

Year 11 & 12

**VET SUBJECT
INFORMATION
2027/2028**



CAIRNS
State High
The best we can be.

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STUDENT RESPONSIBILITIES IN SENIOR

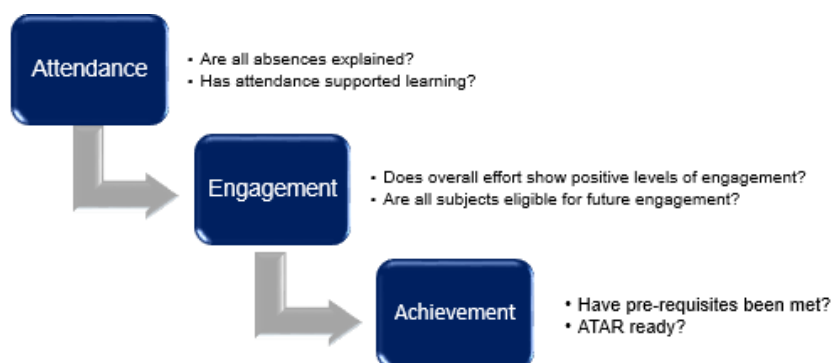
Students engage in their first formal year of Senior in Year 11. There are a number of ways your success is supported:

- Year 11 and 12 students participate in workshops to develop good study habits.
- Expectations are clearly laid out in the 'Senior Secondary' Agreement which is completed and returned at the SET Plan interview.
- Teachers provide ongoing positive feedback and early intervention.
- All students have their levels of attendance monitored fortnightly.
- At the end of Term 1, Semester 1 and then Semester 2, student achievement is reviewed as well as effort and behaviour. Individual plans are then developed for improvement should they be necessary.
- QCE is monitored each semester. Students are made aware of their level of risk and are case managed.
- Outstanding improvement is acknowledged by the DP Head of Senior Secondary.
- Students who achieve a GPA of 5.0 (All A standard) are awarded 'Academic Honours' by the Executive Principal and recognised by the community.
- An ATAR program is for university entry. Students undertaking this program need to commit to genuine study weekly. It is not a back-up plan, rather a serious course of study.
- Students may attempt an ATAR course by exception with the agreement of the Principal. In these cases, a four-week trial period will be put in place. If successful, the student will be permitted to continue in the program otherwise will move to a non-ATAR program which includes an extensive range of options.
- Students continue to Year 12 at Cairns High pending sufficient levels of engagement and achievement in Year 11.
- **Attendance:** Being at school every day is the best way to achieve the best outcomes.
 - Student attendance in Year 11 must be at 95% or better to continue to Year 12. Individual circumstances will be taken into account when considering student attendance level requirement.
 - Year 12 students must strive to attain 100% attendance. All absences must be explained.
- **Effort and Behaviour:** It is an expectation at Year 11 and 12 that all students operate at the Very Good (B) or Outstanding (A) levels in class for effort and behaviour and in the playground with regard to behaviour.
 - ATAR and Non-ATAR students are expected to work diligently at completing requirements such as drafts, assessments, exams or competencies which form part of a certificate course.
 - Students whose behaviour needs attention or is unsatisfactory at end of a Semester in multiple subjects may be at risk of being placed on the cancellation of enrolment process. They may be required to change subjects or seek an alternative placement to a program at Cairns State High School including TAFE, work and training options.
- **Achievement:** Students are expected to comply with the classwork, participation, homework and assessment requirements of all subjects.

Staying on track, modifying the track

- Students should view their program as four full semesters in the subjects they have chosen. As such, subject changes should be rare and cannot be conducted at all after the first two weeks of Semester 1.
- Teachers and HODs of subjects should be approached as early as possible to assist with resolving issues.
- Students who are experiencing difficulties are encouraged to seek assistance as soon as possible. They should speak with the Head of Senior School, the Head of Department Senior Pathways, Guidance Officer or Head of Department Engagement. A support plan may be developed.
- Students remain responsible for their decision and engagement in their program of study. The school retains the right to offer alternatives or limited pathways to students not able to meet expectations.
- Students not meeting requirements in Year 11 may be required to repeat Year 11 to better prepare for Year 12.

COURSE ELIGIBILITY CHART



Attendance Questions		Engagement Questions		Achievement Questions	
Yes	No	Yes	No	Yes	No
Continue to next consideration	Options include repeating Year 10, VPG, external certificate courses, TFE, work or a trial individualised school non-ATAR program; Applied subjects and/or SAT, and/or Certificate course.	Continue to next consideration.	Options include repeating Year 10, VPG, external certificate courses, TFE, work or a trial individualised school non-ATAR program; Applied subjects and/or SAT, and/or Certificate course.	All subjects and programs are available for selection. ATAR Subjects for students focused on attending University. This includes limits to part time work and commitment to regular study and homework)	Options include a school non-ATAR pathways • Applied subjects • VET Certificate • SAT • External Certificate • VPG • TAFE Students may elect to repeat Year 10 or work.

SENIOR PATHWAYS

ALL STUDENTS EXIT WITH A QCE or QCIA

Vocations Education and Training	Some Blended course An individual plan	University destination
VET qualification(s)	A qualification giving you an advantage in the workplace	ATAR course
Certificate II and/or III	Some VET options including Certificate I options	6 x General course
School based traineeship	Some general & Applied Subjects	6 x General course
School based apprenticeship	Work placements	4 x General + 2x Applied and/or Certificate III Course

Destinations

TAFE/ Training	Work	University	Gap Year (e.g ADF)	Other (e.g Travel)
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INTRODUCTION

Vocational Education and Training (VET) plays an important role at Cairns State High School helping students move from school to further education, training and employment. VET qualifications are recognised nationally and are industry endorsed. These courses combine relevant knowledge and practical skills that reflect current industry standards. The VET Student Handbook has more information.

Cairns State High is a Registered Training Organisation (RTO Code 30248), authorising the delivery of a range of nationally recognised training packages at Certificate II levels. Students are also able to obtain VET qualifications (Certificate III or Diploma) offered by external RTOs. These courses can be studied as part of a student's timetable in a flexible mode.

SCHOOL BASED APPRENTICES/TRAINEESHIPS (SATS)

Students in Year 11 and 12 are offered opportunities to become School Based Apprentices/Trainees (SATs). SATs are proving to be a valuable way for students to start their career by combining school with work and training (at Certificate II or III level). Please visit the Queensland Government School Based Apprenticeship and Traineeship website for more information.

SUBJECT INFORMATION

Students are able to obtain VET qualifications (Certificate II – IV and Diploma) offered by the school and external RTOs. The school-based VET programs offered at Cairns High include:

- CPC20220 Certificate II in Construction Pathways
- BSB20120 Certificate II in Workplace Skills
- BSB30120 Certificate in Business and SIT20122 Certificate II in Tourism (Dual)
- MEM20422 Certificate II in Engineering Pathways
- SIS20122 Certificate II in Sport and Recreation & SIS30315 Certificate III in Fitness
- FSK20119 Certificate II in Skills for Work and Vocational Pathways
- CUA20720 Certificate II in Visual Arts
- SIT30616 Certificate III in Hospitality
- AVI30419 Certificate III in Aviation (Remote Pilot) and MEM20422 Certificate II Engineering Pathways

FLEXIBLE TIMETABLE FOR YEAR 11 AND 12

To assist students in developing their skills for career pathways, flexible time periods are available.

School to Work	Independent Study Program	Timetable Extension Programs
This includes: School Based Apprenticeships and Traineeships; • Work experience; • Structured Work placement; • Courses and Certificates as required • e.g. construction white card, dive course, boat licence etc.	One or a combination of the following: University/TAFE courses; • Work Experience; Structured Work Placement; Home study.	The following courses are available: • Workshops and lectures; • Euroka: school magazine; • CISSA sport (Semester 1).

WORK EXPERIENCE

Work experience placement assists students in their transition from school to work. It provides a formal arrangement whereby school students who are at least 14 years old participate in activities at a place of unpaid work.

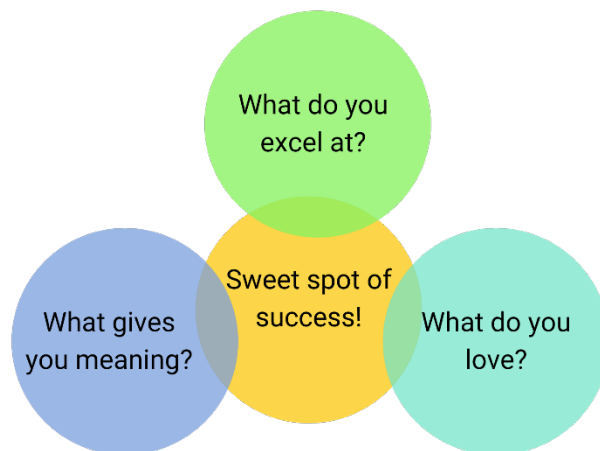
Students in Year 10 to 12 can participate in this program and placements occur during school holidays or during term by negotiation

PLANNING YOUR PATHWAY: MAKING DECISIONS

It is important to make good decisions when planning your Senior program. By the time you are required to select senior subjects, you will have undergone career education activities in Year 10 which culminate in the development of a Senior Education and Training (SET) Plan. You should use your SET Plan as well as the following steps to choose senior subjects. When choosing subjects for Year 11 and 12, it is important to consider the following:

- Your *Ability*: What are you good at?
- Your *Interests*: What do you like?
- Your *Motivation*: Do you want to do it?

These three factors connect and work together. For example, you may have the ability to do well in a particular subject such as Science, but if you are not interested in Science nor motivated to work in this subject, then you will probably not do well in it. On the other hand, you may not be the strongest Science student, but if you are interested in the subject and you want to do it and are motivated to work hard, then you will probably succeed.



Other points to consider...

Your favourite subjects: There is a reason they are your favourite. Have you considered where these subjects may take you? Research where a career in Dance, Maths or Construction subject may take you. This may help to provide the motivation to complete Years 11 and 12.

Prerequisites for Tertiary Study: If you are interested in attending university, research subjects which are required for particular course entry. For example, is a Maths subject required? This may mean that although Maths is not a favourite subject, if it is a prerequisite for a desired course, this may give you the motivation to complete it.

Ask questions: Consult with your teachers, guidance officer, parents and mentors to gain greater understanding of where senior study may take you.

GUIDELINES

It is helpful to have a few career ideas in mind. The SET Plan is a good starting point; however, at the age of 15 or 16, it is not uncommon for students to change their minds a number of times regarding specific career goals. If students are uncertain about which subjects to choose, or are not sure about the best pathway for them, then it is important to seek assistance. Our Guidance Officer will be able to help them. Contact details are as follows:

Phone: 4050 3033

Email: GuidanceOfficer@cairnsshs.eq.edu.au

SENIOR EDUCATION PROFILE

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

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

For more information about the SEP see: <https://www.qcaa.qld.edu.au/senior>

STATEMENT OF RESULTS

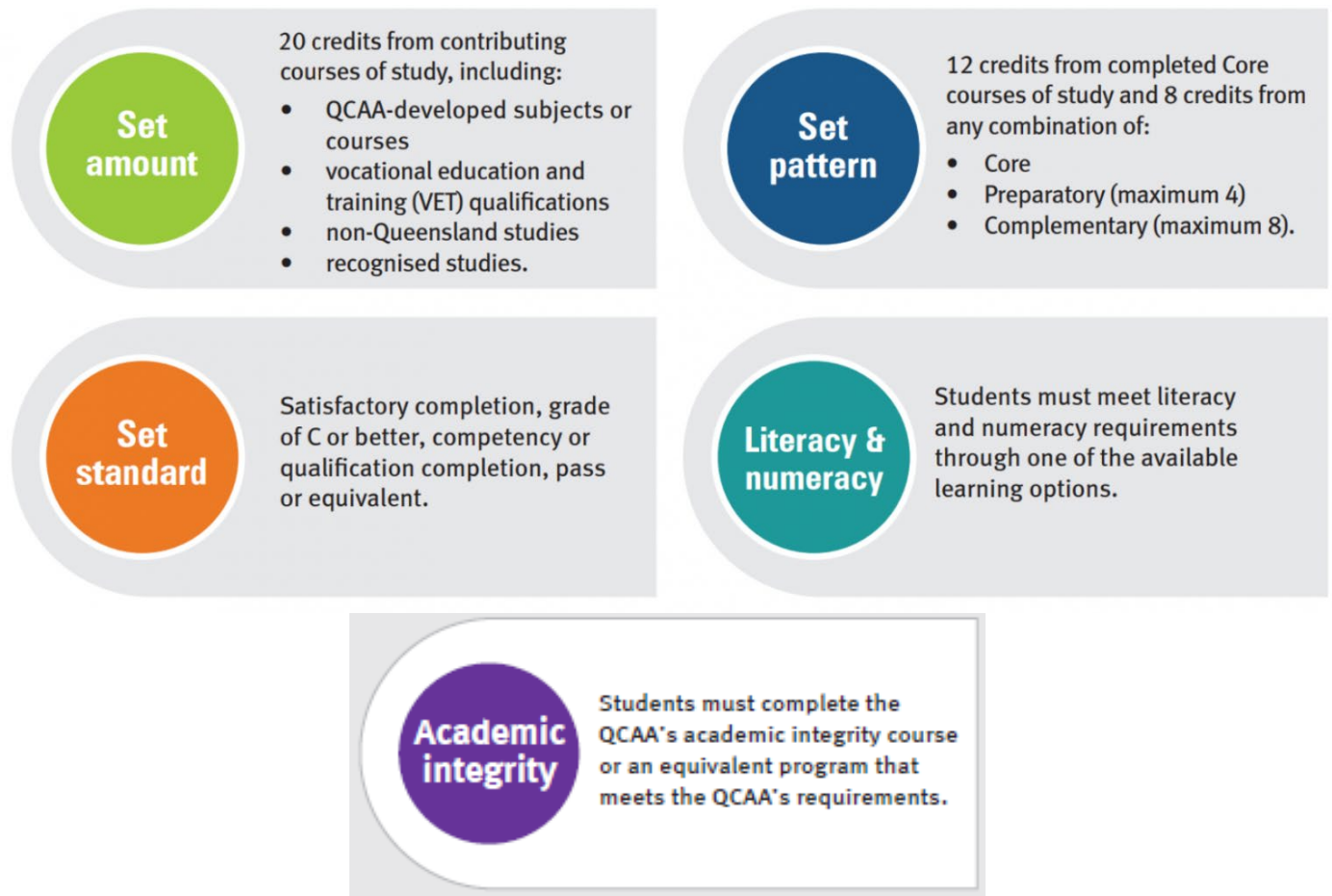
Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

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

QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school. Click [here](#) to see the factsheet about QCE and requirements.



Core credit

Schools and other learning providers report students' results at intervals set by the QCAA. General and Applied subject results are reported after students complete Unit 1, Unit 2, and the Unit 3 and 4 pair. QCE credit progressively accrues in students' learning accounts (see the QCE cred allocation table below).

Credit from General and Applied courses of study will accrue when the set standard is met and reported. Results reported as satisfactory for Unit 1 or Unit 2 will accrue one credit each to a QCE. ¹ A grade of C or better in a Unit 3 and 4 pair will accrue two credits to a QCE. Extension subjects will accrue credit in the Core category of learning. Two credits will accrue to a QCE when the set standard of a grade of C or better is achieved in the Unit 3 and 4 pair.

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3. To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one literacy and one numeracy learning option, chosen from the following:

Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

Set pattern

Within the set pattern requirement, there are 3 categories of learning: Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may be accrued from a combination of Core, Preparatory or Complementary courses of study.

COURSE	QCE CREDITS PER COURSE
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Core: At least 12 credits must come from completed Core courses of study

QCAA General subjects and Applied subject	up to 4
QCAA General Extension subject	up to 2
QCAA General Senior External Examination subject	4
Certificate II qualifications	up to 4
School-based apprenticeship	up to 8
Recognised studies categorised as Core	as recognised by QCAA
Recognised studies categorised as Core	as recognised by QCAA

Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses	1
• QCAA Short Course in Literacy • QCAA Short Course in Numeracy	
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses	1
• QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

The latest information about obtaining a QCE can be located on the [QCAA Website](#).

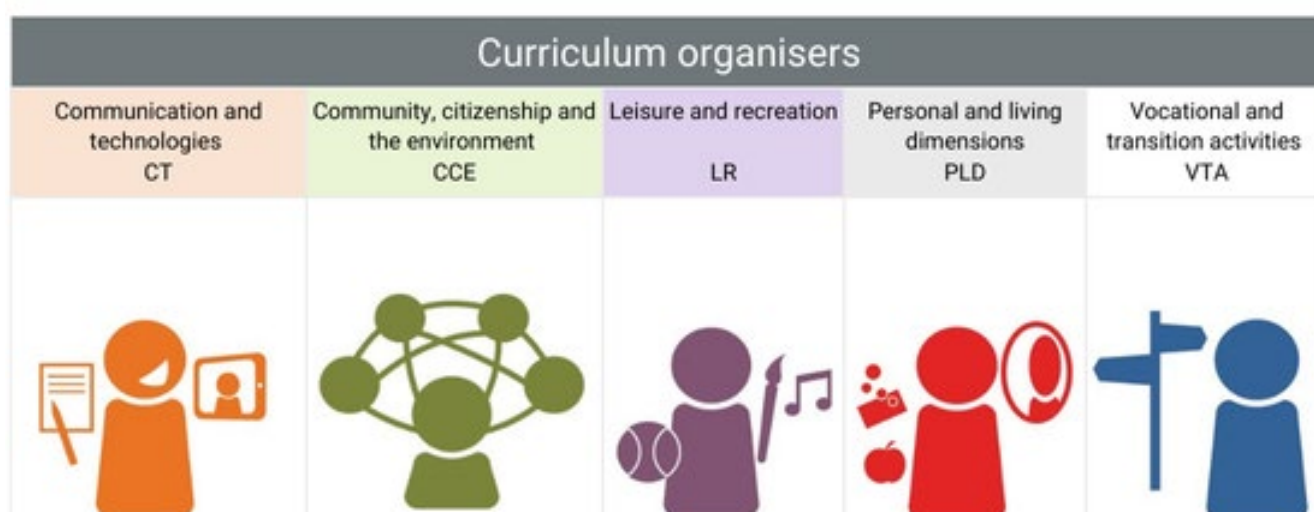
THE QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the achievements of students whose learning is part of an *individual learning program*. The certificate is an official record that students have completed at least 12 years of education. It provides students with a summary of their skills and knowledge that they can present to employers and training providers. These students have the option to continuing to work towards a QCE post-secondary schooling.

Students at Cairns State High School who are eligible for a QCIA pathway are enrolled in a combination of applied and vocational subjects and programs offered through the Centre for Diverse Learning, where they work towards *individual learning goals*.

Schools develop a curriculum plan based on information from the *Guidelines in Individual Learning* for each eligible student. The GIL consists of curriculum organisers, learning focuses and learning goals for developing QCIA curriculum plans for students:

Curriculum structure



Communication and technologies:

Students gain knowledge, understanding and skills in literacy, language comprehension and use, and digital and other technologies.

Community, citizenship and the environment:

Students develop knowledge, understanding and skills about communities, citizenship and the environment.

Leisure and recreation:

Students gain knowledge, understanding and skills to participate in a variety of leisure, recreation, artistic and cultural activities.

Personal and living dimensions:

Students develop knowledge, understanding and skills in relevant personal and living dimensions, including health, wellbeing, safety, meal preparation and everyday numeracy.

Vocational and transition activities:

Students develop knowledge, understanding and skills by identifying and investigating post-school pathways, goal setting, and skills for life beyond school.

Centre for Diverse Learning: QCIA subjects and programs	
QCIA Cater Express	The Cater Express program is designed to develop students' vocational knowledge and skills to support their transition into post-school pathways. By taking on various roles within a school-based catering enterprise, they engage in practical and theory activities to develop their knowledge and skills relating to workplace health and safety, food preparation techniques, cooking methods, time-management, budgeting, working in a team and customer service. Students learn how to improve and maintain effective social interactions and workplace relationships.
QCIA English	QCIA English is designed to continue developing students' knowledge, understanding and skills in language comprehension and use, functional literacy and the use of digital technologies. Students engage in reading, listening, speaking and writing tasks needed for real-life purposes and related to their interests. They learn how to provide their personal details verbally and in writing in a variety of social situations. Students develop skills in planning, creating and delivering speeches and visual presentations to a range of audiences. They learn to interpret and respond to everyday and interest-based texts.
QCIA Maths	The QCIA Maths program is designed to continue developing students' mental, written and digital numeracy skills required for real-life purposes and more independent participation in their community. Students engage in a range of learning experiences to solve everyday number problems, practise using metric units, read analogue and digital time, identify and sequence dates and events using a calendar and use timetables for a variety of purposes. They learn to apply their knowledge of money to estimate and calculate the value of purchases and change and to create budgets for everyday situations.
QCIA Horticulture	The QCIA Horticulture program is designed to develop students' vocational knowledge and skills to support their transition into post-school life. Students engage in practical and theory lessons to develop an understanding of how to successfully grow plants and fresh produce, and the steps required to design and construction a garden. Students learn to identify and safely use tools and equipment, and strategies for communication, problem-solving and teamwork. The program looks for opportunities to enhance the school and local environment through student-initiated projects. Students develop an appreciation of the health and wellbeing gained by working in outdoor environments.
QCIA Work Skills	The QCIA Work Skills program focusses on students developing an understanding of their interests, attributes and employability skills and by investigating their post-school pathways. They learn how to set personal and team goals and make decisions to achieve them. They learn about local and community resources for living independently and interdependently. They learn how to access resources to support their needs when they transition to life beyond school. Students develop a resume and engage in and reflect on supported work experience placements within the school and local community.
QCIA Manufacturing	The QCIA Manufacturing program is designed to develop students' knowledge and skills support their transition into post-school pathways. Students learn to identify and safely use and operate a variety of workshop tools and machinery to construct projects. They learn how to follow safety procedures when carrying out processes such as measuring, marking, sawing, chiselling and paring, planning, sanding, hammering, gluing and staining. Students document the materials, tools and processes used in their projects and reflect on their work practices.

SENIOR SUBJECTS

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of an ATAR. Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course. Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

GENERAL SYLLABUSES

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

In addition to literacy and numeracy, General syllabuses are underpinned by 21st century skills - the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

APPLIED SYLLABUSES

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

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

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

SENIOR EXTERNAL EXAMINATION

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

UNDERPINNING FACTORS

All senior syllabuses are underpinned by:

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

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) ELIGIBILITY

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

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

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

ENGLISH REQUIREMENT

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

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

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

GENERAL SYLLABUSES

STRUCTURE

The syllabus structure consists of a course overview and assessment.

GENERAL SYLLABUSES COURSE OVERVIEW

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE. Students should complete Units 1 and 2 before starting Units 3 and 4. Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

EXTENSION SYLLABUSES COURSE OVERVIEW

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

ASSESSMENT

UNITS 1 AND 2 ASSESSMENTS

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

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit. Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

UNITS 3 AND 4 ASSESSMENTS

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

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

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

INSTRUMENT-SPECIFIC MARKING GUIDES

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

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

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

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

EXTERNAL ASSESSMENT

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

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

APPLIED SYLLABUSES

STRUCTURE

The syllabus structure consists of a course overview and assessment.

APPLIED SYLLABUSES COURSE OVERVIEW

Applied syllabuses are developmental four-unit courses of study.

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

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

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

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

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

Applied syllabuses do not use external assessment.

INSTRUMENT-SPECIFIC STANDARDS MATRIXES

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

ESSENTIAL ENGLISH AND ESSENTIAL MATHEMATICS — COMMON INTERNAL ASSESSMENT

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

SUMMATIVE INTERNAL ASSESSMENT — INSTRUMENT-SPECIFIC STANDARDS

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

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

SENIOR EXTERNAL EXAMINATIONS

SENIOR EXTERNAL EXAMINATIONS COURSE OVERVIEW

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school
- adult students (people of any age not enrolled at a Queensland secondary school)
 - to meet tertiary entrance or employment requirements
 - for personal interest.

ASSESSMENT

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations. For more information about the Senior External Examination, see: www.qcaa.qld.edu.au/senior/see.

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-calendar> .

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

CPC20220 CERTIFICATE II CONSTRUCTION PATHWAYS

Registered training organisation (RTO): Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3166 3960

QCE Credits: 4 Core Credits

Description

The qualification CPC20220 is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship with the exception of plumbing. The units of competency within this qualification cover essential work health and safety requirements, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

Commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not aim to deliver trade-level expertise. For example, the expected outcome in tiling is not to master trade-level techniques and theory, but to gain an introduction to tiling—understanding how tiles are laid, aligned, and adhered, and having the opportunity to tile a basic surface. Similarly, in general construction, the focus should be on learning how to safely use hand and power tools to construct or modify simple timber projects, rather than teaching advanced joinery or structural framing. The emphasis should be on using construction

tools and equipment to complete practical tasks safely, ensuring the well-being of each learner and those around them.

Eligibility – Cost Blue Dog Training is an approved Career Ready VET in Schools provider.

CPC20220 Certificate II in Construction Pathways -

This qualification is funded by the Department of Trade, Employment and Training (DTET) through the Career Ready - VET in Schools (VETiS) program, which provides eligible secondary school students with access to one (1) approved funded Career Ready – VET in Schools qualification while at school.

In situations where a student is not eligible for Career Ready VET in Schools (VETiS) funding, under the DTETs funding arrangements, Blue Dog Training offers fee-for-service enrolments at a cost of \$1,200.

Please refer to the Blue Dog Training Website for information on their [refund policy](#).

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Training's qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training is responsible for all training and assessment.

Core	
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCVE1011*	Undertake a basic construction project
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCOM1015	Carry out measurements and calculations
Elective	
CPCWHS1001#	Prepare to work safely in the construction industry
CPCCCM2004*	Handle construction materials
CPCCCM1011	Undertake basic estimation and costing
CPCCCA2002*	Use carpentry tools and equipment
CPCCWF2002*	Use wall and floor tiling tools and equipment
Notes	
➤ *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.	
➤ Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.	
➤ # The unit CPCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.	

More information about this qualification is available at: <https://training.gov.au/Training/Details/CPC20220>



Training product description

This training product reflects the role of individuals in a variety of entry-level Business Services job roles (e.g. Office Receptionist and Administrative Assistant), and those individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work.

These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. Refer to training.gov.au for specific information about the training product.

Entry requirements

There are no entry requirements for this training product.

Duration and location

This is a two-year course delivered in Years 11 and 12 at Cairns State High School.

Course units

To attain a BSB20120 Certificate II in Workplace Skills, 10 units of competency must be achieved

Competencies include:

Core	
BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBWHS211	Contribute to health and safety of self and others
BSBCRT201	Develop and apply thinking and problem-solving skills
BSBOPS202	Engage with customers
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTWK201	Work effectively with others

Delivery modes

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

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning.

Work placement

Although not required for this training product, students are provided with the opportunity to experience structured workplace learning, where they could work in a real office environment.

RTO obligation

The RTO will provide students with every opportunity to complete the training product. The RTO does not guarantee employment upon completion of this training product.

AQF documentation

Students who are deemed competent in all 10 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Pathways

This training product may articulate into:

- BSB30120 Certificate III in Business
- BSB40120 Certificate IV in Business
- work within a business services area

See other Business Service training products at

<https://training.gov.au/training/details/BSB/qualifications>

Dual qualification)

Registered Training Organisation: Binnacle RTO 313319

PDS Declaration: 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 as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). Access Binnacle's Product Disclosure Statement here.

Aim

The Certificate II in Tourism allows students to develop skills for entry into the tourism and travel industry sectors including travel agencies, holiday parks and resorts, attractions and any small tourism business. The Certificate III in Business reflects the role of individuals across a variety of business services job roles. This dual qualification will be delivered as a Senior subject by qualified school staff via a third part arrangement with external RTO Binnacle Training.

Upon successful completion of the full qualification, students will be issued with Certificate II Tourism and Certificate III Business, as well as awarded 10 QCE points (Queensland Certificate of Education). May contribute towards ATAR score (Australian Tertiary Admission Rank) where relevant. Statements of Attainment will be awarded for competencies completed (if not all) and pro-rata QCE points awarded.

The program will be delivered through class-based tasks, as well as both simulated and real business/tourism environments at school. The program also included student opportunities to participate in a Tourism related industry discovery and also opportunity to design/create a new product or service, as part of the (non-accredited) Entrepreneurship Project – Binnacle Boss.

LLND

A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on the suitability of the training product.

USI

Unique Student Identifier will be created (USI) which creates an online record of all training and qualifications attained in Australia.

Areas of study

Students will participate in a combination of classroom and project-based learning, online learning (self-study) and practical work-related experiences within the school. Graduates will be competent in a range of essential skills – including customer service, source and present information, personal and teamwork effectiveness, critical and creative thinking skills, inclusivity and effective communication, WHS and sustainability, business technology and administrative document preparation.

Special subject advice

There are no prerequisite subjects for this course. This is a dual qualification VET subject.

Associated Subject Costs

Cost: Fee-for-service \$395.00

Additional **\$35.00** program fee required

Units of Competency	2 Year Program
SITTIND003	Source and use information on the tourism and travel industry
CUAEVP211	Assist with the staging of public activities or events
SITXCOM006	Source and present information
BSBTCE201	Use business software applications
BSBTEC203	Research and use the internet
SITXCCS009	Provide customer information and assistance
SITWHS005	Participate in safe work practices
SITXCOM007	Show social and cultural sensitivity
SITXCCS011	Interact with customers
SITXCCS010	Provide visitor information
SITXCOM008	Provide a briefing or scripted commentary
BSBPEF301	Organise personal work priorities
BSBPEF201	Support personal wellbeing in the workplace
BSBWHS311	Assist with maintaining workplace safety
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBXCM301	Engage in workplace communication
BSBXTW301	Work in a team
BSBCRT311	Apply critical thinking skills in a team environment
BSBTEC301	Design and produce business documents
BSBWRT311	Write simple documents
BSBOPS304	Deliver and monitor service to customers

Registered training organisation (RTO): Blue Dog Training (RTO Code: 31193)
 www.bluedogtraining.com.au
 07 3166 3960

QCE Credits: 4 Core Credits

Qualification Details

The qualification MEM20422 provides students with an introduction to an engineering or related working environment.

Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace. Commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc, not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs to be done in a safe manner for each learner and those around them.

Eligibility – Cost Blue Dog Training is an approved Career Ready VET in Schools provider.

MEM20422 Certificate II in Engineering Pathways - This

qualification is funded by the Department of Trade, Employment and Training (DTET) through the Career Ready - VET in Schools (VETiS) program, which provides eligible secondary school students with access to one (1) approved funded Career Ready – VET in Schools qualification while at school.

In situations where a student is not eligible for Career Ready VET in Schools (VETiS) funding, under the DTETs funding arrangements, Blue Dog Training offers fee-for-service enrolments at a cost of \$1,200.

Please refer to the Blue Dog Training Website for information on their refund policy.

https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Training's qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training is responsible for all training and assessment.

Core	
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices
Elective	
MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

NOTES:

- *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk
- Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- More information about this qualification is available at: <https://training.gov.au/Training/Details/MEM20422>

Overview

Skills Generation qualifications support innovation and entrepreneurship, providing meaningful education outcomes, and preparing students for diverse workplaces with skills desired by employers.

BUILD AND FLY A DRONE**PHASE One: BUILD - MEM20422 Certificate II in Engineering Pathways**

Our MEM20422 Certificate II in Engineering Pathways is an innovative, future-focused and practical course for Secondary School students that equips them with transferrable skills for employment in growth industries such as engineering, manufacturing, and mechanical. Students will adopt and apply new and emerging technologies in the course as they complete their practical project, using trade-like skills including use of hand and power tools, welding etc. to build their own Drone.

Course Delivery

MEM20422 Certificate II in Engineering Pathways is delivered face-to-face at the school, this course is included as part of the student's timetable. Students who complete the course in Year 11 can then transition in Year 12 to the follow-on AVI30419 Certificate III in Aviation (Remote Pilot) course. Training and assessment is delivered by Skills Generation, or by the School in partnership with Skills Generation. Qualifications are awarded by Skills Generation (RTO 41008).

Assessment

The course contains both theory and practical assessments on a unit-by-unit basis. Theory assessments are open book, comprising multiple choice and short answer questions. The program will allow students to:

- Gain foundational knowledge and experience useful for a broad range of engineering applications
- Apply their newly acquired skills in the construction of individual drones
- Obtain insights into the exciting and diverse employment pathways in the growing trade and engineering industries

Course Fees

MEM20422 CERTIFICATE II IN ENGINEERING PATHWAYS

VETiS Funded Student FREE

Fee For Service Student \$4,660.00

Units	
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices
MEM16006	Organise and communicate information (<i>Pre-Requisite: MEM13015</i>)
MEM16008	Interact with computing technology (<i>Pre-Requisite: MEM13015 and MEM16006</i>)
MEM11011	Undertake manual handling (<i>Pre-Requisite: MEM13015 and MEM16006</i>)
MEM18001	Use hand tools (<i>Pre-Requisite: MEM13015, MEM11011 and MEM16006</i>)
MEM18002	Use power tools/hand held operations (<i>Pre-Requisite: MEM13015, MEM11011 and MEM16006</i>)
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MSMSUP106	Work in a team

Registered training organisation (RTO): Skills Generation 41008

PHASE Two: FLY - Adding value with Optional Follow-On

AVI30419 Certificate III in Aviation (Remote Pilot)

On completion of MEM20422 Certificate II in Engineering Pathways students can continue on their Vocational Education and Training (VET) journey and transition to AVI30419 Certificate III in Aviation (Remote Pilot). This follow-on course is FREE for eligible students. Using the Drone they have built, they will learn to fly with an accredited Certificate III course that embeds the CASA Remote Pilot Licence (RePL) requirements. They will enjoy a simplified and streamlined process, fast-tracking their AQF Certificate III and Commercial licence requirements in a single learning journey, becoming job ready faster. Our course supports enhanced integration of current aviation priorities and pacesetting for regulatory and technological advancements.

Course Fees for Optional Follow-On Qualifications

AVI30419 CERTIFICATE III IN AVIATION (REMOTE PILOT)

- VETiS Funded Student FREE
- Follow-on Student (continuing on from Skills Generation MEM20422) FREE
- Fee For Service Student \$3,330.00
- CASA RePL and AROC \$600

Students may choose to undertake the optional CASA Remote Pilot Licence (RePL) and/or the Aeronautical Radio Operator Certificate (AROC^^) for an additional fee that covers licencing and applications fees.

^^Must be 17 years of age to gain the AROC

VETiS Funding

VETiS funding is an initiative of the Queensland Government Department of Trade, Employment and Training (DTET) VET Investment Program.

- Students may be eligible to utilise their VETiS funding if they meet the following criteria:
- Students are either Australian or New Zealand Citizens or Permanent Residents
- Students are in either Year 11 or 12 when they participate in the course
- Students have not previously utilised their VETiS funding

Please speak with the School's VET Coordinator to check VETiS eligibility.

QCE CREDITS

Students may be eligible for up to 10 QCE* credits as nominated by the QCAA on successful completion of both MEM20422 Certificate II in Engineering Pathways and AVI30419 Certificate III in Aviation (Remote Pilot). Additionally, on successful completion of AVI30419 Certificate III in Aviation (Remote Pilot), students will achieve an automatic **QTAC Tertiary Admission Selection Rank of 67.

MEM20422 Certificate II in Engineering Pathways Up to 4 QCE Credits

AVI30419 Certificate III in Aviation (Remote Pilot) Up to 6 QCE Credits

* Please check QCE credit eligibility with QCAA as individual student's differing circumstances may impact the number of QCE credits they can earn.

**Tertiary Admission Selection Ranks are adjusted annually and are subject to change.

Qualification Description:

SIS20122 Certificate II in Sport and Recreation

This qualification allows individuals to develop basic functional knowledge and skills for work in the sport or community recreation industry. These individuals are competent in a range of skills associated with organising and delivering sport and activity sessions within a team and under supervision. They are involved in mainly routine and repetitive tasks including skill development, organising facilities and equipment and associated administration tasks.

SIS30321 Certificate III in Fitness

This qualification reflects the role of group and gym fitness instructors. The qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms and leisure and community centres.

Fees

SIS20122 Certificate II in Sport and Recreation is available under the department's VETiS funding for eligible students who currently do not hold and have not previously been enrolled in a VETiS funded qualification. All students will complete both certificates. Cert III contributes to ATAR for those who are eligible. Cert III Fitness Fees Year 12 SIS30321 - \$400.00 (GST Free) (8 units @ \$50.00 (GST Free) per unit). This fee is only available for VETiS students if they have completed or are enrolled at the same time in the SIS20122 - Certificate II in Sport and Recreation. Please note that CQUniversity reserves the right adjust fees on annual basis. These fees are for 2026 Calendar Year. VET in Schools (VETiS) subsidy is funded by the Queensland Government for eligible students.

All students will complete both certificates. Cert III contributes to ATAR for those who are eligible.

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

Entry requirements

Cairns State High School will assist you in applying for a CQUniversity TAFE course. This includes a Unique Student Identifier (USI) if you do not have one. **You will also need to complete a pre-enrolment literacy, numeracy and digital assessments**, called the BKSb (Basic Key Skills Builder). The BKSb will highlight any areas where you may require extra support.

Duration and location

This is delivered in Years 11 and 12 on site at Cairns State High School in partnership with Central Queensland University.

Delivery modes

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

- face-to-face instruction
- work-based learning
- guided learning
- online training
- field trips

Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Materials, Equipment

Headphones

BYO x Laptop Requirements

Base level laptop is acceptable

Practical Completion

All practical components of the course are completed within the school/industry environment

Pathways

Prepares students for further education, training and employment in the fields of:

Fitness industry: SIS40221 – Certificate IV in Fitness (Personal Trainer)

Course units

To attain a SIS20122 Certificate II in Sport and Recreation 10 units of competency must be achieved & SIS30321 Certificate III in Fitness, 15 units of competency must be achieved.

Note(*): 7 units will be Credit Transfer info SIS3021 once successfully completed within SIS20122.

Unit code	SIS20122 Certificate II in Sport and Recreation
SISXIND011	Maintain sport, fitness and recreation industry knowledge
HLTWHS001	Participate in workplace health and safety
SISXEMR003	Respond to emergency situations
SISXFAC006	Maintain activity equipment
SISXFAC007	Maintain clean facilities
SISXCCS004	Provide quality service
BSBXTW301	Work in a team
HLTAID011	Provide first aid
BSBPEF301	Organise personal work priorities
SISOFLD001	Assist in conducting recreation sessions

Unit code	SIS30321 Certificate III in Fitness
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
BSBOPS304	Deliver and monitor a service to customers
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT052	Provide healthy eating information
*HLTWHS001	Participate in workplace health and safety
*SISXEMR003	Respond to emergency situations
*SISXFAC006	Maintain activity equipment
*SISXFAC007	Maintain clean facilities
*BSBPEF301	Organise personal work priorities
*BSBXTW301	Work in a team
*HLTAID011	Provide first aid



Training product description

This training product is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

It is suitable for individuals who require:

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

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

Entry requirements

There are no entry requirements for this training product.

Duration and location

This is a one-year course delivered in Year 12 at Cairns State High School.

Course units

To attain a FSK20119 Certificate II in Skills for Work and Vocational Pathways, 14 units of competency must be achieved:

Competencies include:

Unit code	
FSKLRG011	use routine strategies for work-related learning
FSKDIG003	use digital technology for non-routine workplace tasks
FSKNUM015	estimate, measure and calculate with routine metric measurement for work
FSKNUM017	use familiar and routine maps and plans for work
FSKOCM007	interact effectively with others at work
FSKLRG008	use simple strategies for work-related learning
FSKWTG009	write routine workplace texts
FSKLRG009	use strategies to respond to routine workplace problems
FSKRDG010	read and respond to routine workplace information
BSBOPS304	deliver and monitor a service to customers
BSBPEF201	support personal wellbeing in the workplace
BSBPEF202	plan and time management
BSBWHS211	contribute to health and safety of self and others
BSBWHS332X	apply infection prevention and control procedures to own work activities

Delivery modes

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

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Fees

There is a \$200.00 fee for service cost for this course.

Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning.

RTO obligation

The RTO will provide students with every opportunity to complete the training product. The RTO does not guarantee employment upon completion of this training product.

AQF documentation

Students who are deemed competent in all 14 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Pathways

Successful completion of this course will set students on the path to employment or embark into further vocational training



Training product description

This training product reflects the role of individuals who are developing the basic creative and technical skills that underpin visual arts and craft practice.

It applies to work in different visual arts, craft and design environments.

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

Entry requirements

There are no entry requirements for this training product.

Duration and location

This is a two-year course delivered in Years 11 and 12 at Cairns State High School.

Course units

To attain a CUA20720 Certificate II in Visual Arts, 9 units of competency must be achieved:

Unit code	
BSBWHS211	contribute to the health and safety of self and others
CUAACD201	develop drawing skills to communicate ideas
CUAPPR211	make simple creative work
CUARES202	source and use information relevant to own arts practice
BSBPEF202	plan and apply time management
CUADES201	follow a design process
CUADRA201	develop drawing skills
CUAPAI211	develop painting skills
CUAPRI211	develop printmaking skills

Delivery modes

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

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in the Arts industry as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning

RTO obligation

The RTO will provide students with every opportunity to complete the training product. The RTO does not guarantee employment upon completion of this training product.

AQF documentation

Students who are deemed competent in all 9 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Pathways

This training product may articulate into:

- CUA31125 Certificate III in Visual arts
- A pathway to other visual arts, craft and design job

Funding

This course is offered under Vocational Education and Training in Schools (VETiS) funding – funded by the Queensland Government – for eligible high school students what are in Year 10, 11 or 12 eligibility criteria applies. Fee for Service options available for anyone not eligible for VETiS funding.

Qualification Description

This course gives students a good introduction and basic understanding of the hospitality industry. Students may elect to further their studies by undertaking additional units of competency to upgrade to the Certificate II in Kitchen Operations, Certificate III in Hospitality and/or Certificate II in tourism.

Pathways

This course is designed for people interested in becoming a bar or café attendant catering assistant, food and beverage assistant.

Fees

Enrolment in this qualification is being offered to students under a fee for service arrangement by Bluepoint Career Education. Fee for service cost = \$1450.00 The RTO will invoice parents directly.

Packaging Rules

To achieve this qualification, the student must demonstrate competency in 12 units of competency; 6 core units and 6 elective units. The units are selected below:

Core Units	
BSBTWK201	Work effectively with others
SITXCCS011	Interact with customers
SITHIND006	Source and use information on hospitality.
SITXCOM007	Show social and cultural sensitivity
SITXCCS074	Provide service to customers
SITXWHS005	Participate in the safe work practices
SITHIND007	Use hospitality skills effectively

Elective Units	
SITXFSA005	Use hygienic practices for food safety
SITHFAB021	Provide responsible service of alcohol
SITGAM022	Provide responsible gambling services
SITHFAB025	Prepare and serve espresso coffee
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHCCC024	Prepare and present simple dishes

Assessment

Assessment is competency based. Students will be assessed in a number of ways while studying including observation, written assessment, questioning Third-party / Work placement feedback, and through recognition of prior learning. Please note, the RTO will advise students of the method of assessment prior to commencing each unit of competency.

Enrolment

Students who enrol after the commencement date of the course may not achieve the full qualification. In this case, students will receive a Statement of Attainment listing units that have been successfully completed issued by the RTO.

Vocation Placement

It is a requirement of this qualification that students complete 12 service shifts in the industry, this may include but it is not limited to planned excursions, field trips etc