Preparation (RTO – Australian Drilling Institute)	✓	4
❖ Certificate II in Salon Assistant (RTO – Far North Training & Consultancy Pty Ltd)	✓	4
Year 11 VET subjects		
❖ Certificate II in Visual Arts (RTO – Mossman State High School)		4
❖ Certificate III in Fitness (RTO – Binnacle Training)		8
❖ Certificate III in Sport & recreation (RTO – Binnacle Training)		7
❖ Certificate III in Tourism (RTO – Career Training Institute of Australia)		8
❖ Certificate III in Health Services Assistance/ ❖ Certificate III in Community Services (RTO – Connect 'n' Grow)		8

The VET offered at this school gives students the opportunity to gain nationally recognised qualifications. The skills and knowledge gained in these qualifications link directly to employment pathways.

VET assessment is ongoing and takes many forms including observation checklists, written responses, role plays, journals etc. Assessors are looking for evidence that demonstrates that a student is competent. Students have the opportunity to show competence in each unit more than once.

VETiS funding covers the cost of training in a VETiS approved course. This funding is only available to students enrolled in a secondary school and may only be accessed once. Please note that VETiS is only available to residents of Australia

Students may need to consider which VETiS funded qualification best suits their current and future needs.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is available to students who believe that they have acquired the knowledge and skills for certain units. Evidence is required to support student claims and the evidence is mapped to ensure that it matches the current units of study. To access RPL, students must obtain the RPL request form from the VET coordinator and produce evidence as requested.

Complaints and Appeals

All formal complaints and appeals must be in writing and addressed to the Principal, who will send a written acknowledgement of receipt. A committee will be convened to hear the complaint/appeal, and the complainant/appellant will be notified of the outcome within 60 days. If the complainant/appellant is not satisfied with the outcome, the Principal will refer them to the QCAA website for further information about complaints/appeals. **Further details on these processes may be viewed in the VET Student Handbook or on the school's website.**

SERVICE AGREEMENT: 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.

ENGLISH (ENG)

AIMS

- To develop students' abilities to compose and comprehend spoken and written English fluently and effectively, for a wide range of personal and social purposes.

COURSE CONTENT

- The course is structured around the Australian Curriculum for English; and to provide entry into Senior English.
- Each semester is based on a broad theme related to the texts under consideration.
- Students will be actively engaged in a range of texts including novels, poetry, drama and media

ASSESSMENT

Assessment is composed of a range of literary and non-literary genres including:

- Imaginative writing and speaking
- Analytical writing and speaking
- Persuasive writing and speaking

LEVIES

- ◆ The levy for English is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 - *English & Essential English*

ESSENTIAL ENGLISH PREPARATION (EEP)

AIMS

- The Year 10 Essential English Preparation course is a combination of elements of the Australian Curriculum for Year 10 English and preparatory elements of the Authority Registered subject, English Communication.
- Students selecting English Communication in Year 10 should do so with a view to continuing with the subject in Years 11 and 12.

COURSE CONTENT

- At Year 10, English Communication is designed to further develop students' appreciation of language and literature; and also to focus on the communication skills required for work readiness.

ASSESSMENT

In Communication Studies between 50 percent and 70 percent of the tasks contributing to summative assessment are to be predominantly spoken/signed and/or practical; and 30 percent to 50 percent predominantly written.

→ WRITTEN

Short answer questions, personal records/logs, work related documents, responses to stimuli - maximum 400 words.

→ NON-WRITTEN

These include all non-written techniques stipulated in the study area core communication module. They may also include:

Presentation and demonstrations, role plays, interviews, discussions, use of communication technology, giving/receiving and acting upon instructions, pictorial or graphical illustration, combinations of the above.

→ WORK EXPERIENCE

It is recommended that all students enrolled in Communication Studies undertake work experience as part of the program.

LEVIES

- ◆ The levy for English Communication is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 - *English & Essential English*

MATHEMATICS GENERAL PREPARATION (MGP)

AIMS

- To provide students with knowledge and skills which will equip them to deal with most situations involving mathematical applications in a wide range of occupations.

COURSE CONTENT

- Students will study topics including
 - » Consumer Arithmetic
 - » Trigonometry
 - » Linear Relationships & their graphs
 - » Probability
 - » Statistics
 - » Shape and Measurement
 - » Algebra – substitution rearranging, solving linear equations, simultaneous solutions

ASSESSMENT

- Student achievement will be judged on three criteria –
 - Knowledge & Procedures
 - Modelling & Problem solving
 - Communication & Justification
- Assessment techniques will include –
 - Assignments
 - Supervised tests

PREREQUISITES

- ❖ Students should have attained at least a Sound Achievement in Year 9 Mathematics.

LEVIES

- ◆ The levy for this subject is included in the Base Resource Scheme Levy.
- ◆ A scientific calculator is required and may be purchased from the school office for \$22.00 (inc GST).

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *General Mathematics (replacing Mathematics A)*

MATHEMATICS METHODS & SPECIALIST PREPARATION (MSP)

AIMS

- To develop students' mathematical knowledge skills, understanding and use of data and information to model real life problems.
- To provide access to a wide range of career opportunities requiring an appropriate level of mathematical competence such as: health, environmental science, engineering, economics and management.

COURSE CONTENT

- Students will study topics including
 - » Algebra – substitution, rearranging and solving equations and in-equations, expanding and factorising expressions – linear and quadratic
 - » Graphs of functions, relations, domain & range
 - » Periodic functions and applications
 - » Exponential & Logarithmic functions
 - » Introduction to Proof
 - » Rates of Change
 - » Trigonometry
 - » Probability & Statistics
 - » Vectors
 - » Sequences and series

ASSESSMENT

- Student achievement will be judged on three criteria –
 - Knowledge & Procedures
 - Modelling & Problem solving
 - Communication & Justification
- Assessment techniques will include –
 - Assignments
 - Supervised tests

PREREQUISITES

- ❖ Students should have attained at least a High Achievement in Year 9 Mathematics.

LEVIES

- ◆ The levy for this subject is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Mathematical Methods (replacing Mathematics B) and Specialist Mathematics (replacing Mathematics C)*

MATHEMATICS ESSENTIAL PREPARATION (MEP)

AIMS

- Improve students' preparedness for entry to work, apprenticeships, traineeships or further study
- Develop skills such as general numeracy, estimating, measuring, locating, organisation, communicating, problem solving, informed decision making and the ability to work both individually and as part of a team

COURSE CONTENT

- Students will study topics including:
 - » Percentages & Rates
 - » Measurement
 - » Simple Algebra
 - » Earth Geometry
 - » Statistics
 - » Graphing
 - » Financial Maths
 - » Probability

ASSESSMENT

- Student achievement will be judged on three criteria –
 - Knowledge & Procedures
 - Modelling & Problem solving
 - Communication & Justification
- Assessment techniques will include –
 - Assignments
 - Supervised tests

LEVIES

- ♦ The levy for this subject is included in the Base Resource Scheme Levy.
- ♦ A scientific calculator is required and may be purchased from the school office for \$22.00 (inc GST).

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Essential Mathematics (replacing Pre-Vocational Mathematics)*

AGRICULTURE PREPARATION (AGP)

AIMS

Students will:-

- Develop a broad understanding of plants, soil and types of agricultural industries.
- Develop practical skills, farming a plot of land.
- Identify issues with agriculture e.g pests/diseases/environment.
- Examine local farming methods and business models.

COURSE CONTENT

Possible units for study include:

- Study of plants
 - Elements affect plant growth and different methods for improving crops
 - The science behind growing plants in a modern world
 - How does a worm farm increase production?
- Development of a market garden
 - Create a layout for a garden
 - Plant and monitor a vegetable crop from seed to harvest
 - Develop a worm farm and analyse the benefits of it on crops.
- Study of Agribusiness
 - Visit local farms
 - Analyse the farming model
 - Provide analysis of farming methods and apply it to a market garden.

ASSESSMENT

- Includes practical exercises, research assignments, reports, exams and oral presentations.

LEVIES

- ♦ The levy for Agriculture Preparation is \$80
- ♦ Excursion costs may be incurred as part of the curriculum, payable at the time of the excursion.

RELATED SUBJECTS IN YEAR 11 & 12 – *Agricultural Science & Agricultural Practices*

BIOLOGY PREPARATION (BSP)

AIMS

- To prepare students for the 2019 Senior Biology Course
- To enable students to engage with living systems

COURSE CONTENT

- The content is arranged around the following 4 topics:
 - Cells and multicellular organisms
 - Homeostasis and Disease
 - Biodiversity in ecosystems
 - Genetic materials and continuity of life (including evolution)

ASSESSMENT

- Short and combination response examinations
- Research investigations
- Data tests
- Student experiment

LEVIES

- ◆ The levy for Biology is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 - *Biology*.

CHEMISTRY PREPARATION (CHP)

AIMS

- To prepare students for the 2019 Senior Chemistry course
- To enable students to develop an understanding of materials, their properties and their structure

COURSE CONTENT

- The content is arranged around the following four topics:
 - Properties & Structure of Atoms
 - Properties and Structure of Materials
 - Chemical Reactions (incl. Rates of Reaction and acidity)
 - Intermolecular forces, gases and solution

ASSESSMENT

- Short and combination response examinations;
- Research investigations;
- Data tests;
- Student experiment

LEVIES

- ◆ The levy for Senior Chemistry Preparation is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Chemistry*

PHYSICS PREPARATION (PHP)

AIMS

- To prepare students for 2019 Senior Physics Course;
- To enable students to engage with the classical and modern understandings of the Universe.

COURSE CONTENT

- The content is arranged around the following five topics:
 - Thermal (Heating) Processes
 - Ionising radiation and nuclear reactions
 - Electrical Circuits (including electromagnetism)
 - Linear motion and force (including gravity)
 - Wave physics

ASSESSMENT

- Short and combination response examinations
- Research investigations
- Data tests
- Student experiment

LEVIES

- ◆ The levy for Senior Physics Preparation is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 - *Physics*.

BUSINESS PREPARATION (BEP)

AIMS

- To provide students with the knowledge, reasoning processes, practical skills and attitudes necessary for analysis of economic issues and efficient functioning in a variety of business context, both locally and globally.

COURSE CONTENT

- The course will be delivered in two strands: Business Concepts and Business Applications in order to prepare students for further study in the senior subjects of Business and Business Studies.
- Course content will include a selection from:
 - Managing financial responsibilities, risks and rewards.
 - Competing as a business in the global economy.
 - Managing economic performance and standard of living
 - Improved business productivity.
- Content will be examined in a variety of business contexts including: Entertainment, Event Management, Entrepreneurship (eg Shark Tank), Social Media, Health and Well-being, Insurance, Travel & Tourism, Retail, Sports Management and Rural.

ASSESSMENT

- Assessment will vary accordingly to the two strands.
 - Business Concepts: Short Response exams (unseen) and Extended Response exams (seen)
 - Business Applications: Research reports, Multi-modal presentations, Business plans, Oral presentations.

LEVIES

- ◆ The levy for Senior Business Education Preparation is included in the Base Resource Scheme Levy. Students must have access to a laptop that is connected to the School network.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Business Studies (students should achieve a C or higher in Year 10 Business Preparation) and Business (students should achieve a B or higher in Year 10 Business Preparation)*.

GEOGRAPHY PREPARATION (GEP)

AIMS

Students will

- Develop a broad understanding of the social, cultural, political and economic forces that shape the individual and society.
- Acquire the ability to contribute in a critical and informed manner to discuss concerning issues within society.
- Develop written, spoken, analytical and research skills to a high degree
- Gain a greater appreciation and understanding of the environment and the ways humans interact with it.
- Develop practical skills in analysing and presenting information
- Develop the ability to investigate and participate effectively in the community

COURSE CONTENT

Possible themes include

- Study of Sustainability
 - Importance and need for sustainability, climate change, effect of humans on different environments
- Study of Sustaining Australia
 - Examine indigenous systems, examining change Europeans brought on the environment
 - Mining boom
 - Murray Darling System
 - Australian Population
- Environmental Change and Management
 - Investigate environmental geography through an in-depth study of a specific environment
 - Apply human-environment systems thinking to understand the causes and consequences of environmental change
- Geographies of Human Wellbeing
 - Examine the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.
 - Explore spatial differences in wellbeing

ASSESSMENT

- Includes Research Assignments, Essays, Reports, Stimulus Response Essays, Oral Presentation and Short Response Exams.

PREREQUISITES

- ❖ A minimum of a sound level of achievement in Year 9 Humanities is desirable

LEVIES

- ◆ The levy for this subject is included in the Base Resource Scheme Levy

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Geography*

HISTORY PREPARATION (HIP)

AIMS

Students will:

- Gain an insight into a wide variety of societies throughout the ancient, medieval and modern world, dealing with issues of war, personal conflict, religious belief and technological advancement
- Draw connections between beliefs and practices throughout the history of humans
- Form opinions on the way in which culture develops and the impact that interaction between civilisations has on the formation of the current world.
- Develop written, spoken, analytical and research skills to a high degree

COURSE CONTENT

Possible units for study include:

- Study of Religion
 - Mythology of Greece and Rome
 - Celtic Religion
 - Zoroastrianism
 - Buddhism
- Study of Empires
 - Persia
 - Aztec
 - China
 - India
- Study of the United States of America
 - American Revolution
 - American Civil War
 - Slavery
 - The Gulf War
- Study of Conflict
 - French and English conflicts
 - The Crusades
 - Conflict of Religion
 - WWII
- Study of Idea
 - Popular Culture
 - Rights and Freedoms of People
 - Human Rights
 - Refugees

ASSESSMENT

→ Includes Research Assignments, Essays, Reports, Stimulus Response Essays, Oral Presentation and Short Response Exams

PREREQUISITES

- ❖ A minimum of a sound level of achievement in Year 9 Humanities is desirable

LEVIES

- ◆ The levy for History Preparation is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Ancient History, Modern History*

LEGAL STUDIES PREPARATION (LEP)

AIMS

Students will:

- Develop a broad understanding of the law and legal system
- Contribute as informed citizens to critical discussion about the law and legal systems of our society
- Analyse law and legal cases to justify outcomes, suggest improvements and consider the implications of those outcomes
- Discuss controversial legal changes within Australia and examine the way in which laws are amended

COURSE CONTENT

Possible units for study include:

- Study of the Legal System: How the legal system works
 - Rules vs. laws. Why do we have laws?
 - The Constitution and Separation of Power, parliament and the making of legislation
 - The Court Hierarchy and Judges, different types of law
 - Voting systems
- Study of Crime and Punishment:
 - Current laws based around criminal law, power of the police, difference between civil and criminal law
 - Case Studies – learning to apply the elements of a law to a hypothetical factual circumstances in order to advise whether a person would be convicted of a crime
- Study of Police Powers
 - Separation of Powers
 - Process of arresting wrong-doers
 - Your rights
- Study of Youth Justice
 - Youth detention centres
 - Rehabilitation for youth
 - Legal rights for youth
 - Common legal issues for youth

ASSESSMENT

→ Includes seminars, research assignments, essays, reports, stimulus response essays, oral presentation and short response exams.

PREREQUISITES

❖ A minimum of a sound level of achievement in Year 9 Humanities is desirable

LEVY

◆ The levy for Legal Studies Preparation is included in the Base Resource Scheme Levy

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Legal Studies*

TOURISM PREPARATION (TOP)

AIMS

Students will:

- Develop a broad understanding of the Tourism industry
- Develop written, spoken, analytical and research skills to a high level
- Develop practical skills in gathering, analysing and presenting information
- Develop the ability to investigate and participate effectively in the community
- Develop analytical, written, spoken and communication skills to a high level
- Identify elements of tourism within the region and analyse their needs and ability to attract tourists
- Develop an understanding of different types of tourism around the world

COURSE CONTENT

- Study of Thana Tourism
 - What attracts tourists to destinations of destruction
 - Morals around tourism
 - Study various Thana tourist sites
- Study of Tourism marketing
 - How to market an industry or a country effectively
 - Analyse the reasons for tourists to visit Australia
 - Provide alternatives and suggestions for tourism within Australia
- Study of Tourism advertising
 - Analyse the way in which tourist hotspots appeal to the market audience
 - Identify strategies implemented by companies or countries to create an appeal
 - Identify the needs and desires of certain tourists to cater for that in a tourist industry
 - Provide suggestions and strategies to improve the tourist market in FNQ

ASSESSMENT

→ Includes seminars, research assignments, essays, reports, stimulus response essays, oral presentations and short response exams.

LEVIES

- ◆ The levy for this subject is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 - *Tourism*

HEALTH PREPARATION (HEP)

AIMS

This subject aims to allow students to move through the inquiry process of health concerns and existing health campaigns from a personal level through to the larger community perspective. By engaging in this subject, students will gain an understanding of factors that influence health and thus enable them to improve it. This is done through a repeated process of:

- acquiring a working knowledge of the different frameworks used to analyse health issues
- analyse the available data and communicate their findings
- Propose a justified action or adapt an existing action to improve health outcomes
- Evaluate the success of their action

COURSE CONTENT

Students will study the following units each term:

- Term 1 – Resilience as a personal health resource
- Term 2 – Community as a resource for healthy living
 - Elective: Anxiety
- Term 3 – Community as a resource for healthy living
 - Elective: Homelessness
- Term 4 – Peers and family as resources for healthy living
 - Elective: Alcohol

ASSESSMENT

In line with the 2019 Physical Education Syllabus, students will complete 4 assessment tasks across the year.

- Term 1 – Investigation – analytical exposition (25%)
- Term 2 – Investigation – action research (25%)
- Term 3 – Examination – extended response (25%)
- Term 4 – Examination (25%)

PREREQUISITES

- ❖ A high level of achievement in English and Junior HPE is desirable.

LEVIES

- ◆ The levy for Yr 10 Health is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 - *Health, Certificate II in Health*

PHYSICAL EDUCATION PREPARATION (PEP)

AIMS

This subject aims to:

- Identify and recall concepts and strategies related to the physical activity under study
- Implement body and movement strategies into effects in response to a situation or circumstance of the physical activity under study
- Categorise primary and secondary performance data related to the body and movement concepts and strategies
- Analyse and critique meaning and relationships between performance data and body and movements concepts and strategies
- Synthesise different performance data to establish or obtain facts, to create understandings that inform the development of relevant strategies
- Evaluate strategies to make judgements
- Make decisions to modify (either partial or minor) strategies
- Justify decisions about strategies using primary and secondary evidence
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

COURSE CONTENT

Students will study the following units, through participation in one or more of the sports listed:

- **Term 1**
 - Sports Psychology and physical activity
 - Possible physical activities include: badminton, crossfit, golf, resistance training, swimming, volleyball, AFL, basketball or futsal / soccer
- **Term 2**
 - Functional anatomy, biomechanics and motor learning
 - Possible physical activities include: athletics (throws or jumps), badminton, golf, tennis, volleyball, AFL or team handball
- **Term 3 – Tactical awareness and physical activity**
 - Possible physical activities include: badminton, basketball, futsal / soccer, netball, tennis, touch or volleyball
- **Term 4 – Energy, training and physical activity**
 - Possible physical activities include: badminton, basketball, futsal / soccer, netball or volleyball

ASSESSMENT

- In line with the 2019 Physical Education Syllabus, students will complete 4 assessment tasks across the year. ***Students should note that their practical performance does not contribute to each term's result.***
 - Term 1 – Analytical Exposition – 25%
 - Term 2 – Investigation Report – 25%
 - Term 3 – Performance Folio – 25%
 - Term 4 – Exam – Combination response – 25%

PREREQUISITES

- ❖ A sound level of achievement in English and Junior HPE is desirable, as is the requirement that students will participate in all practical learning experiences.

LEVIES

- ◆ The levy for Yr 10 Physical Education preparation is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 - *Physical Education*

RECREATION PREPARATION (REP)

AIMS

This subject aims to:

- demonstrate physical responses and interpersonal strategies in individual and group situations in recreation activities
- describe the benefits of recreation on health and wellbeing
- explain procedures and strategies, concepts and information using terminology and examples in, about and through recreation activities.
- apply concepts and adapt procedures, strategies and physical responses in individual and group recreation activities
- manage individual and group recreation activities
- apply health promotion strategies in personal and group recreation activities
- use language conventions and features to achieve particular purposes.
- evaluate the effects of recreation on individuals and communities
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in recreation activities
- evaluate strategies that seek to promote health in recreation activities and provide recommendations

COURSE CONTENT

Students will study 4 core topics – recreation, you and the community, physical activity and healthy living, health and safety in recreation and personal and interpersonal skills in recreation. This knowledge, understanding and skills foundations are delivered through the following units over the course of the year:

- Term 1 – Technology advances in sport
 - Possible physical activities include: badminton, crossfit, golf, resistance training, swimming, volleyball, AFL, basketball or futsal / soccer
- Term 2 – Strapping for sports Injuries
 - Possible physical activities include: badminton, basketball, futsal / soccer, netball or volleyball
- Term 3 – Setting goals for fitness improvement
 - Health-related physical activities that are not assessed, e.g. Fitness testing and activities
- Term 4 – Coaching a Team
 - Possible physical activities include: badminton, basketball, futsal / soccer, netball, tennis, touch or volleyball
 - Students actual performance in coaching a session will be assessed, not their physical performance in the sport

ASSESSMENT

→ Students will be assessed in the following ways:

- Term 1 – Investigation
- Term 2 – Project (Examination and Performance)
- Term 3 – Examination – extended response to stimulus
- Term 4 – Project (Planning document, coaching performance, written evaluation)

PREREQUISITES

- ❖ A sound level of achievement in English and Junior HPE is desirable, as is the requirement that students will participate in all practical learning experiences.

LEVIES

- ◆ The levy for Yr 10 Physical Education preparation is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Recreation*

DANCE (DAN)

AIMS

This subject aims to:

- Develop students awareness of Australian and international dance artists, companies and practices, expanding their understanding of the cultural dimensions of dance and informing their own compositions and performances
- Facilitate the development and expression of the individual – physically, intellectually, socially and emotionally
- Enable students to value the human body as an instrument of communication through awareness and control of physical movement
- Explore and develop abilities and skills appropriate to a range of work and other life paths

COURSE CONTENT

- Students will undertake learning experiences through:
 - Performing solo, duet and group dances to communicate ideas, experiences and artistic intentions for different purposes, contexts and audiences
 - Choreography through developing and applying understanding of the processes of dance composition using a range of dance elements, genres, styles, techniques, conventions and practices
 - Appreciating through using the language of dance to analyse and respond critically to a range of dance works
- These experiences will be undertaken in the context of a range of dance genres and styles such as:
 - Hip Hop and popular dance
 - Contemporary Dance
 - Musical Theatre
 - Commercial Jazz Dance
 - Alvin Ailey

ASSESSMENT

- Students have 3 types of assessment:
 - Performance of taught choreography
 - Devising of individual and group choreography
 - Appreciation is assessment through written tasks and assignments
- In line with the 2019 Dance Syllabus, students will be complete 4 assessment tasks across the year.
 - Term 1 – Performance – Musical Theatre – 20%
 - Term 2 – Choreography – Musical Theatre – 20%
 - Term 3 – Project – 35%
 - Term 4 – Exam – Contemporary – 25%

PREREQUISITES

- ❖ A sound level of achievement in English is desirable, as is the requirement that students will perform assessment tasks in front of class / larger audience groups.

LEVIES

- ◆ The levy for Yr 10 Dance is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Dance*

DRAMA (DRA)

AIMS

- To improve speaking and communication skills.
- To develop greater confidence and self-control.
- To foster creativity and the imagination.
- To develop observation and research skills, and the ability to analyse and critically evaluate dramatic texts as well as real life situations.
- To confidently speak and perform for an audience.
- To develop an appreciation of the performing arts.

Year 10

- **Semester 1**
 - Unit 1 Play Study: (performance of a scene)
 - Unit 2 Melodrama Script (individual creation) and Melodrama Performance (group creation)
 - Unit 3 Review of a Performance: (responding to a live performance)
- **Semester 2**
 - Unit 4 Political Theatre Performance: (creation of a documentary drama)
 - Unit 5 Independent Production Performance
 - Unit 6 Dramaturgy Program Notes (public performance)

ASSESSMENT

- The achievement levels in Drama are mostly obtained from evaluating a student's practical performances. However a written assignment usually accompanies each practical task and poor achievement on the written tasks will adversely affect an overall result.
- Assessment is usually carried out in pairs or in groups although each student is only assessed on the demonstration of individual skills and contributions.

LEVIES

- ◆ The levy for Drama is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Drama, Film, Television & New Media*.

FILM, TELEVISION & NEW MEDIA PREPARATION (FTP)

AIMS

Students will -

- develop a broad knowledge and understanding of media and moving-image design, production and critique;
- generate and experiment with ideas by using technologies to express themselves as citizens, consumers, workers and imaginative beings;
- develop higher-order cognitive and critical literacy skills related to moving-image media production and use;
- develop an ethical and sensitive approach to producing and using moving-image media across a range of cultures.

COURSE CONTENT

- Five key concepts are used to study products and their contexts of production and use: Technologies, Representations, Audiences, Institutions and Languages.
- Example units: New methods of media and the impact of interactive technologies; Challenging, subverting or reinterpreting representations of stereotypes; Moving-image usage – a study of new media (e.g. Podcasts, Mobile phone short films, SecondLife); Advertisements – production formats (e.g. product placement, pop-ups, merchandising, interactive advertising); Moving-image media institutions – production, roles, ownership and content (e.g. a comparison of public service broadcasters with commercial media networks); and Language codes – film and TV genres (e.g. students use a video camera to record images reflecting certain technical, symbolic and narratives codes).
- Class activities may include film and media critiques, experimentation with new media technologies, group design, production of media (e.g. DVD documentaries), textual analysis, content analysis, case studies, practical work, translations and adaptations of media genres, specialist speakers and computer interaction learning activities.

ASSESSMENT

→ Includes assessment of design, production and critique objectives. For example, character analysis of a popular TV show, storyboarding and production of a music video, film soundtrack design, Hollywood genre film production, game design, animations, media analysis, essay and report writing, designing podcasts.

PREREQUISITES

- ❖ A minimum of a sound level of achievement in English is desirable.

LEVIES

- ◆ As a guide the levy for Film, Television and New Media in 2017 was \$75.
- ◆ Excursion costs are incurred as part of the mandated curriculum, payable at the time of the excursion.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Film, Television & New Media*

VISUAL ART (ARP)

This one year course amalgamates photography, practical art, conceptual art and subject specific careers.

AIMS

This course:

- provides opportunities for students to engage in artistic and photographic techniques;
- encourages students to make and study artworks with confidence; and
- gives students an understanding of the role of art and the artist in society.

COURSE CONTENT

- A range of skills and concepts will be explored; (drawing, design, printing, painting, ceramics, sculpture and photography).
- Practical and theoretical tasks are covered.

ASSESSMENT

→ Practical: folios, exhibitions, digital and multimedia presentations.
→ Theoretical: assignments, visual journals, evaluations.

LEVIES

- ◆ Enrolment in this course is conditional upon payment of a levy to help offset the cost of materials and equipment. As a guide the levy for 2017 was \$55.00.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Visual Art, Arts in Practice, Certificate II in Visual Arts.*

DESIGN PREPARATION (DEP)

AIMS

- To develop students' knowledge and understanding of:
 - graphical communication
 - the importance of graphical languages as a way of communicating
 - the use of mathematical concepts in graphics (eg space and measurement)
 - the use of technology to present graphical information
 - the design process.
- To develop students' ability to:
 - solve problems
 - collect, select, organise and present information in graphical forms
 - work independently and as a team member
 - manage, plan and execute tasks efficiently and effectively

Graphics also promotes a student's sense of self-worth and self-reliance

COURSE CONTENT

- Presentation methods
- 2 D viewing systems
- Diagrams, graphs & charts
- 3 D viewing systems
- Animations
- Surface development
- Field studies
- The design process

N.B. Computer Aided Drafting (C.A.D.) and multimedia equipment and techniques will be used extensively throughout the course in line with current industry practice

ASSESSMENT

- Class work folio
- Research projects/assignments
- Tests

LEVIES

- ◆ The levy for Graphics is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Design*

DIGITAL SOLUTIONS PREPARATION (DGT)

AIMS

- To prepare students for the 2019 Senior Digital Solutions Course
- To enable students to engage with computational thinking and information systems to define, design and implement digital solutions

COURSE CONTENT

The content is arranged around the following 4 topics:

- Programming
- App & Web design
- Cybersafety and Security
- Digital Solutions

ASSESSMENT

- Combination of exams, assignments, project work and challenges.

LEVIES

- ◆ The levy for Digital Solutions Preparation will be \$24. This covers the subscription fee to GROK Learning.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Digital Solutions*.

HOSPITALITY PRACTICES PREPARATION (HPP)

AIMS

This subject aims to:

- Explain concepts and ideas from the food sector
- Describe procedures in hospitality contexts from the food sector
- Examine concepts and ideas and procedures related to industry practices from the food sector
- Apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- Use language conventions and features to communicate ideas and information for specific purposes
- Plan, implement and justify decisions for events in hospitality contexts
- Critique plans for, and implementation of, events in hospitality contexts
- Evaluate industry practices from the food sector

COURSE CONTENT

- Students will study 3 core topics – navigating the hospitality industry, working effectively with others, and hospitality in practice. This knowledge, understanding and skill foundations are delivered through the below electives over the course of the year:
 - Term 1 – Hygiene in the hospitality sector
 - Term 2 - Hospitality skills in action
 - Term 3 – Sustainability and technology in the hospitality sector
 - Term 4 – The influence of cultural foods on the hospitality sector

ASSESSMENT

- In line with the 2019 Hospitality Practices Syllabus, students will be assessed in the following ways:
- Term 1 – Examination
 - Term 2 – Project (actual event)
 - Term 3 – Investigation
 - Term 4 – Project (simulated event)

LEVIES

- ◆ Enrolment in this course is conditional upon **payment (or payment plan set up) of a levy during Term 1** to help offset the cost of materials and ingredients.
- ◆ As a guide, the 2017 levy was \$145

RELATED SUBJECTS IN YEAR 11 & YEAR 12- *Hospitality Practices*

INDUSTRIAL TECHNOLOGY PREPARATION (ITP)

This course is designed to give students an introduction to the INTAD curriculum offerings in the senior school (ie Technology Studies, Industrial Technology Studies). Current computer based technologies will be incorporated within the constraints of timetabling and facilities.

AIMS

To develop in students:-

- knowledge, understanding and skills related to industrial materials, equipment, processes and procedures;
- practical skills associated with tools and equipment;
- an appreciation of the role of industrial technology in society;
- problem solving techniques and the ability to design practical solutions to given problems;
- the ability to express and communicate ideas using sketches, diagrams, pictures and written forms; and
- responsible attitudes.

COURSE CONTENT

- Safety in workshop and industrial environments.
- Nature of industrial materials.
- Techniques for manipulating industrial materials.
- Elements and principles of design.
- Techniques for manipulating written and graphical information.

ASSESSMENT

- Tests, practical work and research projects and reports.
→ Design folio.

LEVIES

- ◆ Enrolment in this course is conditional upon payment of a levy to help offset the cost of materials such as personal protective equipment, various timber, metal, plastic (etc) materials necessary to complete projects/exercises. As a guide the levy in 2017 was \$60.
- ◆ Students may be required to provide further funds to cover individual costs, depending on personal project choice.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 - *Industrial Technology Skills and Technology Studies*.

JAPANESE (JAP)

AIMS

- To communicate in Japanese at an introductory level
- To increase awareness of other cultures and races and broaden world views
- To acquire language-learning strategies that can be applied in further formal and informal studies
- To enhance post-school options and meet the growing needs of industry for language skills and cultural understanding

COURSE CONTENT

- The course is taught in a communicative context with each term being centred around a specific topic.
- Topics include: travel, entertainment, food, music, school, home, overseas travellers and national parks.
- Over the course of study the 4 macro-skills of reading, writing, listening and speaking are developed equally.
- Approximately 80 KANJI will be learnt for recognition and reproduction.
- Students have the opportunity to participate in student exchange programs, inbound study tour visits and speaking competitions, restaurant visits, language and essay competitions and the two-yearly trip to Japan.

ASSESSMENT

Assessment is focused on, but not limited to, the production of writing and speaking of language.

- Writing
 - Poster
 - Itinerary
 - Book/movie review
- Speaking
 - Presentation
 - Role-play

LEVIES

The levy for Japanese is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 11 & 12 - *Japanese*

CERTIFICATE II IN HEALTH SUPPORT SERVICES

CERTIFICATE II IN COMMUNITY SERVICES

VOCATIONAL EDUCATION & TRAINING COURSE

COURSE CODE & TITLE: HLT23215 - Certificate II in Health Support Services
CHC22015 - Certificate II in Community Services

DURATION OF COURSE: 1 year

RTO: Connect 'n' Grow (40518)

ENTRY REQUIREMENTS: Students will be required to provide a laptop and participate in the schools BYOX program.

QUALIFICATION DESCRIPTION: The course gives students a good introduction and understanding of the range of tasks performed in the health and community services industry, including: health checks, health promotion and health administration. In year 11 & 12 students may elect to further their studies by undertaking Certificate III upgrades.

COURSE CONTENT: Units of Competency & Program Structure
HLT23215 - Certificate II in Health Support Services

Core Units

HLTWHS001	Participate in workplace health and safety
HLTINF001	Comply with infection prevention and control policies and procedures
CHCDIV001	Work with diverse people
CHHCCOM005	Communicate and work in health or community services

Elective Units

HLTHSS003	Perform general cleaning tasks in a clinical setting
BSBCUS201	Deliver a service to customers
HLTAID003	Provide first aid
BSBWOR202	Organise and complete daily work activities
BSBADM101	Use business equipment and resources
BSBINM201	Process and maintain workplace information
BSBWOR204	Use business technology
BSBWOR203	Work effectively with others

CHC22015 - Certificate II in Community Services

Core Units

HLTWHS001	Participate in workplace health and safety
CHCDIV001	Work with diverse people
CHCCOM001	Provide first point of contact
CHHCCOM005	Communicate and work in health or community services
BSBWOR202	Organise and complete daily work activities

Elective Units

HLTINF001	Comply with infection prevention and control policies and procedures
HLTHSS003	Perform general cleaning tasks in a clinical setting
BSBCUS201	Deliver a service to customers
FSKOCM07	Interact effectively with others at work

DELIVERY MODE: This course will be delivered face to face at Mossman State High School by the school's HPE staff in partnership with Connect 'n' Grow (RTO).

ASSESSMENT: Assessment is continuous and competency based, therefore, no Levels of Achievement will be awarded.

LEVIES: Payment of this course is made by assessing VETiS funding. **Note that students may only access VETiS funding once.**

ENROLMENT: Students who enrol after the commencement of the course may not achieve the full qualification. In this case, students would receive a Statement of Attainment listing units that have been successfully completed.





COURSE CODE & TITLE: SIT20116 - Certificate II in Tourism

DURATION OF COURSE: 1 year

RTO: Careers Training Institute of Australia (CTIA) (6517)

ENTRY REQUIREMENTS: There are no entry requirements.

QUALIFICATION DESCRIPTION: The course gives students a good introduction and understanding of the tourism and hospitality industries. In year 11 & 12 students may elect to further their studies by undertaking Certificate III upgrades.

COURSE CONTENT: Units of Competency & Program Structure

Core Units:

SITXCOM002	Show social and cultural sensitivity
SITTIND001	Sources and use information on the tourism and travel industry
SITXCCS003	Interact with customers
SITXWHS001	Participate in safe work practices

Elective Units: Students can choose from a Tourism stream or a Hospitality Stream

Tourism

SITTGDE001	Interpret aspects of local Australian Indigenous Culture
SITTGDE007	Research and share general information on Australian Indigenous Cultures
BSBWOR203	Work effectively with others
BSBCMM201	Communicate in the workplace
SITXCCS001	Provide customer information and assistance
SITXCOM001	Source and present information
SITXCCS002	Provide visitor information

Hospitality

SITXFSA001	Use hygienic practices for food safety
SITHFAB002	Provide responsible service of alcohol
SITHFAB005	Prepare and serve espresso coffee
BSBWOR203	Work effectively with others
BSBCMM201	Communicate in the workplace
SITXCCS001	Provide customer information and assistance
SITTGDE001	Interpret aspects of local Australian Indigenous culture

DELIVERY MODE: This course will be delivered face to face at Mossman State High School. Students will also participate in a 5 day camp on the Gold Coast (dates to be provided) by CTIA trainers.

ASSESSMENT: Assessment is continuous and competency based, therefore, no Levels of Achievement will be awarded.

LEVIES: Payment of this course is made by assessing student VETiS funding. **Note that students may only access VETiS funding once.**

ENROLMENT: Students who enrol after the commencement of the course may not achieve the full qualification. In this case, students would receive a Statement of Attainment listing units that have been successfully completed.



COURSE CODE & TITLE: CPC10111 - Certificate I in Construction

DURATION OF COURSE: 1 year

RTO: MiHaven Training (40928)

ENTRY REQUIREMENTS: There are no entry requirements.

QUALIFICATION DESCRIPTION: The course gives students a good introduction and understanding of the construction industry. The construction industry includes occupations such as building, plumbing, electrical and painting.

COURSE CONTENT: Units of competency studied include:

Core Units:

CPCCWHS1001	Prepare to work safely in the construction industry
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
CPCCM1012A	Work effectively and sustainably in the construction industry
CPCCM1013A	Plan and organise work
CPCCM1014A	Conduct workplace communication
CPCCM2001A	Read and interpret plans and specifications
CPCCM2005A	Use construction tools and equipment
CPCCVE1011A	Undertake a basic construction project

Elective Units:

CPCCM1015A	Carry out measurements and calculations
CPCCM2004A	Handle construction materials
CPCCM2006A	Apply basic levelling procedures

DELIVERY MODE: This course will be delivered face to face at Mossman State High School and on-site at MiHaven construction sites.

ASSESSMENT: Assessment is continuous and competency based, therefore, no Levels of Achievement will be awarded.

LEVIES: Payment of this course is made by assessing VETiS funding. **Note that students may only access VETiS funding once.**

ENROLMENT: Students who enrol after the commencement of the course may not achieve the full qualification. In this case, students would receive a Statement of Attainment listing units that have been successfully completed.

CERTIFICATE II IN RESOURCES & INFRASTRUCTURE WORK PREPARATION

VOCATIONAL EDUCATION & TRAINING COURSE

COURSE CODE & TITLE: RII20115 - Certificate II Resources & Infrastructure Work Preparation

DURATION OF COURSE: 1 year

RTO: Australasian Drilling Institute (ADI) (31440)

ENTRY REQUIREMENTS: Students will be required to provide laptop, boots that comply with the courses safety requirements (preferably steel cap) and participate in the schools BYOX program.

QUALIFICATION DESCRIPTION: The course gives students a good introduction and understanding of the resources and infrastructure industries including mining, drilling and quarrying.

COURSE CONTENT: Units of competency studied include:

RIIWHS201D	Work safely and follow WHS policies and procedures
RIIENV201D	Identify and assess environmental and heritage concerns
RIICCM201D	Carry out measurements and calculations
RIISAM202D	Isolate and access plant
RIISAM204D	Operate small plant and equipment
RIIRIS201D	Conduct local risk control
HLTAID003	Provide first aid
RIICOM201D	Communicate in the workplace
RIISAM203D	Use hand and power tools

DELIVERY MODE: This course will be delivered face to face at Mossman State High School. Students will also participate in a 5 day camp at ADI's Speerwah Training facility (dates to be provided) by ADI trainers.

ASSESSMENT: Assessment is continuous and competency based, therefore, no Levels of Achievement will be awarded.

LEVIES: Payment of this course is made by assessing student VETiS funding. **Note that students may only access VETiS funding once.**

ENROLMENT: Students who enrol after the commencement of the course may not achieve the full qualification. In this case, students would receive a Statement of Attainment listing units that have been successfully completed.



CERTIFICATE II IN SALON ASSISTANT

VOCATIONAL EDUCATION & TRAINING COURSE

COURSE CODE & TITLE: SHB20216 – Certificate II in Salon Assistant

DURATION OF THE COURSE: 1 year

RTO: Far North Training & Consultancy Pty Ltd (32474)

ENTRY REQUIREMENTS: There are no entry requirements.

QUALIFICATION DESCRIPTION: The course gives students a good introduction and understanding of the beauty and hairdressing industries

COURSE UNITS:

BSBWHS201	Contribute to health and safety of self and others
SHBHBAS001	Provide shampoo and basin services
SHBHDES001	Dry hair to shape
SHBHIND001	Maintain and organise tools, equipment and work areas
SHBXCCS001	Conduct salon financial transactions
SHBXCCS003	Greet and prepare clients for salon services
SHBXIND001	Comply with organisational requirements within a personal services environment
SHBXIND002	Communicate as part of a salon team

DELIVERY MODE: This course will be delivered face to face by Far North Training & Consultancy at their Training Centre on 11 Johnston Road, Mossman.

ASSESSMENT: Assessment is continuous and competency based, therefore, no Levels of Achievement will be awarded.

LEVIES: Payment of this course is made by assessing student VETiS funding. **Note that students may only access VETiS funding once.**

ENROLMENT: Students who enrol after the commencement of the course may not achieve the full qualification. In this case, students would receive a Statement of Attainment listing units that have been successfully completed.



DUKE OF EDINBURGH AWARD

The Duke of Edinburgh's International Award is an exciting development program that provides young people the opportunity to accept challenges and explore their interests in a program tailored to suit personal circumstances and choices. The Award is both fun and challenging and helps participants' build confidence and resilience.

Successful completion of The Duke of Edinburgh during years 10 to 12 will contribute credit towards a student's Queensland Certificate of Education (QCE) and is increasingly being recognised by potential employers. This highly reputable and internationally recognised Award program will be a standout addition on your resume. There are three levels of The Duke of Edinburgh – Bronze, Silver and Gold. To achieve these awards, participants will complete an **Adventurous Journey** and regularly commit to three ongoing sections: learning a **Skill**, participating in a community **Service** and taking part in **Physical Recreation**.



Service

The Service Section of the Award encourages young people to volunteer their time to and understand the benefits of this service to their community.



Physical Recreation

The Physical Recreation Section of the Award encourages young people to participate in sport and other physical recreation for the improvement of health, wellbeing and fitness.



Skills

The Skills Section of the Award encourages the development of personal interests and practical and social skills.



Adventurous Journey

The Adventurous Journey Section encourages a sense of adventure whilst undertaking a team journey or expedition. As part of a small team, participants will plan, train for and undertake a journey with a defined purpose in an unfamiliar environment.



Residential Project (Gold only)

The Residential Project, completed only at Gold level, aims to broaden Participants' horizons through involvement with others in a residential setting.

NEW SENIOR ASSESSMENT & TERTIARY ENTRANCE SYSTEM IN QUEENSLAND

A guide for Students and Parents

The Queensland Government is introducing new senior assessment and tertiary entrance systems from 2019. The new systems will apply to students who enter Year 11 from 2019.

This will include:

- A new senior assessment model that combines school-based assessment developed and marked by classroom teachers, with external assessment set and marked by the Queensland Curriculum and Assessment Authority (QCAA); and
- A move from the current Overall Position (OP) tertiary entrance rank to an Australian Tertiary Admission Rank (ATAR), as used by other Australian states and territories.

The reforms are the biggest change to senior education in more than 40 years.

Why change the current systems?

The senior assessment system in its current form began in the early 1980s, and the existing tertiary entrance system was introduced in 1992.

In 2014, a report by the Australian Council for Educational Research found that while the existing arrangements are serving Queensland students well, they will not be sustainable over the longer term.

What will be different about senior assessment?

Year 12 students typically complete up to seven final assessments in each Authority subject. Under the new system, students will complete four assessments for each subject, leaving more time for teaching and learning.

In senior Authority subjects, three of these assessments will be school-based and one will be externally set and marked.

External assessments are designed to give an extra layer of information about what students have learnt and can do in a subject. They will generally contribute 25% towards a student's final result in most senior subjects. In mathematics and science subjects, they will generally contribute 50%.

New processes will also be used to strengthen the quality and comparability of school-based assessment. For example, under the new system, all school-based assessments will be endorsed by the QCAA before being used in the classroom.

What will be different about tertiary entrance?

Eligible students will be awarded an ATAR. The ATAR will replace the OP.

ATARs will be calculated by comparing student results using a process known as 'inter-subject scaling', as used in a number of other Australian jurisdictions. The current Queensland Core Skills (QCS) Test will be discontinued, allowing more time for subject-based teaching and learning.

A broader range of learning will be able to contribute to the ATAR than the OP.

What's the difference between the OP and the ATAR?

The ATAR is a finer grained rank order of students than the OP and is commonly used in other states and territories. It's a number between 0.00 and 99.95 with increments of 0.05, whereas the OP consists of 25 bands. The ATAR will be more useful in selecting students in very high demand courses in which most applicants hold the highest possible OP rank (an OP 1).

How will ATARs be calculated?

ATARS will be based on five subjects, which can either be:

- five Authority subjects; or
- four Authority subjects, plus one vocational education and training qualification at Certificate III or above; or
- four Authority subjects, plus one Subject Area Syllabus subject.

Students will have to satisfactorily complete an English subject to be eligible for an ATAR, but their English result will not be a mandatory inclusion in the calculation of their ATAR.

How should students choose their subjects?

As in the current system, students should choose subjects according to their learning goals, and what they enjoy and are good at. They should pay close attention to the prerequisite requirements of the courses they are considering for tertiary study.

Will the Queensland Certificate of Education (QCE) continue?

The Queensland Certificate of Education (QCE) will remain as Queensland's senior school qualification. All eligible Year 12 graduates will be awarded a QCE now and in the future.

More information

More information about the transition to the new systems is available online on the Queensland Curriculum and Assessment Authority website at: www.qcaa.qld.edu.au