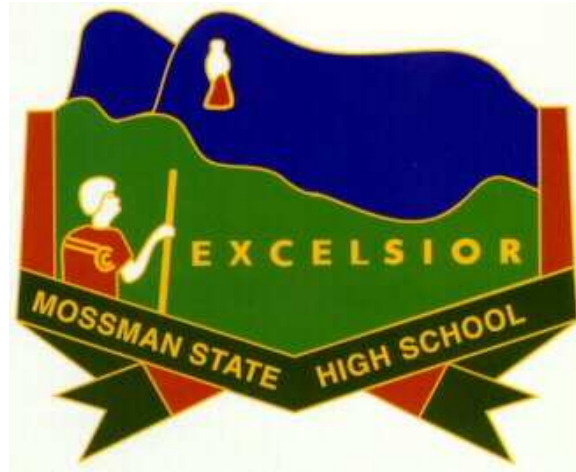


# YEAR 10 SUBJECT SELECTION



## YEAR 10 2020

*Published August 2019*  
Correct at time of publication but subject to change

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## **Subject Description**

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|---------------|---|
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|---------------|---|

### **Mathematics**

|                   |   |
|-------------------|---|
| Mathematics ..... | 9 |
|-------------------|---|

### **Sciences**

|                   |    |
|-------------------|----|
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| Science .....     | 10 |

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| Geography .....                       | 11 |
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### **Health & Physical Education**

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### **Languages**

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### **VETiS Courses**

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| Certificate II in Health Support Services / Certificate II in Community Services ..... | 24 |
| Certificate II in Sport and Recreation .....   | 25 |
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### **Other**

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|-------------------------|----|
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| Plan your pathway ..... | 28 |

# 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 Vocational Education and Training (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 2022.

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 will study 8 subjects.
2. In accordance with the Australian Curriculum it is mandatory for students to study:
  - English
  - Maths
  - Science
  - History (one term)
3. Students must then select 4 subjects from the remaining lines, one of which is a Vocational Education & Training subject utilising their Vocational Education & Training in Schools (VETiS) funding, with the exception of Duke of Edinburgh.
4. 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 committed 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 2019 were:**

**Year 10 BASE RESOURCE SCHEME - \$240.00**

### **ELECTIVE PRACTICAL SUBJECT SCHEME**

|                                   |          |
|-----------------------------------|----------|
| AGRICULTURAL SCIENCE              | \$80.00  |
| DUKE OF EDUCATION                 | \$161.00 |
| FILM, TELEVISION & MEDIA PREP     | \$80.00  |
| HOSPITALITY PRACTICES PREPARATION | \$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 2020.
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 – 2020.
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 2020

Number of Lines: 7

Additional Preferences: 0

Mandatory KLAs:

Student Instructions:

Choose one subject from each line.

NOTE: On line 5 all students will study a compulsory unit of History in addition to the subject they choose.

|        |   |  |   |
|--------|---|--|---|
| Line 1 | <input type="checkbox"/> Mathematics                                  |  |   |
| Line 2 | <input type="checkbox"/> Science                                      |  |   |
| Line 3 | <input type="checkbox"/> English                                      |  |   |
| Line 4 | <input type="checkbox"/> Dance  | <input type="checkbox"/> Food & Nutrition Preparation              | <input type="checkbox"/> Industrial Graphics & Design                   |
|        | <input type="checkbox"/> Industrial Technology<br>(Manufacturing)     | <input type="checkbox"/> Physical Education Prep.                  | <input type="checkbox"/> Recreation Preparation                         |
|        | <input type="checkbox"/> Visual Arts                                  | <input type="checkbox"/>   | <input type="checkbox"/>  |
| Line 5 | <input type="checkbox"/> Business Preparation                         | <input type="checkbox"/> Geography                                 | <input type="checkbox"/> Legal Studies Preparation                      |
|        | <input type="checkbox"/> Philosophy & Reason<br>Preparation           | <input type="checkbox"/>   | <input type="checkbox"/>  |
| Line 6 | <input type="checkbox"/> Agriculture                                  | <input type="checkbox"/> Digital Solutions Preparation             | <input type="checkbox"/> Drama  |
|        | <input type="checkbox"/> Film, Television & New<br>Media Prep.        | <input type="checkbox"/> Hospitality Practices                     | <input type="checkbox"/> Industrial Technology<br>(Manufacturing)       |
|        | <input type="checkbox"/> Recreation Preparation                       | <input type="checkbox"/>   | <input type="checkbox"/>  |
| Line 7 | <input type="checkbox"/> Certificate I in Construction                | <input type="checkbox"/> Certificate II in Engineering<br>Pathways | <input type="checkbox"/> Certificate II in Furniture<br>Making Pathways |
|        | <input type="checkbox"/> Certificate II in Health<br>Support Services | <input type="checkbox"/> Certificate II in Sport and<br>Recreation | <input type="checkbox"/> Certificate II in Tourism                      |
|        | <input type="checkbox"/> Duke of Edinburgh                            | <input type="checkbox"/>   | <input type="checkbox"/>  |

# SUBJECTS – YEAR 10 - 2020 & YEAR 11 - 2021

| KEY LEARNING AREA               | Year 10 Subjects  | Year 11 Subjects   |
|---------------------------------|---|--|
| ENGLISH                         | <ul style="list-style-type: none"> <li>English (ENG)</li> </ul>   | <ul style="list-style-type: none"> <li>English</li> <li>Essential English</li> </ul>   |
| MATHEMATICS                     | <ul style="list-style-type: none"> <li>Mathematics (MAT)</li> </ul>   | <ul style="list-style-type: none"> <li>General Mathematics</li> <li>Mathematical Methods</li> <li>Specialist Mathematics</li> <li>Essential Mathematics</li> </ul>   |
| SCIENCES                        | <ul style="list-style-type: none"> <li>Agriculture (AGR)</li> <li>Science (SCI)</li> </ul>  | <ul style="list-style-type: none"> <li>Agricultural Practices</li> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> </ul>  |
| HUMANITIES & SOCIAL SCIENCES    | <ul style="list-style-type: none"> <li>Business Preparation (BPR)</li> <li>Geography (GEG)</li> <li>History (HIS) (compulsory unit)</li> <li>Legal Studies Preparation (LEP)</li> <li>Philosophy &amp; Reason Preparation (PHP)</li> </ul>  | <ul style="list-style-type: none"> <li>Business</li> <li>Geography</li> <li>Ancient History</li> <li>Legal Studies</li> <li>Philosophy &amp; Reason</li> </ul>   |
| HEALTH & PHYSICAL EDUCATION     | <ul style="list-style-type: none"> <li>Physical Education Preparation (PEP)</li> <li>Recreation Preparation (REP)</li> </ul>  | <ul style="list-style-type: none"> <li>Physical Education</li> <li>Health</li> <li>Sport &amp; Recreation</li> <li>Certificate III in Fitness</li> <li>Certificate III in Sport &amp; Recreation</li> </ul>              |
| THE ARTS                        | <ul style="list-style-type: none"> <li>Dance (DAN)</li> <li>Drama (DRA)</li> <li>Film, Television &amp; New Media Preparation (FTP)</li> <li>Visual Arts (ART)</li> </ul>   | <ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Film, Television &amp; New Media</li> <li>Visual Art</li> <li>Certificate II in Visual Arts</li> </ul>  |
| TECHNOLOGIES                    | <ul style="list-style-type: none"> <li>Digital Solutions Preparation (DSP)</li> <li>Food and Nutrition Preparation (FNP)</li> <li>Hospitality Practices (HPP)</li> <li>Industrial Technology (ITM)</li> <li>Industrial Graphics and Design (IGD)</li> </ul>   | <ul style="list-style-type: none"> <li>Digital Solutions</li> <li>Food and Nutrition</li> <li>Hospitality Practices</li> <li>Industrial Technology Skills</li> <li>Industrial Graphics Skills</li> <li>Design</li> </ul> |
| LANGUAGES                       | <ul style="list-style-type: none"> <li>Japanese (JAP)</li> </ul>  | <ul style="list-style-type: none"> <li>Japanese</li> </ul>   |
| VOCATIONAL EDUCATION & TRAINING | <ul style="list-style-type: none"> <li>Certificate I in Construction (VCO)</li> <li>Certificate II Engineering Pathways (VEN)</li> <li>Certificate II in Furniture Making Pathways (VFM)</li> <li>Certificate II in Health Support Services</li> <li>Certificate II in Community Services (VHE)</li> <li>Certificate II in Sport and Recreation (CSR)</li> <li>Certificate II in Tourism (VTO)</li> </ul> |  |
| OTHER                           | <ul style="list-style-type: none"> <li>Duke of Edinburgh (Bronze)</li> </ul>  | <ul style="list-style-type: none"> <li>Duke of Edinburgh (Silver)</li> </ul>   |

 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](http://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                        |
| Far North Training & Consultancy       | 32474                        |

VET Courses offered at Mossman State High School:

| VET COURSES   | VETiS funded | QCE CREDITS     |
|---|--------------|-----------------|
| <b>Year 10 VET subjects</b>   |              |                 |
| ❖ Certificate II in Health Support Services/<br>❖ Certificate II in Community Services (RTO – Connect 'n' Grow) | ✓            | Maximum of<br>4 |
| ❖ Certificate II in Tourism (RTO – Career Training Institute of Australia)                                      | ✓            | 4               |
| ❖ Certificate I in Construction (RTO – MiHaven)   | ✓            | 3               |
| <b>Year 11 VET subjects</b>   |              |                 |
| ❖ 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               |

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. Students and parents will be required to sign a Release of Data form which allows the school to provide data and personal information to the National VET regulator.

## ENGLISH (ENG)

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### 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*

## MATHEMATICS (MAT)

---

### AIMS

To prepare students for senior Mathematics options by:

- Developing and extending student's knowledge about Mathematics, how to do Mathematics and when and where to use Mathematics.
- Developing student's ability to communicate their understanding of Mathematics in a coherent and logical way using Mathematical and everyday language.

### COURSE CONTENT

The course will be delivered in two sections as follows:

- **SEMESTER 1:** All students will student the core topics of
  - Trigonometry
  - Linear Algebra and graphing
  - Measurement
  - Statistics
- **SEMESTER 2:** Students will be given advice based on ability to assist them to select one of the following courses
  - Stream 1 - Mathematical Methods & Specialist Preparation
  - Stream 2 - Essential & General Mathematics Preparation
  - Stream 3 – Short Course in Numeracy/FSK Numeracy

Topics include: Probability (common), Financial Mathematics, Advanced Algebra and graphing, Matrices, etc  
Achievement in Year 9 Mathematics will indicate which strand/s should be studied in Years 10, 11 and 12.

### ASSESSMENT

- Assessment will be continuous and occur through
  - Supervised Exams
  - Written Assignments in the form of problem solving tasks
- Assessment will reflect the styles of assessment that students will undertake in Year 11 and 12

### LEVIES

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

RELATED SUBJECTS IN YEAR 11 – *Essential Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics*

# AGRICULTURE (AGR)

---

## 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

- ◆ As a guide, the 2019 levy for Agriculture was \$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*

# SCIENCE (SCI)

---

## AIMS

- To enable student to develop a solid foundation of knowledge of the biological, chemical, physical, earth and space sciences and to prepare students for the 2021 Senior Biology, Chemistry & Physics Courses.
- To support students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

## COURSE CONTENT

The content is arranged around the following 4 topics:

1. Biology: Focussing on Genetics in terms of Heredity, Evolution & Natural Selection.
2. Chemistry: Focussing on Atomic Theory in terms of atomic structure and relationships within the periodic table. Along with chemical reactions, including rates of reaction, types of reaction and products produced.
3. Earth and Space: Focussing on The Origin of the Universe in terms of the Big Bang theory, galaxies, stars and solar systems. Along with Global system interactions and the carbon cycle.
4. Physics: Focussing on Energy & Motion in terms of energy transfers and transformations, and the laws of physics.

## ASSESSMENT

- Supervised Examination
- Data Test
- Student Experiment
- Research Investigation

## LEVIES

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

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Biology, Chemistry & Physics*.

# BUSINESS PREPARATION (BPR)

---

## 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: Economics and Business Knowledge and Understanding and Economics and Business Skills 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 economic and business contexts including: Financial Management, Government Economic Management, Entrepreneurship, Product Development and Event Management.
- The underpinning concept of the Business Life Cycle will be introduced in preparation for senior subjects.

## ASSESSMENT

- Assessment will vary according to the two strands:
  - Economics and Business Knowledge and Understanding: Short and Extended Response Exam (unseen)
  - Economics and Business Skills: Business Reports and Multi-modal presentations
- Assessment formats will reflect the requirements for Years 11 and 12.

## LEVIES

- ♦ The levy for Business Preparation is included in the Base Resource Scheme Levy. As computer usage is integral to this subject, students will require access to a BYOX personal computer as per the School Equipment List.

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 (GEG)

---

## 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 Geography is included in the Base Resource Scheme Levy.

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

# **HISTORY (HIS)**

---

## **AIMS**

History in Year 10 follows the National Curriculum. The emphasis in these units is on Australia in its global context, throughout the 20<sup>th</sup> century.

The 20<sup>th</sup> century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international co-operation provides a necessary context for understanding Australia's development, its place within the Asia Pacific region and its global standing.

## **COURSE CONTENT**

- WWII
  - In this unit students will study the causes of the war and its effects on Europe and the world.
  - A particular focus will be had on Australia's involvement in the war and the Pacific theatre.
  - Students will also examine atrocities committed in the war, particularly the Holocaust and Prisoners of War.
- Rights and Freedoms
  - In this unit students examine the many movements in the 20<sup>th</sup> century that fought for a group's freedom or rights.
  - The content starts with the feminist movement but moves to the Civil Rights movements in a variety of countries but focusing on the USA, South America and Australia.
- Migration Experiences
  - In this unit students follow the end of WWII and the changing face of Australia's population. It examines the migration movements and ties in world events such as the Vietnam War.
  - It examines Australia's legal and political actions and the impact of those on Australia's international relationships.

## **ASSESSMENT**

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

## **LEVIES**

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

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

# PHILOSOPHY AND REASON PREPARATION (PHP)

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## AIMS

- Philosophy allows student to appreciate the background to different political, ethical, religious and scientific positions.
- Critical reasoning develops students' use of logic to understand historical and contemporary ideas and issues.

## COURSE CONTENT

- Students study Philosophy and Reason as they apply to areas including: politics; human rights; ethics and morality; religion and science.
- The study of Philosophy and Reason underpins students' understanding in other subjects and is designed to provide a deeper appreciation of academic endeavour.
- The course structure for Year 10 will lead fluently to further study of the ATAR General subject, Philosophy and Reason in Years 11 and 12.

## ASSESSMENT

- Students are assessed as to their knowledge of philosophical content and capacity to construct argument.
- Written assessment is both prepared and conducted under exam conditions.
- Spoken assessment is presented individually and in groups.

## LEVIES

- ◆ The levy for Philosophy and Reason is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 11 & 12 – *Philosophy and Reason, English and other Humanities subjects.*

# PHYSICAL EDUCATION PREPARATION (PEP)

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## AIMS

By the conclusion of this course, students should:

- recognise and explain concepts and principles about movement demonstrate specialised movement sequences and movement strategies
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts

## 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 2020 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 – Assignment – 25%
  - Term 2 – Project – 20%
  - Term 3 – Project – 30%
  - 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 Year 10 Physical Education Preparation is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 - *Physical Education, Sport and Recreation, Certificate III in Fitness, Certificate III in Sport & Recreation*

# RECREATION PREPARATION (REP)

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## AIMS

By the conclusion of this course, students should:

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities.
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes.
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

## 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**
  - Sports Nutrition and coaching.
  - Possible physical activities: badminton, crossfit, golf, resistance training, swimming, volleyball, AFL, basketball or futsal / soccer.
- **Term 2**
  - Strapping and Anatomy.
  - Possible physical activities: badminton, basketball, futsal / soccer, netball, volleyball.
- **Term 3**
  - Strength and Conditioning.
  - Students participate in developing and training in fitness programs.
- **Term 4**
  - Coaching.
  - Students actual performance in coaching a sport specific session will be assessed, not their physical performance in the sport.

## ASSESSMENT

Students will be assessed in the following ways:

- Term 1 – Exam and Performance
- Term 2 – Performance
- Term 3 – Project (Planning documents, individual performance, written evaluation)
- Term 4 – Project (spoken and individual performance)

## 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 Year 10 Recreation Preparation is included in the Base Resource Scheme Levy, however it is recommended that students purchase strapping tape for the Strapping unit.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Sport and Recreation, Physical Education, Certificate III in Fitness, Certificate III in Sport & Recreation*



# DANCE (DAN)

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## AIMS

By the conclusion of this course, students should:

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills

## 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 2020 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 Year 10 Dance is included in the Base Resource Scheme Levy.
- ◆ Students may be required to supply costumes for assessment and may attend workshops and live performances if they become available in the Cairns region (additional cost will be involved).

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

# DRAMA (DRA)

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## 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

## COURSE CONTENT

### Year 10

#### ▪ Semester 1

Unit 1 Play Study - Realism performance of a scene.

Unit 2 Review of a Performance: responding to a live performance.

#### ▪ Semester 2

Unit 3 Physical Theatre devising project.

Unit 4 Production Performance including a forming project.

## ASSESSMENT

- The achievement levels in Drama are obtained from students forming, presenting and responding to Drama. 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)

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## 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 2019 was \$80.
- ◆ Excursion costs may be incurred as part of the curriculum, payable at the time of the excursion.

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

## **VISUAL ARTS (ART)**

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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
- 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 2019 levy for Visual Art was \$55.00.

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

## **DIGITAL SOLUTIONS PREPARATION (DSP)**

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### **AIMS**

- To prepare students for the 2021 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**

- ◆ As a guide, the 2019 levy for Digital Solutions Preparation was \$24.

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

# FOOD AND NUTRITION PREPARATION (FNP)

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## AIMS

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

## COURSE CONTENT

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system. Students will actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

- Term 1 – Food science of vitamins, minerals and protein
- Term 2 – Food science of carbohydrate-based foods
- Term 3 – Food science of protein-based foods
- Term 4 – Fad diets

## ASSESSMENT

In line with the 2020 Food and Nutrition Syllabus, students will be assessed in the following ways:

- Term 1 – Examination (20%)
- Term 2 – Project (folio) (25%)
- Term 3 – Project (folio) (30%)
- Term 4 – Assignment (25%)

## 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 2020 levy for Food & Nutrition Preparation is \$100.

# HOSPITALITY PRACTICES (HPP)

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## AIMS

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

- explain concepts and ideas from the food and beverage sector
- describe procedures in hospitality contexts from the food and beverage sector.
- examine concepts and ideas and procedures related to industry practices from the food and beverage 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 and beverage 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 – Navigating the Hospitality Industry

- Term 4 – Hospitality in Practice

## **ASSESSMENT**

In line with the 2020 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 2020 levy for Hospitality Practices Preparation is \$155.

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

## **INDUSTRIAL TECHNOLOGY (ITM)**

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This course is designed to give students an introduction to the INTAD curriculum offerings in the senior school (ie Industrial Technology Skills). 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.
- 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 2019 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, Industrial Graphics Skills, Design*

# INDUSTRIAL GRAPHICS & DESIGN (IGD)

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This one year course focuses on underpinning the industry practices and production processes required to produce the technical drawings used in a variety of industries and the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities.

## AIMS

- To develop students' knowledge and understanding of:
  - Industry practices, interpreting technical information and drawings.
  - how design has influenced the economic, social and cultural environment in which we live.
- To develop students' ability to:
  - engage in drafting and modelling tasks that relate to business and industry.
  - experience design through exploring needs, wants and opportunities; developing ideas and design concepts; use drawing and low fidelity prototyping skills; and evaluate ideas and design concept.

## COURSE CONTENT

- Create technical drawings from industry requirements
- Represent ideas, design concepts and design information using drawing and low fidelity prototyping.

## ASSESSMENT

- Class work folio
- Research projects/assignments
- Tests

## LEVIES

- ◆ Enrolment in this course is conditional upon payment of a levy to help offset the costs of materials and equipment
- ◆ As a guide, the 2019 levy for Industrial Graphics Skills & Design was \$25.00.

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Design, Industrial Graphics Skills and Industrial Technology Skills.*

# JAPANESE (JAP)

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## AIMS

- To communicate in Japanese at an intermediate level.
- To build upon existing awareness of other cultures and broaden world views.
- To acquire language – learning strategies applicable to further formal and informal studies.
- To enhance post-school options and transition to study of Japanese at an ATAR level in Years 11 and 12.

## COURSE CONTENT

- The course is taught in a communicative context with each term being centred around a specific topic.
- Topics include: advertising, employment, the environment and youth subcultures
- Over the course of study the 4 macro-skills of reading, writing, listening and speaking are developed equally.
- 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 written and spoken language.

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

## LEVIES

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

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

# CERTIFICATE I IN CONSTRUCTION (VCO)

VOCATIONAL EDUCATION & TRAINING COURSE



**COURSE CODE & TITLE:** CPC10111 - Certificate I in Construction

**DURATION OF COURSE:** 1 year

**RTO:** MiHaven Training (RTO Code: 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. This qualification includes a Construction White Card.

**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 |
| CPCCM1014A   | Conduct workplace communication  |
| CPCCM1012A   | Work effectively and sustainably in the construction industry                |
| CPCCM2001A   | Read and interpret plans and specifications                                  |
| CPCCM1013A   | Plan and organise work   |
| CPCCM2005B   | Use construction tools and equipment   |
| CPCCVE1011A  | Undertake a basic construction project                                       |

**Elective Units:**

|            |   |
|------------|---|
| CPCCM1015A | Carry out measurements and calculations |
| CPCCM2004A | Handle construction materials           |
| CPCCM2006  | Apply basic levelling procedures        |

**DELIVERY MODE:** This course will be delivered face to face at Mossman State High School by trainers provided by MiHaven Training.

**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 ENGINEERING PATHWAYS (VEN)

VOCATIONAL EDUCATION & TRAINING COURSE



**COURSE CODE & TITLE:** MEM20413 - Certificate II in Engineering Pathways

**DURATION OF COURSE:** 1 year

**RTO:** MiHaven Training (RTO Code: 40928)

**ENTRY REQUIREMENTS:** There are no entry requirements.

**QUALIFICATION DESCRIPTION:** This course is intended for students interested in exposure to an engineering or related working environment with a view to entering employment in that area.

**COURSE CONTENT:** Units of competency studied include:

**Core Units:**

|            |   |
|------------|---|
| MEM13014A  | Apply principles of occupational health and safety in the work environment. |
| MEMPE005A  | Develop a career plan for engineering and manufacturing industry.           |
| MEMPE006A  | Undertake a basic engineering project.                                      |
| MSAENV272B | Participate in environmentally sustainable work practices.                  |

**Elective Units**

|           |                                       |
|-----------|---------------------------------------|
| MEM16006A | Organise and communicate information. |
| MEM16008A | Interact with computing technology.   |
| MEM18001C | Use hand tools.                       |
| MEM18002B | Use power tools/hand help operations. |
| MEMPE001A | Use engineering workshop machines.    |
| MEMPE002A | Use electrical welding machines.      |
| MEMPE004A | Use fabrication equipment.            |
| MSMSUP106 | Work In a team.                       |

**DELIVERY MODE:** This course will be delivered face to face at Mossman State High School by Mossman State High School staff in partnership with MiHaven Training.

**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 FURNITURE MAKING PATHWAYS (VFM)

VOCATIONAL EDUCATION & TRAINING COURSE



**COURSE CODE & TITLE:** MSF20516 - Certificate II in Furniture Making Pathways

**DURATION OF COURSE:** 1 year

**RTO:** MiHaven Training (40928)

**ENTRY REQUIREMENTS:** There are no entry requirements.

**QUALIFICATION DESCRIPTION:** This course is intended for students interested in exposure to a Furniture making or related working environment with a view to entering employment in that area. This course delivers broad-based underpinning skills and knowledge in a range of Furniture Making tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in a Furniture Manufacturing environment or related workplace.

**COURSE CONTENT:** Units of competency studied include:

**Core Units:**

|           |  |
|-----------|--|
| MSMENV272 | Participate in environmentally sustainable work practices. |
| MSMPCI103 | Demonstrate care and apply safe practices at work.         |
| MSFGN2001 | Make measurements and calculations.                        |
| MSFFP2001 | Undertake basic furniture making project.                  |
| MSFFP2002 | Develop a career plan for the furnishing Industry.         |

**Elective Units**

|           |                                       |
|-----------|---------------------------------------|
| MSMSUP106 | Work in a team.                       |
| MSFFM2002 | Assemble furnishing components.       |
| MSFFP2003 | Prepare surfaces.                     |
| MSFFP2005 | Join materials used in furnishing.    |
| MSFFP2006 | Make simple timber joints.            |
| MEM16006A | Organise and communicate Information. |
| MEM16008A | Interact with computing technology.   |

**DELIVERY MODE:** This course will be delivered face to face at Mossman State High School by Mossman State High School staff in partnership with MiHaven Training.

**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 HEALTH SUPPORT SERVICES CERTIFICATE II IN COMMUNITY SERVICES (VHE)

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 (RTO Code: 40518)

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

**QUALIFICATION DESCRIPTION:** Health Training is linked to the largest growth industry in Australia. The dual qualification reflects the role of workers who provide support for the effective functioning of health and community services. 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 / CHC22015 - Certificate II in Community Services – Both Certificates taught concurrently throughout the year.

| Module | Unit Code | Unit Name   | HLT23215             | CHC22015             |
|--------|-----------|---|----------------------|----------------------|
| 1      | HLTWHS001 | Participate in workplace health and safety                          | Core                 | Core                 |
|        | HLTINF001 | Comply with infection prevention and control policies and procedure | Core                 | Elective             |
| 2      | CHCDIV001 | Work with diverse people  | Core                 | Core                 |
|        | BSBCUS201 | Deliver a service to customers                                      | Elective             | Elective             |
|        | BSBFLM312 | Contribute to team effectiveness                                    | Elective             | Imported<br>Elective |
|        | HLTAID003 | Provide First Aid   | Imported<br>Elective |                      |
| 3      | CHCCOM001 | Provide first point of contact                                      |                      | Core                 |
|        | CHCCOM005 | Communicate and work in health or community services                | Core                 | Core                 |
|        | BSBWOR202 | Organise and complete daily work activities                         | Elective             | Core                 |
|        | FSKOCM07  | Interact effectively with others at work                            |                      | Elective             |

Exit Point- Upon obtaining competency of the Units in Module 1-3 a student completes the qualification of CHC22015 Certificate II in Community Services

|   |           |  |          |
|---|-----------|--|----------|
| 4 | BSBADM101 | Use business equipment and resources       | Elective |
|   | BSBINM201 | Process and maintain workplace information | Elective |
|   | BSBWOR204 | Use business technology                    | Elective |
|   | BSBWOR203 | Work effectively with others               | Elective |

**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.

# CERTIFICATE II IN SPORT & RECREATION (CSR)

VOCATIONAL EDUCATION & TRAINING COURSE



**COURSE CODE & TITLE:** SIS20115 - Certificate II in Sport and Recreation

**DURATION OF COURSE:** 1 year

**RTO:** Binnacle Training (RTO Code: 31319)

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

**ENTRY REQUIREMENTS:** There are no entry requirements.

**QUALIFICATION DESCRIPTION:** This qualification reflects the role of individuals who apply the skills and knowledge to work in the sport and recreation industry in a generalist capacity. In Year 11 & 12, students may elect to further their studies by enrolling in the Certificate III in Fitness or Certificate III in Sport and Recreation.

**Core Units:**

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

**Elective Units:**

|            |  |
|------------|--|
| BSBWHS303  | Participate in WHS hazard identification, risk assessment and risk control |
| FSKLRG11   | Use routine strategies for work-related learning                           |
| FSKDIG03   | Use digital technology for routine workplace tasks                         |
| SISSSO101  | Develop and update officiating knowledge                                   |
| SISXFAC001 | Maintain equipment for activities  |

**DELIVERY MODE:** Delivery will be face to face where a Mossman State High School teacher will be delivering and assessing student's knowledge and performance. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs
- Log Book of practical experience

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

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

**ENROLMENT:** Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

Each student must obtain a (free) 'Working with Children' Student Blue Card (application to be completed as part of the enrolment process). A student's official enrolment is unable to be finalised until their Student Blue Card has been issued.



**COURSE CODE & TITLE:** SIT20116 - Certificate II in Tourism

**DURATION OF COURSE:** 1 year

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

**ENTRY REQUIREMENTS:** There are no entry requirements.

**QUALIFICATION DESCRIPTION:** The course gives students a good introduction and basic understanding of the tourism industry. In year 11 & 12 students may elect to further their studies by undertaking an additional four units of competency to upgrade to the Certificate III in Tourism.

**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:**

|            |  |
|------------|--|
| SITTGDE001 | Interpret aspects of local Australian Indigenous Culture                 |
| SITTGDE007 | Research and share general information on Australian Indigenous Cultures |
| SITXCCS004 | Provide lost and found services  |
| SIRXPDK001 | Advise on products and services  |
| BSBCMM201  | Communicate in the workplace   |
| SITXCCS001 | Provide customer information and assistance                              |
| SITXCOM001 | Source and present information   |
| SITHFAB002 | Provide responsible service of alcohol                                   |

**SPECIAL DELIVERY:** Student will be provided with a participation certificate in 'coffee essentials' this is non accredited training that will provide students with the basic skills to prepare and serve popular espresso coffee styles as entry level skills into the world of coffee, this will include:

- Commercial espresso machine operations.
- Setting up the coffee station.
- Dosing / tamping / extracting techniques
- Milk texturing techniques
- Troubleshooting (grinder / extraction)
- Customer preferences / order taking
- Presentation standards
- Correct storage of consumables (coffee beans / milk etc)
- Equipment cleaning and maintenance

**DELIVERY MODE:** Delivery will be face to face where a CTIA trainer will come to the school every three weeks, in between visits, there will be a Mossman State High School teacher supervising while students complete self-directed work provided by CTIA. A work schedule will be provided by CTIA to ensure that students know deadlines and remain on track for successful completion within the timeframes provided.

**ASSESSMENT:** Assessment is continuous and competency based, therefore, no Levels of Achievement will be awarded. Practical assessment will be conducted during the 5 day tourism practical consolidation experience on the Gold Coast.

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

**ENROLMENT:** Students who enroll 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. Students must attend the practical 5 day consolidation experience in order to be eligible for completion of the qualification as this forms part of the practical assessment for the course.

# DUKE OF EDINBURGH AWARD (DED)

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 Ed 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 student's resume.

There are three levels of The Duke of Ed – 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.

### Year 10 Bronze Requirements:

- Partaking in the award incurs a registration cost to Duke of Ed of approximately \$161.00
- Additional costs include attending camps, certificates or excursions
  - Camp for 4 days will cost approximately \$200 for bronze
  - First aid costs approximately \$40
- Below is a table of school guided activities for the Bronze award. Students are also encouraged to select a second skill and service that they could do in their own time to further challenge themselves.

| Service  | Physical Recreation   | Skills                   | Journey   |
|--|---|--------------------------|---|
| Student choice: Mossman High volunteering, tutoring, lunchtime activities, fundraise, sports coaching etc. | Independent – must do physical activity in own time. Students must commit to regular sport or exercise outside of school. | Plus own skill selection | 4 Days at Tinaroo Canoe/Hike journey. Students must complete a 2 day practice followed by a 2 day qualifying journey. |

# Plan your pathway

For students completing Year 12 from 2020

## 1 Think about your abilities, interests and ambitions

Whatever you want to do when you leave school, you can choose from a wide range of senior secondary learning options to help you get there. Consider the subjects you're good at and you enjoy.

### What do you want to do?

I plan to do further study

I'd like to learn a trade

I want to find a job

### What learning options will get you there?

- |  |  |
|--|--|
| <input type="checkbox"/> QCAA General subjects                           | <input type="checkbox"/> school-based apprenticeships and traineeships |
| <input type="checkbox"/> QCAA Applied subjects                           | <input type="checkbox"/> university subjects completed while at school |
| <input type="checkbox"/> QCAA Short Courses                              | <input type="checkbox"/> workplace learning                            |
| <input type="checkbox"/> vocational education and training (VET) courses | <input type="checkbox"/> recognised certificates and awards            |

## 2 Check what you need for your QCE

To receive a Queensland Certificate of Education (QCE), you must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. You can choose from the learning options above.



## 3 Check tertiary entrance requirements and VET qualifications you may need

### Tertiary entrance

To get into many tertiary courses, you'll need an Australian Tertiary Admission Rank (ATAR). To be eligible, you have to:

- satisfactorily complete an English subject
- complete 5 General subjects, or 4 General subjects + 1 Applied subject or VET course at Certificate III or above.

Some university courses also have other prerequisites.

### VET

VET courses develop your skills and get you ready for work. When you study VET, you can leave school with:

- a statement of attainment (when you complete one or more units)
- qualification/s and a record of results (when you meet all the requirements).

## 4 Develop your plan

- Talk with your school about available courses, then explore your options and find your pathway at [www.qcaa.qld.edu.au/senior/new-snr-assessment-te](http://www.qcaa.qld.edu.au/senior/new-snr-assessment-te).
- Check the QTAC website for eligibility requirements.