

For the Year 2018

# Senior Curriculum Guide

Innisfail State College

RTO: 30307



Senior School Services  
INNISFAIL STATE COLLEGE



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# INTRODUCTION

The Senior Curriculum Guide is a guide to planning your senior education pathway. It will provide you with information regarding this next phase of your secondary schooling, including subject selection, qualifications and tertiary entrance.

Contained in this guide are outlines of all units of study offered at Innisfail State College for students undertaking year 11 in 2018. Please note that subjects only run where sufficient student numbers exist for the classes. This decision is at the discretion of the school.

Please use this guide to assist you in planning your pathway for 2018 and beyond. You will then be able to discuss and confirm your choices at your SET Plan interview. The Queensland Government requires every student in Year 10 to complete a Senior Education and Training Plan (SET). The SET Plan interview is an individual student appointment with a member of staff. The purpose of the SET Plan is to assist students in structuring their senior phase of learning around their abilities, interests and ambitions.

KEY DATES	
Thursday 20 <sup>th</sup> July, 2017	Subject Selection Evening
9 <sup>th</sup> -13 <sup>th</sup> October 2017	Set Plan Interviews

# CONTACTS IN SENIOR SCHOOL

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# How do I choose a pathway?

Important questions to consider when choosing a pathway and selecting subjects:

- What do I want to do with my future?
- Do I want to study at University or TAFE?
- What are the prerequisites for the University course I am interested in?
- Are there any subjects or subject combinations that may give me an advantage?
- Am I interested in an apprenticeship or trade?
- What am I good at?
- What do I enjoy doing?
- What were my best subjects in years 9 and 10?
- Have I met the pre-requisites for year 11 entry into my subjects?
- Are my year 10 grades strong enough for me to be able to cope with the work in years 11 & 12?

If you haven't already, discuss the answers to these questions with your parents, a Guidance Officer or your Careers teacher. You may wish to write down your answers to refer to when making your subject selections.

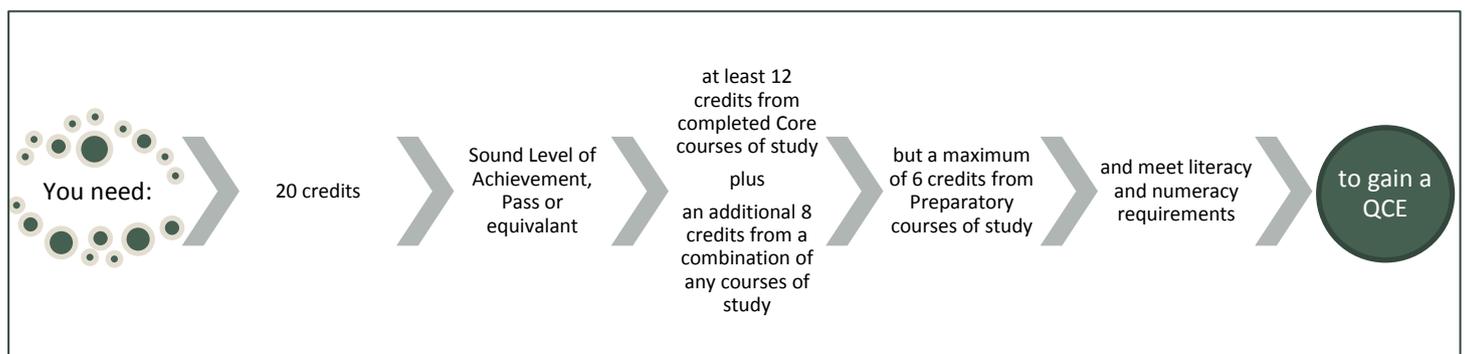
## Queensland Certificate of Education

The Queensland Certificate of Education (QCE) qualification will be awarded to eligible students by the Queensland Curriculum and Assessment Authority (QCAA).

***Innisfail State College expects all students completing Year 12 to attain a QCE as a minimum qualification standard.***

The QCE offers flexibility in what, where and when students learn. This means that not all learning needs to take place at school. The QCE recognises broad learning options – academic, vocational education, workplace learning and university subjects. Different types of learning attract different numbers of credits.

**The QCAA stipulates that:**



Students in Queensland are issued with a Senior Education Profile upon completion of Year 12. For more detailed information regarding QCAA requirements including the Senior Statement, you can download the QCE handbook from the QCAA website.

# PATHWAYS

Students at Innisfail State College have more than one pathway option available to them within the QCE qualification.

## **Pathway 1: OP (Overall Position)**

<b>Suitability</b>	For students who wish to gain entry to University study through academic performance
<b>Eligibility &amp; Conditions</b>	<ol style="list-style-type: none"> <li>1. Must complete at least 20 semesters of study in Authority (OP) subjects</li> <li>2. Must complete at least 3 of these subjects for four semesters</li> <li>3. Must sit the Queensland Core Skills (QCS) test</li> </ol>
<b>Subject Selection</b>	<p>Must have met minimum pre-requisites for English and Mathematics</p> <p>Must select at least 5 Authority (OP) subjects</p>

- An OP is a student's position in a state-wide ranking system, which places year 12 students in order of merit for the **purposes of tertiary entrance only**
- It indicates how well a student has done in comparison to all other OP-eligible students in Queensland
- Students are placed in one of 25 OP bands from OP1 (highest) to OP25 (lowest)
- Levels of Achievement (LOAs) in Authority Subjects contribute to your OP
- Authority-Registered Subjects do not contribute to your OP
- Most students wishing to gain an OP will study six authority subjects,
- You can study one Authority-Registered subject (or a VET certificate) with five authority subjects and still be eligible for an OP

## **Pathway 2: Selection Rank**

<b>Suitability</b>	For students who wish to gain entry to University or TAFE study through performance in subjects that do not contribute to an OP, such as Authority Registered subjects or VET certificates
<b>Eligibility &amp; Conditions</b>	<ol style="list-style-type: none"> <li>1. Must complete at least 20 semesters of study in any combination of Authority-registered and certificate subjects</li> <li>2. Must complete at least 3 of these subjects for four semesters</li> <li>3. Must apply for further study through QTAC</li> </ol>
<b>Subject Selection</b>	<p>Must have met minimum pre-requisites for English and Mathematics</p> <p>Must select at least 6 subjects</p>

- A Selection Rank (of up to 99) score is determined by individual achievement
- Completed Certificate III and IV courses offered through school and TAFE equate to a Selection Rank of 68 and 72 respectively
- Ranks can be improved by sitting the QCS test for OP ineligible students
- A Rank Estimator can be accessed through the QTAC website: <http://www.qtac.edu.au/Schools/Resources.html>

# SUBJECT SELECTIONS

## Selecting your subjects

In order to maximise your performance and reach your goals, you should study the subjects that you enjoy and do well at. It is a good idea to keep your options open by taking pre-requisite subjects; however, if you choose subjects that you find too difficult, or that are not suited to you, you may actually reduce your results. This can impact on the OP or Selection Rank you achieve. If a university or TAFE course you are interested in has a pre-requisite subject you find too difficult at school, you should think about how you will be able to achieve what is required by that course at the university level.

### Year 11 & 12 students:

- **MUST** study either English OR English Communication
- **MUST** study either Mathematics B, Mathematics A, Prevocational Mathematics or Certificate II in Skills for Work and Vocational Pathways.
- **CHOOSE** any combination of 6 subjects (including English and Maths choices).
- **STUDENTS** wanting to study Mathematics C **must** also study Mathematics B
- **RECOMMENDED:** Students wanting to study Physics are strongly encouraged to study Mathematics B

*Every effort will be made to ensure that student preferences are accommodated, subject to student numbers and timetable constraints.*

## How do I choose?

Choose your subjects according to the following:

- Subjects you enjoy
- Subjects you perform well in
- Subjects that you need as tertiary pre-requisites, as listed in the Tertiary Pre-requisites booklet (given to Year 10 students in Term 3)

DO NOT choose your subjects for the following reasons:

1. **“My friend is taking that subject”**. *There are usually several classes in a subject, so even if you are doing the same subjects, you won't necessarily be in the same class.*
2. **“I do/don't really like the teacher”**. *There is no guarantee that you will have any particular teacher.*
3. **“Someone told me that the subject is fun (or easy, or interesting)”**. *It may be enjoyable/ easy/ interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.*
4. **“Someone told me that the subject is boring”**. *See point 3.*
5. **“Someone told me that I do/ don't need that subject for the course I want to take at university”**. *Check tertiary pre-requisites or see a Guidance Officer.*

**Choose very carefully**

At Innisfail State College 'blocks' of subjects (i.e. groups of subjects that are programmed at the same time on the timetable) are determined AFTER the students have chosen their subjects. Subject changes are therefore not always possible and are only permitted at certain times. Multiple subject changes in the senior phase of learning can also impact on both a student's OP eligibility and QCE eligibility (see QCE requirements table).

Senior (Year 11 & 12) subjects are grouped into three categories:

### Authority Subjects

- contribute to your OP
- weighted equally by the QCAA
- in these subjects, work will be classified as formative and summative assessment
- if you change your program of study after one or more semesters, this subject could still contribute to your OP

### Authority-Registered Subjects

- do not contribute to the OP
- Students are able to take a full set of Authority subjects, a full set of Authority-Registered subjects, or any mixture of the two

### Vocational Subjects

Opportunities exist for students to start a school-based apprenticeship, traineeship or TAFE course while at school and this vocational pathway can be done in conjunction with Authority or Authority-Registered courses of study. Innisfail State College also offers Certificate II and III courses which allow students to begin to gain qualifications in areas of interest.

## PRE-REQUISITE SUBJECTS

When making your choices, be aware that Innisfail State College does not apply pre-requisites to senior subjects. Instead Innisfail State College recommends levels of achievement in Year 10 subjects as a precursor to studying a subject in Years 11 & 12.

Year 11 Subject	Faculty	Recommended Prior Learning and Level of Achievement	Authority (OP) Subject	eLearning Course
Accounting	Humanities	C achievement in Yr10 Core English C achievement in Yr10 Core Maths	✓	
Agricultural Practices	Land & Sea Sciences	Not applicable		
Ancient History	Distance Education	C achievement in Yr10 Core English		✓
Biology	Land & Sea Sciences	C achievement in Yr10 Core English C achievement in Yr10 Science	✓	
Building & Construction Skills	Manual Arts & Hospitality	Not applicable		
Business Communication & Technology	Humanities	C achievement in Yr10 Core English	✓	
Chemistry	Land & Sea Sciences	C achievement in Yr10 Core English C achievement in Yr10 Science	✓	
Dance	Creative & Performing Arts	C achievement in Yr10 Core English	✓	
Dance in Practice	Creative and Performing Arts	Not applicable		
Drama	Creative & Performing Arts	C achievement in Yr10 Core English	✓	
Drama in Practice	Creative and Performing Arts	Not applicable		
Engineering Skills	Manual Arts & Hospitality	Not applicable		
English	English	C achievement in Yr10 Core English	✓	
English Communication	English	Not applicable		
Fitness (Cert III)	Physical Education & IT	Not applicable		
Furnishing Skills	Manual Arts & Hospitality	Not applicable		
Geography	Humanities	C achievement in Yr10 Core English	✓	
Graphics	Manual Arts & Hospitality	C achievement in Yr10 Core English C achievement in Yr10 Graphics	✓	
Health Education	Physical Education & IT	C achievement in Yr10 Core English	✓	
Hospitality (Cert II)	Manual Arts & Hospitality	Not applicable		
Information Processing & Technology	Distance Education	C achievement in Yr10 Core English	✓	✓
Languages other than English	Distance Education	C achievement in Yr10 Core English	✓	✓
Legal Studies	Distance Education	C achievement in Yr10 Core English	✓	✓
Aquatic Practices	Land & Sea Sciences	Not applicable		
Marine Science	Land & Sea Sciences	C achievement in Yr10 Core English C achievement in Yr10 Science	✓	

<b>Mathematics A</b>	<i>Mathematics</i>	C achievement in Yr10 Core Maths	✓	
<b>Mathematics B</b>	<i>Mathematics</i>	C achievement in Yr10 Core English B achievement in Yr10 Core Maths	✓	
<b>Mathematics C</b>	<i>Mathematics</i>	C achievement in Yr10 Core English B achievement in Yr10 Core Maths	✓	
<b>Modern History</b>	<i>Humanities</i>	C achievement in Yr10 Core English	✓	
<b>Music</b>	<i>Creative &amp; Performing Arts</i>	C achievement in Yr10 Core English	✓	
<b>Music in Practice</b>	<i>Creative &amp; Performing Arts</i>	Not applicable		
<b>Physical Education</b>	<i>Physical Education &amp; IT</i>	C achievement in Yr10 Core English	✓	
<b>Physics</b>	<i>Land &amp; Sea Sciences</i>	C achievement in Yr10 Core English B achievement in Yr10 Science	✓	
<b>Pre-vocational Maths</b>	<i>Mathematics</i>	Not applicable		
<b>Recreation Studies</b>	<i>Physical Education &amp; IT</i>	Not applicable		
<b>Skills for Work &amp; Vocational Pathways (Cert II)</b>	<i>Mathematics</i>	Not applicable		
<b>Social and Community Studies</b>	<i>Humanities</i>	Not applicable		
<b>Sport and Recreation (Cert II)</b>	<i>Physical Education &amp; IT</i>	Not applicable		
<b>Tourism</b>	<i>Humanities</i>	Not applicable		
<b>Visual Art</b>	<i>Creative &amp; Performing Arts</i>	C achievement in Yr10 Core English	✓	
<b>Visual Arts in Practice</b>	<i>Creative &amp; Performing Arts</i>	Not applicable		

## PLEASE NOTE:

SUBJECTS LISTED IN THIS GUIDE ARE DEPENDENT UPON STUDENT NUMBERS, TEACHER AVAILABILITY, RESOURCING AND QCAA REQUIREMENTS. IN THE EVENT A SUBJECT CANNOT RUN, OR IS OVERSUBSCRIBED, A STUDENT PREFERENCE MAY BE REQUIRED TO STUDY THEIR SECOND.

# AUTHORITY SUBJECTS

Authority subjects are approved by the Queensland Curriculum and Assessment Authority (QCAA) and are offered state-wide in Queensland secondary schools.

Authority subjects:

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

The following pages outline Authority subjects offered at Innisfail State College in 2018.

# Accounting

**SUBJECT CODE: ACC**

**QCE = 4 CREDITS**

## **WHAT IS ACCOUNTING?**

Accounting is the study of the system of recording, reporting, analysing and interpreting the financial information of businesses and companies, and involves the communicating of relevant business information to interested parties.

Accounting is an Authority Subject enabling students to be eligible for an OP.

## **WHAT DO STUDENTS LEARN?**

- Principles of double-entry accounting
- Preparation of accounting records and reports to indicate financial performance; financial position; cash flow and budgeted cash position
- Accounting for GST
- Use of information and communication technologies relevant to the preparation of accounting records and reports – accounting packages and spreadsheets
- Control of the major financial elements of a business – cash, credit transactions, inventories and non-current assets
- Analysis and interpretation of financial reports in order to make decisions
- Electronic business
- Elective topics that may include understanding electronic business, and personal financing and investing.

## **RECOMMENDED PRIOR STUDY**

Students must have attained at least a 'C' in both Year 10 Mathematics and Year 10 Core English.

## **STRUCTURE OF COURSE**

The course is organised around core and elective units. The course covers both theory and practical components and operates through computer based learning using a computer room.

## **HOW ARE STUDENTS ASSESSED?**

Assessment techniques include:

- Practical and Theory exams
- Research assignments/responses
- Non-written presentations.

## **COST ASSOCIATED WITH THE COURSE**

Nil.

# Biological Science

**SUBJECT CODE: BSC**

**QCE = 4 CREDITS**

## **WHAT IS BIOLOGY?**

Biology is the study of living things and how they interact with each other and their environment. It encompasses studies of origins, development, diversity and functions of living things and the impact of humans on these systems.

Biology is an Authority Subject enabling students to be eligible for an OP.

## **WHAT DO STUDENTS LEARN?**

- How living things are highly organised at every level
- Human physiology and the impact of modern medicine
- Ecosystems and the impact of humans and other organisms on their environment
- How plants work
- Genetics and Ethics
- Our living world past, present and future
- How to study the natural environment.

## **RECOMMENDED PRIOR STUDY**

Students must have attained at least a 'C' in both Year 10 Core English and Year 10 Science.

## **STRUCTURE OF COURSE**

Biology is structured around core topics that are evenly spread throughout the two year course. In Year 11, students travel to Orpheus Island where students look at coral communities, terrestrial island communities and impacts of humans on natural ecosystems.

## **HOW ARE STUDENTS ASSESSED?**

The assessment program will include a variety of assessment techniques (including exams, written assignments, field experiments and multimedia presentations) which are integrated with the learning experiences.

## **COST ASSOCIATED WITH THE COURSE**

A 4 day/3night excursion to Orpheus Island costing approximately \$350 - \$400. Students may be required to purchase some consumable materials for their EEI's depending on their choice of investigation.

# Business Communication & Technologies

**SUBJECT CODE: BCT**

**QCE = 4 CREDITS**

## **WHAT IS BUSINESS COMMUNICATION & TECHNOLOGIES?**

Business Communication and Technologies is designed to equip students with the ability to communicate effectively and to interact confidently through and within a business environment using a range of business information and technologies.

Business Communication and Technologies is an Authority Subject enabling students to be eligible for an OP.

## **WHAT DO STUDENTS LEARN?**

- Workplace Communication
- Work teams
- Financial Records
- Managing Workplace Information
- Workplace Health, Safety and Sustainability.
- Business and Work Environments
- Organisational Skills
- Computer Operations
- International Business Communication

## **RECOMMENDED PRIOR STUDY**

Students must have attained at least a 'C' in Year 10 Core English.

## **STRUCTURE OF COURSE**

The course is organised around topics which combine the principles of Business Communication and Business Technologies. The course covers both theory and practical components and operates through computer based learning using a computer room.

## **HOW ARE STUDENTS ASSESSED?**

Assessment techniques include:

- Extended written responses
- Multi-modal presentations
- Short written responses
- Research and integrated project work.

## **COST ASSOCIATED WITH THE COURSE**

Nil.

# Chemistry

**SUBJECT CODE: CHM**

**QCE = 4 CREDITS**

## **WHAT IS CHEMISTRY?**

Chemistry is the study of interactions of chemical substances with one another and energy based on the structure of atoms, molecules and other kinds of aggregates.

Chemistry is an Authority Subject enabling students to be eligible for an OP.

## **WHAT DO STUDENTS LEARN?**

The knowledge of students is progressively developed over the course of study through 6 to 12 units of work. The key concepts are organised under the headings of 'Structure' and 'Reactions'.

## **RECOMMENDED PRIOR STUDY**

Students must have attained at least a 'C' in both Year 10 Core English and Year 10 Science.

## **STRUCTURE OF COURSE**

The new Chemistry syllabus has brought about considerable change to the way chemistry has been taught in High School. The emphasis is now on investigations, practical experiments, research and extended experimental investigation, rather than theory lessons.

## **HOW ARE STUDENTS ASSESSED?**

Written exams are now at a minimum. The main body of assessment covers reports, investigations and producing a profile of student achievement over two years (Years 11 and 12).

## **COST ASSOCIATED WITH THE COURSE**

Students may be required to purchase some consumable materials for their EEI's depending on their experimental choice.

# Dance

**SUBJECT CODE: DAN**

**QCE = 4 CREDITS**

## **WHAT IS DANCE?**

Dance is a subject that develops aesthetic awareness and the knowledge, understanding and attitudes and skills necessary to choreograph, perform and analyse ideas through the art form of dance. Through a range of learning experiences, dance enables learners to take part in and critically reflect upon dance activities as informed choreographers, performers and audience members.

Dance is an Authority Subject enabling students to be eligible for an OP.

## **WHAT DO STUDENTS LEARN?**

Dance courses in senior study contain appreciation, choreography and performing learning activities which respond to dance as an art form within the contexts of study. Each area is studied equally throughout the two year program.

- Appreciation involves analysing, clarifying and evaluating the students ideas and understanding the dance experience
- Choreography involves creating and shaping a dance piece in a variety of genres and style
- Performance involves dance communication for a variety of audiences in a variety of genres and styles.

## **RECOMMENDED PRIOR STUDY**

Students must have attained at least a 'C' in Year 10 Core English. It is desirable to have some past Dance study.

## **STRUCTURE OF THE COURSE**

Dance is a four semester developmental course with Year 11 being formative allowing students to practise and develop skills. All units in Year 12 build on and reinforce knowledge and skills practised in Year 11. As set by the Senior Syllabus students will be expected to study a set amount of hours in the contemporary genre throughout the two year program. Students are expected to:

- Wear appropriate clothing to class which allows for the freedom of movement
- Participate in extra-curricular performance work and professional workshops when the opportunity arises.

## **HOW ARE STUDENTS ASSESSED?**

Assessment in Dance gives you opportunities to demonstrate technical and expressive skills and apply your knowledge and understanding of dance elements, concepts and styles.

In Dance, assessment instruments include:

- Choreography tasks, which require you to create dance in response to stimuli to convey choreographic intent.
- Appreciation tasks, where students provide extended response to analyse, evaluate or critique a dance work.
- Performance tasks, which require you to demonstrate technical and expressive skills.

**Although many practical assessment tasks will occur in group situations, all assessment will be measured in terms of the individual's performance against established criteria.**

**COST ASSOCIATED WITH THE COURSE:** There may be costs involved with excursions, visiting performances and workshops.

# Drama

**SUBJECT CODE: DRA**

**QCE = 4 CREDITS**

## **WHAT IS DRAMA?**

Drama is a subject that develops aesthetic awareness and the knowledge, understanding, attitudes and skills necessary to devise, shape and express ideas through the art form of drama. Through a range of learning experiences, drama enables learners to take part in and critically reflect upon dramatic activity as informed creators, participants and audience members.

Drama is an Authority Subject enabling students to be eligible for an OP.

## **WHAT DO STUDENTS LEARN?**

Learning in the drama course involves forming, presenting and responding to drama as an art form within the contexts of study: Dramatic languages and Dramatic Perspectives

- Forming involves making and shaping dramatic action
- Presenting involves dramatic communication for a variety of audiences
- Responding involves learners in analysing, clarifying and evaluating their ideas and understanding the dramatic experience.

## **RECOMMENDED PRIOR STUDY**

Students must have attained at least a 'C' in Year 10 Core English. It is desirable to have some past Drama study.

## **STRUCTURE OF THE COURSE**

Drama is a four semester developmental course with Year 11 being formative allowing students to practise and develop skills. All units in Year 12 build on and reinforce knowledge and skills practised in Year 11. Students are encouraged to:

- Attend at least 1 live theatrical performance each year
- Participate in extra-curricular performance work and professional workshops when the opportunity arises.

## **HOW ARE STUDENTS ASSESSED?**

Six items each semester:

- 3 items of practical work demonstrating dramatic action (individual, pair/group presentations)
- 3 items of individual written work (800-1000 words Year 11 and 1000-1200 Year 12)

**Although many practical assessment tasks will occur in group situations, all assessment will be measured in terms of the individual's performance against established criteria.**

## **COST ASSOCIATED WITH THE COURSE**

There may be costs involved with excursions, visiting performances and workshops.



# English

**SUBJECT CODE: ENG**

**QCE = 4 CREDITS**

## **WHAT IS ENGLISH?**

English is the language used by most Australians to communicate and to function effectively in our society. It is one of the major languages of the world.

Students who are proficient in English are better able to function in this society – to understand their place in the world; to gain satisfying employment; to go on to further study; to enhance their ability to think; for leisure; to develop meaningful relationships and to maintain a measure of control over their lives.

There is particular emphasis on equipping students with the skills to understand how language is used to construct texts. Texts are carefully chosen to broaden their relationship with the world and to challenge the way they interact with texts such as film, novels, mass media, poetry and everyday texts.

English is an Authority Subject enabling students to be eligible for an OP.

## **WHAT DO STUDENTS LEARN?**

Year 11 Semester 1: Australian Film and Documentary; Novel and Short Stories

Year 11 Semester 2: Media and 'Hamlet'

Year 12 Semester 1: Novel and Poetry

Year 12 Semester 2: Shakespeare and Media Analysis.

## **RECOMMENDED PRIOR STUDY**

Students must have attained at least a 'C' in Year 10 Core English.

## **STRUCTURE OF COURSE**

Senior English is organised around the above semester topics. Each semester's work is discreet, however skill development is built up over the two years.

## **HOW ARE STUDENTS ASSESSED?**

Written and spoken assessment forms the basis of all assessment.

Some assessment is completed under exam conditions, whilst other assessment is completed as assignments.

## **COST ASSOCIATED WITH THE COURSE**

Nil.

# Geography

**SUBJECT CODE: GEG**

**QCE = 4 CREDITS**

## **WHAT IS GEOGRAPHY?**

Geography is the study of world places, people and environments. It involves a study of the environmental issues that develop from people-environment relationships.

Geography is an Authority Subject enabling students to be eligible for an OP.

## **WHAT DO STUDENTS LEARN?**

Topics of study include:

- Responding to Natural Hazards
- World Diseases
- Planning Places for the Future
- Managing Coastal Areas
- Living with Climate Change
- Feeding the World's People

## **RECOMMENDED PRIOR STUDY**

Students must have attained at least a 'C' in Year 10 Core English.

## **STRUCTURE OF COURSE**

The course has both theory and practical components. **A minimum of 20 hours of Field Work is compulsory.** Field excursions will concentrate on the Innisfail and Cairns Districts. **Spatial technologies and Information and Communication Technologies (ICTs) are incorporated into the course.**

## **HOW ARE STUDENTS ASSESSED?**

- Short Response Tasks
- Extended Written Response Tasks
- Practical Exercise Tasks
- Reports

**COST ASSOCIATED WITH THE COURSE:** Nil.

# Graphics

**SUBJECT CODE: GPH**

**QCE = 4 CREDITS**

## **WHAT IS GRAPHICS?**

Senior Graphics is about solving design problems graphically and presenting graphical products. You will use a design process to identify and explore the design needs or opportunities of target audiences; research, generate and develop ideas; and produce and evaluate graphical solutions. You will solve graphical problems in at least two of three design areas: industrial design, graphic design and built environment (architecture, landscape architecture and interior design).

Graphics contributes to your understanding and proficient use of technologies. It develops communication, analytical and problem-solving skills.

Graphics is a Queensland Studies Authority subject, enabling students to be eligible for an OP and is a highly desirable subject for students looking for employment in graphic design, industrial design, built environment design (architecture, landscape architecture and interior design), engineering, urban and regional planning, surveying and spatial sciences, and building paraprofessionals.

## **WHAT DO STUDENTS LEARN?**

**As you study Graphics, you will learn to:**

- use design processes in graphical contexts
- formulate design ideas and solutions using the design factors, which include
  - user-centred design, design elements and principles of design, technologies, legal responsibilities, design strategies, project management, sustainability and materials
- create and communicate design solutions in the form of graphical representations, including a range of sketches and drawings
- apply industry conventions where applicable
- develop design solutions for a range of audiences, including corporate clients and end-users.

## **RECOMMENDED PRIOR STUDY**

As Graphics is an OP subject, the study of Graphics in the junior curriculum is highly recommended. Students will need a foundational knowledge in REVIT, INVENTOR and AUTOCad

It is also recommended that students should also have achieved a 'B' in Year 10 English and Mathematics.

## **HOW ARE STUDENTS ASSESSED?**

In Graphics, assessment instruments include design folios and examinations.

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

In Year 12, you will be expected to complete at least four assessments, including at least two design folios and one examination.

## **STRUCTURE OF COURSE**

In each year students will complete a design folio in terms 2, 3, and 4 within one of the three areas of design - industrial design, graphic design and built environment. In term one of Years 11 and 12 students will complete a design exam.

**COST ASSOCIATED WITH THE COURSE** - Nil.

# Health Education

**SUBJECT CODE:** HED

**QCE = 4 CREDITS**

## **WHAT IS HEALTH EDUCATION?**

Health Education is an Authority subject which examines health in the context of society, and the mechanisms necessary to develop and promote health for individuals, groups, communities and nations.

Health Education is a subject that would interest students who are concerned about social justice issues and who have a strong commitment to community. Students considering the following careers would find this subject beneficial:

- health-related fields — health policy development, health and safety laws and regulations, health information management
- medical and social health fields — health advocacy, counselling, social work, medicine and nursing.

It enables students to be eligible for an OP.

## **WHAT DO STUDENTS LEARN?**

Health is a quality of life that is influenced by the interactions between individuals and their sociocultural, economic, political and physical environments. The personal qualities that individuals bring to these interactions are constantly changing in response to influences from the context in which they live and work.

Health Education considers contemporary health promotion theory and practice, and adopts two conceptual frameworks:

- the social view of health with an embedded social justice framework
- the Ottawa Charter for Health Promotion.

The social view of health acknowledges the behavioural and environmental determinants of health, and asserts that the health of individuals, groups, communities and nations is constructed in society by society. Health is maintained and promoted by personal and community action and by policies and services at local, state and national levels. The social justice framework provides a perspective to identify health inequities and to gauge the success of interventions. The model for social action and change in Health Education is derived from the Ottawa Charter. This framework articulates three strategies (enabling, mediating and advocating) that are necessary for the promotion of health, and five action areas that guide the exploration and action undertaken within each unit of work.

Health Education, students can develop more sophisticated levels of knowledge, attitudes, values and skills to address health issues and play an active role in enhancing their own health and that of their community.

## **RECOMMENDED PRIOR STUDY**

Students must have attained at least a 'C' in Year 10 Core English.

## **STRUCTURE OF COURSE**

This Authority Course is made up of four Semester units. The course is theory based but provides opportunities for practical application.

### Semester 1 – Personal Health

- Teenage Eating Patterns.
- Cyber bullying.

### Semester 2 – Personal Health

- Binge Drinking/Alcohol use.
- Domestic Violence

### Semester 3 – Health of Specific Populations and Community Health

- Young Motorists

- Sexual Health
- Health of the elderly

Semester 4 – Community Health and Health of Specific Populations

- Organ donation and transplantation
- Health in the tropics

**HOW ARE STUDENTS ASSESSED?**

Research is the focus of assessment in Health Education. Research techniques common and applicable to this subject include action research projects, research reports, analytical expositions, and journals. Most assessment will be assignment based where students will be required to complete independent research.

Techniques in which students will be assessed include -

- Formal written tests
- Research assignments/Reports
- Integrated tasks
- Implementation of health strategies
- Multi-modal presentations
- Survey and Analysis
- Group activities
- Oral presentations

**COST ASSOCIATED WITH THE COURSE**

Nil.

# Marine Science

**SUBJECT CODE: MRN**

**QCE = 4 CREDITS**

## **WHAT IS MARINE SCIENCE?**

Marine Science is an Authority Subject which studies aspects of the Great Barrier Reef and Environment. It can be used as a pre-requisite science for subjects that require a science subject.

The subject enables students to be eligible for an OP.

A course in Marine Science can lead to further study or employment in the areas of marine science, nautical science, fisheries and aquaculture conservation and resource management, tourism and the seafood and maritime industries.

## **WHAT DO STUDENTS LEARN?**

Boating; Marine Biology; Oceanography; Recreational Fishing; Navigation, weather and tides; Conservation and sustainability.

## **RECOMMENDED PRIOR STUDY**

Students must have attained at least a 'C' in both Year 10 Core English and Year 10 Science.

## **STRUCTURE OF COURSE**

The course is an Authority Subject. Students study both practical and theoretical aspects of the Marine Environment. These include – Snorkelling, Boating, Marine Biology, Management, Oceanography and Aquaculture.

## **HOW ARE STUDENTS ASSESSED?**

- Written exams
- Research assignments
- Research projects
- Competency tasks

## **COST ASSOCIATED WITH THE COURSE**

**Students need to note this course can be quite expensive.** Costs include optional Reef trip \$150 in year 12; Boating \$60 (\$38 if you don't do the full license); Snorkelling equipment \$70; A 4day/3night Year 11 Orpheus camp \$350-\$400. These costs are approximate and may vary from year to year.

# Mathematics A

**SUBJECT CODE: MAA**

**QCE = 4 CREDITS**

## **WHAT IS MATHEMATICS A?**

Mathematics A offers a detailed study of Mathematics relevant to everyday life-skills. This course emphasises making informed decisions on issues such as choosing between home and insurance plans and interpreting information in the media.

Mathematics A is an Authority subject, enabling students to be eligible for an Overall Position (OP).

## **WHAT DO STUDENTS LEARN?**

The course consists of

- Managing Money – bank interest, credit cards, loans, taxation
- Elements of Applied Geometry – trigonometry, area & volume, latitude & longitude, time zones
- Data Collection, Presentation & Understanding – graphical and tabular presentations, summarising data
- Linking Two & Three Dimensions – scale drawings and plans, estimation of quantities and costs
- Maps and Compasses for Land Measurement & Navigation – compass bearings, orientation
- Operation Research – networks and queuing

## **RECOMMENDED PRIOR STUDY**

Students must have attained at least a 'C' in Year 10 Core Maths.

## **STRUCTURE OF COURSE**

This course involves theory and application, students acquiring knowledge and skills at school in research studies and field surveys.

## **HOW ARE STUDENTS ASSESSED?**

Assessment each Semester consists of

- 2 exams (one per term)
- At least 1 alternative assessment – usually based on real life applications, and often with a technology component (chosen from group projects, research tasks, surveys, individual problem solving and others).

**COST ASSOCIATED WITH THE COURSE:** Nil.

# Mathematics B

**SUBJECT CODE: MAB**

**QCE = 4 CREDITS**

## **WHAT IS MATHEMATICS B?**

In Mathematics B, advanced mathematical skills are developed which form the basis of further study in Mathematics. These skills are needed not only in the traditional careers of engineering or in the physical sciences, but also in areas such as agriculture, business, economics, geography, management and information technology.

It is an Authority Subject enabling students to be eligible for an OP.

## **WHAT DO STUDENTS LEARN?**

The following topics are covered in a spiralled curriculum

- Algebra
- Analytical Geometry
- Calculus
- Probability & Statistics
- Trigonometry
- Financial Mathematics.

## **RECOMMENDED PRIOR STUDY**

Students must have attained at least a 'B' in Year 10 Core Maths and at least a 'C' Year 10 Core English.

## **STRUCTURE OF COURSE**

Four semester units are undertaken.

## **HOW ARE STUDENTS ASSESSED?**

- 2 exams per semester
- At least 1 alternative assessment – usually based on real life applications, and often with a technology component.

## **COST ASSOCIATED WITH THE COURSE**

Students will be required to have a Graphics Calculator which is available for purchase from the college office for \$205.

# Mathematics C

**SUBJECT CODE: MAC**

**QCE = 4 CREDITS**

## **WHAT IS MATHEMATICS C?**

Mathematics C is a high level study of advanced mathematical skills which, when developed, form the basis of further study in Mathematics. These skills are needed in the traditional careers of engineering and the physical sciences, but the application of skills learned assist in many University courses.

It is an Authority Subject enabling students to be eligible for an OP.

## **WHAT DO STUDENTS LEARN?**

The following topics are covered in a spiralled curriculum

- Real and Complex Numbers
- Group Theory
- Matrices
- Sequences
- Vectors
- Dynamics
- Conics
- Calculus

## **RECOMMENDED PRIOR STUDY**

Students must have attained at least a 'B' in Year 10 Core Maths and at least a 'C' Year 10 Core English.

## **STRUCTURE OF COURSE**

Four semester units all undertaken at school.

## **HOW ARE STUDENTS ASSESSED?**

- 2 exams per semester
- At least 1 alternative assessment – usually based on real life applications, and often with a technology component.

## **COST ASSOCIATED WITH THE COURSE**

There is no cost associated with this subject, but it is strongly recommended that students enter the Australian Maths Competition(s).

# Modern History

**SUBJECT CODE: MHS**

**QCE = 4 CREDITS**

## **WHAT IS MODERN HISTORY?**

Modern History is the study of the major developments and issues of the modern world. It involves a study of the historical issues and processes that have shaped today's world, their causes, and the roles people have played in those issues and processes.

Modern History is an Authority Subject enabling students to be eligible for an OP.

## **WHAT DO STUDENTS LEARN?**

Topics of study include:

- The World over the last 30 years
- Studies of World Conflicts
- Studies of power
- Studies of hope
- Studies of people in history
- Studies of Australian history.

## **RECOMMENDED PRIOR STUDY**

Students must have attained at least a 'C' in Year 10 Core English.

## **STRUCTURE OF COURSE**

Research constitutes a major part of the course. Time is given in class to acquire the necessary skills and to undertake research, but assignment preparation is expected to be conducted in school hours and out of school hours. **Activities and excursions** may form part of the course.

## **HOW ARE STUDENTS ASSESSED?**

- Short Response Tests
- Research Tasks (Written and Oral)
- Response to Stimulus Material Tests
- Multi-Modal Presentations
- Extended Written Response Tasks.

## **COST ASSOCIATED WITH THE COURSE**

Field excursions may occur and involve a cost. District Excursion – approx. \$25 per student.

# Music

**SUBJECT CODE: MUS**

**QCE = 4 CREDITS**

## **WHAT IS MUSIC?**

Music holds a significant and special place in the everyday life of all cultures and societies. Studying Music can enhance your enjoyment of music and the arts, develop your practical and creative potential, and allow you to contribute to your community's cultural life.

The course of study encourages you to become a creative and adaptable thinker and problem solver, making informed decisions and developing your abilities to analyse and critically evaluate. A deeper level of knowledge, understanding and active participation in music making may support you in maintaining a lifelong engagement with music as an art form and as a means of creative, artistic and emotional expression.

Music is an Authority Subject enabling students to be eligible for an OP.

## **WHAT DO STUDENTS LEARN?**

The Music course is based around three broad areas; composition, the creation of music, musicology, the study of music in social, historical and cultural contexts, performance, the interpretation of music through playing, singing and conducting. Music is a four semester developmental course with Year 11 being formative allowing students to practise and develop skills. All units in Year 12 build on and reinforce knowledge and skills practised in Year 11.

Over the two-year course, students could study the following units:

- Heroes and Villains
- Australian Music
- Borrowing, Quoting, Stealing of musical ideas
- Making a Musical Statement
- Electronic Music

## **RECOMMENDED PRIOR STUDY**

Students must have attained at least a 'C' in Year 10 Core English. It is desirable to have some past Music study.

## **STRUCTURE OF COURSE**

Music is a four semester developmental course with Year 11 being formative allowing students to practise and develop skills. All units in Year 12 build on and reinforce knowledge and skills practised in Year 11.

## **HOW ARE STUDENTS ASSESSED?**

- Performing - solo/group situations vocal and instrumental
- Composing - vocal and instrumental
- Analysis – deconstruction of music and its relationship to the broader world. Assessed through formal exams and essays.

## **COST ASSOCIATED WITH THE COURSE**

There may be costs involved with excursions, visiting performances and workshops.



# Physical Education

**SUBJECT CODE: PED**

**QCE = 4 CREDITS**

## **WHAT IS PHYSICAL EDUCATION?**

Physical Education is an Authority subject which includes integrated practical and theory studies. It aims to develop in students the skills to identify practices which promote skilful participation in physical pursuits.

Physical Education would interest students who are physically active, enjoy a range of sports; participate in sport as a coach, or who would like to further their knowledge of the physical culture of Australia. It provides a foundation for students who wish to pursue further study in human movement related fields such as:

- sport development, management, marketing, sales, sponsorship and fundraising
- sport and physical activity policy development
- sport journalism
- sport psychology and coaching
- athlete conditioning and management
- personal training
- primary, middle and senior school teaching.

Physical Education enables students to be eligible for an OP.

## **WHAT DO STUDENTS LEARN?**

In Physical Education, physical activity serves as both a source of content and data and the medium for learning. Learning is based in engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences explored through the study of selected physical activities. By learning in, about and through physical activity, students become intelligent performers and physically educated. Physical Education focuses on the complex interrelationships between psychological, biomechanical, physiological and sociological factors in these physical activities. Students study four physical activities over the course. Subject matter is drawn from three focus areas which are:

- Learning physical skills
- Processes and effects of training and exercise
- Equity and access to exercise, sport and physical activity in Australian society.

## **RECOMMENDED PRIOR STUDY**

Students must have attained at least a 'C' in Year 10 Core English.

## **STRUCTURE OF COURSE**

*(Physical activities below may change depending on students and teacher preferences)*

### **YEAR 11**

Term 1 Physical Skill	Badminton	Skill acquisition
Term 2 Physical Skill	Canoeing/Golf	Psychology
Term 3 Physical Skill	Touch/Netball	Energy and training, exercise and physical performance
Term 4 Physical Skill	Futsal	Sociological impacts on performance

### **YEAR 12**

Term 1 Physical Skill	Badminton	Sociological impacts on performance
Term 2 Physical Skill	Canoeing	Biomechanical bases of learning physical skills
Term 3 Physical Skill	Touch	Energy and training, exercise and physical performance
Term 4 Physical Skill	Futsal	Sociological impacts on performance

**HOW ARE STUDENTS ASSESSED?**

Assessment in Physical Education encourages students to be active, critically reflective and research orientated learners. Through the use of personalisation, assessment in Physical Education is contextualised and authentic. Personalisation enables students to make meaning of complex understandings by providing connections with their real-life contexts. Assessment involves students:

- applying conceptual understandings from the focus areas to the physical activities they are studying
- actively participating in physical activity.

Techniques in which students will be assessed include -

- Class exams
- Research assignments
- Practical skills and sports performance
- Oral assessment
- Canoe excursions
- Multi-modal assessment

**COST ASSOCIATED WITH THE COURSE**

Approx. \$25 for Canoe Camp

# Physics

**SUBJECT CODE: PHY**

**QCE = 4 CREDITS**

## **WHAT IS PHYSICS?**

Physics in Science provides students with a contemporary and coherent understanding of energy, matter and their inter-relationships. It focuses on investigating natural phenomena and then applying patterns, models (including mathematical ones), principles, theories and laws to explain the physical behaviour of the universe.

Physics is an Authority Subject enabling students to be eligible for an OP.

## **WHAT DO STUDENTS LEARN?**

The subject matter of Physics is derived from the key concepts and key ideas which are progressively developed over the course of study through 6 to 12 units of work. The key concepts are organised under the headings of Forces, Energy and Motion.

## **RECOMMENDED PRIOR STUDY**

Students must have attained at least a 'B' in Year 10 Science and at least a 'C' Year 10 Core English.

## **STRUCTURE OF COURSE**

The new Physics syllabus has brought about considerable change to the way physics has been taught in High School. The emphasis is now on investigations, practical experiments, research and extended experimental investigation, rather than theory lessons.

## **HOW ARE STUDENTS ASSESSED?**

Written exams are now at a minimum. The main body of assessment covers reports, investigations and producing a profile of student achievement over the two years (Years 11 and 12).

## **COST ASSOCIATED WITH THE COURSE**

Students may be required to purchase some consumable materials for their EEI's depending on their choice of investigation.

# Visual Arts

**SUBJECT CODE: ART**

**QCE = 4 CREDITS**

## **WHAT IS VISUAL ARTS?**

Students in Senior Art focus on making, displaying and appraising images and objects. Visual literacy is developed, enabling students to have conceptual understandings of visual language in societies and cultures. Students will engage in experiences which develop personal expression, aesthetic judgement and critical awareness. Such experiences also promote enjoyment in the arts.

Visual Arts is an Authority Subject enabling students to be eligible for an OP.

## **WHAT DO STUDENTS LEARN?**

Year 11 – Students experiment with media, make images and objects using a variety of materials, processes and functions. Students will develop skills in applying knowledge of design elements and concepts to construct meaning. Through appraising tasks, students will describe, analyse, interpret and evaluate their own and others' images and objects. Experiences will include informal and formal displays and exhibitions.

Year 12 – Students will build on Year 11 Visual Art Studies and undertake work that encourages student-directed investigations in the selection and use of materials and processes. Students will explore a diverse range of artworks, philosophies and concepts. Students will interpret concepts and through their focus area, research, develop and resolve these concepts.

## **RECOMMENDED PRIOR STUDY**

Students must have attained at least a 'C' in Year 10 Core English.

## **STRUCTURE OF COURSE**

- This course has both practical and theory areas. It is organised in thematic units.
- Students are expected to provide basic art materials.
- Students are given the opportunity to help with photographic documentation of their work for assessment.

## **HOW ARE STUDENTS ASSESSED?**

Assessment is criteria based and divided into:

- Visual Literacy
- Application
- Appraising.

Assessment items include – Body of work, assignments and exams.

## **COST ASSOCIATED WITH THE COURSE**

There will be a general levy of \$35 for materials as students take items home.

## AUTHORITY-REGISTERED SUBJECTS

Authority-registered subjects are developed from Subject Area Syllabuses (SAS) and, when successfully completed, contribute four credits towards the Queensland Certificate of Education (QCE). They are not used in the calculation of OPs.

Authority-Registered subjects:

- are **not** used in the calculation of OPs
- are recorded on the Senior Statement
- can provide credit towards the Queensland Certificate of Education (QCE)

The following pages outline Authority-Registered subjects offered at Innisfail State College in 2018.

# Agricultural Practices

**SUBJECT CODE: AGU**

**QCE = 4 CREDITS**

## **WHAT IS AGRICULTURAL PRACTICES?**

This course develops skills and knowledge in the agriculture and horticulture industries. This is a new subject at ISC and we have inherited equipment no other school has direct access to including the quantity of farm land, the greenhouse and the aquaculture centre. We have designed a course which utilises these unique structures and facilities so our students can benefit.

## **WHAT DO STUDENTS LEARN?**

Students learn about agricultural and horticultural techniques for food production. This includes developing an understanding of the dynamic interaction between the living and non-living components in agriculture or horticulture field cropping, aquaculture/aquaponics, market gardens and permaculture. Learning experiences may include tissue culture, plant propagation, sowing seeds, harvesting plants, chicken husbandry, fish husbandry, water quality testing, use of plant nurseries, soil testing, recognising plant diseases and pests, controlling pests and weeds

## **RECOMMENDED PRIOR STUDY**

Not applicable.

## **STRUCTURE OF COURSE**

Students may study units of:

- Soil Science
- Plant Science
- Plant Propagation
- Farm Management
- Poultry
- Cattle Handling
- Aquaponics
- Agriculture in My Backyard

## **HOW ARE STUDENTS ASSESSED?**

Assessment in Agricultural Practices is designed to enable students to demonstrate achievement in the objectives of the SAS which are *Knowing and understanding, Analysing and applying and Planning and evaluating*. Assessment techniques may include teacher checklists, self- and peer evaluation, objective and short answers tests, extended responses of more than one paragraph, response to stimulus material (such as case studies, articles, brochures, photographs, films, guest speakers, excursions, television programs), and projects (such as an oral presentation, farm diary, practical demonstration of tool and equipment usage, role play in groups).

## **COST ASSOCIATED WITH THE COURSE**

\$25 to assist with the costs of fuel, seeds, potting media, fertilisers etc. Students are also recommended to have a hat, sunscreen and a long sleeve high-vis shirt.

# Aquatic Practice

**SUBJECT CODE: AQP**

**QCE = 4 CREDITS**

## **WHAT IS AQUATIC PRACTICE?**

Aquatic Practices incorporates a study of the sea, inland waters and associated catchment areas. Since Australia is an island nation with most of its population living along its coastline or inland waters, this study area is interesting and relevant to many students throughout Queensland.

## **WHAT DO STUDENTS LEARN?**

Oceans and inland waters support significant industries in recreation, tourism, transport, food harvesting and cultivation, and mining. The commercial area of the sea and inland waters presents many employment opportunities for young people in shipping and water transport. Study of the environment, with a focus on sustainable practices, is significant to the success of marine and aquatic ventures. Awareness of the various waters from oceans to lakes helps students appreciate, respect and manage wisely the role of these waterways in their lives.

## **RECOMMENDED PRIOR STUDY**

Not applicable.

## **HOW ARE STUDENTS ASSESSED?**

Assessment techniques may include: observational checklists, assignments, projects and field reports, response to stimulus material, and written tests.

Within this approach, assessment is designed to enable students to demonstrate achievement of the objectives of the course, namely, knowledge and understanding, practical skill, and work related practices. Students will be awarded a level of achievement based upon standards achieved in each of these criteria.

## **COST ASSOCIATED WITH THE COURSE**

Approximately \$100 - \$150 which includes; Boating Licence and Rod.

# Building & Construction Skills

**SUBJECT CODE:** BSK

**QCE = 4 CREDITS**

## **WHAT IS BUILDING & CONSTRUCTION SKILLS?**

Building and Construction Skills will provide you with opportunities to explore, experience and learn knowledge and practical skills required to create, maintain and repair the built environment. It provides a unique opportunity for you to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

## **WHAT DO STUDENTS LEARN?**

You will study industry practices and construction processes used by building and construction enterprises to create or maintain structures that meet predefined specifications. Your learning will focus on core and elective knowledge, understanding and skills, and includes the study of building and construction enterprises, workplace health and safety, personal and interpersonal skills, product quality, specifications, tools and materials.

You will study the core through industry-based electives. Each elective relates to a current building and construction trade qualification. You will learn the knowledge, understanding and skills required to use tools and materials to create or maintain structures in that area of specialisation. This subject focuses on the electives of carpentry, landscaping, and plastering and painting.

## **RECOMMENDED PRIOR STUDY**

Not applicable.

## **HOW WILL YOU LEARN?**

You will undertake construction tasks both individually and collaboratively. Construction tasks are industry-related learning experiences that range from skill exercises focused on specific construction procedures to the completion of structures to predefined specifications. Through a range of construction tasks you will understand industry practices, interpret technical drawings, demonstrate and apply safe practical construction processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan construction processes and evaluate the structures you create.

## **HOW ARE STUDENTS ASSESSED?**

Assessment in Building and Construction Skills gives you opportunities to develop and demonstrate your knowledge, understanding and skills. Assessment instruments include:

- projects, which provide authentic opportunities for you to demonstrate your learning in both industry practices and construction processes, e.g. work in a team to organise and manage the construction of an outdoor structure from technical drawings, these include a written journal
- practical demonstrations, e.g. framing a wall

In Year 12, you will be expected to complete four assessment instruments, including at least two projects and one practical demonstration.

## **COST ASSOCIATED WITH THE COURSE**

Students will have to cover the cost of some project materials. A levy of approx. \$80 per year will apply to students undertaking the subject.

# Dance in Practice

**SUBJECT CODE: DIP**

**QCE = 4 CREDITS**

## **WHAT IS DANCE IN PRACTICE?**

In contemporary Australian society, dance is a growing art form that reflects not only the evolving Australian psyche and increasing cultural diversity, but also established and progressive worldwide dance genres and styles. Dance exists in many forms, fulfilling ritual, cultural and social functions.

Dance in Practice provides opportunities for you to explore these functions through active engagement in dance and dance productions at a school and community level. In this subject, students will interact with practising performers, choreographers and designers. Students will explore roles in dance industries, including choreographer, performer, designer, technician and producer.

## **WHAT DO STUDENTS LEARN?**

Students will undertake the study of at least three dance genres in Dance in Practice, gaining a broad range of technical and expressive skills and understanding. Exposure to multiple dance genres fosters a greater appreciation of dance as an art form.

There are three broad areas of study:

**Dance performance:** focus on the development of knowledge, understanding and skills for a student to perform in a solo or group performance. Includes choreographing new works.

**Dance production:** focus on developing stage dance productions. Includes choreographic understandings, designing dance performances and technical and design skills associated.

**Dance literacies:** focus on develop the knowledge, understanding and skills necessary to engage with dance information in order to understand and critique dance works.

## **RECOMMENDED PRIOR STUDY**

Not applicable.

## **STRUCTURE OF COURSE**

Students will study eight units over the two-year course of study (10 week units). These units allow students to interact with a wide variety of dance styles. These could include: Ballet, Contemporary, including Modern and Postmodern, Jazz, Tap, Popular dance, including Breakdance, Disco, Hip hop and Jive and World dance.

## **HOW ARE STUDENTS ASSESSED?**

In Dance in Practice, assessment instruments include projects, performances, products, extended responses to stimulus and investigations. In Year 12, you will be expected to complete four assessment instruments, including at least one dance project, arising from community connections, at least one extended response to stimulus and at least one performance, separate to those included in projects.

**COST ASSOCIATED WITH THE COURSE:** There may be costs involved with excursions, visiting performances and workshops.

## Drama in Practice

**SUBJECT CODE:** *DRP*

**QCE = 4 CREDITS**

### **WHAT IS DRAMA IN PRACTICE?**

Drama is a practical and creative art form that draws on real life situations to express thoughts, ideas and feelings. Active participation in drama enables individuals and groups to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world in which they live.

Drama in Practice gives students opportunities to explore, experience and learn the knowledge and practical skills you need to design, produce, perform in, appreciate and evaluate a range of dramatic works. Students will explore a variety of production and performance roles that contribute to the creation and staging of dramatic and theatrical works within the community. These roles include performer, director, scriptwriter, designer and producer.

### **WHAT DO STUDENTS LEARN?**

Students will learn the practical knowledge and skills needed when working in many onstage and offstage roles for the purposes of creating, performing and producing dramatic works that entertain and convey meaning to audiences.

There are two broad areas of study: Dramatic practices and Dramatic principles. These areas teach the basic concepts and ideas, and associated knowledge, understanding and skills that you will need to be able to engage and work effectively in drama.

### **RECOMMENDED PRIOR STUDY**

Not applicable.

### **STRUCTURE OF COURSE**

Drama in Practice is a four-semester developmental course with Year 11 being formative allowing students to practise and develop skills. All units in Year 12 build on and reinforce knowledge and skills practised in Year 11. In the two-year course, students will study dramatic forms including Realism, Epic Theatre, Greek Theatre, Physical Theatre and Contemporary Australian Indigenous Theatre.

### **HOW ARE STUDENTS ASSESSED?**

Assessment in Drama in Practice gives you opportunities to demonstrate your drama skills and techniques and apply your knowledge and understanding; application and analysis; and creation and evaluation, of dramatic elements and concepts.

In Drama in Practice, assessment instruments could include: Projects (collection of work), Products (productions), Performances, Investigations, Extended response to stimulus / Reflective Journals.

### **COST ASSOCIATED WITH THE COURSE**

There may be costs involved with excursions, visiting performances and workshops.

# Engineering Skills

**SUBJECT CODE:** ESK

**QCE = 4 CREDITS**

## **WHAT IS ENGINEERING SKILLS?**

Engineering Skills will provide you with opportunities to explore, experience and learn knowledge and practical skills required to create, maintain and repair metal, plastic and composite products in the engineering manufacturing industry. It provides a unique opportunity for you to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

## **WHAT DO STUDENTS LEARN?**

You will study industry practices and production processes used by enterprises to create, maintain and repair products using raw materials. Your learning will be focused on core and elective knowledge, understanding and skills, and includes the study of manufacturing enterprises, workplace health and safety, personal and interpersonal skills, product quality, specifications, tools and materials.

You will study the core through industry-based electives. Each elective relates to a current engineering trade qualification and the related knowledge, understanding and skills required to use tools and materials to create or maintain products in that area of specialisation. This subject focuses on the electives of fitting and machining and welding and fabrication.

## **RECOMMENDED PRIOR STUDY**

Not applicable.

## **HOW WILL YOU LEARN?**

You will undertake manufacturing tasks both individually and collaboratively. Manufacturing tasks are industry-related learning experiences that range from skill exercises focused on specific production procedures to the manufacture of completed functional products to customer expectations of product quality at a specific price and time. Through a range of manufacturing tasks you will understand industry practices, interpret technical drawings, demonstrate and apply safe 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 you create.

## **HOW ARE STUDENTS ASSESSED?**

Assessment in Engineering Skills gives you opportunities to develop and demonstrate your knowledge, understanding and skills. Assessment instruments include:

- projects, which provide authentic opportunities for you to demonstrate your learning in both industry practices and production processes, e.g. production of a Soft face Hammer, these include a written journal
- practical demonstrations, e.g. welding exercises to produce a bracket

In Year 12, you will be expected to complete four assessment instruments, including at least two projects and one practical demonstration.

## **COST ASSOCIATED WITH THE COURSE**

Students will have to cover the cost of some project materials. A levy of approx. \$140 per year will apply to students undertaking the subject.

# English Communication

**SUBJECT CODE: ENC**

**QCE = 4 CREDITS**

## **WHAT IS ENGLISH COMMUNICATION?**

The English Communication course is designed for students who do not wish to go to university. It is an Authority-Registered subject and does not contribute towards an OP. It does however, contribute towards the QCE.

English Communication covers many of the areas of English student will be familiar with in their junior studies but there is also a focus on the language needs of students who are hoping to move into the world of work and/or further training.

## **WHAT DO STUDENTS LEARN?**

English Communication is a two year course. A new topic/unit is studied each semester. Areas of study over the two years include:

- Work – units in which students learn about the world of work and the types of literacies needed to function effectively in the workplace.
- Community – units prepare students to be active and aware members of their local and wider communities.
- Leisure – units encourage the development of skills which allow students to read and view for pleasure and to be critically engaged.

## **RECOMMENDED PRIOR STUDY**

Not applicable.

## **STRUCTURE OF COURSE**

The course is a practical literacy course aimed at developing language skills in students in the following areas: Work, Community and Leisure.

## **HOW ARE STUDENTS ASSESSED?**

English Communication assessment is roughly 50% written and 50% spoken. Students can expect to have written assignments and exams as well as real-life spoken assessment tasks.

Students will compile a folio of assessment items over each of Years 11 and 12.

Students must achieve a minimum C standard in order to gain credit for their QCE.

## **COST ASSOCIATED WITH THE COURSE**

Nil.

# Furnishing Skills

**SUBJECT CODE: FSK**

**QCE = 4 CREDITS**

## **WHAT IS FURNISHING SKILLS?**

Furnishing Skills will provide you with opportunities to explore, experience and learn knowledge and practical skills required to manufacture furnishing products with high aesthetic qualities. It provides a unique opportunity for you to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

## **WHAT DO STUDENTS LEARN?**

You will study industry practices and production processes used by enterprises to manufacture products from raw materials. Your learning will be focused on core and elective knowledge, understanding and skills, and includes the study of manufacturing enterprises, workplace health and safety, personal and interpersonal skills, product quality, specifications, tools and materials.

You will study the core through industry-based electives. Each elective relates to a current furnishing trade qualification and the related knowledge, understanding and skills required to use tools and materials to create or maintain products in that area of specialisation. This subject focuses on the electives of furniture-making, cabinet-making and furniture finishing.

## **RECOMMENDED PRIOR STUDY**

Not applicable.

## **HOW WILL YOU LEARN?**

You will undertake manufacturing tasks both individually and collaboratively. Manufacturing tasks are industry-related learning experiences that range from skill exercises focused on specific production procedures, to the manufacture of completed functional products that meet customer expectations of product quality at a specific price and time. Through a range of manufacturing tasks you will understand industry practices, interpret technical drawings, demonstrate and apply safe 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 you create.

## **HOW ARE STUDENTS ASSESSED?**

Assessment in Furnishing Skills gives you opportunities to develop and demonstrate your knowledge, understanding and skills. Assessment instruments include:

- projects, which provide authentic opportunities for you to demonstrate your learning in both industry practices and production processes, e.g. work in a team to plan and manufacture an outdoor furniture item, these include a written journal
- practical demonstrations, e.g. wooden box

In Year 12, you will be expected to complete four assessment instruments, including at least two projects and one practical demonstration.

## **COST ASSOCIATED WITH THE COURSE**

Students will have to cover the cost of some project materials. A levy of approx. \$120 per year will apply to students undertaking the subject.

# Music in Practice

**SUBJECT CODE: MUP**

**QCE = 4 CREDITS**

## **WHAT IS MUSIC IN PRACTICE?**

Music is a common thread of life in all communities and mirrors society's aspirations. This course provides opportunities for students to explore the roles of a maker of music, a performer of music, a music technician and a music manager. These roles unlock many possible career pathways in the music industry.

## **WHAT DO STUDENTS LEARN?**

In the Music in Practice course, students will create, perform, produce and respond to their own and others' music works in class, school and community settings. This course aims to prepare students' for the workplace by fostering a positive work ethic, teamwork and project management skills. As well students will:

- Compose, perform and respond to music,
- Apply techniques, processes and skills, individually and in groups, to express music ideas for a particular purpose and function.
- Learn about workplace health and safety issues relevant to the musical industry
- Learn about effective music work practices that lead to the acquisition of industry skills needed by a practising musician.

## **RECOMMENDED PRIOR STUDY**

Not applicable.

## **STRUCTURE OF COURSE**

Students will study eight units over the two year course of study (10 week units). These units allow students to interact with a wide variety of music styles, time periods and genres, including:

- Heroes and Villains
- Music for the Community
- Electronic Music
- I Did It My Way
- My Island Home
- Borrowing, Stealing, Quoting - The Ethical Side
- Practice Makes Perfect
- Don't Stop the Music

## **HOW ARE STUDENTS ASSESSED?**

All student assessments will be done in a practical format where students will demonstrate their knowledge and understanding through the performance of music.

## **COST ASSOCIATED WITH THE COURSE**

There may be costs involved with excursions, visiting performances and workshops.

# Pre-Vocational Mathematics

**SUBJECT CODE:** PVM

**QCE = 4 CREDITS**

## **WHAT IS PREVOCATIONAL MATHEMATICS?**

Prevocational Mathematics is a course of study derived from industry. It will provide students with the mathematical skills required for employment across a broad range of trades and industries.

## **WHAT DO STUDENTS LEARN?**

Units are designed around a range of skills-based exercises as well as an introduction to the mathematics required in a range of employment situations.

- financial literacies
- measurement
- chance and data
- game theory
- space, location, direction & movement
- patterns.

## **RECOMMENDED PRIOR STUDY**

Not applicable.

## **STRUCTURE OF COURSE**

The course is varied from year to year based on the interests of the client group.

## **HOW ARE STUDENTS ASSESSED?**

A wide variety of assessment is used in this subject, including traditional tests, assignments, orals, surveys, class work and homework.

## **COST ASSOCIATED WITH THE COURSE**

Nil.

# Recreation Studies

**SUBJECT CODE: RST**

**QCE = 4 CREDITS**

## **WHAT IS RECREATION STUDIES?**

Recreation Studies is an Authority Registered subject within the HPE department which aims to allow students to acquire knowledge, skills, abilities, attitudes and values in, about and through recreation activities, and thereby enhance their prospects of employment.

Recreation focuses on the role recreation has in the life of individuals and communities. It provides you with opportunities to learn in, through and about recreation activities.

Recreation activities are those that require exertion and activity. They are engaged in for competition, relaxation or simply enjoyment. Recreation activities include active play and minor games, challenge and adventure activities, games and sports, health-related physical activities, and rhythmic and expressive movement activities.

## **WHAT DO STUDENTS LEARN?**

The study-area core is designed to allow students to recognise the benefits of recreation activities. It is mandatory and must be integrated and progressively developed throughout the two-year program of study. The mediums for learning experiences that develop the study-area core are the units of study (which are based on recreation activities) chosen by the school.

You will experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills. The skills developed in Recreation may help you in work, personal fitness, or general health and wellbeing. You will develop interpersonal abilities and be encouraged to appreciate and value involvement in recreation activities.

## **RECOMMENDED PRIOR STUDY**

Not applicable.

## **STRUCTURE OF COURSE**

<b>Units of Study</b>	<b>Study Area Core</b>
Basketball	Tournaments & Officiating
Volleyball	
Touch Football	Fitness testing and training programs
Golf	Participation in golf as a recreation pursuit (survey & project)
Badminton	First Aid
Fishing	Fishing knowledge and information for local area
Camping	Camp planning and reflection
Futsal	Promoting physical activity

**HOW ARE STUDENTS ASSESSED?**

In Recreation, assessment instruments may include projects, investigations, extended responses to stimulus, performances, and examinations. These can include activities such as recreation or training/coaching sessions; participating in recreation activities and team tasks; supervising fitness activities; investigating a specific question or hypothesis; interpreting, analysing and evaluating ideas and information; writing articles or reports; and giving presentations.

**COST ASSOCIATED WITH COURSE**

Students need to note this course does incur costs. Costs include Apply First Aid and Perform CPR course \$40, boat licensing course (elective TBA).

# Social and Community Studies

**SUBJECT CODE: SCT**

**QCE = 4 CREDITS**

## **WHAT IS SOCIAL AND COMMUNITY STUDIES?**

Social and Community Studies allows students to develop important 'life skills' – personal, interpersonal and citizenship skills. It will help students to develop responsible attitudes and behaviours, establish positive relationships and networks, and encourage students to be an active and informed citizen who can participate effectively in the community.

Social and Community Studies is an Authority-Registered subject and does not contribute towards an OP. It does however contribute 4 credits towards the QCE.

## **WHAT DO STUDENTS LEARN?**

Students will develop a range of person, interpersonal and citizenship skills while exploring a range of topics including:

- Money Management
- Law and legal issues
- The world of work
- Food and Nutrition
- Recreation and Leisure
- Australia's place in the world.

## **RECOMMENDED PRIOR STUDY**

Not applicable.

## **STRUCTURE OF COURSE**

Social and Community Studies is structured around developing personal, interpersonal and citizenship skills while studying core units of work consisting mainly of practical components.

## **HOW ARE STUDENTS ASSESSED?**

Students will be assessed using a variety of assessment techniques including exams and written assignment tasks. However the majority of the assessment will be project based which will provide authentic, real-world opportunities to inquire into social and community issues.

## **COST ASSOCIATED WITH THE COURSE**

Nil.

# Tourism

**SUBJECT CODE: TRM**

**QCE = 4 CREDITS**

## **WHAT IS TOURISM STUDIES?**

Tourism is the general study of the tourism and tourist industry. The course involves learning about the changing nature of local, regional and global tourism and learning about the tourism industry's workplace skills and practices.

## **WHAT DO STUDENTS LEARN?**

Topics of study include:

- The nature of tourism
- International tourism
- Local area tourism
- Skills for operating a tourism business
- Australian based tourism
- Careers in the tourism industry.

## **RECOMMENDED PRIOR STUDY**

Not applicable.

## **STRUCTURE OF COURSE**

Students will undertake a variety of units of work based around theory and practical components. They will complete both written and non-written assessment, and will work individually and in groups.

**Field excursions form an important part of the course. Field excursions are compulsory. The excursions will concentrate on the Innisfail and Cairns Districts**

## **HOW ARE STUDENTS ASSESSED?**

- Short Response Tasks
- Multi-Modal Presentations
- Practical Tasks
- Projects.

## **COST ASSOCIATED WITH THE COURSE**

Nil.

# Visual Arts in Practice

**SUBJECT CODE: VAP**

**QCE = 4 CREDITS**

## **WHAT IS VISUAL ARTS IN PRACTICE?**

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks for a purpose. Visual art works are created for a purpose and in response to individual or group needs in a variety of contexts. Visual artworks use and push limits of technologies and are only limited by circumstance and imagination.

Visual Arts in Practice foregrounds the role visual arts play in the community and how you may become involved in community arts activities. This subject focuses on your engagement in arts-making processes and making artworks for a purpose.

## **WHAT DO STUDENTS LEARN?**

Students will develop arts processes, skills and reflective abilities through create images, objects, environment or events in some of the following areas:

- 2D—artist’s book, collage, drawing, mixed media, painting, photography, printmaking
- 3D— assemblage, ceramics, installations, sculpture and wearable art.
- Digital and 4D—animation, multimedia and photography
- Design - graphic design, product design illustration and costume
- Craft— metal work, jewellery, woodwork, papier-mache, and weaving.

Students will also develop understanding through investigation of other artists’ works. This included reflecting on processes used and developing meaning through information presented in visual texts and arts works.

## **RECOMMENDED PRIOR STUDY**

Not applicable.

## **STRUCTURE OF COURSE**

This course is primarily a practical subject whereupon students are introduced to a range of art and craft techniques through units. In each skill based unit students will develop their skill in that technique through guided practice. Then students will create a resolved artwork demonstrating their mastery of that technique on completion of that unit. Typically, each year students will complete four or five skill based units.

## **HOW ARE STUDENTS ASSESSED?**

In Visual Arts in Practice you will complete a variety of assessment tasks. The role of the assessment is to link art in the classroom to community events and creative industry. These may include

- Projects - involve two tasks within the one theme. e.g. design and develop a wearable art piece for a wearable art evening, include a press release and program for the event.
- Products—creating and producing artworks in a variety of mediums.
- Extended response to stimulus—communicate ideas and information to readers for a purpose. E.g. review
- Investigations—written tasks with a clear purpose.

***COST ASSOCIATED WITH THE COURSE***

There will be a general levy of approx. \$35 for materials as students take items home.

## VET CERTIFICATE COURSES

Vocational education and training (VET) is "education and training for work" and part of a broader educational network in Australia that includes schools, universities and adult and community education. Innisfail State College offers five VET courses, however they are not used in the calculation of OPs.

VET Courses:

- are **not** used in the calculation of OPs
- 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 2017.

# Certificate III in Fitness

**SUBJECT CODE:** CFI

**QCE = 8 CREDITS**

**RTO 30307**

**Qualification Code:** SIS30315

**Qualification Title:** Certificate III in Fitness

**Release Date:** Release 1 – 3 September 2015

**Packaging Rules:** 16 units must be completed:

- 9 core units
- 7 elective units

**Units of Competency:**

Code	Title
<b>Core</b>	
SISFFIT003	Instruct fitness programs
SISFFIT014	Instruct exercise to older clients
SISFFIT001	Provide health screening and fitness orientation
SISFFIT002	Recognise and apply exercise considerations for specific populations
SISFFIT005	Provide healthy eating information
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming
SISXFAC001	Maintain equipment for activities
SISXCCS001	Provide quality service
HLTWHS001	Participate in workplace health and safety
<b>Electives</b>	
SISXIND001	Work effectively in sport, fitness and recreation environments
SISSPT303A	Conduct basic warm-up and cool-down programs
SISFFIT011	Instruct approved community fitness programs
BSBRK401	Identify risk and apply risk management processes
SISFFIT006	Conduct fitness appraisals
HLTAID003	Provide first aid
HLTAID001	Provide cardiopulmonary resuscitation

**Estimated duration of Course:** 2 years

**Mode/s of Delivery:**

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

Practical tasks

Hands-on activities involving participants/clients

Group work

Practical experience within the school sporting programs and fitness facility

Log book of practical experience

**Work Placement Arrangements:**

Work placement occurs within the school fitness facility with access to staff and student clients

**Entry Requirements/Pre-requisites:**

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

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

**Materials/Equipment to be supplied by student:** Nil

**Additional requirements for students to achieve success:**

This program involves a mandatory 'outside subject' weekly component of 90 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to a variety of clients, including older adults.

Access to a computer with internet is beneficial as students can access course content at home if needed.

**Fee Information:** \$290. *As this course is offered by an external provider and is not included in normal school fees, it is a requirement that the full course fee must be paid prior to starting Year 11.*

**Third Party Provider Information:**

Binnacle Training - RTO: 31319

860 Brunswick Street NEW FARM QLD 4005

1300 303 715

<https://www.binnacletraining.com.au/>

[programs@binnacletraining.com.au](mailto:programs@binnacletraining.com.au)

**Disclaimer Statement:**

The information provided here is correct at the time of publication but may be subject to change.

# Certificate II in Hospitality & Certificate II in Tourism

**SUBJECT CODE:** HOT

**QCE = 4 CREDITS for each = 8 CREDITS**

**Qualification Code:** SIT20316 & SIT20116

**Qualification Title:** Certificate II in Hospitality & Certificate II in Tourism

**Release Dates:** Release 2 – 1 April 2016 & Release 2 – 1 April 2016

**Packaging Rules:** 14 units must be completed:

- 6 core units and
- 6 elective units from Certificate II Hospitality
- plus 2 core units from Certificate II Tourism



RTO 30307



## Units of Competency:

CERTIFICATE II in HOSPITALITY		
Code	Title	
<b>Core</b>		
BSBWOR203	Work effectively with others	
SITHIND002	Source and use information on the hospitality industry	
SITHIND003	Use hospitality skills effectively	
SITXCCS003	Interact with customers	
SITXCOM002	Show social and cultural sensitivity	
SITXWHS001	Participate in safe work practices	
SITXFSA001	Use hygienic practices for food safety	
<b>Electives</b>		
SITHCCC002	Prepare and present simple dishes	<b>6 of these electives will be offered</b>
SITHCCC003	Prepare and present sandwiches	
SITXFIN001	Process financial transactions	
SITHFAB002	Provide responsible service of alcohol	
SITHFAB004	Prepare and serve non-alcoholic beverages	
SITHFAB005	Prepare and serve espresso coffee	
SITHFAB007	Serve food and beverage	
<b>CERTIFICATE II in TOURISM (in addition to the units in Certificate II in Hospitality)</b>		
<b>Core</b>		
SITTIND001	Source and use information on the tourism and travel industry	
SITXCCS002	Provide visitor information	

**Estimated duration of Course:** 2 years inclusive

## Mode/s of Delivery:

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

- . Theory delivered via online interactive modules
- . Demonstrations and role plays in simulated and real hospitality environments

- . Real life experience in the school's restaurant
- . Work placement

**Work Placement Arrangements:**

A minimum of 12 service periods is mandatory, some of which will be covered by the school restaurant. Out-of- school work placement will be organised by the school.

**Entry Requirements/Pre-requisites:**

Students will need literacy and IT skills to be able to successfully complete theoretical components of this course.

**Materials/Equipment to be supplied by student:**

Standard writing equipment and notebook

**Additional requirements for students to achieve success:**

As part of their course requirements, students will need to complete a minimum of 8 restaurant nights each year.

**Fee Information:**

Qualification	VETiS Subsidy accessed	VETiS Subsidy not accessed
SIT20316 Certificate II in Hospitality	Free	\$1200
SIT20116 Certificate II in Tourism	\$200	\$200
Ingredients fee	\$100 per year	\$100 per year
<b>TOTAL</b>	<b>\$300</b>	<b>\$1500</b>

**As this course is offered by an external provider and is not included in normal school fees, it is a requirement that the full course fee must be paid prior to starting Year 11.**

**Third Party Provider Information:**

Blueprint Career Development Pty Ltd  
 6 Bentleigh Court ROBINA QLD 4226  
 1300 851 550  
<http://www.blueprintcd.com.au>  
[admin@blueprintcd.com.au](mailto:admin@blueprintcd.com.au)

**Disclaimer Statement:**

The information provided here is correct at the time of publication but may be subject to change.

# Certificate II in Skills for Work and Vocational Pathways

**SUBJECT CODE:** WSP

**QCE = 4 CREDITS**

**Qualification Code:** FSK20113

**Qualification Title:** Certificate II in Skills for Work and Vocational Pathways

**Release Date:** Release 1 – 14 March 2013

**Packaging Rules:** Total number of units = 14

- 8 core units plus
- 6 elective units



RTO 30307



## Units of Competency:

Code	Title
<b>Core</b>	
FSKDIG03	Use digital technology for routine workplace tasks
FSKLRG09	Use strategies to respond to routine workplace problems
FSKLRG11	Use routine strategies for work-related learning
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM15	Estimate, measure and calculate with routine measurements for work
FSKOCM07	Interact effectively with others at work
FSKRDG10	Read and respond to routine workplace information
FSKWTG09	Write routine workplace texts
<b>Electives</b>	
BSBITU203	Communicate electronically
BSBWHS201	Contribute to health and safety of self and others
FSKOCM05	Use oral communication skills for effective work-place presentations
FSKLRG07	Use strategies to identify job opportunities
FSKLRG10	Use routine strategies for career planning
FSKLRG06	Participate in work placement

**Estimated duration of Course:** 2 years

## Mode/s of Delivery:

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

Practical tasks

Group work

Real life application

Hands-on activities

**Work Placement Arrangements:**

Work placement (5 days) is required as a component of this course. It will be organised by the Work Placement Officer, Innisfail State College.

Prior to undertaking an RTO arranged workplace visit, students must organise the signing and return of work experience agreement forms.

**Entry Requirements/Pre-requisites:** Nil

**Materials/Equipment to be supplied by student:** Nil

**Additional requirements for students to achieve success:** Nil

**Fee Information:** Nil

**Third Party Provider Information:** N/A

**Disclaimer Statement:**

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# Certificate II in Sport and Recreation

**SUBJECT CODE:** SAR

**QCE = 4 CREDITS**

**Qualification Code:** SIS20115

**Qualification Title:** Certificate II Sport and Recreation

**Release Date:** Release 1 – 7 December 2015

**Packaging Rules:** 13 units must be completed:

- 8 core units, plus
- 5 elective units



**RTO 30307**



## Units of Competency:

Code	Title	
<b>Core</b>		
<b>BSBWOR202</b>	<b>Organise and complete daily work activities</b>	
<b>HLTAID003</b>	<b>Apply first aid</b>	
<b>HLTWHS001</b>	<b>Participate in workplace health and safety</b>	
<b>SISXCAI002</b>	<b>Assist activity sessions</b>	
<b>SISXCCS001</b>	<b>Provide quality service</b>	
<b>SISXEMR001</b>	<b>Respond to emergency situations</b>	
<b>SISXIND001</b>	<b>Work effectively in sport and recreation environments</b>	
<b>SISXIND002</b>	<b>Maintain sport, fitness and recreation industry knowledge</b>	
<b>Electives</b>		
<b>SISXCAI001</b>	<b>Provide equipment for activities</b>	<b>5 of these electives will be offered.</b>
<b>SISXFAC001</b>	<b>Maintain equipment for activities</b>	
<b>SISSCO101</b> ⚙️	<b>Develop and update knowledge of coaching practices</b>	
<b>SISSCO202</b> 😊	<b>Coach beginner/novices to develop fundamental skill</b>	
<b>SISSOF10</b> ⚙️	<b>Develop and update officiating knowledge</b>	
<b>SISSOF202</b> 😊	<b>Officiate games and competitions</b>	
<b>SISSDE201</b>	<b>Communicate effectively with others in sporting</b>	
<b>SISXFIN002</b>	<b>Process financial transactions</b>	
<b>SISXCAI007</b>	<b>Assist with activities not requiring equipment</b>	
<b>ICTICT203</b>	<b>Operate application software packages</b>	
<b>BSBITU201</b>	<b>Produce simple word processed documents</b>	

⚙️ pre-requisite modules to be completed before 😊 modules

**Estimated duration of Course:** 2 years

## Mode/s of Delivery:

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

Folio of work - knowledge evidence and preparation of practical sessions

Practical tasks

Hands-on activities involving participants/clients

Group work

Practical experience within the school sporting programs and fitness facility

Log book of practical experience

**Work Placement Arrangements:**

Work placement occurs within the school HPE faculty with access to student clients

**Entry Requirements/Pre-requisites:**

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

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

**Materials/Equipment to be supplied by student:** Nil

**Additional requirements for students to achieve success:**

This program involves a commitment to attending College sporting carnivals and events to obtain relevant industry experience in the industry by coaching, officiating and working with a range of participants from primary and secondary students as well as adults.

Access to a computer with internet is beneficial as students can access course content at home if needed.

**Fee Information:** \$40 for first aid certificate

**Third Party Provider Information:** N/A

**Disclaimer Statement:**

The information provided here is correct at the time of publication but may be subject to change.

# Certificate II in Health Support Services & Certificate II in Community Services

**SUBJECT CODE:** HTH

**QCE = 4 CREDITS for each = 8 CREDITS**

**RTO 30307**



**Qualification Code:** HLT23215 & CHC22015

**Qualification Title:** Certificate II in Health Support Services & Certificate II in Community Services

**Release Dates:** Release 1 – 8 December 2015 & Release 1 – 6 August 2015

**Packaging Rules:** Across the dual course, 14 units must be completed:

- 6 core units, plus
- 8 elective units



**Units of Competency:**

CERTIFICATE II in HEALTH SUPPORT SERVICES & CERTIFICATE II in COMMUNITY SERVICES	
Code	Title
<b>Core</b>	
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
CHCCOM001	Provide first point of contact
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities
<b>Electives</b>	
BSBADM101	Use business equipment and resources
BSBCUS201	Deliver a service to customers
BSBINM201	Process and maintain workplace information
BSBWOR204	Use business technology
HLTAID003	Provide first aid
HLTHSS003	Perform general cleaning tasks in a clinical setting
FSKOCM07	Interact effectively with others at work
BSBWOR203	Work effectively with others

**Estimated duration of Course:** 1 year inclusive

**Mode/s of Delivery:**

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

- . Theory delivered via online interactive modules
- . Demonstrations and role plays in simulated and real health environments

**Work Placement Arrangements:**

Nil

**Entry Requirements/Pre-requisites:**

Students will need literacy and IT skills to be able to successfully complete theoretical components of this course.

**Materials/Equipment to be supplied by student:**

Standard writing equipment and notebook

**Additional requirements for students to achieve success:**

Nil

**Fee Information:**

Qualification	VETiS Subsidy accessed	VETiS Subsidy not accessed
HLT23215 Certificate II in Health Support Services	Free	\$199
CHC22015 Certificate II in Community Services	\$99	\$99
HLTAID003 Apply First Aid	\$40	\$40
<b>TOTAL</b>	<b>\$139</b>	<b>\$338</b>

**As this course is offered by an external provider and is not included in normal school fees, it is a requirement that the full course fee must be paid prior to starting Year 11.**

**Third Party Provider Information:**

Connect 'n' Grow

Level 1, 313-315 Ross River Road

AITKENVALE QLD 4814

Phone 07 4728 5041

[www.connectngrow.com.au](http://www.connectngrow.com.au)

[admin@connectngrow.com.au](mailto:admin@connectngrow.com.au)

**Disclaimer Statement:**

The information provided here is correct at the time of publication but may be subject to change.

# Certificate II in Business

## SUBJECT CODE:

**QCE = 4 CREDITS**

**RTO 30307**

**Qualification Code:** BSB20115

**Qualification Title:** Certificate II in Business

**Release Dates:** Release 1 – 25/03/2015

**Packaging Rules:** Across the dual course, 14 units must be completed:

- 6 core units, plus
- 8 elective units



## Units of Competency:

CERTIFICATE II in BUSINESS	
Code	Title
<b>Core</b>	
<b>BSBWHS201</b>	<b>Contribute to health and safety of self and others</b>
<b>Electives</b>	
<b>BSBIND201</b>	<b>Work effectively in a business environment</b>
<b>BSBINM201</b>	<b>Process and maintain workplace information</b>
<b>BSBINN201</b>	<b>Contribute to workplace innovation</b>
<b>BSBCMM201</b>	<b>Communicate in the workplace</b>
<b>BSBITU202</b>	<b>Create and use spreadsheets</b>
<b>BSBITU203</b>	<b>Communicate electronically</b>
<b>BSBWOR203</b>	<b>Work effectively with others</b>
<b>FNSFLT205</b>	<b>Develop knowledge of the Australian financial system and markets</b>
<b>FNSACC303</b>	<b>Perform financial calculations</b>
<b>BSBSUS201</b>	<b>Participate in environmentally sustainable work practices</b>
<b>BSBLED301</b>	<b>Undertake e-learning</b>

**Estimated duration of Course:** 2 years

## Mode/s of Delivery:

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

- . Practical tasks/experience
- . Hands-on activities involving working with others

Group projects

e-Learning projects

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

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

**Work Placement Arrangements:**

Nil

**Entry Requirements/Pre-requisites:**

Students must have a passion for and/or interest in working in the Business Services Industry and/or pursuing further tertiary pathways (e.g. Certificate III/IV, or Diploma – Business or Financial Services). They must have sound written and spoken communication skills and an enthusiasm/motivation to participate in a range of projects.

**Materials/Equipment to be supplied by student:**

Standard writing equipment and notebook

**Additional requirements for students to achieve success:**

Nil

**Fee Information:** \$180 for basic course – Certificate II in Business

(Optional) \$40 = Additional Elective → Financial Literacy Short Course: Be MoneySmart

**As this course is offered by an external provider and is not included in normal school fees, it is a requirement that the full course fee must be paid prior to starting Year 11.**

**Third Party Provider Information:**

Binnacle Training - RTO: 31319

860 Brunswick Street NEW FARM QLD 4005

1300 303 715

<https://www.binnacletraining.com.au/>

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**Disclaimer Statement:**

The information provided here is correct at the time of publication but may be subject to change.