

COURSE GUIDE 2024

# SCHOOLTECH

EXCELLENCE IN SCHOOL-BASED VOCATIONAL  
EDUCATION AND TRAINING



**WOREE**  
STATE HIGH SCHOOL



Great Barrier Reef  
International  
Marine College

**MAKE  
GREAT  
HAPPEN**



RTO 0275

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Scan the QR code to submit an **Expression of Interest Form** for 2024.

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DISCLAIMER

The information contained in this guide is correct at time of printing, 10 July 2023. For the most up-to-date information regarding qualifications registered to TAFE Queensland (RTO 0275) refer to our website at tafeqld.edu.au.

In many areas of Australia it is considered offensive to publish photographs of Aboriginal and Torres Strait Islander people who are deceased. Readers are warned that this publication may inadvertently contain such photographs.

Artwork elements from TAFE Queensland's Reconciliation Action Plan artwork 'Connecting Knowledge – Connecting Cultures' by Riki Salam, We are 27 Creative. Visit tafeqld.edu.au/rap to view the Reconciliation Action Plan.

# ABOUT SCHOOLTECH

SchoolTech is an innovative, award-winning initiative between TAFE Queensland Cairns campus and Woree State High School.

The program allows students to study for their Queensland Certificate of Education (QCE) as well as two Vocational Education and Training qualifications while at high school.

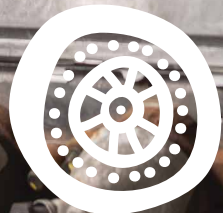
SchoolTech aims to provide students with 'real world' skills to gain a head start in the workforce. This is achieved by placing a strong emphasis on work placement and giving students opportunities to seek an apprenticeship or traineeship while completing senior schooling.

Commencing a school-based apprenticeship or traineeship with SchoolTech allows school subjects (ie. Maths and English) to be timetabled around work placement and training. This ensures a smoother transition from school to work.

SchoolTech is located at the TAFE Queensland Cairns campus, Eureka Street, Manunda.

## CHOOSE TO STUDY:

- > Resources and Infrastructure & Construction
- > Electrical & Construction or Plumbing
- > Construction & Plumbing
- > Engineering (Metal Fabrication) & Automotive Vocational Preparation
- > Engineering (Diesel Fitting) & Automotive Vocational Preparation
- > Engineering & Maritime



# EDUCATION AND TRAINING STREAMS

QUALIFICATIONS DELIVERED BY TAFE QUEENSLAND (RTO 0275)

## RESOURCES AND INFRASTRUCTURE & CONSTRUCTION

### Year 11 Certificate II in Resources and Infrastructure Work Preparation RII20120

Gain hands-on skills in a range of duties including identifying environmental and heritage concerns and conducting local risk controls in mining and civil construction.

### Year 12 Certificate I in Construction CPC10120

Gain the skills to use construction tools and materials to undertake a basic construction project.

Construction Industry White Card training is also delivered in this course, an industry requirement to work on a Queensland construction site.

On successful completion of both qualifications, students will earn seven (7) credits towards their QCE.



## ELECTRICAL & CONSTRUCTION OR PLUMBING

### Year 11 Certificate II in Electrotechnology (Career Start) UEE22020

Learn how to safely undertake basic electrotechnology work and solve problems in extra-low voltage single-path and multiple-path DC circuits.

Construction Industry White Card training is delivered in this course, an industry requirement to work on a Queensland construction site as well as all units needed for Stage 1A of an electrical apprenticeship.

**Students will require an advanced level of mathematics to be successful in the electrical course.**

### Year 12 Certificate I in Construction CPC10120

Gain the skills to use construction tools and materials to undertake a basic construction project.

Construction Industry White Card training is also delivered in this course, an industry requirement to work on a Queensland construction site.

On successful completion of both qualifications, students will earn seven (7) credits towards their QCE.

## CONSTRUCTION & PLUMBING

### Year 11 Certificate I in Construction CPC10120

Gain the skills to use construction tools and materials to undertake a basic construction project.

Construction Industry White Card training is also delivered in this course, an industry requirement to work on a Queensland construction site.

### Year 12 Certificate II in Plumbing Services 11054NAT

Increase your prospects for a career in the plumbing industry by developing your skills with this pre-apprenticeship course. With a strong focus on safe plumbing practices, you will learn how to operate hand and power tools, read plans and perform basic welding and plumbing installation techniques.

Construction Industry White Card training is delivered in this course, which is an industry requirement to work on a Queensland construction site.

On successful completion of both qualifications, students will earn six (6) credits towards their QCE.

**Applicants will be required to attend an interview and courses will only proceed if there are sufficient participants.**

# EDUCATION AND TRAINING STREAMS

QUALIFICATIONS DELIVERED BY TAFE QUEENSLAND (RTO 0275)

## ENGINEERING (METAL FABRICATION) & AUTOMOTIVE VOCATIONAL PREPARATION

**Year 11** Certificate II in Engineering Pathways  
MEM20413<sup>^</sup>

Gain practical skills in metal fabrication. Undertake a basic engineering project and learn to use hand tools, electric welding machines and fabrication equipment.

**Year 12** Certificate II in Automotive Vocational Preparation AUR20720

Gain basic automotive skills in identifying and inspecting electrical and mechanical components and systems in light and heavy vehicles and outdoor power equipment.

On successful completion of both qualifications, students will earn eight (8) credits towards their QCE.

## ENGINEERING (DIESEL FITTING) & AUTOMOTIVE VOCATIONAL PREPARATION

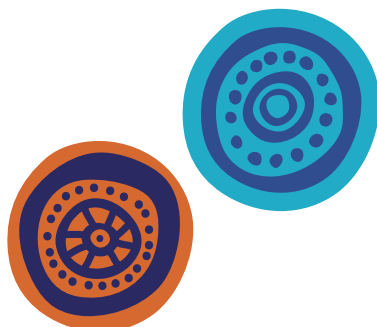
**Year 11** Certificate II in Engineering Pathways  
MEM20413<sup>^</sup>

Gain skills in the operation of workshop machinery, electric welding machines, oxy-acetylene and soldering equipment in the engineering or automotive industries.

**Year 12** Certificate II in Automotive Vocational Preparation AUR20720

Gain basic automotive skills in identifying and inspecting electrical and mechanical components and systems in light and heavy vehicles and outdoor power equipment.

On successful completion of both qualifications, students will earn eight (8) credits towards their QCE.



## ENGINEERING & MARITIME

**Year 11** Certificate II in Engineering Pathways  
MEM20413<sup>^</sup>

Gain skills in the operation of workshop machinery, electric welding machines, oxy-acetylene and soldering equipment in the engineering or automotive industries.

**Year 12** Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal) MAR20321

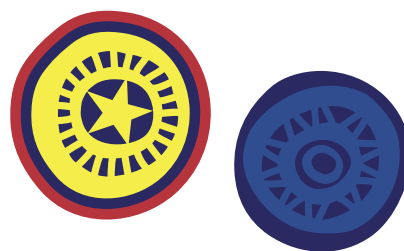
Gain maritime skills to operate a commercial vessel up to 12m long. Learn how to maintain auxiliary marine engine systems, plan and navigate a passage and operate inboard and outboard motors.

On successful completion of both qualifications, students will earn eight (8) credits towards their QCE.



**Applicants will be required to attend an interview and courses will only proceed if there are sufficient participants.**

<sup>^</sup>This qualification has been replaced. A transition period applies to enable current students to complete their study. If required, enrolments will be transitioned into the replacement qualification. For full details visit [tafeqld.edu.au](http://tafeqld.edu.au).



## SUBJECTS

The SchoolTech program is delivered over two years, commencing in January 2024. The program provides support for students to complete the necessary subjects to obtain their QCE, gain vocational experience, develop their knowledge and skills, and seek a school-based apprenticeship or traineeship. Students will enrol in six (6) CORE subjects.

### These subjects are:

- > Essential Maths
- > Essential English
- > Sport and Recreation
- > Social and Community Studies
- > Certificate I in Workplace Skills BSB10120
- > Vocational area

Staff from TAFE Queensland Cairns campus deliver the vocational qualifications listed on pages 4 and 5. Woree State High School (RTO 30457) deliver the applied subjects and the Certificate I in Workplace Skills BSB10120.

## BYOX

Students will need to bring their own laptop to SchoolTech every school day.

## WORKWEAR/UNIFORM

### Trade uniform (Construction, Engineering, Plumbing, Electrical and Automotive)

Long sleeve work shirts, long navy pants and steel capped boots. Students will need to purchase this prior to trade classes and work placement.

### Maritime uniform

Closed in shoes, no singlets or short skirts/shorts. Sunsafe clothing as required for outdoor activities.

### For all other classes

Students are required to wear appropriate clothing and covered shoes whilst at TAFE Queensland. This includes shorts or skirts to a reasonable length, t-shirt or polo shirt. (No singlets or short skirts/shorts.)

## OBTAINING A QCE

A Queensland Certificate of Education (QCE) is a school-based qualification awarded to young people who have achieved a set standard in six subject areas and have met literacy and numeracy requirements. The QCE replaces the Senior Certificate.

The QCE is made up of a system of points called Credits. Students must have at least 20 Credits to be awarded a QCE. School subjects, including Essential Maths, Essential English and Social and Community Studies are each awarded 4 credits. Vocational qualifications are awarded credits according to their level, i.e. Certificate II level qualifications are awarded 4 credits, and Certificate I level qualifications 2 or 3 credits.

Students participating in SchoolTech may obtain their credits as shown below.

### STUDENT A

Essential Maths	4 credits
Essential English	4 credits
Sport and Recreation	4 credits
Social and Community Studies	4 credits
Vocational qualification	6-8 credits
Certificate I in Workplace Skills BSB10120	2 credits
<b>TOTAL</b>	<b>24-26 credits</b>

## LOCATION OF TRAINING

The program will be delivered at TAFE Queensland Cairns campus (corner of Gatton, Newton, Eureka and Wilkinson Streets, Manunda).

Maritime training will be delivered at the Great Barrier Reef International Marine College (GBRIMC), 55-61 Tingira Street, Portsmith, Cairns.

The day starts at 8.30am and may finish at 3pm or 4pm. Maritime students will attend the Great Barrier Reef International Marine College on their trade day.

Teachers are located at TAFE Queensland Cairns campus. All students are able to access TAFE facilities and services e.g. library, canteen and afterhours access to the Electronic Learning Centre.

Other than work placement, students may be required to participate in field trips or off-site visits.

Woree State High School provides access to a Guidance Officer, School Nurse, Youth Worker and School Based Police Officer.

## TIMETABLES

- > Semester 1, students attend TAFE Queensland four days per week with one day allocated as work experience placement.
- > Semester 2, 3 and 4 students will attend TAFE Queensland three days per week with two days allocated as work experience or vocational placement.
- > The first day of study will be considered orientation and work experience placement will commence in week 3, one day per week.

While at TAFE Queensland, students will be allocated breaks for morning tea and lunch.

Core school subjects will be delivered over approximately three (3) hours each per week. Trade or Vocational Training components (theory and practical) will be delivered over approximately six (6) hours per week.

School subjects are timetabled around work experience placement so that class time is not affected. This ensures a smooth transition from school to work.

# SCHOOLTECH

## IMPORTANT DATES

Applications for SchoolTech are open from now until November 2023. Interviews will be conducted between September and early November 2023 with notification provided to successful applicants by the end of the school year.

SchoolTech will commence in Semester One 2024 as per Education Queensland commencement dates.

Applicants are encouraged to submit an electronic Expression of Interest Form as soon as possible so processing and interviews can be arranged.

## ENTRY REQUIREMENTS

Applicants must have completed Year 10 or equivalent, and be at least 15 years of age. Applicants need to complete an Expression of Interest form, attend an interview and demonstrate a minimum standard in literacy and numeracy prior to the commencement of the program. Successful applicants will be notified towards the end of the year. It will be considered an advantage if applicants have already completed some work experience in their chosen vocational area. Students will be required to wear appropriate trade uniforms.

Students and parents/guardians will be expected to sign and adhere to the SchoolTech Responsible Behaviour Plan and to the rules governing student behaviour. Rolls will be marked and attendance is viewed as compulsory and an important part of the program.

In each vocational area, there will be 15 students in a class. As a result, applicants are encouraged to indicate two preferences on their Expression of Interest form.

## SUPPORT

As part of the Social and Community Studies subject a mentoring/pastoral care program will operate. This will be conducted by Woree State High School teachers and will allow a smooth transition for students moving from school to an adult learning environment.

Woree State High School also provides access to a Guidance Officer, School Based Police Officer, School Nurse and Youth Counsellor.

In addition to this support, TAFE Queensland has a comprehensive Student Support Services unit with a range of support systems. Workplace Health and Safety is a key priority of TAFE Queensland and Workplace Health and Safety officers are available in all areas across the Cairns campus.

It is envisaged that students in the program will have 'home rooms' for core subjects and these rooms will act as a base for classes and mentoring sessions.

## FEES

Fees have been set as the following:

<b>Year 11</b>	Woree State High School payment	\$500*
<b>Year 12</b>	Woree State High School payment	\$500*

\*Payable to Woree State High School. This fee includes the resource hire scheme and recreation subject fee.

## FUNDING

Funding for each vocational qualification delivered by TAFE Queensland for the SchoolTech program is available through the Vocational Education and Training in Schools (VETiS) program, funded by the Queensland Government. Eligibility criteria applies.

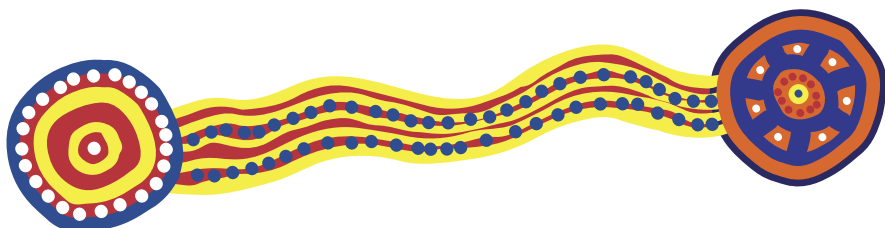
If you are currently undertaking or have already completed a Certificate II qualification you may not be eligible to access funding. Full fees may apply.

Woree State High School (RTO 30457) issue the Certificate I in Workplace Skills BSB10120.

“When I heard about SchoolTech and what it could do for me, it really helped me to understand what path I needed to take to get into the automotive industry.

When I’m asked about my training, I have been able to tell people about the new skills I have gained and how this experience has helped me to start my career and set life goals. My TAFE Queensland training has given me the knowledge and skills I need in the workplace, and it has also boosted my confidence to continue to build on my learning to become a fully qualified light vehicle mechanic.”

**NIKITA FAY**  
**Light Vehicle Mechanic Apprentice**



# ESSENTIAL MATHEMATICS

## APPLIED SENIOR SUBJECT

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

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

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

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

### PATHWAYS

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

### OBJECTIVES

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

- > select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and Time, Measurement and Finance
- > comprehend mathematical concepts and techniques drawn from Number, Data, Location and Time, Measurement and Finance
- > communicate using mathematical, statistical and everyday language and conventions
- > evaluate the reasonableness of solutions
- > justify procedures and decisions by explaining mathematical reasoning
- > solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and Time, Measurement and Finance.

### STRUCTURE

#### UNIT 1

##### NUMBER, DATA AND GRAPHS

- > Fundamental topic: Calculations.
- > Number.
- > Representing data.
- > Graphs.

#### UNIT 2

##### MONEY, TRAVEL AND DATA

- > Fundamental topic: Calculations.
- > Managing money.
- > Time and motion.
- > Data collection.

#### UNIT 3

##### MEASUREMENT, SCALES AND DATA

- > Fundamental topic: Calculations.
- > Measurement.
- > Scales, plans and models.
- > Summarising and comparing data.

#### UNIT 4

##### GRAPHS, CHANCE AND LOANS

- > Fundamental topic: Calculations.
- > Bivariate graphs.
- > Probability and relative frequencies.
- > Loans and compound interest.

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

### SUMMATIVE ASSESSMENTS

#### UNIT 3

- Summative internal assessment 1 (IA1):
  - > problem-solving and modelling task.
- Summative internal assessment 2 (IA2):
  - > common internal assessment (CIA).

#### UNIT 4

- Summative internal assessment 3 (IA3):
  - > problem-solving and modelling task.
- Summative internal assessment 4 (IA4):
  - > examination.





# ESSENTIAL ENGLISH

## APPLIED SENIOR SUBJECT

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

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

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

### PATHWAYS

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

### OBJECTIVES

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

- > use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- > use appropriate roles and relationships with audiences
- > construct and explain representations of identities, places, events and concepts
- > make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- > explain how language features and text structures shape meaning and invite particular responses
- > select and use subject matter to support perspectives
- > sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- > make mode-appropriate language choices according to register informed by purpose, audience and context
- > use language features to achieve particular purposes across modes.

### STRUCTURE

#### UNIT 1

##### LANGUAGE THAT WORKS

- > Responding to a variety of texts used in and developed for a work context.
- > Creating multimodal and written texts.

#### UNIT 2

##### TEXTS AND HUMAN EXPERIENCES

- > Responding to reflective and nonfiction texts that explore human experiences.
- > Creating spoken and written texts.

#### UNIT 3

##### LANGUAGE THAT INFLUENCES

- > Creating and shaping perspectives on community, local and global issues in texts.
- > Responding to texts that seek to influence audiences.

#### UNIT 4

##### REPRESENTATIONS AND POPULAR CULTURE TEXTS

- > Responding to popular culture texts.
- > Creating representations of Australian identities, places, events and concepts.

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

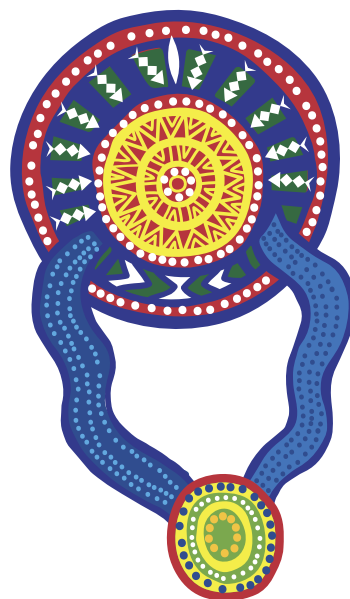
### SUMMATIVE ASSESSMENTS

#### UNIT 3

- Summative internal assessment 1 (IA1):
- > extended response – spoken/signed response.
- Summative internal assessment 2 (IA2):
- > common internal assessment (CIA).

#### UNIT 4

- Summative internal assessment 3 (IA3):
- > extended response – multimodal response.
- Summative internal assessment 4 (IA4):
- > extended response – written response.



# SPORT AND RECREATION

## APPLIED SENIOR SUBJECT

Sport and Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities. Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

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

### PATHWAYS

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

### OBJECTIVES

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

- > demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- > describe concepts and ideas about sport and recreation using terminology and examples
- > explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- > apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- > manage individual and group sport and recreation activities
- > apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- > use language conventions and textual features to achieve particular purposes
- > evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- > evaluate the effects of sport and recreation on individuals and communities
- > evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- > create communications that convey meaning for particular audiences and purposes.

### STRUCTURE

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

#### CORE TOPICS

- > Sport and recreation in the community.
- > Sport, recreation and healthy living.
- > Health and safety in sport and recreation activities.
- > Personal and interpersonal skills in sport and recreation activities.

#### ELECTIVE TOPICS

- > Active play and minor games.
- > Challenge and adventure activities.
- > Games and sports.
- > Lifelong physical activities.
- > Rhythmic and expressive movement activities.
- > Sport and recreation physical activities.

### ASSESSMENT

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

- > one project (annotated records of the performance is also required)
- > one investigation, extended response or examination.

#### PROJECT

- > A response to a single task, situation and/or scenario.
- > At least two different components from the following:
  - written: 500-900 words
  - spoken: 2.5-3.5 minutes
  - multimodal: 3-6 minutes
  - performance: 2-4 minutes\*.

#### INVESTIGATION

- > A response that includes locating and using information beyond students' own knowledge and the data they have been given.
- > Presented in one of the following modes:
  - written: 600-1,000 words
  - spoken: 3-4 minutes
  - multimodal: 4-7 minutes.

#### EXTENDED RESPONSE

- > A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
- > Presented in one of the following modes:
  - written: 600-1,000 words
  - spoken: 3-4 minutes
  - multimodal: 4-7 minutes.

#### PERFORMANCE

- > A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.
- > 2-4 minutes\*.

#### EXAMINATION

- > A response that answers a number of provided questions, scenarios and/or problems.
- > 60-90 minutes.

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

# SOCIAL AND COMMUNITY STUDIES

## APPLIED SENIOR SUBJECT

Social and Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

### PATHWAYS

A course of study in Social and Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

### OBJECTIVES

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

- > recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- > recognise and explain the ways life skills relate to social contexts
- > explain issues and viewpoints related to social investigations
- > organise information and material related to social contexts and issues
- > analyse and compare viewpoints about social contexts and issues
- > apply concepts and ideas to make decisions about social investigations
- > use language conventions and features to communicate ideas and information, according to purposes
- > plan and undertake social investigations
- > communicate the outcomes of social investigations, to suit audiences
- > appraise inquiry processes and the outcomes of social investigations.

### STRUCTURE

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course.

#### CORE TOPICS

- > Personal skills – growing and developing as an individual.
- > Interpersonal skills – living with and relating to other people.
- > Citizenship skills – receiving from and contributing to community.

#### ELECTIVE TOPICS

- > The Arts and the community.
- > Australia's place in the world.
- > Gender and identity.
- > Health: Food and nutrition.
- > Health: Recreation and leisure.
- > Into relationships.
- > Legally, it could be you.
- > Money management.
- > Science and technology.
- > Today's society.
- > The world of work.

### ASSESSMENT

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

- > one project or investigation
- > one examination
- > no more than two assessments from each technique.

#### PROJECT

- > A response to a single task, situation and/or scenario.
- > At least two different components from the following:
  - written: 500-900 words
  - spoken: 2.5-3.5 minutes
  - multimodal: 3-6 minutes
  - performance: continuous class time\*
  - product: continuous class time.

#### INVESTIGATION

- > A response that includes locating and using information beyond students' own knowledge and the data they have been given.
- > Presented in one of the following modes:
  - written: 600-1,000 words
  - spoken: 3-4 minutes
  - multimodal: 4-7 minutes.

#### EXTENDED RESPONSE

- > A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
- > Presented in one of the following modes:
  - written: 600-1000 words
  - spoken: 3-4 minutes
  - multimodal: 4-7 minutes.

#### EXAMINATION

- > A response that answers a number of provided questions, scenarios and/or problems.
- > 60-90 minutes.
- > 50-250 words per item on the test.

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

# CERTIFICATE I IN WORKPLACE SKILLS

BSB10120

THIS QUALIFICATION IS DELIVERED BY WOREE STATE HIGH SCHOOL  
(RTO 30457)

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

## JOB ROLES

- > Administration Assistant
- > Office Assistant

## EMPLOYABILITY SKILLS SUMMARY

The following information contains a summary of the Employability Skills required by industry for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

### CERTIFICATE I IN WORKPLACE SKILLS BSB10120 UNITS OF COMPETENCY\*\*

Plan and prepare for work readiness BSBPEF101	Core
Operate digital devices BSBTEC101	Elective
Research using the internet BSBTEC203	Elective
Contribute to the health and safety of self and others BSBWHS211	Elective
Use digital technology for routine and simple workplace tasks FSKDIG002	Elective
Use business resources BSBOPS101	Core

\*\*Units above are subject to change depending on the availability of qualified teaching staff and resources.

## ASSESSMENT

Assessment for each unit is competency based. This means that once you can demonstrate that you can complete all of the tasks required in a unit of competency, you will be given credit for that unit. Assessment will occur under a wide range of conditions.

On successful completion students will earn two (2) credits towards their QCE.

## EMPLOYABILITY SKILL INDUSTRY/ ENTERPRISE REQUIREMENTS FOR THIS QUALIFICATION INCLUDE:

The following information contains a summary of the Employability Skills required by industry for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

### Communication

- > Gathering, conveying and receiving verbal and written information.
- > Listening and understanding workplace instructions.

### Teamwork

- > Working with colleagues and supervisors to produce workplace documents.

### Problem-solving

- > Resolving simple maintenance issues with office equipment.
- > Solving routine problems related to hazards in the workplace, while under direct supervision.

### Initiative and enterprise

- > Raising occupational health and safety issues with the occupational health and safety officer.

### Planning and organising

- > Planning own work schedule to ensure tasks are completed on time.

### Self-management

- > Behaving in ways that contribute to an effective and safe working environment.
- > Identifying own roles and responsibilities.

### Learning

- > Listening to ideas and opinions of other members of the team.
- > Following safety procedures.

### Technology

- > Operating a range of business equipment.





# SchoolTech

**EXCELLENCE IN SCHOOL-BASED VOCATIONAL EDUCATION AND TRAINING**

## GET A HEAD START ON YOUR CAREER

Study for your Queensland Certificate of Education (QCE) and two Vocational Education and Training qualifications while at high school with a School Based Traineeship. Traineeship delivered by TAFE Queensland (RTO 0275).

### SHORELINE PROGRAM

#### DO YOU:

- Have a passion for working on the ocean?
- Want to seek a career in Ecotourism?
- Want to follow in the footsteps of your Elders and look after country?

This program allows students to undertake a traineeship and earn while they learn.

**SchoolTech** is an innovative, award winning initiative between TAFE Queensland Cairns campus and Woree State High School.

### FUNDING

Funding for each vocational qualification delivered by TAFE Queensland for the SchoolTech program is available through the Vocational Education and Training in Schools (VETiS) program and User Choice program, funded by the Queensland Government. Eligibility criteria applies.

If you are currently undertaking or have already completed a Certificate II qualification you may not be eligible to access funding. Full fees may apply.

### ENTRY REQUIREMENTS

An Expression of Interest form must be completed to start the application process. Applicants will be required to attend an interview with teachers from the course area. Courses will only proceed if there are sufficient participants.

Applicants must identify as Aboriginal or Torres Strait Islander, completed Year 10 or equivalent and be at least 15 years of age.

It will be considered an advantage if applicants have already completed some work experience in their chosen vocational area.

## LEARN MORE

For more information contact **SchoolTech** via email: [schooltech@woreeshs.eq.edu.au](mailto:schooltech@woreeshs.eq.edu.au) or visit [tafeqld.edu.au/schooltech](http://tafeqld.edu.au/schooltech)

**07 4042 2590**

### YEAR 11

#### ENGINEERING

**Certificate II in Engineering Pathways** MEM20413<sup>^</sup>

Increase your employability in the engineering industry. This course will introduce you to the engineering trade and provide you with basic skills to operate tools and equipment to produce and modify objects.

Gain basic welding skills, communication skills and use this training as a pathway to an apprenticeship in a variety of engineering fields.

### YEAR 12

#### MARITIME

**Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal)** MAR20321

Get a head start on your maritime career with this entry-level course. Gain skills and knowledge to help you become a Coxswain of commercial vessels up to 12m long.

Learn how to operate and maintain auxiliary marine engine systems, plan and navigate a passage and operate inboard and outboard motors.

On successful completion of both qualifications, students will earn eight (8) credits towards their QCE.

<sup>^</sup>Qualification currently in transition, course code subject to change.



Scan the QR code to submit an **Expression of Interest Form** for 2024.

## NOTES

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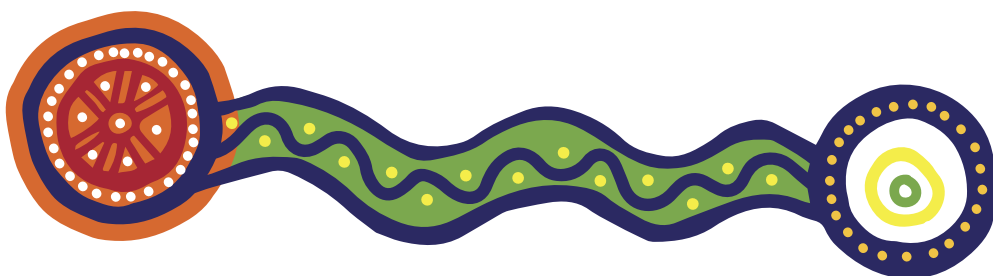
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