Marsden
STATE HIGH SCHOOL
Senior Pathways Guide
2017
At Marsden State High School we have a strong commitment to developing our three core values – Pride, Passion and Persistence. The transition from Year 10 into Year 11 marks a significant point in schooling and the final stage in the senior phase of learning, where students have the opportunity to focus their attention to preparing for life after Year 12.

The greater flexibility of senior schooling does bring with it the need for greater responsibility. We believe that by Year 11, students will have reached a level of maturity to successfully manage these challenges and extra responsibilities. It is expected that our students demonstrate the pride for which our school is renowned by building strong relationships through respect for self, others and the community.

Senior School is a satisfying and rewarding experience, where students are able to focus their work in the areas of their passion. Students will attain fulfilment through hard work not only in the classroom but also in the various extra-curricular activities provided by the school. We encourage our senior students to have the energy and enthusiasm to change, innovate, succeed and leave a positive legacy.

Work in the Senior School requires a strong focus on persistence. At Marsden SHS we define persistence as the resilience to embrace and rise above all challenges. Students need to ensure commitment and willingness to work both in class and at home for future success. A good attitude to class work and study is essential, along with a serious commitment, a conscientious attitude and strong self-discipline.

This is an exciting school community where all students are challenged and supported to achieve excellence and to maximise their potential. We deliver superior opportunities built on a culture of high expectations. I urge all students and families to aim high and strive towards achieving outstanding future goals over the next two years, with the help and support of our dedicated staff and well established structures.

Yours sincerely

Mr Andrew Peach
Executive Principal
VISION
Dare to Inspire… Make a Difference!

MISSION
We deliver superior opportunities built on a culture of high expectations.

VALUES
Persistence
The resilience to embrace and rise above all challenges.

Passion
The energy and enthusiasm to change, innovate, succeed and leave a positive legacy.

Pride
Building strong relationships through respect for self, others and the community.

@ marsden. i

<table>
<thead>
<tr>
<th>Students</th>
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<tr>
<td>• arrive on time, with all the right tools</td>
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<tr>
<td>• am positive and give 100%</td>
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<tr>
<td>• carry my planner at all times</td>
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<tr>
<td>• wear the uniform with pride</td>
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<tr>
<td>• show respect for people &amp; the grounds</td>
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<tr>
<td>• engage in active learning</td>
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<td>• will expand my horizons</td>
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Dare to Inspire. Make a difference!

Persistence, Passion, Pride

**INTRODUCTION**

**HOW TO USE THIS GUIDE**

Senior Schooling at Marsden State High presents many opportunities through choosing a pathway to success. Success and reward in senior schooling are most likely to be achieved when there is careful and purposeful planning and selection of subjects and courses by students.

This guide has been developed as a reference to assist with choosing that pathway. By using this information to choose subject for Year 11, students will have a clear view of opportunities available to them on their selected pathway.

**USING THIS GUIDE:**
- this handbook is intended as a reference guide rather than a document to read front to back.
- this guide should be referred to repeatedly while making decisions about the pathway a student will take as well as which subjects to select on a given pathway.
- the front section of the guide provides general information about a range of aspects of senior schooling at Marsden State High School.
- the *green* section refers to Year 11 & 12 Authority subjects.
- the *yellow* section refers to Year 11 & 12 Subject Area Specification (SAS) subjects.
- the *blue* section refers to Year 11 & 12 Vocational Qualifications (VET).
- use this handbook to gain an understanding of the requirements of senior schooling.

This handbook is one of many resources available to students to gather information about their Senior Pathway. They should use all resources to assist with this process including: information on notices, teachers, subject Heads of Department, Senior Schooling Heads of Department, Guidance Officers, as well as any resources available to students regarding options.

Students must also consult with parents/caregivers when planning their pathway. Once a decision is made it is important to commit to all timelines and work requirements of subjects and courses selected.

While Marsden State High School is able to offer an extensive array of subjects, unfortunately not all of the subjects may be able to run or be accessed on multiple lines. The subject selection process is one of refinement and reduction and for this reason some subjects may not be able to operate and that the school reserves the right to cancel or withdraw a subject or course. In the event of this happening, students would be consulted to consider alternatives.

Students and parents/caregivers are reminded that staff are only too pleased to meet with them and discuss any particular problems or concerns around senior schooling that they might have. If all parties are well informed they are in a good position to support students through, what can be, difficult years. Please do not hesitate to contact the school regarding any necessary advice and assistance.
It is our expectation at Marsden State High that all students attain a Queensland Certificate of Education (QCE) by the completion of Year 12. By choosing a pathway to success for each individual student, a QCE is attainable.

The Queensland Curriculum and Assessment Authority (QCAA) is a statutory body of the Queensland Government. They provide Kindergarten to Year 12 syllabuses, guidelines, assessment, reporting, testing, accreditation and certification services for Queensland schools. Their website provides a number of useful resources for students and parents seeking further information on the Senior Schooling process as well as the Queensland Certificate of Education. Please use it as a resource for further information:

www.qcaa.qld.edu.au

The graphic from the QCAA website outlines the requirements for gaining a QCE. Important points to note:

- A student must meet the study requirements listed above to be eligible to gain a QCE. If a student changes a subject they must consider the impact on their QCE eligibility.

- Please contact any of the Senior Schooling team if you require any clarification or further information on QCE eligibility.

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**To gain a QCE students need**

- an **AMOUNT OF LEARNING**
  - 20 credits
- at a **SET STANDARD**
  - Sound Achievement, Pass or equivalent
- in a **SET PATTERN**
  - at least 12 credits from core subjects of study
  - an additional 8 credits from a combination of any courses of study
- meet **Literacy and numeracy requirements**

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**Working towards a QCE**

**About the QCE**

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

**How the QCE works**

To achieve a QCE a student needs 40 credits in a set pattern.
- At least 32 credits must come from prescribed Core courses.
- Additional 8 credits can come from a combination of any courses.
- Students must achieve a Sound, Pass or equivalent to receive QCE credits.
- Literacy and numeracy requirements must be met (opposite).

**Planning a QCE pathway**

QCE planning usually starts in Year 10.
- A Senior Education and Training (SET) Plan is developed to map a student’s future education and/or employment goals and their QCE pathway.
- Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects completed while at school, recognised workplace learning, certificates and awards.
- Students choose their own QCE pathway — there are hundreds of possible course combinations.
- Students can plan their QCE pathway and track their progress towards a QCE in their learning account at the Student Connect website at www.studentconnect.qca.qld.edu.au.

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**Learning options and credit values**

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<tr>
<th>COURSE</th>
<th>CRÉDIT</th>
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<td>As listed</td>
<td>Students whose QCE is blocked by a QCE on QCE</td>
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**ENHANCE**

- ENHANCE courses add value to a senior student’s study.
- Recognised credits and awards are gained.

**ADVANCED**

- ADVANCED courses go beyond senior secondary schooling.
- Enhanced learning opportunities available.
- Recognised credits and awards are gained.

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**Literacy and numeracy requirements**

- At least a Sound Achievement in one semester of a QCE-developed English and Mathematics subject.
- At least a Sound Achievement in QCE-developed short courses in Literacy and Numeracy.
- A Pass grade in a Literacy and Numeracy course recognised by the QCAA.
- At least a C in the Queensland Core Skills (QCS) test.
- At least a C for an international (towards) language examination in English and Mathematics.
- Completion of FSK4WOL2.1 Certificate III in Skills for Work and Vocational Pathways.
- Completion of ATDS2LOR2 Certificate II in Core Skills for Employment and Training.
- Completion of ATDS2LOR2 Certificate II.
- Completion of ATDS2LOR2 Certificate II.

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**For more information**

- Queensland Certificate of Education (QCE) students and teachers.
- How to achieve a QCE.
- Literacy and numeracy requirements.
- Required study requirements.
- Literacy and numeracy requirements.

Visit www.qca.qld.edu.au for a copy of the handbook.

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**THE QUEENSLAND CERTIFICATE OF EDUCATION**
To be successful in the senior phase of learning, a carefully considered plan is crucial. Students must consider their goals beyond school and their current strengths, interests and capabilities to ensure they choose the right path for their success.

What is a SET-P?

The SET Plan maps out how students will work towards their chosen pathway including a QCE, Overall Position, Tertiary Entrance Rank, Vocational Qualification, and/or a viable work option. Parents and caregivers play a critical role in helping students to discover and plan their personal pathways through education and training then onto further learning or work options.

The SET Plan is designed to:

- Work as a ‘road map’ to help students achieve their learning goals during the Senior Phase of Learning
- Include flexible and coordinated pathway options
- Assist to examine options across education, training and employment sectors
- Help to communicate with parents/caregivers and with personnel from the school/learning provider about student’s future options.

In the SET plan, students are able to list a variety of different learning pathways, some of which may be accessed outside the current formal structure of a school. This will allow them to create more options and flexibility in learning. Students may alter the plan if, with guidance, they decide to change direction and explore different learning pathways.

SET-Planning @ Marsden:

At Marsden State High the SET Plan process begins at the start of Year 10. The Year 10 program is based in career exploration and includes:

- Term 1- students gain a general understanding of senior schooling expectations and opportunities available to them to assist with decision making
- Term 2- students select and research occupational preferences. This concludes with students having a comprehensive list of their preferred jobs
- End of Term 2 through to the beginning of Term 3- students plot their senior educational pathway. When doing so, they include both a further study pathway option and an employment pathway option, ensuring for each that they can obtain a QCE.
- Term 3 – attendance and participation in subject information sessions
- Term 3- students complete their SET Plan document and attend an interview with a staff SET team member to justify selected pathway and subject options for Year 11 and 12.
STEPS FOR SENIOR STUDENTS @MARSDEN

YEAR 10
Complete Year 10 to the best of your ability. Putting in the work here will make you more successful in your chosen pathway.

1. CHOOSE YOUR PATHWAY

2. CHOOSE YOUR SUBJECTS

3. SUBMIT SUBJECT SELECTIONS
   Year 10: At SET Plan interview

4. WORK TOWARDS YOUR CHOSEN PATHWAY!
Planning your Senior Pathway is an important time of your life. At Marsden State High it is recommended that students carefully plan their senior years at high school. This planning begins during Year 10 and should continue with careful consideration of subject documents and the pathways available beyond school.

All students completing senior years at Marsden State High are given the opportunity to receive a QCE. When an appropriate pathway is chosen, it is reasonable for all students to qualify for a QCE.

Students entering Year 11 are required to select one of two pathway options. The two pathways offered are the ‘Further Study’ Pathway and the ‘Employment’ Pathway.

Depending on the pathway chosen, a student may select subjects from 3 categories:

- **Authority subjects** - are more academically rigorous and require a high level of commitment to class work and additional time on study out of school. When successfully completed contribute four credits towards the QCE. These subjects are used in the calculation for tertiary entrance. (GREEN SECTION OF HANDBOOK)

- **Subject Area Syllabuses/Study Area Specifications (SAS) (Authority Registered)** – generally more practically oriented. When successfully completed contribute four credits towards the QCE. They are not used in the calculation of OPs. (YELLOW SECTION OF HANDBOOK)

- **Vocational Qualifications (VET)** – provides education and training for work. VET is part of a broader educational network in Australia that includes schools, universities and adult and community education. Qualifications are nationally recognised. The QCE contribution varies between certificates. Qualifications may be provided by the school RTO or external providers. (BLUE SECTION OF HANDBOOK)

Both pathways require students to be committed to their studies and understand that whilst undertaking full-time study, schooling must be their first priority and attendance every day is crucial to achieving success.
FURTHER STUDY PATHWAY

Obtaining an Overall Position (OP) is the usual pathway for Year 12 students to gain tertiary entrance, but other options are available to those wishing to pursue further studies. Students who satisfy the prerequisites are then selected by tertiary institutions for courses they apply for based on their OP. Students with the best OPs are offered places first. In some cases tertiary institutions need to differentiate between students with the same OP by using FPs.

Who should select a Further Study Pathway?
- Students who wish to apply for entry to a university course through academic performance in Authority subjects by gaining an Overall Position (OP).
- Students who wish to apply for entry to a tertiary course through a combination of a completed vocational qualification (recommended Cert III) and other subjects studied.

What are the requirements?
- A minimum of Authority English and Mathematics A must be selected
- Participation in the QCS Preparation Program
- Required to sit the QCS test

How to select a Further Study Pathway
In addition to requirements above:
- Rank – no more than 2 Authority Subjects (total of 4 Authority), 2 subjects from SAS or VET
- OP – 4 additional Authority subjects (total of 6 Authority).

Other information
- OP’s are ranked from 1-25 (1 being the highest). Must complete 20 semesters of Authority subjects (minimum of 5 subjects) to be eligible. Must remain in a minimum of 3 Authority subjects for all four semesters (no changes). Required to sit the QCS test
- Selection Ranks are ranked from 1-100 (100 being the highest). Subject selection, completed vocational qualifications and sitting the QCS test can all improve selection rank.
- Consult the QCAA and QTAC website for further information on tertiary entrance.
- Undertaking an OP ineligible Senior secondary school program may make it difficult and in some cases impossible to achieve the high ranks necessary for entry to very competitive tertiary courses. This may include courses such as medicine, physiotherapy, optometry etc.
- Students completing Year 12 with fewer than 20 semester units of Authority and Authority-registered subjects and VET units of competency/modules will still be eligible for a QTAC selection rank but it will be less competitive than if they had completed 20 units.
- Students not taking the standard tertiary pathway, ie being eligible for an Overall Position, may not be considered for tertiary entry interstate or overseas and should contact the relevant institution.
EMPLOYMENT PATHWAY

Marsden continues to work closely with local employers and other training providers in order to ensure that an even broader range of courses are available to our students. Choosing an Employment Pathway does not rule out further study after leaving school. Many courses can contribute to a selection rank which can be a requirement for tertiary entrance. It is Marsden State High’s goal that all students can access high quality certificate qualifications that articulate into a viable pathway after school. For example, Certificate III in Fitness allows a student to do one or more of the following: be employed as a gym floor instructor, enrol in further study such as a Certificate IV in Personal Training which could also lead to a Bachelor of Health Science.

Who should select an EMPLOYMENT Pathway?

• Students who enjoy the practical element of schooling and wish to develop skills which can directly translate to the workplace on completion of Year 12.
• If a student is undertaking placement which requires time away from school, they will be entitled to study session in the library. During this time they can access a workspace for to engage in self-directed study to review missed lessons or complete coursework.

What are the requirements?

• Read subject/course information carefully, many qualifications require additional time to complete work placement or complete out of school-hours activities to gain qualifications.
• A number of VET courses incur a fee. The fee and payment schedule is listed on subject pages and may be subject to change. These course fees are in addition to annual school fees.

How to select an EMPLOYMENT Pathway

Students can choose from SAS and VET subject or others by negotiation.

There are three main options within VET offerings:

1. School-based VET program: this involves undertaking programs offered at school. These programs include those run as VET in School programs (offered by external organisation but delivered by Marsden staff within timetabled lessons)
2. Attend external RTO for training: this may involve a student attending a program not offered at Marsden SHS. This may be studied at the RTO one day a week or via online education
3. School-based Apprenticeship or Traineeship (SAT): Students undertake training and paid work placement in accordance with set education guidelines. If a student is interested in a traineeship or apprenticeship in the future, a SAT offers them an opportunity to experience what it would be like while still being a school student. This allows students to make the right decision about their career and be credited for the time in the workplace and training.

Other information:

Major advantages for students studying the employment pathway:
• QCE - attainment via credits eg. Certificate III earns up to 8 credits
• Nationally recognised VET qualification
• Enhanced training pathways and employment opportunities
• Results for a number of VET courses also contribute to a student’s rank score. This is relevant for students who may also wish to gain qualifications which lead to further study in that industry including Certificate IV, Diploma or Bachelor degree.
Vocational Education and Training (VET) allows senior secondary students to participate in programs selected from a range of industry areas. VET Pathway students are able to learn practical workplace skills that are recognised by industry and employers, combining classroom learning with hands-on workplace learning. It aims to help meet the needs of industry while preparing young people for the workplace of the future.

**NATIONALLY ACCREDITED CERTIFICATE COURSES**

The courses studied are training qualifications within the Australian Quality Training Framework. They are comprised of industry competency standards/modules and are delivered by Registered Training Organisations (RTOs).

Courses are offered as classroom-based courses at Marsden State High School and other courses may also be studied from external RTOs (Registered Training Organisations). Please note that the school does not have any say in the cost or delivery of programs offered externally to the school. These costs are dictated by the provider. It is important to know that these costs are much lower for students enrolled at high school compared to the cost that would be incurred as a private individual.

**VET @ MARSDEN STATE HIGH SCHOOL**

Marsden State High has been active in providing VET options for students. For many years the students of Marsden have accessed a variety of rewarding VET courses both on-campus and off-campus. It is beneficial that students are able to develop skills in areas in which they have a genuine interest, while at the same time enhancing their employment and training prospects.

At Marsden, there are currently agreements with a number of industry-leading RTO’s and the school is able to offer a range of Nationally Recognised Qualifications at a significantly lower cost to families than if studied away from school. Staff are constantly working with these agencies to ensure the delivery and skills learned in the courses offered at Marsden State High School are relevant and advantageous to students in the current employment market.

Many of these courses are timetabled along with traditional subjects throughout the school week. Please note that, like all other subjects offered in Year 11 and 12, the final decision on which subjects will operate is dependent on a number of issues at a school level outlined in the subject selection section.

A wide range of students take up the opportunity to complete a SAT combining part-time employment and study in areas such as, Retail, Warehousing, Childcare, Hospitality, Business, Automotive, Carpentry, Hairdressing.
EXTERNAL VET OFFERINGS for Senior School Students

Marsden’s Industry Liaison Officers (ILOs) seek additional opportunities for students throughout the year from external training organisations. Students may find that our school’s scope of registration does not cover their particular area of interest, therefore to broaden their options; senior students are given the opportunity to enrol in accredited courses through external institutions. In addition, some programs offer direct entry into further study including university pathways.

As with all subject choices, students wanting to enrol in these courses must identify these interests in their SET Plan, as embarking on an external course should not be taken lightly. Time management, under this model, is vital in the successful completion of both school studies (including obtainment of a QCE) and external certificate courses.

EXPECTATIONS
Students need to be committed to completing the courses, be prepared to pay tuition and material costs and organise their own transport to and from the institution. In addition there is also an expectation that students self-manage the school work they miss if they are absent on a day to attend courses. In some cases students may be given an option for a study line to access the library study space to support time required for this extra study and allow catch-up of missed work.

Please be aware lists available through ILOs are of possible courses institutions may offer in 2017. (Confirmed information will be available later in the year and all courses are subject to student enrolments.)

Students must be proactive at checking with ILOs, on noticeboards and listening to student notices to ensure they are aware of all information available on course updates.

Please note: Most courses require students to arrange their own transport when required to attend on-campus sessions. There are varied costs for programs offered by outside institutions.
### Year 10
- Creates solid foundations and prepare for Year 11 and 12 subjects.
- Provides the evidence on which to base aspirations from ability.
- Nationally recognised qualification commenced—Certificate II in Skills for Work and Vocational Pathways

### FURTHER STUDY

**ABOUT:**
- Eligible for Queensland Certificate of Education
- Eligible to apply for Tertiary Entrance
- Able to apply for employment
- Nationally Recognised Qualification (Year 10)

**To Choose this Pathway:**
- English and Mathematics A (minimum)
- QCS Prep Program and Test

**RANK:**
- Cert III (as subject or SAT)
- 3 subjects from SAS, VET or Authority (max 4)

**OP:**
- 6 Authority Subjects
- Maintain minimum to no subject changes

**Common Post-Schooling Pathways:**
- University Degree leading to professions in Education, Business, Health, Technology, Management, Science, Engineering
- Further study at TAFE: Diploma, Certificate IV
- Full time work

### EMPLOYMENT

**ABOUT:**
- Eligible for Queensland Certificate of Education
- Eligible to apply for Tertiary Entrance
- Able to apply for employment
- Nationally Recognised Qualification

**To Choose this Pathway:**
- English Communication & Prevocational Mathematics/Mathematics A (minimum)
- Combination of SAS and VET courses (total 6)
- Where required, fees paid by due dates
- May choose to secure a School-based Apprenticeship or Traineeship
- Maintain minimum to no subject changes

**Common Post-Schooling Pathways:**
- Trades such as: Electrician, Carpenter, Fitter and Turner, Hairdresser, Plumber, Chef
- Full time work in fields including: Beauty, Hospitality, Events, Health, Construction
- Further study: Certificate III, Certificate IV, Diploma, Bachelor degree

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**PATHWAYS AT A GLANCE**

- **University Degree** leading to professions in Education, Business, Health, Technology, Management, Science, Engineering
- **Further study** at TAFE: Diploma, Certificate IV
- **Full time work**

- **Trades** such as: Electrician, Carpenter, Fitter and Turner, Hairdresser, Plumber, Chef
- **Full time work** in fields including: Beauty, Hospitality, Events, Health, Construction
- **Further study**: Certificate III, Certificate IV, Diploma, Bachelor degree
2. SELECTING SUBJECTS

For students entering Year 10 it is useful to have an idea of the pathway they may wish to undertake in Years 11 & 12. This is important when considering what subjects may be important to prepare them for their pathway.

For students entering Year 11, once the pathway for success is chosen, careful consideration must be given to the subjects selected.

When choosing subjects students should ask themselves:
1. What prerequisite* subjects may be required for Year 11, University or further training?
2. What subjects am I likely to do well in?
3. What subjects do I enjoy?

* (Year 10) Prerequisites are subjects that MUST be completed, and passed, to be considered for entry into some senior subjects. (Year 11 & 12 ) Subjects that MUST be completed and passed, to be considered for entry into a Tertiary Course. English is a good example of a prerequisite for a large number of tertiary courses. Consult the QTAC Tertiary Prerequisite guide for further information.

Other important considerations when choosing subjects include:
- Current performance in Year 10 subjects - reflect on the reported evidence including academic achievement, effort and behaviour
- QCE requirements
- Courses which run over two years (11 & 12)

Subject Information

The Subject Outline section of this book is to be used to carefully consider requirements of each subject. Students are to read this and seek further information if required from the relevant subject Head of Department. It is also important to consider the assessment requirements, costs, time requirements and worth of each subject in the chosen pathway.

Year 10 Subject Selection

Students need to consider the information provided and make a choice that is right for them to access their chosen post-schooling pathway. Students then need to be prepared to justify their selection at their scheduled SET-P interview.

Important to Note:

While Marsden State High is able to offer an extensive array of subjects, unfortunately not all of the subjects may be able to run. The subject selection process is one of refinement and reduction and for this reason some subjects may not be able to operate and that the school reserves the right to cancel or withdraw a subject or course. In the event of this happen student would be consulted as soon as possible to consider alternatives that still reflect their career aspirations and abilities.

Subjects may not run if some requirements are not met. These may include: sufficient students numbers, staffing requirements, timetabling and any other school issues which may arise.

The School of Distance Education may be an option for students who wish to undertake a particular course which may not be offered or is unavailable due to timetabling.
CHANGING SUBJECTS:

It is strongly recommended that students take time to carefully consider subject selections as subject changes can prove difficult in some circumstances. Timetables are generated from student selections impacting on what and when subjects will operate. If a student does require a subject change they must follow the school policy and procedures. Applications for subject changes are only available in the first two weeks of Term 1 and Term 3. It is very important that decisions are made and confirmed at the end of Year 10 to ensure a smooth transition into Year 11 at the beginning of the school year.

COMPULSORY SCHOOL PROGRAMS

During Years 10, 11 and 12 students are required to take part in compulsory school-based programs. These programs are designed to cater to the needs of student pathways and ability levels. These programs are designed to cater for students entering the senior phase of learning and assist them with making the right choices for their success.

Academic Coaching

All students in Year 11 and 12 are supported through academic coaching. This initiative helps students obtain success through a process of goal attainment and review of student directed academic goals to achieve greater results. The academic coaching model at Marsden State High School is a proactive and systematic approach to supporting every senior student to achieve their highest potential in their studies in the senior phase of learning. This program is designed to assist students to identify and achieve their own academic goals, and to provide the relevant support from staff to motivate them to achieve and strive for personal excellence.

The Learning Curve

School Code: LCU /SCC/ATR

Year level: 10, 11, 12

The Learning Curve Program promotes students' social, emotional and academic competence through weekly lessons that consider different aspects of wellbeing. Lessons focus on considering topics as wide-ranging as time management, bullying, physical health and mindfulness techniques.

In addition to the development of their pro-social skills, students’ develop career competence through the completion of activities that assist them in exploring their career direction. By improving their self-awareness, monitoring academic progress, increasing their knowledge of education and training options student are prepared to take the successfully navigate their transition from Marsden State High School.
CERTIFICATE II in SKILLS FOR WORK AND VOCATIONAL PATHWAYS

Code: FSK20113
School Code: VSW
Year level: 10
QCE Credits: 4

This is a general education course which is designed to provide flexibility in developing programs of study that meet young people or employer needs. Certificate II in Skills for Work and Vocational Pathways is included as curriculum in response to an established market need and demand, identified through consultation with industry associations and employers. It provides:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

The units of competency are:

- BSBCMM201: Communicate in the workplace
- BSBIND201: Work effectively in a business environment
- BSBWHS201: Contribute to health and safety of self and others
- FSDKDIG03: Use digital technology for routine workplace tasks
- FSKLRG09: Use strategies to respond to routine workplace problems
- FSKLRG10: Use routine strategies for career planning
- FSKLRG11: Use routine strategies for work-related learning
- FSKNUM14: Calculate with whole numbers and familiar fractions, decimals and percentages for work
- FSKNUM15: Estimate, measure and calculate routine metric measurements for work
- FSKOCM06: Use oral communication skills to participate in workplace teams
- FSKOCM07: Interact effectively with others at work
- FSKRDG09: Read and respond to routine standard operating procedures
- FSKRDG10: Read and respond to routine workplace information
- FSKWTG09: Write routine workplace texts

QUEENSLAND CORE SKILLS (QCS) TEST PROGRAM

School Code: QCS
Year level: 11 & 12

All students who take the FURTHER STUDY pathways will undergo a 5 term preparation program. This program will start in Term 3 of Year 11 and will conclude with the full 2 day test in September of their Year 12 year.

The QCS test is the single most important test that a student will sit in their education at high school, for this reason a targeted program is developed each year for each different cohort of students. Over the course of the program students will participate in a number of lessons that enhance the development of the key Core Curriculum Elements (CCE’s) that are examined in the QCS test. After the initial introduction to the QCS test each lesson is developed based on a thorough analysis of student results after each practice test.

Students will not have the same teacher for every lesson of the program. A variety of expert teachers will deliver content related to literacy, numeracy and visual literacy within the context of test areas: Writing Task, Short Response and Multiple Choice.
NOTE:
As stated in the introduction to this subject guide, Marsden State High School is able to offer an extensive array of subjects. Subjects will run based on appropriate numbers of students selecting each course and timetabling considerations. The subject selection process is one of refinement and reduction. For this reason, some subjects may not be able to operate and the school reserves the right to cancel or withdraw a subject or course. In the event of this happening, students would be consulted to consider alternatives.

COSTS:
All students are encouraged to take advantage of the School Resource Scheme (SRS). This scheme enables students to access resources at a significantly reduced rate than if they were to source textbooks and resources used across all courses in the school.

Additional costs to the SRS vary between courses. Advice of accurate costs will be provided to students on enrolment or as opportunities arise, at times a fee may be required to confirm enrolment in some courses.

All information is correct at the time of printing, however all costs may be subject to change. If this occurs, students who select affected courses would be advised of updated information.
English

<table>
<thead>
<tr>
<th>School Code</th>
<th>ENG</th>
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</thead>
<tbody>
<tr>
<td>Year Level</td>
<td>11 &amp; 12</td>
</tr>
<tr>
<td>Subject Type</td>
<td>Authority</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>Minimum C in Year 10 English. It is recommended that students are achieving a B.</td>
</tr>
</tbody>
</table>

Rationale:
Authority English aims to develop students’ literacy and language skills, engage students with a wide variety of literary and non-literary texts, and provide opportunities to develop higher-order thinking skills. Students will create and analyse and evaluate a variety of genres including: persuasive, expository and imaginative.

Course Structure:
The course covers study in the following topics:
- Making Perspectives
- Judging Perspectives
- Producing Perspectives
- Valuing Perspectives

Assessment:
Assessment methods include a combination of:
- Extended written responses
- Written exams
- Spoken and Multimodal presentations.

Pathways
Authority English is required if a student is seeking entry into university. It will also assist students in pursuing other pathways as well, including TAFE and entering the workforce, particularly where the job requires strong written and spoken communication skills.

Costs
Students undertaking study in English do so at no extra cost to standard Student Resource Scheme charges (for novel and play hire throughout the course of study).
Mathematics A

Rationale:
Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics A emphasises the development of positive attitudes towards the student’s involvement in mathematics. This development is encouraged through the use of relevant personal and work-related learning experiences. There is also a focus on the development of mathematical knowledge and understanding through investigative and explorative approaches to learning.

Course Structure:
The course covers study in the following topics:
- Managing money I and II—earnings, industrial awards, taxation, budgeting, spending, business applications, bank interest, inflation, credit cards, loans, investments.
- Elements of applied geometry—simple trigonometry, Pythagoras’ Theorem, area and volume, latitude, longitude and time zones.
- Linking two and three dimensions—scale drawings and plans, bracing for rigidity, practical tests for squareness, plumbness and levels, estimation of quantities and costings in a variety of construction areas.
- Data collection and presentation—practical aspects of collecting and handling data, graphical and tabular presentations, simple methods for describing and summarising data.
- Maps and compasses involving either navigation or land measurement—practical use of a variety of maps, compass bearings, orienteering, navigation.
- Exploring and understanding data—summary statistics, simple probability, misuse of probabilities, interpretation of media reports.

Assessment:
Assessment methods include a combination of:
- Students will be assessed against 3 criteria: Knowledge and procedures, Modelling and problem solving, and Communication and justification.
- A variety of assessment techniques will be used over the 2 year course and include: Extended modelling and problem solving tasks, Reports and Supervised tests.

Pathways
Mathematics A aims to provide the opportunity for students to continue to participate fully in lifelong learning. It is recommended for students wishing to pursue either further study and training at tertiary level or vocational training (apprenticeships) in areas such as:
- Tool making, sheet-metal working, fitting and turning, carpentry and plumbing, auto mechanics
- Tourism and hospitality
- Administrative and managerial employment in a wide range of industries
- Architecture and nursing.
- Education

Costs
All students studying Mathematics A will require a Texas Instruments TI-84 Plus graphics calculator. These can be purchased for an approximate cost of $180, or can be hired from the school for $50 per year. Any additional costs for activities and excursions may occur and these will be advised at such times.
Mathematics B

Rationale:
Mathematics B aims to provide the opportunity for students to participate more fully in lifelong learning and to appreciate that Mathematics is a unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty.

Course Structure:
The course covers study in the following topics:
- Introduction to Functions
- Periodic Functions
- Applied Statistical Analysis
- Rates of Change
- Exponential and Logarithmic Functions
- Functions and Rates of Change
- Intro to Integration
- Optimisation

Assessment:
Students will be assessed against 3 criteria - Knowledge and procedures, Modelling and problem solving, and Communication and justification.

A variety of assessment techniques will be used over the 2 year course and may include:
Extended modelling and problem solving tasks, and Supervised tests.

Pathways
The range of career opportunities requiring an appropriate level of mathematical competence is rapidly expanding into such areas as health, environmental science, economics and management, while remaining crucial in such fields as the physical sciences, engineering, accounting, computer science and information technology. Study of Mathematics B, although not always a prerequisite proves beneficial for success at university in the study of these areas.

Costs
All students studying Mathematics B will require a Texas Instruments TI-84 Plus graphics calculator. These can be purchased for an approximate cost of $180, or can be hired from the school for $50 per year. Any additional costs for activities and excursions may occur and these will be advised at such times.
Mathematics C

Rationale:
Mathematics C is a companion subject to Mathematics B. It aims to extend the competency and confidence of students in mathematics beyond the scope of Mathematics B. It builds on and combine many of the concepts introduced in Mathematics B, and provides further opportunities for students to participate more fully in lifelong learning.

Course Structure:
The course covers study in the following topics:
- Real and Complex Number Systems
- Introduction to groups
- Structures and Patterns
- Matrices and applications
- Vectors and applications
- Calculus

Assessment:
Students will be assessed against 3 criteria - Knowledge and procedures, Modelling and problem solving, and Communication and justification.

A variety of assessment techniques will be used over the 2 year course and may include:
Extended modelling and problem solving tasks, and Supervised tests.

Pathways
The additional rigour and structure of the mathematics required in Mathematics C will equip students with valuable skills which will serve them in more general contexts and provide an excellent preparation for further study of mathematics and other tertiary courses, for example Engineering, Information Technology, Economics, Finance.

Costs
Generally there are no costs in addition to the Student Resource Scheme involved for students undertaking study in Mathematics C however costs for activities and excursions can occur and these will be advised at such times.
Physics

School Code | PHY
---|---
Year Level | 11 & 12
QCE Credits | Up to 4
Subject Type | Authority
VET Contribution | NA
Pre-requisites | Minimum B in Year 10 Science and Mathematics, and a minimum C in English. It is strongly recommended that this subject is studied in conjunction with Authority English (ENG) and Mathematics B (MAB). Mathematics C (MAC) is also a useful companion subject.

Rationale:
Physics is the study of the nature and properties of matter and energy and how they interact with each other. It is an investigative and experimental science that involves formulating and testing hypotheses through analysing phenomena in order to understand how the physical universe works. Physics values methods of precise measurement, reproducible experimentation and powerful mathematical relationships. The knowledge and understandings of Physics is constantly expanding, contributing to new information, ideas and theories to explain observations and experiences.

Participation in Physics enables students to engage in scientific thinking processes and to apply their knowledge in everyday practical situations. The study of Physics will enable students to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the physical world both now and in the future.

Course Structure:
The course covers study in the following topics:
- Waves
- Electromagnetic theory
- Forces and motion
- Cosmology
- Projectile motion
- Structure of the atom
- Electrical circuits
- Electronics

Assessment:
Assessment methods include a combination of: Extended Response tasks (ERT), Supervised Assessments (SA – Written Examination), and Extended Experimental Investigations (EEI).

Pathways
From a personal perspective, students will enhance their understanding of the physical world and develop an understanding of natural phenomena that occur in everyday life. Physics is a widely recognised pre-requisite subject or recommended course for entry into tertiary institutions for specialist science related undergraduate degrees.

Key fields include Engineering, Medical Science, Medical Imaging, Science Research, Surveying, Spatial Science, Electronics and Aviation. Possible career pathways include: Engineering, Quantity Surveying, Surveying, Optometry, Medical Imaging and Radiotherapy.

Costs
Students undertaking study in Physics (and Chemistry) are invited to take part in the Story Bridge Climb in Term 3 of Year 12. Cost is approximately $100. Other costs may occur throughout the course and would be advised at the time of activity.
Chemistry

Rationale:
Chemistry is the investigation of the material universe through the exploration of the substances of which matter is composed, the investigation of their properties and reactions, and the use of such reactions to form new substances. Chemistry helps to provide an understanding of the links between the macroscopic properties of the world and the subatomic particles and forces that account for those properties. The application of chemistry enables us to make sense of our material world.

Participation in Chemistry enables students to engage in scientific thinking processes and to apply their knowledge in practical problem solving situations. The study of Chemistry will enable students to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the material world both now and in the future.

Course Structure:
The course covers study in the following topics:

- Structure of matter & Periodicity
- Behaviour & Properties of gases
- Chemical quantities and reactions
- Acid—Base chemistry and Equilibrium
- Thermochemistry
- Redox Reactions
- Chemical bonding
- Organic chemistry

Assessment:
Assessment methods include a combination of: Supervised Assessments (Written Exams and Practical Exercises) and Extended Experimental Investigations (EEI).

Pathways
From a personal perspective, students will enhance their understanding of the material world and develop an understanding of the importance of chemicals in everyday life. Chemistry is the most widely recognised pre-requisite subject or recommended course for entry into tertiary institutions for Science related undergraduate degrees.

Key fields include Medical Science, Health Science, Food Science, Pharmacy, Physiotherapy, Engineering, Science Research and Environmental Sciences. Possible career pathways include: Doctor, Scientist, Nutritionist, Health services, Engineer, Science teacher, Ecologist, Environmental scientist, Laboratory technician, Food analyst.

Costs
Students undertaking study in Chemistry (and Physics) are invited to take part in the Story Bridge Climb in Term 3 of Year 12. Cost is approximately $100. Other costs may occur throughout the course and would be advised at the time of activity.

<table>
<thead>
<tr>
<th>School Code</th>
<th>CHM</th>
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</thead>
<tbody>
<tr>
<td>Year Level</td>
<td>11 &amp; 12</td>
</tr>
<tr>
<td>Subject Type</td>
<td>Authority</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>Minimum B in Year 10 Science and minimum C in Year 10 Mathematics and English. It is strongly recommended that this subject is studied in conjunction with Authority English (ENG) and either Mathematics A (MAA) or Mathematics B (MAB).</td>
</tr>
</tbody>
</table>
Biology

School Code: BSC
Year Level: 11 & 12
Subject Type: Authority

Pre-requisites: Minimum C in Year 10 Science and English. It is strongly recommended that this subject is studied in conjunction with Authority English (ENG) and at least Mathematics A (MAA).

Rationale:
Biology is the study of life from a scientific perspective. It encompasses studies of the origin, development, functioning and evolution of living systems and the consequences of change in those systems. Biology provides students with an insight into the scientific manner of investigating problems pertaining to the living world and the processes of science which lead to the discovery of new knowledge.

Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. The study of Biology will help students foresee the consequences for the living world of their own, and society’s activities. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world both now and in the future.

Course Structure:
The course covers study in the following topics:
- Diversity and Classification
- Cell Biology
- Ecology
- Plant Physiology
- Animal Physiology
- Genetics
- Disease
- Evolution

Assessment:
Assessment methods include a combination of: Extended Response (ER) tasks, Written Tasks (WT Exam), and Extended Experimental Investigations (EEI). Field study work (minimum 10 hours) is a mandatory element of the course and is part of the assessment program in Year 11.

Pathways
From a personal perspective, students will enhance their understanding of the natural world and develop an understanding of key contemporary issues. Biology is a widely recognised pre-requisite or recommended course for entry into tertiary institutions undergraduate degrees. For many health related tertiary courses it is often of value to study Chemistry as a companion subject.

Key fields include Health, Medicine, Science Research and Environmental Sciences. Possible career pathways include: Doctor, Nurse, Veterinary Surgeon, Scientist, Nutritionist, Health services, Science teacher, ecologist, environmental scientist, plant physiologist.

Costs
Students undertaking study in Biology must take part in a compulsory field trip in Term 1 or 2 in Year 11 as part of their assessment and to meet the mandatory field studies component of the course. Cost will be subject to numbers and will be invoiced at the time of activity but will be approximately $150-200 per student.

It is recommended that all students purchase the Biozone workbook as an additional resource to complement the course study, for a cost of approximately $28. Other costs may occur throughout the course and would be advised at the time of activity.
Chinese

<table>
<thead>
<tr>
<th>School Code</th>
<th>CHI</th>
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<tbody>
<tr>
<td>Year Level</td>
<td>11 &amp; 12</td>
</tr>
<tr>
<td>QCE Credits</td>
<td>Up to 4</td>
</tr>
<tr>
<td>Subject Type</td>
<td>Authority</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>Native Speaker OR study of Mandarin Chinese in years 9 and 10</td>
</tr>
</tbody>
</table>

**Rationale:**
Chinese has been designated by the Commonwealth Department of Education as a significant language in terms of Australia’s external and economic considerations. The study of Chinese will enable access to the expanding employment opportunities within the Asian-Pacific region. Chinese will also provide students with unique opportunities to further develop their listening, writing, reading and speaking skills in a character-based language. The Study of Languages Other Than English encourages students to expand their understanding of other cultures, and to critically assess their place in society.

**Course Structure (Senior classes maybe composite year 11/12):**
The course covers study in the following topics:

- Festivals and Celebrations; Adolescence
- Consumerism, advertisements; Appropriate ways of behaviour
- Future Plans, careers, opportunities; Music, plays and stories
- School and education
- Family, personality description; Film and TV
- Health in Society; Environment
- Holiday planning, itineraries, accommodation; Travelling and hospitality
- Studying Overseas

**Assessment:**
Assessment in Chinese is designed to enable students to demonstrate a broad range of communication skills, including listening, speaking, reading and writing. These four micro skills will be assessed through supervised listening, speaking, reading and writing examinations each semester.

**Pathways**
Chinese may lead to employment as a Translator/Interpreter, Teacher/lecturer/librarian, Reporter/Journalist, Pilot/Flight Attendant, Travel agent/Tour guide/Hotel employee, Public Service/Social Worker, Bank/Finance worker etc.

Chinese is an excellent subject for future university study as an extra 2 ranking points can be awarded on satisfactory completion of the subject in Senior.

**Costs**
There are two mandatory local excursions each year for Senior Chinese. Students are provided with details of these excursions at the start of each semester. Students undertaking study in Chinese will have to pay the excursion fees. Cost will be subject to numbers and will be invoiced at the time of activity.

Marsden State High School also organises the “Discovering China Trip” every two years. The next study tour will run in 2017 in the June or September holidays. Year 11 students also can apply for the “Shanghai International Sister Cities Youth Camp” which takes place in July every year. This camp will last for two weeks and Education Queensland International pays the cost.
Ancient History

<table>
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<tr>
<th>School Code</th>
<th>AHS</th>
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<tbody>
<tr>
<td>Year Level</td>
<td>11 &amp; 12</td>
</tr>
<tr>
<td>Subject Type</td>
<td>Authority</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>Minimum C in Year 10 History. Students must be prepared to commit to a significant amount of time in research and reading.</td>
</tr>
<tr>
<td>QCE Credits</td>
<td>Up to 4</td>
</tr>
<tr>
<td>VET Contribution</td>
<td>NA</td>
</tr>
</tbody>
</table>

Rationale:
Ancient History offers students an insight into the unique cultures, intrigues and thought patterns of earlier civilisations. Participating in History enables students to develop research and analytical skills which can be transferred into many areas of study either at high school or at University. The past is not ‘dead and gone’ as the issues and themes studied provide students with an awareness and understanding of present day key social issues so they can effectively participate in society.

Course Structure:
The course covers study in the following topics:

- Archaeology
- Roman Emperors (Julio-Claudians and women)
- Funerary Practices
- Fall of the Roman Empire
- Everyday lives in Ancient Greece
- Medieval Studies including Vikings, Crusades and the Black Death
- Phillip of Macedon and Alexander the Great

Assessment:
Assessment methods include a combination of: Extended Written Response exam, Written Task (including five weeks of research), Multimodal Presentation (including five weeks of research), and Short Response Exam.

Pathways
From a personal perspective, students will develop important skills in research and critical analysis which is beneficial for all subjects undertaken in year 11 and 12. Ancient History is beneficial for a tertiary pathway in understanding the effectiveness of research, critical thinking and essay writing.

Ancient History may lead to employment as a professional historian or teacher, a researcher or a journalist. Ancient History may lead to tertiary study in the fields of history, arts, law, law enforcement, corrective services, business, social work, government, accounting, criminology, justice studies, economics and politics.

Costs
Students undertaking study in Ancient History must take part in a compulsory field trip in Term 1, Year 11 as part of their assessment. Also, students will have to attend a compulsory excursion to University Library/State Library as part of their assessment in Terms 2 and 3 year 11 and 12. Other costs may occur throughout the course and would be advised at the time of activity.
Modern History

<table>
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<tr>
<th>School Code</th>
<th>MHS</th>
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</thead>
<tbody>
<tr>
<td>Year Level</td>
<td>11 &amp; 12</td>
</tr>
<tr>
<td>Subject Type</td>
<td>Authority</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>Minimum C in Year 10 English. Students must be prepared to commit a significant amount of time to reading and research.</td>
</tr>
</tbody>
</table>

Rationale:
Modern History is a disciplined-based subject that uses an inquiry process to investigate key aspects of humanity’s development since the 1600s. The subject aims to develop students’ knowledge and understanding of the modern world through the study of the forces and people who have shaped it. It enables students to become proficient in conducting an historical inquiry and communicating the findings of their research. Modern History thus enhances students’ curiosity and imagination, increases their appreciation of the forces that have shaped the contemporary world, and enables them to produce their own historical knowledge and understandings.

The type of work students engage in will be very much like the work of real historians. By learning to look at issues from various perspectives and critically examine evidence, students will gain the skills required to understand the social, economic and political forces at play, in an ever changing and increasingly connected world.

Course Structure:
The course covers study in the following topics:
- Hitler and Nazi Germany
- Mao and Communist China
- Civil Rights Movement in the USA; the end of Apartheid in South Africa
- Gandhi and British Imperialism in India
- Australia’s Involvement in WWI, WWII and the Cold War
- Australia’s Involvement in the Vietnam War
- The Age of Terrorism
- Popular Culture in the 20th and 21st Centuries
- Indigenous Heritage

Assessment:
Assessment methods include a combination of: Category 1: Extended written response to historical evidence; Category 2: Written research tasks; Category 3: Multi-modal presentations; Category 4: Additional test formats.

Pathways
Modern History may lead to employment as a professional historian or teacher, a researcher or a journalist. Modern History may lead to tertiary study in the fields of history, arts, law, law enforcement, corrective services, business, social work, government, accounting, criminology, justice studies, economics and politics.

Costs
Students undertaking study in Modern History may have the opportunity to take part in a free excursion to the University of Queensland to take part in a research workshop run by university staff.
Legal Studies

<table>
<thead>
<tr>
<th>School Code</th>
<th>LEG</th>
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<tbody>
<tr>
<td>Year Level</td>
<td>11 &amp; 12</td>
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<tr>
<td>Subject Type</td>
<td>Authority</td>
</tr>
<tr>
<td>QCE Credits</td>
<td>Up to 4</td>
</tr>
<tr>
<td>VET Contribution</td>
<td>NA</td>
</tr>
</tbody>
</table>

Pre-requisites: Minimum C in Year 10 English. It is strongly recommended that this subject is studied in conjunction with Authority English (ENG).

Rationale:
Individuals and groups in Australian society are faced with many significant legal and social issues. To deal with these issues, people need to understand their legal rights and responsibilities. They need to be able to access the Australian legal system and investigate how it affects their basic rights, obligations and responsibilities. Informed citizens are better able to constructively question and contribute to the improvement of laws and legal processes.

Legal Studies enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures. Through inquiry, analysis, examination and problem solving, students can make decisions which may benefit themselves and the community now and in the future. The immediate relevance of Legal Studies to students’ lives should promote and motivate students to make constructive judgments and informed commentaries on the law, its system and processes, from practical and critical social perspectives. Students examine and justify their own opinions and attitudes to legal and social issues needing resolution, preparing them to participate in society as active and informed citizens.

Course Structure:
The course covers study in the following topics:
- The Legal System
- Criminal Law
- Introduction to Civil Obligations
- Housing and the Law or Sport and the Law
- Human Rights
- Family and the Law
- Independent Study
- Indigenous Australians and the Law or Environment and the Law

Assessment:
Assessment methods include a combination of: Short Response Tests, Extended Response Tests, Extended Research Responses and Extended Experimental Response to Stimulus tasks.

Pathways
A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics.

Costs
Students undertaking study in Legal Studies do so at no extra cost to standard Student Resource Scheme charges.
Accounting

Rationale:
The study of accounting enables students to understand the processes involved in generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for planning, control and effective decision making. This course is not only designed to provide a foundation in the discipline of accounting, but also to prepare students for further education, training and employment. The subject offers scope and flexibility through the exploration of financial decisions and provides relevance for general education.

Course Structure:
The course covers study in the following topics:

- Core Studies 1 & 2
- Accounting for cash
- Accounting for Inventories
- Accrual accounting
- Budgeting—spreadsheets
- Analysis of financial reports
- Cash flow statements
- Accounting for non-current assets
- MYOB
- Personal financing and investing

Assessment:
Assessment methods include a combination of: short and/or extended responses, research assignments, seen and unseen exams, practical activities and reports.

Pathways
A knowledge of accounting practices helps develop skills in bookkeeping and general accounts management roles. Accounting can also be pursued as a university pathway.

Costs
Students undertaking study in Accounting do so at no extra cost to standard Student Resource Scheme charges.
# Business Communication and Technologies

<table>
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<tr>
<th>School Code</th>
<th>BCT</th>
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<tbody>
<tr>
<td>Year Level</td>
<td>11 &amp; 12</td>
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<tr>
<td>QCE Credits</td>
<td>Up to 4</td>
</tr>
<tr>
<td>Subject Type</td>
<td>Authority</td>
</tr>
<tr>
<td>VET Contribution</td>
<td>NA</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>Minimum C in Year 10 English.</td>
</tr>
</tbody>
</table>

## Rationale:
Business Communication and Technologies (BCT) offers students opportunities to engage in and understand a range of business administrative practices through real-life situations and simulations. The course is designed to provide a foundation in the study of business and to prepare students for further education, training and employment. Business Communication and Technologies fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society.

## Course Structure:
The course covers study in the following topics:

- Organisation and work teams
- Workplace Health, Safety & Sustainability
- Business Environments
- Industrial Relations
- Managing People
- International Business
- Events Administration
- Financial Administration

## Assessment:
Assessment methods include a combination of: short and/or extended responses, research assignments, projects and reports. Multimodal presentations such as seminar presentations, multimedia presentations, debates and reports may also be used throughout the year to assess students.

## Pathways
As the subject provides students with foundational knowledge in many areas of business, students’ future pathways are vast. Students can go on to study university degrees or certificate level TAFE courses.

## Costs
Students undertaking study in Business Communication Technologies do so at no extra cost to standard Student Resource Scheme charges.
Graphics

<table>
<thead>
<tr>
<th>School Code</th>
<th>GPH</th>
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<tbody>
<tr>
<td>Year Level</td>
<td>11 &amp; 12</td>
</tr>
<tr>
<td>Subject Type</td>
<td>Authority</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>Minimum C in Year 10 Graphics and Maths.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>QCE Credits</th>
<th>Up to 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET Contribution</td>
<td>NA</td>
</tr>
</tbody>
</table>

Rationale:
In this course, students will engage in a number of activities and exercises designed to develop technological literacy and communication, analytical and problem-solving skills required for a large number of educational and vocational aspirations, including the fields of graphic design, industrial design, built environment design (architecture, landscape architecture and interior design), engineering, urban and regional planning, surveying and spatial sciences, and building paraprofessionals.

Course Structure:
The course covers study in the following topics:
- Graphics Design
- Industrial Design
- Built Environment
- Graphics Design

Assessment:
The delivery of this subject is based upon current industry needs and standards, whilst including design factors. The course requires the completion of all design folios and exams relating to the Senior Graphics syllabus 2013. Activities include introduction to:
- CAD
- 2D & 3D drafting related to the manufacturing industries
- Freehand sketching
- Drawing interpretation
- Australian standards and conventions
- Architecture and Building design
- Engineering drawings
- Web page and graphics design

The following equipment is required: compass, 6H pencil and eraser; access to home and school computers.

Pathways
This course will greatly enhance students’ opportunities to gain employment in the Architectural and Drafting Industry through further University or TAFE study

Costs
Students undertaking study in Graphics do so at no extra cost to standard Student Resource Scheme charges.
### Physical Education

<table>
<thead>
<tr>
<th>School Code</th>
<th>PED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level</td>
<td>11 &amp; 12</td>
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<tr>
<td>QCE Credits</td>
<td>Up to 4</td>
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<tr>
<td>Subject Type</td>
<td>Authority</td>
</tr>
<tr>
<td>VET Contribution</td>
<td>NA</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>Minimum C in Year 10 HPE or Sport Specialisation or Year 10 English. Students should consider that the practical areas studied are Touch, Volleyball, Futsal and Athletics. It is important for potential students to understand that the content for this subject is 50% practical and 50% theoretical. ‘Being good at sport’ does not necessarily mean that students are suited to Physical Education.</td>
</tr>
</tbody>
</table>

**Rationale:**
Physical Education involves students learning in, through and about physical activity. Students are encouraged to develop as independent learners who can make informed decisions and judgements on their involvement in physical activity. The range of tasks provides students with a large scope of knowledge and skills to empower them for any future pathways.

**Course Structure:**
The course covers study in the following topics:

- Moto Learning (Futsal)
- Exercise Physiology (Athletics)
- Biomechanics (Volleyball)
- Figueroa’s Framework (Touch)
- Energy Systems (Touch)
- Figueroa’s Framework (Volleyball)
- Training Program design (Athletics)
- Sport Psychology (Futsal)

**Assessment:**
Assessment will be based on the covered topics in the following formats:

- Unseen Exam Essay
- Multi modal
- Research Report
- Analytical Essay

**Pathways**

**Costs**
It is compulsory for students to purchase and wear a Marsden SHS Sports uniform for practical lessons.
Health Education

Rationale:
Health Education examines health in the context of society, and the mechanisms necessary to develop and promote health for individuals, groups, communities and nations. Health Education focuses on health as a quality of life that is influenced by the interactions between individuals and their sociocultural, economic, political and physical environments. Additionally, the subject explores the personal qualities that individuals bring to these interactions and influences in regards to the context in which they live and work.

This subject would interest students that are concerned about social justice issues and have a strong commitment to the welfare of the community. It would be beneficial to students who have an interest in health-related fields and medical and social health fields as a career.

Students who participated in Year 8, 9 and 10 Health and Physical Education would have knowledge and understanding of healthful concepts, such as nutrition, sexual health, family and community health in regards to relationships which is explored further throughout Health Education in regards the direct connection to the World Health Organisation (WHO) which sets the standards for the health related industry.

Course Structure:
Health Education will consist of three 70 minute periods a week, developing into the required 55 hours dedicated to Health Education per semester. Health education will be completed over four semesters (220 hours).

Assessment:
Research is the focus of assessment in Health Education. Research techniques that are common and applicable to this subject include action research projects, research reports, analytical expositions, journals and students will be expected to complete individually.

Pathways
Health Education provides a foundation for students who wish to pursue further study in health-related fields such as health policy development, health and safety laws and regulations, and health related management. Health Education can also provide a foundation for students who wish to pursue further study and medical and social fields such as health advocacy, counselling, social work, medicine and nursing.

Costs
Students undertaking study in Health Education may take part excursions. Cost will be subject to numbers and will be invoiced at the time of activity. Other costs may occur throughout the course and would be advised at the time of activity.
Rationale:
This two year course of study provides students with the opportunity to gain experience with various forms of media. It provides students with opportunities to study the design, production and critique of products by using five concepts that operate in the contexts of production and use. These key concepts are: Technologies, Representations, Audiences, Institutions and Languages. Students will understand the role of the media, how to make and critique it. This subject offers a range of potential options for students, including; University in the Creative Industries field or any other subject area, TAFE, work in the public relations or creative industries.

The practical aspect of this course aims to:
Equip students with the ability to work creatively in practical film and media making activities.
Develop IT skills to be used in a variety of possible careers, not limited to the film making industry.
To develop a discrimination and appreciation of quality film and media products.

Course Structure:
This course covers study in the following topics:
- Music video parodies
- Narrative structure: The Bond Franchise
- Documentary, Docudrama & Current Affairs
- Australian cinema
- Media Institutions and Censorship
- Hitchcock: The Master of Suspense
- The Hollywood Studio System
- Australian cinema

Students will explore, develop and experiment with ideas for films and other media products, as well as critically analyse existing films. Filming and editing outside of normal class time is required, therefore students will need to commit extra time and organisation to be successful in this subject. Excursions to Movie World, Universities and participating in the Race Around the Ekka film competition are offered.

Assessment:
Assessment in this subject requires students to:
- Theoretical, practical and verbal assessments that communicate an understanding of film languages
- Present design treatments, shooting scripts and final filmed production by set dates
- Both individual and group work, showing both independence and cooperation

Pathways
This qualification will provide students with a strong foundation knowledge with which they could pursue a career in the Film & Television / Media industries. Students will gain personal skills and team work experience working as part of a filmmaking crew.

Key fields include Film Production, Film Critique, Marketing and Design. Possible career pathways include: graphic design, advertising, marketing, media, script-writer, production designer, documentarian, illustrator, animator, film production & critique, Film & Television teacher.

Costs
There are no fees for this subject however excursion and incursion costs may occur during the course.
Dance

Rationale:
In contemporary society, dance exists in many forms, fulfilling ritual, cultural, social and entertainment purposes. Dance in Australia is a growing art form that reflects the increasing diversity of Australian society. The senior school subject, Dance, provides opportunities for students to critically examine their experiences and understandings of dance and dance forms, exploring the interrelationship between practical and theoretical aspects of dance. As they study and participate in various dance contexts, genres and styles, students develop as creative, complex thinkers, effective communicators, reflective and independent learners and participants in an interdependent world. Students learn to choreograph, perform and appreciate dance works.

Course Structure:
The course covers study in the following topics:
- Popular Dance (Jazz/Hip Hop)
- Australian Contemporary Dance
- The Road Less Travelled – The Dance Industry (Contemporary)
- Hollywood to Bollywood (Musical Theatre)
- Escaping (Contemporary)
- Final Destination (various dance styles)

Assessment:
Assessment task will include performance, choreography and appreciation. Performances will include in class work and further performance opportunities including Arts Showcase. Choreography requires students to create dances in various styles including contemporary, hip hop, jazz and musical theatre. Appreciation requires students to analyse, interpret, evaluate both contemporary and popular dance pieces.

Pathways
University in the Creative Industries field or any other subject area, TAFE, work in the promotion, public relations or creative industry.

Costs
Dance Camp incurs a fee of approximately $100 and Arts Showcase includes a costume levy of $30. If further excursion and incursion opportunities arise, costs may occur throughout the course.
Drama

School Code | DRA
---|---
Year Level | 11 & 12
Subject Type | Authority
Pre-requisites | Recommended C in Year 10 English and Dance.
QCE Credits | Up to 4
VET Contribution | NA

Rationale:
Drama aims to make and communicate meaning through self-expression and performance to audiences. The subject provides a medium for personal exploration, social criticism, celebration and entertainment. Students who study Drama are actively participating in a practical mode of learning that blends personal experiences, both intellectually and emotionally. Participating in Drama allows students to engage with a unique style of learning that contributes to knowing and understanding themselves and the world.

Within the Drama syllabus, students are offered opportunities to work with theatre professionals and engage with live theatre productions. Drama provides students with a range of skills transferable to a variety of pathways dependent on their own interests. Now and in the future, drama acts as a stepping stone for any young person wishing to become an innovative thinker, a confident communicator and an excellent team player.

Course Structure:
The course covers study in the following topics:
- Comedy of Manners
- Commedia Dell’ Arte
- Gothic Theatre
- Realism and Verbatim Theatre
- Brecht and Epic Theatre
- Physical Theatre

Assessment:
Assessment is marked via three different forms: Forming, Responding and Presenting. Forming tasks include, scriptwriting, improvisations, production design, devising theatre; Responding tasks include, extended response to live theatre; Presenting tasks include, live performance of scripted and student-devised texts.

Pathways
From a personal perspective, students will gain personal skills in empathy, self-expression, confidence and reflection. Additionally, students develop skills in analytical writing, creative thought and processes, and problem solving. The refined skill of improvisation and presenting in front of an audience are two held in high regard for future career pathways.

Key fields include Acting (stage and screen), Stage Management, Script-writer, Production Designer, and Entertainer. Possible career pathways include: Actor, Stage Manager (including lighting, sound technician and crew member), Script-writer (stage and screen), Theatre critic, Costume Designer and Maker, Public Speaker, Motivational Speaker, Teacher (drama), Acting Coach, Kindergarten and Prep teacher, Speech and Drama teacher.

Costs
There are no fees for this subject however excursion and incursion costs will occur throughout the course. Some of these activities are a compulsory part of the course as they are necessary for assessment.
Rationale:

Music is a unique means of expression and it forms a large part of our personal, social and cultural identified. Music encourages students to communicate their feelings, thoughts and ideas and develops their ability to deconstruct and critically evaluate music. The Music Program builds students’ skills in performance, composition and analytical skills while fostering creativity, self-confidence, motivation, discipline and teamwork in an engaging environment.

Course Structure:
The course explores the musical elements through a variety of contents, genres and styles to enable students to achieve in the three dimensions: analysing repertoire, composing and performing. Students will study the following units of work:

- Everyone Deserves Music
- My Island Home: Australian Music
- I Fought The Law: Recycled Music
- Music Sounds Better With You
- Please Don’t Stop the Music
- Lose Yourself to Dance Tracks
- The Hills are Alive... Music of the Theatre

Assessment:
Assessment is marked via three different forms: Appraising, Visual Literacy, Application. Making tasks include, drawing, painting, sculptural design, image manipulation; Appraising tasks include, analytical assignments, analysing, evaluating; Presenting tasks include, gallery exhibitions, oral presentations and speaking in front of audiences about own works.

Pathways
Key fields include composer, band member, solo performer, music critic, music journalist, music teacher (classroom or private teaching) and sound technician.

Costs
All students are required to purchase a music manuscript book which can be purchased at a newsagent for approximately $3.00. Other costs may occur throughout the course and would be advised at the time of activity.
Rationale:
The Visual Arts program is divided into four semester units, over two years (11 & 12). It is designed to allow students to progressively integrate their learning to apply techniques and processes to communicate meaning through making and appraising (analysing) artworks. The subject provides a platform for personal exploration, art criticism, innovation and reflection. Students who study Visual Art are encouraged to push the boundaries of creativity, blending personal experience with Visual Art practices both historical and modern. Participating in the Authority Visual Arts course allows students to engage with a unique style of learning that contributes to knowing and understanding themselves and the world around them.

Within the Visual Arts syllabus, students are offered opportunities to work with arts professionals and engage with industry links. The Visual Arts provides students with a range of skills transferable to a variety of pathways dependent on their own interests. The Visual Arts can provide students with the ability to think outside the square and push their creative ability to new and innovative heights.

Course Structure:
The course covers study in the following topics and art media (materials):
- Experimental Folio – Transitions (Drawing, painting and mixed media)
- Practice Body of Work – Altering Reality (Sculpture)
- Body of Work 1 – Art as Navigation and Documentation (Student choice of art media)
- Body of Work 2 – Identity and Representations of Self (Student choice of art media)
- Personal Extension – Students resolve additional work that builds on previous body of work.

Assessment:
Assessment is aligned to three criteria: Appraising (analysing), Visual Literacy and Application. Making tasks include, drawing, painting, sculptural design, image manipulation; Appraising tasks include, analytical assignments, analysing, evaluating own and other artists’ work; Presenting tasks include, gallery exhibitions, oral presentations and speaking in front of audiences about own works.

Pathways
Studying Art provides a number of career outcomes. Jobs in the Arts include; teaching (primary/secondary), illustration, commercial design, advertising, photography, jewellery design, gallery or museum administrators and studio artists. Griffith University (through the Queensland College of Art), QUT, James Cook University and the University of Southern Queensland all offer a range of Diploma or Degree courses.
TAFE colleges offer Certificate and Diploma courses in Art. These often have commercial art or design focuses that provide students with practical skills for the workplace. Other vocational training opportunities are through apprenticeships available in sign writing, screen printing or advertising.

Costs
Excursions to Art galleries are planned as they arise and are an integral part of the course. Students may need to purchase their own art supplies beyond what the school carries in general stock, dependant on their selected methods of work.
Information Technology Systems

<table>
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<tr>
<th>School Code</th>
<th>ITN</th>
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<tbody>
<tr>
<td>Year Level</td>
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<tr>
<td>Subject Type</td>
<td>Authority</td>
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<tr>
<td>Pre-requisites</td>
<td>Minimum C in Year 10 English and ICT.</td>
</tr>
<tr>
<td>QCE Credits</td>
<td>Up to 4</td>
</tr>
<tr>
<td>VET Contribution</td>
<td>NA</td>
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</tbody>
</table>

**Rationale:**
Information Technology Systems (ITS) is a practical discipline which prepares students to respond to fast changing information technology trends. This course is also for students who have a passion for art, film and graphic design. Topic covered are: website development, animation and graphic design.

**Course Structure:**
The course covers study in the following topics:
- Graphic Design
- Animation
- Web Design & Development

**Assessment:**
Students studying Information Technology Systems (ITS) will be completing 2 years of study. Each year of study consists of 5 assessment pieces. The assessment elements range from exams, practical activities, research assignments and projects.

**Additional Equipment:**
For students wishing to study this subject it’s highly recommended that students have:
- 1 x 8GB USB (or larger),
- a computer / laptop at home with internet connectivity
- Software: - Microsoft Office and Adobe Creative Suite

**Pathways**
Information Technology System student will develop skills in designing, systems thinking, communicating and consulting with stakeholders and solving a range of organisational problems. ITS opens study pathways to university as well as TAFE options. Career pathways that this technology subject can take you are but not limited to: graphic developers, game designers, animators, programmer, web developers, multimedia specialist, social media analyst, system administrator, tester analyst or media equipment operator.

**Costs**
Students undertaking this subject do so at no extra cost to standard Student Resource Scheme charges.
EDUCATION IS THE MOST POWERFUL WEAPON WHICH YOU CAN USE TO CHANGE THE WORLD.

- NELSON MANDELA -
NOTE:
As stated in the introduction to this subject guide, Marsden State High School is able to offer an extensive array of subjects. Subjects will run based on appropriate numbers of students selecting each course. The subject selection process is one of refinement and reduction. For this reason, some subjects may not be able to operate and the school reserves the right to cancel or withdraw a subject or course. In the event of this happening, students would be consulted to consider alternatives.

COSTS:
All students are encouraged to take advantage of the School Resource Scheme (SRS). This scheme enables students to access resources at a significantly reduced rate than if they were to source textbooks and resources used across all courses in the school.

Additional costs to the SRS vary between courses. Advice of accurate costs will be provided to students on enrolment and at times a fee may be required to confirm enrolment in some courses.

All information is correct at the time of printing, however all costs may be subject to change. If this occurs, students who select affected courses would be advised of updated information.
Dare to Inspire. Make a difference.

English Communication

<table>
<thead>
<tr>
<th>School Code</th>
<th>ENC</th>
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<tbody>
<tr>
<td>Year Level</td>
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<tr>
<td>Subject Type</td>
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<td>QCE Credits</td>
<td>Up to 4</td>
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<tr>
<td>VET Contribution</td>
<td>N/A</td>
</tr>
<tr>
<td>Suggested Pre-requisites</td>
<td>Recommended pass in Year 10 English.</td>
</tr>
</tbody>
</table>

**Rationale:**
English Communication is the study, development and application of literacy and language skills in the contexts of work, community and leisure. New technologies, the influences of a changing, globalising world and workplace culture require students to develop skills in the interpretation, construction and judgment of meaning in texts. In preparation for lifelong learning and within these contexts, English Communication aims to use language to perform tasks, use technology, express identity, and interact in groups, organisations and the community.

**Course Structure:**
This course is organised around the core strands of work, community and leisure and includes the study of the following topics:
- Event Organisation
- Restaurant Review
- Working 9’ til 5
- Reflective Speech
- Novel Study
- Myths and Legends
- Achievers and Inspirational People

**Assessment:**
Assessment methods include a combination of: written, spoken and multimodal tasks that may be persuasive, creative (imaginative) or expository (informative) or opinionative.

**Pathways:**
English Communication is geared towards students planning on entering the workforce, studying through TAFE, or completing traineeships or apprenticeships in a wide variety of fields including trades, hospitality, beauty and retail.

**Costs**
Students undertaking study in English do so at no extra cost to standard Student Resource Scheme charges (for novel and play hire throughout the course of study).
Other costs may occur throughout the course and would be advised at the time of activity.

Persistence, Passion, Pride
Prevocational Mathematics

Rationale:
Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. It aims to help students overcome difficulties with, or negative attitudes towards, mathematics, so that they can use mathematics efficiently and critically to make informed decisions in their daily lives.

Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills, literacy skills and positive beliefs and attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts such as everyday life, work or further learning.

Course Structure:
This course includes the study of the following topics:
- Number (working with whole numbers, fractions, decimals, percentages and ratios).
- Data (collecting, organising displaying and interpreting data).
- Measurement (using measuring tools, working with 2D shapes and regular solids).
- Finance (learning about income, spending money, investments and borrowing money).

Assessment:
Assessment in Prevocational Mathematics is designed to enable students to demonstrate achievement in all aspects of the objectives of knowing, applying and explaining.
To determine a student’s level of achievement, a wide range of tasks are used. These tasks are practical and relate to the world of work, personal organisation, and interpreting society. Contextualised assessment may require students to give, for example:
- Short written answers (comprising one word, a sentence or a paragraph)
- Extended written answers (comprising two to three paragraphs; not essays)
- Non-Written responses (such as informal spoken answers to teacher questions; an oral presentation; role plays; flow charts etc)

Additional Requirements:
A positive attitude towards learning and working
- Homework and Study: to reinforce skills.
- Completion of all assessment items: failure to do so will result in a loss of credit.

Pathways
Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. Improved numeracy increases preparedness for entry to work, apprenticeships, traineeships, or further study. It aims to assist students to overcome any past difficulties with, or negative attitudes towards mathematics, so that they can use mathematics efficiently and critically to make informed decisions in their daily lives.

Costs
Students undertaking study in Prevocational Mathematics do so at no extra cost to the Student Resource Scheme charges. Other costs for activities and excursions may occur and these will be advised at such times.
Science in Practice

Rationale:
Science is a dynamic, collaborative and future-focused area that has emerged from a need to understand natural phenomena. Studying science contributes to the development of a sense of wonder and engagement with the natural world. To have an informed voice in charting the future of society and to effectively participate in society and everyday life, where science and technology play significant and increasing roles, students need to be scientifically literate. Scientific literacy is a way of thinking and a way of viewing and interacting with the world that is developed through engaging in the practical and analytical approaches of scientific inquiry.

Science in Practice will provide you with opportunities to ask increasingly sophisticated questions about new ideas and information. Science in Practice supports and focuses the development of these questions by encouraging inquiry and a respect for evidence and reasoning. It will develop your critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Course Structure:
This course is organised around three dimensions of work; knowing and understanding, analysing and applying and planning and evaluating.

The course includes the study of the following topics:
- Food Technology—Is it safe to eat?
- Science Week—Ignite the imagination
- Sports Performance Science—Is it cheating?
- Sustainable Homes and Energy
- Healthy bodies—You’ve got what?
- Beer and Cheese making
- Forensic Science—Methods of Detection
- Vehicle Science—Just Drive

Assessment:
Assessment methods include a combination of: written examinations, projects, investigations, collections of work and portfolio.

Pathways
Science in Practice is geared towards students planning on entering the workforce, studying through TAFE, or completing traineeships or apprenticeships in a wide variety of fields including trades, animal welfare, health and fitness, laboratory technician.

Costs
Students undertaking study in Science in Practice do so at no extra cost to standard Student Resource Scheme charges. Other costs may occur throughout the course and would be advised at the time of activity.
Excellence Programs - Recreation
Rugby League / Volleyball / Basketball

<table>
<thead>
<tr>
<th>School Code</th>
<th>SSR / SSV / SSB</th>
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<tbody>
<tr>
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<td>VET Contribution</td>
<td>N/A</td>
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</tbody>
</table>

Suggested Pre-requisites: Recommended pass in year 10 HPE or Sports Excellence. Students must trial for all Sports Excellence Programs (sporting ability, academic performance, behaviour, effort and attendance are all taken into consideration). Trials apply all excellence programs.

Rationale:
Recreation focuses on the role recreation has in the life of individuals and communities. It provides you with opportunities to learn in, through and about recreation activities. Students will experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills. The skills developed in Recreation may help you in work, personal fitness, or general health and wellbeing. You will develop interpersonal abilities and be encouraged to appreciate and value involvement in recreation activities.

Course Structure:
This course includes the study of the following topics:
- Refereeing
- Event Management
- Benefits of Participation in Sport
- Strength and Conditioning
- Coaching
- Benefits of Competitive Sport
- Training Programs

Assessment:
There are a number of Assessment Tasks throughout the two-year course, such as:
- Written Assignments
- Practical Assessments
- Research Projects

Pathways/Career Opportunities:
TAFE courses or Careers in the sporting industry are closely aligned with this course. Students in the sports specialisation stream will have an in-depth understanding of their chosen field.

Costs
It is compulsory for students to purchase and wear a Marsden SHS Sports uniform for practical lessons. There is a Program fee for students in Sports Excellence subjects (covers Sports Excellence uniform which is to be worn for practical lessons). This fee is advised at the start of the school year.
Recreation - General

Rationale:
Recreation focuses on the role recreation has in the life of individuals and communities. It provides you with opportunities to learn in, through and about recreation activities. Students will experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills. The skills developed in Recreation may help you in work, personal fitness, or general health and wellbeing. You will develop interpersonal abilities and be encouraged to appreciate and value involvement in recreation activities.

Course Structure:
This course includes the study of the following topics:
- Refereeing
- Benefits of Participation in Sport
- Coaching
- Training Programs
- Event Management
- Strength and Conditioning
- Benefits of Competitive Sport

Assessment:
There are a number of Assessment Tasks throughout the two-year course, such as:
- Written Assignments
- Practical Assessments
- Research Projects

Pathways
TAFE courses or Careers in the sporting industry are closely aligned with this course. Students in Recreation will have an understanding of a variety of sports and activities.

Costs
It is compulsory for students to purchase and wear a Marsden SHS Sports uniform for practical lessons.
Rationale:
Information Communication and Technologies Studies introduces students to a range of creative digital based techniques and skills. This course of study aims to help students become confident, innovative and competent users of ICTs. Students will develop the skills needed for creative work, practical problem-solving and communication in a variety of media. The two year course aims to teach students industry standard software, this includes Photoshop, Illustrator, InDesign, Premier Pro, Microsoft word and PowerPoint. Students will enhance their skills through project based tasks, including designing promotional packages, editing images, building stop motion films and creating websites. Students will develop the processes, skills and attitudes needed to become responsible users of ICTs in the community as well as a commitment to the safe and ethical use of ICTs.

Course Structure:
This Course includes the study of the following topics:
- Document Production
- Audio and Video Production
- Digital imaging and modelling
- Online Communication
- Website Production
- Website Development

Assessment:
The Assessment pieces over 2 years, including:
- Multimodal
- Extended Written Response
- Project

Pathways
A knowledge of ICT skills is important in many occupations, the two year course will provide students with a range of transferable skills and the confidence to apply these. The skills learnt within the course will assist students that are interested in taking a position in an ICT support role, website development, graphic designer, videographer, producer, advertising, marketing or any office base role that requires Microsoft skills.

Costs
Students undertaking study in Information and Communication Technology Studies do so at no extra cost to standard Student Resource Scheme charges. Other costs may occur throughout the course and would be advised at the time of activity.
Rationale:
Media in Practice introduces students to the exciting world of film and media techniques and productions. The subject includes a critical introduction to the elements of film making this includes shooting content, lighting set up, camera angling and storyboarding.

The two year course includes a great amount of practical based tasks; this includes using the filming equipment to capture footage and then editing this footage within industry standard software. The software utilised includes Adobe Photoshop, Illustrator, Microsoft Office, Premier Pro and Premier Elements. The subject provides students with opportunities to have a creative outlet to learn how to develop grouped and individual project based assessments that familiarise them with real world tasks.

Course Structure:
This course is organised around the core concepts and ideas and the elective focus areas these include:

- Promotional Design
- Documentary Media Work
- Animated Film
- Investigating Careers in the Media Arts Industry
- Graphic Design
- Moving Images
- Still Images

Assessment:
Assessment is marked via three different forms: written, project and multimodal tasks. Written tasks include, documentary analysis and film critique; Project tasks include, animation, film production and website creation; multimodal tasks include, group presentations, animatics and storyboarding.

Pathways
Media in Practice is geared towards students planning on entering a creative workplace or students wanting to upskill their computer based skills. The course exposes students to industry standard software that can give them access to range of different industries, as well as giving students the opportunity to build team work skills throughout the many group based activities, giving the subject a real-life workplace atmosphere.

Key fields include Film Production, Film Critique, Marketing and Design. Possible career pathways include: graphic design, advertising, marketing, media, script-writer, production designer, documentarian, illustrator, animator, film production & critique, Film & Television teacher.

Costs
There are no fees for this subject however excursion and incursion costs may occur throughout the course.

It would be an advantage to have some experience using film making equipment and software.
Music in Practice

<table>
<thead>
<tr>
<th>School Code</th>
<th>MUP</th>
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</thead>
<tbody>
<tr>
<td>Year Level</td>
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<tr>
<td>VET Contribution</td>
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**Rationale:**
Music in Practice provides students with the opportunity to explore the art form through active engagement with music and music productions. Students in this subject will participate in activities with practising musicians and involve themselves in music communities. This course focuses on developing their practical, technical and listening skills as they communicate their ideas, emotions and feelings in and through music. This subject is well-suited to students who enjoy creating, performing, producing and responding to their own and others’ music works in class, school and community settings.

**Course Structure:**
This course is organised around electives that reflect the current work, community, study and leisure environments in which music is used. These electives include:

- Contemporary Music
- Live Production and Performance
- Music for Film, TV and Video Games
- Music in Advertising
- The Music Industry
- Music Technology and Production
- Songwriting
- World Music
- Performance Craft
- Practical Music Skills
- Community Music

**Assessment:**
Assessment methods in Music in Practice include projects, performances, compositions, extended responses to stimulus materials, and investigations.

**Pathways/Career Opportunities:**
Music in Practice establishes the basis for further education and/or employment by giving students the knowledge and skills that should enhance their employment prospects in the music industry in areas such as performance, critical listening, music management and music promotions. With additional training and experience, potential employment opportunities may include musician, band or recording group member, music journalist, media composer, DJ, sound studio engineer, songwriter or arranger, music sales and merchandising staff, record producer, concert promoter, entertainment management, tour manager or music director.

**Costs**
There are no fees for this subject however excursion and incursion costs may occur throughout the course.

It is recommended that students have studied Year 10 Music.
Drama in Practice

Rationale:
Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practicing artists. As students gain practical experience in a number of onstage and offstage roles, including actor/performer, designer, scriptwriter, director, stage technician, publicity manager and stage manager, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Course Structure:
The course covers study in the following topics:
- Acting Out!
- Behind the Scenes!
- Community Connections
- All the World’s a Stage! (Industry focus)

Assessment:
Assessment is marked via three different forms: Knowing and Understand, Applying and Analysing, and Creating and Evaluating. Knowing and understanding refers to remembering, comprehending and constructing meaning from dramatic texts. Applying and analysing refers to planning, creating, adapting, producing, performing, appreciating and evaluating drama. Creating and evaluating refers to the planning and execution of processes, and the management of drama resources, planning, creating, adapting, producing, performing, appreciating and evaluating their own and others’ dramatic works.

Pathways
Students will gain personal skills in empathy, self-expression, confidence and reflection. Additionally, students develop skills in analytical writing, creative thought and processes, and problem solving. The refined skill of improvisation and presenting in front of an audience are two held in high regard for future career pathways.

Key fields include Acting (stage and screen), Stage Management, Script-writer, Production Designer, and Entertainer. Possible career pathways include: Actor, Stage Manager (including lighting, sound technician and crew member), Script-writer (stage and screen), Theatre critic, Costume Designer and Maker, Public Speaker, Motivational Speaker, Teacher (drama), Acting Coach, Kindergarten and Prep teacher, Speech and Drama teacher.

Costs
There are no fees for this subject however excursion and incursion costs will occur throughout the course. Some of these activities are a compulsory part of the course as they are necessary for assessment.
Dance in Practice

Rationale:
Dance in Practice will enable students to work towards becoming artist-practitioners. A practitioner is one who has many roles; is skilled, is an expert, is trained and professional; is a creator of possibilities who reflects on practice in the expressing of arts works. The roles of a practitioner include a maker, performer, technician and manager. There are two streams of Dance in Practice at Marsden SHS. Dance in Practice (General) is open to all students caters to those students who enjoy dance and wish to broaden their knowledge and skills across all areas of Dance. Dance in Practice (MDA Academy) runs as part of our Dance Academy, an excellence program aimed at talented dancers with an interest in performance and the Hip Hop style. Entrance into the Dance Academy is via audition only.

Course Structure:
Both courses organised around four key units, with assessment tasks including Performance, Choreography, Extended Response and Projects.

<table>
<thead>
<tr>
<th>Dance In Practice - General</th>
<th>Dance In Practice – MDA Dance Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk This Way – The Funky Town Way (Hip hop)</td>
<td>What is Hip Hop? (Hip Hop)</td>
</tr>
<tr>
<td>Where in the world? (Contemporary Dance)</td>
<td>Contemporary Fusion (Contemporary/ Hip Hop)</td>
</tr>
<tr>
<td>Journey Through Dance – Hollywood to Bollywood</td>
<td>Academy Production (Hip Hop)</td>
</tr>
<tr>
<td>(Musical Theatre)</td>
<td></td>
</tr>
<tr>
<td>Aussie Adventures (Contemporary Dance)</td>
<td>It’s All About The Jazz (Jazz)</td>
</tr>
</tbody>
</table>

Assessment:
To complete this task, students must successfully complete:
- Performance
- Choreography (creating dances)
- Project (creating productions and teaching)
- Extended Response

Pathways
Students who participate in this subject can explore pathways that include: performer, choreographer, entertainer, costume designer, producer, teacher. Employment may be found as a dancer or within the wider dance/arts industry.

Costs
Dance in Practice (General)
There are no fees for this subject however excursion and incursion costs may occur throughout the course.
Dance in Practice (MDA Academy)
A fee of $100/annum applies to this course. Additional excursion and incursion costs may occur throughout the course.
Early Childhood Studies

Rationale:
This subject aims to promote the wellbeing of young children and create a greater awareness of the importance of quality childcare in shaping children’s future growth and development. Early Childhood Studies focusses on learning about children aged from birth to five years, and draws upon the Early Years Learning Framework.

Course Structure:
The course covers study in the following topics:

- Unit 1 Year 11: Healthy, Happy and Safe
- Unit 2 Year 11: Engaging little learners
- Unit 3 Year 12: Let’s explore; it’s a big world out there
- Unit 4 Year 12: Toybox Playgroup
- Unit 5 Year 12: Food and Movement

Assessment:
There are 8 pieces over 2 years including:

- Investigations including analytical essays and informative feature articles.
- Projects including planning and implementing and reflecting on activities for children.

Students will be required to complete weekly placement in a childcare centre in Year 11 and in The Toybox Playgroup in Year 12.

Pathways/Career Opportunities:
TAFE/employment path, further study in Children’s Services, or employment including Childcare, nanny, Nursing, Aged Care, Teacher Aide.

Costs
Costs may occur throughout the course and would be advised at the time of activity.

Assessment:
Assessment methods include a combination of: written or spoken tasks that may be persuasive, analytical, creative
Rationale:
Why study Fashion? Fashion is one of societies common threads that spreads across all communities and are mirrors of society’s aspirations. Within the course students will explore and apply techniques, processes and technologies specific to the fashion industry to creatively express ideas that serve particular purposes.

Course Structure:
During the two year course, students will complete the following units of work:
- Fashion through history
- Wearable accessories;
- Designing for the stage
- Fabric decoration
- Art as activism
- Wearable art

Assessment:
Assessment is designed to enable students to demonstrate a broad range of skills. Students are assessed in both practical and theoretical tasks through the aspects of Exploring, Knowing, and Expressing.

Pathways:
Students develop techniques in a variety of fashion related skills.
Creative Arts - Fashion provides students with knowledge which underpins further studies in the fields of design, creative arts, jewelry making and design and fine arts.

Costs
Students will be required to bring in some materials for their designs; a list of materials will be provided to students at the start of each term. Additional costs may occur throughout the course and would be advised at the time of activity.
Hospitality Practices

Rationale:
Hospitality Practices aims to develop the knowledge, understanding and skills needed for a career in food production. You will learn core concepts and ideas relating to the hospitality industry and develop your culinary skills.

Course Structure:
The course covers study in the following topics:

- Introduction to the Hospitality Industry
- The Great Marsden Bake-Off
- Food with Soul
- Pop Up Restaurant

Assessment:
There are a number of Assessment Tasks throughout the two-year course, such as:

- Written examinations (short response)
- Projects—actual events (1 per semester)
- Investigations (Comparative essay)

Pathways:
Students completing this subject will be better prepared to work in food preparation in the Hospitality industry. Essential ‘Back of House’ skills will be learnt and budding chefs will be excited about the food challenges set by our talented and passionate staff!

Costs
Students will be required to bring ingredients for their cooking; a list of ingredients will be provided to students at the start of each term. Additional costs may occur throughout the course and would be advised at the time of activity.
VOCATIONAL QUALIFICATIONS (VET)

NOTE:
As stated in the introduction to this subject guide, Marsden State High School is able to offer an extensive array of subjects. Subjects will run based on appropriate numbers of students selecting each course. The subject selection process is one of refinement and reduction. For this reason, some subjects may not be able to operate and the school reserves the right to cancel or withdraw a subject or course. In the event of this happening, students would be consulted to consider alternatives.

COSTS:
All students are encouraged to take advantage of the School Resource Scheme (SRS). This scheme enables students to access resources at a significantly reduced rate than if they were to source textbooks and resources used across all courses in the school.

Additional costs to the SRS vary between courses. Advice of accurate costs will be provided to students on enrolment and at times a fee may be required to confirm enrolment in some courses.

All information is correct at the time of printing, however all costs may be subject to change. If this occurs, students who select affected courses would be advised of updated information.
Certificate II in Business BSB20115

<table>
<thead>
<tr>
<th>School Code</th>
<th>VBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level</td>
<td>11 &amp; 12</td>
</tr>
<tr>
<td>Subject Type</td>
<td>Vocational Education &amp; Training</td>
</tr>
<tr>
<td>Suggested Pre-requisites</td>
<td>Nil</td>
</tr>
<tr>
<td>QCE Credits</td>
<td>4</td>
</tr>
<tr>
<td>VET Contribution</td>
<td>Certificate II</td>
</tr>
</tbody>
</table>

**Rationale:**
This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

**Course Structure:**
This qualification has a total of 11 units that are completed over a two year period.

**CORE:**
- BSBWHS201 – Contribute to health and safety of self and others

**ELECTIVE:**
- BSBIND201 – Work effectively in a business environment
- BSBINM201 – Process and maintain workplace information
- BSBWNN201 – Contribute to workplace innovation
- BSBCMM201 – Communicate in the workplace
- BSBITU202 – Create and use spreadsheets
- BSBUSUS201 – Participate in environmentally sustainable work practices
- BSBWOR202 – Organise and complete daily work activities
- BSBWOR203 – Work effectively with others
- BSBWOR204 – Use business technology
- BSBITU302 – Create electronic presentations
- BSBITU201 – Produce simple word processed documents

**Assessment:**
To gain this qualification, students must successfully complete:
- various theoretical, practical, verbal and observable assessments
- role plays
- projects

**Pathways**
This qualification will provide students with a strong foundation knowledge with which they could pursue a career in the business industry such as administration assistant, clerical worker, data entry operator, information desk clerk, office junior and receptionist.

**Costs**
There are no costs in addition to the School Resource Scheme.

ALL INFORMATION IS CORRECT AT TIME OF PRINTING BUT SUBJECT TO CHANGE.
Date of publication 23 June 2016
Rationale:
Binnacle’s Certificate III in Business ‘Business in Schools’ program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored.

Upon successful completion, students are certified with 8 QCE credits.

Course Structure:

**CORE**
- BSBWHS302 Apply knowledge of WHS legislation in the workplace

**ELECTIVES**
- BSBCUS301 Deliver and monitor a service to customers
- BSBINN301 Promote innovation in a team environment
- BSBITU306 Design and produce business documents
- BSBPRO301 Recommend products and services
- BSBWOR301 Organise personal work priorities and development
- BSBFLM312 Contribute to team effectiveness
- BSBWRT301 Write simple documents
- BSBMGT306 Develop and extend critical and creative thinking skills
- BSBSMB302 Develop a micro business proposal
- BSBLED301 Undertake e-learning
- FNSFLT301 Be MoneySmart

*Elective units are subject to change prior to the commencement of the 2017 school year. This is to ensure alignment to current industry practices is at its optimum.

Assessment:
Assessment pieces are completed each term to determine competency within a specific skill set. Assessment is competency based and therefore no levels of achievement are awarded.

**IMPORTANT — Program Disclosure Statement (PDS)**
This document is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the ‘Partner School’ (i.e. the delivery of training and assessment services). To access Binnacle’s PDS, visit: http://www.binnacletraining.com.au/rto.php and select ‘RTO Files’.

Pathways
Graduates will be able to use their Certificate III in Business as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer); to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business); and to improve their chances of gaining tertiary entrance.

Costs
A fee of $210 (Binnacle Training Fees) applies for each student participating in this course. Payment plans can be utilised. Further costs associated with excursions and/or projects will be outlined closer to the date.

All information is correct at time of printing but subject to change.

Date of publication 23 June 2016
Certificate II in Tourism SIT20116

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Year Level</td>
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</tr>
<tr>
<td>Suggested Pre-requisites</td>
<td>Nil.</td>
</tr>
<tr>
<td>QCE Credits</td>
<td>4</td>
</tr>
<tr>
<td>VET Contribution</td>
<td>Certificate II</td>
</tr>
</tbody>
</table>

**Rationale:**
This two year course of study is designed to support the needs of entrants into the tourism industry, to provide an introduction to a broad understanding of tourism, and to develop the personal and interpersonal skills that underpin employment in the tourism industry. It examines the dynamic nature of global tourism and the broader social, cultural, ecological and economic implications of sustainable tourism. Students are also encouraged to investigate tourism as a source of leisure activity, life skills and as an avenue for further study.

**Course Structure:**
In this course students are encouraged to research, and develop their understanding of important skills that are relevant to the tourism industry. They have to participate in site visits to enhance their knowledge of Australian destinations. This qualification has a total of 11 units that are completed over a two year period.

**CORE:**
- SITTIND001 – Source and Use Information on the Tourism Industry
- SITXCCS003 – Interact with Customers
- SITXCOM002 – Show Social and Cultural Sensitivity
- SITXWHS001 – Participate in Safe Work Practices

**ELECTIVE:**
- SITXCCS002 – Provide Visitor Information
- SITXCCS001 – Provide Customer Information and Assistance
- BSBITU201 – Produce Simple Word Processed Documents
- SITTTSL002 – Access and Interpret Product Information
- SIRXSLS001 – Sell to the retail customer
- SITXCOM003 – Provide a briefing or scripted commentary
- SITTTSL009 – Process travel-related documentation

**Assessment:**
To gain this qualification, students must successfully complete:
- internet based activities
- group work and role plays
- practical tasks
- projects
- site reports

**Pathways**
Students will be able to use this qualification to work in many tourism and travel industry sectors. Some job titles include:
- office assistant for a tour operator
- museum attendant
- retail sales assistant or ride attendant in an attraction
- receptionist and office assistant in a travel agency
- documentation clerk for a tour wholesaler or travel agency

**Costs**
Four excursions (two per year) are available, at a cost, to further enrich and engage the students experiences in this course.

**ALL INFORMATION IS CORRECT AT TIME OF PRINTING BUT SUBJECT TO CHANGE.**

Date of publication 23 June 2016
Football Excellence Program SIS30315
Certificate III in Fitness with SIS20115 Certificate II in Sport and Recreation* embedded

School Code VFF
Year Level 11 & 12
Subject Type Vocational Education & Training

Students must have a passion for football and the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions. Each student must obtain a ‘Working with Children’ Student Blue Card which is a condition of enrolment.

Rationale:
Binnacle’s Certificate III in Fitness ‘Fitness in Schools’ program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.

Course Structure:
This program also includes the following:

<table>
<thead>
<tr>
<th>CORE (9)</th>
<th>ELECTIVES*</th>
<th>ELECTIVES*</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIS20115 - Certificate II in Sport and Recreation</td>
<td>SISXFAC001 - Maintain equipment for activities</td>
<td>SISBHR001 - Group C - Gym Instructor (4)</td>
</tr>
<tr>
<td>SISFFIT001 - Provide health screening and fitness orientation</td>
<td>SISXCCS001 - Provide quality service</td>
<td>HLT40103 - Provide first aid</td>
</tr>
<tr>
<td>SISFFIT014 - Instruct exercise to older clients</td>
<td>SISXPT001 - Assist with activity sessions</td>
<td>HLT40502 - Participate in workplace health and safety</td>
</tr>
<tr>
<td>SISFFIT011 - Maintain equipment for activities</td>
<td>SISXIND001 - Work effectively in sport, fitness and recreation environments</td>
<td>SISXCAI001 - Provide equipment for activities</td>
</tr>
<tr>
<td>SISFFIT003 - Instruct fitness programs</td>
<td>SISXIND002 - Work effectively in sport, fitness and recreation environments</td>
<td>SISFFIT004 - Incorporate anatomy and physiology principles into fitness programming</td>
</tr>
<tr>
<td>SISFFIT002 - Recognise and apply exercise considerations for specific populations</td>
<td>SISXFAC001 - Maintain equipment for activities</td>
<td>SISFFIT006 - Conduct fitness appraisals</td>
</tr>
<tr>
<td>SISFFIT005 - Provide healthy eating information</td>
<td>SISXPT002 - Conduct basic warm-up and cool-down programs</td>
<td>PLUS (additional 3)</td>
</tr>
<tr>
<td>SISXIND001 - Work effectively in sport, fitness and recreation environments</td>
<td>SISXIND002 - Work effectively in sport, fitness and recreation environments</td>
<td>HLT40301 - Provide cardiopulmonary resuscitation</td>
</tr>
</tbody>
</table>

Assessment:
- Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community.
- Strategies include: Practical tasks, hands-on activities involving participants/clients, group work, practical experience within the school sporting programs and fitness facility, Log Book of practical experience.

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

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

Pathways
This course will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. Example: Exercise Physiologist, Teacher – Physical Education, Sport Scientist. Students completing their Certificate III may be able to upgrade their QTAC selection rank – Certificate III = rank of 68 (approximately equivalent to an OP 15 depending on the year). Students may also choose to continue their study by completing the Certificate IV in Fitness with Australian Institute of Personal Trainers (AIPT) for a Binnacle-exclusive price offer.

Costs
- Students are required to pay the $290 Cert III Fitness and Cert II Sport & Recreation fee as well as their Sports Excellence Program fee (covering uniform and other program costs – invoiced at the beginning of each year). The First Aid Certificate also costs $40. *VETiS funding for Cert II subject to eligibility.

ALL INFORMATION IS CORRECT AT TIME OF PRINTING BUT SUBJECT TO CHANGE.

Date of publication 23 June 2016

Dare to Inspire. Make a difference.
Persistence, Passion, Pride
Binnacle’s Certificate III in Fitness ‘Fitness in Schools’ program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.

**Course Structure:**
This program also includes the following:

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<th>CORE (9)</th>
<th>ELECTIVES* Group C - Gym Instructor (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIS315002  Provide health screening and fitness orientation</td>
<td>ISHER4101 Identify risk and apply risk management processes</td>
</tr>
<tr>
<td>SIS315002  Recognise and apply exercise considerations for specific populations</td>
<td>HLTAWH0101 Participate in workplace health and safety</td>
</tr>
<tr>
<td>SIS315003  Instruct fitness programs</td>
<td>SISFET006 Conduct fitness appraisals</td>
</tr>
<tr>
<td>SIS315004  Incorporate anatomy and physiology principles into fitness programming</td>
<td>PLUS (additional 3)</td>
</tr>
<tr>
<td>SIS315005  Provide healthy eating information</td>
<td>SISFET001 Instruct approved community fitness programs</td>
</tr>
<tr>
<td>SIS315014  Instruct exercise to older clients</td>
<td>SSTPFP001 Conduct basic warm-up and cool-down programs</td>
</tr>
<tr>
<td>SISFFIT001  Provide health screening and fitness orientation</td>
<td>HLTAWH001 Provide first aid</td>
</tr>
<tr>
<td>SISFFIT002  Recognise and apply exercise considerations for specific populations</td>
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<td>SSTPFP001 Conduct basic warm-up and cool-down programs</td>
</tr>
<tr>
<td>SISFEX001  Provide quality service</td>
<td>HLTAWH001 Provide first aid</td>
</tr>
<tr>
<td>SISFEX003  Work effectively in sport, fitness and recreation environments</td>
<td>HLTAWH002 Provide quality service</td>
</tr>
<tr>
<td>SISFEX005  Provide quality service</td>
<td>SISFET006 Conduct fitness appraisals</td>
</tr>
</tbody>
</table>

**Assessment:**
- Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community.
- Strategies include: Practical tasks, hands-on activities involving participants/clients, group work, practical experience within the school sporting programs and fitness facility, Log Book of practical experience.

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

**Pathways**
This course will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. Example: Exercise Physiologist, Teacher – Physical Education, Sport Scientist. Students completing their Certificate III may be able to upgrade their QTAC selection rank—Certificate III = rank of 68 (approximately equivalent to an OP 15 depending on the year).

Students may also choose to continue their study by completing the Certificate IV in Fitness with Australian Institute of Personal Trainers (AIP) for a Binnacle-exclusive price offer.

**Costs**
Students are required to pay the $290 Cert III Fitness fee as well as their Sports Excellence Program fee (covering uniform and other program costs – invoiced at the beginning of each year). The First Aid Certificate also costs $40.

**Rationale:**
Students must have a passion for touch and the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions. Each student must obtain a ‘Working with Children’ Student Blue Card which is a condition of enrolment.
Rationale:
Binnacle’s Certificate III in Fitness ‘Fitness in Schools’ program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.

Course Structure:
This program also includes the following:

**CORE (9)**
- SISFFIT001  Provide health screening and fitness orientation
- SISFFIT002  Recognise and apply exercise considerations for specific populations
- SISFFIT003  Instruct fitness programs
- SISFFIT004  Incorporate anatomy and physiology principles into fitness programming
- SISFFIT005  Provide healthy eating information
- SISFFIT014  Instruct exercise to older clients
- SISFFIT011  Instruct approved community fitness programs
- SISXIND001  Work effectively in sport, fitness and recreation environments

**ELECTIVES* Group C - Gym Instructor (6)**
- SBSRIS001  Identify risk and apply risk management processes
- HLTAID002  Provide first aid
- HLTAID003  Participate in workplace health and safety
- SISFFIT006  Conduct fitness appraisals
- PLUS (additional 3)
- SISFFIT031  Instruct approved community fitness programs
- SISDPT300A  Conduct basic warm up and cool down programs
- HLTAID001  Provide cardiopulmonary resuscitation

**Assessment:**
- Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community.
- Strategies include: Practical tasks, hands-on activities involving participants/clients, group work, practical experience within the school sporting programs and fitness facility, Log Book of practical experience.

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

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

Pathways
This course will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. Example: Exercise Physiologist, Teacher – Physical Education, Sport Scientist. Students completing their Certificate III may be able to upgrade their QTAC selection rank – Certificate III = rank of 68 (approximately equivalent to an OP 15 depending on the year).

Students may also choose to continue their study by completing the Certificate IV in Fitness with Australian Institute of Personal Trainers (AIPT) for a Binnacle-exclusive price offer.

Costs
Students are required to pay the $290 Cert III Fitness fee. It is also compulsory for Cert III General students to purchase a Marsden sports uniform (to be worn in practical lessons). The First Aid Certificate also costs $40.
Construction Pathways
Certificate I & II in Construction CPC10111 & CPC20211

Rationale:
The course of study will greatly enhance students’ opportunities to gain employment in the Construction Industry. This is achieved by strategically managed training directly related to employment shortfalls that currently exist in the Industry.

Course Structure:
Certificate I: 11 units of competency, 8 core units, 3 elective units (3 QCE points)
- CORE:
  - CPCCCM1012A Work effectively and sustainably in the construction industry
  - CPCCCM1013A Plan and organise work
  - CPCCCM1014A Conduct workplace communication
  - CPCCCM2001A Read and interpret plans and specifications
  - CPCCCM2005B Use construction tools and equipment
  - CPCCOHS1001A Work safely in the construction industry
  - CPCCOHS2001A Apply OHS requirements, policies and procedures in the const. industry
  - CPCCVE1011A Undertake a basic construction project
  - CPCCCM1015A Carry out measurements and calculations
  - CPCCCM2004A Handle construction materials
  - CPCCCM2006B Apply basic levelling procedures

Certificate II: 12 units, 6 core units credit transferred from Cert I, and 6 elective units. (4 QCE points)
- ELECTIVE units from 3 areas:
  - CPCCCA2002B Use carpentry tools and equipment
  - CPCCCA2011A Handle carpentry materials
  - CPCCWF2001A Handle wall and floor tiling materials
  - CPCCWF2002A Use wall and floor tiling tools and equipment
  - CPCCCM2006B Apply basic levelling procedures
  - CPCCCM2001A Carry out concrete to simple forms

Assessment:
Assessment is competency based and therefore no levels of achievement are awarded. A range of learning and assessment strategies will be used to deliver the competencies. These include practical tasks, group work, work placements, related theory and mentoring during practice within the following areas of study:
- Timber wall framing, Plastering, Fix out and Painting.
- Timber roof framing, Bricklaying, Wall and floor Tiling and Concreting

Pathways
After this qualification, students may undertake further TAFE study and/or employment in the Construction Industry.

Costs
It is mandatory that students purchase a yellow high-visibility shirt and steel-capped’ boots (ITD VET uniform) to participate in any practical aspects of the course. Failure to do so will render the student unable to participate and result in non-submission of assessment. Marsden SHS high-visibility shirts are available from the uniform shop at a cost of $30.

ALL INFORMATION IS CORRECT AT TIME OF PRINTING BUT SUBJECT TO CHANGE.
Date of publication 23 June 2016
Certificate II in Automotive Vocational Preparation AUR20712

<table>
<thead>
<tr>
<th>School Code</th>
<th>VAO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level</td>
<td>11 &amp; 12</td>
</tr>
<tr>
<td>Subject Type</td>
<td>Vocational Education &amp; Training</td>
</tr>
<tr>
<td>QCE Credits</td>
<td>4</td>
</tr>
<tr>
<td>VET Contribution</td>
<td>Certificate II</td>
</tr>
<tr>
<td>Suggested Pre-requisites</td>
<td>Nil.</td>
</tr>
</tbody>
</table>

**Rationale:**
The course will greatly enhance students’ opportunities to gain employment in the Automotive Industry. This certificate will play a major part in influencing prospective employers.

**Course Structure:**
This program also includes 12 units of competency consisting of:

- **CORE (7):**
  - AURASA002 Apply safe working practice in an automotive workplace
  - AURAE002 Apply environmental and sustainability best practice in an automotive workplace
  - AURLTA001 Apply automotive mechanical system fundamentals
  - AURTRE001 Apply automotive electrical system fundamentals
  - AURAV003 Communicate effectively in an automotive workplace
  - AURAFA003 Solve routine problems in an automotive workplace
  - AURTTK002 Use and maintain workplace tools and equipment

- **ELECTIVE (5):**
  - AURTTA003 Use and maintain basic measuring devices
  - AURTTA004 Carry out servicing operations
  - AURTTA005 Select and use bearings, seals, gaskets, sealants and adhesives
  - AURTTJ001 Balance wheels and tyres
  - AURLTJ002 Remove, inspect, repair and fit tyres and tubes

**Assessment:**
Assessment is competency based and therefore no levels of achievement are awarded. A range of learning and assessment strategies will be used to deliver the competencies. These include practical tasks, group work, work placements, related theory and mentoring during practice.

**Pathways**
After achieving this qualification, students may undertake further TAFE study and/or employment in the Automotive Industry.

**Costs**
It is mandatory that students purchase a ‘blue’ cotton drill long or short sleeve shirt or pair of ‘blue’ overalls and steel-cap boots (ITD VET uniform) to participate in any practical aspects of the course. Failure to do so will render the student unable to participate and result in non-submission of assessment. Marsden SHS Automotive shirts are also available from the uniform shop at a cost of $30.

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**ALL INFORMATION IS CORRECT AT TIME OF PRINTING BUT SUBJECT TO CHANGE.**

Date of publication 23 June 2016
Certificate II in Engineering Pathways MEM20413

**Rationale:**
The course will greatly enhance students’ opportunities to gain employment in the Engineering Industry. This certificate will play a major part in influencing prospective employers.

**Course Structure:**
This program also includes 12 units of competency consisting of:

**CORE (4):**
- MEM13014A Apply principles of Occupational Health & Safety in the work environment.
- MEMPE005A Develop a career plan for the engineering and manufacturing industry
- MEMPE006A Undertake a basic engineering project
- MSAENV272B Participate in environmentally sustainable work practices

**ELECTIVE (8):**
- MEM16006A Organise and communicate information
- MEM16008A Interact with computing technology
- MEM18001C Use hand tools
- MEM18002B Use power tools/hand held operations
- MEMPE001A Use engineering workshop machines
- MEMPE002A Use electric welding machines
- MEMPE003A Use oxy-acetylene and soldering equipment
- MSAPMSUP106A Work in a team

**Assessment:**
Assessment is competency based and therefore no levels of achievement are awarded. A range of learning and assessment strategies will be used to deliver the competencies.
These include:
- Practical tasks (arc welding, oxy acetylene welding, mig welding, metal fabrication),
- Group work,
- Work placements, and
- Mentoring during practice.

**Pathways**
After achieving this qualification, students may undertake further TAFE study and/or employment. Vocations include, Boiler Making, Welding, Fabrication, Fitting and Machining.

**Costs**
It is mandatory that students purchase a ‘blue’ cotton drill long or short sleeve shirt and steel-cap boots (ITD VET uniform) to participate in any practical aspects of the course. Failure to do so will render the student unable to participate and result in non-submission of assessment. Marsden SHS shirts are also available from the uniform shop at a cost of $30.

**ALL INFORMATION IS CORRECT AT TIME OF PRINTING BUT SUBJECT TO CHANGE.**

Date of publication 23 June 2016
Rationale:
The course will greatly enhance students’ opportunities to gain employment in the Furnishing Industry. This certificate will play a major part in influencing prospective employers.

Course Structure:
The Certificate I includes 12 units of competency consisting of:

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Short Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>MSAPMOHS100A</td>
<td>Follow OHS procedures</td>
</tr>
<tr>
<td>MSAPMOPS101A</td>
<td>Make measurements</td>
</tr>
<tr>
<td>MSAPMSUP102A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>MSAPMSUP106A</td>
<td>Work in a team</td>
</tr>
<tr>
<td>MSFFM1002</td>
<td>Operate basic woodworking machines</td>
</tr>
<tr>
<td>CPCCOHS1001A</td>
<td>Work safely in the construction industry</td>
</tr>
<tr>
<td>MSFFF2004</td>
<td>Prepare Surfaces for Finishing</td>
</tr>
<tr>
<td>MSFFM2006</td>
<td>Hand Make Timber Joints</td>
</tr>
<tr>
<td>CPCCCM2005A</td>
<td>Use Construction Tools and Equipment</td>
</tr>
<tr>
<td>CPCCOHS2001A</td>
<td>Apply OHS requirements, policies and procedures in the construction industry</td>
</tr>
</tbody>
</table>

Assessment:
Assessment is competency based and therefore no levels of achievement are awarded. A range of learning and assessment strategies will be used to deliver the competencies.

These include:
- Practical tasks (carcass, drawer & door construction, materials preparation, assembly & finishing),
- Group work,
- Work placements, and
- Mentoring during practice.

Pathways
After achieving this qualification, students may undertake further TAFE study and/or employment. Vocations include, Cabinet Making, Shopfitting, Furniture manufacture and Joinery.

Costs
Marsden SHS ‘Green’ high-visibility shirt is available in the uniform shop and can be purchased at a cost of $30.
CAD Program Partial Certificate III in Engineering-Technical + Partial Certificate III in Manufacturing Technology

Rationale:
This program is designed to give students an introduction to the manufacturing and engineering industry. Students will gain skills and knowledge in the areas of 2D and 3D detail drawings and bills of material, print, plot and email data, manage CAD symbol libraries. Students will also learn skills in 3D printing.

Course Structure:
This program covers partial completion of 2 Certificate III courses and includes:

Partial Certificate III in Engineering: 8 units of competency, 2 core units, 6 elective units. (6 QCE points):
- MSAENV272V Participate in environmentally sustainable work
- MEM07024B Operate and monitor machines/processes (3D printing)
- MEM09002B Interpret Technical Drawing
- MEM121024A Perform computations
- MEM16008A Interact with computing technology
- MEM19023A Use computer-aided design (CAD) systems to produce basic drawings
- MEM30031A Operate computer-aided design (CAD) to create and display 3D models

Partial Certificate III in Manufacturing Technology: 8 units of competency, 1 core unit 7 elective units. (3 QCE points)
- MSAENV272V Participate in environmentally sustainable work
- MEM07024B Operate and monitor machines/processes (3D printing)
- MEM09002B Interpret Technical Drawing
- MEM121024A Perform computations
- MEM16008A Interact with computing technology
- MEM19023A Use computer-aided design (CAD) systems to produce basic drawings
- MEM30031A Operate computer-aided design (CAD) to create and display 3D models

Assessment:
Assessment is competency based and therefore no levels of achievement are awarded. A range of learning and assessment strategies will be used to deliver the competencies. These include:
- Practical tasks,
- Group work,
- Work placements, and
- Mentoring during practice.

Pathways
Completion of the Certificate III, Certificate IV or Diploma level Engineering study are further study options. Career pathways include: Designer, Drafter (draftsmen), Drafting officer, Drawing office assistant, Engineering draftsperson, Engineering technician, Mechanical engineering draftsperson, Technician.

Costs
Students undertaking study in this course do so at no extra cost to standard Student Resource Scheme charges. Any charges would be advised as they arise throughout the course.

ALL INFORMATION IS CORRECT AT TIME OF PRINTING BUT SUBJECT TO CHANGE.
Date of publication 23 June 2016

Dare to Inspire. Make a difference. 66
Rationale:
In this course, students will develop employability skills that help gain entry into the creative industries sector or lead into further study at TAFE with a focus on teamwork, communication, problem solving, initiative and enterprise, planning and organising and self-management. They will develop their creativity and gain confidence in learning skills about visual arts and how to apply those skills.

Course Structure:
Students are continuously learning throughout the two year course and have multiple opportunities to receive their units of competency. This is done through a variety of ways, including: Practical tasks, group work, written work and mentoring during practice.

This course comprises of 4 core units and 5 elective units (9 in total):

**CORE:**
- BSBWHS201: Contribute to health and safety of self and others
- CUAAAD101: Use basic drawing techniques
- CUAPPR201: Make simple creative work
- CUARES202: Source and use information relevant to own arts practice

**ELECTIVE:**
- CUADRA201: Develop drawing skills
- CUAPAI201: Develop painting skills
- CUAPRI201: Develop printmaking skills
- CUASCU201: Develop sculptural skills
- CUADIG202: Develop digital imaging skills

Assessment:
Assessment is competency based. Students are required to submit work in the form of portfolios, art pieces, projects, written work and are also assessed via observation. This is where the trainer has to view the student performing specific tasks, for example working safely and sustainably with a particular media.

Pathways
Employment may be found as an artist or qualifications can assist in work within an area of the visual arts or in related community arts or craft areas.
Possible career pathways, some requiring further study, could include: Visual Arts and Crafts Professional (small business owner), Sculptor, Painter, Teacher (Visual Art), Gallery assistant, Visual Merchandiser, Art Critic, Illustrator, Graphic designer, Set and Costume Designer.

Costs
There are no fees for this subject however excursion and incursion costs may occur throughout the course.

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Date of publication 23 June 2016

Dare to Inspire. Make a difference. 67
Persistence, Passion, Pride
# Certificate II in Creative Industries

## CUA20215

<table>
<thead>
<tr>
<th>School Code</th>
<th>VCM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level</td>
<td>11 &amp; 12</td>
</tr>
<tr>
<td>Subject Type</td>
<td>Vocational Education &amp; Training</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>Nil, however experience in Visual Art, Media, Information Technology or Graphics beneficial.</td>
</tr>
<tr>
<td>QCE Credits</td>
<td>4</td>
</tr>
<tr>
<td>VET Contribution</td>
<td>Certificate II</td>
</tr>
</tbody>
</table>

### Rationale:
The Certificate II in Creative Industries is available for students interested in a career in a range of Creative Industries sectors, particularly in the areas of Multimedia and Graphic Design. In this course, students will develop employability skills that help gain entry into the creative industries sector or lead into further study at TAFE with a focus on teamwork, communication, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. They will use a range of skills and techniques to produce work following design briefs for real and simulated clients, including the design and production of the annual School Yearbook (year 12).

### Course Structure:
This course comprises 3 core units and 7 electives units (10 in total):

- **CORE:**
  - CUAHHS302 Apply work health and safety practices
  - BSBWOR203 Work effectively with others
  - CUAIND201 Develop and apply creative arts industry knowledge

- **ELECTIVE:**
  - ICTICT204 Operate a digital media technology package
  - BSBWOR202 Organise and complete daily work activities
  - CUAACD101 Use basic drawing techniques
  - BSBDES202 Evaluate the nature of design in a specific industry context
  - CUARES201 Collect and organise content for broadcast or publication
  - CUADIG202 Develop digital imaging skills

### Assessment:
Assessment is competency based. Students are required to submit work in the form of portfolios, products, projects, written work and are also assessed via observation. Students are continuously learning throughout the two year course and have multiple opportunities to receive their units of competency. This is done through a variety of ways, including: Practical tasks, Group work, Written questioning, Working with clients.

### Pathways
Employment may be found within a range of sectors in the creative industries or qualifications can assist in work within an area of the creative industries. Students who study Creative Industries could find jobs as the following: Graphic Designer, Multimedia Designer, Games Designer, Interactive Content Designer, Website Designer, Animator, Communications Designer, Illustrator, Interior Designer, Printer or Magazine Designer.

### Costs
No cost. Additional excursion and incursion costs may occur throughout the course.

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ALL INFORMATION IS CORRECT AT TIME OF PRINTING BUT SUBJECT TO CHANGE.

Date of publication 23 June 2016
# Certificate III in Music Industry  
**CUA30915**

<table>
<thead>
<tr>
<th>School Code</th>
<th>VMM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level</td>
<td>11 &amp; 12</td>
</tr>
<tr>
<td>Subject Type</td>
<td>Vocational Education &amp; Training</td>
</tr>
<tr>
<td>QCE Credits</td>
<td>8</td>
</tr>
<tr>
<td>VET Contribution</td>
<td>Certificate III</td>
</tr>
</tbody>
</table>

**Rationale:**
A passion for music is clear in our clientele at Marsden State High School and for many of our students, this passion is paired with exceptional music abilities. The Performance Arts Academy Music Program has been designed to develop these musically gifted students and mould them into professional musicians through the Certificate III in Music Industry program during years 11 and 12.

**Course Structure:**
The course program is driven by project based learning. The Certificate III in Music Industry includes a projects that have been designed to build students industry skills, such as being a functional member of a band, the science of sound, stage management and event planning. With these projects comes opportunities to perform from as early as week 2 in the course and at various events throughout the year.

The course competencies being assessed as a part of the Certificate III in Music Industry are:

**CORE:**
- BSBWHS201 Contribute to health and safety of self and others
- CUAACM301 Implement copyright arrangements
- CUAACM302 Work effectively in the music industry
- CUAAMT302 Apply knowledge of style and genre to music industry practice

**ELECTIVE:**
- CUAMCP201 Incorporate technology into music making
- CUAMCP301 Compose simple songs or musical pieces
- CUAMCP401 Make a music demo
- CUAMCF304 Perform music as part of a group
- CUAMCF202 Develop basic audio skills and knowledge
- CUAMCF302 Perform basic sound editing
- CUAMCF402 Manage audio input sources

**Assessment:**
To attain this qualification, students must successfully complete:
- various theoretical, practical, verbal and observable assessments
- maintain and update portfolio of recordings, compositions and performance reflections
- interview with trainer/assessor – review / reflection of own work

**Pathways**
Students who take this subject are placed in a competitive position to continue studies in Music at a tertiary level. Employment may be found in a number of areas upon the completion of this certificate. There are numerous possibilities within the areas of performance, music technology, music production, composition or music promotion. Career paths may include band/recording group member, music journalist, media composer, DJ, sound to studio engineer, songwriter or arranger, music sales and merchandising staff, stage crew, tour manager and event planning.

The Certificate III in Music Industry is an ideal pathway into further study. TAFE options for students include completing a Certificate IV or Diploma in Music Industry. There are also tertiary options including Bachelor degrees in Music, Popular Music and sound engineering degrees.

**Costs**
A fee of $100/annum applies to this course. Additional excursion and incursion costs may occur throughout the course.

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**ALL INFORMATION IS CORRECT AT TIME OF PRINTING BUT SUBJECT TO CHANGE.**

Date of publication 23 June 2016
Certificate III in Visual Art

CUA31115

School Code: VAV

Year Level: 11 & 12

Subject Type: Vocational Education & Training

QCE Credits: 8

VET Contribution: Certificate III

STUDENTS MUST BE SELECTED FOR THIS ENTRY TO THIS COURSE IS BY INVITATION AND AUDITION. IF YOU WOULD LIKE MORE INFORMATION, PLEASE SEE THE HOD OF THE ARTS.

Rationale:
The Certificate III in Visual Arts is offered to students with exceptional talent in Visual Art. In this course, students will develop employability skills that help gain entry into the creative industries sector or lead into further study at TAFE with a focus on teamwork, communication, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. They will use a range of skills and techniques to produce and exhibit art and craft works.

Course Structure:
This course comprises of 4 core units and 8 elective units (12 in total).

**CORE:**
- BSBWHS201 Contribute to health and safety of self and others
- CUACD201 Develop drawing skills to communicate ideas
- CUAPPR301 Produce creative work
- CUARES301 Apply knowledge of history and theory to own arts practice.

**ELECTIVE:**
- BSBDES301 Explore the use of colour
- CUAIND304 Plan a career in the creative arts industry
- CUAPPR407 Select and prepare creative work for exhibition
- CUAAPR304 Participate in collaborative creative projects
- CUAPPR301 Produce prints
- CUASCU301 Produce sculpture
- CUAPPA301 Produce paintings
- CUADRA301 Produce Drawings

Assessment:
Assessment is competency based. Students are required to submit work in the form of portfolios, products, projects, written work and are also assessed via observation. Students are continuously learning throughout the two year course and have multiple opportunities to receive their units of competency. This is done through a variety of ways, including: Practical tasks, Group work, Written questioning, Working with clients.

Pathways
Employment may be found as an artist or qualifications can assist in work within an area of the visual arts or in related community arts or craft areas. Students who study Visual Art could find jobs as the following: Artist, Painter, Sculptor, Printmaker, Art Gallery Assistant, Art Therapist, Makeup Artist or Community Art Coordinator.

Costs
A fee of $100/annum applies to this course. Additional excursion and incursion costs may occur throughout the course.

ALL INFORMATION IS CORRECT AT TIME OF PRINTING BUT SUBJECT TO CHANGE.

Date of publication 23 June 2016
Certificate II in Information, Digital Media and Technology ICT20115

Rationale:
This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry.

Course Structure:
Total units 14 = 7 core units + 7 elective units:

CORE:
- BSBWHS201 Contribute to health and safety of self and others
- BSBUS602 Participate in environmentally sustainable work practices
- ICTICT201 Use computer operating systems and hardware
- ICTICT202 Work and communicate effectively in an ICT environment
- ICTICT203 Operate application software packages
- ICTICT204 Operate a digital media technology package
- ICTWEB201 Use social media tools for collaboration and engagement

ELECTIVE:
- ICTICT205 Design basic organisational documents using computing packages
- ICTICT206 Install software applications
- ICTICT207 Integrate commercial computing packages
- ICTICT210 Operate database applications
- ICPDMT321 Capture a digital image
- ICTWEB301 Create a simple markup language document
- BSBITU203 Communicate electronically

Assessment:
A range of teaching and learning strategies will be used to deliver the competencies. These include:
- Portfolio
- Projects
- Quizzes
- Group work
- Structured Work Placement

Pathways
After achieving this qualification, students may undertake further TAFE study, such as Certificate III and/or employment.

Costs
There are no fees for this qualification.

All information is correct at time of printing but subject to change.

Date of publication 23 June 2016

Dare to Inspire. Make a difference. 71
Microsoft Imagine Academy
(Course)

<table>
<thead>
<tr>
<th>School Code</th>
<th>MIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level</td>
<td>11 &amp; 12</td>
</tr>
<tr>
<td>Subject Type</td>
<td>Course</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>Recommended pass in Year 10 English.</td>
</tr>
<tr>
<td>QCE Credits</td>
<td>Up to 6</td>
</tr>
<tr>
<td>VET Contribution</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Rationale:**
Do more with Microsoft software, including: Word, Excel, PowerPoint, Access, and OneNote.

You don’t just receive training. When you pass the relevant exams, you receive a Microsoft certification which is widely recognised by employers throughout the globe. Students can gain up to six Queensland Certificate of Education (QCE) credits in the Enrichment category if they pass certification exams.

By completing courses, students get:
• real-world education
• improved employability
• Valuable credentials.

**Assessment:**
To gain a Microsoft certification, you need to follow this three-stage process. Prepare, Practice and Pass. All assessment is online, with the ability to complete multiple practice assessments before undertaking the real one.

**Pathways**
Microsoft Imagine Academy courses are set up for anyone who needs to use a computer in their career of choice. It is designed to give you the basic knowledge and increase in productivity when completing online work.

**Costs**
Students undertaking study in this course do so at no extra cost to standard Student Resource Scheme charges. Other costs may occur throughout the course and would be advised at the time of activity.

All information is correct at time of printing but subject to change.

Date of publication 23 June 2016
## Hospitality Course to be offered

TBA

<table>
<thead>
<tr>
<th>School Code</th>
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<tbody>
<tr>
<td>Year Level</td>
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<td>Subject Type</td>
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</tr>
<tr>
<td>Pre-requisites</td>
<td></td>
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</tbody>
</table>

### Rationale:

### Course Structure:

### Assessment:

- 

### Pathways

### Costs

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ALL INFORMATION IS CORRECT AT TIME OF PRINTING BUT SUBJECT TO CHANGE.

Date of publication 23 June 2016
Notes