The vision of North Lakes State College is to inspire our students to reach for their dreams and succeed now and in the future.

YEAR 11 & YEAR 12 CURRICULUM HANDBOOK 2016

ACCREDITED INTERNATIONAL STUDENT PROGRAM
CRICOS PROVIDER NUMBER: 00608A

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INTRODUCTION

SENIOR EDUCATION
At North Lakes State College the Senior Education caters for students in Year 10 to Year 12. One of the important roles is to assist students with the transition from school to either further learning or work. This booklet is designed to provide parents and students with an overview of study options and pathways available to senior students at this school.

To ensure that all students are equipped to meet the challenges of a rapidly changing society, we are creating a flexible approach to Senior Education. By the start of the Senior Phase of Learning, students have been provided with many opportunities to participate in a range of elective subjects.

WHAT IS OUR PHILOSOPHY?
We believe that all students have the potential to live happy, fruitful lives. They have the potential to grow into successful members of their community, and we provide the conditions for their development.

When students leave North Lakes State College, they will carry the foundations of a successful future. Their future will be unknown - for some the next step will be university, for some it will be TAFE, for some it will be employment - but they will step into it with confidence, because they carry with them the familiarity and understanding of successful achievement. They are familiar with celebrating their achievements in their years at North Lakes State College.

AT NORTH LAKES STATE COLLEGE OUR SENIOR CURRICULUM WILL PROVIDE OPPORTUNITIES FOR STUDENTS TO:
- Connect to life outside through real curriculum opportunities
- Develop a range of techniques of various inquiry processes to investigate learning
- Improve communication / social / self-management skills
- Develop an awareness of social and cultural responsibilities
- Negotiate learning and authentic assessment
- Have their diverse needs met through the exploration of multiple intelligences and learning styles

CARE AND SUPPORT
All parents are encouraged to contact their child’s class teachers at any stage to check on their progress academically, socially or emotionally. Other support people in the school include the Senior Schooling HOD, Guidance Officer and the Learning Support Team. Appointments can be made via the Administration Building at the Urban Learning Centre. There are also Year Level Coordinators who provide additional support for students and act as a contact person for parents/carers.

CAREER ACCESS
Students in Year 9 - Year 12 participate in one lesson per week of Career Access. Topics covered include (but are not limited to):
- Goal Setting
- Time Management
- Study Skills
- Résumé Writing
- Understanding requirements of employment prior to Work Experience
- QCS Preparation
- CPR Training

PLEASE NOTE
- Subjects listed in this guide are dependent upon student numbers, teacher availability, resourcing and QCAA requirements. In the event a subject cannot run in 2016 students will select another subject
- Costs mentioned for subjects are additional costs and are listed as a guide only and are subject to change. A fully itemised list of subject fees is distributed at the end of every year.
SELECTING SENIOR SUBJECTS
It is important to choose senior subjects carefully as your decisions may affect your success at school, your feelings about school and also your level of preparedness or eligibility for particular training or tertiary study after school. Even though there are many factors to consider, choosing your program of study can be made easier if you go about the task logically and follow a set of planned steps.

FIND OUT ABOUT OCCUPATIONAL PATHWAYS
It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present, then select subjects that will keep several career options open to you. Your Guidance Officer will be able to help you get started. You will also need to find out about the various pathways you can take to obtain qualifications you will need to get a job in the occupational areas in which you are interested. Once you know about the different pathways, you can select the most appropriate one for you.

TYPES OF SUBJECTS NORTH LAKES STATE COLLEGE OFFERS:

AUTHORITY SUBJECTS
• These subjects, approved by the Queensland Curriculum Assessment Authority (QCAA), are offered state wide in Queensland secondary schools and colleges. Achievements in these subjects are recorded on the Queensland Certificate of Education (QCE) and are used in the calculation of Overall Positions (OPs) and selection ranks.

AUTHORITY-REGISTERED SUBJECTS
• Authority-registered subjects are those based on QCAA developed Study Area Specifications or developed by the school for which a school’s study plan is accredited. Achievements in these subjects are recorded on the Queensland Certificate of Education. They are not used in the calculation of an OP but may be used in the calculation of a tertiary selection rank. Authority-registered subjects emphasise practical skills and knowledge relevant to specific industries.

VOCATIONAL EDUCATION AND TRAINING (VET)
• Student achievement in accredited Vocational Education and Training Certificates is based on industry-endorsed competency standards and is recorded on the Queensland Certificate of Education. The Queensland Certificate of Education is recognised within the Australian Qualifications Framework (AQF), and this may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to courses at TAFE and other registered training organisations.

TERTIARY ENTRANCE
If you wish to study degree or diploma courses at university or TAFE after Year 12:
• Ensure you select the prerequisite subjects required for your preferred courses. These are listed in Tertiary Prerequisites Guide for 2018.

• Some students gain entry to university on the basis of an Overall Position (OP). To be eligible for an OP, in the 4 semesters of Year 11 and Year 12 you must complete 20 semester units of Authority subjects (the equivalent of 5 subjects). At least three subjects must remain unchanged throughout Year 11 and Year 12. You must also sit for the Queensland Core Skills Test.

• A number of Year 12 students who may be ineligible for an OP gain entry to tertiary courses on the basis of a selection rank.

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS
You may have an opportunity to complete Year 12 and begin an apprenticeship or traineeship while you are still at school. Be sure that you understand that apprenticeships and traineeships are legally binding formal agreements. When you sign these you are agreeing to particular work and training requirements, as is your host employer. Check all documents carefully with a teacher and a trusted adult to ensure that you fully understand what is required of you, the school, and the employer in the agreement.

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

<table>
<thead>
<tr>
<th>To gain an AMOUNT of LEARNING</th>
<th>at a SET STANDARD</th>
<th>In a SET PATTERN</th>
</tr>
</thead>
<tbody>
<tr>
<td>students need</td>
<td></td>
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</tr>
<tr>
<td>20 credits</td>
<td>Sound Achievement, Pass or equivalent</td>
<td>at least 12 credits from completed Core courses of study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>an additional 8 credits from a combination of any courses of study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>meet literacy and numeracy requirements.</td>
</tr>
</tbody>
</table>

The QCE is Queensland’s senior school-based qualification, awarded to eligible students on completion of the senior phase of learning, usually at the end of Year 12. The qualification is internationally recognised and offers flexibility in what is learnt, as well as where and when learning occurs. This allows students to tailor their senior pathway to suit their interests and support their future goals.

The QCE is achievable for students and recognises a broad range of learning, including senior school subjects, vocational education and training (VET), workplace and community learning recognised by the Queensland Curriculum and Assessment Authority (QCAA), and university subjects undertaken while at school.

To be awarded a QCE, a student needs to demonstrate a significant amount of learning, to a set standard and in a set pattern, while meeting literacy and numeracy requirements. These requirements are measured in terms of credits. Credits are banked when the set standard has been met. Students must have at least 20 credits in their required pattern to be awarded a QCE.
**COURSES OF STUDY**
A wide variety of courses of study may contribute towards the QCE. Contributing studies are classified into four categories:

- **CORE COURSES** are usually undertaken by students during the senior phase of learning and include Authority and Authority-registered subjects.
- **PREPARATORY COURSES** are generally used as stepping stones to further study or training.
- **ENRICHMENT COURSES** provide learners with opportunities to develop their skills and knowledge at a higher level.
- **ADVANCED COURSES** go beyond the scope and depth of typical senior secondary schooling. To gain credit for one- or two-semester university subjects, diplomas or advanced diploma courses in VET, the student must undertake these courses as part of a school program in partnership with a tertiary education institution. However, other recognised studies such as AMEB Grade 8 and higher do not need to be part of a school program to attract credit towards a QCE.

Different types and amounts of learning attract different amounts of credit towards the QCE. Credit is assigned when a minimum standard of achievement has been reached. A young person must achieve at least 20 credits to be eligible for a QCE. A minimum of 12 credits must come from completed Core courses of study. The remaining 8 credits may come from a combination of Core, Preparatory, Enrichment or Advanced courses, with a maximum of 6 credits from Preparatory studies. Partial completion of a Core course of study may also contribute some credit.

**PLANNING FOR A QCE**
QCE planning starts in Year 10, when students develop a Senior Education and Training (SET) Plan. The SET Plan helps students structure their learning around their abilities, interests and ambitions. The plan is agreed between the student, their parents/carers and the school, and maps out what, where and how a student will study during their senior phase of learning - usually Years 10, 11 and 12.

**THE LEARNING ACCOUNT**
Schools are required to register students with the QCAA, which usually happens during Year 10. When a student is registered, a learning account is created for them.

The learning account records the individual student’s school subject enrolments and results of any completed studies, which contribute to the QCE. These details are provided by the school and/or other learning provider/s.

Students are given a LUI (learner unique identifier) and a password for their learning account, which they can access any time through the Student Connect website at [www.studentconnect.qCAA.qld.edu.au](http://www.studentconnect.qCAA.qld.edu.au).

**SENIOR EDUCATION PROFILE**
The QCAA issues each Queensland student with a senior education profile upon completion of Year 12. The composition of profiles varies. They may include any, but not all, of the following:

- **SENIOR STATEMENT**
  This is an official record of the studies and results captured in a student’s learning account. A Senior Statement is issued to all students completing Year 12.

**QUEENSLAND CERTIFICATE OF EDUCATION (QCE)**
The QCE is Queensland’s senior school-based qualification, awarded to eligible students on completion of the senior phase of learning, usually at the end of Year 12. The QCE recognises achievement where a student has demonstrated a significant amount of learning, to a set standard and in a set pattern, while meeting literacy and numeracy requirements.

**TERTIARY ENTRANCE STATEMENT**
If a student is eligible for an Overall Position (OP), this statement will show the OP and Field Positions (FPs) they have achieved. These rankings are used to determine eligibility for admission to tertiary courses.

**QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)**
This certificate recognises the schooling achievements of students who complete Year 12 on individualised learning programs. Students eligible for a QCIA are those who have impairments or difficulties in learning.

**PATHWAYS TO TERTIARY**
Obtaining an Overall Position (OP) is the primary pathway for Year 12 students to gain tertiary entrance but other options are available to those wishing to pursue further studies.

**OPs**
Students can seek tertiary entrance by obtaining an OP. To be eligible, they must study 20 semester units of Authority subjects, including at least three subjects for four semesters each, and sit the QCS Test (see also OPs and FPBs for more information). Students must also choose courses that meet the subject prerequisites for their tertiary preferences.

Students who satisfy the prerequisites are then selected for particular courses based on their OP. Students with the best OPs are offered places first. In some cases institutions need to differentiate between students with the same OP by using FPBs.
In cases where it has not been possible to separate applicants for the same course by using the OP followed by the FPs as the primary means of selection, QTAC will use the Australian Tertiary Admission Rank as a final discriminator.

**OTHER PATHWAYS**

Students who are not eligible for an OP, but wish to gain entry to tertiary courses can apply to QTAC for a selection rank based on "schedules", which are specifically developed for this purpose. For more information on schedules and tertiary entrance options, visit the Queensland Tertiary Admissions Centre (QTAC) website [http://www.qtac.org.au/](http://www.qtac.org.au/).

Young people with qualifications including the International Baccalaureate, AQF Certificate III, Certificate IV, Diploma, Advanced Diploma, music, dance, and speech and drama, can also apply to QTAC. QTAC will then use schedules to assess students and offer tertiary places.

Queensland Core Skills Test results can be included in QTAC schedules and QTAC also administers the Special Tertiary Admissions Test (STAT). The STAT is a two-hour aptitude test that assists applicants to demonstrate their potential for tertiary study and helps tertiary institutions make their selection decisions.

(QCAA, 2014)

**GLOSSARY OF TERMS**

The following brief explanation of terms may help make subject selection easier. Seek further clarification if needed from your school.

- **FIELD POSITIONS** (FPs) rank order positions in a field against all other students eligible for a result in that field. These are dimensions of study that emphasise particular knowledge and skills. FPs are used for tertiary entrance only when there is a need to select students from within an OP band.

- **OVERALL POSITION** (OP) indicates students’ rank order position in the state reported in bands from 1 (highest) to 25 (lowest). See your Guidance Officer for details of eligibility rules for an OP.

- **QUEENSLAND CERTIFICATE OF EDUCATION** (QCE) is a school based qualification awarded to young people at the completion of the senior phase of learning, usually at the end of Year 12. It confirms a student's achievement of:
  - A significant amount of learning.
  - A set standard of achievement.
  - Meeting literacy and numeracy requirements.

- **QUEENSLAND CORE SKILLS (QCS) TEST** is conducted over two days in third term for Year 12 students. To be eligible for an OP and FPs you must sit the QCS Test. If you are not eligible for an OP or FPs the test is voluntary. For students not eligible for an OP, sitting for the test may improve your selection rank.

- **PREREQUISITE** - A subject or qualification required for eligibility for entry to a particular course of study or employment.

- **QUEENSLAND TERTIARY ADMISSIONS CENTRE** (QTAC) acts on behalf of universities, TAFE institutes and some private institutions to publish course information and to receive and process applications.

- **RECOMMENDED (OR DESIRABLE) SUBJECTS** are not essential, but are likely to make future courses easier to understand and increase chances of success.

- **SELECTION RANKS** are calculated for tertiary applicants who are not school leavers or who are Senior students not eligible for an OP. For non OP eligible Senior students, the selection rank is determined by results recorded on the Queensland Certificate of Education and the Queensland Core Skills Test. Ranking is from 99 (highest) to 1 (lowest).
**SIGNATURE PROGRAMS**

**SIGNATURE DANCE**

As part of North Lakes State College’s Signature Program, we offer a highly successful extension dance program from Year 1 to Year 12 for students who are considering a career in the dance industry.

Entry into this signature program is through audition only. There are three troupes running within the College: Lil Kicks (Year 1 to Year 3), Mid Kicks (Year 4 to Year 6) and Kicks (Year 7 to Year 12). These troupes perform at various competitions and events throughout the year ranging from Eisteddfods to the North Lakes State College Arts and Culture evening. The troupes have demonstrated excellence in their practice winning a multitude of awards since their inception in 2005. Within the troupes the students learn from qualified dance teachers with only a small fee to cover costumes and make-up. Students require a team uniform, tracksuit and shoes.

**GOAL OF PROGRAM**

- To continue in the development of North Lakes State College dance students to provide them with tools necessary to make a career out of dance.
- To further develop the performance skills of Dance students through a variety of opportunities such as: Eisteddfods, Dance Camp (Year 8 to Year 12), Choreographic Development, Mentoring for younger students and other performance opportunities for various community and schooling events.
- To provide intensive specialised training for dance students and assist them in the understanding of how to improve and develop as a dancer.

**ELIGIBILITY CRITERIA**

Entry via audition showing:

- Demonstration of outstanding behaviour and understanding of Prep to Year 12 Culture in all College or school life.
- Evidence of high level of motivation and commitment to Dance through attendance, participation, personal philosophy and performance.
- Commitment to academic studies.
- High level of Dance technique, spatial perception and communication / performance skills.

For further details, see the College website or contact the HOD The Arts, Leisa Cooper - Phone: 07 3482 5686

**Email:** lcoop4@eq.edu.au

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**SIGNATURE BASKETBALL**

**GOAL OF PROGRAM**

- To offer basketball as an alternative to more traditional school sports.
- To continue in the growth and development of our current North Lakes State College basketball students, by providing a more detailed and specialised program.
- To develop the basketball and general athletic abilities of each student enrolled in the program.
- To provide specialised training for students and assist them in the understanding of how to improve and develop as a player.
- Provide opportunities to compete at various high level basketball competitions and assist in the development of each individual to reach their maximum potential.
- To develop a strong basketball culture within the school and wider community whilst developing morals and values prevalent in positive citizenship.

**ELIGIBILITY CRITERIA**

- Outstanding athletic ability as evidenced by fitness results.
- Demonstration of outstanding behaviour in all aspects of College life.
- Evidence of commitment to interschool sport and to personal fitness.
- Representative Player at district, regional or state level in basketball.
- Representative in club basketball, playing and training with local club.
- Member of a representative team for club basketball e.g. Wizards U14 div 1.
- Representative of state emerging basketball squad or state team member.

For further details and an application guide, contact the program director, David Burnett - Phone: 07 3482 5555

**Email:** dburn78@eq.edu.au
SIGNATURE GOLF

North Lakes State College offers the Signature Golf Program as part of the College’s commitment to the development of sport. This program is currently available to all students in Year 7 to Year 12 who meet the selection criteria and standards set down by the College’s coaching and management staff.

Students will engage in specifically designed training sessions by a qualified Australian PGA Professional aimed at enhancing the student’s knowledge, skills and attitudes important for participation at the highest level. The Program provides students who have a genuine commitment to their chosen sport with an opportunity to pursue the sport along many pathways that now exist. This includes the option of pursuing the sport as a career. The Program follows a holistic approach to student development and exposes the students to all facets of the game with the objective of assisting each student to be the best player they can be.

The program is conducted weekly before, during and after school and includes the following sessions:

- **Fitness (Tuesday Mornings):** Addresses stability, core and dynamic strength using state of the art equipment such as TRX, VIPR, BOSU and HART training equipment.
- **Skill Development (Wednesday Afternoons):** This session allows students to work on technical aspects of their game. All sessions are conducted at the North Lakes Golf Club and address all aspects of the game.
- **On Course Play (During School Sport):** Each week students are given the opportunity to hone their skills at the program’s host facility, North Lakes Golf Club. Students play under the supervision of PGA Professional, Anthony O’Connell. They work on their course management skills and also learn the finer details of the rules and etiquette of the game.

For further details, contact the program director, Anthony O’Connell  -  Phone: 07 3482 5775
Mobile: 0400 419 43
Email: golf@northlakescollege.eq.edu.au
ENGLISH

ENGLISH

AUTHORITY SUBJECT - CODE - ENG
(QCE Credits 4)

SUBJECT DESCRIPTION
Senior English is designed for students intending to continue their studies at university level and who need to study and analyse more complex literary texts including in-depth study of novels, poetry, drama and media.

In Year 11 students explore traditional and contemporary texts by Australian authors, and non-fiction biographical texts. In Year 12 students study classic texts (Shakespeare and Romantic poetry) and largely unfamiliar texts (including foreign film). They explore how contemporary and traditional texts use language in aesthetic, imaginative and engaging ways to entertain, to move, to reflect and express, create, explore and challenge cultural identity. Students will respond to these texts through written essays, short stories, critiques, and feature articles as well as oral presentations.

It is expected students will undertake a commitment to regular research, reading, writing and general homework if choosing Senior English. Assessment in this subject is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus.

COURSE OUTLINE
All English students will undertake four units of study over the course of the year. The content of the units may vary depending on resource availability, teacher and student preferences and interest.

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 1</td>
<td>UNIT 1</td>
</tr>
<tr>
<td>FIGHT THE POWER (Poetry and social change)</td>
<td>CHORUS (A study of the classics)</td>
</tr>
<tr>
<td>UNIT 2</td>
<td>UNIT 2</td>
</tr>
<tr>
<td>A DAY IN THE LIFE (A study of life writing)</td>
<td>OUT! OUT! (Shakespeare’s Macbeth)</td>
</tr>
<tr>
<td>UNIT 3</td>
<td>UNIT 3</td>
</tr>
<tr>
<td>SOUNDS OF THEN (Australian novels and short stories)</td>
<td>WORLD’S COLLIDE (Foreign Films)</td>
</tr>
<tr>
<td>UNIT 4</td>
<td>UNIT 4</td>
</tr>
<tr>
<td>LEAPS AND BOUNDS (Australian Drama)</td>
<td>THE LOOKING GLASS (Reflecting on texts)</td>
</tr>
</tbody>
</table>

PREREQUISITES
C or above in Year 10 English or English Extension (Must study to be OP eligible)
A proven history of commitment and participation, demonstrated through completion of homework and submission of assessment
At the completion of Year 10 and Year 11, teachers will make recommendations to the HOD about the suitability of students to participate or continue in this subject. Students who have not yet demonstrated success are advised to change to English Communication to ensure they meet the literacy requirements of the Queensland Certificate of Education.

ASSESSMENT SUMMARY
Assessment in Year 11 and Year 12 includes a minimum of three written tasks and two spoken tasks per year.

- Written tasks may include analytical expository or opinionative essays, imaginative narratives or reflective persuasive feature articles. At least two written tasks are completed under block exam or supervised class test conditions.
- Spoken assessment tasks may include monologues, expository or persuasive speeches, or reflective eulogies or tributes.
- Spoken tasks may include live, videotaped or audiotaped presentations.

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITTEN TASKS</td>
<td>WRITTEN TASKS</td>
</tr>
<tr>
<td>Assignment conditions (600 - 1000 words)</td>
<td>Assignment conditions (800 - 1200 words)</td>
</tr>
<tr>
<td>Supervised conditions (500 - 700 words)</td>
<td>Supervised conditions (600 - 800 words)</td>
</tr>
<tr>
<td>SPOKEN TASKS</td>
<td>SPOKEN TASKS</td>
</tr>
<tr>
<td>Spoken tasks (3 - 4 minutes)</td>
<td>Spoken tasks (4 - 5 minutes)</td>
</tr>
<tr>
<td>Multi-Modal instruments (3 - 5 minutes)</td>
<td>Multimodal instruments (5 - 7 minutes)</td>
</tr>
</tbody>
</table>

Student achievement will be judged on the following three dimensions:

UNDERSTANDING & RESPONDING TO CONTEXTS  UNDERSTANDING & CONTROL OF TEXTUAL  CREATING & EVALUATING MEANING
ENGLISH COMMUNICATION

AUTHORITY REGISTERED SUBJECT: CODE - ENC
(QCE Credits 4)

SUBJECT DESCRIPTION
English Communication is designed for students intending to enter a job, trade apprenticeship or TAFE after Year 12, and who do not require an OP. It is also intended for those who have not yet achieved success in English in Year 10. It is aimed at creating success and opportunity for students to understand and create mostly non-literary and some literary texts.

Effective communication is integral to our society and new technologies and the restructured workplace requires students to be able to interpret, construct and make judgments about meanings in everyday texts, in the areas of work, community and leisure.

COURSE OUTLINE
All English Communication students will undertake four units of study over the course of the year. The content of the units may vary depending on resource availability, teacher and student preferences, and interest.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 1</strong></td>
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</tr>
<tr>
<td>THE MESSAGE (Youth Culture)</td>
<td>WORKING CLASS MAN (Workplaces)</td>
</tr>
<tr>
<td><strong>UNIT 2</strong></td>
<td><strong>UNIT 2</strong></td>
</tr>
<tr>
<td>TIME OF YOUR LIFE (Heroes and Role Models)</td>
<td>SHAKE IT UP (Shakespeare on film)</td>
</tr>
<tr>
<td><strong>UNIT 3</strong></td>
<td><strong>UNIT 3</strong></td>
</tr>
<tr>
<td>BETWEEN DIRT &amp; SKY (Reading for Pleasure)</td>
<td>ROAM (Holidays and Travel)</td>
</tr>
<tr>
<td><strong>UNIT 4</strong></td>
<td><strong>UNIT 4</strong></td>
</tr>
<tr>
<td>GETTING SQUARE (Rights and Responsibilities)</td>
<td>I WILL SURVIVE (Festivals/Youth Culture)</td>
</tr>
</tbody>
</table>

PREREQUISITES
No minimum requirements (Non OP Pathway)

ASSESSMENT SUMMARY
Assessment in Year 11 and Year 12 includes a minimum of three written tasks and two spoken tasks per year.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
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<tbody>
<tr>
<td><strong>WRITTEN TASKS</strong></td>
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</tr>
<tr>
<td>Assignment conditions (300 - 500 words)</td>
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</tr>
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</tbody>
</table>

Student achievement will be judged on the following three dimensions:

- **KNOWLEDGE OF CONTEXTUAL FACTORS**
- **KNOWLEDGE OF TEXTUAL FEATURES**
- **KNOWLEDGE & UNDERSTANDING OF TEXTS**
MATHEMATICS

Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society.

Mathematics pervades so many aspects of daily life that a sound knowledge is essential for informed citizenship. Through enhanced understanding of Mathematics, individuals can become better informed economically, socially and politically in an increasingly mathematically oriented society.

At North Lakes State College we offer four strands of Mathematics in Year 11. Of these, strands B and C are generally considered more challenging. Strand A is a general Mathematics course of moderate level and Pre-vocational Mathematics is suitable for those students who experienced some difficulties in Year 10 Mathematics.

SUBJECT DESCRIPTION

MATHEMATICS A

AUTHORITY SUBJECT: CODE - MAA (QCE Credits 4)

Mathematics A in particular aims to provide the opportunity for students to participate more fully in lifelong learning. It involves the study of Financial Mathematics, Applied Geometry, Statistics, Maps and Compasses, and Operations Research.

MATHEMATICS B

AUTHORITY SUBJECT: CODE - MAB (QCE Credits 4)

Mathematics B is targeted at those students who enjoy challenging mathematical questions and problem solving. Students study at a high level and are prepared for entry to many technical-based university level courses.

MATHEMATICS C

AUTHORITY SUBJECT: CODE - MAC (QCE Credits 4)

Mathematics C aims to provide opportunities for students to participate more fully in lifelong learning, to develop their mathematical potential, and to build upon and extend their mathematics. It is extremely valuable for students interested in mathematics.

Students studying Mathematics C gain broader and deeper mathematical experiences that are very important for future studies in areas such as the physical sciences and engineering. They are also significantly advantaged in a wide range of areas such as finance, economics, accounting, information technology and all sciences.

In order to study Mathematics C, students must also study Mathematics B. Mathematics students should recognise the dynamic nature of mathematics through the subject matter of Mathematics C.

PRE-VOCATIONAL MATHEMATICS

AUTHORITY REGISTERED SUBJECT: CODE - PVM (QCE Credits 4)

Pre-vocational Mathematics is suitable for those students who experienced some difficulties in Year 10 Mathematics. Pre-vocational Mathematics is focused on building the numeracy skills of students. Numeracy is the 'effective use of mathematics to meet the general demands of life at home, in paid work, and for participation in community and civic life.'

Pre-vocational Mathematics is designed to build student confidence and success in making meaning with mathematics. This subject is designed to assist students to overcome any past difficulties or negative attitudes towards mathematics so that they can use it efficiently and critically to make informed decisions in their daily lives.
## COURSE OUTLINE

### MATHEMATICS A
- Students will gain knowledge and skills of computation, estimation and measurement

### MATHEMATICS B
- Students will learn aspects of mathematical functions

### MATHEMATICS C
- Students will learn the concepts and application of matrices, vectors, complex numbers, structures and patterns

### PRE-VOCATIONAL MATHEMATICS
- Students will study aspects of number (the core study area)

### Students will develop a capacity to interpret and analyse information presented in a variety of forms

### Students will study calculus - including integration and differentiation

### Students will learn the practical power of calculus

### Students will develop the ability to make judgments based on evidence and reasoning

### Students will apply statistical analyses

### Students will learn optional topics such as conics, dynamics, statistics, numerical methods, exponential and logarithmic functions, number theory and recent developments in mathematics

### Students will study aspects of location and time

### Students will gain a capacity to justify and communicate results in a variety of forms.

### Students will learn the importance of mathematical and everyday language when communicating mathematical findings.

### PREREQUISITES

<table>
<thead>
<tr>
<th>MATHEMATICS A</th>
<th>MATHEMATICS B</th>
<th>MATHEMATICS C</th>
<th>PRE-VOCATIONAL MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>C or above in Year 10 Mathematics</td>
<td>C or above in Year 10 Mathematics Extension</td>
<td>C or above in Year 10 Mathematics Extension</td>
<td>Did not pass Year 10 Mathematics (Non OP Pathway)</td>
</tr>
</tbody>
</table>

### Must be studying Mathematics B

### ASSESSMENT SUMMARY

#### MATHEMATICS A, MATHEMATICS B, MATHEMATICS C

Student achievement will be judged on the following three exit criteria:

**KNOWLEDGE & PROCEDURES**
- Students demonstrate knowledge of content and use given rules, operations and procedures to carry out simple, familiar tasks.

**APPLYING**
- Students interpret and analyse different contexts, identify familiar mathematics, develop strategies, then select and apply rules and procedures to carry out tasks.

**EXPLAINING**
- Students use basic mathematical and everyday language to present and explain their responses to tasks in both familiar and different contexts.

#### Each semester students will complete:
- Mid-semester test
- Alternative assessment (assignment)
- End-semester test

#### PRE-VOCATIONAL MATHEMATICS

Assessment will be based on continuous gathering of information and the making of judgments in terms of the stated criteria and standards throughout a two year course of study. There will usually be one exam and two or three assignments each semester. Exams are ‘open book’ which means that large memory retention is not required. Student achievement will be judged on the following three exit criteria:

**KNOWING**
- Students demonstrate knowledge of content and use given rules, operations and procedures to carry out simple, familiar tasks.

**APPLYING**
- Students interpret and analyse different contexts, identify familiar mathematics, develop strategies, then select and apply rules and procedures to carry out tasks.

**EXPLAINING**
- Students use basic mathematical and everyday language to present and explain their responses to tasks in both familiar and different contexts.
Physics

Authority Subject: Code - PHY
(QCE Credits 4)

Subject Description
Science has profound worldwide impact - economic, environmental, ethical, political, social and technological. An understanding of scientific perspectives can enhance participation by citizens in deciding on, and responding to, the directions of science and technology. Social awareness within the scientific community and scientific literacy in the general community are essential for human survival and economic development.

It has always been a part of the human condition to marvel at the world we live in - stars and rainbows, the apple that falls to the ground or the lodestone that always points north - and to ask why the world should be that way. In Western culture, this way of speculating about the world became known as natural philosophy and later, as biology and chemistry took recognisably different paths, as physics. At the same time as this separation into distinct sciences was occurring, physics developed its own particular methods and procedures, valuing precise measurement and highly reproducible experiments, and developing a powerful and fruitful partnership with mathematics.

Course Outline
Students will:

- Gain the satisfaction of a deeper understanding of our changing world
- Explore a variety of techniques and processes used by scientists during their inquiries
- Be given many opportunities to implement their learned skills through participation in practical experiments, computer presentations and debates
- Learn the importance of communicating scientific findings through scientific reporting

Prerequisites

<table>
<thead>
<tr>
<th>B in Year 10 Science or Science Extension</th>
<th>Must study Mathematics B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must study Year 11 Authority English</td>
<td>Can recognise issues and pose questions which are science or technology related</td>
</tr>
<tr>
<td>Have an understanding and like for mathematics and can identify sources of relevant information and/or data</td>
<td>Are able to associate these with appropriate scientific concepts and principles</td>
</tr>
<tr>
<td>Can manipulate data and information in ways appropriate to the task and make decisions based upon the best available information</td>
<td>Are aware of, and skilled in using, appropriate scientific methods for extracting and/or collecting information or data</td>
</tr>
</tbody>
</table>

Assessment Summary
Students are assessed under the three criteria of:

- Knowledge and Conceptual Understanding
- Investigative Processes
- Evaluating and Concluding

Students will:
- Learn the theory and contextual applications of theory in real life situations
- Complete assessment tasks such as:
  - ERT (extended response tasks)
  - EEI (extended experimental investigations)
  - SA (supervised assessment)

Excursions/Camp - An excursion to a theme park to study the physics of theme park rides will occur in Year 11.
BIOLOGY

AUTHORITY SUBJECT: CODE - BSC
(QCE Credits 4)

SUBJECT DESCRIPTION
Science is an investigative discipline through which explanations of natural phenomena are generated. It incorporates ways of thinking that are creative and critical.

Biology is the study of life in its many manifestations. It encompasses studies of the origin, development, diversity, functioning and evolution of living systems and the consequences of intervention in those systems.

Students will develop:
- A knowledge and understanding of the living world.
- The capacity to identify, gather, manipulate and process information in the context of scientific endeavours including field investigations.
- The capacity to communicate effectively in various formats on biological issues.
- An appreciation of the complexity and beauty of biological phenomena.
- A recognition that Australian ecosystems have unique characteristics.
- An appreciation that each type of organism, including Homo sapiens, occupies a unique position in the biosphere.
- A sense of responsibility for the stewardship of the local and global environment.
- An ability to apply biological understanding, skills and reasoning.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 1</td>
<td>UNIT 1</td>
</tr>
<tr>
<td>CLASSIFICATION &amp; EVOLUTION</td>
<td>COASTAL ECOLOGY</td>
</tr>
<tr>
<td>UNIT 2</td>
<td>UNIT 2</td>
</tr>
<tr>
<td>HOMEOUSTASIS</td>
<td>GENETICS</td>
</tr>
<tr>
<td>UNIT 3</td>
<td>UNIT 3</td>
</tr>
<tr>
<td>CELL BIOLOGY</td>
<td>MICROBIOLOGY</td>
</tr>
<tr>
<td>UNIT 4</td>
<td>UNIT 4</td>
</tr>
<tr>
<td>SEX CELLS</td>
<td>HUMAN BODY SYSTEMS</td>
</tr>
</tbody>
</table>

PREREQUISITES

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B in Year 10 Science or Science Extension</td>
<td>Must study Mathematics A or Mathematics B</td>
</tr>
<tr>
<td>Must study Year 11 Authority English</td>
<td>Is an independent learner</td>
</tr>
<tr>
<td>Is able to work in groups</td>
<td>Able to complete tasks both supervised and in own time</td>
</tr>
<tr>
<td>Able to participate in lab preparation and discussion</td>
<td>Able to make careful observations and propose inferences</td>
</tr>
<tr>
<td>Able to make decisions based upon the best available information</td>
<td>Can recognise issues and pose questions which are science or technology related</td>
</tr>
</tbody>
</table>

ASSESSMENT SUMMARY
Students will be assessed on the categories of:

UNDERSTANDING BIOLOGY

Students will:
- Research and produce assignment reports (extended response items) in a variety of formats
- Complete written tests
- Complete extended experimental investigations (these are large reports based on experimental findings, generally run across 8 - 10 weeks)

EXCURSIONS/CAMP - Biology students are required to complete field studies as part of the Biology course. This involves excursions to local habitats.
CHEMISTRY

AUTHORITY SUBJECT: CODE - CHM
(QCE Credits 4)

SUBJECT DESCRIPTION
Science has profound worldwide impact - economic, environmental, ethical, political, social and technological. An understanding of scientific perspectives can enhance participation by citizens in deciding on, and responding to, the directions of science and technology. Social awareness within the scientific community and scientific literacy in the general community are essential for human survival and economic development.

In any human activity that deals with some aspect of the material world, there must be concern for the fundamental character of the materials involved - that is their chemistry. This course at North Lakes State College, as well as providing a strong basis for further study of Chemistry at a tertiary level, is intended to provide students with a balanced perspective of chemical science which will enable them to understand and interpret the chemistry of their surroundings and to appreciate the impact of chemical knowledge and technology on society.

Students will:
• Focus on contextual stories and see the relevance of chemistry to their daily lives.
• Gain an appreciation of the workings of the world around them.
• Explore a variety of techniques and processes used by scientists during their inquiries.
• Be given many opportunities to implement their learned skills through participation in practical experiments, computer presentations and debates.
• Learn the importance of communicating scientific findings through scientific reporting and explore a variety of techniques and processes used by scientists during their inquiries.
• Learn the importance of communicating scientific findings through scientific reporting.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 1 MATERIALS</td>
<td>UNIT 1 SWIMMING POOLS</td>
</tr>
<tr>
<td>UNIT 2 WATER</td>
<td>UNIT 2 SHIPRECKS &amp; CORROSION</td>
</tr>
<tr>
<td>UNIT 3 TRANSPORT - A NECESSARY EVIL</td>
<td>UNIT 3 NEW MATERIALS - MANIPULATING MOLECULES</td>
</tr>
<tr>
<td>UNIT 4 AIR - SOMETHING WE ALL SHARE</td>
<td>UNIT 4 FORENSIC CHEMISTRY</td>
</tr>
</tbody>
</table>

PREREQUISITES

B in Year 10 Science or Science Extension

Must study Mathematics B (recommended) or Mathematics A

Must study Year 11 Authority English

ASSESSMENT SUMMARY

Students are assessed under the three criteria of:

KNOWLEDGE AND CONCEPTUAL UNDERSTANDING  INVESTIGATIVE PROCESSES  EVALUATING AND CONCLUDING

Students will:
• Research and produce reports for Extended Experimental Investigations
• Complete supervised assessments
• Research and produce extended response tasks in a variety of formats
ENGINEERING TECHNOLOGY STUDIES

AUTHORITY SUBJECT: CODE - EGT
(QCE Credits 4)

SUBJECT DESCRIPTION
From earliest times people have interpreted, shaped and altered their environment in an attempt to improve the quality of their lives. Engineers have applied scientific principles and used technological capabilities to convert natural resources into structures, machines, products, systems and processes for the benefit of society. The application of engineering technology has increased significantly in the modern world today and affects most aspects of our daily lives.

Engineering Technology is a course of study that provides an opportunity for students to gain an understanding of the underlying concepts and principles of engineering in its broadest sense. It is concerned with those concepts related to the study of materials, engineering mechanics and its applications, control systems, industry and society. Integrated throughout the areas of study is the development of communication skills suited to engineering. The course draws upon the fundamental principles of science and technology, encouraging a positive interest in the translation of theory into practice.

In Engineering Technology, students are required to undertake a variety of activities such as testing of materials, formulation of problems, analysis of engineering solutions, modelling solutions and prototyping. These activities provide a framework by which theoretical concepts and principles can be investigated and tested. Through an inquiry approach, students are encouraged to become more aware of the interrelationships among technology, society and the built environment.

COURSE OUTLINE
Students will:

| Make decisions, judgments and recommendations about engineering problems | Use mathematical concepts and techniques in preparing and interpreting engineering data |
| Develop skills of critical thinking, problem solving and decision making in the context of theoretical and practical engineering situations | |
| Use and apply a range of technologies, including automation systems, computer-aided design methods, information and communication technologies, and software packages | |

PREREQUISITES

| B in Year 10 Science or Science Extension | Must study Mathematics A or Mathematics B |
| Must study Year 11 Authority English | Can identify sources of relevant information and/or data |
| Can recognise issues and pose questions which are science or technology related | Are able to associate these with appropriate scientific concepts and principles |
| Are aware of, and skilled in using, appropriate scientific methods for extracting and/or collecting information or data | Make decisions based upon the best available information |

ASSESSMENT SUMMARY
Students are assessed under the three criteria of:

<table>
<thead>
<tr>
<th>KNOWLEDGE AND APPLICATION</th>
<th>INVESTIGATIVE &amp; ANALYTICAL PROCESSES</th>
<th>EVALUATING &amp; TECHNICAL COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Research and produce assignment reports in a variety of formats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Present spoken or multimodal seminars on engineering topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Complete written tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Complete technical engineering reports</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EARTH SCIENCE

AUTHORITY SUBJECT: CODE - ESC
(QCE Credits 4)

SUBJECT DESCRIPTION
A study of Earth Science with an environmental focus enriches students’ lives by enabling them to understand, interpret and appreciate the geological environment in which they live. The subject aims to equip students to be aware of how the impacts of natural hazards such as floods, cyclones, landslides, earthquakes and beach erosion can be minimised. It allows them to appreciate, furthermore, that as humans interact with the environment, a knowledge of Earth Science is crucial in the planning of buildings, highways, dams, harbours and canals. All earth materials, including minerals, fossil fuels, soils, and water and building materials are developed and managed by a knowledge of Earth Science.

This science affects decisions from those as big as choosing a nuclear power site to those as small as selecting an aesthetic and functional rock material for a retaining wall. It is becoming increasingly urgent to solve environmental problems such as global warming, depletion of the ozone layer, resource depletion and the disposal of hazardous wastes in a geologically responsible way. Humans must therefore look to the future to determine how science, in conjunction with ethics, economics and politics, can contribute to solutions and promote ecologically sustainable development. The interdisciplinary scientific basis and environmental context of this subject are invaluable in assisting students to contribute to these debates and decisions as informed and responsible citizens.

Students will develop:

- An understanding of planet Earth, its systems and geological processes, and human interaction with these systems
- An appreciation of the methods that have enabled earth scientists to interpret the past, understand the present, and predict the future of the earth and its space environment
- An understanding of environmental problems such as climate change, thinning of the ozone layer, resource depletion, and of the need for hazardous waste disposal in a geologically responsible manner
- Language skills specific to English language and Earth Science, through explicit teaching of, and immersion in, the language of Earth Science
- A knowledge and understanding of the dynamic nature and natural hazards of earth’s systems
- An awareness of how the impacts of natural hazards such as floods, cyclones, landslides, earthquakes and beach erosion can be minimised
- A capacity to identify, gather and process information in the context of earth science investigations, including those that are based in the field or laboratory
- An ability to contribute to debates and decisions on ecologically sustainable development as informed and responsible citizens.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>OUR EARTH AND ITS SYSTEMS</th>
<th>UNIT 3</th>
<th>Hazardous Earth Processes and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 2</td>
<td>EARTH RESOURCES &amp; HUMAN IMPACT ON THE ENVIRONMENT</td>
<td>UNIT 4</td>
<td>OUR EARTH IN SPACE &amp; TIME</td>
</tr>
</tbody>
</table>

PREREQUISITES

| B in Year 10 Science or Science Extension | Must study Mathematics A or Mathematics B |
| Must study Year 11 Authority English | Are independent learners |
| Are able to work in groups | Complete tasks both supervised and in own time |
| Participate in laboratory preparation and discussion | Make careful observations and propose inferences |
| Make decisions based upon the best available information | Can recognise issues and pose questions which are science or technology related |

ASSESSMENT SUMMARY

Students are assessed under the three criteria of:

- KNOWLEDGE AND CONCEPTUAL UNDERSTANDING
- WORKING SCIENTIFICALLY
- USING INFORMATION SCIENTIFICALLY

EXCURSIONS/CAMP - Earth Science students are required to complete field studies as part of the Earth Science course. This involves excursions to local habitats. There may also be 2 - 3 day field trips.
AQUATIC PRACTICES

AUTHORITY REGISTERED SUBJECT: CODE - AQP
(QCE Credits 4)

SUBJECT DESCRIPTION
You will engage in learning in four areas of study and have opportunities to expand on specific areas of aquatic learning. The four areas are:

ENVIRONMENTAL - which focuses on environmental conditions, ecosystems, conservation and sustainability. The elective offered focuses on citizen science.

RECREATIONAL - which focuses on ways people engage with the aquatic environment for enjoyment. You will gain the knowledge, understanding and skills to safely enter the aquatic environment. Electives offered focus on developing specialised skills, such as navigation and snorkelling techniques.

COMMERCIAL - which focuses on employment opportunities for young people on the sea and in inland waterways, such as shipping, water transport, fishing and ecotourism.

CULTURAL - which will enhance your understanding of the cultural significance of the aquatic environment and of maritime activity in Queensland and Australia. You will learn about different attitudes to marine industries and activities by exploring the aquatic culture and practices of Aboriginal, Torres Strait Islander, Asian, South Sea Islander and European communities.

‘Safety and management practices’ is integrated into each of the areas of study, to build your knowledge, understanding and skills of the principles underpinning safety and management in the aquatic environment. You will examine topics including legislation, rules and regulations, equipment maintenance and operation and first aid practices.

COURSE OUTLINE

<table>
<thead>
<tr>
<th></th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>AQUATIC ENVIRONMENT - LIVING THINGS</td>
<td>NAVIGATION</td>
<td></td>
</tr>
<tr>
<td>ENVIRONMENTAL CONDITIONS- WEATHER &amp; TIDES Conditions: Weather and Tides</td>
<td>ASSISTING OTHERS</td>
<td></td>
</tr>
<tr>
<td>BOATING</td>
<td></td>
<td>FISHERIES</td>
</tr>
<tr>
<td>SNORKELING</td>
<td></td>
<td>ECOTOURISM</td>
</tr>
</tbody>
</table>

PREREQUISITES
Demonstrated trustworthy, co-operative and safe behaviours

ASSESSMENT SUMMARY
Assessment instruments include:

- projects
- investigations
- extended response to stimulus
- examinations
- performances, e.g. snorkelling, first aid
LABORATORY SKILLS (VET)  
INTRODUCTION TO LABORATORY OPERATIONS

MSL20109 Certificate II in Sampling and Measurement (VIS)  
MSL30109 Certificate III in Laboratory Skills (FFS)  
Offered at ReddiLab Trade Training Centre, located at Redcliffe State High School

Recommended entry requirements
- At least C+ in Year 10 Science and Mathematics or successful completion of a bridging course.
- Keen interest in science.
- Desire to work in a laboratory environment at an entry level as an assistant/technical officer.
- Commitment to undertake at least one week of work placement in a commercial laboratory.
- Access to a computer and the internet outside school time to complete course work.

Recommended companion subjects suggested by Redcliffe State High School:
- Biology and/or Chemistry, Mathematics A or B.

Special features of the course
- Nationally recognised, industry-standard training that contributes up to 8 core credit points to the Queensland Certificate of Education (QCE).
- This qualification is designed to equip you with sound skills and knowledge essential to effective performance in a laboratory. Skills include communication, processing and recording data, calibrating test equipment, maintaining a laboratory and equipment, performing basic laboratory analysis, microbiology and chemistry.
- Employability skills are developed with a focus on teamwork, time management and problem solving.
- The course is delivered and assessed by Central Queensland University VET in Schools Program using print based and online materials. As part of the VETIS VET Funding Framework, tuition fees for MSL20109 are funded by the Queensland Government under the Certificate 3 Guarantee and students pay only for materials (Consumable & Equipment) required in the course.
- Work experience is conducted in a one-week block during Year 11 as organised by Redcliffe State High School.
- Successful completion of this course will provide students with a ranking for tertiary entrance equivalent to at least OP 15.
- Students can continue their study to Higher Education. Information available through Redcliffe State High School.

Post-secondary opportunities – enhanced employability
When you finish this course you will be able to work as a laboratory assistant or technical officer in pathology and forensics, pharmaceuticals, mining, environmental, construction materials and manufacturing industries. If you are continuing to tertiary study, this qualification will assist you to obtain part-time work in a laboratory to give you an income.

RTO code: 40399
## Units of competency (delivered over two years)

### YEAR 1

<table>
<thead>
<tr>
<th>Semester 1:</th>
<th>Materials and Environmental Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSL912001A</td>
<td>Work within a laboratory (induction)</td>
</tr>
<tr>
<td>MSL922001A</td>
<td>Record and present data</td>
</tr>
<tr>
<td>MSL952001A</td>
<td>Collect routine site samples</td>
</tr>
<tr>
<td>MSL952002A</td>
<td>Handle &amp; transport samples or equipment</td>
</tr>
<tr>
<td>MSL973001A</td>
<td>Perform basic tests</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2:</th>
<th>Microbiology</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSL973007A</td>
<td>Perform Microscopic Examination</td>
</tr>
<tr>
<td>MSL973004A</td>
<td>Perform Aseptic Techniques</td>
</tr>
<tr>
<td>MSL943002A</td>
<td>Participate in laboratory/field workplace safety</td>
</tr>
</tbody>
</table>

### YEAR 2

<table>
<thead>
<tr>
<th>Semester 3:</th>
<th>Analytical Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSL913002A</td>
<td>Plan and conduct laboratory/field work</td>
</tr>
<tr>
<td>MSL913001A</td>
<td>Communicate with other people</td>
</tr>
<tr>
<td>MSL933002A</td>
<td>Contribute to the achievement of quality objectives</td>
</tr>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>MSL973002A</td>
<td>Prepare working solutions</td>
</tr>
</tbody>
</table>

| Semester 4: | Catch up |

### Assessment overview

Students complete competency-based tasks for each module. Results for each unit of competence will be recorded as Competent or Not Yet Competent. Students are required to demonstrate competence in all set tasks to enable them to receive certification.

### Extra equipment / costs payable by students

- Approximately $130 – laboratory coat, safety glasses, log book, ReddiLab polo shirt; King Gee 100% cotton drill trousers (Men’s Workcool Taupe colour)
- Black belt; black socks, closed-toe, non-slip, black leather shoes or boots
- MSL20109 Enrolment Fee – Year 11 – Certificate 3 Guarantee VETiS funded by the Queensland Government
- MSL30109 Enrolment Fee – Year 12 ($55 per subject with a total of five subjects to be completed. Payment to CQUiversity at time of enrolment at the start of year 12)
- Consumable and Equipment fee ($50 per year, invoiced by RSHS at start of year)

### How do I enrol?

- See your Head of Senior Schooling, Guidance Officer or Head of Science
- Select Laboratory Operations as part of your SET Plan
- Fill in a ReddiLab Expression of Interest Form and CQUiversity Student Details Form when you do your SET Plan

### For further Information, please contact

Mr Carl Coleman  
Head of Science  
Redcliffe State High School  
Tel: 3897 1111

**RTO code:** 40939
**HUMANITIES**

**MODERN HISTORY**

**AUTHORITY SUBJECT: CODE - MHS**

*(QCE Credits 4)*

**SUBJECT DESCRIPTION**

In history, as in our everyday lives, people ask meaningful questions, collect evidence, sift through it, analyse and evaluate it, to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours.

Through the study of Modern History, students can understand why our modern world is the way it is. They can understand the processes of change and continuity that have shaped today’s world, their causes, and the roles people have played in those processes. They can understand that there are relationships between our needs and interests and a range of historical topics, people and events. At a personal level, Modern History helps students to identify their social location, their place in time and their heritage within a distinctive culture. Students develop these understandings through processes of critical inquiry, debate and reflection, and by empathising with the views of others.

Students can also:

- Become more knowledgeable, effective, constructive and committed participants in their personal, professional and civic life.
- Be more aware of the importance of values and beliefs, and how difference can be identified, understood, negotiated and perhaps, resolved.
- Develop themselves as more reflective, responsible and sensitive citizens, parents, workers, managers, entrepreneurs, consumers and investors.
- Identify the connections between the social sciences and with other subject areas.
- Develop an excellent foundation in order to succeed in any aspect of a university or TAFE pathway.

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 1</strong> THE HISTORY OF IDEAS &amp; BELIEFS</td>
<td></td>
</tr>
<tr>
<td>Inquiry: French Revolution and the beginnings of new ideas such as democracy, equality, etc.</td>
<td></td>
</tr>
<tr>
<td>Inquiry: Russian Revolution - Changing ideas from Tsarist Russia to Communist Russia.</td>
<td></td>
</tr>
<tr>
<td><strong>UNIT 2</strong> STUDIES OF CONFLICT</td>
<td></td>
</tr>
<tr>
<td>Case study: The Cold War</td>
<td></td>
</tr>
<tr>
<td>Inquiry: The study of personalities or individuals who played a significant role in creating or resolving conflict in the Cold War era.</td>
<td></td>
</tr>
<tr>
<td>Inquiry: Arab-Israeli conflict as a 21st Century conflict.</td>
<td></td>
</tr>
<tr>
<td><strong>UNIT 3</strong> STUDIES OF HOPE</td>
<td></td>
</tr>
<tr>
<td>Inquiry: A positive future? Reconciliation in Australia, is it a false hope?</td>
<td></td>
</tr>
<tr>
<td>Inquiry: The role of Gandhi and non-violent resistance against the British.</td>
<td></td>
</tr>
<tr>
<td><strong>UNIT 4</strong> STUDIES OF CHANGE</td>
<td></td>
</tr>
<tr>
<td>Inquiry: Students select an area of change in either Australia-China, or China-rest of the world foreign policies and examine how and why changes have occurred.</td>
<td></td>
</tr>
<tr>
<td>Concluding Study: Hollywood and history. An investigation of the power of ‘historical’ films to change people’s opinions of events.</td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITES**

- C or above in Year 10 History
- Must study Year 11 Authority English

**ASSESSMENT SUMMARY**

Assessment items include:

- Objective and short response exams
- Extended written response tasks
- Response to stimulus exams
- Written research tasks
- Multimodal presentations
In History, as in our everyday life, people ask meaningful questions, collect evidence, sift through it, analyse and evaluate it, to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours.

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

Ancient History is a fascinating area of study, rich in wonderful stories of human endeavour, achievement and disaster. The history of humankind from the very earliest times is part of everyone’s heritage and the study of the subject Ancient History ensures that this heritage is not lost.

<table>
<thead>
<tr>
<th>THEME</th>
<th>INQUIRY TOPICS AND STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ARCHAEOLOGICAL STUDIES</strong></td>
<td><strong>BACKGROUND STUDY</strong></td>
</tr>
<tr>
<td><strong>A STUDY OF BUREAUCRATIC CONTROL IN CHINA.</strong></td>
<td><strong>INQUIRY TOPIC</strong></td>
</tr>
<tr>
<td><strong>STUDIES OF TECHNOLOGIES, INNOVATIONS AND INVENTIONS</strong></td>
<td><strong>INQUIRY TOPIC</strong></td>
</tr>
<tr>
<td><strong>STUDIES OF CONFLICT</strong></td>
<td><strong>LINKING STUDY</strong></td>
</tr>
<tr>
<td><strong>STUDIES OF RELIGION</strong></td>
<td><strong>LINKING STUDY</strong></td>
</tr>
<tr>
<td><strong>STUDIES OF EVERYDAY LIVES OF PEOPLE IN ANCIENT SOCIETIES</strong></td>
<td><strong>BACKGROUND STUDY</strong></td>
</tr>
<tr>
<td><strong>A STUDY OF PHARAONIC POWER IN EGYPT</strong></td>
<td><strong>BACKGROUND STUDY</strong></td>
</tr>
<tr>
<td><strong>STUDIES OF POWER</strong></td>
<td><strong>COMPARATIVE STUDY</strong></td>
</tr>
<tr>
<td><strong>PERSONALITIES IN HISTORY</strong></td>
<td><strong>INQUIRY TOPIC</strong></td>
</tr>
<tr>
<td><strong>THE INFLUENCE OF GROUPS IN ANCIENT SOCIETIES</strong></td>
<td><strong>COMPARATIVE STUDY</strong></td>
</tr>
</tbody>
</table>

**PREREQUISITES**

- C or above in Year 10 History
- Must study Year 11 Authority English

**ASSESSMENT SUMMARY**

Assessment items include:

- Objective and short response exams
- Extended written response tasks
- Response to stimulus exams
- Written research tasks
- Multimodal presentations
**GEOGRAPHY**

**AUTHORITY SUBJECT: CODE - GEG**
(QCE Credits 4)

**SUBJECT DESCRIPTION**
Geography is the study of the Earth as the space in which people and other species live. Senior Geography encompasses the concept of sustainability and explores the challenges facing people and their environment.

Geography as an area of study is a dynamic one, in which technological development, especially in areas such as satellite imagery and computers, is changing our understanding of the physical world and the way that information about it is gathered. Geography is a rich and complex discipline, which includes two vital dimensions:

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

Geography will assist students to gain the necessary knowledge to move to better world practices in their physical and social world. Geography prepares students for adult life by developing in them an informed perspective.

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 1</strong></td>
<td><strong>UNIT 1</strong></td>
</tr>
<tr>
<td>MANAGING THE NATURAL ENVIRONMENT</td>
<td>RESOURCES &amp; THE ENVIRONMENT</td>
</tr>
<tr>
<td>• Responding to Natural Hazards</td>
<td>• Sustaining Biodiversity</td>
</tr>
<tr>
<td>• Managing Catchments</td>
<td>• Living with Climate Change</td>
</tr>
<tr>
<td><strong>UNIT 2</strong></td>
<td><strong>UNIT 2</strong></td>
</tr>
<tr>
<td>SOCIAL ENVIRONMENTS</td>
<td>RESOURCES &amp; THE ENVIRONMENT</td>
</tr>
<tr>
<td>• Sustaining Communities</td>
<td>• Sustaining Biodiversity (includes field study at camp)</td>
</tr>
<tr>
<td>• Connecting People and Places</td>
<td>• Living with Climate Change</td>
</tr>
</tbody>
</table>

**PREREQUISITES**

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>C or above in Year 10 History</td>
<td>C or above in Year 10 Geography (if studied)</td>
</tr>
<tr>
<td>Must study Year 11 Authority English</td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT SUMMARY**

Assessment items include:

- Short response exams
- Non-written response tasks
- Practical exercises
- Field reports (Note: It is compulsory to complete at least 20 hours of field study over the two years of study)
- Stimulus response essays

**EXCURSIONS/FIELD TRIP** - It is a requirement that students in Year 12 Geography will participate in compulsory field study requirements.
LEGAL STUDIES

AUTHORITY SUBJECT: CODE - LEG
(QCE Credits 4)

SUBJECT DESCRIPTION
Legal Studies focuses on enhancing a student’s ability to recognise the diverse legal situations and issues that arise in their everyday lives. These situations and issues often have legal implications that affect the rights and obligations of themselves and other community members. Students will gain knowledge to understand legal frameworks that regulate and shape society.

Legal Studies enables students to formulate personal views of the world and understand how the law affects their world. Through critical analysis, examination and problem solving, they are empowered to make decisions that can benefit themselves and the community.

This subject will be of benefit to students who have an interest in:
• Acquiring knowledge of the relationship between law and society.
• Acquiring knowledge of citizens’ rights and responsibilities.
• Understanding the historical development of Australia’s legal system.
• Developing skills in using legal information.
• Communicating with others about legal matters.
• Responsible community membership.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 1</td>
<td>UNIT 1</td>
</tr>
<tr>
<td>INTO RELATIONSHIPS</td>
<td>TODAY’S SOCIETY</td>
</tr>
<tr>
<td>UNIT 2</td>
<td>UNIT 2</td>
</tr>
<tr>
<td>THE WORLD OF WORK</td>
<td>AUSTRALIA’S PLACE IN THE WORLD</td>
</tr>
<tr>
<td>UNIT 3</td>
<td>UNIT 3</td>
</tr>
<tr>
<td>GENDER AND IDENTITY</td>
<td>LEGALLY, IT COULD BE YOU</td>
</tr>
<tr>
<td>UNIT 4</td>
<td></td>
</tr>
<tr>
<td>MONEY MANAGEMENT</td>
<td></td>
</tr>
</tbody>
</table>

PREREQUISITES

C or above in Year 10 History
Must study Year 11 Authority English

C or above in Year 10 Legal Studies (if studied)

ASSESSMENT SUMMARY

Assessment items include:
• Short response exams
• Non-written response tasks
• Extended response tasks
• Inquiry tasks
## Social & Community Studies

**Authority Subject: Code - SCT**

(QCE Credits 4)

### Subject Description
Social and Community Studies deals with the skills students need to function efficiently and positively in current and future life roles. The life skills developed in Social and Community Studies focus on personal, interpersonal and citizenship skills.

### Course Outline

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong> Today's Society - The Real World</td>
<td><strong>Unit 4</strong> Legally It Could Be You</td>
</tr>
<tr>
<td>(Note: Students have the option to complete work experience at end of semester)</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2</strong> The World of Work</td>
<td><strong>Unit 5</strong> Australia - The Inside Story</td>
</tr>
<tr>
<td>(Note: Students have the option to complete work experience at end of semester)</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 3</strong> School Based Elective - Community Internship</td>
<td><strong>Unit 6</strong> The Community &amp; the Environment</td>
</tr>
<tr>
<td>(Students undertake duties &amp; responsibilities of a volunteer while studying the principles of community service, workplace practices)</td>
<td></td>
</tr>
</tbody>
</table>

### Prerequisites
No minimum requirements

### Assessment Summary
- Short response tests
- Written response tasks
- Performance presentations
- Teacher observation of student skills
- Major community presentation
**THE ARTS**

**DANCE**

**AUTHORITY SUBJECT: CODE - DAN**

(QCE Credits 4)

**SUBJECT DESCRIPTION**

Dance education provides another mode of learning and a means of identifying and developing special interests and talents not emphasised in other educational areas.

It also provides a basis for post-secondary involvement in dance and related arts for employment and leisure. Students’ self-confidence and the necessary social skills to work effectively, individually and in teams, are developed within the dance classroom.

Dance fosters creative and problem-solving abilities through research, synthesis and communication of ideas, images and feelings. The study of dance in its wider context promotes within students an understanding of their own culture and sensitivity to other cultures.

The study of Dance in Senior is enriched by experiences in: **CHOREOGRAPHY**, **PERFORMANCE**, **APPRECIATION**

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>INTRODUCTION TO CHOREOGRAPHY, PERFORMING &amp; APPRECIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 2</td>
<td>MUSICAL THEATRE</td>
</tr>
<tr>
<td>UNIT 3</td>
<td>CONTEMPORARY DANCE</td>
</tr>
<tr>
<td>UNIT 4</td>
<td>AUSTRALIAN DANCE CHOREographers</td>
</tr>
<tr>
<td>UNIT 5</td>
<td>BALLET - WRITTEN ONLY</td>
</tr>
<tr>
<td>UNIT 6</td>
<td>POPULAR DANCE</td>
</tr>
</tbody>
</table>

**PREREQUISITES**

<table>
<thead>
<tr>
<th>ダイレクト</th>
<th>2 choreographic works</th>
</tr>
</thead>
<tbody>
<tr>
<td>ダイレクト</td>
<td>2 performance pieces</td>
</tr>
<tr>
<td>ダイレクト</td>
<td>2 appreciation tasks</td>
</tr>
</tbody>
</table>

The final unit of study will be an extension unit in Year 12 where students can choose to complete a choreography, performance or appreciation task of their choice.

Learning experiences in Dance are designed to encourage students to build knowledge and comprehension, and develop as creative people, complex thinkers, and effective communicators and participants in an interdependent world as reflective and independent learners.

**ASSESSMENT SUMMARY**

The students will be assessed in Choreography, Performance and Appreciation throughout the two year course of study.

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Assessment</td>
<td>Summative Assessment</td>
</tr>
<tr>
<td>2 choreographic works</td>
<td>2 choreographic works</td>
</tr>
<tr>
<td>2 performance pieces</td>
<td>2 performance pieces</td>
</tr>
<tr>
<td>2 appreciation tasks</td>
<td>2 appreciation tasks</td>
</tr>
<tr>
<td>1 choreography, performance or appreciation task</td>
<td></td>
</tr>
</tbody>
</table>

Equal value is given to all three areas of study when determining Level of Achievement for exit.
COURSE II IN DANCE CUA20113
RTO Number 31420

VET SUBJECT: CODE - VDC
(QCE Credits 4)

SUBJECT DESCRIPTION
This course targets those students who may be looking to pursue the subject of dance in a more practical way.

Students who may wish to pursue a career in the area of Dance (e.g. teaching, performing, choreographing, administrator, reviewer) may wish to consider combining this course with the subject of Dance (therefore enrolling in both Dance and Certificate II in Dance).

The program will be delivered through class-based tasks that will simulate a specific industry environment. A range of teaching and learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Group work
- Activities in simulated work environments

COURSE OUTLINE

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop basic dance techniques (Core)</td>
<td>• Perform basic contemporary dance technique (Elective)</td>
<td>• Perform basic cultural dance technique (Elective)</td>
<td>• Manage personal stress in the workplace (Elective)</td>
</tr>
<tr>
<td>• Incorporate artistic expression into basic dance performances (Core)</td>
<td>• Develop a basic level of physical condition for dance performance (Core)</td>
<td>• Prepare self for performance (Core)</td>
<td>• Develop and apply creative arts industry knowledge (Core)</td>
</tr>
<tr>
<td>• Follow basic safe dance practices (Core)</td>
<td></td>
<td>• Work effectively with others (Core)</td>
<td></td>
</tr>
</tbody>
</table>

CORE UNITS | ELECTIVE UNITS

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNITS OF COMPETENCY</th>
<th>CODE</th>
<th>UNITS OF COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUADAN201</td>
<td>Develop basic dance techniques</td>
<td>CUADAN205</td>
<td>Perform basic contemporary dance technique</td>
</tr>
<tr>
<td>CUADAN202</td>
<td>Incorporate artistic expression into basic dance performances</td>
<td>CUADAN209</td>
<td>Perform basic cultural dance technique</td>
</tr>
<tr>
<td>CUAWHS101</td>
<td>Follow safe dance practices</td>
<td>CUADAN103</td>
<td>Develop foundation jazz dance technique</td>
</tr>
<tr>
<td>CUAWHS201</td>
<td>Develop a basic level of physical condition for dance performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUAPRF201</td>
<td>Prepare for performances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUFIND201A</td>
<td>Develop and apply creative arts industry knowledge</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PREREQUISITES
No minimum requirements

ASSESSMENT SUMMARY
Students will be involved in the following modes of assessment:

- Response to DVD Stimulus
- Observations with checklists and self-assessment
- Role Play/Oral Presentation
- Written Responses to Exams and Questions
- Folio/Diary/Journal/Workbook
- Teacher Questioning / Online Courses
DRAMA

AUTHORITY SUBJECT: CODE - DRA
(QCE Credits 4)

SUBJECT DESCRIPTION
Drama is an Authority subject that blends performance, design and analytical work in an exploration of social issues, performance skills and historical periods. The course is designed to engage the students and to provide them with the opportunities to develop their employability skills, which flourish in Drama. The two year course will cover:

COURSE OUTLINE

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>ONE FOR ALL (GREEK THEATRE)</th>
<th>UNIT 1</th>
<th>THAT’S ONE WAY TO LOOK AT IT (BRECHT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 11</td>
<td>This unit focuses on the historical perspectives of Greek Theatre and incorporate a contemporary twist.</td>
<td>YEAR 12</td>
<td>Students focus on Epic / Political Theatre with particular reference to the style and conventions of Bertolt Brecht.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 2</th>
<th>AUSTRALIAN GOTHIC</th>
<th>UNIT 2</th>
<th>ONE TRACK FOR ALL (INDIGENOUS THEATRE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 12</td>
<td>Gothic Theatre is mysterious and sometimes menacing. Its purpose is to remove the audience from the everyday world of the normal and familiar. Students develop an understanding of Australian Gothic Theatre as they engage in texts that challenge the audience. The major text studied in this unit is 'Children of the Black Skirt'.</td>
<td>YEAR 12</td>
<td>Students are exposed to Indigenous Theatre text and experiment with form and style through an exploration of Physical Theatre.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 3</th>
<th>THE MEANING OF ONE (ABSORB THEATRE)</th>
<th>UNIT 3</th>
<th>ONE LAST THROW OF THE DICE (CHOICE UNIT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 12</td>
<td>This unit explores the social and philosophical histories of Theatre of the Absurd. It also incorporates aspects of Artaud’s Theatre of Cruelty.</td>
<td>YEAR 12</td>
<td>A culmination of the Dramatic Styles explored throughout the two year course of study.</td>
</tr>
</tbody>
</table>

| UNIT 4 | ONE VISION (REALISM) | |
|--------|-------------------| |
| YEAR 12| Students are exposed to the theories and techniques of Stanislavski, a theatre practitioner and apply the teachings to their own presenting work. | |

PREREQUISITES

<table>
<thead>
<tr>
<th>prerequisite</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>C or above in Year 9 or Year 10 Drama</td>
<td>C or above in Year 10 English or English Extension</td>
<td></td>
</tr>
<tr>
<td>Ability to accept and give constructive criticism</td>
<td>Willingness to arrange rehearsals outside class time</td>
<td></td>
</tr>
<tr>
<td>Be open to new experiences and ways of working</td>
<td>A desire to see live theatre</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT SUMMARY

- The students will be assessed continuously during the semester through both practical and theoretical tasks. There are three assessment dimensions that may be carried out through the following examples:

  FORMING: scriptwriting, play building, improvisation
  PRESENTING: performing scripted or original material before a live audience
  RESPONDING: written analysis of recorded or live performances, oral seminars

- Working on assessment
**VISUAL ART**

**AUTHORITY SUBJECT: CODE - ART**

*(QCE Credits 4)*

**SUBJECT DESCRIPTION**

Visual Art uses an inquiry learning model, enabling multimodal thinking and individual responses though researching, developing, resolving and reflecting. Through making and appraising, resolution and display of artworks, students understand and acknowledge the role of visual art and the contributions of visual artists, designers and craftspeople.

In making artworks, students define and solve visual problems by using visual language and expression, experimenting and applying media to communicate thoughts, feelings, ideas, experiences and observations. In appraising artworks, students investigate artistic expression and critically analyse artworks within diverse contexts.

Inquiry learning is fundamental to Visual Art. It emphasises the process of investigation as well as the production of an image or object. An inquiry learning model develops students’ investigative and thinking skills and contributes to their ability to participate in aesthetic processes. It encourages students to move beyond acquisition of facts to metacognition and developing understandings about concepts and focuses. It can also contribute to enhancing self-esteem by encouraging students to take responsibility for their own learning.

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>UNIT</th>
<th>YEAR 1</th>
<th>UNIT</th>
<th>YEAR 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 1</td>
<td>Obsession</td>
<td>Drawing / Mixed Media Experimental Folio</td>
<td>Body of Work 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This unit explores still life drawing with a focus on experimental drawing techniques and media experimentation. Students will develop a folio of works based on a domestic still life object ranging from experimental teacher-directed tasks to more complex student-directed resolved works. Students will be required to complete an artist research component and critically reflect on how these artists and their use of the Elements and Principles of Art are informing their work.</td>
<td></td>
</tr>
<tr>
<td>UNIT 2</td>
<td>Homage</td>
<td>Painting &amp; written Appraising Task</td>
<td>Body of Work 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appropriation practices, with a focus on self-portraiture and painting, is the focus of this unit. Students will complete a self-portrait painting which pays homage to an iconic 20th or 21st century artist, a visual journal documenting their research, concept and composition development, media experimentation and reflections, as well as a written Appraising essay that investigates how appropriation should be practiced.</td>
<td></td>
</tr>
<tr>
<td>UNIT 3</td>
<td>Stories 1</td>
<td>Sculpture &amp; written Appraising Task</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students will resolve the concept of ‘stories’ by making a ceramic, paper pulp or papier mache narrative figurative work that expressively communicates, narrates or represents key aspects of a historic story. Students will identify significant moments, characters, objects, symbols, metaphors and possible emotions that could be manipulated and exploited to communicate meaning. A written Appraising essay will focus on comparing and contrasting sculptural works from historical and contemporary time periods.</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 4 STORIES 2
Unconventional Media
Continuing with the concept of ‘stories’ students develop their own story or message by resolving a body of work that visually communicates, narrates or represents a teacher–student negotiated focus. Students will investigate the creative potential of using conventional media to communicate meaning, making connections between unconventional “found” media and the associated meanings that their contextual origins communicate. Display is a significant consideration for this body of work with creativity and innovation highly encouraged.

PREREQUISITES

| C or above in Year 9 or Year 10 Visual Arts OR an A in Year 10 Visual Art Studies | C or above in Year 10 English or English Extension |

ASSESSMENT SUMMARY

Visual Arts outcomes are making, displaying and appraising images and objects.

• VISUAL LITERACY
  ➢ Defining visual problems and communicating solutions related to relevant concepts, focuses, contexts and media
  ➢ Creating and communicating meaning through the use of visual language and expression
  ➢ Use of inquiry learning to research, develop, resolve and reflect a personal aesthetic

• APPLICATION
  ➢ Constructing and communicating meaning through the knowledge and understanding of materials, techniques, technologies and art processes
  ➢ Ability to select, explore and exploit materials, technologies, techniques and art processes informed by researching, developing, resolving and reflecting

• APPRAISING
  ➢ Ability to analyse, interpret, evaluate and synthesise information about visual language, expression and meanings in art works
  ➢ Justification of viewpoints through researching, developing, resolving and reflecting
  ➢ Appropriate use of visual art terminology, referencing and language conventions
**VISUAL ART STUDIES**

**AUTHORITY REGISTERED SUBJECT: CODE - VAS**

*(QCE Credits 4)*

**SUBJECT DESCRIPTION**

Students explore and apply techniques, processes and technologies individually and/or in groups to express ideas that serve particular purposes. They gain practical skills, employ essential terminology, investigate ‘solutions’ to ‘problems’, and make choices to communicate through their arts making.

At all times, arts making is the focus of student activities and should reflect authentic practice, thus short written assessment tasks are kept to a minimum.

Visual Arts Studies makes a unique contribution to lifelong learning by cultivating habits of mind and dispositions that facilitate the development of these valued attributes.

Students selecting this course need to have an appreciation of art and take pride in the process of making of art works.

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Year 11</th>
<th>Unit</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 1</strong></td>
<td><strong>Cosmic Feast</strong></td>
<td><strong>UNIT 1</strong></td>
<td><strong>Mapping the Abstract</strong></td>
</tr>
<tr>
<td></td>
<td>Functional Ceramics</td>
<td></td>
<td>Mixed Media Canvas</td>
</tr>
<tr>
<td></td>
<td>Using food inspired themes and motifs, students utilise a variety of ceramic hand building techniques to create a clay bowl/plate and salt &amp; pepper shakers. Wares are gloss glazed allowing them to be functional. The written task explores the life and work of a contemporary ceramicist.</td>
<td></td>
<td>Dual concepts of Abstract Art and interior design form basis of this unit. Students explore the abstraction processes and the use of mixed media to create a relief canvas, painted with colour scheme choices that reflect an understanding of colour theory. The written task focuses on the life and work of a well-known Abstract artist.</td>
</tr>
<tr>
<td><strong>UNIT 2</strong></td>
<td><strong>Age of Appropriation</strong></td>
<td><strong>UNIT 2</strong></td>
<td><strong>Louder Lino</strong></td>
</tr>
<tr>
<td></td>
<td>Painting</td>
<td></td>
<td>Print making</td>
</tr>
<tr>
<td></td>
<td>Drawing inspiration from the Old Masters to Pop Art and everything in between, students explore the practice of appropriation, fusing together pre-existing elements and painting styles/techniques to create their own unique composition. The written task explores the life and work of an Old Master.</td>
<td></td>
<td>Students gain an understanding of effective poster design elements and relief printing techniques and processes to create a promotional poster. Experimentation with printing onto different surfaces, hand colouring and blending of ink is encouraged. The written task focuses on the life and work of M.C. Escher.</td>
</tr>
<tr>
<td><strong>UNIT 3</strong></td>
<td><strong>Canine Capers</strong></td>
<td><strong>UNIT 3</strong></td>
<td><strong>Celebrity Collage</strong></td>
</tr>
<tr>
<td></td>
<td>Sculpture</td>
<td></td>
<td>Paper Collage</td>
</tr>
<tr>
<td></td>
<td>Students gain an understanding of form, using an armature and an additive pulp mache process to construct a realistically proportioned canine sculpture of their choice. Both representational and expressive use of colour to express character is explored. The written task explores the life and work of a contemporary sculptor.</td>
<td></td>
<td>Cut and torn paper collage techniques are explored with students creating a celebrity portrait demonstrating bold colour combinations and the use of text to achieve a graphic effect. The written task focuses on the life and work of a contemporary paper or digital collage artist.</td>
</tr>
<tr>
<td><strong>UNIT 4</strong></td>
<td><strong>Grrr...</strong></td>
<td><strong>UNIT 4</strong></td>
<td><strong>Munny Madness</strong></td>
</tr>
<tr>
<td></td>
<td>Drawing Folio</td>
<td></td>
<td>Customised Ceramic Toy</td>
</tr>
<tr>
<td></td>
<td>A variety of drawing styles, techniques and media are used to create a Journal based drawing folio and a resolved A3 representational animal drawing with a focus on accurately representing tone and texture. The written task explores the life and work of an illustrator who uses animals as subject matter.</td>
<td></td>
<td>Inspired by Pop and Street Art movements, students design and cast their own ceramic toy and customise it focusing on creating a character, making it functional or creating an effective aesthetic. Munnys are fired and hand painted allowing students to demonstrate skill and creativity. The written task focuses on the life and work of a current street artist.</td>
</tr>
</tbody>
</table>

**PREREQUISITES**

No minimum requirements
ASSESSMENT SUMMARY

Students selecting this course need to have an appreciation of art and take pride and interest in the making of art works.

Visual Arts Studies criteria are:

**EXPLORING** refers to investigating processes and skills to communicate purposes through arts works while working independently and/or in a group. (Visual Arts Journal).

**KNOWING** refers to being able to recall processes, essential terminology and safe practices associated with arts making in the chosen arts area(s). (Artist Research Task - focussing on terminology and processes).

**EXPRESSING** refers to demonstrating the practical aspects of arts making while completing or working towards the completion of arts works, working independently and/or in a group, within specified timeframes. (Folio of Work).
**MUSIC**

**AUTHORITY SUBJECT: CODE - MUS**

(QCE Credits 4)

**SUBJECT DESCRIPTION**

Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by listening, performing or composing, or incidentally encountering music, students have an individual experience of music. It is an integral part of everyday life.

Music is a powerful educative tool, which contributes to the holistic development of the individual. A study of music assists students in understanding and heightening the enjoyment of the arts in their lives and the music heritage of a range of cultures. Senior Music emphasises music technology in the classroom. This is a two year course.

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th><strong>UNIT 1</strong></th>
<th><strong>YEAR 11</strong></th>
<th><strong>YEAR 12</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Western Classical</strong></td>
<td>A study of the history of Western Classical music from the 15th century through to the 19th century.</td>
<td><strong>Jazz</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNIT 2</strong></th>
<th><strong>YEAR 11</strong></th>
<th><strong>YEAR 12</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rock</strong></td>
<td>Varying styles of rock and its influences throughout modern musical history.</td>
<td><strong>Sight and Sound</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNIT 3</strong></th>
<th><strong>YEAR 11</strong></th>
<th><strong>YEAR 12</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music Theatre</strong></td>
<td>Develop an awareness of a wide range of music of the theatre and associated techniques, timbres, forms and styles.</td>
<td><strong>Independent Topic</strong></td>
</tr>
</tbody>
</table>

**PREREQUISITES**

<table>
<thead>
<tr>
<th><strong>C or above in Year 9 or Year 10 Music</strong></th>
<th><strong>C or above in Year 10 English or English Extension</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Are self-motivated</td>
<td>Can complete set tasks under direct and indirect supervision</td>
</tr>
<tr>
<td>Have the ability to follow directions</td>
<td>Have effective time management</td>
</tr>
<tr>
<td>Can read music</td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT SUMMARY**

Senior assessment is spread across three dimensions:

<table>
<thead>
<tr>
<th>MUSICOLGY</th>
<th>PERFORMING</th>
<th>COMPOSING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 11</strong></td>
<td>Students will complete up to six assessment tasks throughout the year.</td>
<td><strong>YEAR 12</strong></td>
</tr>
</tbody>
</table>
Music Extension

Authority Subject: Code - MUX
(QCE Credits 2)

Subject Description
Music Extension is a Year 12 subject that caters for students with specific abilities in music. It is designed for students interested in exploring in greater depth, one of the three areas of study that make up Senior Music. The choice of three specialisations are: Composition, Musicology or Performance.

Music Extension is designed to offer more challenge than Senior Music. The challenge of the subject includes expectations of accelerated independence; increased cognitive, expressive and musical demands and increased assessment task requirements.

Course Outline
Due to the independent nature of Music Extension, students are only required to meet with their teacher for one contact lesson per week (with the possibility of this lesson being held before or after school). The purpose of this lesson will be for the student to consult with the teacher about their assessment tasks. Students will then be required to organise a further 140 mins each week relevant to their chosen specialisation. Possible examples include: private instrumental/vocal tuition time, school-based or community band/choir practice, scheduled research/composing time.

Prerequisites

<table>
<thead>
<tr>
<th>Condition</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>C or above in Year 11 Music</td>
<td>Must be studying Senior Music (CODE - MUS)</td>
</tr>
<tr>
<td>Are self-motivated</td>
<td>Can complete set tasks under direct and indirect supervision</td>
</tr>
<tr>
<td>Can read music</td>
<td>Have effective time management</td>
</tr>
</tbody>
</table>

Assessment Summary
Senior assessment is spread across two dimensions:

Investigating  including all specialisations, students are required to research, explore, analyse and synthesise evidence on music sources and present their findings.

Realising    tasks specific to chosen specialisation
Health Education

Authority Subject: Code - HED
(QCE Credits 4)

Subject Description
Health Education offers students the opportunity to develop the knowledge, attitudes, values and skills necessary to reach their health potential. Social, political, environmental and economic influences on health are studied in the course and there is a strong emphasis on health promotion and maintenance.

Course Outline
There are overlapping themes that run through the course and the health issues studied are relevant to students’ needs and interests. The specific health issues studied each semester are:

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 1 PERSONAL HEALTH</strong></td>
<td><strong>UNIT 1 COMMUNITY HEALTH</strong></td>
</tr>
<tr>
<td>The issue examines body image and the influence of the media and other factors on personal health and concepts around personal, mental and holistic well-being.</td>
<td>The topic focuses on alcohol and investigates the misuse of this drug in young people. The issue of the over-representation of young motorists in motor vehicle crashes is also examined.</td>
</tr>
<tr>
<td><strong>UNIT 2 PEER &amp; FAMILY HEALTH</strong></td>
<td><strong>UNIT 1 HEALTH OF SPECIFIC POPULATIONS</strong></td>
</tr>
<tr>
<td>The peer health issue is stress and how it can lead to illness and depression. The family health issue examines domestic violence and the focus is on how to develop happy, effective relationships and families.</td>
<td>Two populations are studied this semester. The social injustices and plights of the elderly and the inadequacies that exist to cater for the needs of our rapidly ageing population is the first topic discussed. We also investigate the ‘international epidemic’ of childhood obesity.</td>
</tr>
</tbody>
</table>

Prerequisites
- Must study Year 11 Authority English
- Have an interest in health issues and health promotion
- Have good skills in reading, comprehension and writing
- Have good organisational skills
- Critical thinking skills

On average students need to spend two - three hours per week on study. Students are required to do a reasonable amount of reading and research. It is an ‘inquiry-based’ subject where students are expected to:
- Research widely from a range of sources
- Get involved in class discussions including oral presentations
- Develop a sense of social justice
- Suggest possible solutions to the health issues studied
- Critically analyse health issues
- Communicate ideas and opinions, make decisions within groups

Assessment Summary
Students are assessed on three criteria:
- Knowledge and Understanding
  - Recall facts about health issues. Locate, understand and use information
  - Application and Analysis
  - Investigate, analyse trends in health issues and interpret ideas. Explain complex relationships within health issues
  - Synthesis and Evaluation
  - Synthesise data and draw conclusions about health issues between stakeholders. Evaluate and justify conclusions

Health Education will include both written tasks and non-written tasks to assess these criteria. Students should expect at least one assessment task per term. Assessment will include:
- Research Assessments (e.g. essays, research reports, analytical expositions, action research projects, oral presentations)
- Supervised Written Assessments (e.g. essay exams, letters to the editor, response to stimulus exams)
PHYSICAL EDUCATION

AUTHORITY SUBJECT: CODE - PED
(QCE Credits 4)

SUBJECT DESCRIPTION
Physical Education involves students learning in, about and through physical activity. Students participate in a series of written, oral and physical learning experiences based on the study of selected physical activities. Students are encouraged to develop as independent learners who can make informed decisions and judgements on their involvement in physical activity.

Physical Education would interest students who are physically active, enjoy a range of sports; participate in sport as a coach, or who would like to further their knowledge of the physical culture of Australia. It provides a foundation for students who wish to pursue further study in human movement related fields such as sport development, management, marketing and sales, sport and physical activity policy development, sport journalism, sport psychology and coaching, athlete conditioning and management, personal training, sponsorship and fundraising, and primary, middle and senior school teaching.

COURSE OUTLINE
Students will study three content areas each year:

<table>
<thead>
<tr>
<th>Learning physical skills</th>
<th>Biological bases of training and exercise</th>
<th>Physical activity in the context of Australian society</th>
</tr>
</thead>
</table>

Learning experiences in these content areas will be integrated with these physical activities:
- Volleyball
- Touch football
- Badminton
- Competitive Aerobics

PREREQUISITES

<table>
<thead>
<tr>
<th>C or above in Year 10 HPE Core / HPE Extension / HPE Elective</th>
<th>Must study Year 11 Authority English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete set tasks under direct and indirect supervision</td>
<td>Have a willingness to improve current skills and/or learn new physical activities</td>
</tr>
<tr>
<td>Follow directions and display initiative and organisation</td>
<td>Have average motor skills and fitness level</td>
</tr>
</tbody>
</table>

Please note: Students with physical or chronic medical problems should consult HPE staff before choosing the subject.

ASSESSMENT SUMMARY
Students are assessed on three criteria:

**ACQUIRE** ability to acquire knowledge, understanding, capacities and skills in, about and through physical activities.

**APPLY** ability to analyse, interpret, and manipulate information in, about and through physical activities.

**EVALUATE ABILITY** to problem solve, propose, justify and synthesise information in, about and through physical activities.

UNIFORM REQUIREMENTS - Students must be dressed appropriately for practical work. On the days where practical lessons are scheduled, students are to wear their school sport uniform (as per NLSC Uniform Policy).
CERTIFICATE II IN OUTDOOR RECREATION SIS20213
RTO Number 31420

VET: CODE - VOT
(QCE Credits 4)

SUBJECT DESCRIPTION
Certificate II in Outdoor Recreation (SIS20210) makes an important contribution to enhancing students’ opportunities regarding employment, enterprise, further study, leisure and lifelong learning. It provides a unique opportunity for students to experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills. Whether these skills are oriented towards work, or personal fitness and recreation, students will be involved in learning experiences that allow them to develop their interpersonal abilities, enabling them to understand and use their capacities for learning and functioning in varied situations. These activities should encourage them to appreciate and value their involvement in recreation activities and to continue their active participation in personal and community activities in their adult life.

This qualification provides the skills and knowledge for an individual to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities. Work may be undertaken as part of a team and would be performed under supervision. It could be undertaken in field locations such as camps or in indoor recreation centres or facilities, in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

Some proposed physical activities being conducted through the course are:

- Bushwalking
- Rock Climbing
- Snorkelling
- Fishing
- Camping
- Orienteering
- Archery
- Navigation
- Boating
- Aquatics

### COURSE OUTLINE

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Code</th>
<th>Units of Competency</th>
<th>Code</th>
<th>Elective Units</th>
<th>Units of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTAID003</td>
<td></td>
<td>Provide first aid</td>
<td>SISOBWG201A</td>
<td>Demonstrate bushwalking skills in a controlled environment</td>
<td></td>
</tr>
<tr>
<td>SISOODR201A</td>
<td></td>
<td>Assist in conducting outdoor recreation sessions</td>
<td>SISONAV201A</td>
<td>Demonstrate navigation skills in a controlled environment</td>
<td></td>
</tr>
<tr>
<td>SISOOPS201A</td>
<td></td>
<td>Minimise environmental impact</td>
<td>SISXFAC201</td>
<td>Maintain sport, fitness and recreation equipment for activities</td>
<td></td>
</tr>
<tr>
<td>SISXIND101A</td>
<td></td>
<td>Work effectively in sport and recreation environments</td>
<td>SISOFSH201A</td>
<td>Catch and handle fish</td>
<td></td>
</tr>
<tr>
<td>SISXOHS101A</td>
<td></td>
<td>Follow occupational health and safety policies</td>
<td>SISOFSH206A</td>
<td>Locate and attract fish</td>
<td></td>
</tr>
<tr>
<td>SISOSNK201A</td>
<td></td>
<td></td>
<td></td>
<td>Demonstrate snorkelling activities</td>
<td></td>
</tr>
<tr>
<td>SISOFSH202A</td>
<td></td>
<td>Select, catch and use bait</td>
<td></td>
<td>Select, rig and use terminal tackle</td>
<td></td>
</tr>
<tr>
<td>SISOFSH203A</td>
<td></td>
<td>Select, use and maintain fishing tackle outfits</td>
<td></td>
<td>Select, rig and use terminal tackle</td>
<td></td>
</tr>
<tr>
<td>SISOFSH204A</td>
<td></td>
<td></td>
<td></td>
<td>Select, rig and use terminal tackle</td>
<td></td>
</tr>
<tr>
<td>SISOOPS202A</td>
<td></td>
<td>Use and maintain a temporary or overnight site</td>
<td></td>
<td>Respond to emergency situations</td>
<td></td>
</tr>
<tr>
<td>SISXEMR201A</td>
<td></td>
<td></td>
<td></td>
<td>Assist in preparing and conducting sport and recreation sessions</td>
<td></td>
</tr>
<tr>
<td>SISXCAI102A</td>
<td></td>
<td></td>
<td></td>
<td>Organise and complete daily work activities</td>
<td></td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td></td>
<td></td>
<td></td>
<td>Work effectively with others</td>
<td></td>
</tr>
<tr>
<td>BSBWOR203B</td>
<td></td>
<td></td>
<td></td>
<td>Use and maintain a temporary or overnight site</td>
<td></td>
</tr>
<tr>
<td>SISOOPS202A</td>
<td></td>
<td></td>
<td></td>
<td>Demonstrate top rope climbing skills on natural surfaces</td>
<td></td>
</tr>
</tbody>
</table>
PREREQUISITES

<table>
<thead>
<tr>
<th>No minimum requirements</th>
<th>Display initiative and organisation</th>
<th>Complete set tasks under direct or indirect supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have the ability to follow directions and work independently</td>
<td>Complete competency-based activities/assessment</td>
<td>Have the ability to swim 200 metres continuously</td>
</tr>
<tr>
<td>Have a willingness to improve current skills and/or learn new physical/recreation activities</td>
<td>Have a keen interest and be willing to participate in outdoor education activities</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT SUMMARY

Assessment for this certificate will include written and non-written tasks. These may include:

- Written tasks (e.g. exams, reports, journals, presentations, practical evaluations).
- Physical tasks (e.g. participation and competence in the above mentioned activities).

PLEASE NOTE - This course will access external venues (e.g. rock climbing wall) in order to complete certain units of competency.

COSTS - Students will be involved in two aquatic units and will be accessing the pool on a regular basis. The aquatic units require pool entry fees to be paid prior to the start of each unit and the total cost will be approximately $50 for each participant.

Students will also be required to attend a three night camp to Moreton Island where they will complete several course modules. This is a mandatory requirement of the course. Approximate cost for the camp is $200 per student. Additional external venues may also be accessed to complete flexible units, e.g. rock climbing. These costs will be communicated throughout the year.

These costs listed below are an estimation of additional costs and are subject to change. Please refer to the SRS and Materials Charges information distributed to every student at the end of each year for subject charges.

<table>
<thead>
<tr>
<th>YEAR 11 ADDITIONAL COSTS</th>
<th>YEAR 12 ADDITIONAL COSTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST AID -$20</td>
<td>ROCK CLIMBING -$40</td>
</tr>
<tr>
<td>ROCK CLIMBING -$40</td>
<td>ORIENTEERING -$20</td>
</tr>
<tr>
<td>ORIENTEERING -$20</td>
<td>BUSHWALKING -$20</td>
</tr>
<tr>
<td>BUSHWALKING -$20</td>
<td>FISHING -$20</td>
</tr>
<tr>
<td>FISHING -$20</td>
<td></td>
</tr>
</tbody>
</table>

FIRST AID QUALIFICATION - this is a compulsory unit of the Certificate II in Outdoor Recreation. The HPE department offers a First Aid course and failure to take part in this course will result in students having to seek an external provider for this specialised unit of work.
SUBJECT DESCRIPTION
The Certificate III in Fitness is designed to equip students with the knowledge and skills to perform the required tasks of either an exercise instructor or a group fitness instructor. This course provides students with an extensive knowledge of exercise principles and physiology enabling them to write and adapt fitness programs to suit the specific needs of individuals, groups or teams. Students will learn to adapt programs to suit various environments as well as provide technical advice on equipment and exercise techniques. The activities performed in this course should encourage students to value their own health and fitness, and therefore continue active participation in fitness activities into their adult life.

PLEASE NOTE - This subject is delivered in partnership with Fitnance. Whilst it is delivered at North Lakes State College the Registered Training Organisation (RTO) for this qualification is Fitnance. Fees for the subject are paid to the school and must be paid prior the start of the course. Also note that the Certificate III in Fitness may be altered in 2016 with release 4 of the SIS10 training package.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>CODE</th>
<th>CORE UNITS</th>
<th>CODE</th>
<th>ELECTIVE UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISXFAC207</td>
<td>Maintain sport, fitness and recreation equipment for activities.</td>
<td>SISFFIT307A</td>
<td>Undertake client health assessment.</td>
</tr>
<tr>
<td>SISXOHS101A</td>
<td>Follow occupational health and safety policies.</td>
<td>SISFFIT304A</td>
<td>Instruct and monitor fitness programs.</td>
</tr>
<tr>
<td>SISFFIT306A</td>
<td>Provide healthy eating information to clients in accordance with recommended guidelines.</td>
<td>SISFFIT308A</td>
<td>Plan and deliver gym programs.</td>
</tr>
<tr>
<td>SISFFIT305A</td>
<td>Apply anatomy and physiology principles in a fitness context.</td>
<td>SISSSSTC301A</td>
<td>Instruct strength and conditioning techniques.</td>
</tr>
<tr>
<td>SISFFIT301A</td>
<td>Provide fitness orientation and health screening.</td>
<td>SISFFIT309A</td>
<td>Plan and deliver group exercise sessions.</td>
</tr>
<tr>
<td>SISFFIT302A</td>
<td>Provide quality service in the fitness industry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SISFFIT303A</td>
<td>Develop and apply an awareness of specific populations to exercise delivery.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SISXRSK301A</td>
<td>Undertake risk analysis of activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SISXIND101A</td>
<td>Work effectively in sport and recreation environments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PREREQUISITES

- Complete set tasks under direct or indirect supervision
- Have the ability to follow directions and work independently
- Have average motor skills and fitness level
- Display initiative and organisation
- Have a keen interest and be willing to participate in fitness-based activities
- Have a willingness to improve current skills and/or learn new physical/fitness activities

ASSESSMENT SUMMARY

Students who study Certificate III in Fitness will be participating in a range of learning activities. Participants will complete work booklets and assignments as part of the assessable written aspect of the course. These may include:

- **WRITTEN TASKS** *(e.g. exams, reports, journals, presentations, practical evaluations)*
- **PHYSICAL TASKS** *(e.g. participation and competence in the above mentioned activities)*
PLEASE NOTE - This course will access external venues (e.g. various Fitness Centres, Fitnance, NLSC Junior School) in order to complete certain units of competency.

The practical component is very significant for this course. Students are required to complete 30 hours of work placement. Participants will be given the opportunity to visit several fitness facilities and instruct students at the main campus in various fitness activities. Students will also learn about how to create and deliver fitness sessions and programs in order to help improve client's fitness needs. This will involve them organising, delivering and/or participating in both school based and commercial fitness activities.

FITNANCE COURSE FEES - This course is delivered at North Lakes State College by teaching staff. However, as a private registered training college, Fitnance completes the assessment tasks and resources as well as other administration procedures. The cost of these services must be paid for by the individual student prior to commencement of the course. Please note that costs are correct at the time of printing and are subject to minor change. Also note that it is more expensive to go direct to Fitnance or another training provider due to the cost of the organisation instructing the course.

- Year 11 & Year 12 - $350
- Optional Certificate IV in Fitness - an additional cost of $550 provided the Certificate III in Fitness is completed prior to the end of Year 12
- Materials charges - $20 per year to cover the cost of photocopying, replacement equipment and other consumables.
- First Aid Qualification - $100 approx.

All fees must be paid to the school by the end of Year 10 to secure your place in the course. No student will be allowed to complete the course without paying the course fees in advance. Unfortunately there will be no payment plans as we must pay the private provider in advance.

COURSE REQUIREMENTS - Students must have a blue card before they can complete work placement. This requires the student to have a birth certificate and one other form of ID. There is no cost for the Blue Card Application.

FIRST AID QUALIFICATION - This is a compulsory unit of the Certificate III in Fitness but is not delivered as a unit in the Certificate III course. The HPE department organises an outside provider to deliver a First Aid course and failure to take part in this course will result in students having to seek an external provider for this specialised unit of work.
RECREATION STUDIES
(Cannot be studied with Health Education or Physical Education)

AUTHORITY REGISTERED SUBJECT: CODE - RST
(QCE Credits 4)

SUBJECT DESCRIPTION
Through its focus on the study of recreation activities, this subject allows students to acquire knowledge, skills, abilities, attitudes and values in and through participation in the practical units of this course. This exposure may enhance student prospective employment.

The core study area is:
- Interpersonal and group dynamics - investigating personal and interpersonal skills to achieve goals
- Physical activity and healthy lifestyle - investigating the role of physical activity in maintaining good health
- Safety, risk awareness and health concerns - evaluating strategies to promote health and safety
- Recreation, you and the community - examining the effects of recreation on individuals and communities

A minimum of 50% of allocated class time will be active participation in recreation activities.

Some proposed physical activities being conducted through the course are:
- Touch football
- Orienteering
- Badminton
- Volleyball
- Basketball
- Underwater Hockey
- Snorkelling / Swimming
- First aid
- Lifesaving

PREREQUISITES

<table>
<thead>
<tr>
<th>No minimum requirements</th>
<th>The ability to swim 100 metres without stopping</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to complete set tasks under direct and indirect supervision</td>
<td>Interest and motivation to participate in all physical recreation activities. These activities may be aquatic based.</td>
</tr>
</tbody>
</table>

Students must have a hat and will need to purchase a **whistle** and **lanyard** (the type of whistle will be discussed in class at the beginning of the year).

ASSESSMENT SUMMARY
Assessment for the certificate will include written tasks and non-written tasks. These may include:

- **WRITTEN TASKS** (e.g. exams, reports, journals, presentations, practical evaluations)
- **PHYSICAL TASKS** (e.g. speed and accuracy of responses; performance of offensive and defensive strategies, coaching sessions).
Languages

Italian

Authority Subject: Code - ITL
(QCE Credits 4)

Subject Description
Units in senior Italian are studied specifically in Year 11 or Year 12, with assessment requirements in Year 12 being more advanced than Year 11.

- Family and community - family life, customs, festivals, celebrations and relationships.
- Leisure, recreation and human creativity - holiday planning, geography, Italian media and information technology.
- School and Post School Options - future plans, work experience, business and industry.
- Social Issues - roles in society, health care, government, advertising, the environment and unemployment.

Knowledge of Italian is an advantage in Australia in career fields such as foreign affairs, trade and business, law, education, social welfare, fashion, music, tourism and hospitality. Study of a second language also improves literacy in the student's first language and develops critical thinking and problem solving skills.

Course Outline

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 1</strong></td>
<td><strong>UNIT 3</strong></td>
</tr>
<tr>
<td><strong>Congratulazioni e commiserazioni</strong></td>
<td><strong>LA MIA FAMIGLIA (e altri animali)</strong></td>
</tr>
<tr>
<td>Celebrating &amp; commiserating</td>
<td>What is a ‘typical’ family?</td>
</tr>
<tr>
<td><strong>Una vita salutare</strong></td>
<td><strong>La vita creative</strong></td>
</tr>
<tr>
<td>- Social issues</td>
<td>- The arts in Italy</td>
</tr>
<tr>
<td><strong>UNIT 2</strong></td>
<td><strong>UNIT 4</strong></td>
</tr>
<tr>
<td><strong>Andiamo in vacanza</strong></td>
<td><strong>La Mappa d'Italia</strong></td>
</tr>
<tr>
<td>- Holidays &amp; travel</td>
<td>A social, political &amp; geographical map of Italy</td>
</tr>
<tr>
<td><strong>Il nostro futuro</strong></td>
<td><strong>Italiani nel mondo</strong></td>
</tr>
<tr>
<td>- Life after school</td>
<td>- Italian immigration to Australia</td>
</tr>
</tbody>
</table>

Prerequisites

C or above in Year 10 Italian

Assessment Summary

Three of the four macroskills of **Listening, Speaking, Reading** and **Writing** are assessed in exams each term.
E-LEARNING

INFORMATION TECHNOLOGY SYSTEMS

AUTHORITY SUBJECT: CODE - ITN
(QCE Credits 4)

SUBJECT DESCRIPTION

Information Technology Systems (ITN) is a practical discipline that helps prepare students to meet the frequent and rapid change in the area of information technology (IT), and to be responsive to emerging technologies and trends.

ITN involves the use of technologies that allow people to manipulate and share information in its various forms (text, graphics, sound and video), and the range of technological devices that perform these functions. This course provides students with the knowledge, skills, processes and understandings of the systems that support IT. These systems include those that support the development of information (documents or websites), and those that support technology (computers or networks).

The course develops a fluency in IT which allows students to focus their studies through:
- Complex problem solving
- The ability to work individually and in teams
- The development of productive relationships with clients
- Detailed projects which emphasise management skills
- Effective communication
- The consideration of the social and ethical issues related to their studies

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Theory and techniques</th>
<th>Problem-solving process</th>
<th>Project management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client relationships</td>
<td>Social and ethical issues</td>
<td></td>
</tr>
</tbody>
</table>

The subject matter will cover a blend of the following contexts: **GAME DESIGN** and **WEB DESIGN**

PREREQUISITES

| C or above in Year 10 ICT (if studied) | Must study Year 11 Authority English |

RESOURCES/STATIONERY REQUIREMENTS

Students are required to supply:
- Sketch paper or pad (A5 sketchbook)
- USB memory stick
- Pens, pencil, ruler, eraser

ASSESSMENT SUMMARY

Students are assessed under the three dimensions of:
- **KNOWLEDGE & COMMUNICATION**
- **DESIGN & DEVELOPMENT**
- **IMPLEMENTATION & EVALUATION**

Students will undertake a range of assessment items in supervised and unsupervised conditions which will include a combination of:
- Extended written responses of between 600 and 1200 words, presented in a variety of methods (written, oral and multimodal).
- Supervised examinations, ranging from multiple choice questions to short written responses.
- Individual and Team Projects (length of documentation between 800 and 1500 words, time to complete ranging from 3 to 8 weeks).
- Individual and Team Practical exercises (a maximum of 3 weeks to complete).
CERTIFICATE III IN MEDIA CUF30107
RTO Number 31420

VET: CODE - VME
(QCE Credits 8)

SUBJECT DESCRIPTION
This qualification reflects the role of a skilled operator in the digital media industries. You will learn a broad range of skills and knowledge required for the practical and theoretical application of making digital media projects including 2D Animation, Writing and Maintaining Interactive Content, Authoring Interactive Sequences, Preparing and Capturing Photo Images and Visual Design elements, Migrating to new technologies and using advanced features of software applications.

Some of the Job Roles associated with this qualification are:
- Editing Assistant
- Interactive Media Author Assistant
- Production Assistant
- Graphic Design Assistant
- Web Design Assistant

COURSE OUTLINE

<table>
<thead>
<tr>
<th>CORE UNITS</th>
<th>UNITS OF COMPETENCY</th>
<th>ELECTIVE UNITS</th>
<th>UNITS OF COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCRT301A</td>
<td>Develop and extend critical and creative thinking skills</td>
<td>CUFANM301A</td>
<td>Create 2D digital animations</td>
</tr>
<tr>
<td>CUFIN301B</td>
<td>Work effectively in the screen and media industries</td>
<td>CUFSOU204A</td>
<td>Perform basic sound editing</td>
</tr>
<tr>
<td>CUSOHS301A</td>
<td>Follow Occupational Health and Safety procedures</td>
<td>CUFDIG201A</td>
<td>Maintain interactive content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CUFDIG302A</td>
<td>Author interactive sequences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CUFDIG303A</td>
<td>Produce and prepare photo images</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CUFDIG304A</td>
<td>Create visual design components</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ICAU3019B</td>
<td>Migrate to new technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ICAU3126B</td>
<td>Use advanced features of computer applications</td>
</tr>
</tbody>
</table>

YEAR 11

UNIT 1 Industry Knowledge
- 2D Graphics
- Web Design
- Design Fundamentals

UNIT 2 Occupational Health & Safety
- Migrate to new technology
- 2D Animation
- Product Analysis

YEAR 12

UNIT 3 Advanced Application Usage
- Basic Sound Editing
- Critical & Creative Thinking
- Maintain Interactive Content

UNIT 4 Author Interactive Sequences
- Create Visual design Components
- Digital Imagery

PREREQUISITES
- C or above in Year 10 ICT (if studied)
- Able to work in groups
- Complete tasks both supervised and in own time
- Independent learner

RESOURCES/STATIONERY REQUIREMENTS
Students are required to supply:
- Sketch paper or pad (A5 sketchbook)
- Minimum 4G USB memory stick/drive
- Pens, pencil, ruler, eraser
- Earphones or headphones for sound editing

ASSESSMENT SUMMARY
Students will:
- Demonstrate practical & theoretical understanding of Certificate III in Media outcomes
- Design & document practical digital products
- Complete investigative knowledge and skill workbooks each unit
BUSINESS

BUSINESS COMMUNICATION & TECHNOLOGIES

AUTHORITY SUBJECT: CODE - BCT
(QCE Credits 4)

SUBJECT DESCRIPTION
BCT takes into account the ever-changing and increasingly global contexts within which businesses and government agencies operate. It also emphasises recycling principles and safe and sustainable work practices. BCT fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society.

The Business Communication and Technologies subject is designed to equip students with skills to:
- Communicate/interact effectively within a business environment.
- Use a range of business information technologies.
- Apply a range of individual and group strategies to complete tasks and resolve issues/develop solutions of a business nature.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Workplace Health, Safety</th>
<th>Social Media</th>
<th>Managing Workplace Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Business</td>
<td>Financial Administration</td>
<td>Managing People</td>
</tr>
<tr>
<td>Organisation and Work Teams</td>
<td>Events Administration</td>
<td>Industrial Relations</td>
</tr>
<tr>
<td>School Developed Issues</td>
<td>Business Environments</td>
<td></td>
</tr>
</tbody>
</table>

CAREER PATHWAYS
The above topics will equip students with the breadth, depth and complexity of knowledge and skills to successfully manage the range of issues that encompass everyday business life. It will also prepare them to be able to:
- Manipulate business technologies
- Prepare and record financial information
- Present information manually and electronically to a business standard

This subject prepares students for a wide range of employment opportunities within the business world or further study at TAFE or University. Employment opportunities include administration assistant, clerical worker, data entry operator, information desk clerk, office junior, receptionist, events management, accountancy and human resources.

PREREQUISITES

<table>
<thead>
<tr>
<th>Completed Year 10 Certificate I in Business (if studied)</th>
<th>C in Year 10 English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher order thinking skills of analysis, synthesis and evaluation will be required to understand and comprehend a range of business contexts</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT SUMMARY
Three dimensions will be assessed:
- **Knowing & Understanding Business**
- **Investigating Business Issues**
- **Evaluating Business Decisions**
CERTIFICATE II IN BUSINESS BSB20115
RTO Number 31420

VET: CODE - VBU
(QCE Credits 4)

SUBJECT DESCRIPTION
This course gives students the opportunity to develop clerical and technical skills such as word processing and spread sheeting as well as a range of general skills such as communication, numeracy, problem solving, organisational and self-management skills necessary for efficient operation within an office environment. Students are required to undertake set tasks with a concern for quality and a commitment to achieving goals and objectives.

Special Features of the course:
• Course content is made up of twelve units of competencies which contribute towards the awarding of the Certificate II in Business
• Certificate II in Business is awarded when all 12 units of competency are successfully completed
• Statement of Attainment is awarded when only some of the units of competency are successfully completed
• Competency based assessment
• Students who select this Certificate cannot select Certificate III in Business Administration

COURSE OUTLINE

<table>
<thead>
<tr>
<th>CODE</th>
<th>CORE UNITS</th>
<th>ELECTIVE UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>BSBITU303</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
<td>BSBITU203</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
<td>BSBINM201</td>
</tr>
<tr>
<td>BSBITU101</td>
<td>Operate a personal computer</td>
<td>BSBCM201</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
<td>BSBITU202</td>
</tr>
<tr>
<td>BSBSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
<td>BSBWOR204</td>
</tr>
</tbody>
</table>

PREREQUISITES
No minimum requirements

ASSESSMENT SUMMARY
Competency-based assessment including:
• Observations of student skills
• Folios of work
• Oral presentations
• Activities - answering questions, telephone conversations, listening techniques

This course will be delivered through integration with other units of competency, rather than as a stand-alone learning program and includes assessment of employability skills that are embedded in the training package.
CERTIFICATE III IN BUSINESS ADMINISTRATION BSB30415
RTO Number 31420

VET: CODE - VBZ
(QCE Credits 8)

SUBJECT DESCRIPTION
This course reflects the role of individuals who apply a broad range of administrative competencies in varied work contexts, using some discretion and judgement. This qualification allows students to develop a range of routine and extended tasks within the Business environment, using practical skills and fundamental operational knowledge while working under direct supervision and independently. Skills that students are required to be able to demonstrate, as required by industry, are: communication, teamwork, problem-solving, initiative and enterprise, planning and organisation, self-management, learning and ability to use and demonstrate the use of technology.

Special features of the course:
• The course content is made up of 13 units of competency which contribute towards the awarding of the Certificate III in Business Administration.
• A Certificate III in Business Administration is awarded when all 13 units of competency are successfully completed.
• A Statement of Attainment is awarded when only some of the units of competency are successfully completed.
• Students cannot study both Certificate II in Business and Certificate III in Business Administration.

COURSE OUTLINE
Students may receive a Certificate III in Business Administration if they are deemed successfully competent in all of the following competencies:

<table>
<thead>
<tr>
<th>CORE UNITS</th>
<th>ELECTIVE UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE</td>
<td>UNITS OF COMPETENCY</td>
</tr>
<tr>
<td>BSBWH5201</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>BSBITU306</td>
<td>Produce spread sheets</td>
</tr>
<tr>
<td>BSBITU304</td>
<td>Design and produce business documents</td>
</tr>
<tr>
<td>BSBITU307</td>
<td>Develop keyboarding speed and accuracy</td>
</tr>
<tr>
<td>BSBFI304</td>
<td>Maintain a general ledger</td>
</tr>
<tr>
<td>BSBADM307</td>
<td>Organise schedules</td>
</tr>
<tr>
<td>BSBITU302</td>
<td>Create electronic presentations</td>
</tr>
<tr>
<td>BSBWRT301</td>
<td>Write simple documents</td>
</tr>
<tr>
<td>BSBSUS301</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
</tr>
<tr>
<td>BSBINN301</td>
<td>Organise workplace information</td>
</tr>
<tr>
<td>BSBADM302</td>
<td>Produce text from notes</td>
</tr>
</tbody>
</table>

CAREER PATHWAYS - The above competencies equip students with the breadth of knowledge and skills to successfully manage the range of issues that encompass everyday business life. It will also prepare them to be able to have job roles in the following:
• Accounts receivable/payable clerk
• Clerk
• Data entry operator/Word processing operator
• Receptionist
• Office administration assistant
• Office administrator
PREREQUISITES

| Completed Year 10 Certificate I in Business | C in Year 10 Mathematics | C in Year 10 English |

ASSESSMENT SUMMARY
Competency-based assessment including:

- The combination of a simulated work & industry environment
- Observation
- Structured work placement (mandatory to participate in 40 hours of work placement in a local industry administration environment)
- Group work & practical tasks
- Classwork activities including: question & answering, listening techniques
- Portfolio/projects
- Classwork activities including: question & answering, listening techniques

This course will be delivered through integration with other units of competency, rather than as a stand-alone learning program and includes assessment of employability skills that are embedded in the training package.
**Certificate III in Tourism SIT30112**

**RTO Number 31420**

**VET: Code - VTR**

**(QCE Credits 8)**

**Subject Description**
This course reflects the role of individuals who use a range of well-developed tourism service, sales or operational skills. They use discretion and judgement and have a sound knowledge of industry operations. They work with some independence and under limited supervision and may provide operational advice and support to team members.

Special features of this course:
- The course content is made up of 15 units of competency which contribute toward the awarding of the Certificate III in tourism
- A Certificate III in Tourism is awarded when all 15 units of competency are successfully completed
- A Statement of Attainment is awarded when only some of the units of competency are successfully completed

**Course Outline**
Student may receive a Certificate III Tourism if they are deemed successfully competent in all of the following competencies:

<table>
<thead>
<tr>
<th>Code</th>
<th>Units of Competency</th>
<th>Code</th>
<th>Units of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXCCS303</td>
<td>Provide service to customers</td>
<td>SITTTSL304</td>
<td>Prepare quotations</td>
</tr>
<tr>
<td>SITXCOM201</td>
<td>Show social and cultural sensitivity</td>
<td>SITTTSL306</td>
<td>Book supplier services</td>
</tr>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
<td>SITTTSL307</td>
<td>Process travel related documentation</td>
</tr>
<tr>
<td>SITTIND201</td>
<td>Source and use information on the tourism and travel industry</td>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITTTSLL202</td>
<td>Access and interpret product information</td>
<td>BSBITU306</td>
<td>Design and produce business documents</td>
</tr>
<tr>
<td>SITTTSLL301</td>
<td>Provide advice on Australian destinations</td>
<td>BSBITU309</td>
<td>Produce desktop published documents</td>
</tr>
<tr>
<td>SITTTSLL302</td>
<td>Provide advice on International destinations</td>
<td>BSBCCMM201</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>SITTTSLL303</td>
<td>Sell tourism products and services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Career Pathways** - The above competencies equip students with the diversity of knowledge, service and skills to successfully interpret customer specific requirements in the tourism industry. It provides pathways to work in many tourism industry sectors requiring multi-skilled employees. This certificate helps to identify and suggest ways of improvement, proactive selling techniques, self-management and completions of customer itineraries and provides an understanding of the generating and suggesting new and improved ideas. It will also prepare them to be able to have job roles in the following:
- Booking agent
- Guide and salesperson
- Inbound tour organiser
- Reservation sales agent for a tour operator or travel industry representative
- Visitor information service
- Sales consultant
- Personal travel agent

**Prerequisites**

<table>
<thead>
<tr>
<th>C in Year 10 Mathematics</th>
<th>C in Year 10 English</th>
</tr>
</thead>
</table>

**Assessment Summary**
Competency based assessment including:
- Portfolio of tasks
- Oral presentation
- Group work and practical tasks
- Structured work placement (at student discretion)
- Observation

The course will be delivered through integration with other units of competency, rather than as a stand-alone learning program and includes assessment of employability skills that are embedded in the training package.
**TECHNOLOGY**

**HOSPITALITY STUDIES**

**AUTHORITY SUBJECT: CODE - HOS**

*(QCE Credits 4)*

**SUBJECT DESCRIPTION**

This subject is an Authority Subject therefore it contributes towards an OP.

Students will investigate the needs of the hospitality industry with particular emphasis on personal attributes required, safety and hygiene legislation and implementation of these regulations and the importance of communication and teamwork.

Hospitality Studies combines investigative and practical approaches to learning. Students will be required to research current issues pertaining to the Hospitality Industry.

Various research techniques such as surveys, interviews, data analysis, and Internet searches will be utilised. The practical component of this subject will see students develop specialised practical skills. Students will be exposed to the following learning experiences to help develop their practical skills: teacher demonstrations, participating in industry visits, organising and preparing small and large hospitality functions.

**COURSE OUTLINE**

Three topic areas are studied in the course:

<table>
<thead>
<tr>
<th>Kitchen Production</th>
<th>Food and Beverage Service</th>
<th>Beverage Production and Service</th>
</tr>
</thead>
</table>

**PREREQUISITES**

Must study Year 11 Authority English

**ASSESSMENT SUMMARY**

Assessment in this course is criterion based. The dimensions used are:

- **INQUIRING**
- **PLANNING**
- **PERFORMING**
Subject Description
This course is designed to provide an understanding of the role of the hospitality industry as well as the structure, scope and operation of the industry.

- Students will learn about the industry’s workplace culture and practices, and also develop the skills, processes and attributes crucial for making decisions about future paths.
- Students are able to investigate hospitality as a source of leisure activities, life skills or as an avenue for further study or employment.
- Students will study a range of food and beverage production and service skills as they perform hospitality functions.
- Students will develop interpersonal skills with general application in personal and working life.

Students will be working towards a Certificate II in Hospitality.

### Course Outline

<table>
<thead>
<tr>
<th>Code</th>
<th>Core Units</th>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
<td>SITHCCC102: Prepare simple dishes</td>
</tr>
<tr>
<td>SITXCOM201</td>
<td>Show social &amp; cultural sensitivity</td>
<td>SITHCCC103: Prepare sandwiches</td>
</tr>
<tr>
<td>SITXWHSL01</td>
<td>Participate in safe work practices</td>
<td>SITHFAB203: Prepare &amp; serve non-alcoholic beverages</td>
</tr>
<tr>
<td>SITXCCS202</td>
<td>Interact with customers</td>
<td>SITHFAB204: Prepare &amp; serve espresso coffee</td>
</tr>
<tr>
<td>SITHIND201</td>
<td>Source &amp; use information on the hospitality industry</td>
<td>SITHFAB206: Serve food &amp; beverage</td>
</tr>
<tr>
<td>SITHIND202</td>
<td>Use hospitality skills effectively (12 shifts)</td>
<td>SITXFSA101: Use hygienic practices for food safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SITHKOP101: Clean kitchen premises and equipment (optional unit)</td>
</tr>
</tbody>
</table>

### Core Units
- BSBWOR203B: Work effectively with others
- SITXCOM201: Show social & cultural sensitivity
- SITXWHSL01: Participate in safe work practices
- SITXCCS202: Interact with customers
- SITHIND201: Source & use information on the hospitality industry
- SITHIND202: Use hospitality skills effectively (12 shifts)

### Elective Units
- SITHCCC102: Prepare simple dishes
- SITHCCC103: Prepare sandwiches
- SITHFAB203: Prepare & serve non-alcoholic beverages
- SITHFAB204: Prepare & serve espresso coffee
- SITHFAB206: Serve food & beverage
- SITXFSA101: Use hygienic practices for food safety
- SITHKOP101: Clean kitchen premises and equipment (optional unit)

### No Minimum Requirements
- Self-motivated
- Use of initiative in group situations

### Ability to Follow Directions
- Complete set tasks under direct and indirect supervision
- Students must purchase a chef’s uniform

### Students Must Complete 12 Shifts Within the Hospitality Industry
- Interest in developing life skills and/or an interest in hospitality

### Assessment Summary
The students will be continually assessed throughout the semester. Assessment will consist of:

- Practical assessment of food and beverage production and service
- Folio of planning for functions
- Theory exams
- Competency-based assessments

### Excursion/Functions
- It is anticipated that students will participate in at least one excursion per year.
- Students are expected to participate in various functions throughout the year. Failure to participate in these practical functions will affect the student’s ability to successfully complete many competencies.
- Students MUST participate in a minimum of 12 service periods over the two years of this course. A service period is a minimum of two hours.
**CERTIFICATE III IN HOSPITALITY SIT30713**

**RTO Number 31420**

**VET: CODE - VHK**

(QCE Credits 8)

**SUBJECT DESCRIPTION**

- Certificate III in Hospitality builds on students' Certificate II in Hospitality skills (*embedded in the Certificate III program*).
- Students studying Certificate III Hospitality will be participating in practical cooking, practical beverage preparation, table service, theoretical lessons and role plays.
- This course allows for multiskilling. Careers students may pursue include but are not limited to:
  - Providing food and beverage service in a restaurant, hotel, resort, club, hospital or industrial catering situation
  - Providing front office service in a hotel resort, motel or apartment situation.

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th><strong>CORE UNITS</strong></th>
<th><strong>CODE</strong></th>
<th><strong>UNITS OF COMPETENCY</strong></th>
<th><strong>CODE</strong></th>
<th><strong>UNITS OF COMPETENCY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203B</td>
<td></td>
<td>Work effectively with others</td>
<td>SITHCCC102</td>
<td>Prepare simple dishes</td>
</tr>
<tr>
<td>SITXWH5101</td>
<td></td>
<td>Participate in safe work practices</td>
<td>SITHCCC103</td>
<td>Prepare sandwiches</td>
</tr>
<tr>
<td>SITXCCS303</td>
<td></td>
<td>Provide service to customers</td>
<td>SITHCCC104</td>
<td>Package prepared food stuffs</td>
</tr>
<tr>
<td>SITHIND201</td>
<td></td>
<td>Source and use information on the hospitality industry</td>
<td>SITHFAB203</td>
<td>Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td>SITXCOM201</td>
<td></td>
<td>Show social and cultural sensitivity</td>
<td>SITHFAB204</td>
<td>Prepare and serve espresso coffee</td>
</tr>
<tr>
<td>SITXCOM301</td>
<td></td>
<td>Work effectively in hospitality service (36 shifts)</td>
<td>SITHFAB206</td>
<td>Serve food and beverage</td>
</tr>
<tr>
<td>SITXHRM301</td>
<td></td>
<td>Coach others in job skills</td>
<td>SITHKOP101</td>
<td>Clean kitchen premises and equipment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
</tr>
</tbody>
</table>

**PREREQUISITES**

| Completed Year 10 Certificate I in Hospitality | Self-motivated | Use of initiative in group situations |
| Ability to follow directions | Complete set tasks under direct and indirect supervision | Students must purchase a chef’s uniform |
| Students must complete 36 shifts within the hospitality industry | Interest in developing life skills and/or an interest in hospitality |

**ASSESSMENT SUMMARY**

The students will be continually assessed throughout the semester. Assessment will consist of:

- Practical assessment of food and beverage production and service
- Folio of planning for functions
- Theory exams
- Competency-based assessments

**EXCURSION/FUNCTIONS**

It is anticipated that students will participate in at least one excursion per year.

- Students are expected to participate in various functions throughout the year. Failure to participate in these practical functions will affect the student’s ability to gain competency in many competencies.
- Students **MUST** participate in a minimum of 36 service periods over the two years of this course. A service period is a minimum of two hours.
CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE CHC30113

RTO Number 5404

VET: CODE - VCE
(QCE Credits 8)

PLEASE NOTE - This subject is delivered in partnership with ACCCO (Australian Child Care Career Options). The subject is delivered at North Lakes State College. However, the Registered Training Organisation (RTO) for this qualification is ACCCO who complete the assessment tasks and resources. Fees for the subject are paid by the school directly to ACCCO and must be paid prior to being able to enrol in this course. Please note that costs are correct at the time of printing and are subject to change.

Year 11 - $250 + Year 12 - $250 = Total $500 paid to ACCCO. Materials charges - $20 per year to cover the cost of photocopying, paint and other consumables.

The Year 11 fee must be paid by the end of Year 10 to secure your place in the course. Unfortunately, there will be no payment plans as we must pay the private provider in advance. The Year 12 fee must then be paid at the end of Year 11. Students must have a blue card before they can complete work placement. This requires the student to have a birth certificate and one other form of ID. There is no cost for the Blue Card Application.

First Aid certificate - this is a compulsory unit for Cert III.

Where the student is placed in a service under a vocational placement agreement, ACCCO has a responsibility to ensure that students are not exposed to risks to their health and safety as a result of exposure to vaccine preventable diseases under Workplace Health and Safety Act. ACCCO is required to ensure each student completes a Student Immunisation Record for Child Care Facilities. For those students not immunised they will be excluded from the child care service environment during the outbreak of a vaccine preventable disease.

SUBJECT DESCRIPTION
Students who study Certificate III in Children’s Services will be participating in a range of learning activities. Students will complete work booklets and assignments as part of the assessable written aspect of the course. The practical component is very significant for this course. Students are required to complete 150 hours of work placement. Students will be given the opportunity to visit childcare facilities. Students will also learn about how to deliver lessons that will stimulate children’s development. This will involve them participating in various arts and craft activities.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNITS OF COMPETENCY</th>
<th>CODE</th>
<th>UNITS OF COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCECE001</td>
<td>Develop cultural competence</td>
<td>CHCECE006</td>
<td>Support behaviour of children and young people</td>
</tr>
<tr>
<td>CHCECE002</td>
<td>Ensure the health and safety of children</td>
<td>CHCECE018</td>
<td>Nurture creativity in children</td>
</tr>
<tr>
<td>CHCECE003</td>
<td>Provide care for children</td>
<td>CHCECE026</td>
<td>Work in partnership with families to provide appropriate education and care</td>
</tr>
<tr>
<td>CHCECE004</td>
<td>Promote and provide healthy food and drinks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHCECE005</td>
<td>Provide care for babies and toddlers</td>
<td></td>
<td></td>
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<tr>
<td>CHCECE007</td>
<td>Develop positive and respectful relationships with children</td>
<td></td>
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<tr>
<td>CHCECE009</td>
<td>Use an approved learning framework to guide practice</td>
<td></td>
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<tr>
<td>CHCECE010</td>
<td>Support the holistic development of children in early childhood</td>
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<tr>
<td>CHCECE011</td>
<td>Provide experiences to support children’s play and learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHCECE013</td>
<td>Use information about children to inform practice</td>
<td></td>
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</tr>
<tr>
<td>HLTAID004</td>
<td>Provide an emergency first aid response in an education and care setting</td>
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</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in work health and safety</td>
<td></td>
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</tr>
<tr>
<td>HLTHIR404D</td>
<td>Work effectively with Aboriginal and/or Torres Strait Islander people</td>
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<td></td>
</tr>
<tr>
<td>CHCCS400C</td>
<td>Work within a relevant legal and ethical framework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHCPRT001</td>
<td>Identify and respond to children and young people at risk</td>
<td></td>
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</tr>
</tbody>
</table>
PREREQUISITES

No minimum requirements

ASSESSMENT SUMMARY

THEORY - Students complete activities in workbooks for each unit. Some activities are simple knowledge, while others require in-depth research. Students must achieve competency in all units to gain their Certificate III in Children’s Services.

PRACTICAL - Students must attend and complete a minimum of 150 hours of industry placement over two years in an Early Childcare setting. This is organised through the school and will be completed in class and in students’ own time. It is recommended that students also complete work placement over school holidays.
AUTHORITY SUBJECT: CODE - GPH (Year 11)

Subject Description
Senior Graphics is about solving problems graphically and presenting graphical products. Students will use a design process to identify and explore the design needs of target audiences; research, generate and develop ideas; produce and evaluate graphical solutions. Students will solve graphical problems in the design areas of industrial design, graphic design and built environment.

Students will plan and produce graphical representations in simulated real-world contexts. To do this, students will interpret, generate and create visual communications for particular purposes and audiences. Students will then make judgements and justify decisions about the graphical representations you produce. Graphics will rely heavily on the design process required to solve a given problem.

What will students learn?
Graphics contributes to student’s understanding and proficient use of technologies. It develops communication, analytical and problem-solving skills. As students develop and present graphical representations of ideas and solution for design problems, students will:

- Sketch and draw freehand.
- Develop spatial cognition and visualisation
- Produce technical graphical representations in 2D and 3D formats.
- Apply mathematical techniques in a variety of contexts.
- Use existing and emerging technologies using computer based design software as well as Computer Aided Drafting

Students will learn to:
- Use design processes in graphical contexts.
- Formulate design ideas and solution using the design factors, which include (user-centred design; design elements and principles of design; technologies; legal responsibilities; design strategies; project management and sustainability and materials).
- Create and communicate design solutions in the form of graphical representations, including a range of sketches and drawings.
- Apply industry conventions where applicable.
- Develop design solutions for a range of audiences, including corporate clients and end-users.

Course Outline

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 1</strong> Graphic Design</td>
<td><strong>UNIT 4</strong> Built Environment</td>
</tr>
<tr>
<td>Identify - Logos and Branding</td>
<td>Architecture and Residential House Design</td>
</tr>
<tr>
<td><strong>UNIT 2</strong> Built Environment</td>
<td><strong>UNIT 5</strong> Industrial Design</td>
</tr>
<tr>
<td>Interior Design and Kitchen Design</td>
<td>Manufacturing Communication and Toy Design</td>
</tr>
<tr>
<td><strong>UNIT 3</strong> Built Environment</td>
<td><strong>UNIT 6</strong> Graphic Design</td>
</tr>
<tr>
<td>Urban Planning and Waterpark Design</td>
<td>Product Packaging</td>
</tr>
</tbody>
</table>

Prerequisites

- C in Year 10 Mathematics
- C in Year 10 Graphics (if studied)
- Must study Year 11 Authority English

Mandatory Resource/Stationary Requirements (set lengths and spans for equipment are crucial to complete set classwork)

- 2H & 4H Pencils
- Compass (minimum 130mm span)
- Eraser
- Set Square - 45° (minimum 150mm in length)
- Ruler
- Set Square - 30/60° (minimum 200mm in length)
- Calculator

Assessment Summary
Assessment in Graphics gives you opportunities to demonstrate the knowledge and understanding, analysis and application, and synthesis and evaluation applicable to solving design problems and representing ideas and solutions graphically. In Graphics, assessment instruments include design folios and examinations.

- Design folios record the design process you have used to solve a design problem. These folios will contain some written information but will mostly consist of graphical representations of your ideas and solutions.
- Examinations will mostly require you to sketch and draw ideas and solutions in response to small design problems or aspects of larger ones.
FURNISHING STUDIES

AUTHORITY REGISTERED SUBJECT: CODE - FST
(QCE Credits 4)

SUBJECT DESCRIPTION
A course of study in Furnishing comprises:

- A mandatory study area core unit of work, integrated throughout the course of study.
- A specified number of units of study, as prescribed by the particular strand or strands chosen.

The subject has been designed as a project-based or activity-based course of study with the emphasis on using current industry practice and safe technological processes to solve problems or complete tasks in a workshop or simulated workplace environment. Projects and practical activities set the context within which the key elements of the course are delivered and provide the means for the consolidation and application of skills and knowledge. They should be authentic or credible simulations of real manufacturing projects and student-centred to promote confident and self-motivated learners. The course of study should be flexible in order to accommodate new and emerging technologies in the manufacturing industries and the wide range of interests and abilities of the students who study it.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>INDUSTRY ORIENTATION</th>
<th>UNIT 3</th>
<th>CARCASE CONSTRUCTION / FINISHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 2</td>
<td>FRAMING CONSTRUCTION / FINISHING</td>
<td>UNIT 4</td>
<td>FINISHING</td>
</tr>
</tbody>
</table>

PREREQUISITES

It is advised that all students selecting Furnishing Studies have had prior experience in Materials Technology in Year 8 or Year 9, have Cert I in Manufacturing and have the following personal characteristics:

<table>
<thead>
<tr>
<th>Completed Year 10 Certificate I in Manufacturing (if studied)</th>
<th>Highly motivated and self-directed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of initiative in group situations</td>
<td>Complete set tasks under direct and indirect supervision</td>
</tr>
<tr>
<td>Adapt skills taught/learned in varied situations</td>
<td>Ability to follow directions</td>
</tr>
<tr>
<td>A good safety record of working in workshops (no more than three unsafe events)</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT SUMMARY

Assessment is designed to enable students to demonstrate achievement of the objectives of the SAS:

- Knowledge and Understanding
- Applied Processes
- Practical Skills

Safety in the workplace is an important aspect of the course and will be evident in student projects and assessment. To determine a student's level of achievement a wide range of tasks are used. Assessment techniques may include:

- Practical work and projects
- Objective and short-answer response items
- Writing tasks, oral presentations
- Teacher Observation
- Written tests

Students need to wear heavy vinyl or leather shoes as stated in the school dress policy. Failure to do so will see them unable to enter the workshop.
CERTIFICATE II IN ENGINEERING (PATHWAYS) MEM20413

RTO Number 31420

VET: CODE - VEP
(QCE Credits 4)

SUBJECT DESCRIPTION
A course of study in Engineering comprises of:
• A mandatory study area core unit of work, integrated throughout the course of study.
• A specified number of units of study, as prescribed by the particular strand or strands chosen.

Engineering has been designed as a project-based or activity-based course of study with the emphasis on using current industry practice and safe technological processes to solve problems or complete tasks in a workshop or simulated workplace environment. Projects and practical activities set the context within which the key elements of the course are delivered and provide the means for the consolidation and application of skills and knowledge.

Skills taught are authentic and credible. Simulations of engineering skill and technique projects are student-centred to promote confident and self-motivated learners to prepare them for the engineering industry. This course of study is flexible in order to accommodate new and emerging technologies in the manufacturing industries and the wide range of interests and abilities of the students who study it.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>Competency</td>
</tr>
<tr>
<td>MEM13014A</td>
<td>Apply principles of OH&amp;S in the work environment</td>
</tr>
<tr>
<td>MEMPE005A</td>
<td>Develop a career plan for the engineering and manufacturing industry</td>
</tr>
<tr>
<td>MEMPE006A</td>
<td>Undertake a basic engineering project</td>
</tr>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>MEM16007A</td>
<td>Work with others in a manufacturing, engineering or related environment</td>
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</tbody>
</table>

PREREQUISITES

| Completed Y10 Certificate I in Manufacturing | Highly motivated and self-directed |
| Complete set tasks under direct and indirect supervision | Use of initiative in group situations |
| Ability to follow directions | Adapt skills taught/learned in varied situations |

A good safety record of working in workshops (no more than three unsafe events)

ASSESSMENT SUMMARY
Assessment is designed to enable students to demonstrate achievement of the objectives:
• Knowledge and Understanding
• Applied Processes
• Practical Skills

Students will also be required to do four weeks of work experience over the course of Year 11 and Year 12 in an Engineering workshop environment. If this is not completed, students cannot complete their certificate.

Safety in the workplace is an important aspect of the course and will be evident in student projects and assessment. Safety glasses must be worn at all times in the workshop. Students must wear heavy vinyl or leather shoes as stated in the school dress policy. Failure to do so will see them unable to enter the workshop.