Cooktown P-12 State School

Senior Subject Guide 2023-2024

'Success from Endeavour'

Dear Parents and Students,

Welcome to Cooktown P-12 State School. We look forward to our school being an integral part of your child's educational journey. We are very proud that Cooktown P-12 is a strong and vibrant school community offering optimum educational opportunities to cater for our students' every learning requirement across their entire educational experience.

Our Senior Secondary campus serves students in years 10, 11 and 12 who have made or are in the process of making select decisions about their future life pathways. Students in Senior Secondary are championed by specialised subject specific teachers who support students on their choice of educational direction whether it be an ATAR pathway, Vocational Educational Pathway or a combination of both with a clear vision of each student receiving a QCE on graduation.

Our whole school community – students, parents and teachers work in partnership to ensure positive and excellent educational outcomes for all students. This positive and proactive culture ensures that while we strive for excellence in all aspects of school life we have the ability to maintain a personal, warm and friendly school environment where the welfare of our students is paramount.

Our school is highly resourced and this ensures that we have the ability to provide both amazing educational and enrichment experiences for each individual while still maintaining a very personal touch. Our highly motivated teaching team are experts in their field and deliver rigorous quality learning experiences through explicit teaching and strong foundational learning programs to all students. Through our School Wide Positive Behaviour system our school ensures students develop into Safe, Respectful, Learners. Our open-door policy welcomes parents into our school to join with us in supporting and celebrating the learning of all students.

I look forward to working with you to ensure that your child has every opportunity to achieve the very best possible educational outcomes and develop into successful global citizens.

Leanne Rayner Principal Cooktown State School P-12
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Introduction

The purpose of this guide is to support schools through the provision of a resource that guides students and parents/carers in Years 11 and 12 subject selection. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of our curriculum offerings.

We provide a variety of opportunities for students while catering to individual schools' contexts, resources, students' pathways and community expectations.

The information contained in this booklet is a summary of the approved General, Applied, VET courses and Short Courses syllabuses.

Students should keep the following points in mind:

Students study six courses unless undertaking a School-Based Traineeship or Apprenticeship or Work Placement, in which case they may elect to five courses. Students who require an ATAR for tertiary entrance into a university must choose at least four General courses within their choice of six courses. While Essential English does contribute towards an ATAR, most university courses have English as a pre-requisite. Students should check the QTAC guide prior to choosing their English subject. Students not requiring an ATAR may study any combination of General, Applied or VET Certificates.

All students should consult with the Deputy Principal (Senior School), Head of Department Senior School or VET Coordinator about course choices which suit their needs. Once course choices are made, students should complete the Subject Selection Online Form via OneSchool, indicating their preferred courses for Year 11. All students at Cooktown SHS must study one (1) course from the English curriculum area and one (1) course from the Mathematics curriculum areas.

In order to offer a diverse curriculum, some courses may be organised with the assistance of the Brisbane, Capricornia or Cairns School of Distance Education, or other institutions e.g. TAFE and Private Registered Training Organisations (RTO's). Please note – students need to be very self-motivated to undertake these external courses and should limit the number they attempt.

A snapshot of what we offer: The following table outlines the General, Applied and VET courses currently being offered at Cooktown SHS in 2022. This is not an exhaustive list. Some courses may not be offered due to student numbers and staffing requirements. Additional courses may be undertaken through Distance Education if necessary.

Department	General	Applied	VET Certificates	Preparatory courses
Mathematics	General Mathematics Mathematical Methods	Essential Mathematics		Short Course in Numeracy
English	English	Essential English		Short Course in Literacy
Arts	Visual Arts		Cert II in Visual Arts Cert III in Visual Arts	
Science	Biology Chemistry	Aquatic Practises		
Health and Physical Education	Health	Sport and Recreation		
Humanities	Modern History	Tourism		
Technologies	Food and Nutrition	Engineering Skills Furnishing Skills	Certificate II in Hospitality* Certificate II in Conservation and Ecosystem Management*	

* These certificate courses are offered through External Registered Training Organisations. Further details in later pages.

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Choosing Subjects

It is important that students choose senior courses carefully as their decisions may affect the types of occupations they choose in the future, as well as their success and feelings about school.

We suggest students choose subjects which:

- they enjoy
- they achieve good results in
- they meet the pre-requisites for
- reflect their interests and abilities
- help them reach their goals
- develop both life and work skills and knowledge for later life.
- questions parents can ask their children
- How well have you coped with similar subjects in the past?
- Do you wish to undertake tertiary studies at university after Year 12? If you do, then you should study a minimum of five General Subjects out of six to be selected. This is because mainly General Subjects are used in the calculation of the ATAR.
- If you know which tertiary course you would like to study, check the pre-requisite subjects necessary for entry into that course in the QTAC guide. Most courses will have English, not Essential English as the prerequisite.
- If you do not know which tertiary course you are interested in, or if you wish to undertake tertiary studies, where possible, choose subjects that keep as many options open as possible.
- If you do not wish to study at a tertiary institution after Year 12 and you want to acquire skills that may help you get a job after year 12, then a selection of Applied Subjects and VET Certificates may be advisable.
- Vocational Education Certificates could provide a pathway to a job that attracts you. Success in these types of certificates may give you advanced standing (credit) to a higher-level course that you are interested in e.g.: A Certificate II in Hospitality could lead to Certificate III or IV in Tourism and Hospitality.
- After considering all the factors above, try to choose your best subjects and the ones you enjoy the most. Make your senior years of school enjoyable.
- Read carefully all of the subject descriptions in this booklet. Look at the type of assessment, abilities required etc. Further queries regarding subjects may be directed to relevant teachers, Head of Department, and Guidance Officer.

Do your research

Take these steps to ensure you understand the content and requirements of each subject:

- read subject descriptions and course outlines carefully
- talk to Heads of Departments and teachers of each subject
- look at books and materials used in the subject
- listen carefully at subject selection talks
- check subject prerequisite expectations
- fully understand the requirements of the subject assignments, exams, safety, trips, camps etc.

Need further assistance in making decisions?

Contact the school to arrange an appointment with the Deputy Principal, Head of Department, the Guidance Officer or relevant teacher. More information can be found at http://www.qcaa.qld.edu.au.

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Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

Senior subjects

The QCAA develops five types of senior subject syllabuses — Applied, General, General (Extension), General (Senior External Examination) and Short Course. Results in Applied and General subjects and contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/senior-subjects and, for Senior External Examinations, www.qcaa.qld.edu.au/senior/see

Applied and Applied (Essential) syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work.

Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF see www.education.gov.au/australian-core-skills-framework.

Underpinning factors

All senior syllabuses are underpinned by:

- Literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- Numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

Applied and Applied (Essential) syllabuses

In addition to literacy and numeracy, Applied syllabuses are underpinned by:

- Applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- Community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- Core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

General syllabuses and Short Course syllabuses

In addition to literacy and numeracy, General syllabuses and Short Course syllabuses are underpinned by:

21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

Vocational education and training (VET)

Students can access VET programs through the school if it:

- Is a registered training organisation (RTO)
- Has a third-party arrangement with an external provider who is an RTO
- Offers opportunities for students to undertake school-based apprenticeships or traineeships.

Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- Best five General subject results or
- Best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

Applied and Applied (Essential) syllabuses

Course overview

Applied and Applied (Essential) syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the courses are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

Essential English and Essential Mathematics — Common internal assessment

For the two Applied (Essential) syllabuses, students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- Developed by the QCAA
- Common to all schools
- Delivered to schools by the QCAA
- Administered flexibly in Unit 3
- Administered under supervised conditions
- Marked by the school according to a common marking scheme developed by the QCAA.
  The CIA is not privileged over the other summative internal assessment.

Summative internal assessment — instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

General syllabuses

Course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

Units 3 and 4 assessments

Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

Schools develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- Common to all schools
- Administered under the same conditions at the same time and on the same day
- Developed and marked by the QCAA according to a commonly applied marking scheme.
- The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

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Short Course syllabuses

Course overview

Short Courses are one-unit courses of study. A Short Course syllabus includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Aboriginal & Torres Strait Islander Languages
- Career Education
- Literacy
- Numeracy.

Assessment

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

QCAA SENIOR SYLLABUSES

English

Applied
Essential English

General
English

Short Course
Literacy

Health and Physical Education

Applied
Sport & Recreation

General
Health

Humanities and Social Sciences

Applied
Tourism

General
Modern History

Short course
Career Education

The Arts
General
Visual Art

Mathematics

Applied
Essential Mathematics

General
General Mathematics

Mathematical Methods

Short Course
Numeracy

Sciences

Applied
Aquatic Practices

General
Biology

Chemistry

Technologies

Applied
Engineering Skills

Furnishing Skills

Hospitality Practices

General
Engineering

Food & Nutrition

Essential English
Applied senior subject

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

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Pathways

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations

- use appropriate roles and relationships with audiences

- construct and explain representations of identities, places, events and concepts

- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning

- explain how language features and text structures shape meaning and invite particular responses

- select and use subject matter to support perspectives

- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts

- make mode-appropriate language choices according to register informed by purpose, audience and context

- use language features to achieve particular purposes across modes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works	**Texts and human experiences**	**Language that influences**	**Representations and popular culture texts**
• Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	• Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	• Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	• Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA) — short response examination	Summative internal assessment (IA4): • Extended response — Written response

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global

citizenship, and for lifelong learning across a wide range of contexts.

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations

- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences

- create and analyse perspectives and representations of concepts, identities, times and places

- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions

- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts

- select and synthesise subject matter to support perspectives

- organise and sequence subject matter to achieve particular purposes

- use cohesive devices to emphasise ideas and connect parts of texts

- make language choices for particular purposes and contexts

- use grammar and language structures for particular purposes

- use mode-appropriate features to achieve particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts	**Texts and culture** Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts	**Textual connections** Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts	**Close study of literary texts** Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Extended response — written response for a public audience	25%	Summative internal assessment 3 (IA3): Examination — imaginative written response	25%
Summative internal assessment 2 (IA2): Extended response — persuasive spoken response	25%	Summative external assessment (EA): Examination — analytical written response	25%

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions, and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

Pathways

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

Objectives

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

- evaluate and integrate information and ideas to construct meaning from texts and text types

- select and apply reading strategies that are appropriate to purpose and text type

- communicate relationships between ideas and information in a style appropriate to audience and purpose

- select vocabulary, grammatical structures and conventions that are appropriate to the text

- select and use appropriate strategies to establish and maintain spoken communication

- derive meaning from a range of oral texts

- plan, implement and adjust processes to achieve learning outcomes

- apply learning strategies.

Structure and assessment

Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: • an extended response — written (Internal assessment 1A) • a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: • an extended response — short response (Internal assessment 2A) • a reading comprehension task (Internal assessment 2B).

Sport & Recreation
Applied senior subject

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

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

Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities

- describe concepts and ideas about sport and recreation using terminology and examples

- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities

- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities

- manage individual and group sport and recreation activities

- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities

- use language conventions and textual features to achieve particular purposes

- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities

- evaluate the effects of sport and recreation on individuals and communities

- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations

- create communications that convey meaning for particular audiences and purposes.

Structure

The Sport & Recreation course is designed around core and elective topics.

Core topics	Elective topics
› Sport and recreation in the community › Sport, recreation and healthy living › Health and safety in sport and recreation activities › Personal and interpersonal skills in sport and recreation activities	› Active play and minor games › Challenge and adventure activities › Games and sports › Lifelong physical activities › Rhythmic and expressive movement activities

Assessment

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments, including:

- one project (annotated records of the performance is also required)

- one investigation, extended response or examination.

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: › written: 500–900 words › spoken: 2½–3½ minutes › multimodal: 3–6 minutes › performance: 2–4 minutes.*	Presented in one of the following modes: › written: 600–1000 words › spoken: 3–4 minutes › multimodal: 4–7 minutes.	Presented in one of the following modes: › written: 600–1000 words › spoken: 3–4 minutes › multimodal: 4–7 minutes.	2–4 minutes*	› 60–90 minutes › 50–250 words per item

* Evidence must include annotated records that clearly identify the application of standards to performance.

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Objectives

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

- recognise and describe information about health-related topics and issues
- comprehend and use health approaches and frameworks
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	**Peers and family as resources for healthy living** ‣ Alcohol (elective) ‣ Body image (elective)	**Community as a resource for healthy living** ‣ Homelessness (elective) ‣ Road safety (elective) ‣ Anxiety (elective)	**Respectful relationships in the post-schooling transition**

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ‣ Investigation — action research	25%	Summative internal assessment 3 (IA3): ‣ Investigation —analytical exposition	25%
Summative internal assessment 2 (IA2): ‣ Examination — extended response	25%	Summative external assessment (EA): ‣ Examination	25%

Tourism
Applied senior subject

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

Objectives

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

*   recall terminology associated with tourism and the tourism industry

*   describe and explain tourism concepts and information

*   identify and explain tourism issues or opportunities

*   analyse tourism issues and opportunities

*   apply tourism concepts and information from a local, national and global perspective

*   communicate meaning and information using language conventions and features relevant to tourism contexts

*   generate plans based on consumer and industry needs

*   evaluate concepts and information within tourism and the tourism industry

*   draw conclusions and make recommendations.

Structure

The Tourism course is designed around interrelated core topics and electives.

Core topics	Elective topics	
• Tourism as an industry • The travel experience • Sustainable tourism	• Technology and tourism • Forms of tourism • Tourist destinations and attractions	• Tourism marketing • Types of tourism • Tourism client groups

Assessment

For Tourism, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments from at least three different assessment techniques, including:

- one project

- one examination

- no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal • non-presentation: 8 A4 pages max (or equivalent) • presentation: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal • non-presentation: 10 A4 pages max (or equivalent) • presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal • non-presentation: 10 A4 pages max (or equivalent) • presentation: 4–7 minutes.	60–90 minutes 50–250 words per item

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Objectives

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

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world	**Movements in the modern world**	**National experiences in the modern world**	**International experiences in the modern world**
• Australian Frontier Wars, 1788–1930s	• Australian Indigenous rights movement since 1967	• Australia, 1914–1949	• Australian engagement with Asia since 1945
• Age of Enlightenment, 1750s–1789	• Independence movement in India, 1857–1947	• England, 1756–1837	• Search for collective peace and security since 1815
• Industrial Revolution, 1760s–1890s	• Workers' movement since the 1860s	• France, 1799–1815	• Trade and commerce between nations since 1833
• American Revolution, 1763–1783	• Women's movement since 1893	• New Zealand, 1841–1934	• Mass migrations since 1848
		• Germany,1914–1945	
		• United States of America, 1917–1945	
		• Soviet Union, 1920s–1945	

Unit 1	Unit 2	Unit 3	Unit 4
• French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912	• May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962	• Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993	• Information Age since 1936 • Genocides and ethnic cleansings since the 1930s • Nuclear Age since 1945 • Cold War, 1945–1991
• Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1	• Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2	• South Korea, 1948–1972	• Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Investigation — independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Career Education is a one-unit course, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

It focuses on the development of knowledge, processes, skills, attributes and attitudes that will assist students to make informed decisions about their options and enable effective participation in their future study, working life and career.

Career Education can also assist schools in the development of the Senior Education and Training (SET) Plans for students.

Students explore career development and management strategies that help them plan for and shape their future, providing them with essential knowledge, understanding and skills for participation in a rapidly changing world of work. They come to understand what they need to adapt to multiple transitions in work, career and life, and use opportunities to transfer their developing abilities to a range of work-related and career contexts and activities.

As students consider their future directions and prepare to make successful transitions to work, career and further education and/or training, they explore career options that incorporate their interests and skills, set personal goals and implement initial stages of career plans.

Structure and assessment

Pathways

A course of study in Career Education may establish a basis for further education, training and/or employment in a range of fields. Students learn within a practical context related to general employment and successful participation in society.

Objectives

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

- demonstrate knowledge and understanding of self, work practices and career development processes

- select, analyse and apply information related to work and career development

- use oral and written language to communicate information

- plan, implement and adjust processes to achieve learning outcomes

- apply learning.

Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: My current skills and attributes	Topic 2: My options for the future
One assessment consisting of two parts:	One assessment consisting of two parts:
• a spoken/signed presentation — workplace interview or survey (Internal assessment 1A)	• an extended written response — a career investigation (Internal assessment 2A)
• a student learning journal (Internal assessment 1B).	• a student learning journal (Internal assessment 2B).

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance

- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs	**Money, travel and data**	**Measurement, scales and data**	**Graphs, chance and loans**
‣ Fundamental topic: Calculations	‣ Fundamental topic: Calculations	‣ Fundamental topic: Calculations	‣ Fundamental topic: Calculations
‣ Number	‣ Managing money	‣ Measurement	‣ Bivariate graphs
‣ Representing data	‣ Time and motion	‣ Scales, plans and models	‣ Probability and relative frequencies
‣ Graphs	‣ Data collection	‣ Summarising and comparing data	‣ Loans and compound interest

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): ‣ Problem-solving and modelling task	Summative internal assessment 3 (IA3): ‣ Problem-solving and modelling task
Summative internal assessment 2 (IA2): ‣ Common internal assessment (CIA)	Summative internal assessment (IA4): ‣ Examination

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices

- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations › Consumer arithmetic › Shape and measurement › Linear equations and their graphs	**Applied trigonometry, algebra, matrices and univariate data** › Applications of trigonometry › Algebra and matrices › Univariate data analysis	**Bivariate data, sequences and change, and Earth geometry** › Bivariate data analysis › Time series analysis › Growth and decay in sequences › Earth geometry and time zones	**Investing and networking** › Loans, investments and annuities › Graphs and networks › Networks and decision mathematics

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): › Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): › Examination	15%
Summative internal assessment 2 (IA2): › Examination	15%		
Summative external assessment (EA): 50% • Examination			

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Pathways

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

computer science (including electronics and software design), psychology and business.

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions	**Calculus and further functions**	**Further calculus**	**Further functions and statistics**
› Arithmetic and geometric sequences and series 1	› Exponential functions 2	› The logarithmic function 2	› Further differentiation and applications 3
› Functions and graphs	› The logarithmic function 1	› Further differentiation and applications 2	› Trigonometric functions 2
› Counting and probability	› Trigonometric functions 1	› Integrals	› Discrete random variables 2
› Exponential functions 1	› Introduction to differential calculus		› Continuous random variables and the normal distribution
› Arithmetic and geometric sequences	› Further differentiation and applications 1		› Interval estimates for proportions
	› Discrete random variables 1		

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): › Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): › Examination	15%
Summative internal assessment 2 (IA2): › Examination	15%		
Summative external assessment (EA): 50% • Examination			

Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving actvities.

Pathways

A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the

mathematics used by various professional and industry groups.

Objectives

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

- select and interpret mathematical information

- select from and use a variety of developing mathematical and problem-solving strategies

- use oral and written mathematical language and representation to communicate mathematically

- plan, implement and adjust processes to achieve learning outcomes

- apply learning strategies.

Structure and assessment

Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts:	One assessment consisting of two parts:
an extended response — oral mathematical presentation (Internal assessment 1A)	an examination — short response (Internal assessment 2A)
a student learning journal (Internal assessment 1B).	a student learning journal (Internal assessment 2B).

Aquatic Practices
Applied senior subject

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

Objectives

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

- describe concepts and ideas in aquatic contexts

- explain concepts and ideas in aquatic contexts

- demonstrate skills in aquatic contexts

- analyse information, situations and relationships in aquatic contexts

- apply knowledge, understanding and skills in aquatic contexts

- use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose

- generate plans and procedures for activities in aquatic contexts

- evaluate the safety and effectiveness of activities in aquatic contexts

- make recommendations for activities in aquatic contexts.

Structure

The Aquatic Practices course is designed around:

- the four areas of study with the core topics for 'Safety and management practices' embedded in each of the four areas of study

- schools determine whether to include elective topics in a course of study.

Areas of study	Core topics	Elective topics
Environmental	• Environmental conditions • Ecosystems • Conservation and sustainability	• Citizen science
Recreational	• Entering the aquatic environment	• Aquatic activities
Commercial	• Employment	• Aquaculture, aquaponics and aquariums • Boat building and marine engineering
Cultural	• Cultural understandings	• Historical understandings
Safety and management practices	• Legislation, rules and regulations for aquatic environments • Equipment maintenance and operations • First aid and safety • Management practices	—

Assessment

For Aquatic Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments, including no more than two assessment instruments from any one technique.

Project	Investigation	Extended response	Examination	Performance
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.	A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item	• performance: continuous class time to develop and practice the performance.

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations

- apply understanding of scientific concepts, theories, models and systems within their limitations

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms › Cells as the basis of life › Multicellular organisms	**Maintaining the internal environment** › Homeostasis › Infectious diseases	**Biodiversity and the interconnectedness of life** › Describing biodiversity › Ecosystem dynamics	**Heredity and continuity of life** › DNA, genes and the continuity of life › Continuity of life on Earth

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): › Data test	10%	Summative internal assessment 3 (IA3): › Research investigation	20%
Summative internal assessment 2 (IA2): › Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

Chemistry is the study of materials and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science,

environmental science, engineering, medicine, pharmacy and sports science.

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations

- apply understanding of scientific concepts, theories, models and systems within their limitations

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions › Properties and structure of atoms › Properties and structure of materials › Chemical reactions —reactants, products and energy change	**Molecular interactions and reactions** › Intermolecular forces and gases › Aqueous solutions and acidity › Rates of chemical reactions	**Equilibrium, acids and redox reactions** › Chemical equilibrium systems › Oxidation and reduction	**Structure, synthesis and design** › Properties and structure of organic materials › Chemical synthesis and design

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): › Data test	10%	Summative internal assessment 3 (IA3): › Research investigation	20%
Summative internal assessment 2 (IA2): › Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

Engineering Skills
Applied senior subject

Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry.

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

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning

mechanic, refrigeration mechanic or automotive mechanic.

Objectives

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

- describe industry practices in manufacturing tasks

- demonstrate fundamental production skills

- interpret drawings and technical information

- analyse manufacturing tasks to organise materials and resources

- select and apply production skills and procedures in manufacturing tasks

- use visual representations and language conventions and features to communicate for particular purposes

- plan and adapt production processes

- create products from specifications

- evaluate industry practices, production processes and products, and make recommendations.

Structure

The Engineering Skills course is designed around core and elective topics.

Core topics	Elective topics
• Industry practices • Production processes	• Fitting and machining • Sheet metal working • Welding and fabrication

Assessment

For Engineering Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments, including:

- at least two projects

- at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal - non-presentation: 8 A4 pages max (or equivalent) - presentation: 3–6 minutes • product: continous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes • 50–250 words per item

Furnishing Skills

Applied senior subject

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

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

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Objectives

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

- describe industry practices in manufacturing tasks

- demonstrate fundamental production skills

- interpret drawings and technical information

- analyse manufacturing tasks to organise materials and resources

- select and apply production skills and procedures in manufacturing tasks

- use visual representations and language conventions and features to communicate for particular purposes

- plan and adapt production processes

- create products from specifications

- evaluate industry practices, production processes and products, and make recommendations.

Structure

The Furnishing Skills course is designed around core and elective topics.

Core topics	Elective topics
› Industry practices › Production processes	› Cabinet-making › Furniture finishing › Furniture-making › Glazing and framing › Upholstery

Assessment

For Furnishing Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments, including:

- at least two projects

- at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: › written: 500–900 words › spoken: 2½–3½ minutes › multimodal - non-presentation: 8 A4 pages max (or equivalent) - presentation: 3–6 minutes › product: continous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	› 60–90 minutes › 50–250 words per item

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, in conjunction with study of the food system.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development and the overarching principles of waste management, sustainability and food protection that have an impact on all sectors of the food system.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Using a problem-based learning approach, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students will integrate and use new and existing knowledge to make decisions and solve problems through investigation, experimentation and analysis.

Food & Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition.

Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

Objectives

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

- recognise and describe food and nutrition facts and principles

- explain food and nutrition ideas and problems

- analyse problems, information and data

- determine solution requirements and criteria

- synthesise information and data

- generate solutions to provide data to determine the feasibility of the solution

- evaluate and refine ideas and solutions to make justified recommendations for enhancement

- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein ‣ Introduction to the food system ‣ Vitamins and minerals ‣ Protein ‣ Developing food solutions	**Food drivers and emerging trends** ‣ Consumer food drivers ‣ Sensory profiling ‣ Labelling and food safety ‣ Food formulation for consumer markets	**Food science of carbohydrate and fat** ‣ The food system ‣ Carbohydrate ‣ Fat ‣ Developing food solutions	**Food solution development for nutrition consumer markets** ‣ Formulation and reformulation for nutrition consumer markets ‣ Food development process

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ‣ Examination	20%	Summative internal assessment 3 (IA3): ‣ Project — folio	30%
Summative internal assessment 2 (IA2): ‣ Project — folio	25%	Summative external assessment (EA): ‣ Examination	25%

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Objectives

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

- implement ideas and representations

- apply literacy skills

- analyse and interpret visual language, expression and meaning in artworks and practices

- evaluate art practices, traditions, cultures and theories

- justify viewpoints

- experiment in response to stimulus

- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes

- realise responses to communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens	**Art as code**	**Art as knowledge**	**Art as alternate**
Through inquiry learning, the following are explored:	Through inquiry learning, the following are explored:	Through inquiry learning, the following are explored:	Through inquiry learning, the following are explored:
‣ Concept: lenses to explore the material world ‣ Contexts: personal and contemporary ‣ Focus: People, place, objects ‣ Media: 2D, 3D, and time-based	‣ Concept: art as a coded visual language ‣ Contexts: formal and cultural ‣ Focus: Codes, symbols, signs and art conventions ‣ Media: 2D, 3D, and time-based	‣ Concept: constructing knowledge as artist and audience ‣ Contexts: contemporary, personal, cultural and/or formal ‣ Focus: student-directed ‣ Media: student-directed	‣ Concept: evolving alternate representations and meaning ‣ Contexts: contemporary and personal, cultural and/or formal ‣ Focus: continued exploration of Unit 3 student-directed focus ‣ Media: student-directed

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ‣ Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): ‣ Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): ‣ Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% • Examination			

Cooktown P-12 State School

VET SUBJECTS

'Success from Endeavour'

CUA20720 - Certificate II in Visual Arts
RTO: Cooktown P-12 State School RTO Code 30556

Qualification Description

CUA20720 - Certificate II in Visual Arts program is offered as a Year 10,11 and 12 subject, where students who are developing the basic creative and technical skills that underpin visual arts and craft practice. It applies to work in different visual arts, craft and design environments.
The job roles that relate to this qualification may include Ceramics Studio Trainee, Community Arts Workshop Assistant and Arts Practitioner. It also provides a pathway to other visual arts, craft and design job roles.

Entry Requirements
There are no entry requirements

Duration and Location
This course is one / two years long. The course is delivered at Cooktown SHS as part of the school timetable.

Fees
The fee for this course is currently $80. (Fees for 2023 may be updated)

Course Units
Students complete nine units of competency. Four of these units are core units and five are electives.

4 Core units

BSBWHS211 Contribute to the health and safety of self and others
https://training.gov.au/Training/Details/BSBWHS211

CUAACD201 Develop Drawing Skills to communicate ideas
https://training.gov.au/Training/Details/CUAACD201

CUAPPR211 Make Simple Creative Work
https://training.gov.au/Training/Details/CUAPRI211

CUARES202 Source and use information relevant to own Arts Practice
https://training.gov.au/Training/Details/CUARES202

5 Elective units

BSBTEC101 Operate digital devices
https://training.gov.au/Training/Details/BSBTEC101

CUAPAI211 Develop Painting Skills
https://training.gov.au/Training/Details/CUAPAI211

CUADIG212 Develop digital imaging skills
https://training.gov.au/Training/Details/CUADIG212

CUAPRI211 Develop Printmaking Skills
https://training.gov.au/Training/Details/CUAPRI211

CUAPPR312 Document the Creative Work Progress
https://training.gov.au/Training/Details/CUAPPR312

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

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RTO Obligation

Cooktown P-12 State School guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all nine units of competency will be awarded a qualification and a record of results. If students obtain the qualification, they will gain four points towards their QCE. Students who achieve at least one unit of competency (but not the full qualification) will receive a statement of attainment.

Delivery Modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:
- Face-to-face instruction
- Work-based learning
- Guided learning
- Online training

Assessment

Assessment is competency based and completed in a simulated Art environment. Assessment techniques include: observations, folios of work, written and practical tasks, questioning and projects.

Work Placement

Students do not complete work placement for this unit of competency.

Pathways

The qualification has been developed while consulting with industry to ensure that students are ready for the workplace.

This qualification may articulate into:

- CUA31120 Certificate III in Visual Arts
- Other CUA qualifications
- Entry level work in the Creative Industry

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CUA31120 - Certificate III in Visual Arts
RTO: Cooktown P-12 State School RTO Code 30556

Qualification Description
This qualification reflects the role of individuals who are developing a range of visual art skills and who may take responsibility for own outputs in work and learning. It applies to work in different visual arts, craft and design environments. Practice at this level is underpinned by the application of introductory art theory and history.

The job roles that relate to this qualification may include Ceramics Studio Assistant, Community Theatre Assistant and Arts, Craft or Design practitioner. It also provides pathways to other visual arts, craft and design job roles. Individuals may work under direction, using some discretion and judgment, and may provide support to a team. They may also work autonomously on familiar tasks within defined work settings.

Entry Requirements
There are no entry requirements, however we strongly recommend that students complete Certificate II in Visual Arts first before completing a Certificate III.

Duration and Location
This course is one / two years long. The course is delivered at Cooktown SHS as part of the school timetable.

Fees
The fee for this course is currently $80. (Fees for 2023 may be updated)

Course Units
Total number of units = 12
  - 4 core units plus
  - 8 elective units
There are six Units of Competency's that are covered in Certificate II in Visual Arts that is offered at Cooktown P-12 State School.

Units of Competency

Core

BSBWHS211 Contribute to the Health and Safety of Self and Others https://training.gov.au/Training/Details/BSBWHS211
CUAACD311 Produce Drawings that Communicate Ideas https://training.gov.au/Training/Details/CUAACD311
CUAPPR311 Produce Creative Work https://training.gov.au/Training/Details/CUAPPR311
CUARES301 Apply knowledge of History and Theory to own Arts Practice https://training.gov.au/Training/Details/CUARES301
CUAPAI311 Produce Paintings (group A) https://training.gov.au/Training/Details/CUAPAI311

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Elective

CUAACD201 Develop Drawing Skills to Communicate Ideas https://training.gov.au/Training/Details/CUAACD201
CUAPPR211 Make simple creative work https://training.gov.au/Training/Details/CUAPPR211
CUADIG212 Develop digital imaging skills https://training.gov.au/Training/Details/CUADIG212
CUAPRI211 Develop printmaking skills https://training.gov.au/Training/Details/CUAPRI211
CUAPPR312 Document the Creative Work Progress https://training.gov.au/Training/Details/CUAPPR312
CUAPHI302 Capture photographic images https://training.gov.au/Training/Details/CUAPHI302
CUADIG303 Produce and prepare photo images https://training.gov.au/Training/Details/CUADIG303

■ CUA31120 Certificate III in Visual Arts Only

■ Pre-requisite units of competency common to both CUA20720/CUA31120

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

RTO Obligation

Cooktown P-12 State School guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all nine units of competency will be awarded a qualification and a record of results. If students obtain the qualification, they will gain four points towards their QCE. Students who achieve at least one unit of competency (but not the full qualification) will receive a statement of attainment.

Delivery Modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:
- Face-to-face instruction
- Work-based learning
- Guided learning

Assessment

Assessment is competency based and completed in a simulated Art environment. Assessment techniques include: observations, folios of work, written and practical tasks, questioning and projects.

Work Placement

Students do not complete work placement for this Certificate.

Pathways

The qualification has been developed while consulting with industry to ensure that students are ready for the workplace.

This qualification may articulate into:

- CUA40120 Certificate IV in Visual Arts
- Diploma qualifications
- Degree options

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SIT20316 - Certificate II in Hospitality

RTO: 0275

TAFE Queensland

PH: 1300 851 550 https://tafeqld.edu.au/

Qualification Description
Certificate II in Hospitality enables students to learn about the dynamic and vibrant world of Hospitality. This course will unlock endless opportunities. As one of the largest industries in the world and on the Gold Coast, the adventures are endless.
This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.

Entry Requirements
A laptop to complete all assessments and demonstrate competency.
There are no other entry requirements.

Duration and Location
This course is one year long.   The course is delivered at Cooktown P-12 State School as part of the school timetable through a Third-Party Agreement with Queensland TAFE.

Fees
The Cooktown P-12 State School fee for this course is $80. (Fees for 2023 may be updated) Students are also required to use their VETIS funding see https://tafeqld.edu.au/course/17/17719/certificate-ii-in-hospitality for details.

Course Units
Students will complete 9 units of competency. Six of these units are core units and Six are Electives:

6 Core units

BSBWOR203: Work effectively with others https://training.gov.au/Training/Details/BSBWOR203
SITHIND002: Source and use information on the hospitality industry https://training.gov.au/Training/Details/SITHIND002
SITHIND003: Use hospitality skills effectively https://training.gov.au/Training/Details/SITHIND003
SITXCCS003: Interact with customers https://training.gov.au/Training/Details/SITXCCS003
SITXCOM002: Show social and cultural sensitivity https://training.gov.au/Training/Details/SITXCOM002
SITXWHS001: Participate in safe work practices https://training.gov.au/Training/Details/SITXWHS001

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6 Elective units

SITHFAB007: Serve food and beverage https://training.gov.au/Training/Details/SITHFAB007
SITXFIN001: Process financial transactions https://training.gov.au/Training/Details/SITXFIN001
SITXFSA001: Use hygienic practices for food safety https://training.gov.au/Training/Details/SITXFSA001
SITHFAB004: Prepare and serve non-alcoholic beverages https://training.gov.au/Training/Details/SITHFAB004
SITHFAB005: Prepare and serve espresso coffee https://training.gov.au/Training/Details/SITHFAB005
SITHFAB002: Provide responsible service of alcohol https://training.gov.au/Training/Details/SITHFAB002

Refer to https://training.gov.au/Home/Tga for specific information about the qualification.

RTO Obligation
Cooktown P-12 State School guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.
Students who are deemed competent in all twelve units of competency will be awarded a qualification and a record of results. If students obtain the qualification, they will gain four points towards their QCE. Students who achieve at least one unit of competency (but not the full qualification) will receive a statement of attainment.

Delivery Modes
A range of delivery modes will be used during the teaching and learning of this qualification. These include:
- Face-to-face instruction
- Work-based learning
- Guided learning

Assessment
Assessment is competency based and completed in a simulated Hospitality environment. Assessment techniques include: observations, folios of work, written and practical tasks, questioning and projects.

Work Placement
Students are required to complete a certain amount of time competing service hours in a Hospitality setting.

Pathways
The qualification has been developed while consulting with industry to ensure that students are ready for the workplace.

This qualification may articulate into:
- SIT30616 Certificate III in Hospitality
- SIT40416 Certificate IV in Hospitality
- Entry level work in the Hospitality Industry

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

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AHC21020 - Certificate II in Conservation and Ecosystem Management

RTO: 30685

The Tallebudgera Outdoor and Environmental Education Centre

PH: (07) 5520 9300 https://tallebudgeraoeec.eq.edu.au/

Qualification Description
This qualification provides the skills and knowledge required for work in a defined context and/or for further study in conservation and ecosystem management. Work would be carried out under general guidance and supervision.

The qualification enables individuals to select and develop basic factual, technical and procedural knowledge in conservation and ecosystem management for Indigenous land management, lands, parks and wildlife services and the restoration and rehabilitation of ecosystems.

No licensing, legislative or certification requirements apply to this qualification at the time of publication. Users are advised that individual elective units selected may have licensing, legislative or certification requirements and are advised to check the units individually for these requirements.

Entry Requirements
There are no other entry requirements.

Duration and Location
This course is one year long. The course is delivered at Cooktown P-12 State School as part of the school timetable through a Third-Party Agreement with Tallebudgera Outdoor and Environmental Education Centre.

Fees
The Cooktown P-12 State School fee for this course is $80.

Course Units
To achieve this qualification, competency must be demonstrated in:

- 15 units of competency:
- 2 core units plus
- 13 elective units.

2 Core units

AHCWRK209: Participate in environmentally sustainable work practices
https://training.gov.au/Training/Details/AHCWRK209

AHCWHS201: Participate in work health and safety processes
https://training.gov.au/Training/Details/AHCWHS201

13 Elective units

AHCFAU202: Recognise fauna https://training.gov.au/Training/Details/AHCFAU202
AHCILM201: Maintain cultural places https://training.gov.au/Training/Details/AHCILM201
AHCILM202: Observe and report plants or animals https://training.gov.au/Training/Details/AHCILM202
AHCECR202: Maintain wildlife habitat refuges https://training.gov.au/Training/Details/AHCECR202
AHCPMG201: Treat weeds https://training.gov.au/Training/Details/AHCPMG201
AHCPCM204: Recognise plants https://training.gov.au/Training/Details/AHCPCM204
AHCPGD201: Plant trees and shrubs https://training.gov.au/Training/Details/AHCPGD201
AHCLSC205 - Install tree protection devices https://training.gov.au/Training/Details/AHCLSC205
TLID1001 - Shift materials safely using manual handling methods https://training.gov.au/Training/Details/TLID1001
AHCMOM203 - Operate basic machinery and equipment https://training.gov.au/Training/Details/AHCMOM203
FSKRDG009 - Read and respond to routine standard operating procedures https://training.gov.au/Training/Details/FSKRDG009
AHCILM302: Provide appropriate information on cultural knowledge https://training.gov.au/Training/Details/AHCILM302
FSKLRG014 - Manage strategies for career progression https://training.gov.au/Training/Details/FSKLRG014

Refer to https://training.gov.au/Home/Tga for specific information about the qualification.

RTO Obligation
Cooktown P-12 State School guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.
Students who are deemed competent in all fifteen units of competency will be awarded a qualification and a record of results. If students obtain the qualification, they will gain four points towards their QCE. Students who achieve at least one unit of competency (but not the full qualification) will receive a statement of attainment.

Delivery Modes
A range of delivery modes will be used during the teaching and learning of this qualification. These include:
- Face-to-face instruction
- Work-based learning
- Guided learning
- Online training

Assessment
Assessment is competency based and completed in a simulated Hospitality environment. Assessment techniques include: observations, folios of work, written and practical tasks, questioning and projects.

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Work Placement

Students do not complete work placement for this Certificate.

Pathways

The qualification has been developed while consulting with industry to ensure that students are ready for the workplace.

Occupations relevant to this qualification in industry sectors such as Pest Management, Weed Management, Environmental Protection, Horticulture include:

- Pest Management Assistant (Feral Animals)
- Conservation Earthworks Trainee
- Landcare Assistant
- Conservation Project Assistant
- Conservation Earthworks Assistant
- Indigenous Land Management Assistant
- Ranger
- Parks and Wildlife Officer

Cooktown P-12 State School

DISTANCE EDUCATION

'Success from Endeavour'

Distance Education

How does Distance Education work?

Students who wish to study a subject not offered at Cooktown P-12 State School may be able to enrol in the subject at a School of Distance Education (SDE). They are considered a school-based enrolment and can access one subjects at the SDE. Students are enrolled by their base school (Cooktown P-12 State School) after a meeting with the Deputy Principal to ensure alignment to SET Plan and suitability of distance education delivery method. Students will have three lessons times during the week where they connect virtually to their teacher. These lesson times are compulsory and students must have computer devices capable of connecting to the SDE's system. Cooktown P-12 State School has a designated Distance Education room with laptops exclusively for Distance Education students.

Which schools can I enrol in?

There are 7 schools of distance education in Queensland, four of which offer Year 11/12 subjects.
We can facilitate enrolment at: Brisbane, Cairns, Capricornia and Charters Towers.

Currently Cooktown P-12 State School predominately works though Brisbane School of Distance Education https://brisbanesde.eq.edu.au/. If a student wishes to study through another Distance Education provider they will need to arrange a meeting with the Senior School Deputy Principal.

What do students need to be successful at distance education?

 To perform well in SDE courses, students generally need to be:

- Self-directed with the ability to work independently as well as being prepared to collaborate with other students and the teacher
- Competent users of technology or willing to acquire the necessary skills
- Self-motivated and punctual to online lessons.

How are students assessed?

Students complete classwork, homework and assessment the same as for their school-based subjects. Assignments are provided electronically to the student and the completed assessment is emailed or posted directly to their SDE teacher. Exams are posted to MSHS, and students arrange a time to sit these with the Senior Schooling HOD, who then scans the exam response and emails to the SDE teacher as well as posting the hard copy.

What subjects are on offer at through distance education?

Brisbane School of Distance Education
https://brisbanesde.eq.edu.au/. (See table 1 below)

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QCAA Subjects	General
Mathematics	Mathematical Methods
	Specialist Mathematics
Science	Biology
	Chemistry
	Physics
	Psychology
Humanities and Social Sciences	Aboriginal & Torres Strait Islander Studies
	Accounting
	Ancient History
	Economics
	Geography
	Legal Studies
	Modern History
	Philosophy and Reason
The Arts	Dance
	Music
	Music Extension (Units 3 and 4 only)
	Visual Art
Technologies	Design
	Digital Solutions
Health and Physical Education	Health
Languages	Chinese
	Chinese Extension (Units 3 and 4 only)
	French
	German
	Japanese
	Spanish

Table 1 Brisbane School of Distance Education Subject Offering
https://brisbanesde.eq.edu.au/.

Cooktown P-12 State School can also work though the following schools:

Cairns School of Distance Education
https://cairnssde.eq.edu.au/

Capricornia School of Distance Education
https://capricorniasde.eq.edu.au

Charters Towers School of Distance Education
https://charterstowerssde.eq.edu.au/

Cooktown P-12 State School

UNIVERSITY COURSES

'Success from Endeavour'

CQU – Start University SUN) Program
https://www.cqu.edu.au/courses/study-information/work-and-study-preparation/sun

Start Uni Now (SUN) is a CQUniversity initiative that gives you the opportunity to study university-level units while in Years 10, 11 and 12 at high school (Year 10 students are eligible for Term 3 enrolment only). SUN allows you to enrol in a range of CQUniversity units and after successfully completing study in SUN you may be eligible for direct entry into your course and credit towards your degree.

Is SUN for you?
- Do you want to get a head start with study and your future career?
- Do you want to further challenge yourself in your final years of high school?
- Are you a high achieving student?
- Are you self-motivated and can manage your own time effectively?

How much does SUN cost?
Your first unit in the SUN program is free. As a domestic student, subsequent units (up to an additional three units) are offered at a significantly discounted rate of $375 per unit. (* to be confirmed for 2023)
In addition to the unit cost, there may be other expenses such as textbooks and resources. Fees must be paid up-front and cannot be deferred to HECS-HELP, but you may be eligible for financial assistance options.

What are the benefits of SUN?
Sneak peek: SUN provides you with an insight into university life and helps you understand the expectations of studying at a tertiary level. This will help prepare you for the transition from high school to university.
Direct entry: After successful completion of SUN, you may be eligible to apply for direct entry into an undergraduate degree at CQUniversity.

To be eligible for direct entry, you must:
- pass at least one SUN unit from the undergraduate degree you are applying for
- meet any additional requirements of the undergraduate degree you are applying for
- show evidence of successful completion of Year 12 studies**.**

Credit transfers: If you enrol as a CQUniversity student after Year 12, you may be eligible to receive a credit transfer for each SUN unit you have passed. This will reduce the number of units you need to study when you start university and may reduce the duration of your university course.

How do I choose a SUN unit?
SUN offers first year university units from almost every CQUniversity bachelor degree.
When selecting the unit, you wish to apply for it is important to consider the following questions:

- What career are you interested in pursuing?
- What course is required to pursue that career?
- Does the SUN unit form part of the requirements for that course?
- Is the unit offered in the term you wish to study?
- Is the unit available on campus, online or both?

What level of commitment is involved?
It is recommended that you dedicate between 10 – 12 hours of study to each of your enrolled units per week (over a 12 – 14 week period). Studying SUN units requires good time management skills, the ability to work independently and a proactive attitude. University study is very flexible and this allows you to work your study time around other commitments such as a part-time job or sport. Successful applicants may study up to one SUN unit per term, however you'll have the opportunity to study up to four SUN units in total over the senior school period (pending unit availability).

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JCU – JCU NOW Program
https://www.jcu.edu.au/jcunow/FAQs

JCU NOW Program is a JCU University initiative that gives you the opportunity to study university-level units while in Years 11 and 12 at high school. **JCU NOW** allows you to enrol in a range of JCU University units and after successfully completing study in **JCU NOW** you may be eligible for direct entry into your course and credit towards your degree.

Is SUN for you?
- Do you want to get a head start with study and your future career?
- Do you want to further challenge yourself in your final years of high school?
- Are you a high achieving student?
- Are you self-motivated and can manage your own time effectively?

How much does JCU NOW cost?
Students enrolled in their first JCU NOW subject will not be charged any tuitions fees. Students will be expected to meet costs normally incurred with the subject, including but not limited to textbooks, field trips, equipment etc. If students have requested to be withdrawn from their subject in writing before the census date, they will be eligible for another free subject in a later semester. Students undertaking additional JCU NOW subjects in later semesters will be charged $375* per subject. This fee will need to be paid via eStudent before the census date. In addition, students will be required to pay a Student Services and Amenities Fee (SSA Fee) which is currently $47.25**. * Course fees are based on 2022 prices and are subject to change.** SSA fee is subject to change.

What are the benefits of JCU NOW?
Early Offer Eligibility, Year 12 students who successfully complete a JCU NOW subject are eligible for an Early Offer based on the successful completion of a subject. Students may receive a conditional offer as early as August 2023. Students will still need to submit their Early Offer Nomination Form and meet all other course prerequisites. Students will need to follow the Early Offer Program requirements.
QCE Points, The Queensland Curriculum and Assessment Authority (QCAA) recognises and grants Queensland Certificate of Education (QCE) credit points for university studies. Students who successfully complete a JCU NOW subject are eligible to receive two credit points towards their QCE*. Recognition can be granted for up to 8 credits (max. 4 subjects).

How do I choose a JCU NOW unit?
SUN offers first year university units from almost every **JCU** University bachelor degree.
When selecting the unit, you wish to apply for it is important to consider the following questions:

- What career are you interested in pursuing?
- What course is required to pursue that career?
- Does the **JCU NOW** unit form part of the requirements for that course?
- Is the unit offered in the term you wish to study?
- Is the unit available on campus, online or both?

What level of commitment is involved?
It is recommended that you dedicate between 10 – 12 hours of study to each of your enrolled units per week (over a 12 – 14 week period).
Studying JCU units requires good time management skills, the ability to work independently and a proactive attitude. University study is very flexible and this allows you to work your study time around other commitments such as a part-time job or sport. Successful applicants may study up to one JCU unit per term, however you'll have the opportunity to study up to four JCU units in total over the senior school period (pending unit availability).

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