



**WESTERN CAPE
COLLEGE**

2020 Secondary Subject Guide Years 7 - 10



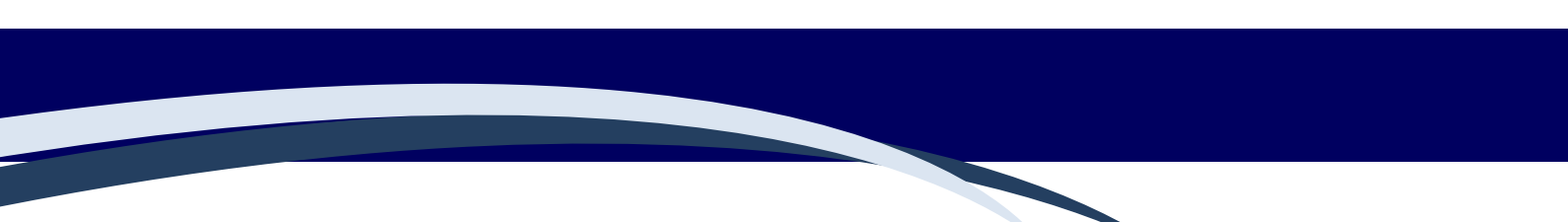
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WCC Service Commitment

For graduates of Western Cape College, our **Service Commitment** means that we recognise our responsibility to ensure that 100% of students graduate, are confident, healthy young Australians and achieve one of the following:

- An OP and enter university
- A clear VET pathway to employment
- Paid employment of 25+ hours per week
- Alternative pathways for some students with special needs.

Students are encouraged to explore the pathways available to them to ensure that they obtain the knowledge and skills required to achieve their career pathway goals.

Junior Secondary Schooling

The Junior Secondary phase of learning is a preparation pathway to senior schooling.

Years 7-8 provide the platform for building confidence, knowledge and skills for secondary schooling. During this year, students will be challenged and supported across all learning areas of the Australian Curriculum, and will develop personal and study skills to prepare them for the academic, social and wellbeing demands of Years 8 and 9, and beyond.

In Year 9, students start to forge a pathway by choosing two elective subjects.

Across Junior Secondary, students are expected to establish clear and realistic personal and learning goals. Individual goals and targets will focus discussions with teachers, parents/ carers and their peers. When students are clear on their targets, and identify and practice strategies to achieve personal them, they are more motivated, work harder to achieve them, and are well prepared to achieve success.

Individual case management processes ensure that each student is monitored and supported by the teachers, Year Level Coordinators, –and school leaders. Contact will be made with parents/ carers when academic, social, or wellbeing progress is being impacted.

Senior Education & Training (SET) Plan

Western Cape College students will develop a Senior Education and Training Plan (SETP) in Year 10. This plan is designed to map out what, where and how a student intends to study during their senior phase of learning. The SETP will assist the students to structure their learning around their abilities, interests and ambitions. The school and students will regularly review the SETP to monitor progress towards each student's intended learning outcome.

Year 10 students participate in a Careers Program as follows:

- Students complete a range of career related surveys and activities and participate in WCC's Annual Careers Expo.
- Work Experience: During the final week of Term 2, students complete a one week block of work experience.
- Students and parents are invited to participate in Subject Information Sessions which cover a range of topics including an overview of the Year 11/12 subject selection process, an overview of

the Queensland Certificate of Education (QCE) as well as information regarding career pathways including tertiary, VET and employment pathways.

- Students complete a subject selection survey. This feedback assists in determining the subject offerings for Year 11/12 in the following years as well as the construction of subject lines.
- Completion of the SETP and Year 11 subject selection is the final step of the Year 10 Careers Program which is completed during an individualised meeting late in Term 3/early Term 4 with students and their parents/caregivers.

Subject Selection General Information

At Western Cape College, we understand how crucial it is for each student to make the best decisions in selecting junior subjects. Students in Years 9 and 10 are afforded the opportunity to elect two subjects from the Arts and Technologies learning areas. Students should choose subjects:

- that they enjoy
- in which they have shown ability or aptitude
- in which they have experienced success which develop skills, knowledge and attitudes useful throughout their lives
- which optimise opportunities to reach their potential
- are pre-requisites for preferred/ desired tertiary (university or vocational) studies

Final subject offerings will depend upon the number of students electing to do a specific subject. Subjects will only be offered if student numbers are viable to deliver the subject. Students that fail to return subject selection forms within the required timeframe will be placed in the most suitable subject.

Successful subject selection in Years 9 and 10 must include consultation with parents and the school.

Subject changes

Year 9 and 10 students are encouraged to commit to their electives for the 12 month period. Changing subjects throughout the year is challenging for the student and class, and limits the depth of learning that can occur in that curriculum area. Requests to change an elective subject initiates a discussion between the student, teachers, family and school leaders. It is important that subject selections reflect the student's learning goals, interests and career aspirations. Any subject change requests in Years 9 and 10 must be made prior to the close of Week 2 of each Semester.

Core & Specialist Subjects

A junior student's timetable is made up of a combination of 'core' and 'specialist' subjects/courses. The following '*Secondary Teaching and Learning Model*' outlines the wrap around support for students transitioning into Junior Secondary and the gradual release of responsibility as students select specialist subjects in Years 9 and 10 to align with potential career pathways.

Secondary Teaching & Learning Model: Years 7 - 10

Year 7 - Core Teaching Model with rotating specialist subjects

- Core Teacher delivering lessons in English (3), Mathematics(3) , Science (3), Humanities (2), Literacy (1), Numeracy (1) and Sport (1) - 14 lessons
- Specialist HPE Teacher delivering Health & Physical Education – 2 lessons
- Specialist Teachers delivering rotating semester units of Arts and Technology (two subjects per semester) – 4 lessons



Year 8 - Secondary School Model with rotating specialist subjects

- Students transition to regular secondary schooling model with subject area teachers for all core and specialist subjects
- English (4 lessons), Mathematics, Science, Humanities, and Health & Physical Education (3 lessons each) – 16 lessons
- Wellbeing and Inter-house Sport – 1 lesson
- Specialist Teachers delivering rotating semester units of Arts and Technology (two subjects per semester) – 4 lessons



Year 9 - Secondary School Model with students choosing specialist subjects

- Students continue secondary schooling model with subject area teachers for all core and specialist subjects
- English (4 lessons), Mathematics, Science, Humanities, and Health & Physical Education (2 lessons each) – 16 lessons
- Wellbeing and Inter-house Sport – 1 lesson
- Students select two specialist subjects (2 lessons each):
 - Digital Technologies, IDT (Engineering major), IDT (Furnishings major), Graphical Design & Drafting, Textiles and Food Studies, Performing Arts, and Visual Arts



Year 10 – Secondary School Model with students choosing specialist subjects (with a focus on transition to Senior Secondary)

- Students continue secondary schooling model with subject area teachers for core and specialist subjects
- English, Mathematics, Science, and Humanities (3 lessons each) – 12 lessons
- Health & Physical Education – 2 lessons
- Certificate II in Skills for Work and Vocational Pathways (2 lessons)
- Students select two specialist subjects (2 lessons each):
 - (Digital Technologies, Engineering, Furnishings, Graphics, Home Economics, Introduction to Automotive, Performing Arts, Visual Arts, and Certificate II in Engineering Pathways – subject to Principal approval)
- Students may elect to study a Diploma of Business instead of Humanities (subject to Principal approval)

Individual Curriculum Plans (ICP's)

At Western Cape College, all students are provided with instruction in the Australian Curriculum and assisted to work towards Australian Achievement Standards, and beyond. A small number of students accessing the Australian Curriculum perform substantially below year level expectations, despite receiving support. Alternatively, it might be that the student is capable of working and achieving significantly above their relevant year level. In these cases, teachers and support staff work together to generate and analyse student performance data to determine an appropriate instructional level for individual students in their subjects.

An ICP will outline the curriculum year level that a child is working towards in each core subject. It outlines his/her intended curriculum and achievement that will be assessed and reported against. The identified students will work towards the year levels listed for the duration of the current semester. Student instructional levels will be assessed each 6 months.

Student Resource Scheme

The purpose of the Student Resource Scheme (Scheme) is to ensure that all students are provided with the necessary resources for a quality education. The Scheme is resourced through an annual parent contribution fee, per student. The Scheme operates under the policy and guidelines of Education Queensland.

Is the Scheme compulsory?

The Scheme is discussed at a Weipa Campus Parents & Citizens Association (P&C) meeting. Parents/caregivers are invited to attend this meeting held annually and express their opinions on the Scheme. A vote is taken at this meeting each year as to the continuation of the Scheme.

The Scheme is not compulsory but does provide real savings and benefits for the school, parents and most importantly students.

Parents/caregivers who do not wish to participate in the Scheme should indicate NO on the Participation Agreement Form and return it to the Administration Office. These parents/caregivers will receive a cheque from the school to the value of the Government Allowance for their child (Years 7 - 12 only). However, they are expected to provide all necessary textbooks and resources for their student as detailed on the lists available from the Administration Office.

If a student enrolls at the school after first term, a pro-rata fee will apply based on the number of school weeks remaining in the year. An invoice will be forwarded following enrolment.

How do I participate in the Scheme?

1. Complete and return the Participation Agreement Form
2. Make the required payment when the invoice issues or contact the Administration Office for an 'instalment plan'.

Parents/caregivers experiencing financial difficulty

We understand that some families may have difficulty meeting this cost in one payment therefore we have 4 options for payment. Please contact the Administration Office to discuss these options.

If the student leaves other than at the end of the year, a pro-rata refund is available based on the number of school weeks remaining in the year.

Subject course levies

Particular secondary subjects attract a levy due to the high volume of learning resources required to deliver the subject effectively and authentically. Subject levies are ratified by the P&C prior to each new school year. All parents are welcome to provide input into this process.

Upon request, an overview of the levy expenditure distribution (per student) can be provided to parents. Parents will receive an invoice for all subject levies prior to the student undertaking the subjects/courses.

Please be advised that changes to subjects/courses, at the allowed times, can also result in a changes to the owed subject levy, as each levy relates specifically to individual subjects.

- Students are responsible for up to the full cost of books that are negligently damaged or lost before any further issues can be made.
- The Resource Hire Centre should be immediately notified of the loss of any textbook.
- All textbooks provided under the scheme remain the property of the scheme and must be returned to the Resource Centre when a student leaves or at the end of the school year.
- Books and resources provided under the scheme cannot be issued to students whose parents/caregivers choose not to participate.

Is the scheme compulsory?

The *Textbook Hire Scheme*, and the *Student Contribution Scheme* are discussed at the Parents & Citizens Association meeting. Parents/ caregivers are invited to attend this meeting held annually and express their opinions on both schemes. A vote is taken at this meeting each year as to the continuation of the schemes.

The scheme is not compulsory but does provide real savings and benefits for the school, parents and most importantly students.

Parents/caregivers who do not wish to participate in the scheme should indicate NO on the membership form and return it to the school office. These parents/caregivers will receive a cheque from the school to the value of the Government Allowance for their child (Years 8 -12 only). However, they are expected to provide all necessary textbooks and resources for their student as detailed on the lists available from the Campus administration office.

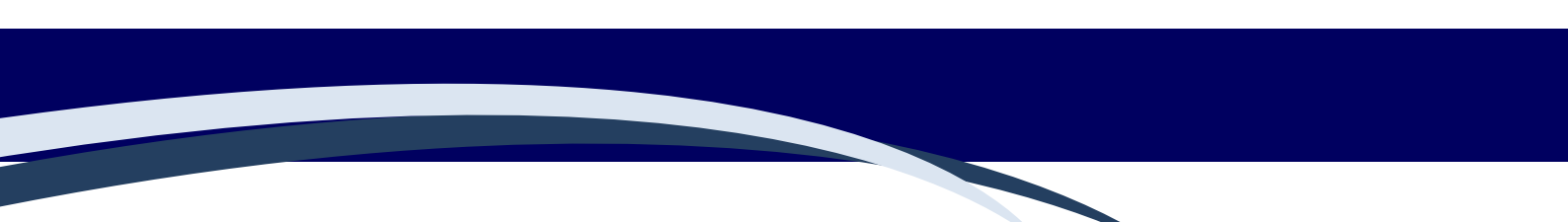
If a student enrolls at the school after first term, a pro-rata fee will apply based on the number of school weeks remaining in the year. An invoice will be forwarded following enrolment.

How do I participate in the scheme?

1. Complete the Agreement form
2. Make the required payment or complete an “application for instalment” plan

Parents/caregivers experiencing financial difficulty

We understand that some families may have difficulty meeting this cost in one payment therefore we have 4 options for payment. Please contact the college administration office to discuss these options.



If the student leaves other than at the end of the year, a pro-rata refund is available based on the number of school weeks remaining in the year. The amount of the calculated refund will be reduced by the recommended retail price for resources lost or damaged by the student.

Subject Course Levies & Fees

Particular Secondary subjects attract a levy fee, due to the high volume of learning resources required to deliver the subject effectively and authentically. Subject Fees are ratified by the P&C prior to each new school year. All parents are welcome to provide input into this process. Parents can be provided with an overview of the levy expenditure distribution (per student), upon request. Parents will receive an invoice for all Subject Levies prior to the student undertaking the subjects/courses. Please be advised the changes to subjects/courses, at the allowed times, can also result in a changes to the owed Subject Levy, as each levy relates specifically to individual subjects.

Core Curriculum Subjects

English Course Overview

English creates confident communicators, imaginative thinkers and informed citizens who analyse, understand, communicate and build relationships with others and the world around them. English develops usage, appreciation and enjoyment of language, form, structure and expression and enjoying English to create meaning, evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.

The Australian English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Maths Course Overview

Mathematics develops the numeracy capabilities needed to make informed, efficient decisions in the real world, and to learn the fundamentals on which further mathematics is built. Mathematics develops confident, creative users of mathematics by cultivating the ability to pose and solve problems, and to recognise the connections between different areas of mathematics.

The Australian Mathematics Curriculum proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Science Course Overview – Australian Curriculum

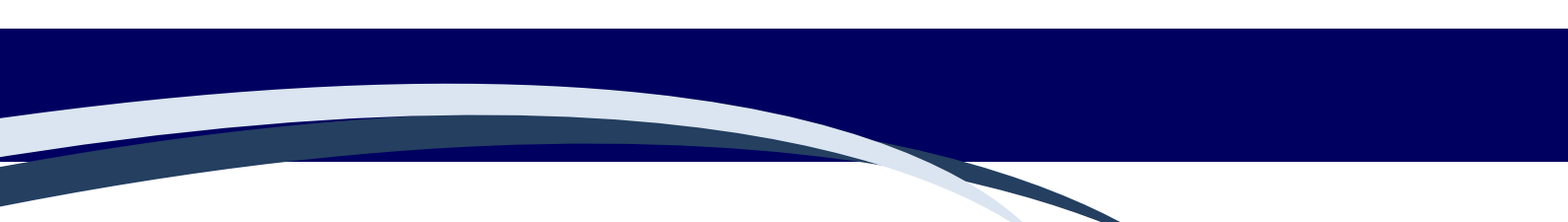
Science supports students to develop scientific knowledge, understanding and skills to enable them to make informed decisions about local, national and global issues while nurturing their natural curiosity about the world around them. Students will explore, explain and predict phenomena using a range of scientific inquiry methods to make informed, evidence-based decisions when evaluating and debating scientific decisions.

The Australian Science curriculum strands Science Inquiry Skills, Science as a Human Endeavour and Science Understanding are interrelated and their content is taught in an integrated way across the following sub strands: Biological sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences.

Humanities Course Overview

At Western Cape College, students study the Australian curriculum in 2 different key learning areas under the banner of Humanities. Students will study one semester of History and one semester of Geography.

Through this history curriculum, students promote an understanding of societies, events, movements and developments that have shaped humanity. They develop knowledge, understanding and appreciation of the past and forces that shape societies. This curriculum also provides opportunities to engage students through contexts that are meaningful and relevant to them and through past and present debates.



The Geography curriculum inspires curiosity about the diversity of the world's places and reflecting on the interconnections between people, places and environments over time. Students develop knowledge about, and respect of, places, people, cultures and environments throughout the world. This curriculum continues to develop students' geographical knowledge and mental map of the world through the investigation of selective studies of world regions and specific countries.

Health and Physical Education Course Overview

The Australian Health and Physical Education curriculum develops healthy and active citizens with critical inquiry skills to analyse and understand the influences on their own and others' health, safety, wellbeing, and physical activity participation. HPE develops knowledge, understanding and skills for students to take positive action to protect, enhance and advocate for regular movement-based activity, personal identity and wellbeing, and respectful relationships.

The Australian HPE curriculum is broken into two strands; Personal, Social and Community Health and Movement and Physical Activity. The Health component of the curriculum is taught across the following sub-strands: Being healthy, safe and active, Communicating and interacting for health and wellbeing and Contributing to healthy and active communities. The Movement component of the curriculum is taught across the following sub-strands: Moving our body, Understanding movement and Learning through movement.

Specialist Subjects

The Arts Course Overview

The Arts promotes learning how to communicate and share ideas, emotions, observations and experiences through making as artists and responding to artworks as artists and audience. Students develop knowledge, understanding and skills for creativity, exploration, experimentation and critical thinking across a range of cultures and contexts.

The Australian Arts curriculum is split into Performing subjects and Visual subjects. Performing subjects are comprised of Dance, Drama and Performing Arts (9-10). Visual subjects are comprised of Media Arts and Visual Arts. All subject strands are interrelated and students experience the strands simultaneously through arts processes.

Visual Art and Media Art

Visual Arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds. They learn about the role of the artist, craftsman and designer, their contribution to society, and the significance of the creative industries.

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by utilising visual techniques, technologies, practices and processes. Learning in the Visual Arts, students become increasingly confident and proficient in achieving their personal visual aesthetic, and appreciate and value that of others.

Visual Arts supports students to view the world through various lenses and contexts. They recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge in order to make critical judgments about their own importance as artists and audiences. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.

Possible Career Opportunities

Artist (Sculptor, Potter, Painter etc), Animator, Graphic Designer, Interior Designer, Museum Curator, Photographer, Teacher, Web Designer/Developer, Graphic Artist, Fashion Designer, Cartoonist, Art Historian, Art Gallery Director, Illustrator, interactive designers.

Performing Arts

The Performing Arts in this instance is a combination of Dance and Drama. Dance is expressive movement with purpose and form. Through Dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Possible Career Opportunities

Dancer, Sound/Lighting technician, Director, Costume designer, Choreographer, Coach, Workshop facilitator, Aerobic instructor, Health and Fitness instructor, Creative director, Actor, Director, Stage manager, Lighting/sound technician, Producer, Human resources, Creative director, event manager, Casting manger, Workshop facilitator, Promotions, Advertising, Theatre Critic, Creative writer, Author, Playwright, Dramaturgy, Teacher, Editor

Technologies Course Overview

Technologies develop the capacity for action to create innovative solutions that improve the lives of people and societies globally, using traditional, contemporary and emerging technologies, to meet current and future needs. Technology aids students to be confident and responsible when individually and collaboratively creating solutions, by making informed and ethical decisions when investigating, designing, planning, managing and evaluating for a sustainable economy, environment and society.

The Australian Technologies curriculum is split into Digital Technologies and Design and Technologies. Design and Technology is further broken down at Western Cape College into Industrial Technology and Design (7-8), Textiles and Food Studies (7-8), Furnishings (9-10), Engineering (9-10), Graphics (9-10), Home Economics (9-10) and Introduction to Auto (10).

Digital Technologies

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities. Students will have had opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world.

Students plan and manage individual and team projects with some autonomy. They consider ways of managing the exchange of ideas, tasks and files, and techniques for monitoring progress and feedback.

When communicating and collaborating online, students develop an understanding of different social contexts, for example acknowledging cultural practices and meeting legal obligations.

Possible Career Opportunities

ICT analyst, system administrator, software and application programmers, teacher, ICT manager, web developer, programmer, game designer, ICT support technicians, ICT sales representative.

Industrial Design and Technologies (IDT)

Industrial Design and Technologies involves the design and manufacture of products. Students will engage in producing sustainably designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. They communicate these designs and products through sketches, annotations, and justifications of 2D & 3D graphical representations.

Students in Industrial Design and Technologies use a design process involving investigation, ideation, production and evaluation when they design and manufacture products and solutions. By applying their knowledge and practical skills and processes when using technologies and construction materials to create innovative solutions, independently and collaboratively, they develop knowledge, understanding and skills to respond creatively to current and future needs.

In Year 9, IDT specialises in 2 separate courses of study to support the transition of junior secondary curriculum into senior. Therefore, in Year 9 students continue to study the Australian Curriculum, however, greater focus is placed on an engineering pathway (IDT - Engineering major) or a building and furnishings pathway (IDT - Furnishing major).

Possible Career Opportunities

Studying Design and Technologies can establish a basis for further education and employment. With additional training and experience, potential employment opportunities may be found in any manufacturing, engineering, or construction professions or trades.

Food and Textiles Technologies

The central focus of Food and Textiles Technologies is the wellbeing of people within their personal, family, community and work roles. The subject encourages personal independence and effective living within wider society, and promotes preferred futures for self and others. Food and Textiles Technologies is an interdisciplinary study drawing on the fields of nutrition, textiles and fashion, human development, relationships and behaviour.

Students become increasingly aware of the processes of growth and development and take increasing responsibility for their own growth and development. They make decisions and take actions to promote healthy eating and develop a sensitive approach to interpersonal relationships. They contribute to environments that are supportive of human growth and development, and develop a respect for the lifestyle choices of other people.

Possible Career Opportunities

Home Economist, Food Photographer, Fashion Designer, Interior Decorator, Chef, Dietician, Tourism, Architect, Graphic Designer, Interior Designer, Teacher, Food Technologist, Manufacturing of food and textiles.

Furnishings

Furnishings involves the design and manufacture of furnishing products. Students will engage in producing sustainably designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. They communicate these designs and products through sketches, annotations, and justifications of 2D & 3D graphical representations.

Students in Furnishings use a design process involving investigation, ideation, production and evaluation when they design and manufacture products and solutions. By applying their knowledge and practical skills and processes when using technologies and construction materials to create innovative solutions, independently and collaboratively, they develop knowledge, understanding and skills to respond creatively to current and future needs.

Possible Career Opportunities

This is a course of study that leads students towards careers in carpentry, furniture trades, cabinet making, and all building trades.

Graphical Design and Drafting

Graphical Design and Drafting focuses on the underpinning industry practices and drafting processes required to produce the technical drawings and 3D representations used in a variety of industries, including graphical design, building and construction, engineering and furnishings. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models both manually and through Computer Aided Drafting (CAD) software while developing beneficial vocational and problem solving skills.

These skills may include using computer-aided drafting (CAD) software to generate pictorial and orthographic views, following a CAD instructions to develop a 3D digital model, demonstrating file-management, sketching techniques, measuring techniques and safe work practices, and dimensioning.

Possible Career Opportunities

Studying Graphical Design and Drafting can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as Architect, Engineering, Surveyor, Electrician, Graphic Designer, IT designer, architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Introduction to Automotive

This course aims to provide students with a basic knowledge of the automotive area and prepares students for the Certificate II in Automotive course in Year 11 and 12. Students will be exposed to a working Automotive workshop and experience real life Automotive tasks and procedures. Students will work on small engines, service vehicles and many other Automotive practices with a major focus on workshop safety, workshop practice and gaining a sound knowledge of correct terminology and use of components, parts and tools.

This course requires the participants to wear the Western Cape College manual arts uniform to every class, failure to wear this uniform may result in removal from the class.

Possible Career Opportunities

Industrial Spray Painter, Radiator Repairer, Service Station Attendant, Train Driver, Truck Driver, Truck Offsider, Tyre Fitter And Repairer, Vehicle Detailer, Vehicle Dismantler, Vehicle Serviceperson, Windscreen Fitter, Heavy Vehicle Mechanic, Forklift Operator, Exhaust Fitter And Repairer, Delivery Driver, Car Salesperson, Car Rental Officer, Car Park Attendant, Car Driver, Bus Driver, Bicycle Technician.

Vocational Education & Training

Western Cape College is a Registered Training Organisation (RTO No. 30452) which means that we are able to deliver training and assessment for Nationally Recognised Qualifications. These qualifications are developed through consultation with local industry and validation processes. In Year 10, students have the opportunity to study a Certificate II in Engineering Pathways.

FSK20113 Certificate II Skills for Work & Vocational Pathways

RTO No. 30452 – Western Cape College

This qualification provides students with foundation skills development to prepare for workforce entry or vocational training pathways. The course focuses on improving digital literacy, reading, writing, numeracy, oral communication, learning and employability skills, and will assist students to confident with the skills required for daily workplace tasks.

MEM20413 Certificate II in Engineering Pathways

RTO No. 30452 – Western Cape College

This qualification is intended for students interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip students with knowledge and skills that will enhance their prospects of employment in an engineering or related working environment. The students will be required to produce a range of engineering products to the specifications outlined in the project task, using industry standard equipment.

AHC10116 Certificate 1 in Conservation and Land Management (Ranger)

RTO - 30452

This Nationally Recognised Qualification is an entry-level qualification aimed at individuals entering the conservation and land management industry. It allows individuals to develop basic skills and knowledge to prepare for work. There is a focus on plant and animal life cycles, navigation, weather and bush survival skills. Students participate in a Ranger Camp during Term 3. This course has been written in consultation with the Napranum Rangers and the Mapoon Land and Sea Rangers and is designed for all students, supporting their literacy and numeracy levels. This course prepares students for the Certificate II in Conservation and Land Management in Years 11 and 12.

BSB50215 Diploma of Business

RTO No. 31981 Prestige Service Training

This qualification is intended for students interested in exposure to a business related environment with either a view to working in that area or those wishing to develop their skills across a wide range of business functions including managing finances, marketing and recruitment processes. The Diploma of Business is a highly regarded, nationally recognised qualification that will increase your skills, knowledge and employability. The Diploma of Business can contribute towards a students' ATAR calculation.

Languages

Course Overview

Languages enable communication in our increasingly interconnected and interdependent world by engaging with the linguistic and cultural diversity of the world and its peoples. Languages provide opportunities for students to understand themselves as communicators by communicating in the target language and understanding the relationship between language, culture and their learning.

Students who are interested in studying a language subject through Cairns School of Distance Education will need to discuss this with the Deputy Principal Junior Schooling.