Senior School
Year 10
Subject Selection Handbook 2017
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CERTIFICATE SUBJECTS

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All other students will undertake a Certificate II on offer for 2017.
Welcome to Kawana Waters State College

At Kawana Waters State College our Senior School curriculum encompasses Years 10, 11 and 12 and caters to the specific developmental needs of adolescents.

The senior years of education at Kawana Waters State College provide an excellent framework for our students to achieve their individual career goals and to develop personal and social skills and to become lifelong learners. This includes helping students complete a senior education, undertaking further education and training, leaving home, finding work and forming personal relationships.

The Senior School Curriculum offered embraces the College values of Respect, Diversity, Excellence, Enjoyment. It also places an emphasis on meeting the needs of our students by:

- catering for the transition from Junior Secondary to the senior schooling encompassing the physical, social and psychological dimensions in a Prep to 12 community
- providing opportunities for students to master their skills and knowledge to prepare them for future challenges
- providing flexibility within the curriculum for young people moving between pathways
- developing independent learning skills and assume increasing responsibility for their learning
- providing programs to ensure that students are career orientated and can articulate the progress of their education plans
- providing learning experiences that are intellectually challenging and motivating and reflect a variety of pedagogical approaches.

The curriculum aims to enable all students to pursue individual excellence, a concept that extends beyond the classroom into all facets of College life.

Ms Elly Gerbo
Principal – Secondary Campus
EXECUTIVE TEAM

Colin Allen-Waters - College Principal
Elly Gerbo – Principal Secondary Campus
Anne Allen – Deputy Principal
Brett Allan – Deputy Principal

The Executive and Heads of Department can help if you have questions relating to any of the subjects listed in this booklet, and can be contacted on (07) 5436 9388.
KEY STAFF MEMBERS

Heads of Department

Mr Dan Burdett
Maths

Mr Jim Bailey
Science

Mr Jeff Day
The Arts

Ms Lisa O’Malley
Humanities

Mr Tony Gordon
HPE

English

Mr Dave Mayfield
Junior Secondary

Ms Sarah Benaud
RTO Manager/Technology

Mrs Barbara Seaward
Senior Schooling/Languages

Ms Odette Martin
Student Wellbeing

Mr Steve Olsen
Special Education

Mr Russell Lidgard
21st Century Learning
Year 10 level sets the scene for successful study in the senior school. Throughout Year 10, students receive information on future pathways, this information will guide students on their journey from school to the workforce. Year 10 students have the opportunity to choose subjects in areas that lead to their future, enabling them to fully prepare for life after school.

Students move from a core program of student to an elective model which closely reflects the Year 11 and 12 course of study. Students have the opportunity to sample senior school subjects to ensure greater success at Year 11 and Year 12. Success in prerequisite studies is a very good indicator of future achievements in a particular field of study. Our aim is to ensure that students have the best possible chance of achieving this success in the subjects they choose to study in Years 11 and 12.

At Kawana Waters State College we believe in Life Long Learning and support students on their journey from school to life after school and their chosen career. In order to encourage students to make informed and deliberate decisions we lead students on a course to examine pathways that lead them to future careers and/occupational.

Science Technology Engineering Mathematics (STEM) touches every aspect of our lives, from our smartphones to the technologies that enable us to explore the world around us and outer space.

It also drives innovation in our fast-changing global economy.

To succeed in this environment, and for Queensland to continue to prosper into the future, our students need a strong foundation in STEM. At Kawana Waters State College all curriculum areas have a focus on STEM embedding the principles within the content of each subject using real-world context to help engage students by connecting their existing knowledge with new STEM knowledge.
The Business, Manufacturing & Retail pathway provides goods or services to customers, including delivery, manufacturing and promoting of products.

Possible Careers - Sports Administration, Nursing, Aged-Care Worker, Early Childhood Worker, Allied Health Workers, Counsellor, Veterinary, Zoo Keeper, Fitness Instructor, Marine Scientist, Environmental Scientist, Pharmacist, Naturopath, Medical Practitioner, Optometrist, Chiropractor, Dentist, Nutritionist

The Health, Fitness and Wellbeing pathway provides goods and services to treat patients with curative, preventive, rehabilitative and palliative care. It also provides patients with the strategies to develop and maintain a healthy lifestyle.

Possible Careers - Animator, Architecture, Army Officer, Economist, Draftsperson, Graphic Designer, Film, Stage And Television Directory/Editor/Producer, Announcer, Fashion Designer, Interior Designer, Engineer, Chemist, Carpenter

The New Technology & Innovation Pathway is the development of a new idea, device or method and the application of better solutions to meet new requirements. These solutions creating more effective products, processes, services, technologies, or business models.

Possible Careers - Animator, Architecture, Army Officer, Economist, Electronics Engineer, Draftsperson, Graphic Designer, Film, Stage And Television Directory/Editor/Producer, Announcer, Fashion Designer, Interior Designer, Civil Construction Worker, Engineer, Chemist, Carpenter

Hospitality, Tourism & Lifestyle pathway includes any company/occupational that is focused on customer satisfaction and meeting leisure needs.

Possible Careers - Chef, Baker, Hotel/Motel Manager, Tourist Information Officer, Event Coordinator, Recreation Officer, Flight Attendant, Production Crew, Media Presenter, Entertainer, Food & Beverage

Education and Services pathway includes any company whose primary activity is education or offers customized, knowledge-based services to clients.

Possible Careers - Teacher, Historian, Law Clerk, Legal Executive, Writer, Foreign Affairs And Trade Officer, Librarian, Teacher – Music, Police Services, Army Services, Fire Fighter, Counsellor, Engineering
WHAT WE BELIEVE ABOUT TEACHING AND LEARNING

At Kawana Waters State College (KWSC) our intention is to provide an explicit, innovative and future focused curriculum that prepares students for the 21st Century.

Our College embraces the principles of global education and provides students with multiple opportunities to think, plan and act for the future.

We recognise that what is taught and how it is taught is the key to building contemporary knowledge and we develop and embrace skills and resources appropriate to 21st Century learners and citizens.

Our pedagogical framework aligns with Mazarno’s Art and Science of Teaching where students are explicitly taught the skills of critical, creative and higher-order thinking to develop and demonstrate their knowledge, understanding and skills in each key learning area.

Key Learning Area (KLA) based work programs establish the explicit curriculum to be taught in the Senior Phase of learning. The KWSC Senior Phase curriculum work programs are devised, implemented and moderated using QSA Senior syllabuses and the Australian Qualifications Framework.

The Head of Department for each curriculum area in consultation with senior teachers is responsible for overseeing and monitoring appropriate curriculum development in the Senior Phase.

SENIOR ASSESSMENT AND TERTIARY ENTRANCE SYSTEMS

Queensland Government will introduce new senior assessment and tertiary entrance systems, starting with students entering Year 11 in 2018. The new systems will include:

- a model that uses school-based assessment and common external assessment
- processes that strengthen the quality and comparability of school-based assessment
- Australian Tertiary Admission Rank (ATAR).

STUDENTS WILL RECEIVE THE FOLLOWING CERTIFICATES AT THE END OF YEAR 12:

- the Queensland Certificate of Education (QCE) will remain as Queensland’s senior school qualification
- students who are eligible will continue to be awarded one at the end of Year 12. Students will also still receive a Senior Statement. It shows all studies and the results achieved that may contribute to the award of a QCE.

TERTIARY ENTRANCE SYSTEM

- The ATAR is a fine-grained rank order system. It’s a number between 0.00 and 99.95 with increments of 0.05. The ATAR is commonly used in other states and territories.
- ATARs will be calculated by comparing student results. There will be a process of inter-subject scaling. Scaling is necessary so that student results in different types of subjects can be compared. The method of inter-subject scaling to be used is still to be finalised by the Senior Secondary Assessment Taskforce.
- The Queensland Tertiary Admissions Centre (QTAC) will be responsible for calculating students’ ATARs.
To gain a QCE

You need → 20 Credits → Sound level of Achievement, Pass or equivalent → At least 12 credits from completed Core courses + An additional 8 credits from any courses of study + Meet literacy & numeracy requirements

About the QCE
The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification.
• The QCE is awarded to eligible students — usually at the end of Year 12.
• Students can still work towards a QCE after Year 12 or if they leave school.
• Learning options are grouped into four categories (see opposite).
• The QCE offers flexibility in what, where and when learning occurs.

How the QCE works
To achieve a QCE a student needs 20 credits in a set pattern.
• At least 12 credits must come from completed Core courses.
• Additional 8 credits can come from a combination of any courses but a maximum of 6 credits from preparatory course of study
• Students must achieve a Sound, Pass or equivalent to receive QCE credits.
• Literacy and numeracy requirements must be met (see over).

Planning a QCE pathway
QCE planning usually starts in Year 10.
• A Senior Education and Training (SET) Plan is developed to map a student’s future education and/or employment goals and their QCE pathway.
• Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects done while at school, recognised workplace learning, certificates and awards.
• Students choose their own QCE pathway — there are hundreds of possible course combinations.
# LEARNING OPTIONS AND QCE CREDITS

## CORE

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE courses: usually undertaken by students in the senior phase of learning</td>
<td>At least 12 credits are needed. At least 1 credit undertaken while enrolled at a school.</td>
</tr>
<tr>
<td>Authority or Authority-registered subjects</td>
<td>Per course (4 semesters)</td>
</tr>
<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td>4</td>
</tr>
<tr>
<td>VET Certificate II, III or IV qualifications (includes school-based traineeships that incorporate on-the-job training)</td>
<td>Certificate II 4, Certificate III &amp; IV 5, 6, 7 or 8</td>
</tr>
<tr>
<td>School-based apprenticeships</td>
<td>Certificate III competencies, On-the-job component</td>
</tr>
<tr>
<td>Tailored training programs</td>
<td>4</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>4</td>
</tr>
</tbody>
</table>

## PREPARATORY

**PREPARATORY courses:** generally used as stepping stones to further study

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET Certificate I vocational qualifications</td>
<td>(Max. of 2 qualifications can count) 2 or 3</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VETE Act 2000</td>
<td>(Max. of 1 program can count) 2</td>
</tr>
<tr>
<td>Re-engagement programs</td>
<td>(Max. of 1 program can count) 2</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As determined by QSA</td>
</tr>
<tr>
<td>Short course in literacy or short course in numeracy developed by the QSA</td>
<td>Per course 1</td>
</tr>
</tbody>
</table>

## ENRICHMENT

**ENRICHMENT courses:** add value or complement Core courses of study

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognised certificates and awards</td>
<td>As determined by QSA</td>
</tr>
<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>As determined by QSA</td>
</tr>
<tr>
<td>Learning projects — workplace, community, self-directed</td>
<td>1</td>
</tr>
<tr>
<td>Authority extension subjects, such as English Extension</td>
<td>2</td>
</tr>
<tr>
<td>Career development: A short course senior syllabus</td>
<td>1</td>
</tr>
<tr>
<td>School-based subjects</td>
<td>As determined by QSA</td>
</tr>
</tbody>
</table>

## ADVANCED

**ADVANCED courses:** go beyond senior secondary schooling

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or two-semester university subjects completed while enrolled at a school</td>
<td>One-semester subject 2, Two-semester subject 4</td>
</tr>
<tr>
<td>Competencies contributing to VET diplomas or advanced diplomas while enrolled at a school</td>
<td>Up to 8 credits (1 credit per competency)</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As determined by QSA</td>
</tr>
</tbody>
</table>

### Literacy and Numeracy Requirements

The QCE offers students a range of options to satisfy the literacy and numeracy requirements, including:

- at least a Sound Achievement in one semester of a QSA-developed English and Mathematics subject
- at least a Sound Achievement in QSA-developed short courses in literacy and numeracy
- competence in VET Vocational Literacy 3 (39153 Qld) and Numeracy 3 (39163 Qld)
- a Pass grade in a literacy and numeracy course recognised by the QSA
- at least a C on the Queensland Core Skills Test
- at least a 4 for an International Baccalaureate examination in English and Mathematics

## Finding out more

Visit [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) for more information on:

- credit for partial completion of courses
- credit transfer for intrastate, interstate and overseas transfers
- conceded semesters for subjects exited at a Limited Level of Achievement
- relaxation of completed Core requirements
- notional Sound in a subject for meeting literacy or numeracy requirements
- recognised studies
SUBJECT SELECTION IN THE SENIOR SCHOOL

Many students in Junior Secondary have thought about their future, but are still uncertain about courses or pathways they would like to follow after they finish school. It is wise, therefore, when looking at subject choices, to keep your options open. This means choosing a selection of subjects which makes it possible for you to continue thinking about your career choice, before making more definite choices as you approach the end of Year 10. Year 10 subjects are designed as preparatory subjects for Year 11 and 12 subjects, giving students the opportunity to make informed decisions based on experience.

WHAT YOU NEED TO KNOW FOR SELECTING SUBJECTS FOR YEAR 10

In 2017 all year 10 students:

- will study English and mathematics for a full year – either core or extension which will be determined by the student’s Year 9 academic rating. All other subjects will be semester subjects, exceptions – Japanese, music and excellence programs
- will study up to eight other subjects:
  - semester units cannot be repeated, however, students may choose to elect a semester 1 and a semester 2 subject in a particular area eg. Drama A and Drama B
- all students intending to follow a pathway which may lead to university study are recommended to study core science for a full year in the place of two semester subjects
- When selecting subjects, students should be aware of the prerequisites for Year 11 and Year 12 subjects. Some subjects must be completed in order to continue study in these areas in Years 11 and 12.
The following steps may assist you in selecting your Year 10 subjects

**STEP ONE**
BE WELL INFORMED ABOUT CAREER PATHWAYS

**STEP TWO**
Answer the following questions:

- WHAT SUBJECTS ARE YOU GOOD AT?
- WHAT SUBJECTS DO YOU ENJOY MOST?
- WHAT TYPES OF JOBS/CAREERS DO YOU THINK YOU MIGHT LIKE TO DO WHEN YOU LEAVE SCHOOL?
- WILL YOU STAY AT SCHOOL UNTIL YEAR 12 OR WOULD YOU PREFER A TRAINEESHIP, APPRENTICESHIP OR OTHER COURSES OF STUDY?

**STEP THREE**
RESEARCH HOW YOU CAN GAIN ENTRY TO YOUR SELECTED COURSES, OR THE CAREERS YOU ARE INTERESTED IN

- What subjects do the websites/books suggest?
- Do you need to complete Year 12?
- Are the courses for your career offered at TAFE or other institutions after Year 12, or before?
- Do you need to go to University?
- Have you kept your options open for a range of career choices?

**STEP FOUR**
SELECT

- **YOUR** subjects for Year 10 based on the information **YOU HAVE COLLECTED FROM** Steps one, two and three.

CHECK

- **Your** selected subjects will allow you to continue subjects into Year 11 and 12, if you intend to continue at the College. The subject selection book provides detailed descriptions of how Year 10 subjects will affect your subject choices for Years 11 and 12.
It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions in Year 10. Talk to Mr Cook (Guidance Officer), and check the sources listed below:

After checking through this information, it is likely that you will come up with a list of subjects needed for courses and careers that interest you. If details are still unclear, check with your Guidance Officer.

Preparation for YOUR future personal pathway begins in Senior School at Kawana Waters State College in Year 10.

A Certificate II in Workplace Practices will be completed by all Year 10 students. This includes:

- Answering questions such as
  - Who am I?
  - What do I like doing?
  - What am I good at?

- Completing career & personality questionnaires and researching suggested occupations

- Completing your SET Plan (Student Education & Training Plan)

- Completing a Structured Workplace Learning Placement

- Participating in Career Expos such as: Experience USC Day

- These opportunities will allow you to make informed decisions about your career

- Information sessions on:
  - QCE – what do I need to achieve a QCE?
  - Subject selection for Year 11 and 12
## SUMMARY OF YEAR 10 COURSES OFFERED IN 2017

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Length</th>
<th>QCE Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>English</td>
<td>1 year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Extension</td>
<td>1 year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Film and Television A</td>
<td>1 semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Film and Television B</td>
<td>1 semester</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Mathematics</td>
<td>1 year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics Extension</td>
<td>1 year</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Science A</td>
<td>1 semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science B</td>
<td>1 semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science Extension (senior science preparation)</td>
<td>1 Year</td>
<td></td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>History A (modern and Ancient History)</td>
<td>1 semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History B (modern and Ancient History)</td>
<td>1 semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Civics</td>
<td>1 semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>1 Semester</td>
<td></td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td>Art A</td>
<td>1 semester</td>
<td></td>
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<tr>
<td></td>
<td>Art B</td>
<td>1 semester</td>
<td></td>
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<tr>
<td></td>
<td>Dance A</td>
<td>1 semester</td>
<td></td>
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<tr>
<td></td>
<td>Dance B</td>
<td>1 semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drama A</td>
<td>1 semester</td>
<td></td>
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<tr>
<td></td>
<td>Drama B</td>
<td>1 semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>1 year</td>
<td></td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
<td>Physical Education A</td>
<td>1 semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Education B</td>
<td>1 semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Football Program (Application only)</td>
<td>1 year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aquatics Program</td>
<td>1 semester</td>
<td></td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td>Japanese – (students must have studies Japanese in year 9)</td>
<td>1 year</td>
<td></td>
</tr>
<tr>
<td><strong>Technology Education</strong></td>
<td>Fashion and Design</td>
<td>1 semester</td>
<td></td>
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<tr>
<td></td>
<td>Hospitality</td>
<td>1 semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early Childhood Practices</td>
<td>1 semester</td>
<td></td>
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<tr>
<td></td>
<td>BSB10115 - Certificate I in Business (30070)</td>
<td>1 semester</td>
<td></td>
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<tr>
<td></td>
<td>Technology &amp; Design – Wood</td>
<td>1 semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology &amp; Design – Metal Graphics (Computer)</td>
<td>1 semester</td>
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<tr>
<td></td>
<td>Entrepreneurship</td>
<td>1 Semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ICT A</td>
<td>1 Semester</td>
<td></td>
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<tr>
<td></td>
<td>ICT B</td>
<td>1 Semester</td>
<td></td>
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<tr>
<td></td>
<td>ICT10115 - Certificate I in Information, Digital Media and Technology (30070)</td>
<td>1 Semester</td>
<td></td>
</tr>
<tr>
<td><strong>VET</strong></td>
<td>MSL20909 - Certificate II Measurement and Sampling (TAFE 0418)</td>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td><strong>Courses all offered to select students are:</strong></td>
<td>Instrumental Music (see HOD ARTS)</td>
<td>1 year</td>
<td></td>
</tr>
</tbody>
</table>
VET is learning which is directly related to work. Nationally recognised qualifications are developed by industry to give people the knowledge and skills they need to work in a particular job.

Students can undertake VET at school:
- as part of their school studies - delivered and resourced by a school registered training organisation (RTO)
- by enrolling in a qualification with an external RTO - funded either by the Department of Education and Training’s VET investment budget or through fee-for-service arrangements i.e. where the student or parent pays for the qualification such
- as a school-based apprentice or trainee.

A Unique Student Identifier (USI) is a reference number made up of numbers and letters that gives students access to their USI account. This account allows students to be linked to the National Vocational Education and Training (VET) Data collection allowing an individual to see all of their training results from all providers including training units and qualifications. The USI will make it easier for students to find and collate their VET achievements into a single authenticated transcript. It will also ensure that students’ VET records are not lost. The USI is available on line and at no cost to the student. This USI will stay with the student for life and be recorded with any nationally recognised VET course that is completed from 1 January 2015 Students are not permitted to commence training until they have created and submitted their USI.

Please note
- No certification can be issued unless the student has provided a verified USI
- The VET Liaison Officer ensures the security of USIs and all related documentation with storage in a secure location with both hard copy and electronic documents and data.

Creating a USI (Before students begin, ensure they have one of the following identification forms):
- Driver’s Licence (learners is ok)
- Medicare Card
- Australian Passport
- Visa (with Non-Australian Passport) for international students
- Birth Certificate (Australian) *please note a Birth Certificate extract is not sufficient
- Citizenship Certificate.

Also ensure that students have a valid email address. This is VERY IMPORTANT as once the application is completed their USI number will be sent to them via email (use their school email address).

Students go to website http://www.usi.gov.au

Complete the steps below
Once you have received your USI please ensure you give it to the Main Administration Officer your name and USI number is recorded

YOUR NAME

OR

I AM UNABLE TO CREATE A USI AND AM AUTHORIZING KWSC TO DO IT ON MY CHILDS BEHALF

Photocopy of birth certificate of Medicare card is attached

Signature of Parent/Care giver
**STEP ONE**
Click on CREATE YOUR USI

**STEP TWO**
Click on CREATE YOUR USI

**STEP THREE**
Click on I am an Australian Student
You will now be asked to enter your:

1. **Personal and contact details**
2. **Confirm details**
3. **Evidence of identity**
4. **Password/Check questions**

Please keep the below for your records and hand in the front page to the Main Administration office block.

**STEP EIGHT**
RECORD YOU USI HERE
Kawana Waters State College will, prior to course commencement, give students all relevant information about the course curriculum, program of study, availability of learning resources and appropriate support services. Students will also be given access to a current copy of the curriculum associated with the qualification.

ROLES AND RESPONSIBILITIES
The College:
• recognises the importance of students receiving a broad-based education, comprising both general and vocational education and training
• will follow all human resource policies and regulations which may mean changes in modes of delivery and or cancellation of courses if the particular qualifications are not held by staff due to staff changes and transfers. All efforts will be taken to ensure course completion in line with the relevant VQF policy.
• has a process in place that enables students to apply for Recognition of Prior Learning (RPL) for the vocational education competencies (refer to the VET Student Handbook for further information)
• has a process for addressing any concerns a student may have and offers the students access to a range of people who can provide advice and guidance about the vocational education program.

Kawana Waters State College has a complaints and appeals policy specific to the RTO operations:

A complaint can be made to the College Registered Training Organisation (RTO) regarding the conduct of:
• Kawana Waters State College, its trainers, assessors or other College RTO staff;
• Students of Kawana Waters State College;
• Any third parties providing services on behalf of Kawana Waters State College (if relevant)

An appeal can be made to Kawana Waters State College to request a review of a decision, including assessment decisions. Kawana Waters State College will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process.

All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal. If Kawana Waters State College considers more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter.

Complaints or appeals should be directed to the principal as CEO of Kawana Waters State College admin@kawanawatersssc.eq.edu.au.

Students are asked to:
• make a serious commitment to studies at the College
• attempt to complete all units of competency on the first attempt and agree to revisit competencies if not competent after the first attempt
• participate in structured workplace learning as arranged by the College
• meet the expectations and demands of the College in term of participation, co-operation, punctuality, successful submission of work and high standards of behaviour and conduct
• maintain the high standard and reputation of Kawana Waters State College when participating in courses conducted by outside RTOs.

Enrolment Options

Option 1
Choose a course that is delivered by qualified teachers at Kawana Waters State College under our Registered Training Organisation 30070.

ICA10115 – Certificate I in Information, Digital Media and Technology
BSB10115 – Certificate I in Business

Option 2
Choose a course that is delivered by qualified teachers at the College under an external RTO:
MSL20116 – Certificate II in Sampling and Measurement TAFE Brisbane (0275)

Option 3
There are many Registered Training Organisations that offer nationally recognised training; these organisations
offer programs specially targeting students in the Senior Phase of Learning. These include:

Option 4
School Based Apprenticeships and Traineeships. Contact the Vocational Education, Mrs Jill McQuarrie (Senior
Schooling Placement Officer) jmcqu20@eq.edu.au.

What is a School-based Apprenticeships or Traineeship?

A traineeship or apprenticeship commences while you are at school, usually in Year 10, 11 or 12, and
compliments your senior schooling. SAT’s enable you to gain a vocational and technical qualification while still
at school. It must impact on your school timetable for the program to be considered school-based. Kawana
Waters State College schedules a release day one day per week for students to attend TAFE or the work place of
their employer. This day is usually a Wednesday but another day may be negotiated as required.

Benefits to students who choose to undertake an apprenticeship or traineeship include gaining valuable work
experience, earning an income for on-the-job training, increasing your knowledge and skills base for future
employment when you leave school and obtaining a qualification that is recognised nationally and also counts
towards your Queensland Certificate of Education (QCE).

Requirements and features of a School-based Traineeship or Apprenticeship are:

- Attendance at both school and work and MUST maintain a passing grade at school
- A training contract which links to an industrial award or agreement signed by the employer, trainee or
  apprentice and parent/guardian (if under 18 years)
- A nationally recognised vocational and technical qualification
- Wages paid for the time spent in the workplace (a minimum of 50 days per year)
- An Employment, Training and Education Schedule (ETES) completed and approved by the school and signed
  by the employer, SRTO, trainee/apprentice, guardian and principal. Or a School Notification form issued by
  the Australian Apprenticeship Centre (AAC) at the official sign up.

How much time do I have to spend at work?

A minimum of 50 days per 12 month period must be worked. Most of these days will be made up using the 1 day
per week release day offered by the College. Extra days can be made up on weekends or doing block work
during school holidays if agreed to by both parties. All hours spent in the workplace must be paid and contribute
to your 50 days. SATs do not accumulate holiday leave or sick leave.

Probationary period

All traineeships and apprenticeships have a probationary period of between 30 and 90 days. This is for both
parties to ensure they have made the right choice. Students must use this time wisely as only during this
probation period can either the apprentice or employer cancel the contract without the other party’s consent.
After this time has elapsed both parties must mutually consent to the cancellation of the training contract.

Off-the-job training

The student and their employer will be asked to select a training provider. A Supervising Registered Training
Organisation (SRTO) can either be a private or public (TAFE) provider. All parties negotiate the training plan of
their choice to best meet their needs. All off-the-job training for a SAT is done in school hours or in the student’s
personal time. The employer has no obligation to provide time in the workplace or paid study time for this training, however a representative from the SRTO may visit the workplace to assess the student in their working environment.

**How do I become a School-based Trainee or Apprentice?**

If you are interested in following a career path in the vocational area through a School-based Traineeship or Apprenticeship your school point of contact for information is Mrs McQuarrie. Vacancies that become available are advertised to the students via their curriculum learning porthole and updated weekly. Students can then download the advertisement they are interested in and follow the instructions or come and speak to Mrs McQuarrie for further information.

**Completion**

Most traineeships can be completed by students over a two year period while they are still at school. An apprenticeship will normally be completed after the student completes their schooling. If the student fails to complete the traineeship by the end of their senior schooling, their employer may continue to employ the student in their traineeship/apprenticeship and convert to either a part-time or full-time arrangement.

**I have found an employer who is interested. What do I do now?**

Well done! Come and see Mrs McQuarrie as soon as possible and she will contact an Australian Apprenticeship Centre or the employer to make arrangements for your commencement. Most employers already have an idea of how a school based traineeship/apprenticeship works and a contact with an Australian Apprenticeship Centre. Once the sign up is complete we can then make adjustments to your timetable to accommodate your employer’s needs.

For more information visit the [Apprenticeship Info](http://apprenticeshipsinfo.qld.gov.au/information-resources/info-sheets/is26.html) website

**ENROLMENT AND ADMISSION**

Access to VET Certificates is open to all students, regardless of race, gender and ability. Subjects will be offered if enrolment numbers are viable and human and physical resources comply with VQF standards.

**FEES**

Subject charges vary according to individual Certificate requirements – refer to individual course information outline in this booklet, VET Offerings, VETIS Funding forms and SET Planning documentation. If a student withdraws from a course where Kawana Waters State College is the registered training provider, a prorate refund policy applies. Where students are undertaking a course provided by an external registered training provider, student and parents should carefully read their refund policy as outlined in each course description.

Refer to the VET Student Handbook located on the College Website: [www.kawanawatersssc.eq.edu.au](http://www.kawanawatersssc.eq.edu.au)

**VETIS FUNDED COURSES**

Some students undertake nationally recognised vocational education and training (VET) qualifications while they are still at school. Some of the qualifications listed on the next pages refer to VETis funded courses, these courses are on the VET investment budget and are listed on the Queensland Training Subsidies List.

All Queensland Education students have access the Department Education & Training subsidised training under the VETIS funding, resourced by the VET investment budget. This means there is no training cost to the parent/guardian of the student. In accessing the DET VETIS funding the student will not be able access this funding a second time. There is only one access to a VETIS funded courses.

VETIS qualifications on the Queensland Training Subsidies List are at the Certificate I and II level. Students who wish to access the VET investment budget to undertake a Certificate III qualification should do so as a school-
based apprentice or trainee (SAT). Further information can be found at https://training.qld.gov.au/site/providers/Documents/funded/vetis-fact-sheet.pdf

Eligibility to be supported by Targeted VETiS Funding

Students aged from 15 years to 20 years and enrolled in eligible VET certificates will be eligible for VETiS targeted funding. VETiS qualifications funded by the VET investment budget are listed on the Queensland Training Subsidies List. These qualifications are delivered by RTOs who have been approved by DET as pre-qualified suppliers (PQS) under the Certificate 3 Guarantee. Schools, in consultation with students and their parents, are able to choose any PQS for the eligible qualification.

Qualifications that are eligible for VETiS funding are identified in the course outline.

DET VETiS Eligibility Requirements

Enrolment into the Diversity Education course will not proceed unless Diversity Education has received from the student:

- Completed enrolment form
- Proof student is an Australian or NZ citizen – a copy of student Birth Certificate or Passport required
- this funding again to complete another Certificate I or II qualification under VETiS funding.
Scope

This course is designed for students who are achieving satisfactory results in English. It gives them the opportunity to develop their literacy skills by exploring a range of texts and contexts. The course parallels the work done in other Year 10 English courses. It will be possible for students to move from one to the other, depending on achievement.

Duration: 1 year

Skill Development

Students will undertake a course of English language study which will see them read, write, listen to, speak about and view texts. These will include poetry, novels, drama, the media and multi-media texts. At times students will need to critically analyse and evaluate these texts.

Career Development

Year 10 English is a prerequisite for all areas of further study and entry to careers in the Armed Forces and all trades. Many employers view a pass in Year 10 English as a benchmark for literacy capability.

Required for Senior Subjects

Students who complete English to a C+ level will be eligible for any Year 11 English course.

Year 9 teachers will recommend which English subject should be completed.

Students must study one of the two options, English or English Extension.
Scope

This course is aimed at students who have been consistently achieving at a high or very high level in English. It gives these students the opportunity to extend and enhance their English skills by exploring a variety of challenging texts and contexts.

**Duration:** 1 year

**Skill Development**

Students will undertake a course of English language study which will see them read, write, listen to, speak about and view texts which will include poetry, novels, drama, media and the multi-media genres. At times students will need to critically analyse and evaluate these texts.

In semester two, students will be introduced to some aspects of the Year 11 Senior English Curriculum which includes the application of advanced critical literacy skills.

**Student Profile**

This course aims to extend those students who have consistently achieved at a high or a very high level in English.

**Career Development**

Year 10 English is a prerequisite for all areas of further study and entry to careers in the Armed Forces and all trades. Many employers view a pass in Year 10 English as a benchmark for literacy capability.

Year 9 teachers will recommend which English subject should be completed.

Students must study one of the two options, English or English Extension.
KEY LEARNING AREA
ENGLISH
ESSENTIAL ENGLISH

Scope

This course is designed for students achieving a limited result in English. It gives them the opportunity to develop their language, literature and literacy skills in everyday, community, and social learning contexts.

The course parallels the work done in the other Year 10 English courses. It will be possible for students to move from one to another, depending on achievement.

Duration: 1 year

Skill Development

Students will undertake a course of study that enables them to interact confidently and communicate effectively in a variety of contemporary contexts and social situations. This course will foster the skills to explore the ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences, while developing creative thinking and imagination by exploring how texts shape perceptions of the world and enable us to enter worlds of others.

Career Development

Year 10 English is a prerequisite for all areas of further study and entry to careers in the Armed Forces and all trades. Many employers view a pass in Year 10 English as a benchmark for literacy capability.

Required for Senior Subjects

Students who complete Essential English will progress to the Year 11 Essential English course, which is unsuitable for students choosing an OP Pathway.

Year 9 English teachers will consult with the Head of Department, English, to recommend which English subject should be completed.

Students must study one of the three options, essential English, English or English Extension.
Scope

In today’s media-saturated society students are required to be technologically aware and to have a high level of competency when ‘reading’ and critically evaluating visual texts. These are skills that Film & Television aims to develop.

Duration:  
- Film & Television A - 1 semester
- Film & Television B – 1 semester

Skill Development

Film & Television A:

- ‘Image is Everything’ – an introduction to Film & Television and the concept of ‘reading’ film with particular focus on shot composition (shot size, camera angle, camera movement, props, costume, lighting, etc). Students produced a ‘video postcard’ using images they have composed.
- ‘One Shot at a Time’ – a unit focusing on ‘stop-motion’ animation, a technique where the action of an object or character is changed one frame at a time so that when many frames are played back in sequence there is the illusion of continuous movement. Students explore different forms of this unique type of animation (drawn animation, clay claymation, collage animation) and produce an advertisement using the ‘stop-motion’ technique.

Film & Television B:

- ‘Presenting the News’ – a study of the news report genre seen on the nightly news and current affairs programs. Students watch and critique news stories and produce their own news report.
- ‘Making Movies’ – an exploration of ‘classic’ film genres such as sci-fi, film noir, horror, drama, western and comedy. Students produce a short narrative film that reflects a particular genre.

Student Profile

Year 10 Film and Television provides a solid basis for students seeking to pursue study of Film, Television and New Media at a senior level. It is recommended for students who have achieved a minimum “B” standard in English in Year 9.

Career Development

Required for Senior Subjects
Prerequisites:  Nil
Scope

The Mathematics course is designed to enable students to develop their basic Mathematical concepts and be extended so that they can move to Mathematics A in Year 11 and 12.

Duration: 1 year

Skill Development

Understanding includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two and three step experiments.

Fluency includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigating the shape of data sets.

Problem Solving includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events.

Reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing datasets.

Student Profile

Students who participate in this course will have found success in Year 8 and 9 Mathematics.

Career Development

This course would enable the student to seek careers that involve Retail, Tourism, Hospitality, Nursing and the Building Trades.

Required for Senior Subjects

Students who succeed in this course may progress to Mathematics A. Some students who excel in this course may be able to complete Mathematics B in Year 11 and 12.

Students must study either Mathematics or Mathematics Extension.

Year 9 teachers will recommend which Mathematics subject should be completed.
Scope
The Mathematics Extension course is designed to encourage students in exploring mathematical concepts which are further developed in Mathematics B and Mathematics C. Students will be encouraged to participate in extension of the Mathematics’ topics. There are very few opportunities to revisit basic Mathematics as these are seen to be incorporated and extended in new topics that the student may not have encountered before.

Duration: 1 year

Skill Development
Understanding includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two and three step experiments.

Fluency includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigating the shape of data sets.

Problem Solving includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events.

Reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing datasets.

Additional topics include
- Surds and fractional indices
- The laws of logarithms
- Polynomial Expressions
- Solving simple exponential equations
- Mean and standard deviation
- Sketching parabolas, hyperbolas, circles and exponential functions
- Factorising quadratic expressions
- Trigonometry and the unit circle
- Angle and chord properties of circles

Student Profile
The students who choose this course will have an excellent knowledge and skill development in Mathematics. This will enable the student to move to Mathematics B and C in Year 11 and 12.

Career Development
When a student achieves success in both of these areas, their possible careers are very broad and usually involve University degrees in Science and/or Engineering. However options are very open and varied.

Required for Senior Subjects
Mathematics B and C

Prerequisites
Performance at a minimum of a B standard Semester 2 in Year 9 Mathematics.

Year 9 teachers will recommend which Mathematics subject should be completed.
Scope
The Mathematics Foundation course is designed to assist students in obtaining essential Maths skills for use in the real world.

Duration: 1 year

Skill Development
Revision of necessary “basics” including:
- Mental Arithmetic
- Mathematics Involving Measurement
- Mathematics Involving Operations with Numbers
- Mathematics of Tables and Graphs
- Mathematics of Grids and References
- Money and Percentage.

Student Profile
The students who choose this course will have had difficulty with mathematics. Students will be encouraged to participate in individual work and progress at their own rate.

Career Development
Prevocational Maths will support careers in Building, Recreation, Retail, Wholesale and Hospitality Industries.

Required for Senior Subjects
Students who excel in this course may progress to Mathematics A. However, most students would be wise to select Pre Vocational Maths in Year 11 and 12.
Scope

This course is for students interested in Biology and Chemistry. This would be an excellent foundation for those looking for a Health pathway.

Duration: 1 semester

Skill Development / Topics

- Life blue prints
- Life evolves
- Chemistry isn’t magic
- Chemical reactions matter.

Student Profile

*Students studying this Course will be able to progress to Marine Science or Aquatic Practices. It primarily designed for students who find difficulty with the theoretical side of the curriculum and would prefer a more practical hands on approach.*

The Senior Science courses lead to vocational careers, trade careers and professional careers in a wide range of areas. These include the following areas: Medical, Health, Environment, Engineering, Teaching, and Building.

Required for Senior Subjects

*Marine Studies, Marine and Aquatic Practices*

Career Development

In our modern technological society an understanding of Science is vital for all careers to varying degrees.

Prerequisites

Nil

Year 9 teachers will recommend which Science subject should be completed.
Scope

This course is for students interested in the physical sciences. Speed, acceleration, work power and energy are covered before moving on to environmental science and astronomy.

Duration: 1 semester

Skill Development / Topics

- Moving along
- Energy of motion
- Environmental science
- The universe.

Student Profile

*Students studying this Course will be able to progress to Marine Science or Aquatic Practices. It primarily designed for students who find difficulty with the theoretical side of the curriculum and would prefer a more practical hands on approach.*

The Senior Science courses lead to vocational careers, trade careers and professional careers in a wide range of areas. These include the following areas: Medical, Health, Environment, Engineering, Teaching, and Building.

Required for Senior Subjects

*Marine Studies, Marine and Aquatic Practices*

Career Development

In our modern technological society an understanding of Science is vital for all careers to varying degrees.

Prerequisites

Nil

Year 9 teachers will recommend which Science subject should be completed.
Scope

This course is for students who might be intending to study any Senior Science subject, particularly Chemistry, Biology or Physics in the Senior School. Students will be expected to perform at a higher level. There are four strands within the course based on the National Curriculum. These four strands are Biological Sciences, Chemical Sciences, Physical Sciences and Earth and Space Sciences.

Duration: 1 year

Skill Development / Topics

- Life blueprint
- Life evolves
- Chemistry isn’t magic
- Chemical reactions matter
- Moving along
- Energy of motion
- Extended Experimental Investigation – Term 4

Student Profile

*Students studying this Course will be able to progress to any of the Senior Science Courses especially Physics and Chemistry but also Biology and Marine Science.*

The Senior Science courses lead to vocational careers, trade careers and professional careers in a wide range of areas. These include the following areas: Medical, Health, Environment, Engineering, Teaching, and Building. There is a high expectation on students in this course to be independent, self-motivated learners who can extend themselves. They will be expected to participate in Young Scientists Night and present their experiment to a community audience.

Required for Senior Subjects

This course is an excellent preparation for any Senior Science course.

Career Development

In our modern technological society an understanding of Science is vital. This subject can lead to specialised careers in Science and Science related industries.

Prerequisites

High performance in Year 9 Science i.e. an A or B

Year 9 teachers will recommend which Science subject should be completed.
Scope
Our Geography course is underpinned by the Australian Curriculum which sets out the core knowledge, understanding, skills and general capabilities essential for all Australian students. The Geography work program follows on from the Prep to Year 9 program and comprises units which are based on Environmental Change and Management and Geographies of Human Wellbeing. The key questions students explore are

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

Duration: 1 semester

Skill Development
Students will build knowledge and understanding whilst developing Geographical skills through exploration of the following topics:

**Unit 1 Environmental change and management** focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

**Unit 2 Geographies of human wellbeing** focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

**Student Profile:** The most successful students will be those willing to:

- Use their mathematical, mapping and statistical skills to enhance their understanding of Geographical concepts.

**Career Development:** Career options include:

- Urban Planner/Environmental Scientist/Farmer/Horticulturist

**Required for Senior Subjects**
Would assist with prior learning towards Senior Geography

**Prerequisites**
At least a B in Year 9 Geography

**Additional Information to Note**
**Lined Notebook** *(as per SRS Information Booklet)* required in every Geography Class.
**Stationery Requirements** – pen, lead pencil, coloured pencils, scissors, glue, stapler, ruler, and calculator.
**Subject Fee** - $40 includes use of textbooks; and the issuing of photocopied resources.
Scope

Our History course is underpinned by the Australian Curriculum which sets out the core knowledge, understanding, skills and general capabilities essential for all Australian students. The History work program follows on from Prep to Year 9 and comprises units which are based on a traditional western heritage with a strong focus on Australian History. There are two criteria for the study of History; knowledge & understanding and skill.

Duration: 1 semester

Skill Development

Students will build knowledge and understanding whilst developing historical skills through exploration of the topics from Modern History.

TOPICS

1. WORLD WAR II
2. AUSTRALIA - POST WWII

Student Profile

The most successful students will be those willing to:

- Express informed opinions about the past and the present.

Career Development

Career options include: Politician, Journalist, Editor, Writer, Historian, Teacher, and Publisher

Required for Senior Subjects

Would assist with prior learning towards Ancient & Modern History

Prerequisites

At least a B in Year 9 History.

Additional Information to Note

Lined Notebook (as per SRS Information Booklet) required in every History Class.

Stationery Requirements – pen, scissors, glue, stapler.

Subject Fee - $40 includes use of textbooks and the issuing of photocopied resources.
Scope

Our History course is underpinned by the Australian Curriculum which sets out the core knowledge, understanding, skills and general capabilities essential for all Australian students. The History work program leads into the study of Ancient History in Year 11. There are two criteria for the study of History; knowledge & understanding and skill.

Duration: 1 semester

Skill Development

Students will build knowledge and understanding whilst developing historical skills through exploration of the topics from Ancient History.

TOPICS

1. SPARTACUS
2. TBA

Student Profile

The most successful students will be those willing to:

- Express informed opinions about the past and the present.

Career Development

Career options include: Politician, Tour Guide, Writer, Historian, Teacher, Archaeologist, Museum Curator, and Librarian.

Required for Senior Subjects

Would assist with prior learning towards Ancient & Modern History

Prerequisites

At least a B in Year 9 History.

Additional Information to Note

Lined Notebook (as per SRS Information Booklet) required in every History Class.

Stationery Requirements – pen, scissors, glue, stapler.

Subject Fee - $40 includes use of textbooks and the issuing of photocopied resources.
Scope
Our Civics course is underpinned by the Australian Curriculum which sets out the core knowledge, understanding, skills and general capabilities essential for all Australian students. The Civics work program comprises units which are based on a traditional western heritage with a strong focus on Australian Legal System and Political Development.

Duration: 1 semester

Skill Development
Students will build knowledge and understanding whilst developing Legal skills through exploration of the following key questions:
- What influences shape the operation of Australia’s democracy?
- How does Australia’s court system work in support of a democratic and just society?
- How does citizen participation in a global and interconnected world influence notions of citizenship, identity and diversity?
- How is Australia’s democracy defined and shaped by the global context?
- How are government policies shaped by Australia’s international legal obligations?

Student Profile
The most successful students will be those willing to:
- Remain objective and informed when discussing controversial topics.

Career Development
Career options include: Lawyer/Police Officer/Legal Administration Officer/Court Officer/Probation Officer/Prison Officer/Social Worker/ Court Reporter.

Required for Senior Subjects
Would assist with prior learning towards Legal Studies.

Prerequisites
At least a B in Year 9 Humanities.

Additional Information to Note
Lined Notebook (as per SRS Booklet) required in every Civics Class.
Stationery Requirements – pen, scissors, glue, stapler.
Subject Fee - $40 includes use of textbooks and the issuing of photocopied resources.
Scope
Year 10 Drama will provide exciting opportunities for students to develop and enhance skills in communication, creative thinking and live performance. The course will provide students with a working knowledge and understanding of the elements of drama and how to employ them in performance. Opportunities will be made available to prepare drama students for Senior Drama, developing their innovative thinking, enriching their analytical and evaluation skills through critiquing live theatre performances. Drama is an essential part of intellectual development and motivates students to participate in engaging and challenging experiences whilst building their self-confidence.

Duration: Drama A Semester 1
Drama B Semester 2

Skill’s Development Drama A:
- Extended Role Play
- Improvisation
- Characterisation
- Script Writing
- Vocal and Movement Workshops.

Skill’s Development Drama B:
- Performance
- Scripted Drama
- Collage Drama
- Performance of Texts.

Student Profile
Students will work individually and in groups on a variety of tasks, thus the ability to work as a member of a team is vital to success.

Career Development
Careers in Drama include Screenwriter, Actor, Stage Manager, Career in Management, Lawyers, Technical Career in Radio or Television.

Required for Senior Subjects
Highly recommended if you wish to take Senior Drama.
HoD approval required for entry to Senior Drama without this subject.
Scope
Year 10 Music offers a further specialisation in skills of Performance, Appreciation and Composition. While this subject is still practical in nature, increasing theoretical components are involved in the course.

Duration: 1 year

Skill Development
Students can expect to gain experience in some of the following areas:

- Improvisation Skills
- Composition Techniques
- Analysis and Research
- Score Reading
- Listening Skills
- Group and Individual Performances both instrumental and vocal.

Student Profile
Students involved in Music would have a prior background in playing an instrument/vocal work. An ability to work in a team situation is an advantage.

Career Development
Careers in Music include Performer, Teacher, Music Therapist, Musicologist, and Sound Recording Engineer.

Required for Senior Subjects
Highly recommended if you wish to take Senior Music. HoD approval required for entry to Senior Music without this subject.
Scope
Year 10 Dance offers a further specialisation in Dance skill and performance. While this subject is still practical in nature, increasing theoretical components are involved in the course. Year 10 Dance is important for any student wanting to further their studies in Dance in Year 11 & 12 as it will develop their creativity, choreographic and performance skills and enrich their skills in analysis and evaluation.

Duration: Dance A Semester 1
Dance B Semester 2

Skill Development
Students can expect to gain experience in some of the following areas:

Skill’s Development Dance A:
- Functions of Dance – Cultural, Social and Artistic
- The dance making process – Focus Genre: hip hop & Contemporary
- Performance skill development
- Dance Writing – Analysis and Reviews
- Dance Techniques: Popular Dance, Contemporary, ballet
- Dance Safety and Anatomy

Skill’s Development Dance B:
- Functions of Dance – Cultural, Social and Artistic
- Art of Choreography – Focus Genres: Contemporary Dance and Jazz
- Advanced Performance skill development
- Dance Writing - Analysis and Reviews
- Dance Techniques: Contemporary dance, Musical Theater - Jazz
- Dance Safety and Anatomy

Student Profile
Dance is structured so that individuals can realise their capacity and potential at whatever level of dance they are at. Continuing Dance into Years 11 and 12 provides a strong foundation for students wishing to continue studies in Dance at University level.

Career Development
Work opportunities in Dance include Television, Film, Theatre, Performer, Choreographer, Teacher, Stage Manager, Events Co-ordinator and Movement Therapist.

Required for Senior Subjects
Highly recommended if you wish to take Authority Dance.
HoD approval required for entry to Senior Dance without this subject.

NOTE: Students must provide and wear dance pants to each lesson
KEY LEARNING AREA
THE ARTS
VISUAL ART A & B

Scope
Year 10 Visual Art combines both theoretical and practical aspects. Emphasis is on “making” tasks comprising of developmental, experimental and resolved works in a range of materials. This course aims to provide students with a broad range of artistic experiences and an appreciation of Visual Art in all its forms.

Duration: Visual Art A Semester 1
Visual Art B Semester 2

Students can select various media to gain experience in the following areas:

Skill’s Development Visual Art A & B:

- Drawing
- Painting
- Printmaking
- Sculpture
- Ceramics
- Mixed Media
- Appraising Artworks
- Mounting / Displaying

Student Profile
Successful students will be those who have an interest in Art and Design and show imagination, initiative, self-motivation and self-direction.

Career Development
Work opportunities in Visual Art include Television, Visual or Graphic Artist, Architecture, Design, Printer/Publishing.

Required for Senior Subjects
Highly recommended if you wish to take Senior Visual Art.
HoD approval required for entry to Senior Visual Art without this subject.
**Scope**
This course specifically aims to prepare students for Senior Physical Education. It requires substantial and in-depth written and practical work. It aims to develop positive attitudes toward physical activity and personal health. The course covers all the three strands of this key learning area and is structured to mirror the Senior Physical Education program. This course runs for one semester only.

**Duration:** 1 semester

**Skill Development**
Theory work includes:
- Components of fitness
- Energy Systems
- Training Programs
- Anatomy/Movement Analysis

Practical work includes:
- Badminton
- Touch Football
- Basketball/Netball

**Student Profile**
This course is designed for students who are looking to advance into Physical Education. It is also recommended that any student considering enrolment in Certificate III in Fitness (SIS30315) selects this course as it will provide a sound knowledge base for many aspects of the certificate.

**Special Features**
Students are expected to attend all organised excursions and to be prepared for practical classes including a hat, training shoes, sports shorts and blue T-shirt or college polo shirt.

**Career Development**
Students wishing to pursue a career such as physical Education Teacher, Exercise Physiology, Physiotherapy, Nursing, the Recreation, Leisure or Fitness Industries or Sports Administration will find this course valuable.
Scope
This course specifically aims to prepare students for Senior Physical Education. It requires substantial and in-depth written and practical work. It aims to develop positive attitudes toward physical activity and personal health. The course covers all the three strands of this key learning area and is structured to mirror the Senior Physical Education program. This course runs for one semester only.

Duration: 1 semester

Skill Development
Theory work includes:
- Sociology
- Sports Psychology and physical performance

Practical work includes:
- Volleyball
- Water polo
- Softball

Student Profile
This course is designed for students who are looking to advance into Physical Education.

Special Features
Students are expected to attend all organised excursions and to be prepared for practical classes including a hat, training shoes, sports shorts and blue T-shirt or college polo shirt.

Career Development
Students wishing to pursue a career such as Physical Education Teacher, Exercise Physiology, Physiotherapy, Nursing, the Recreation, Leisure or Fitness Industries or Sports Administration will find this course valuable.
Course Overview - These students will be interested in developing their skills in water environments. They will participate in surfing, board paddling and fitness activities. They will also complete a Applied First Aid course (HLTAID001 - CPR; HLTAID003 - Applied First Aid)

Duration: 1 semester

Subject Structure

<table>
<thead>
<tr>
<th>Practical</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 – Surfing</td>
<td>First Aid Certificate</td>
</tr>
<tr>
<td>Term 2 – Surfing</td>
<td>First Aid Certificate</td>
</tr>
</tbody>
</table>

Special Features
Students will be in the water each week and will need a wetsuit during the winter. Those wanting to progress in the surf should also have their own surfboard. It is recommended that students enrolling in this course should also be selecting Semester 2 Aquatics.

Career Development / Path
This program leads towards employments in the Recreation and Fitness industries. Jobs in coaching and lifeguarding are examples of opportunities that this subject can offer. The Surf Bronze (SEM 2) and First Aid courses are Nationally Accredited and are entry level qualifications needed for these careers.

Selection process required
Minimum swim requirement- Be able to swim 400m in less than 9 minutes in a 50 meter pool.

*expected fee for this course in 2017 is $140
Course Overview - These students will be interested in developing their skills in water environments. They will participate in surfing, kayaking, board paddling, water polo and lifesaving activities throughout the year.

**Duration:** 1 semester

**Subject Structure**

<table>
<thead>
<tr>
<th>Practical</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 3 – Surf Bronze / Surfing</td>
<td>Surf Bronze – Certificate II in Public Safety (Aquatic Rescue) (in partnership with SLSC)</td>
</tr>
<tr>
<td>Term 4 – Surf Bronze / Surfing</td>
<td>Surf Bronze – Certificate II in Public Safety (Aquatic Rescue) (in partnership with SLSC)</td>
</tr>
</tbody>
</table>

**Special Features**

Students will be in the water each week and will need a wetsuit during the winter. Students wanting to progress in the surf should also have their own surfboard. The focus of this semester is for all students to complete their Surf Bronze / Certificate II in Aquatic Rescue. Students picking this subject must have completed Semester 1 Aquatics.

**Career Development / Path**

This program leads towards employments in the Recreation and Fitness industries. Jobs in coaching and lifeguarding are examples of opportunities that this subject can offer. The Surf Bronze and First Aid (SEM 1) courses are Nationally Accredited and are entry level qualifications needed for these careers.

**Selection process required**

Minimum swim requirement- Be able to swim 400m in less than 9 minutes in a 50 meter pool.

*expected fee for this course in 2017 is $160
Introduction

Students in this program focus on football development both as a player and as an official of the game. Students in the program study football as a subject for up to five hours a week. This time is made up of:

- technical development
- physical conditioning and fitness
- theoretical components
- scheduled games.

Duration: 1 semester

Our Football program offers students an innovative, flexible learner-centred curriculum which includes:

- vertical integration
- programs for academic, sporting and cultural excellence
- integration of learning technologies
- an International student program
- coaching with the Sunshine Coast Fire
- representation in the SEQ School Premier League.

<table>
<thead>
<tr>
<th>THEORY</th>
<th>PRACTICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Player performance &amp;</td>
<td>• Beach Football</td>
</tr>
<tr>
<td>formation/team structure</td>
<td>• FUTSAL</td>
</tr>
<tr>
<td>analysis</td>
<td>• Football Training</td>
</tr>
<tr>
<td>• Coaching principles</td>
<td>• Games</td>
</tr>
</tbody>
</table>

* Estimated 2017 cost for this program is approximately $575.00 per year (This is for full year enrolment in both Football Program A and Football Program B)
FOOTBALL PROGRAM B

Introduction

Students in this program focus on football development both as a player and as an official of the game. Students in the program study football as a subject for up to five hours a week. This time is made up of:

- technical development
- physical conditioning and fitness
- theoretical components
- scheduled games.

Duration: 1 semester

Our Football program offers students an innovative, flexible learner-centred curriculum which includes:

- vertical integration
- programs for academic, sporting and cultural excellence
- integration of learning technologies
- an International student program
- coaching with the Sunshine Coast Fire
- representation in the SEQ School Premier League.

<table>
<thead>
<tr>
<th>THEORY</th>
<th>PRACTICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Stike analysis and biomechanics</td>
<td>• Beach Football</td>
</tr>
<tr>
<td>• Human body, movement, performance &amp; recovery</td>
<td>• FUTSAL</td>
</tr>
<tr>
<td></td>
<td>• Fitness</td>
</tr>
<tr>
<td></td>
<td>• Football Training</td>
</tr>
<tr>
<td></td>
<td>• Games</td>
</tr>
</tbody>
</table>

* Estimated 2017 cost for this program is approximately $575.00 per year (This is for full year enrolment in both Football Program A and Football Program B)
Scope
The Japanese course offers exciting and varied opportunities for learners to effectively communicate in Australia’s culturally and linguistically diverse society. The course encourages students to consolidate literacy and numeracy skills gained in Year 9 Japanese. The Japanese program is also linked to our sister school – Karyo State High School, Yamaguchi Prefecture, Japan. These successful links provide opportunities for students studying Japanese to participate in a direct cultural exchange by either travelling to Japan or hosting our Japanese friends when they visit our school. Students also maintain friendships through social media, email and letters on a personal and educational level.

Duration: 1 year

Course outline
- Advertising
- Best job in the world
- Making plans - travel
- Youth subcultures

Assessment
- Reading: advertisements, messages, letters, diary
- Writing: short letter, diary, short story, report
- Speaking: dialogues, free conversation, speech
- Listening: weather report, instructions

Student Profile and career development
The most successful language students will be those:
- with an interest in learning about the Japanese culture and language
- who can apply technology across their learning activities
- who have had previous exposure to the Japanese language
- who is not afraid of hard work!

The study of Japanese potentially compliments any work environment that engages with Japan. Students who study Japanese may work in these areas: linguist, marketing, receptionist, diplomat, migration officer, Japanese teacher, translator, or tour guide or business operator.

Required for Senior Subjects
C standard in Year 10 Japanese

Special Features
Excursions:
- Biennial tour of Japan and hosting of Japanese exchange students
- Cultural immersion in a day of activities held at a local Japanese restaurant
- Speaking contests

Prerequisites
Year 9 Japanese
Scope
The central focus of Fashion & Design is creative problem solving using the fashion medium. Fashion & Design encourages personal independence, living effectively within the ever changing consumer society, and promoting preferred futures for self and others in contexts related to living environments, textiles and design.

Fashion & Design is an interdisciplinary study drawing on the fields of textiles and fashion, architecture and the built environment, consumer behaviours and relationships.

Duration: 1 semester

Skill Development
During the course of study students will have a variety of learning experiences that will bring together theoretical understandings and practical exercises relating to:

- pattern styling – Avant Guard
- fashion, Advertising and Health
- dress me up – Functional Design
- functional Interior Design.

Student Profile
The most successful students will be those who:

- have an interest in fashion / design and textiles / clothing
- wish to develop skills that enhance the well-being of their future lifestyles
- wish to pursue careers relating to such areas as the Fashion Industry, Interior Design work and Fabric Design.

Special Features
- Practical experiences with textile work – students will be required to supply textile items
- Possible field excursions
- Use of outside industry providers to demonstrate specialised techniques
- Guest speakers for specific topics

Prerequisites
C in English
It is preferable and beneficial to complete Fashion and Design in Year 9.
Scope
The Hospitality Industry has become increasingly important in Australian society as a source of expanding employment opportunities. This course is designed to provide an understanding of the role of the Hospitality Industry as well as the structure, scope and operation of related activities.

The Hospitality Industry provides the context in which students not only learn to understand the industry’s workplace culture and practices, but also develop the skills, processes and attitudes crucial for making valid decisions about future career paths. The course also enables students to investigate hospitality as a source of leisure activities, life skills or as an avenue for further study.

All Year 10 students will be required to bring own ingredients for weekly practical assessment tasks.

Duration: 1 semester

Skill Development
- Outdoor Eating – Picnics and BBQs
- Eating Out
- East meets West – Multi-Cultural Cookery
- Let the Celebrations Begin

Student Profile
The most successful students will be those who:
- have an interest in food preparation, presentation and service
- have a genuine interest in working with people
- show initiative, are self-motivated and approach all aspects of the course with enthusiasm
- are a team player
- wish to pursue a career in the Hospitality Industry.

Special Features
- Practical experience with food preparation, presentation and service – students will be required to supply cookery requirements
- Use of outside industry providers to demonstrate specialised techniques
- Guest speakers for specific topics
- Function work – within the school / local community

Prerequisites
C in English.
It is preferable and beneficial to complete Hospitality in Year 9.
Scope
The primary focus of Early Childhood Studies is to promote an awareness and understanding of the development of young children.

Duration: 1 semester

Skill Development
Early Childhood Studies is a preparatory course allowing students the opportunity to prepare for the Certificate III in Early Childhood Education and Care course available to study through TAFE East Coast in Year 11 & 12.

During the course of study students will have a variety of learning experiences that will bring together understandings in the following areas:

- child Development
- play and the developing child
- child health, safety and well being
- interacting positively with children.

The assessment is designed to test the suitability of students for teaching and caring for young children and includes:

- written tasks / projects
- written tests
- folio Preparation.

Student Profile
This course is strongly recommended for those students who wish to study a Diploma in Early Childhood Education and Care or Early Years Education at a tertiary level and have an interest in employment in the Childcare industry.

Prerequisites: Nil
Scope

Areas of study involve the production of student designed articles using a combination of timber, plastics, metals and graphical communication; investigating and testing materials and techniques, presenting design folios and producing workshop drawings. This subject offers an opportunity for students to gain practical skills and problem solving strategies relevant to life after school, and any future career which includes a practical aspect.

Duration:
- Technology & Design Wood A - Semester 1
- Technology & Design Wood B - Semester 2

Skill Development

Technology and Design Wood is a design and manufacturing subject with areas of study in:
- machining processes
- workshops graphics
- production and manufacture of student designed articles
- working with material in wood and plastics
- investigating materials and production techniques
- presenting design folios.

Project Work - Technology & Design Wood A

Some typical projects undertaken may include:
- media stand
- display case
- CO2 car competition
- spaghetti bridge competition.

Project Work - Technology & Design Wood B

Some typical projects undertaken may include:
- wall Shelf
- childs chair
- mantle clock
- childs toy.

Student Profile

The most successful students will be those who:
- have an interest in woodwork with good hand skills
- are interested in designing and making projects of their choice
- enjoy working with materials and tools
- enjoy practical problem solving and production in the wood context
- can present folio work.

Required for Senior Subjects

This subject provides an excellent grounding in:
- marking out and hand skills
- workshop graphics
- design and problem solving.

This subject provides students with the opportunity to gain skills relevant to higher studies in the Year 11 and 12 Subjects – Furnishing Studies, and Certificate II in Construction Pathways.

Assessment

- Practical tasks/project work
- Workshop graphics
- Design folios
- Student workbooks

Prerequisites: Nil
KEY LEARNING AREA
TECHNOLOGY
Industrial Design & Technology

TECHNOLOGY & DESIGN – METAL A & B

Scope
Areas of study involve the production of student designed articles using a combination of timber, plastics, metals and graphical communication; investigating and testing materials and techniques, presenting design folios, and producing workshop drawings. This subject offers an opportunity for students to gain practical skills and problem solving strategies relevant to life after school, and any future career which includes a practical aspect.

Duration:
- Technology & Design Metal A - Semester 1
- Technology & Design Metal B - Semester 2

Skill Development
Technology and Design Metal is a design and manufacturing subject with areas of study in:

- production and manufacture of student designed articles
- investigating material and production techniques
- presenting design folios
- workshop graphics
- machining and fabrication
- working with material in metal and plastics.

Project Work - Technology & Design Metal A
Some typical projects undertaken may include:

- plane
- house number
- bird feeder
- cash box.

Project Work - Technology & Design Metal B
Some typical projects undertaken may include:

- funnel
- car trouble light
- boat / ship
- mouse trap racer competition
- brazier.

Student Profile
The most successful students will be those who:

- have an interest in metalwork with good hand skills
- are interested in designing and creating projects of their choice
- enjoy working with materials and tools
- enjoy practical problem solving and production in the metal context
- presenting design folios.

Required for Senior Subjects
This subject provides an excellent grounding in:

- marking out and hand skills
- workshop graphics
- design and problem solving.

This subject provides students with the opportunity to gain skills relevant to higher studies in the Year 11 and 12 Subject – Certificate II Engineering Pathways.

Assessment
- Practical tasks/project work
- Workshop graphics
- Design folios
- Student workbooks

Prerequisites: Nil
Scope
Graphics is a practical subject that focuses on the use of computers and a range of software, particularly AutoCAD, and Revit, to produce Graphic Design folios and 3D models. The design tasks are relevant to today’s workplace and the experiences gained using Industry Standard software provides students with necessary skills for employment in designing or drafting careers.

For students studying Graphics, participation in the BYOX laptop program is recommended. Students are also eligible to freely access full versions of the software used for home educational use at no additional cost.

Course Duration
Graphics A - Semester 1
Graphics B - Semester 2

Skill Development – Graphics A
Areas of study are selected from:
- 3D modelling / 3D printing
- built environment – Architecture, Interior Design, Landscape Design
- foundation studies.

Skill Development Graphics B
Areas of study are selected from:
- graphic Design
- industrial Design / production graphics
- 3D modelling / 3D printing

Student Profile
The Graphics course aims to prepare students wishing to pursue career interest in areas such as Architecture, Surveying, Engineering, Drafting, or a practical trade.

Required for Senior Subjects
This subject provides students with the opportunity to gain skills relevant to higher studies in the Year 11/12 Subjects – Graphics, Certificate II Engineering Pathways, Certificate II Construction Pathways, and Furnishing Skills, or any industry requiring graphic or drafting skills.

Assessment
- Practical tasks/project work
- Workshop graphics
- 3D printed models
- Design folios
- Student workbooks
- Classwork tests

Prerequisites: Nil
KEY LEARNING AREA
TECHNOLOGY

INFORMATION COMMUNICATION TECHNOLOGY A

Scope

This is a highly practical course in the use of computers. Students studying the subject can develop confidence in using technology as well as gaining employment and industry standard skills. The course is designed to introduce students to practical applications of technology linking the skills learnt in class to real life tasks and enhance the use of information technology within the school context.

In first semester students will study an introduction to digital communications, graphic manipulation, animation and robotics. Whilst this is a semester subject, those students wishing to continue into Semester 2 will be able to deepen and extend their knowledge and skills in preparation for senior study in either Media Arts in Practice, Information Technology systems or Information Processing and Technology.

Duration: 1 Semester

Course Outline

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wearable technology using Microsoft Applications</td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td>Simple animations / Flash</td>
<td>Animation Project</td>
</tr>
<tr>
<td></td>
<td>Graphic Design</td>
<td>Project</td>
</tr>
<tr>
<td>2</td>
<td>Website Design</td>
<td>Evaluate web design</td>
</tr>
<tr>
<td></td>
<td>Website Develop</td>
<td>Website – students set up</td>
</tr>
<tr>
<td></td>
<td>Robotics</td>
<td>Programing challenge</td>
</tr>
</tbody>
</table>

Student Profile

The most successful students will be those who:
- are interested in using computers in the workplace
- show initiative, are self-motivated and communicate effectively.

Career Development

Knowledge of computers is important for those students who are seeking a career in Web Page Design, Graphic Design, Video editing, hardware components and/or game making.

Prerequisites

Nil
KEY LEARNING AREA
TECHNOLOGY
INFORMATION COMMUNICATION TECHNOLOGY B

Scope
This is a highly practical course in the use of computers. Students studying the subject can develop confidence in using technology as well as gaining employment and industry standard skills. The course is designed to introduce students to practical applications of technology linking the skills learnt in class to real life tasks and enhance the use of information technology within the school context.

In first semester students will study an introduction to digital communications, graphic manipulation, animation and robotics. Whilst this is a semester subject, those students wishing to continue into Semester 2 will be able to deepen and extend their knowledge and skills in preparation for senior study in either Media Arts in Practice, Information Technology systems or Information Processing and Technology.

Duration: 1 Semesters

Course Outline

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Integrated project – Website, Graphic Design, Animation</td>
<td>Integrated project</td>
</tr>
<tr>
<td></td>
<td>Gaming and Animation</td>
<td>Complex gaming</td>
</tr>
<tr>
<td>B</td>
<td>Integrated Project - Movies and Animation – eg stop go motion</td>
<td>Integrated project</td>
</tr>
<tr>
<td></td>
<td>Managing Data</td>
<td>Reports</td>
</tr>
</tbody>
</table>

Student Profile
The most successful students will be those who:
- are interested in using computers in the workplace.
- show initiative, are self-motivated and communicate effectively.

Career Development
Knowledge of computers is important for those students who are seeking a career in Web Page Design, Graphic Design, Video editing, hardware components and/or game making.

Prerequisites
Nil
Scope
This subject blends real life learning in business experiences interacting with business professionals at the annual Enterprise Day, put on by the University of the Sunshine Coast. The practical and theoretical subject prepares students for Business Communication and Technologies and Accounting for Year 11 & 12.

*It is recommended that students undertaking this subject participate in the BYOD program.*

Duration: 1 semester

Skill Development
- Globalisation and Transnational Corporations
- Computer operations- spread sheeting and word
- Accounting Concepts- Financial Documents, Balance Sheet
- Organisational structure and forms of business ownership
- Business equipment
- Possible excursions to the University of the Sunshine Coast.

Student Profile
The most successful students will be those who:
- interested in the business world (including all aspects from sales to marketing to production)
- interested in developing and run their own business.

Career Development
Knowledge of business is important for those students who are seeking a career or tertiary study in Small Business, Managing Small Business, Financial Accounting, Financial Management and Business Management.

Prerequisites
Nil
## Subject type:
VET qualification

## Duration:
One year

### Qualification description:
Certificate I in Business is a nationally recognised qualification that complies with the Australian Qualification Framework.

This entry-level qualification allows individuals across a variety of industry sectors to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited.

**AIMS OF COURSE:**
This entry-level qualification allows students to develop basic skills and knowledge to prepare for the working environment. They will undertake a range of simple tasks under close supervision operating in a simulated administration/office environment. A study of this qualification will prepare students for their academic assessment skills for year 11 and 12.

### Entry requirements:
There are no formal qualification entry requirements.

- Compliance to use business equipment under instructions and supervision.
- Compliance of Code of Conduct requirements of Kawana Waters State College.
- Compliance with any directions on work, health and safety matters.

### Qualification Packaging Rules:
Total units = 6 (1 core unit + 5 elective units).

(Additional electives listed and used at school discretion.)

#### Core
- BSBWHS201: Contribute to health and safety of self and others

#### Electives
- BSBADM101: Use Business equipment and resources
- BSBADM101: Apply basic communication skills
- BSBITU101: Operate a personal computer
- BSBITU102: Develop keyboard skills
- BSBINM201: Process and maintain business information
- BSBITU201: Create and use spreadsheets
- BSBLED101: Plan skills development
- BSBWOR203: Work effectively with others

### Learning experiences:
- RTO classroom
- Activities in simulated training business environments

### Assessment:
Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way.

Evidence gathering methods include:
- Direct observation checklist
- Workbooks
- Assessment tasks
- Direct verbal or written questioning checklist
- Scenarios
- Reports from workplace supervisor.

### Pathways:
Certificate II in Business, or any other Vocational qualification.

### Fees (Refer to Year 10 – Student Resource Scheme 2017 Booklet):
Additional school fees apply for the necessary consumables and excursions.

### Resource requirements:
Students will be required to bring a personal laptop to access course work.

### Further information:
Contact the Technology HOD/RTO Manager, Ms Benaud sbena4@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment.

### Service agreement:
This is a one-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate I in Business as per the rights and obligations outlined in the enrolment process and information handbooks provided. The RTO’s systems are sufficient to support the provision of quality training, assessment and client services. The RTO monitors and reviews the provision of services to clients and demonstrates improvement Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. If a client has a grievance relating to the course they are able to access complaints and appeals process via the RTO Manager.

This information is correct at time of publication but subject to change (29 May 2016).
# Vocational Education – Year 10

## MSL20116 – Certificate II in Sampling & Measurement (Year 10 – 2017)

TAFE Brisbane (0275) - For further information on services, training and assessment refer to TAFE enrolment package. This is a Co-Provider arrangement. The course is prepared by TAFE Brisbane (0275) and delivered and assessed by Kawana Waters State College (30070) staff.

### Subject type: VET qualification

<table>
<thead>
<tr>
<th>Duration: One year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification description: Certificate II in Sampling and Measuring is a nationally recognised qualification which complies with the Australian Qualification Framework. This qualification covers the skills and knowledge required to perform a range of sampling and measurement activities as part of laboratory, production or field operations in the construction, manufacturing, resources and environmental industry sectors. Employment outcomes targeted by this qualification include samplers and testers, production personnel, plant operators, production operators, field assistants, drivers, sample couriers and many others. Samplers and testers conduct limited sampling and testing as part of their duties in their particular industry. They apply a restricted range of skills and operational knowledge to perform these tasks and do not generally work inside a laboratory. They: • follow set procedures to sample raw materials and products • may package, label, store and transport samples • use simple equipment (hydrometers, thermometers and pH meters) to make measurements and perform basic tests that take a short time and involve a narrow range of variables and easily recognised control limits • may make visual inspection of products and packaging.</td>
</tr>
</tbody>
</table>

### Entry requirements:

There are no formal qualification entry requirements. • Ability to work in an industry environment and handle industry standard equipment • Compliance of Code of Conduct requirements of Kawana Waters State College • Compliance with any directions on work, health and safety matters.

### Qualification Packaging Rules:

Total units = 8 (4 core units + 4 elective units). (Additional electives listed and used at school discretion).

### Core:

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSL312001</td>
<td>Unit of competency name</td>
</tr>
<tr>
<td>MSL202001</td>
<td>Work within a laboratory or field workplace (induction)</td>
</tr>
<tr>
<td>MSL943002</td>
<td>Record and present data</td>
</tr>
<tr>
<td>MSMENV272</td>
<td>Participate in laboratory/field workplace safety</td>
</tr>
<tr>
<td></td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

### Electives:

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSL952001A</td>
<td>Collect routine site samples</td>
</tr>
<tr>
<td>MSL952002A</td>
<td>Handle and transport samples or equipment</td>
</tr>
<tr>
<td>MSL913002A</td>
<td>Plan and conduct laboratory/field work</td>
</tr>
</tbody>
</table>

### Learning experiences:

- RTO classroom
- Activities in simulated training work environments
- Face to face in a commercial work site

### Assessment:

Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Product resulting from an activity • Direct verbal or written questioning checklist • Reports from workplace supervisor • Students are required to complete 12 service periods through a work placement/s.

### Pathways:

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSL30116 Certificate III in laboratory Skills</td>
<td></td>
</tr>
<tr>
<td>MSL40116 Certificate IV in Laboratory Techniques</td>
<td></td>
</tr>
<tr>
<td>MSL50116 Diploma of Laboratory Technology</td>
<td></td>
</tr>
</tbody>
</table>

(TAFE currently has articulations from the diploma to degree programs at several universities eg QUT, USC, Griffith, USC)

### Fees (Refer to Year 11 – Student Resource Scheme 2017 Booklet):

- Additional school fees apply for the necessary consumables and excursions. VETiS – MSL20116 Certificate II in Sampling and Measurement is accessing Department Education & Training subsidised training under the VETiS funding, resourced by the VET investment budget.

### Resource requirements:

- Students will be required to bring a personal laptop to access course work.

### Further information:

Contact the Technology HOD/RTO Manager, Ms Benaud sbena4@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment.

### Service agreement:

This is a one-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate II in Sampling and Measuring as per the rights and obligations outlined in the enrolment process and information handbooks provided. The RTO's systems are sufficient to support the provision of quality training, assessment and client services. The RTO monitors and reviews the provision of services to clients and demonstrates improvement Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. If a client has a grievance relating to the course they are able to access complaints and appeals process via the RTO Manager.

This information is correct at time of publication but subject to change (29 May 2016).
### Vocational Education – Year 10

**PUA21012 Certificate II in Public Safety (Aquatic Rescue) (Year 10 – 2017)**

Surf Life Saving Queensland (Provider No. 2804) - For further information on services, training and assessment refer to Surf Life Saving Australia National Member Award Syllabus – Bronze Medallion. Delivered and assessed by Dicky Beach SLSC.

<table>
<thead>
<tr>
<th>Subject type:</th>
<th>VET qualification</th>
<th>Duration:</th>
<th>Two months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification description:</td>
<td>Certificate II in Public Safety (Aquatic Rescue) is a nationally recognised qualification that complies with the Australian Qualification Framework. <strong>AIM OF COURSE:</strong> The aim of this course is to provide participants with the skills and knowledge of basic patrolling and surf awareness in order to be able to participate in lifesaving operations. This is the core award to be a surf lifesaver in Australia.</td>
<td>Entry requirements:</td>
<td>There are no formal qualification entry requirements. Students must be a minimum of 15 years of age at date of final assessment. Complete an unaided swim (goggles/masks permitted) of 400 metre swim in nine (9) minutes or less, in a swimming pool of not less than 25 metres, evidence of which must be provided to the Assessor on the appropriate form prior to commencement of the assessment for this qualification. Students become members of the Dicky Beach SLSC and will be expected to participate in 2 volunteer patrols.</td>
</tr>
<tr>
<td>Qualification Packaging Rules:</td>
<td>Total units – 8 core units</td>
<td>Core and Electives:</td>
<td>Communicate in the workplace Provide basic emergency life support Participate in an aquatic rescue operation Work in a team Work effectively in a public safety organisation Follow defined occupational health &amp; safety policies &amp; procedures Operate communications systems and equipment Apply surf awareness and self-rescue skills</td>
</tr>
<tr>
<td>Learning experiences:</td>
<td>• RTO classroom • Water activities in a surf environment (expectation is Dicky Beach unless moved due to risk mitigation) • Practical component in both a classroom and beach environment</td>
<td>Assessment:</td>
<td>Assessment is through demonstration, presentation and application of all elements of competency in the workplace. Assessments must be completed in a similar environment to where patrol activities will be undertaken. Participants will be required to complete activities that may include role-plays, oral and written questioning, practical demonstrations and performing scenarios.</td>
</tr>
<tr>
<td>Pathways:</td>
<td>Study of Certificate II in Public Safety (Aquatic Rescue) gives students an insight into basic patrolling and surf awareness in order to be able to participate in lifesaving operations. Students are encouraged to continue as active members of the Dicky Beach SLSC.</td>
<td>Fees (Refer to Year 11 – Student Resource Scheme 2017 Booklet):</td>
<td>Probationary member of Dicky Beach SLSC $60 Additional School</td>
</tr>
<tr>
<td>Further information:</td>
<td>Contact the VET HOD/RTO Manager, Ms Benaud, <a href="mailto:sbena4@eq.edu.au">sbena4@eq.edu.au</a> for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment.</td>
<td>Service agreement:</td>
<td>This is a two-month course. Dicky Beach SLSC guarantees that the student will be provided with every opportunity to complete the Certificate II in Public Safety (Aquatic Rescue) as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who do not achieve all qualification requirements will be given the opportunity of obtaining a Surf Rescue Certificate. This award is a Surf Life Saving Australia award; however is not a nationally recognised qualification. This information is correct at time of publication but subject to change (30 May 2016).</td>
</tr>
</tbody>
</table>