



Innisfail State College

Subject Information Handbook

2024

Senior Secondary – Years 11 & 12

English

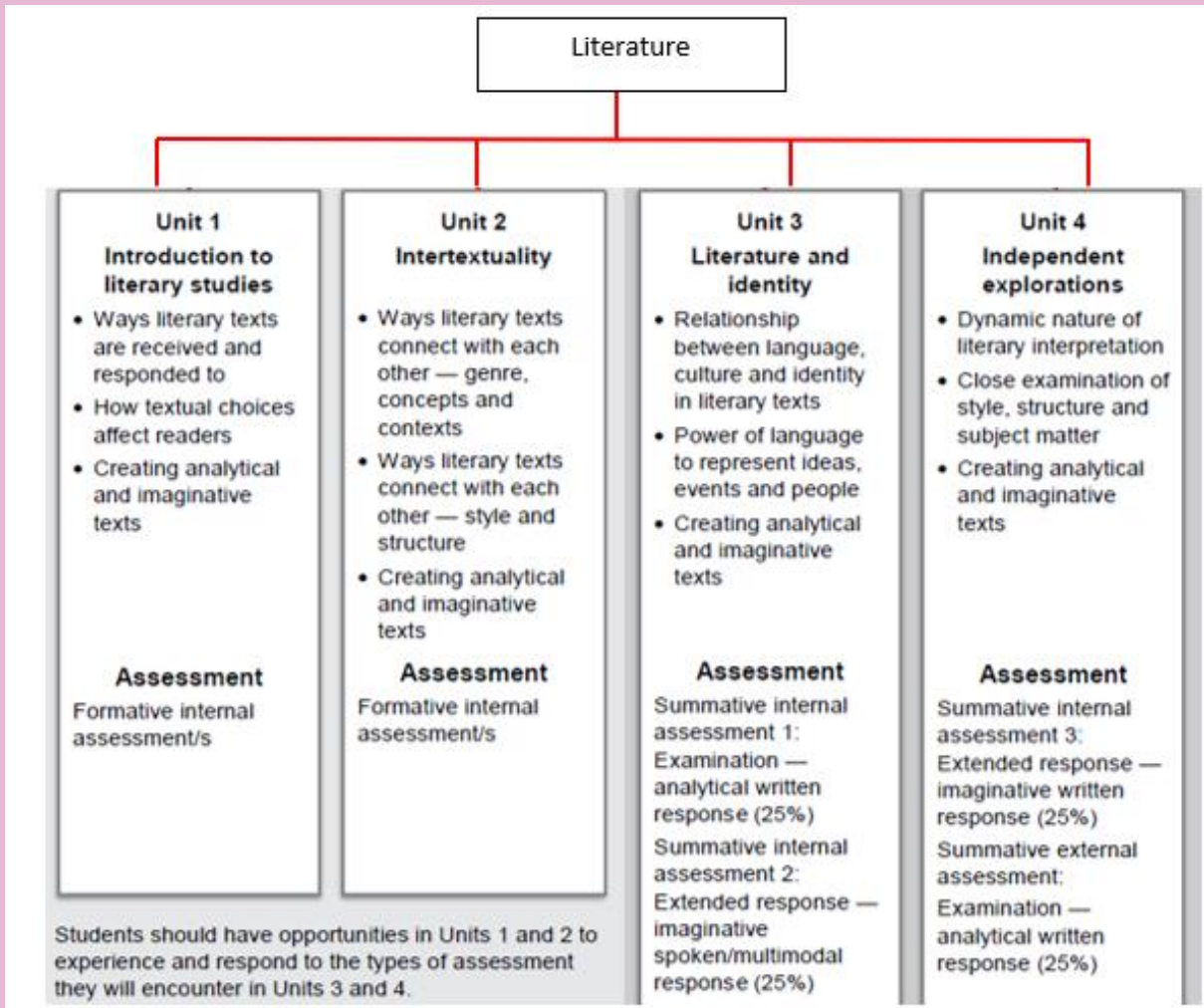
Literature

General information

Literature is a **General** subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

It is highly recommended that students who select the elective of Literature should have achieved a HA in year 10 English. There will be significant written demands for this subject.

Course Outline & Content



Note: Year 11 assessment is subject to change and will be tailored to suit the needs of the cohort.

Assessment

Analytical Written Response: The examination assesses a range of cognitions to a provided question on a literary text from the prescribed text list.

Imaginative Spoken /Multimodal Response: This assessment focuses on reinterpretation of ideas and perspectives in a literary text from the prescribed text list. It is a reimagined setting and context.

Imaginative Written Response: This response focusses on the creation and crafting of an original literary text.

External Assessment: The external assessment in Literature is common to all schools and administered under the same conditions at the same time on the same day. It is written and marked by the QCAA.

Pathways

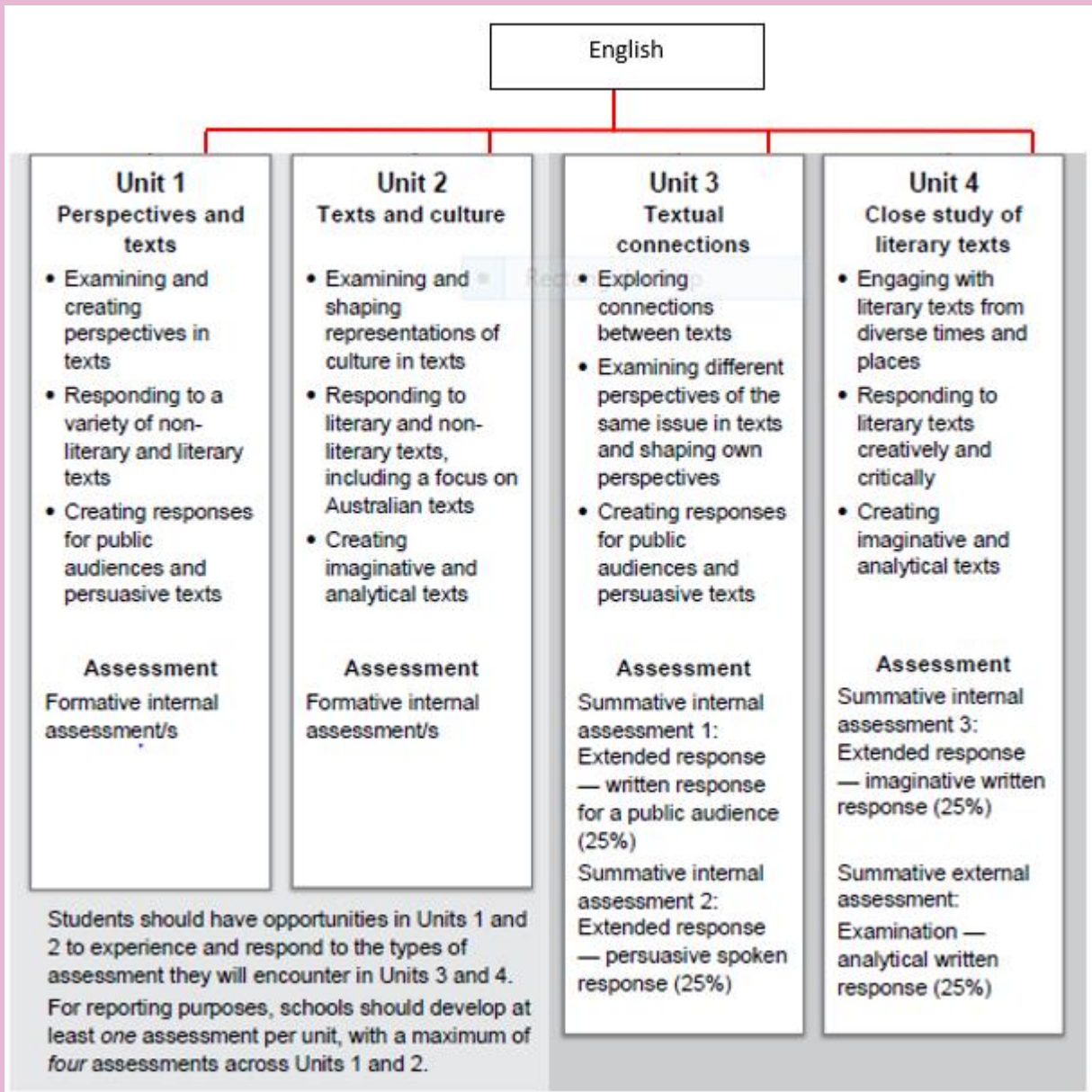
A course of study in Literature can establish a basis for further education and employment in the fields of Literature, the Arts, editorial work, museum creator, blogger and government advisor

ENGLISH

General Information

English is a **General** subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Course Outline & Content



Assessment

Literary Article: Written response for an academic journal based on a text. (1000-1500 words) IA1

Persuasive Spoken Response: Multimodal presentation. (5-8 minutes) IA2

Imaginative Written Response: Creation and crafting of a short story. (800-1000 words) IA3

External Assessment: Analytical exposition written and marked by QCAA (800-1000 words) EA1

Pathways

A course of study in English can establish a basis for further education and employment in the fields of the Arts, Humanities and Governance. This may also include editorial work, museum curatorship, a blogger or the role of a government advisor.

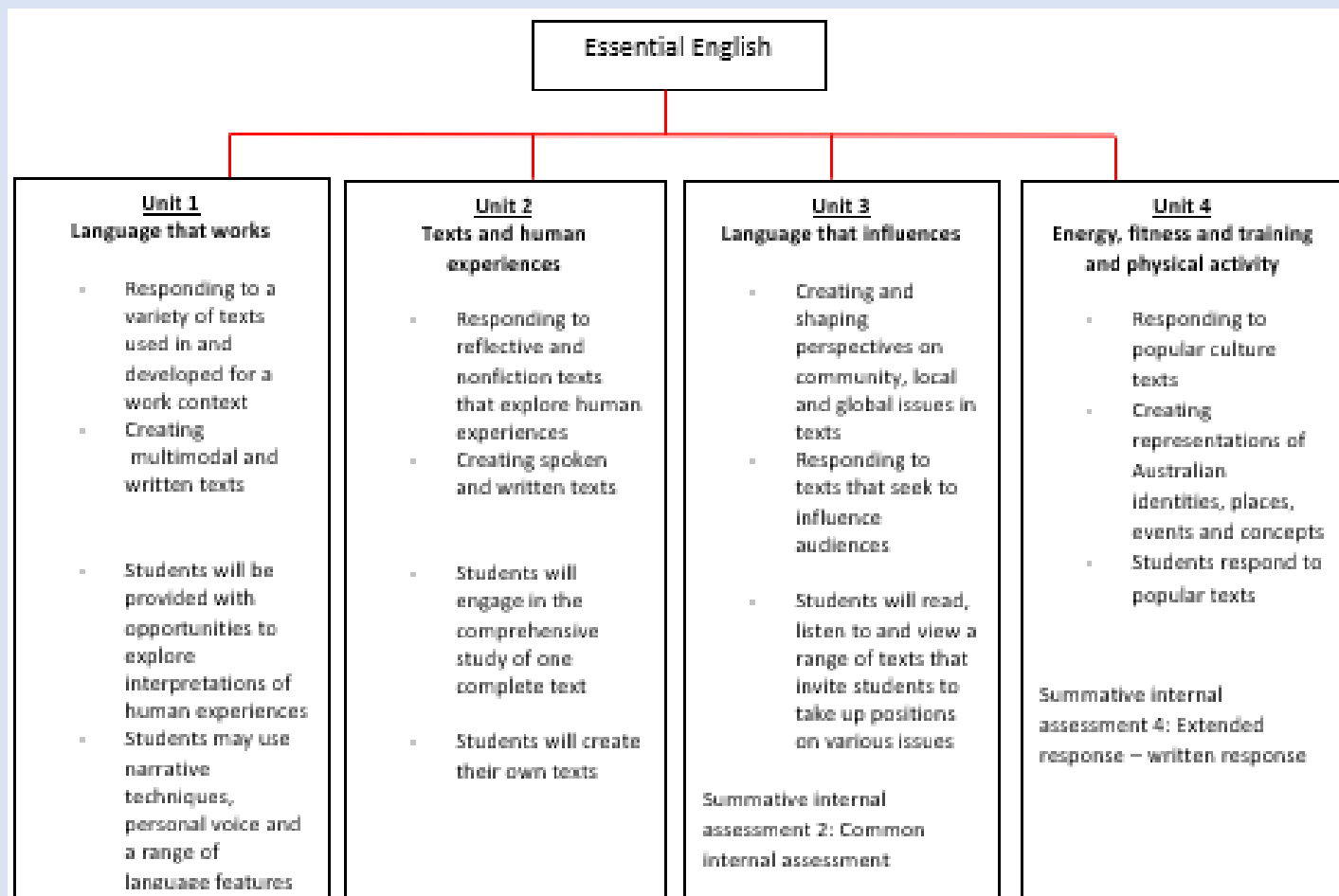
ESSENTIAL ENGLISH

General information

Essential English is an **Applied Subject** suited to students who are interested in pathways that lead to vocational education or work. Essential English is developmental and becomes increasingly complex across the four units of study.

The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

Course Outline & Content



Assessment

Multimodal presentation: individual, group or pair. (4-6 minutes in duration) IA1

Common internal assessment: Short objective response exam that will be written by the QCAA and will be completed in 1 hour and 30 minutes (400 - 600 words in length) CIA

Extended response: Open ended task responding to popular culture texts (a director's commentary ~ 400 – 600 words) IA3

Extended imaginative written response: Written assignment/essay (500- 800 words) IA4

Pathways

Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Vocational work may include council traineeships, apprenticeships, retail, tourism and media.

Hospitality
&
Information
Technology

EARLY CHILDHOOD STUDIES

General Information

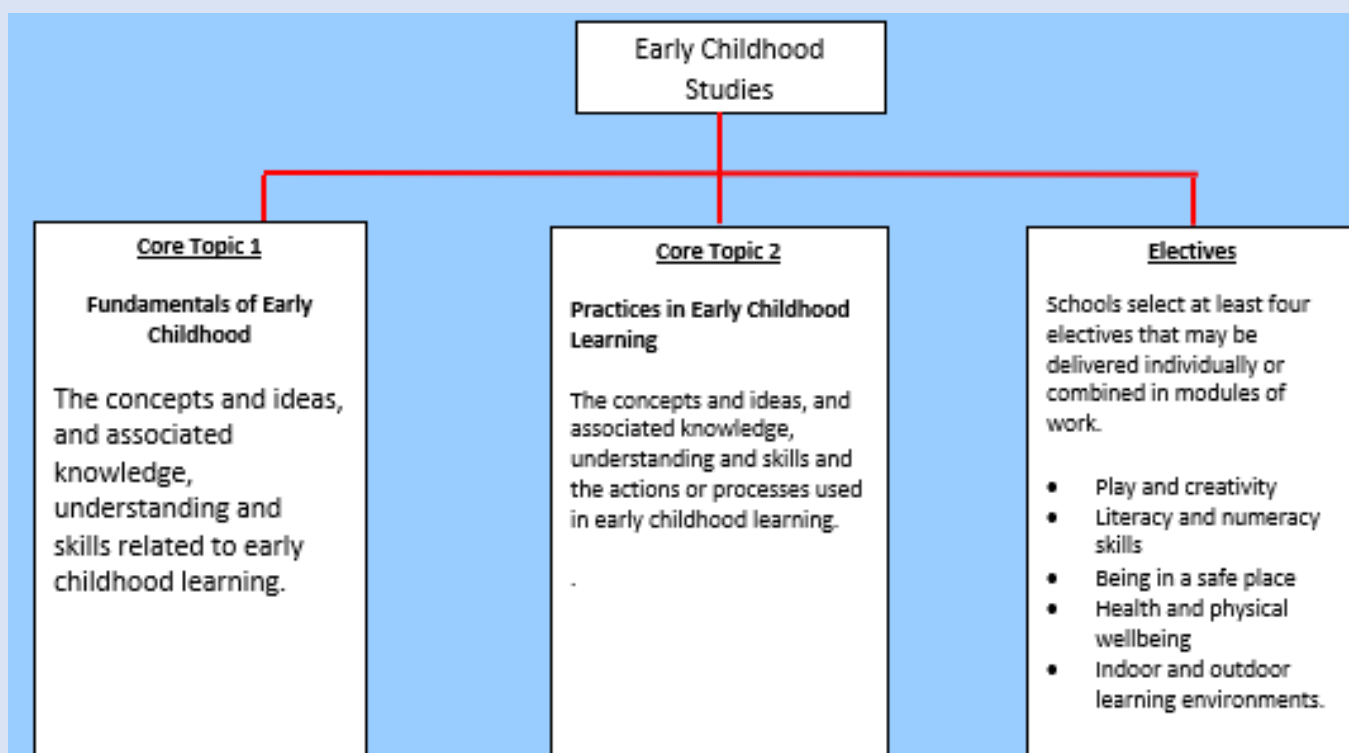
Early Childhood Studies is an **Applied Subject** suited to students who are interested in pathways that lead to tertiary study, vocational education or employment.

Early Childhood Studies focuses on learning about children aged from birth to five years. A cornerstone of the subject is the significance of play to a child's development. Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

This course of study provides opportunities for students to interact with children aged from birth to five years.

Course Outline and Content



Assessment

Assessment may include:

Project: Written component 400-900 words and/or Spoken 1 ½ - 3 ½ minutes and/or Performance or product

Investigation: Written component 500-1000 words and/or Spoken 2-4 minutes

Extended response: Written component 500-1000 words and/or spoken 2-4 minutes

Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Depending on qualifications, opportunities exist as early childhood educators, teacher's aides or assistants in early childhood settings, childcare facilities, kindergartens and early learning centres.

Excursions and costs

Nil

FURNISHING SKILLS

General information

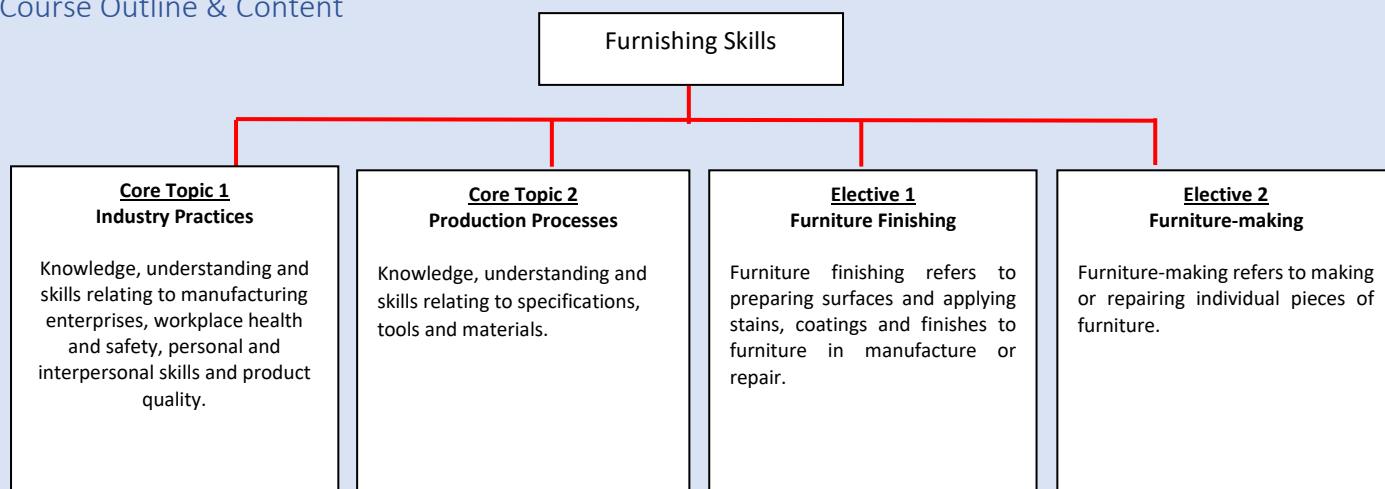
Furnishing Skills is an **Applied Subject** suited to students who are interested in pathways that lead to tertiary study, **vocational education or employment**.

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

Students understand industry practices, interpret specifications, including technical information and drawings, demonstrate and apply safe and practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

Course Outline & Content



Assessment

Collection of evidence from student's work that is used to determine the student's exit result will include:

- Four assessment instruments, and the student responses
- At least two projects
- At least one practical demonstration (separate to the assessable component of a project)

Assessment may include:

Project: Product, Written component 400-900 words

Practical Demonstration

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades.

Excursions and costs

Subject Levy Fee Year 11 \$160

Subject Levy Fee Year 12 \$160

Health and Physical Education

PHYSICAL EDUCATION

General information

Physical Education is a **General Subject** suited to students who are interested in pathways that lead to **tertiary study**, vocational education or work. Physical education is developmental and becomes increasingly complex across the four units of study.

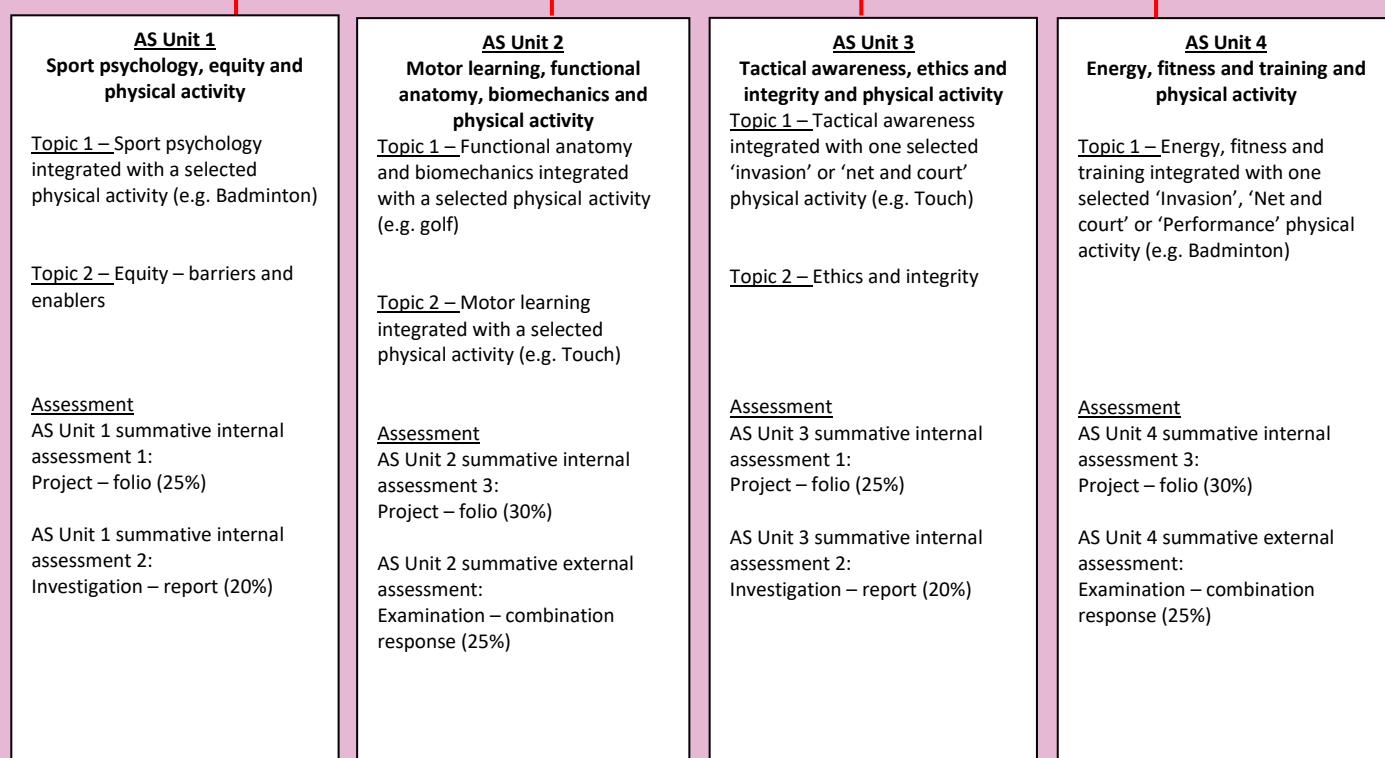
Those students who have succeeded in the year 10 elective of Physical Education, will have the ability to succeed in this subject (year 10 Physical Education is not a pre-requisite for this subject, but has been developed to prepare students for Physical Education in years 11 & 12). It is also recommended students have received a Sound Achievement or higher in year 10 English to be best prepared for the written demands of this subject.

The Physical Education course is highly integrated with practical activities, so students must be willing to participate in a range of physical activities.

Course Outline & Content

Note: Year 11 assessment subject to change and physical activities are examples only and will be chosen based on cohort strengths. Physical education is alternative sequence meaning that, depending on the rotation, students may start year 11 with Unit 1 or Unit 3.

Physical Education Alternative sequence



Assessment

Project - Folios – Are 9-11 minutes in length and are also accompanied by 2-3 minutes of supporting evidence. Delivered in multi-modal form such as a pre-recorded presentation.

Investigation - Reports – Are 1500-2000 words in length. Delivered in written form.

Examination - Combination response pieces – Are 2 hrs & 15min and include 800-1000 words in total. Unseen questions that include multiple-choice, short response and extended response questions.

Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science (e.g. personal trainer, exercise physiologist, physiotherapy), biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Excursions and costs

Nil – some possibility of sport-specific excursions depending on sports chosen (e.g. golf green fees)

PSYCHOLOGY

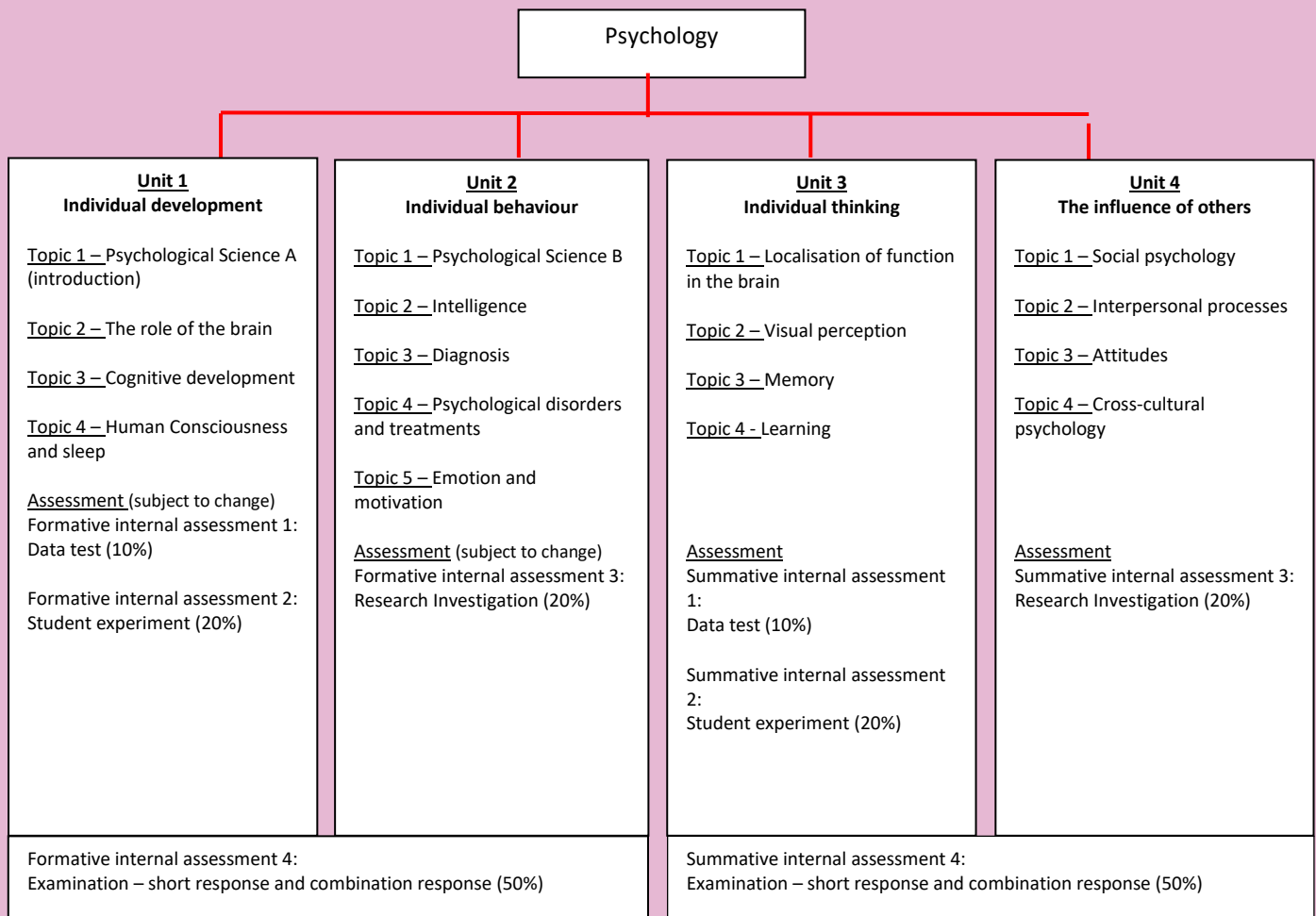
General information

Psychology is a **General Subject** suited to students who are interested in pathways that lead to **tertiary study**, vocational education or work. Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Those students who have succeeded in the year 10 elective of Psychology will have been exposed to a small amount of information in relation to this course (the year 10 Psychology subject is not a pre-requisite for this subject, but has been developed to prepare students for a range of sciences in years 11 & 12, including Psychology).

Course Outline & Content



Assessment

Data tests – Are 70 minutes in length and are 500 words in total with a variety of question techniques

Student experiments – Are 1500-2000 words in length. Delivered as a scientific report.

Research investigations – Are 1500-2000 words in length. Delivered in written or multi-modal form.

Examinations – There are 2 unseen examinations and they are 100 minutes each.

1. Short response exam – multiple choice, single-word and sentence response, calculating algorithms
2. Combination response exam – short items (single-word, sentence or short paragraph), calculating using algorithms, interpreting graphs, tables or diagrams, responding to unseen data or stimulus, written paragraphs (50-250words) and extended response from a choice of questions (300-350words).

Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Excursions and costs

None planned at this stage, however subject to change.

SPORT AND RECREATION

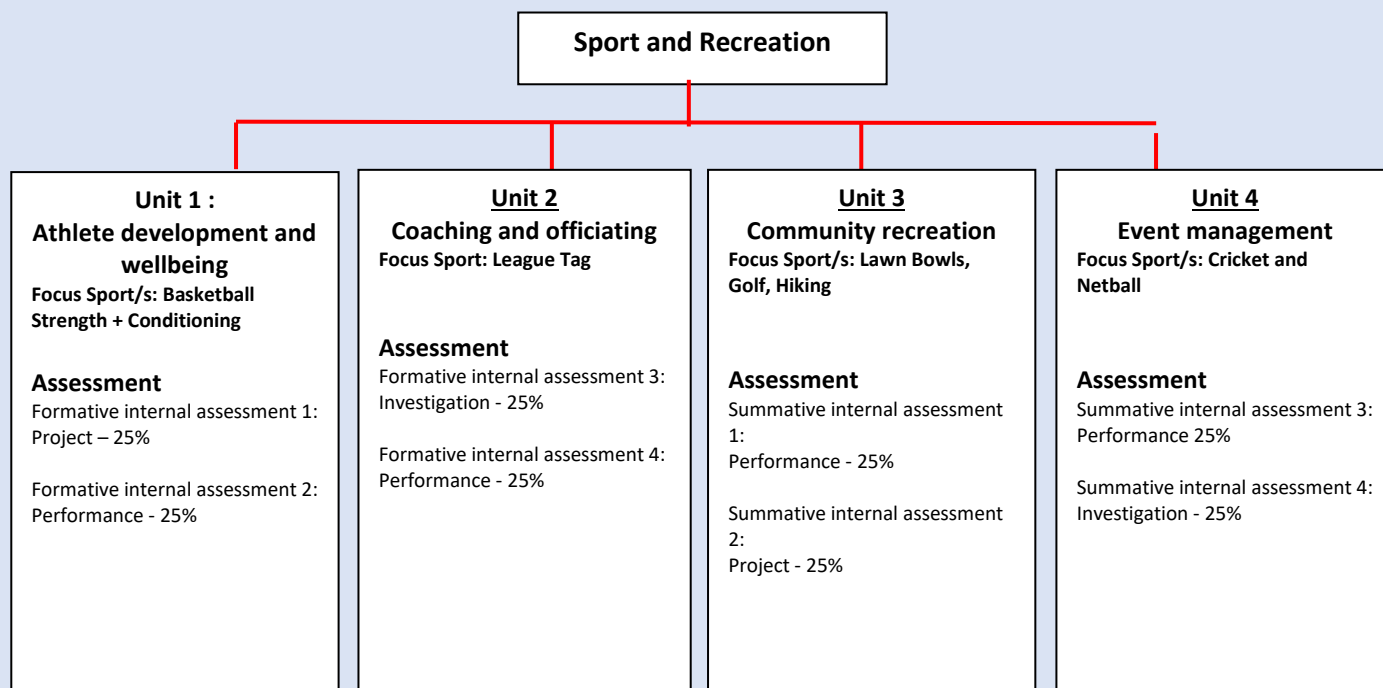
General information

Sport and Recreation is an **Applied Subject** suited to students who are interested in pathways that lead to tertiary study, **vocational education or work**. Sport and Recreation is developmental and becomes increasingly complex across the four units of study as students develop greater independence as learners.

Those students who have succeeded in the year 10 subject of HPE or Recreation Studies, will have the ability to succeed in this subject.

The Sport and Recreation course is highly integrated with practical activities, so students must be willing to participate in a range of physical activities.

Course Outline & Content



Assessment

Performance: up to 4 minutes

Project:

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500-1000 words

Pathways

A course of study in Sport and Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Excursions and costs

Y11- \$47 textbook levy

Y12- \$47 textbook levy plus any excursions eg. Lawn bowls

HUMANITIES

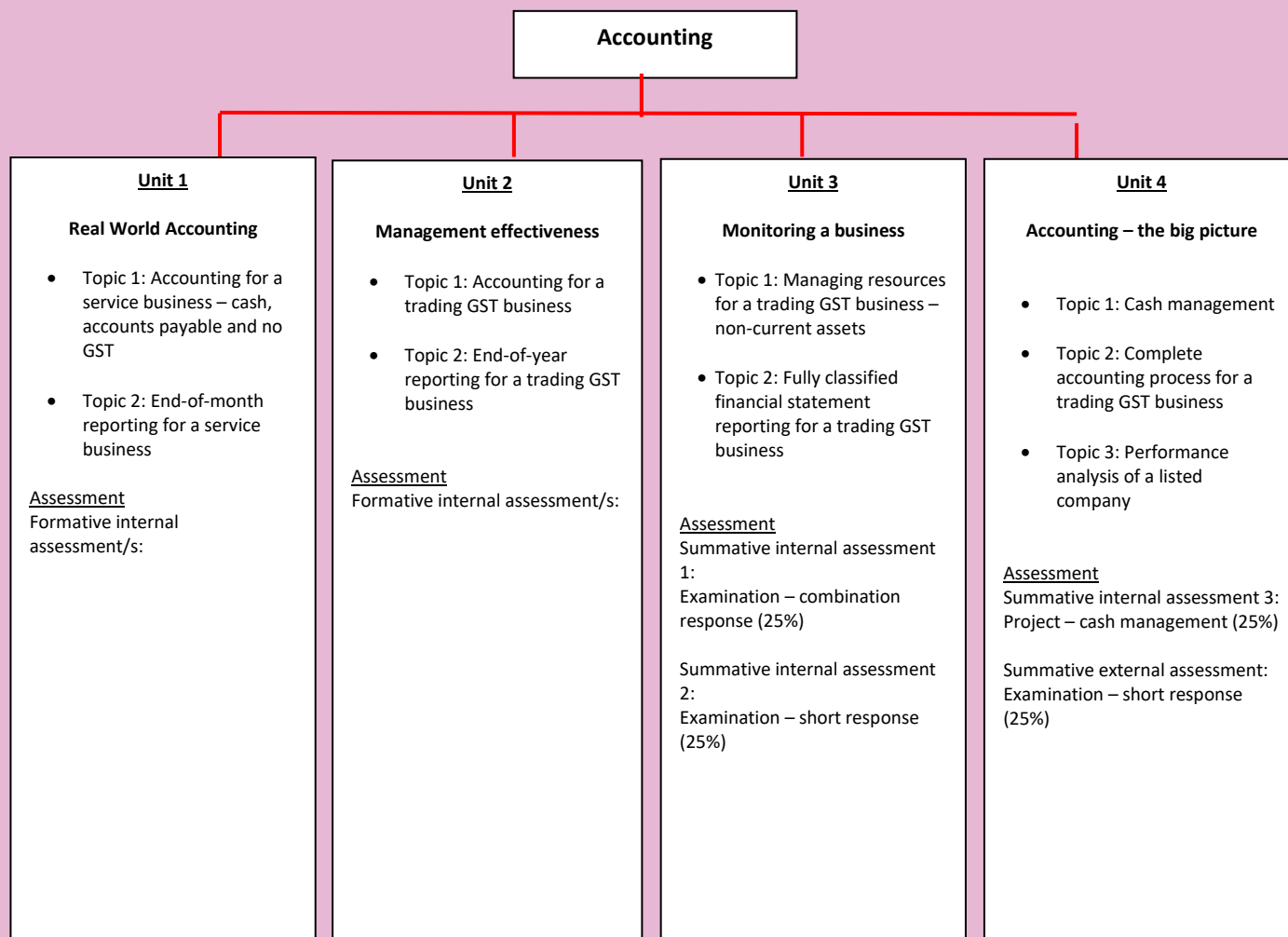
ACCOUNTING

General information

Accounting is a **General Subject** suited to students who are interested in pathways that lead to **tertiary study**, vocational education or work. Accounting is developmental and becomes increasingly complex across the four units of study.

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses and individuals. Those students who have succeeded in the year 10 Business Studies subject, will have the ability to succeed in this subject.

Course Outline & Content



Assessment

Project – Case relating to end-of-year reporting. Extended response – business report.

Investigation - Reports – Are 1500-2000 words in length. Delivered in written form.

Examination - Combination response pieces – Are 2 hrs & 15min and include 800-1000 words in total. Unseen questions that include multiple-choice, practical items, short response and extended response questions.

Pathways

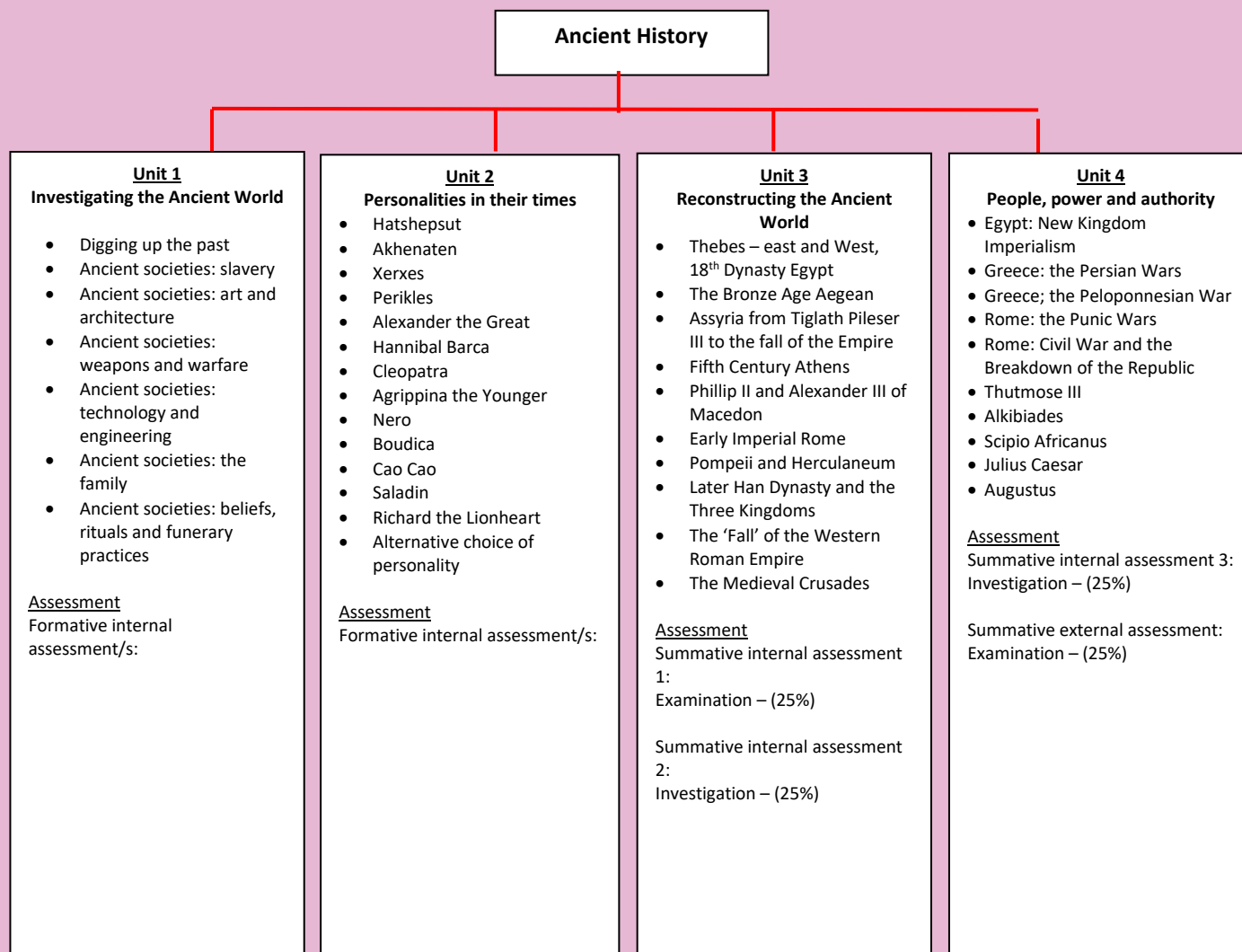
A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management banking, finance, law, economics and commerce. Accounting provides students with a variety of future opportunities, enabling a competitive advantage in entrepreneurship and business management in many types of industries, both locally and internationally.

ANCIENT HISTORY

General information

Ancient History is a **General Subject** suited to students who are interested in pathways that lead to **tertiary study**, vocational education or work. Ancient History is developmental and becomes increasingly complex across the four units of study. Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Those students who have succeeded in the year 10 History subject, will have the ability to succeed in this subject.

Course Outline & Content



Note: Not ALL topics will be studied. Topics for each unit will be selected based on the cohort's strengths.

Assessment

Investigation - Reports – Are 1500-2000 words in length. Delivered in written form.

Examination - Combination response pieces – Are 2 hrs & 15min and include 800-1000 words in total. Unseen questions that include multiple-choice, short response and extended response questions.

Pathways

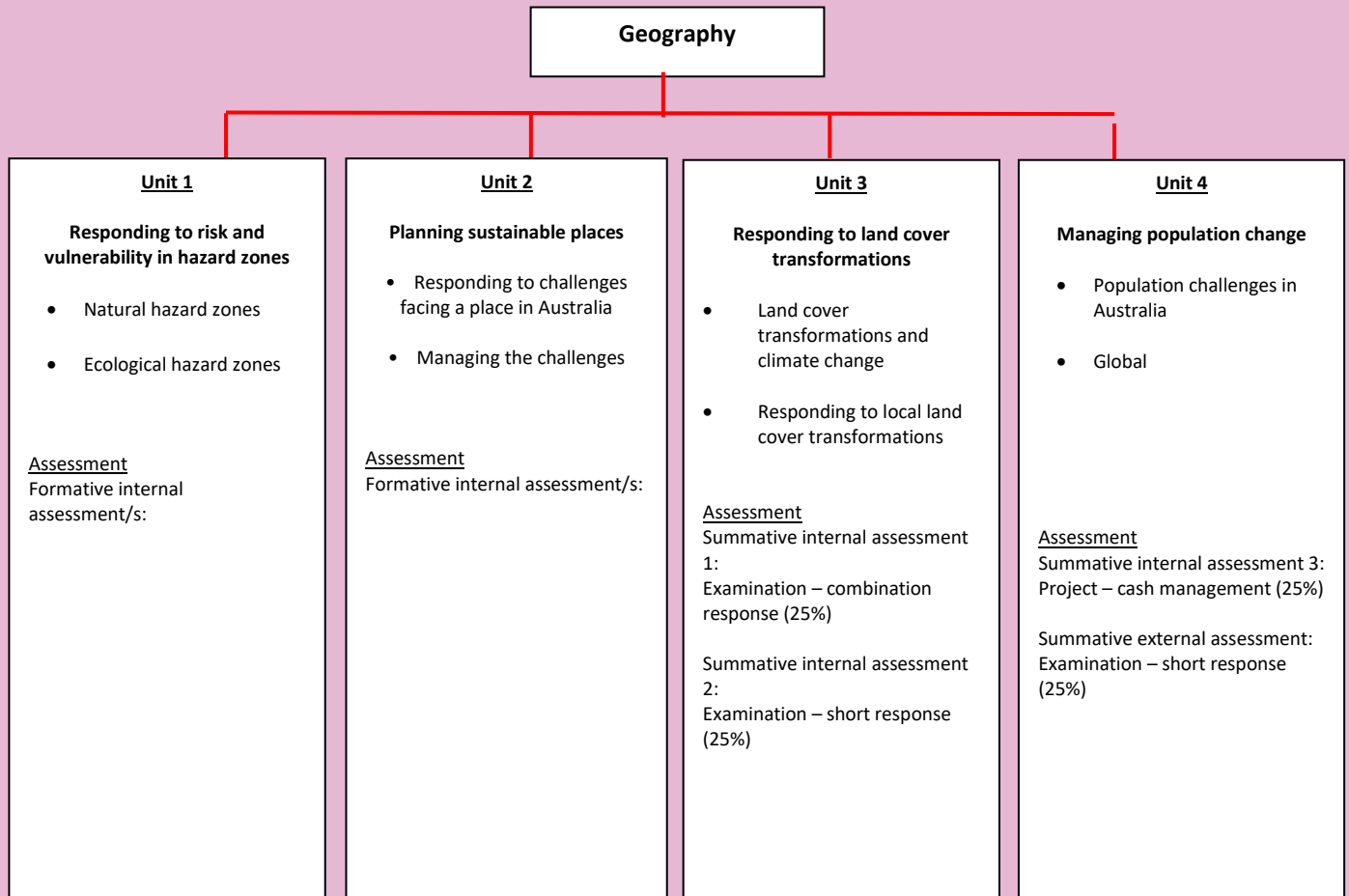
A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

GEOGRAPHY

General information

Geography is a **General Subject** suited to students who are interested in pathways that lead to **tertiary study**, vocational education or work. Geography is developmental and becomes increasingly complex across the four units of study. Geography teaches us about the significance of 'place' and 'space' in understanding our world. Those students who have succeeded in the year 10 Geography subject, will have the ability to succeed in this subject.

Course Outline & Content



Assessment

Case Study – 23 hrs notional time.

Investigation – Field Report/Reports – Are 1500-2000 words in length. Delivered in written form.

Examination - Combination response pieces – Are 2 hrs & 15min and include 800-1000 words in total. Unseen questions that include multiple-choice, practical items, short response and extended response questions.

Pathways

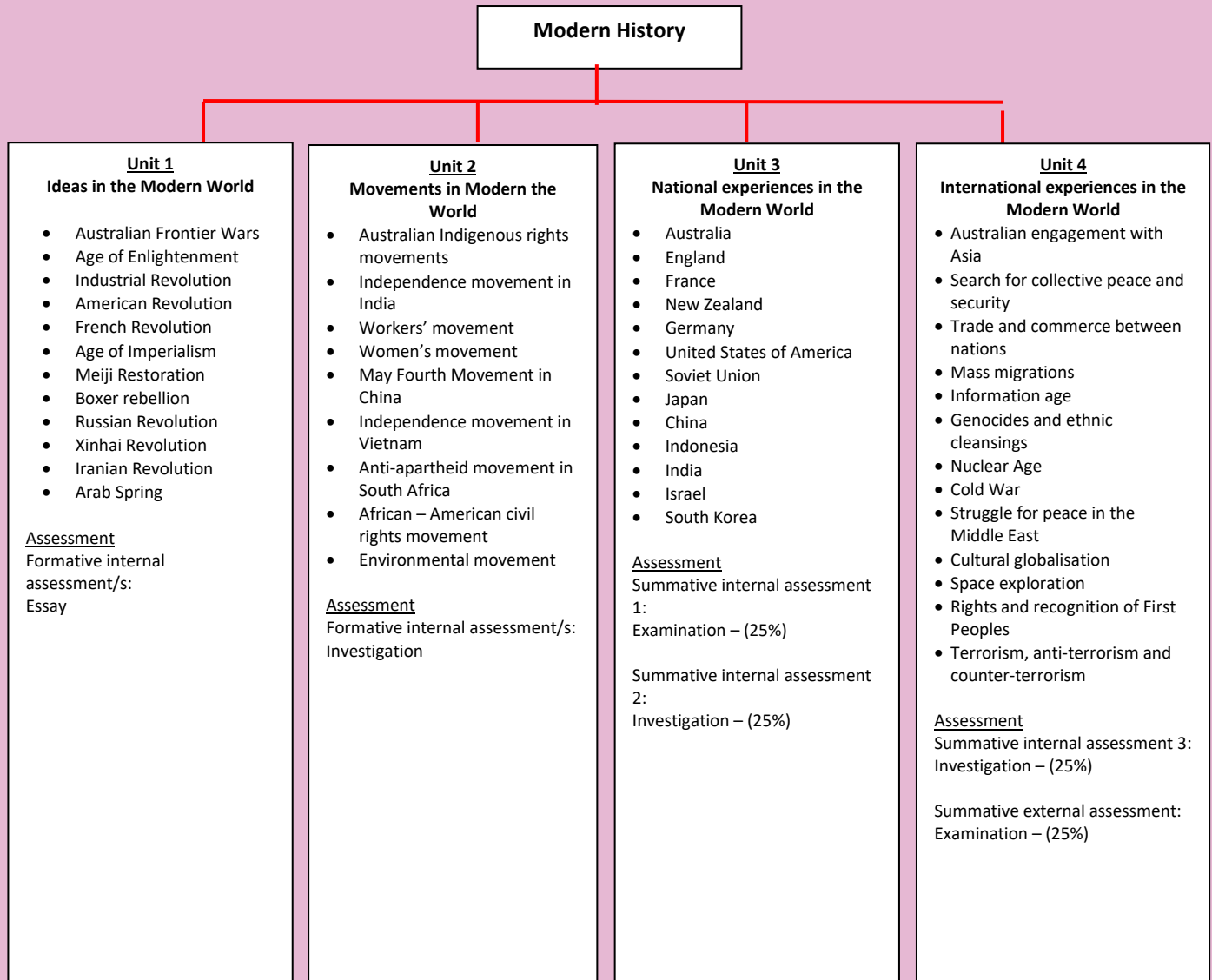
A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

MODERN HISTORY

General information

Modern History is a **General Subject** suited to students who are interested in pathways that lead to **tertiary study**, vocational education or work. Modern History is developmental and becomes increasingly complex across the four units of study. Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World. Those students who have succeeded in the year 10 History subject, will have the ability to succeed in this subject.

Course Outline & Content



Note: Not ALL topics will be studied. Topics for each unit will be selected based on the cohort's strengths.

Assessment

Investigation - Reports – Are 1500-2000 words in length. Delivered in written form.

Examination - Combination response pieces – Are 2 hrs & 15min and include 800-1000 words in total. Unseen questions that include multiple-choice, short response and extended response questions.

Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

SOCIAL & COMMUNITY STUDIES

General information

Social and Community Studies is an **Applied Subject** suited to students who are interested in pathways that lead to vocational education or work. Social and Community Studies is developmental and becomes increasingly complex across the four units of study.

The Social and Community Studies Applied syllabus deals with the skills students need to function efficiently, effectively and positively in current and future life roles.

Course Outline & Content

The core provides a common body of concepts, ideas, knowledge, understanding and skills that will support students' further learning and engagement with the personal and social skills necessary for their present and future life.

| Core Topic 1: | Core Topic 2: | Core Topic 3: |
|-----------------|----------------------|--------------------|
| Personal Skills | Interpersonal Skills | Citizenship Skills |

The electives provide the contexts through which the three core life skill areas are explored.

| Electives | | | | | | | | | | |
|--------------------|------------------|-------------------------|-------------------|---------------------------|---------------------|---------------------------------|-----------------------------|----------------------|---------------------------------|-----------------------------|
| The world of work. | Today's society. | Science and technology. | Money management. | Legally, it could be you. | Into relationships. | Health: Recreation and leisure. | Health: Food and nutrition. | Gender and identity. | Australia's place in the world. | The Arts and the community. |

Assessment

Project: This technique assesses a response to a single task, situation and/or scenario in a module of work that provides students with authentic or real-world opportunities to demonstrate their learning.

Investigation: This technique assesses investigative practices and the outcomes of applying these practices.

Extended Response: This technique assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.

Examination: This technique assesses the application of a range of understanding to provided questions, scenarios and/or problems.

Pathways

A course of study in Social and Community Studies can establish a basis for further education and employment, as it helps students develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It allows them to manage change, to be resilient and adaptive, and to develop strategies so that they can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers.

Mathematics

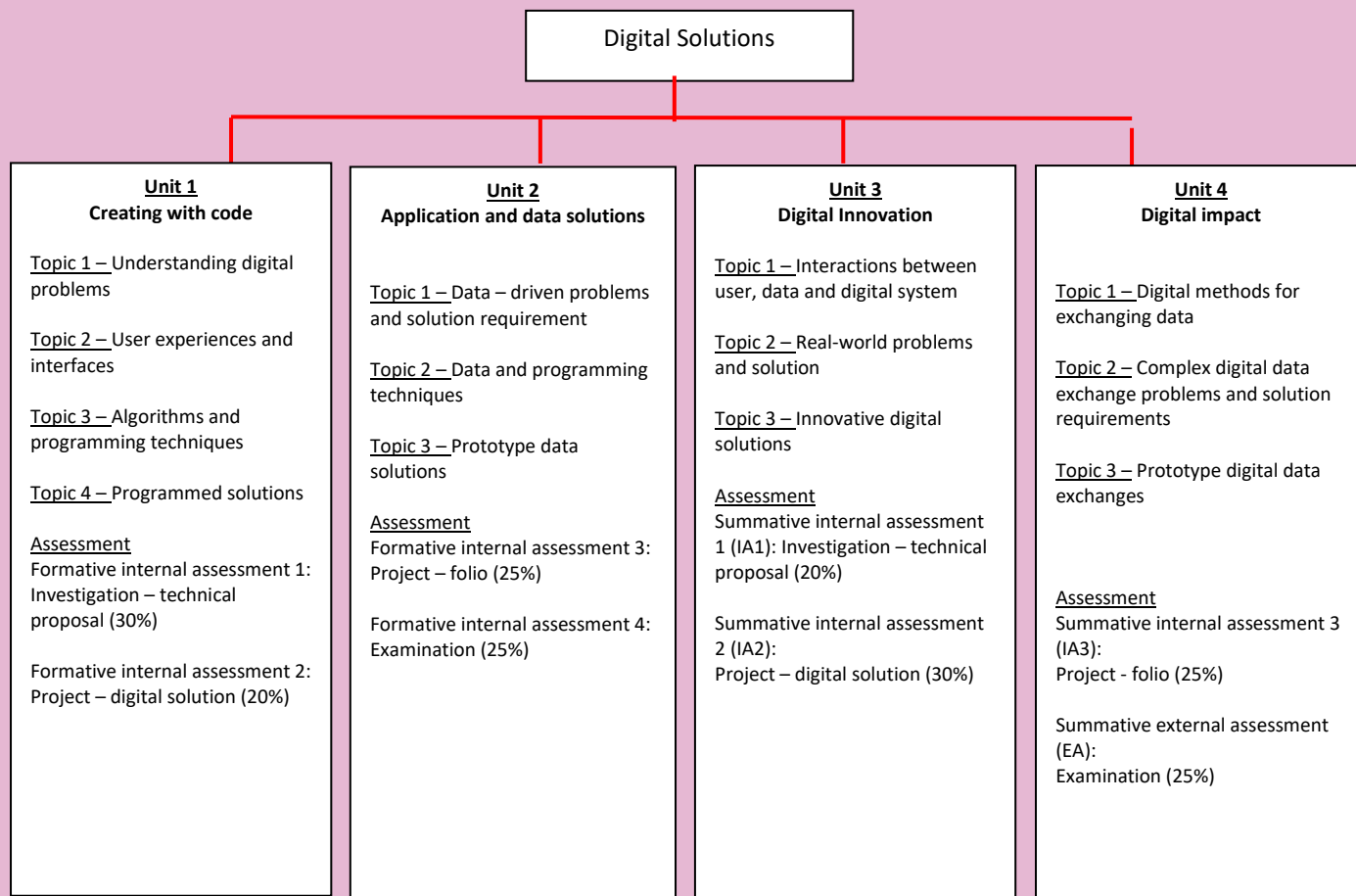
DIGITAL SOLUTIONS

General information

Digital Solutions is a **General** subject suited to students who are interested in pathways that lead to **tertiary** studies, vocational education or work. Digital Solutions is developmental and becomes increasingly complex across the four units of study.

Those students who have achieved a satisfactory achievement or better in year 7 and 8 Digital Technologies will have the assumed knowledge required to complete this subject. Digital Solutions develops thinking skills that are relevant for digital and non-digital real-world challenges. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

Course Outline & Content



Assessment

Investigation – technical proposal - A research investigation to assess a range of cognitions in a particular context.. Student may use class and their own time to develop a proposal and identify low-fidelity prototype digital solutions over an extended period of time using both class time and the students own time.

Project – digital solution – This project may include written paragraphs and annotations, diagrams, sketches, drawings and components of a prototype. This assessment is developed over an extended period of time, using class and own time.

Project – folio- This project is a coherent work that documents the iterative process undertaken to develop a solution to a problem. It may include written paragraphs and annotations, diagrams, sketches, drawings and components of a prototype. This assessment is developed over an extended period of time, using both class and own time.

Examination - Consists of one paper, 2 hours long plus 15 minutes of perusal time. A total word length of 800 -1000. **Pathways**

Students who undertake Digital Technology will be prepared for a range of careers in a variety of digital contexts. It provides students with opportunities to create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Excursions and costs

Nil

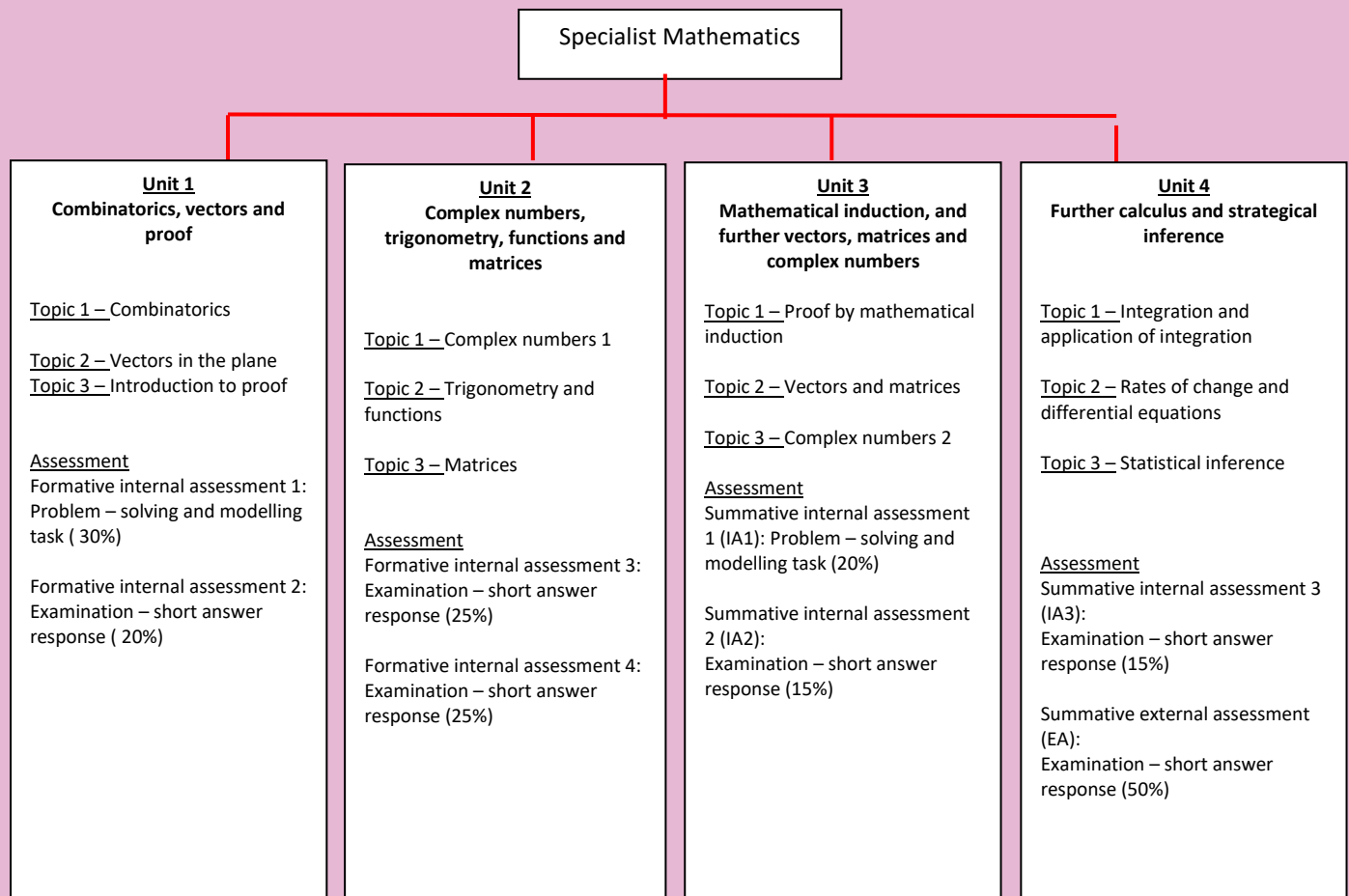
SPECIALIST MATHEMATICS (Alternative Sequence)

General information

Specialist Mathematics is a **General** Subject suited to students who are interested in pathways that lead to **tertiary** study, vocational education or work. Specialist Mathematics is developmental and becomes increasingly complex across the four units of study.

Those students who have achieved a high achievement or better in year 10 Mathematics will have the assumed knowledge required to complete this subject. Specialist mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods. Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Course Outline & Content



Assessment

Problem – Solving and Modelling tasks - A written response to a task set in a context that highlights mathematical application in real-life situation. Must not exceed 10 pages, duration 4 weeks, including 3 hours in class time.

Examination – short-response answers – Time: 120 minutes plus 5 minutes perusal (can be completed in 2 papers). Technology (graphics calculator) allowed, and formula sheet given.

Examination – external short-response answers - Consists of two papers, both allow scientific calculators and QCAA formula sheet. Paper 1, 90 minutes plus 5 minutes perusal time, simple familiar questions 25% value. Paper 2, 90 minutes plus 5 minutes perusal time, complex familiar and complex unfamiliar questions.

Pathways

Specialist Mathematics is a course of study that can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Excursions and costs

Graphics calculators – TI-Nspire CX NON CAS (available to purchase through the school) approximately \$210

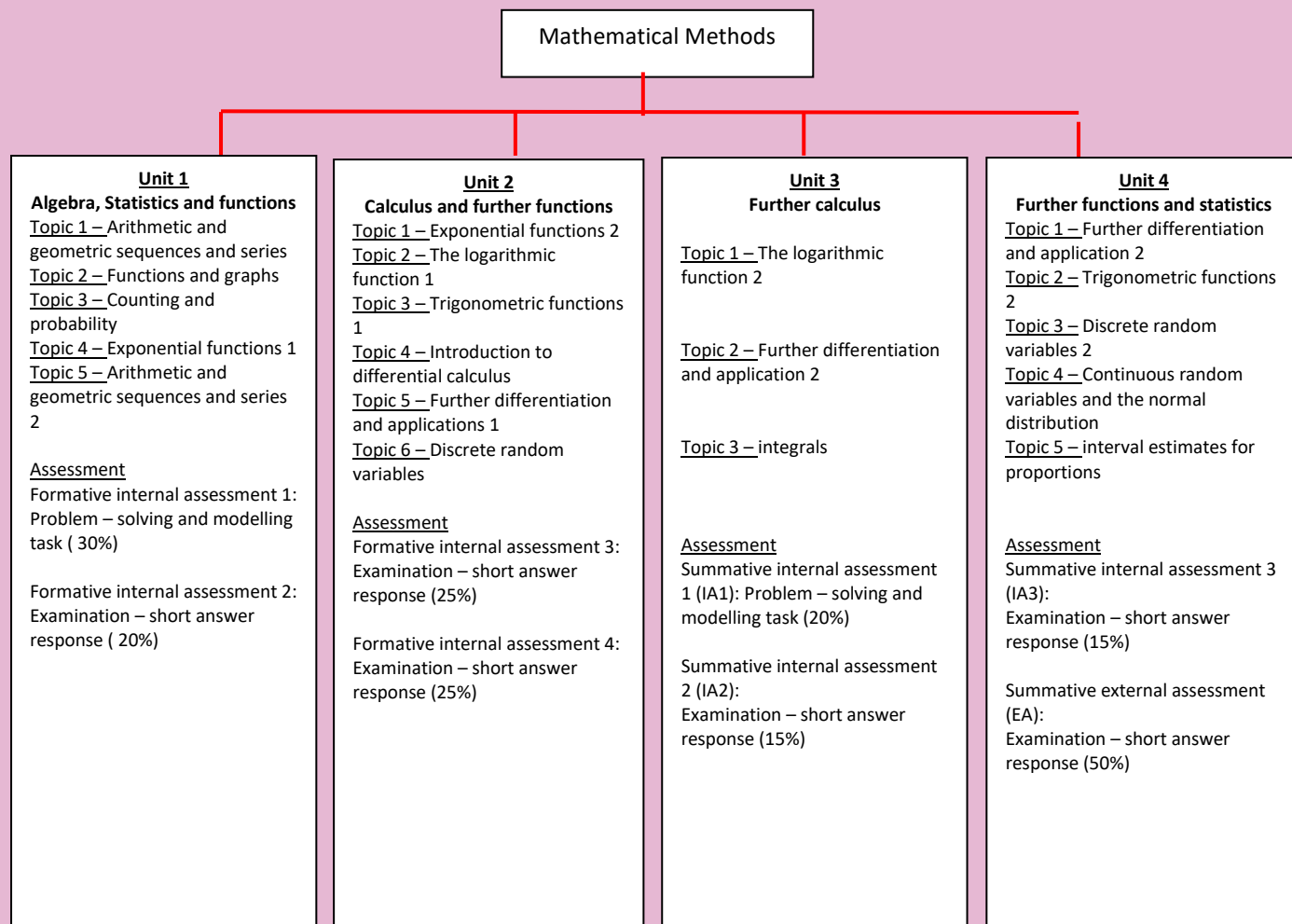
MATHEMATICAL METHODS

General information

Mathematical Methods is a **General** Subject suited to students who are interested in pathways that lead to **tertiary** study, vocational education or work. Methods Mathematics is developmental and becomes increasingly complex across the four units of study.

Those students who have achieved a high achievement or better in year 10 Mathematics will have the assumed knowledge required to be successful in this subject. Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Course Outline & Content



Assessment

Problem – Solving and Modelling tasks - A written response to a task set in a context that highlights mathematical application in real-life situation. Must not exceed 10 pages, duration 4 weeks, including 3 hours in class time.

Examination – short-response answers – Time: 120 minutes plus 5 minutes perusal (can be completed in 2 papers). Technology (graphics calculator) allowed, and formula sheet given.

Examination – external short-response answers - Consists of two papers, both allow scientific calculators and QCAA formula sheet.

Paper 1, 90 minutes plus 5 minutes perusal time, simple familiar questions 25% value. Paper 2, 90 minutes plus 5 minutes perusal time, complex familiar and complex unfamiliar questions.

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Excursions and costs

Graphics calculators – TI-Nspire CX NON CAS (available to purchase through the school) approximately \$210

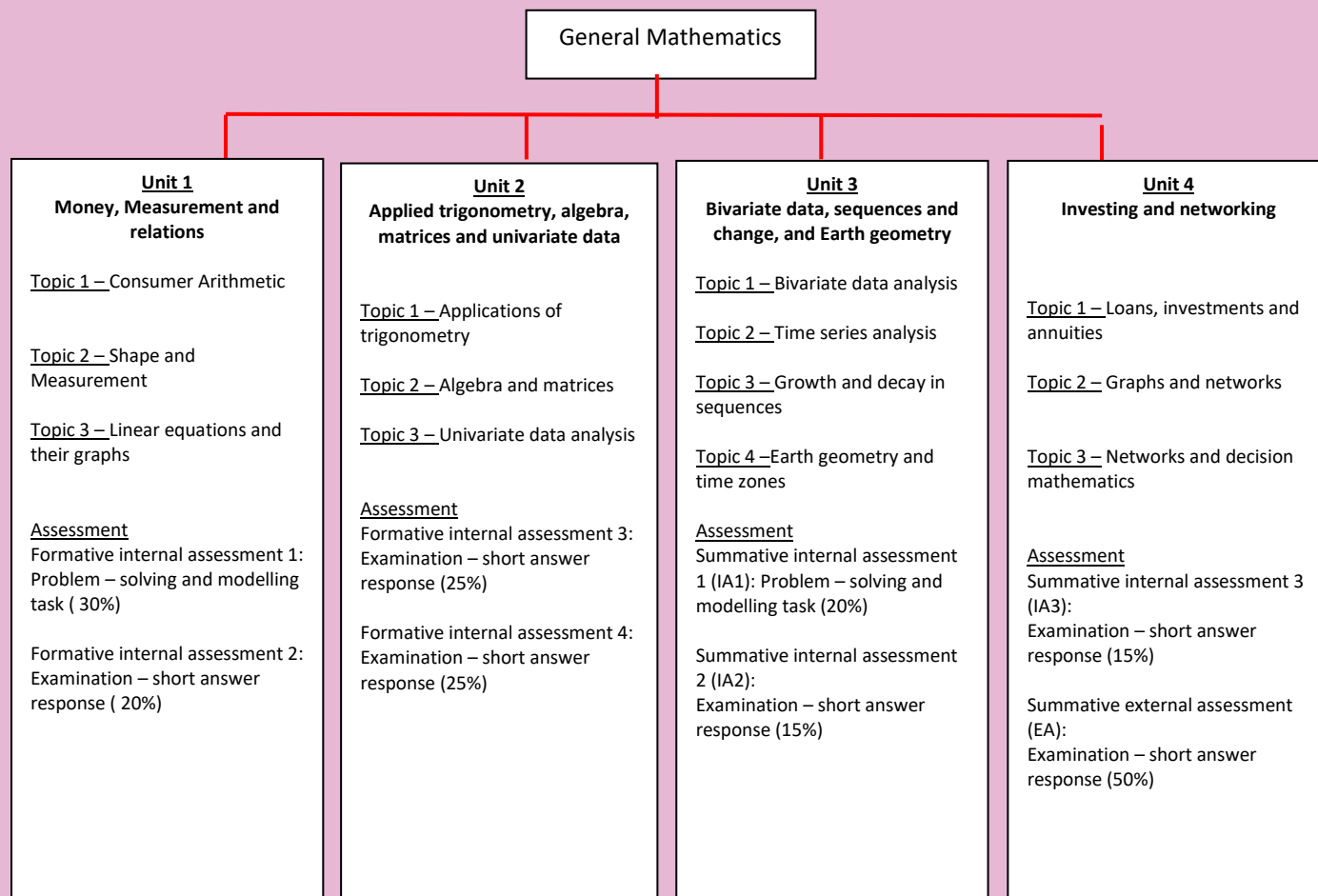
GENERAL MATHEMATICS

General information

General Mathematics is a **General** Subject suited to students who are interested in pathways that leads to **tertiary** study, vocational education or work. General Mathematics is developmental and becomes increasingly complex across the four units of study.

It is recommended that students who earned a sound achievement or higher in year 10 Mathematics have completed the required assumed knowledge to be best prepared for demands of this subject. This subject incorporates a practical approach that equips learners for their needs as future citizens. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world.

Course Outline & Content



Assessment

Problem – Solving and Modelling tasks - A written response to a task set in a context that highlights mathematical application in real-life situation. Must not exceed 10 pages, duration 4 weeks, including 3 hours in class time.

Examination – short-response answers – Time: 120 minutes plus 5 minutes perusal (can be completed in 2 papers). Technology (scientific calculator) allowed, and formula sheet given.

Examination – external short-response answers - Consists of two papers, both allow scientific calculators and QCAA formula sheet. Paper 1, 90 minutes plus 5 minutes perusal time, simple familiar questions 25% value. Paper 2, 90 minutes plus 5 minutes perusal time, complex familiar and complex unfamiliar questions.

Pathways

General Mathematics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

Excursions and costs

Scientific calculator (preferred model: CASIO fx-82ES PLUS)

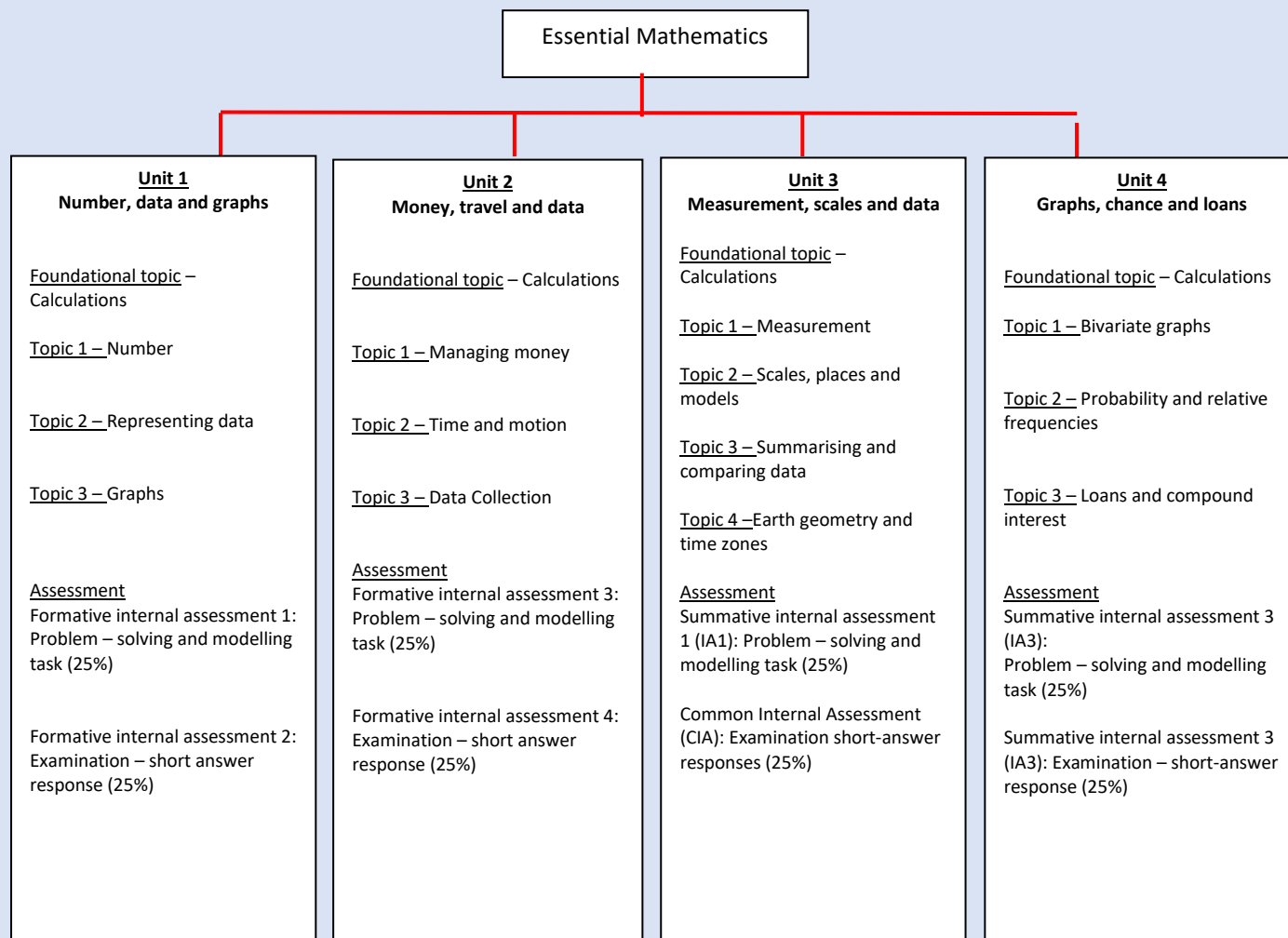
ESSENTIAL MATHS

General Information

Essential Mathematics is an **Applied subject** suited to students who are interested in pathways beyond Year 12 that lead to vocational education, work or tertiary studies. Essential Mathematics is developmental and becomes increasingly complex across the four units of study.

It is suggested that students have achieved some success in year 10 Mathematics to support the study of this subject. This subject shows mathematics as applicable to employability and lifestyles, and develops leadership skills through self-direction and productive engagement in their learning.

Course Outline & Content



Assessment

Problem – Solving and Modelling tasks - A written response to a task set in a context that highlights mathematical application in real-life situation. Must not exceed 10 pages, duration 5 weeks, including 10 hours in class time.

Examination – short-response answers – Time: 60 minutes plus 5 minutes perusal. Part A – simple concepts covered. Part B – Complex content only. Technology (scientific calculator) allowed, and formula sheet given.

Examination – Common Internal Assessment – Time: 60 minutes plus 5 minutes perusal. Part A – simple concepts covered. Part B – Complex content only. Technology (scientific calculator) allowed, and formula sheet given

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Excursions and costs

Scientific calculator (preferred model: CASIO fx-82ES PLUS)

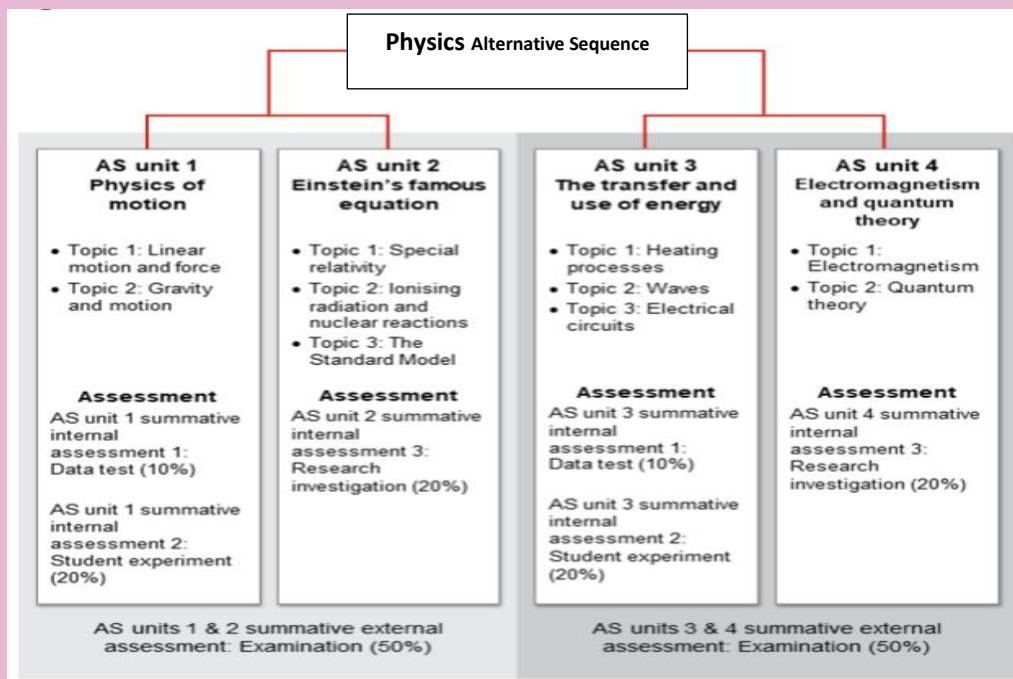
Science

PHYSICS

General information

Physics provides opportunities for students to engage with the classical and modern understandings of the universe through an alternative sequence. In Year 11 Unit 3, students learn about the fundamental concepts of transfer and the use of energy including heating, waves and electrical circuits. In Year 12 Unit 1, students learn about the concepts and theories that predict and describe the linear motion of objects and gravity. Finally in Unit 2, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Course Outline & Content



Assessment

Formative assessments — Year 11, Units 3 and 4 (Alternative Sequence)

Summative assessments — Year 12, Units 1 and 2 (Alternative Sequence)

Students will complete a total of *four* summative assessments — three internal and one external — that count towards their final mark in this subject. Assessment tasks as follows:

Internal assessment 1 (IA1): Data test (10%) The data test consists of a number of different types of items, which may include short items requiring sentence or short paragraph responses, calculating using algorithms, interpreting graphs, tables or diagrams and responding to unseen qualitative and quantitative data and/or stimulus based on mandatory or suggested practicals, activities or case studies from the unit being studied.

Internal assessment 2 (IA2): Student experiment (20%) The response is a 1500–2000 word scientific report.

This assessment requires students to modify a research question or hypothesis, conduct the experiment, collect and analyse the evidence to identify trends, patterns or relationships

Internal assessment 3 (IA3): Research investigation (20%) The response is a 1500–2000 word scientific essay.

This assessment requires students to evaluate a claim. They will do this by researching, analysing and interpreting secondary evidence from scientific texts to form the basis for a justified conclusion about the claim.

Summative external assessment (EA): 3 hour examination (50%) The examination assesses the application of a range of cognitions to multiple provided items which will include questions, scenarios and problems from both Units 1 and 2.

Pathways

Physics is a **General** subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

Excursions and costs

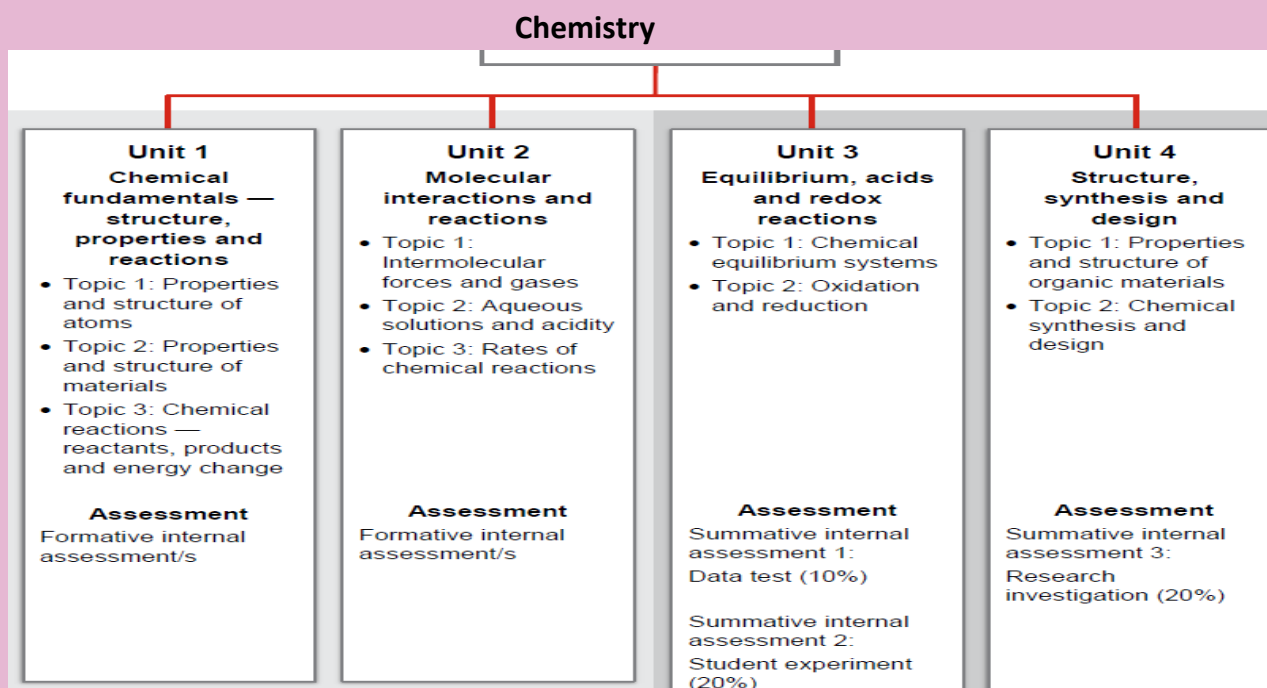
N/A

CHEMISTRY

General information

Chemistry is the study of the structure and properties of materials. In Unit 1, students study atomic theory, chemical bonding and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic and green chemistry, synthesis and design to examine the characteristic chemical and physical properties displayed by different classes of organic compounds.

Course Outline & Content



Assessment

Formative assessments — Year 11, Units 1 and 2

Summative assessments — Year 12, Units 3 and 4

Students will complete a total of *four* summative assessments — three internal and one external — that count towards their final mark in this subject. Assessment tasks as follows:

Internal assessment 1 (IA1): Data test (10%) The data test consists of a number of different types of responses, which may include short items requiring sentence or short paragraph responses, calculations using algorithms, interpreting data, tables or diagrams and interpreting unseen qualitative and quantitative data and/or stimulus based on mandatory or suggested practicals, activities or case studies from the unit being studied.

Internal assessment 2 (IA2): Student experiment (20%) The response is a 1500–2000 word scientific report.

This assessment requires students to modify a research question or hypothesis, conduct the experiment, collect and analyse the evidence to identify trends, patterns or relationships.

Internal assessment 3 (IA3): Research investigation (20%) The response is a 1500–2000 word scientific essay.

This assessment requires students to evaluate a claim. They will do this by researching, analysing and interpreting secondary evidence from scientific texts to form the basis for a justified conclusion about the claim.

Summative external assessment (EA): 3 hour examination (50%) The examination assesses the application of a range of cognitions to multiple provided items which will include questions, scenarios and problems from both Units 3 and 4.

Pathways

Chemistry is a **General** subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Excursions and costs

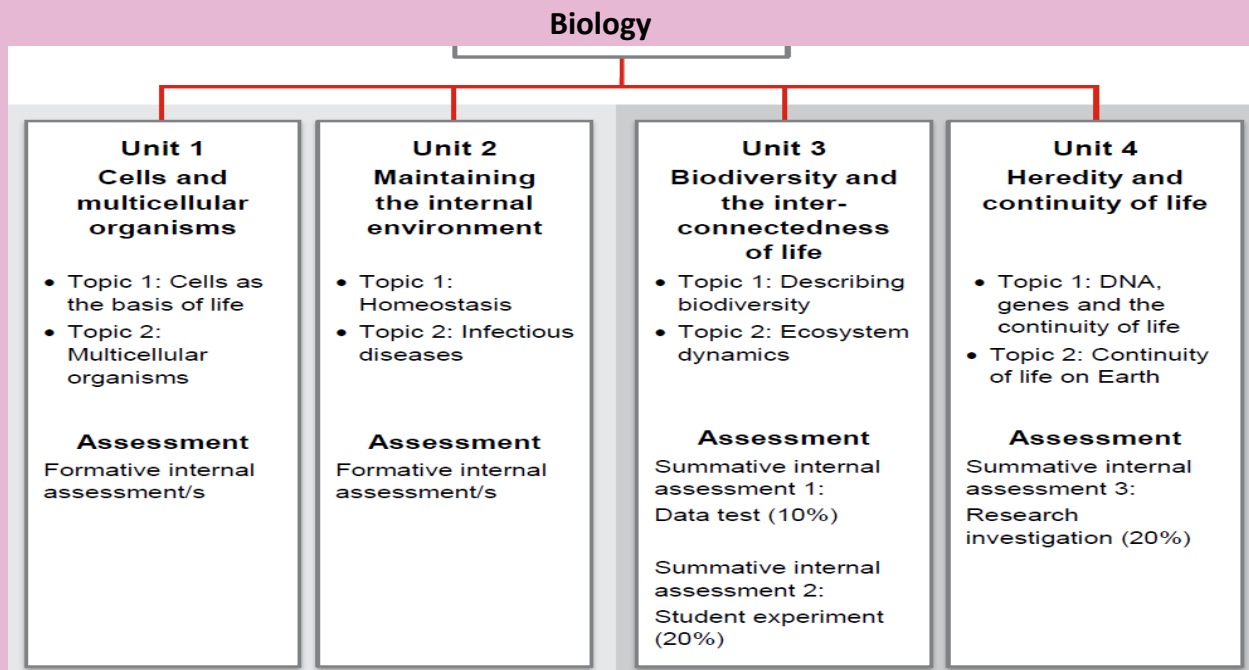
N/A

BIOLOGY

General information

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Course Outline & Content



Assessment

Formative assessments — Year 11, Units 1 and 2

Summative assessments — Year 12, Units 3 and 4

Students will complete a total of *four* summative assessments — three internal and one external — that count towards their final mark in this subject. Assessment tasks as follows:

Internal assessment 1 (IA1): Data test (10%) The data test consists of a number of different types of items, which may include short items requiring sentence or short paragraph responses, calculating using algorithms, interpreting graphs, tables or diagrams and responding to unseen qualitative and quantitative data and/or stimulus based on mandatory or suggested practicals, activities or case studies from the unit being studied.

Internal assessment 2 (IA2): Student experiment (20%) The response is a 1500–2000 word scientific report.

This assessment requires students to modify a research question or hypothesis, conduct the experiment, collect and analyse the evidence to identify trends, patterns or relationships

Internal assessment 3 (IA3): Research investigation (20%) The response is a 1500–2000 word scientific essay.

This assessment requires students to evaluate a claim. They will do this by researching, analysing and interpreting secondary evidence from scientific texts to form the basis for a justified conclusion about the claim.

Summative external assessment (EA): 3 hour examination (50%) The examination assesses the application of a range of cognitions to multiple provided items which will include questions, scenarios and problems from both Units 3 and 4.

Pathways

Biology is a **General** subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Excursions and costs

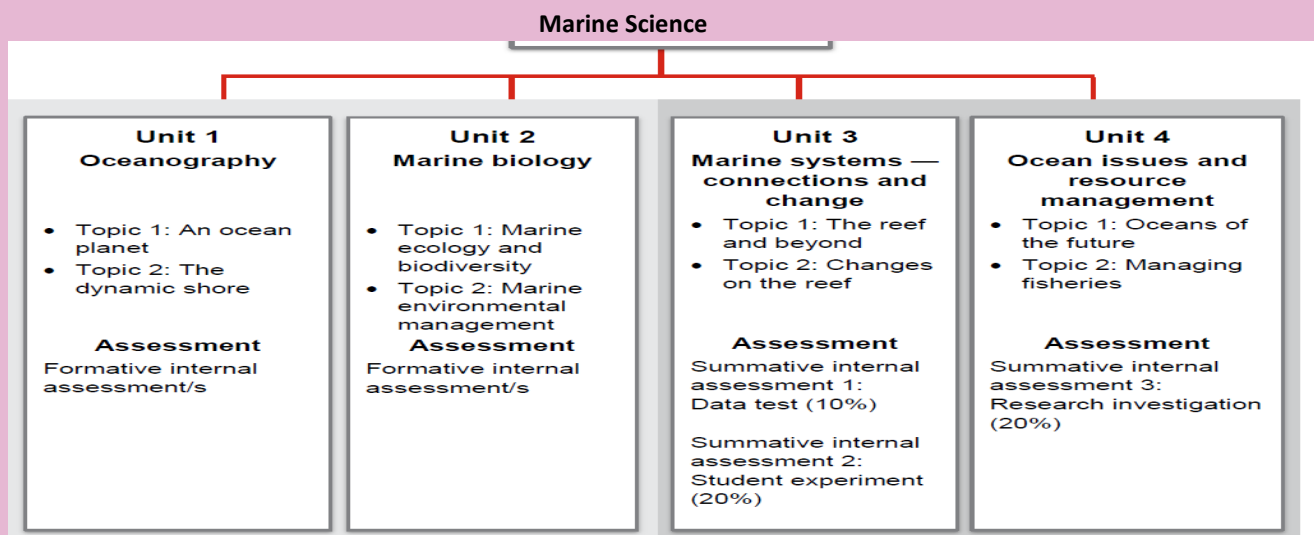
Year 12 - Unit 3 requires fieldwork, which will be conducted both on and off school grounds (to be determined) at a cost of approximately \$100.00-150.00. Current location is Fitzroy Island.

MARINE SCIENCE

General information

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. In Unit 1, students develop their understanding of oceanography. In Unit 2, they engage with the concept of marine biology. In Unit 3, students study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked in Unit 4 with ocean issues and resource management where students apply knowledge from Unit 3 to consider the future of our oceans and techniques for managing fisheries.

Course Outline & Content



Assessment

Formative assessments — Year 11, Units 1 and 2

Summative assessments — Year 12, Units 3 and 4

Students will complete a total of *four* summative assessments — three internal and one external — that count towards their final mark in this subject. Assessment tasks as follows:

Internal assessment 1 (IA1): Data test (10%) The data test consists of a number of different types of items, which may include short items requiring sentence or short paragraph responses, calculating using algorithms, interpreting graphs, tables or diagrams and responding to unseen qualitative and quantitative data and/or stimulus based on mandatory or suggested practicals, activities or case studies from the unit being studied.

Internal assessment 2 (IA2): Student experiment (20%) The response is a 1500–2000 word scientific report.

This assessment requires students to modify a research question or hypothesis, conduct the experiment, collect and analyse the evidence to identify trends, patterns or relationships

Internal assessment 3 (IA3): Research investigation (20%) The response is a 1500–2000 word scientific essay.

This assessment requires students to evaluate a claim. They will do this by researching, analysing and interpreting secondary evidence from scientific texts to form the basis for a justified conclusion about the claim.

Summative external assessment (EA): 3 hour examination (50%) The examination assesses the application of a range of cognitions to multiple provided items which will include questions, scenarios and problems from both Units 3 and 4.

Pathways

Marine Science is a **General** subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Excursions and costs

Year 11 – Bingil Bay cost of approximately \$40.00.

Year 12 – Fitzroy Island trip at a cost of approximately \$100.00 - 150.00.

AGRICULTURAL PRACTICES

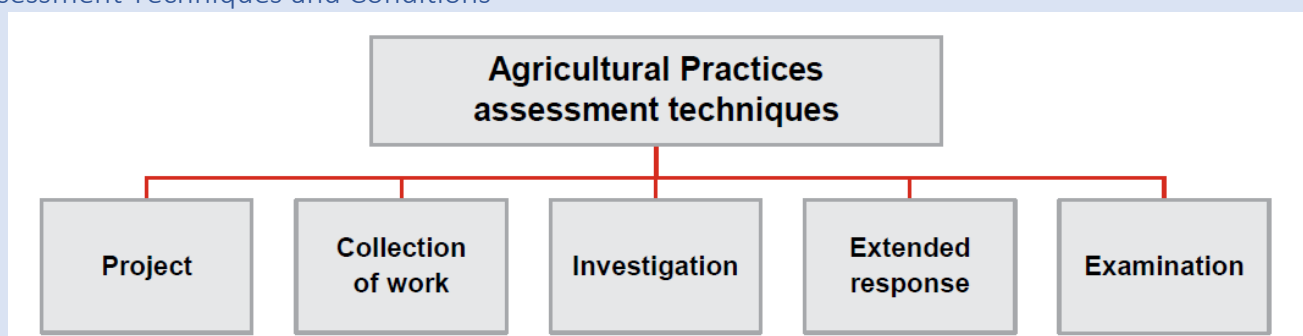
General information

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplace settings. Through these learning experiences, students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

Course Outline & Content

| Year 11 | | | | Year 12 | | | |
|-----------------|-----------------|------------|---------|------------|-------------------|-----------------|-----------------------------|
| Semester 1 | | Semester 2 | | Semester 3 | | Semester 4 | |
| Farm Management | Farm Management | Soil | Poultry | Aquaponics | Plant Propagation | Cattle Handling | Technologies of Agriculture |

Assessment Techniques and Conditions



| Assessment conditions | Units 1–2 | Units 3–4 |
|-----------------------|---|-----------------|
| Written component | 400–700 words | 500–900 words |
| Spoken component | 1½ – 3½ minutes | 2½ – 3½ minutes |
| Multimodal component | 2–4 minutes | 3–6 minutes |
| Performance component | Schools provide students with some continuous class time to develop and demonstrate the performance component/s of the project. | |

Pathways

Agricultural Practices is an **Applied** subject that can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural shows.

Excursions and costs

Year 11 – Farm visit. Subject cost varies depending on availability of excursions which could include a farm visit, dairy visit, animal husbandry visit and DPI visit. Maximum projected cost of approximately \$100.00.

Year 12 – Aquaculture farm visit at an approximate cost of \$30.00.

AQUATIC PRACTICES

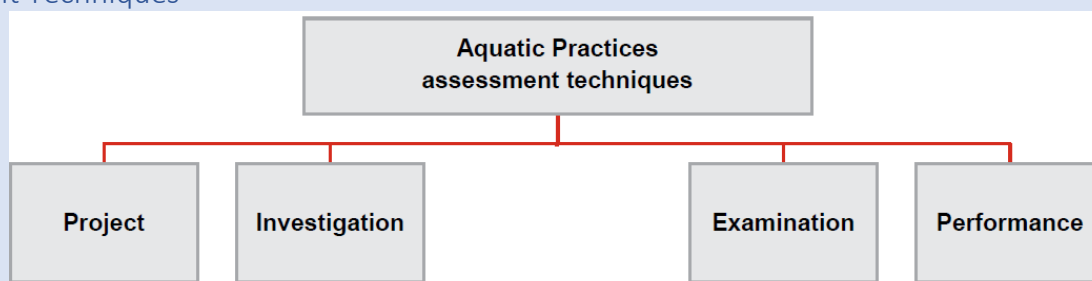
General information

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings. The subject promotes an appreciation of the role coastal waters and inland waterways play in tourism, recreation, transport and food production, and of the legal and safety issues and codes of practice associated with waterways. Through these learning experiences, students build their understanding of the conditions and expectations for work in aquatic settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to aquatic and related fields and activities.

Course Outline & Content

| Year 11 | | | | Year 12 | | | |
|-------------|--------------------------|------------|---------|----------------|----------------------------|------------|---------|
| Semester 1 | | Semester 2 | | Semester 3 | | Semester 4 | |
| Snorkelling | Aquaculture & Aquaponics | Fishing | Fishing | Marine Biology | Ecosystems – Human impacts | Boating | Boating |

Assessment Techniques



| Assessment conditions | Units 1–2 | Units 3–4 |
|-----------------------|---|-----------------|
| Written component | 400–700 words | 500–900 words |
| Spoken component | 1½ – 3½ minutes | 2½ – 3½ minutes |
| Multimodal component | 2–4 minutes | 3–6 minutes |
| Performance component | Schools provide students with some continuous class time to develop and demonstrate the performance component/s of their project. | |
| Product component | Schools provide students with some continuous class time to develop the product component/s of their project. | |

Pathways

Aquatic Practices is an **Applied** subject that can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture.

Excursions and costs

Year 11 - Innisfail Pool at an approximate cost of \$5.00.

Year 11- Rod building at an approximate cost of between \$80-00 - \$140.00.

Year 12 - Cairns Aquarium at an approximate cost of between \$50.00 – 70.00.

Year 12 - Boating licence at an approximate cost of between \$100 – 150.00.

Year 12 - Boating Camp at an approximate cost of between approximately \$60.00 – 80.00.

The Arts

DANCE

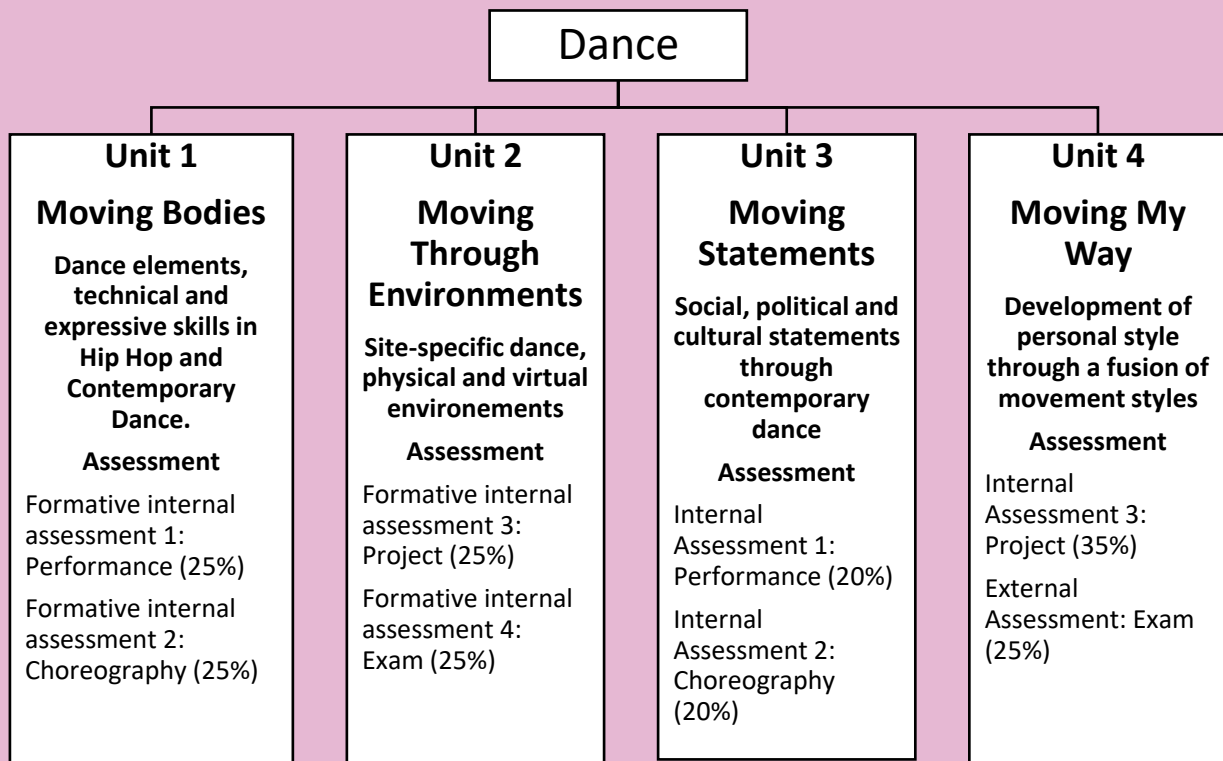
General information

Dance is a **General Subject** suited to students who are interested in pathways that lead to **tertiary study**, vocational education or work. Dance is developmental and becomes increasingly complex across the four units of study.

Those students who have succeeded in the Year 10 elective of Dance, will have the ability to succeed in this subject (Year 10 Dance is not a pre-requisite for this subject, but has been developed to prepare students for Dance in years 11 & 12). It is also recommended students have received a Sound Achievement or higher in Year 10 English to be best prepared for the written demands of this subject.

The Dance course is highly integrated with performance activities, so students must be willing to participate in a range of music performances.

Course Outline & Content



Assessment

Performance – Are approximately 3-4 minutes in length in front of an audience, either teacher or guest-teacher devised choreography

Choreography – Are 2-4 minutes long to demonstrate choreographic intent and accompanied by a 300-400 word statement of compositional intent.

Project – multimodal task requiring a choreographic component (3-4 minutes), performance component (3-4 minutes), statement of choreographic intent (300-400 words) and an evaluation of choreography (600-800 words)

Examination – Extended response – Are 2 hrs plus 20 minutes perusal and include 800-1000 words in total. Unseen question that requires students to provide sustained analysis and evaluation.

Pathways

A course of study in Dance can establish a basis for further education and employment in the fields of arts administration, communication, and creative industries including performance, education, public relations, research, science and technology. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Dance develop transferable 21st century skills essential for many areas of employment.

Excursions and costs

Performance opportunities as part of assessment may occur outside of class time as part of larger events and students will need to complete assessment at these events. Excursions to view performances or engage in site-specific dance learning will occur during the course of study and these may incur an admission cost (approx. \$10 per show).

DRAMA

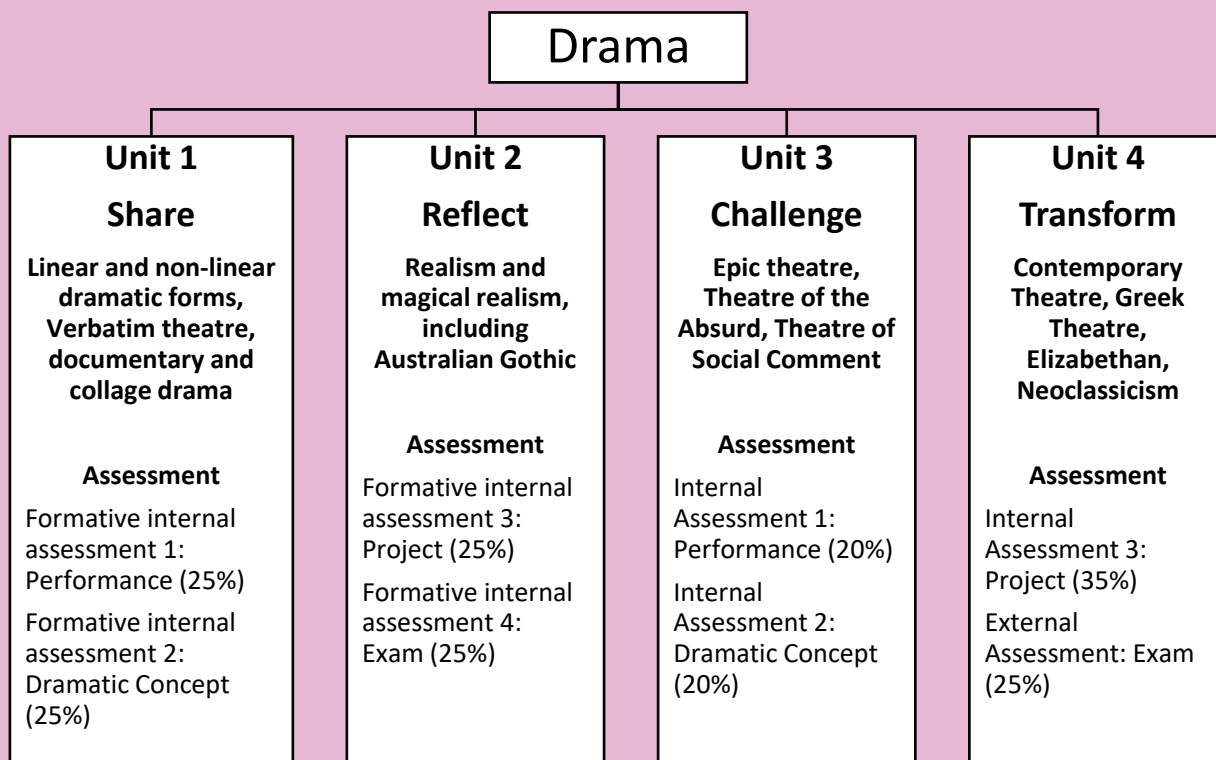
General information

Drama is a **General Subject** suited to students who are interested in pathways that lead to **tertiary study**, vocational education or work. Drama is developmental and becomes increasingly complex across the four units of study.

Those students who have succeeded in the Year 10 elective of Drama, will have the ability to succeed in this subject (Year 10 Drama is not a pre-requisite for this subject, but has been developed to prepare students for Drama in years 11 & 12). It is also recommended students have received a Sound Achievement or higher in Year 10 English to be best prepared for the written demands of this subject.

The Drama course is highly integrated with performance activities, so students must be willing to participate in a range of Drama performances.

Course Outline & Content



Assessment

Performance – Are approximately 3 to 5 minutes in length in front of an audience.

Dramatic Concept – Development of a directorial vision in response to a live performance. Requires analysis and evaluation of dramatic conventions and development of an original concept with a storyboard. Approx 800-1000 words

Project – multimodal task including a directorial vision component and performance component. 5-7 minute directors pitch and 3-5 performance.

Examination – Extended response – Are 2 hrs plus 20 minutes perusal and include 800-1000 words in total. Unseen question that requires students to provide sustained analysis, evaluation and justification.

Pathways

A course of study in Drama can establish a basis for further education and employment in the fields of arts administration, communication and creative industries including performance and directing, education, public relations, research and science and technology. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Drama develop transferable 21st century skills essential for many areas of employment.

Excursions and costs

Performance opportunities as part of assessment may occur outside of class time as part of larger events and students will need to complete assessment at these events. Excursions to view performances will occur during the course of study and these may incur an admission cost (approx. \$10 per show).

MUSIC

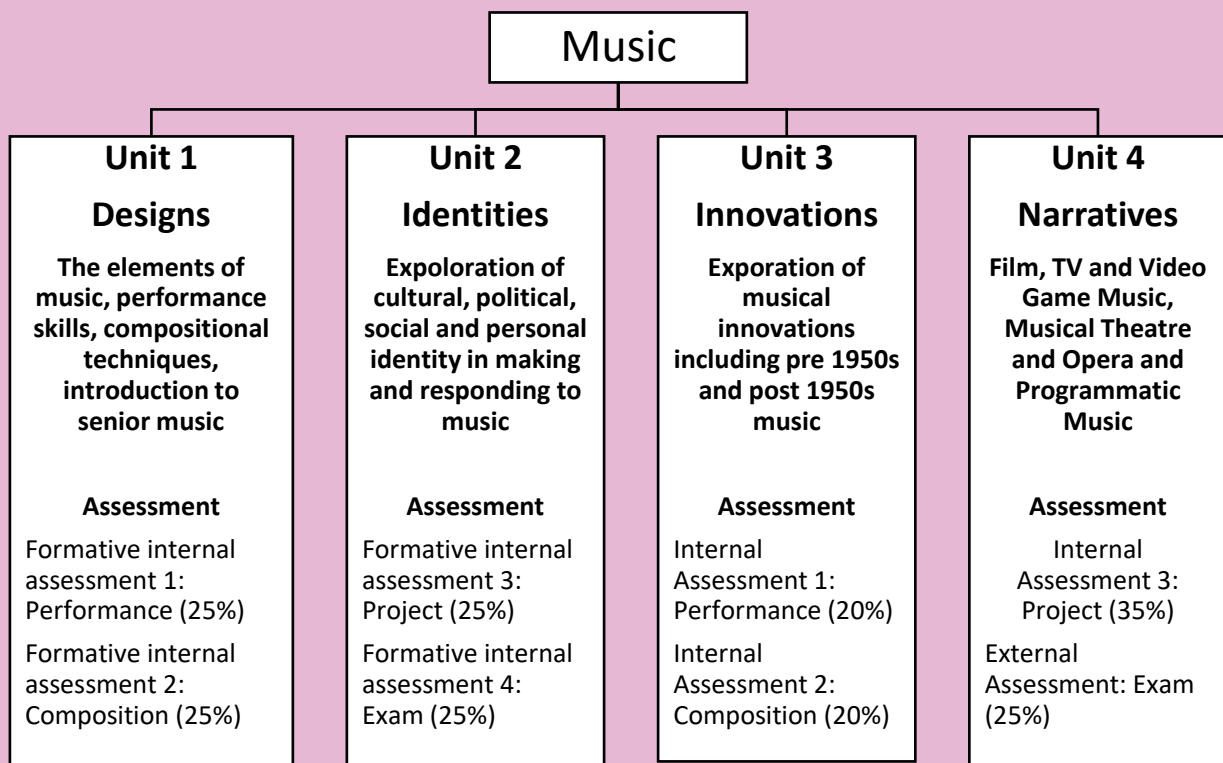
General information

Music is a **General Subject** suited to students who are interested in pathways that lead to **tertiary study**, vocational education or work. Music is developmental and becomes increasingly complex across the four units of study.

Those students who have succeeded in the Year 10 elective of Music, will have the ability to succeed in this subject (Year 10 Music is not a pre-requisite for this subject, but has been developed to prepare students for Music in years 11 & 12). It is also recommended students have received a Sound Achievement or higher in Year 10 English to be best prepared for the written demands of this subject.

The Music course is highly integrated with performance activities, so students must be willing to participate in a range of music performances.

Course Outline & Content



Assessment

Performance – Are approximately 2-3 minutes in length in front of an audience. Accompanying the performance will be a 200 word performance statement.

Composition – Minimum one minute composition to demonstrate compositional techniques and accompanied by a 200-400 word statement of compositional intent.

Project – multimodal task requiring a musicological component that informs the development of a performance or a composition. Submitted electronically as a coherent work of two integrated components.

Examination – Extended response – Are 2 hrs plus 20 minutes perusal and include 800-1000 words in total. Unseen question that requires students to provide sustained analysis and evaluation.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries including performance, public relations and science and technology. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment.

Excursions and costs

Performance opportunities as part of assessment may occur outside of class time as part of larger events and students will need to complete assessment at these events. Excursions to view performances will occur during the course of study and these may incur an admission cost (approx. \$10 per show).

VISUAL ART

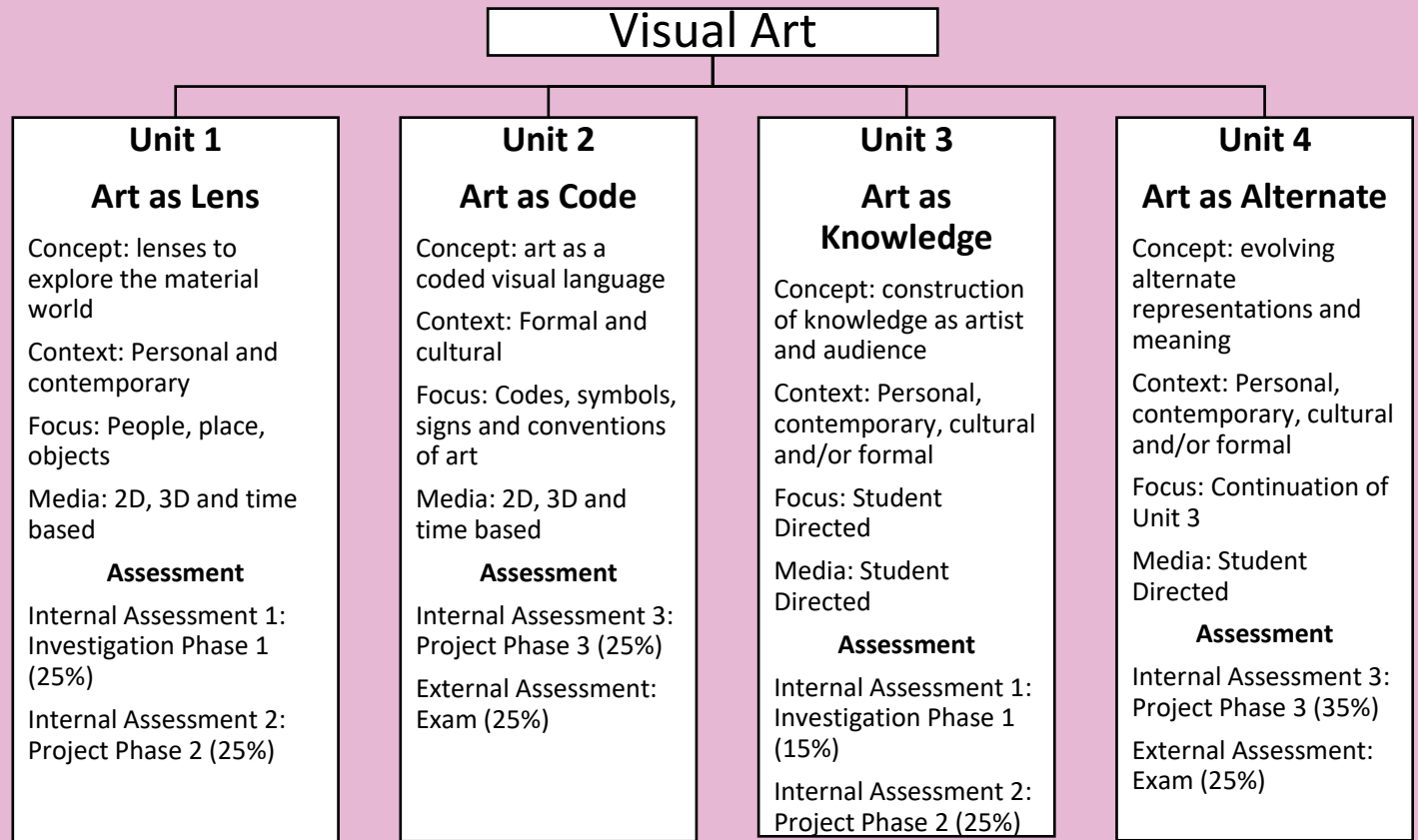
General information

Visual Art is a **General Subject** suited to students who are interested in pathways that lead to **tertiary study**, vocational education or work. Visual Art is developmental and becomes increasingly complex across the four units of study.

Those students who have succeeded in the Year 10 elective of Visual Art, will have the ability to succeed in this subject (Year 10 Visual Art is not a pre-requisite for this subject, but has been developed to prepare students for Visual Art in years 11 & 12). It is also recommended students have received a Sound Achievement or higher in Year 10 English to be best prepared for the written demands of this subject.

The Visual Art course is highly integrated with practical activities, so students must be willing to participate in a range of Visual Art experiences.

Course Outline & Content



Assessment

Investigation – A written report of 1000-1500 words or a multimodal presentation 7-9 minutes, developing body of work focus, researching key artists, creating experimental works with evaluation and justification

Project – Development of a body of work with one resolved work, or group of works and artist statement accompanying.

Supporting documentation to communicate inquiry process also needs to be included.

Examination – Extended response – Are 2 hrs plus 10 minutes perusal and include 800-1000 words in total. Unseen question that requires students to provide sustained analysis, evaluation and justification.

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of advertising, arts administration, communication, creative industries, design, education, galleries and museum, film and TV, public relations and science and technology. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Visual Art develop transferable 21st century skills essential for many areas of employment.

Excursions and costs

Visual Art is an immersive experience and excursions are a vital part of learning in visual art, forming the basis of student research each year. Students may have to pay for gallery tours, approximately \$10 for admission costs. Workshops with professional artists may occur and will be included as a part of the SRS fee (approx. \$35).

DANCE IN PRACTICE

Information

Dance in Practice is an **Applied Subject** suited to students who are interested in pathways that lead to vocational education or work. Dance in Practice gives students opportunities to engage with Dance and Dance productions, and, where possible, interact with practising artists.

Those students who have an interest in Dance will have the ability to succeed in this subject (Year 10 Dance is not a pre-requisite for this subject, but previous experience in Dance will greatly assist).

The Dance in Practice course is highly integrated with performance activities, so students must be willing to participate in a range of Dance performances both at school and in public.

Course Outline & Content

Dance in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study. Students will complete 2 assessment tasks per unit.

| Unit option | Unit title |
|---------------|-------------|
| Unit option A | Celebration |
| Unit option B | Industry |
| Unit option C | Health |
| Unit option D | Technology |

Note: this program is offered as a composite program, so Year 11 and 12 will be in alternative order each year.

Assessment

| Technique | Description |
|-----------------------|--|
| Choreography | Students choreograph a dance for an identified group by adapting the choreography from the performance project to be suitable for a new group. |
| Choreographic project | Students plan, choreograph and evaluate a dance, dance work or dance video for a focus for the unit. |
| Performance | Students perform a dance work/s or video to showcase skills connected to the choreographic project. |
| Performance project | Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography. |

Pathways

A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

Excursions and costs

Performance opportunities as part of assessment may occur outside of class time as part of larger events and students will need to complete assessment at these events. Excursions to view performances will occur during the course of study and these may incur an admission cost (approx. \$10 per show).

DRAMA IN PRACTICE

Information

Drama in Practice is an **Applied Subject** suited to students who are interested in pathways that lead to vocational education or work. Drama in Practice gives students opportunities to engage with Drama and Drama productions, and, where possible, interact with practising artists.

Those students who have an interest in Drama will have the ability to succeed in this subject (Year 10 Drama is not a pre-requisite for this subject, but previous experience in Drama will greatly assist).

The Drama in Practice course is highly integrated with performance activities, so students must be willing to participate in a range of Drama performances both at school and in public.

Course Outline & Content

Drama in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

| Unit option | Unit title |
|---------------|---------------|
| Unit option A | Collaboration |
| Unit option B | Community |
| Unit option C | Contemporary |
| Unit option D | Commentary |

Note: this program is offered as a composite program, so Year 11 and 12 will be in alternative order each year.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Drama in Practice are:

| Technique | Description |
|---------------------|---|
| Devising project | Students plan, devise and evaluate a scene for a focus of the unit. |
| Directorial project | Students plan, make and evaluate a director's brief for an excerpt of a published script for the focus of the unit. |
| Performance | Students perform the excerpt of the published script, a devised scene, or collage drama for the focus of the unit. |

Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

Excursions and costs

Performance opportunities as part of assessment may occur outside of class time as part of larger events and students will need to complete assessment at these events. Excursions to view performances will occur during the course of study and these may incur an admission cost (approx. \$10 per show).

FASHION

Information

Fashion is an **Applied Subject** suited to students who are interested in pathways that lead to tertiary and vocational education or employment within the growing Fashion industry. The processes and practices of Fashion, such as self-directed learning and creative problem solving, develop transferable 21st century skills that are highly valued in many areas of employment for today's changing world. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. Fashion gives students opportunities to engage in a design process to plan, generate and produce fashion items. Students investigate textiles and materials and their characteristics and how these qualities impact on their end use. Those students who have an interest in Fashion will have the ability to succeed in this subject.

The Fashion course is highly integrated with practical activities, so students must be willing to participate in a range of experiences, including sewing.

Course Content

Fashion is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

| Unit option | Unit title |
|---------------|-------------------------------|
| Unit option A | Fashion designers |
| Unit option B | Historical fashion influences |
| Unit option C | Slow fashion |
| Unit option D | Collections |
| Unit option E | Industry trends |
| Unit option F | Adornment |

Assessment

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Fashion are:

| Technique | Description | Response requirements |
|-----------|--|---|
| Project | Students design and produce fashion garment/s, drawings, collections or items. | Fashion product Product: fashion garment/s |
| Project | Students create/design and/or produce an outfit, garments, campaigns or extension lines. | Awareness campaign promoting sustainable fashion practices Product: awareness campaign that uses technology, e.g. a fashion shoot, promotional or instructional video or blog |

Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Excursions and costs

There is an SRS fee of \$50 to study Fashion.

MEDIA ARTS IN PRACTICE

Information

Media Arts in Practice is an **Applied Subject** suited to students who are interested in pathways that lead to tertiary and vocational education or employment within the growing Media industry. The media arts comprise a range of art forms that have in common their composition and transmission through film, television, radio, print, gaming and web-based media. The processes and practices of Media Arts, such as self-directed learning and creative problem solving, develop transferable 21st century skills that are highly valued in many areas of employment for today's changing world. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. Media Arts in Practice gives students opportunities to create and share media artworks that convey meaning and express insight.

Course Content

Media Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

| Unit option | Unit title |
|---------------|---------------------|
| Unit option A | Personal viewpoints |
| Unit option B | Representations |
| Unit option C | Community |
| Unit option D | Persuasion |

Assessment Types

Students complete two assessment tasks for each unit. The assessment techniques used in Media Arts in Practice are:

| Technique | Description |
|---------------|---|
| Project | Students make and evaluate a design product and plan a media artwork that is the focus of the unit. |
| Media artwork | Students implement the design product from the project to make a media artwork that is the focus of the unit. |

Pathways

A course of study in Media Arts can establish a basis for further education and employment in the fields of advertising and marketing, publishing, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art and digital illustration.

Excursions and costs

Fashion is an immersive experience and excursions are a vital part of learning in Media Arts, forming the basis of student research each year. There is an SRS fee of \$20 to study Media Arts.

MUSIC IN PRACTICE

Information

Music in Practice is an **Applied Subject** suited to students who are interested in pathways that lead to vocational education or work. Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Those students who have an interest in Music will have the ability to succeed in this subject (Year 10 Music is not a pre-requisite for this subject, but previous experience in music will greatly assist).

The Music in Practice course is highly integrated with performance activities, so students must be willing to participate in a range of music performances both at school and in public.

Course Outline & Content

Music in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

| Unit option | Unit title |
|---------------|---------------------|
| Unit option A | Music of today |
| Unit option B | The cutting edge |
| Unit option C | Building your brand |
| Unit option D | 'Live' on stage! |

Note: this program is offered as a composite program, so Year 11 and 12 will be in alternative order each year.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Music in Practice are:

| Technique | Description |
|-------------|---|
| Composition | Students use music technology and production techniques to make a composition relevant to the unit focus. |
| Performance | Students perform music that is relevant to the unit focus. |
| Project | Students plan, make and evaluate a composition or performance relevant to the unit focus. |

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Excursions and costs

Performance opportunities as part of assessment may occur outside of class time as part of larger events and students will need to complete assessment at these events. Excursions to view performances will occur during the course of study and these may incur an admission cost (approx. \$10 per show).

VISUAL ART IN PRACTICE

Information

Visual Art in Practice is an **Applied Subject** suited to students who are interested in pathways that lead to tertiary and vocational education or employment within the growing Creative Industries sector. The processes and practices of Visual Art, such as self-directed learning and creative problem solving, develop transferable 21st century skills that are highly valued in many areas of employment for today's changing world. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. Visual Art in Practice gives students opportunities to engage with art and art productions, and, where possible, interact with practising artists and people working within the creative industries.

Those students who have an interest in Visual Art will have the ability to succeed in this subject (Year 10 Visual Art is not a prerequisite for this subject, but previous experience in art will greatly assist).

The Visual Art in Practice course is highly integrated with practical activities, so students must be willing to participate in a range of Visual Art experiences.

Course Outline & Content

Visual Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

| Unit option | Unit title |
|---------------|---------------------------|
| Unit option A | Looking inwards (self) |
| Unit option B | Looking outwards (others) |
| Unit option C | Clients |
| Unit option D | Transform & extend |

Note: this program is offered as a composite program, so Year 11 and 12 will be in alternative order each year.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Visual Arts in Practice are:

| Technique | Description |
|------------------|--|
| Project | Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks. |
| Resolved artwork | Students make a resolved artwork that communicates and/or addresses the focus of the unit. |

Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Excursions and costs

Visual Art is an immersive experience and excursions are a vital part of learning in visual art, forming the basis of student research each year. Students may have to pay for gallery tours, approximately \$10 for admission costs. There is an SRS fee of \$45 to study this subject

VET Courses

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational education and training (VET) provides pathways for students seeking further education and training, and employment-specific skills.

Students can access VET programs through the college as a Registered Training Organisation (RTO), an external provider who is an RTO e.g. TAFE, or through a school-based apprenticeship or traineeship. School-based apprenticeships and traineeships allow students to undertake paid work with an employer and train towards completing a recognised qualification under a contract of training while completing senior schooling.

In the event that the school RTO is unable to complete delivery of training, the school RTO will, if possible, arrange for agreed training and assessment to be completed through another RTO (fees may be incurred). Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained.

VETiS FUNDING

The Department of Education and Training's VET investment budget funds VETiS qualifications at certificate I and II levels that have been identified in consultation with industry, and are based on national skills shortages, Queensland Government priorities and other evidence relating to effective training pathways that support employment.

The VET investment budget provides funding for students to complete one VETiS qualification listed on the Queensland Training Subsidies List while at school.

Students are able to undertake any qualification while at school, however students wishing to access the VET investment budget for certificate III qualifications should do so as a SAT.

VETiS funded by the VET investment budget must be fee-free for students. The government determines the level of subsidy available as a public contribution to the cost of the training, and provides the maximum subsidy for VETiS students in most circumstances. It is intended that the level of subsidy for each VETiS qualification should cover the costs associated with participating in the training.

Eligibility for VETiS funding will be discussed prior to a student being enrolled in a VET course.

VET Courses:

- are recorded on the Senior Statement
- can provide credit towards the Queensland Certificate of Education (QCE)

The following pages outline VET courses offered at Innisfail State College in 2024.

ISC SCOPE OF REGISTRATION

RTO 30307

Certificate II in Active Volunteering

| Qualification Title | Qualification Code | Release Date | QCE points |
|---------------------------------------|--------------------|---------------------------|------------|
| Certificate II in Active Volunteering | CHC24015 | Release 1 – 06/08/2015 | 4 |

*****This certificate course is embedded in our Applied subject – Social and Community Studies*****

General Information:

This qualification reflects the role of entry level volunteer workers. At this level, work takes place under direct, regular supervision within clearly defined guidelines. This qualification may be used as a pathway for workforce entry.

Entry Requirements/Pre-requisites:

To achieve this qualification, the student must have completed **at least 20 hours of volunteer work** as detailed in the Assessment Requirements of the units of competency.

Estimated duration of Course: 2 years

Learning and Assessment:

A range of teaching and learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Group work
- Simulated workplace environment
- Practical volunteering experience
- Log book of practical experience and third party reports
- Folio of work – knowledge evidence

TOPICS OF STUDY:

| TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|--------------------|---|------------------------------------|----------------------|
| Cultural Diversity | Science, Technology, Engineering and Mathematics Outreach | Digital technology skills for work | Inclusive Activities |
| TERM 5 | TERM 6 | TERM 7 | |
| Prepare for Work | Volunteering for Work | Consolidation of course | |

Fee Information: Nil

Disclaimer Statement:

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Innisfail State College does not guarantee that:

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- A student will obtain a particular employment outcome
- A qualification or unit of competency can be completed in a manner that does not meet the Standards (clauses 1.1 and 1.2)

RTO Contact Details:

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45 Flying Fish Point Road

INNISFAIL QLD 4860

Phone 4078 0222

<https://innisfailsc.eq.edu.au/>

the.principal@innisfailsc.eq.edu.au

RTO 30307

Certificate II in Skills for Work and Vocational Pathways

| Qualification Title | Qualification Code | Release Date | QCE points |
|---|--------------------|---------------------------|------------|
| Certificate II in Skills for Work and Vocational Pathways | FSK20119 | Release 1 – 14/11/2019 | 4 |

Entry Requirements/Pre-requisites: Nil

Estimated duration of Course: 2 years

Learning and Assessment:

A range of teaching and learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities
- Group work
- Real life application

TOPICS OF STUDY:

| TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|-----------------------|-----------------------------|----------------------|------------------------------|
| Work related learning | Career planning | ICT | Workplace Safety |
| TERM 5 | TERM 6 | TERM 7 | TERM 8 |
| Delivery and Dispatch | Purchasing and Acquisitions | Accounts and Payroll | Consolidation and 'catch up' |

Fee Information: No charge

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INNISFAIL
State College

Certificate II in Cookery



| Qualification Title | Qualification Code | Release Date | QCE points |
|---------------------------|--------------------|--------------|------------|
| Certificate II in Cookery | SIT20421 | 1 | 4 |

General Information: This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Possible job titles include: Breakfast cook, Catering assistant, Fast food cook, Sandwich hand and Takeaway cook

Entry Requirements/Pre-requisites: Nil

Estimated duration of Course: 2 years

Learning and Assessment:

A range of teaching and learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities
- Group work
- Real life application

TOPICS OF STUDY:

| TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|---|---|---|--|
| Using hygienic practices for food service Using food preparation equipment | Participating in safe work practices Prepare packaged foodstuffs | Prepare and present a range of simple dishes Prepare dishes using basic methods of cookery Working | Clean kitchen premises Prepare vegetable, fruit, eggs and farinaceous dishes. |
| TERM 5 | TERM 6 | TERM 7 | TERM 8 |
| Prepare and present sandwiches Work effectively in a commercial kitchen | Receive, store and maintain stock | Interact with customers Show social and cultural sensitivity | Café/Restaurant |

Fee Information: \$150 per year for ingredients for food either consumed at school by the student or taken home. This fee also covers packaging and other kitchen consumables.

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RTO30307

CERTIFICATE II in FURNITURE MAKING PATHWAYS

| Qualification Title | Qualification Code | Release Date | QCE points |
|---|--------------------|------------------------|------------|
| Certificate II in Furniture Making Pathways | MSF20522 | Release 1 - 08/12/2022 | 4 |

General Information:

This certificate delivers broad skills and knowledge in furniture making tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in a furniture manufacturing environment or related workplace.

Entry Requirements/Pre-requisites:

There are no entry requirements for this qualification.

Estimated duration of Course: 2 years

Learning and Assessment:

A range of teaching and learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Group work
- Simulated workplace environment
- Folio of work – knowledge evidence

TOPICS OF STUDY

The order in which the units are delivered may vary

| SEMESTER 1 | SEMESTER 2 | SEMESTER 3 | SEMESTER 4 |
|--|--|---|--|
| Demonstrate care and apply safe practices at work. Undertake a basic furniture making project. Work in a team. | Assemble furnishing products. Use timber furnishing construction techniques. Join furnishing materials. Make Measurements and calculations. | Use furniture making sector hand and power tools. Use basic furnishing techniques on timber surfaces. Produce simple scale drawing by hand. | Participate in environmentally sustainable work practices. Develop a career plan for the furnishing industry. |

Fee Information: \$200.00

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RTO30307

CERTIFICATE II in ENGINEERING PATHWAYS

| Qualification Title | Qualification Code | Release Date | QCE points |
|--|--------------------|------------------------|------------|
| Certificate II in Engineering Pathways | MEM20422 | Release 6 - 18/12/2022 | 4 |

General Information:

The qualification MEM20422 provides students with an introduction to an engineering or related working environment. Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace. Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years.

Entry Requirements/Pre-requisites:

There are no entry requirements for this qualification.

Estimated duration of Course: 2 years

Learning and Assessment:

A range of teaching and learning strategies will be used to deliver the competencies.

These include:

Practical tasks

Group work

Simulated workplace environment

Folio of work - knowledge evidence

TOPICS OF STUDY

The order in which the units are delivered may vary

| SEMESTER 1 | SEMESTER 2 | SEMESTER 3 | SEMESTER 4 |
|---|--|---|---|
| MEM13015 Work safely and effectively in manufacturing and engineering | MEM11011 Undertake manual handling | MEM18001 Use hand tools | MEMPE005 Develop a career plan for the engineering and manufacturing industries |
| MEM16006 - Organise and communicate information | MEMPE006 Undertake a basic engineering project | MEM18002 Use power tools/hand held operations | MEMPE004 Use fabrication equipment |
| MSMENV272 Participate in environmentally sustainable work practices | MSMSUP106 Work in a team | MEMPE002 Use electric welding machines | |
| MEMPE001 Use engineering workshop machines | | | |

Fee Information: \$150.00

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RTO30307

CERTIFICATE II in RETAIL SERVICES

| Qualification Title | Qualification Code | Release Date | QCE points |
|--------------------------------|--------------------|------------------------|------------|
| Certificate II Retail Services | SIR20216 | Release 2 - 16/08/2016 | 4 |

General Information:

This qualification reflects the role of individuals who have a defined and limited range of retail operational skills and basic industry knowledge. This includes elements of commercial cookery and food service.

Entry Requirements/Pre-requisites:

There are no entry requirements for this qualification.

Estimated duration of Course: 2 years

Learning and Assessment:

A range of teaching and learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Group work
- Simulated workplace environment Folio of work – knowledge evidence

TOPICS OF STUDY

| SEMESTER 1 | SEMESTER 2 | SEMESTER 3 | SEMESTER 4 |
|---|---|--|--|
| <ul style="list-style-type: none"> ● Organise personal work requirements. ● Identify and respond to security risks. ● Contribute to workplace health and safety. | <ul style="list-style-type: none"> ● Produce visual merchandise displays. ● Merchandise food products. ● Handle food safely in a retail environment. | <ul style="list-style-type: none"> ● Engage the customer. ● Communicate in the workplace to support team and customer outcomes. ● Advise on food products and services. | <ul style="list-style-type: none"> ● Follow point-of-sale procedures. ● Advise on products and services. ● Work effectively in a service environment. |

Fee Information: \$150.00 (fee is for ingredients only, it does not include any excursion costs) Excursions will be compulsory, and costs will be dependent on availability of options. E.g.: Paronella Park

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CERTIFICATE II in WORKPLACE SKILLS

| Qualification Title | Qualification Code | Release Date | QCE points |
|------------------------------------|--------------------|------------------------|------------|
| Certificate II in Workplace Skills | BSB20120 | Release 2 – 12/02/2021 | 4 |

General Information:

This qualification reflects the role of individuals in a variety of entry level Business Services job roles. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

Entry Requirements/Pre-requisites: Nil

Estimated duration of Course: 2 years

Learning and Assessment:

A range of teaching and learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Group work
- Simulated workplace environment
- Folio of work – knowledge evidence
- Questioning – verbal and written
- Demonstration and observations

TOPICS OF STUDY:

| TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|---------------------------------------|---|--------------------------------|------------------------|
| Personal Wellbeing Health & Safety | Marketing the Business, Health & Safety continued | Sustainable Business Practices | Financial Transactions |

Fee Information: Nil

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RTO30307



CERTIFICATE II in APPLIED DIGITAL TECHNOLOGIES

| Qualification Title | Qualification Code | Release Date | QCE points |
|--|--------------------|--------------|------------|
| Certificate II in Applied Digital Technologies | ICT20120 | 26/11/2021 | 4 |

General Information:

This qualification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts. These individuals carry out a range of basic procedural and operational tasks that require digital and technology skills. They perform a range of routine tasks using limited practical skills and knowledge in a defined context. These tasks are generally performed under direct supervision.

Entry Requirements/Pre-requisites:

No entry requirement or pre-requisites for this course

Estimated duration of Course: 2 years

Learning and Assessment:

A range of teaching and learning strategies will be used to deliver the competencies. These include: Practical tasks

- Group work
- Simulated workplace environment
- Folio of work – knowledge evidence

TOPICS OF STUDY

| PROJECT 1 | PROJECT 2 | PROJECT 3 | PROJECT 4 | PROJECT 5 | PROJECT 6 |
|---|---|---|---|---|--|
| Topic: Commercial Computing Assessment: Deliver a service to customers. | Topic: Workplace Health and Safety Assessment: Participate in sustainable work practices. | Topic: Business Documentation Assessment: Produce workplace documents using a range of software packages. | Topic: Security Assessment: Use data protection techniques to manage workplace information. | Topic: Operating a Computer Assessment: Install and configure operating system and application software. | Topic: Practical ICT Assessment: Manipulate, convert, and integrate data between software applications. |

Fee Information: Nil

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EXTERNAL RTOs

2024 EDITION
**SIS30321 CERTIFICATE III
IN FITNESS +
SIS20115 CERTIFICATE II
IN SPORT AND RECREATION**

Binnacle Training (RTO Code 31319)

HOW DOES IT WORK

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

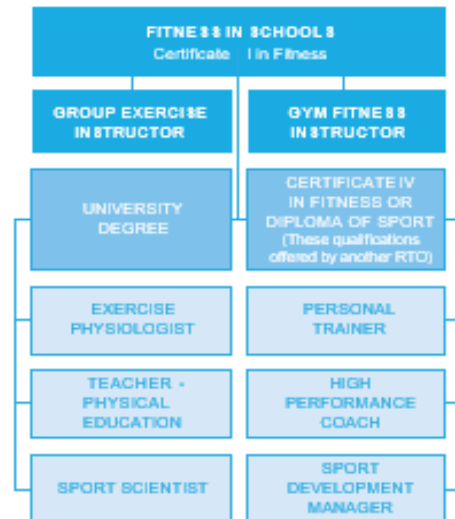
Students facilitate programs within their school community including:

- Community fitness programs
- Strength and conditioning for athletes and teams
- 1-on-1 and group fitness sessions with male adults, female adults and older adult clients

WHAT DO STUDENTS ACHIEVE?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- Entry qualification: SIS20115 Certificate II in Sport and Recreation
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by Australian Sports Commission
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.

CAREER PATHWAYS



SKILLS ACQUIRED

- Client screening and health assessment
- Planning and instructing fitness programs
- Delivers 1-on-1 and group fitness programs
- Exercise science and nutrition
- Anatomy and physiology

FLEXIBLE PROGRAMS

PRACTICAL-BASED LEARNING

RESOURCES PROVIDED



Binnacle
Training
RTO CODE 31319



1300 303 715
admin@binnacletraining.com.au
binnacletraining.com.au



SIS30321 CERTIFICATE III IN FITNESS + | SIS20115 CERTIFICATE II IN SPORT AND RECREATION

(or as Standalone Qualification:
SIS30321 Certificate III in Fitness)

Registered Training Organisation:
Binnole Training (RTO 31519)

Delivery Format:

2-Year Format

Timetable Requirements:

1-Timetabled Line

Units of Competency:

Standalone Qualification - 15 Units
Dual Qualification - Additional 8 Units

Suitable Year Level(s):

Year 11 and 12

Study Mode:

Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

Cost (Fee-For-Service):

\$365.00 per person (Cert II entry qualification = \$265.00 + Cert III Gap Fee = \$100.00) (+ First Aid \$65.00)

QCE Outcome:

Maximum 8 QCE Credits

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

| | | |
|--|------------------|--|
| TERM 1 | TOPIC 1 | <ul style="list-style-type: none"> Binnole Lounge Induction The Sport, Fitness & Recreation (SFR) Industry Apply Knowledge of Coaching Practices |
| | PROGRAM 1 | <ul style="list-style-type: none"> Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions |
| TERM 2 | TOPIC 1 | <ul style="list-style-type: none"> Perform Research and Create a Group Presentation Organise and Complete Work Tasks |
| | PROGRAM 1 | <ul style="list-style-type: none"> Group Nutrition Presentation: Create and Deliver a Presentation to your Peers Community SFR Program #1: Plan and Conduct Community SFR Sessions for Participants |
| TERM 3 | TOPIC 1 | <ul style="list-style-type: none"> Cardio and Conditioning Programs Anatomy and Physiology The SFR Industry |
| | PROGRAM 1 | <ul style="list-style-type: none"> One-on-One Cardio Program Group Conditioning Sessions for Adolescent Participants |
| TERM 4 | TOPIC 1 | <ul style="list-style-type: none"> Anatomy and Physiology First Aid Course: HLTAID011 Provide First Aid |
| | PROGRAM 1 | <ul style="list-style-type: none"> Bootcamp Program (Teacher Facilitated): Assist with Delivering Bootcamp Sessions |
| QUALIFICATION 1 SCHEDULED FOR FINALISATION | | |
| 11520115 CERTIFICATE II IN SPORT AND RECREATION | | |
| TERM 5 | TOPIC 1 | <ul style="list-style-type: none"> Anatomy and Physiology Health and Nutrition Consultations |
| | PROGRAM 1 | <ul style="list-style-type: none"> One-on-One Gym Program: Adolescent Client Conduct Consultations with a Client (Peer) Plan and Conduct Sessions (Scenario Clients) |
| TERM 6 | TOPIC 1 | <ul style="list-style-type: none"> Screening and Health Assessments Specific Population Clients Older Clients |
| | PROGRAM 1 | <ul style="list-style-type: none"> Fitness Orientation Program: Client Orientation Gentle Exercise Program: Participate in Gentle Exercise Sessions Mobility Program: Plan and Instruct Mobility Sessions |
| TERM 7 | TOPIC 1 | <ul style="list-style-type: none"> Older Clients Specific Populations |
| | PROGRAM 1 | <ul style="list-style-type: none"> Group Exercise and Gym-based One-on-One Sessions: Female and Male Adults aged 18+; and Older adults aged 55+ |

UNIT 8 OF COMPETENCY

| | | | |
|------------|--|------------|---|
| HLTAID011 | Provide First Aid | ICTICT203 | Operate application software packages |
| HLTYM5001 | Participate in workplace health and safety | BSBSUS201 | Participate in environmentally sustainable work practices |
| SISXEMF001 | Respond to emergency situations | BSBOPS304 | Deliver and monitor a service to customers |
| SISXIND001 | Work effectively in sport, fitness and recreation environments | BSBIPEF301 | Organise personal work priorities |
| SISXCA002 | Assist with activity session | SISFFIT035 | Plan group exercise sessions |
| SISXIND002 | Maintain sport, fitness and recreation industry knowledge | SISFFIT036 | Instruct group exercise sessions |
| SISXCCS001 | Provide quality service | SISFFIT032 | Complete pre-exercise screening and service orientation |
| BSBSUS211 | Participate in sustainable work practices | SISFFIT033 | Complete client fitness assessments |
| BSBWCR202 | Organise and complete daily work activities | SISFFIT052 | Provide healthy eating information |
| BSBTEC201 | Use business software applications | SISFFIT040 | Develop and instruct gym-based exercise programs for individual clients |
| BSBTEC202 | Use digital technologies to communicate in a work environment | SISFFIT047 | Use anatomy and physiology knowledge to support safe and effective exercise |
| BSBTEC203 | Research using the internet | | |

Please note this 2024 Course Snapshot is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnole Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnole Training as RTO provides and those services carried out by the [Binnole](#) as Third Party (i.e. the facilitation of training and assessment services). To access Binnole's PDS, please visit: www.binnoletraining.com.au/its



HEALTH

DURATION

4 terms

***FEES**

There is no cost to students or the school for the first qualification. Funding for this certificate qualification is available through the Vocational Education and Training in Schools (VETiS) program, funded by the Queensland Government. Eligibility criteria applies.

QCE CREDITS

4 credits

Gain highly regarded skills to work in the health care sector with diverse people in an assistance role. Learn how to work effectively with others in a team environment, communicate in the workplace and apply health and safety and infection control practices. Use this training as a pathway to higher level qualifications in aged care, individual support or nursing.

HEALTH

CERTIFICATE II IN HEALTH SUPPORT SERVICES

COURSE CODE: HLT23221

✔ VETiS FUNDED*

CORE UNITS

| | |
|-----------|--|
| CHCCOM005 | Communicate and work in health or community services |
| CHCDIV001 | Work with diverse people |
| HLTINF008 | Apply basic principles and practices of infection prevention and control |
| HLTWHS001 | Participate in workplace health and safety |

ELECTIVE UNITS

To be confirmed

PATHWAY OPTIONS

Certificate II in Health Support Services
HLT23221



Certificate III in Individual Support (Ageing)
CHC33015^



Certificate III in Individual Support (Disability)
CHC33015^



Diploma of Nursing
HLT54121



CAREER OUTCOMES

Traineeship

Aged care worker or support worker

Personal care worker or assistant

Enrolled nurse

UNIVERSITY PATHWAYS

Bachelor of Nursing

^Qualification currently in transition, course code subject to change.

Delivered in Partnership with
Connect 'n' Grow® RTO number: 40518



HLT33115 Certificate III in Health Services Assistance
(including HLT23221 Certificate II in Health Support Services)

Qualification description

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework.

International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

Duration and location

This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face training
- practicals and scenarios
- online learning

Fees

The total Fee For Service cost of these courses (Cert II and Cert III) is \$998.

Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

QCE Points

Maximum 8 (up to 4 points for completion of the Certificate II and up to a further 4 points for completion of the Certificate III).

Course units Year 1 (Certificate II units)

| Unit code | Title |
|-----------|--|
| CHCCOM005 | Communicate and work in health or community services (Credit Transfer) |
| HLTWH001 | Participate in workplace health and safety (Credit Transfer) |
| CHCDIV001 | Work with diverse people (Credit Transfer) |
| HLTINF006 | Apply basic principles and practices of infection prevention and control (Credit Transfer) |
| CHCCS010 | Maintain a high standard of Service (Credit Transfer) |
| HLTHSS011 | Maintain stock inventory (Credit Transfer) |

Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questionnaires
- written and practical tasks

Work experience

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.

Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

Pathways

Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B.Nursing)
- entry level employment within the health industry.

Course units Year 2 (Certificate III units)

| Unit code | Title |
|-----------|--|
| HLTAAP001 | Recognise healthy body systems |
| BSBMED301 | Interpret and apply medical terminology |
| BSBPEF301 | Organise personal work priorities |
| HLTAID011 | Provide first aid |
| HLTAID009 | Provide cardiopulmonary resuscitation |
| HLTAID010 | Provide basic emergency life support |
| CHCINM002 | Meet community information needs |
| CHCCS009 | Facilitate responsible behaviour |
| CHCDIV002 | Promote Aboriginal and/or Torres Strait Islander cultural safety |

Obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.