



Course Offerings

Years 10, 11 and 12

2026

THE SCHOOL OF DISTANCE EDUCATION

CHARTERS TOWERS

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Fee schedule

Vocational Education and Training (VET)

Subject	Resource Fee	Additional Fees
CHC24015 Certificate II in Active Volunteering	\$66 per annum	Students are required to complete 20 hours of work placement. Any costs incurred during completion of work placement will be at the student's expense.
FSK20119 Certificate II in Skills for Work and Vocational Pathways	\$66 per annum	Nil
AHC30122 Certificate III in Agriculture	\$800 for full course	Students are required to complete 160 hours of work placement. Any costs incurred during completion of work placement will be at the student's expense.
BSB30120 Certificate III in Business	\$66 per annum	Nil

***Please note: fees may change without notice due to price rises by the Registered Training Organisation (RTOs).**

Other SDE Charges

Other SDEs have specific charges per subject. These are confirmed by these SDEs on student enrolment. It is suggested students investigate other SDE websites for charges.

NOTE: Each subject incorporates mandatory online services that are essential for the completion of the course. These services are covered by the Resource Scheme.

Year 10 Subjects

Year 10 subject selection overview

The State Schools Strategy 2021–2025 underpins planning for teaching, learning and assessment, ensuring that students are purposefully engaged in learning and experience success.

During Junior Secondary, students engage in learning that extends them, moving them from concrete to abstract thinking and developing more sophisticated higher order thinking skills. This is developmental and continues into Senior Secondary. Year 10 provides students with the foundation to make the best possible choices about their transition to Senior studies. During Year 10, Charters Towers School of Distance Education helps students to recognise and build on their strengths and interests, and to identify areas where more support may be needed. Importantly, Year 10 is a time for making informed decisions about future pathways.

Year 10 subject offerings provide an opportunity for students to prepare for their Senior years of schooling and pathways. All subjects are mapped against the Australian Curriculum Year Ten achievement standards. Students must study one subject from each line.

CORE / ELECTIVE	Subject Options		DURATION
CORE	☒	Mathematics	Full Year (3 Lessons per Week)
CORE	☒	English	Full Year (3 Lessons per Week)
CORE	☒	Science	Full Year (3 Lessons per Week)
CORE	☒	HPE	Full Year (1 Lesson per Week)
CORE	☒	Certificate II Skills for Work and Vocational Pathways (FSK)	Full Year (3 Lessons per Week)
CORE	☒	History	One Semester (3 Lessons per Week)
	Preference #	Elective Options	DURATION
ELECTIVE (Number your 1st and 2nd Preference)		Geography	One Semester (3 Lessons per Week)
		Economics and Business	
ELECTIVE (Number your 1st, 2nd and 3rd Preference)		Digital Technologies	Full Year (3 Lessons per Week)
		Visual Arts	
		Certificate II in Active Volunteering	
		Design and Technologies	
		Media Arts	
		Japanese	

The above subjects incorporate mandatory online services that are essential for the completion of the course. These services are covered by the Resource Scheme.

Selecting a Subject from Given Options

Core subjects

All students must study these core subjects at CTSDE: Mathematics, English, Science, HPE, History and Certificate II in Skills for Work and Vocational Pathways.

Elective subjects

Students may elect to study either Geography OR Economics and Business in Semester 2. Students may also elect to study either Digital Technologies OR Visual Arts OR Certificate II in Active Volunteering as a year-long course. All electives have limited spots, filled on a first come, first-serve basis.

VET Courses

The VET courses are based on specific units of competency, with the successful completion of a number of units of competency leading to a qualification. Results for units of competency are:

- Competent – student progress to next unit.
- Working towards competency – student has not demonstrated competence to the required standard and may need to resubmit assessment or practical tasks until working at standard.

Additional information about VET courses can be found in the VET courses section.

N.B. Year 10 students cannot enrol in a Certificate III course until after they have completed Certificate II in Skills for Work and Vocational Pathways.

Assessment

Students are required to submit a range of different tasks. Generally, there are two types of assessment that students are required to submit:

- Scheduled tasks to be completed at the end of each lesson/topic booklet (classwork activities)
- Assessment items (assignments, exams, practical reports etc.) that are used to create a student's folio and determine levels of achievement
- Students must complete all assessment tasks so they can benefit from teacher feedback and comment. It is also essential that work is submitted regularly and consistently.
- Where students cannot complete assessment items by the due date, formal requests for extensions should be made to the class teacher.
- Failure to submit assessments on time will result in the truancy process being followed.

Year 10 assessment tasks are designed to expose Year 10 students to some of the types of assessments they will undertake in Senior, in an age-appropriate way.

Students must nominate an exam supervisor who will be responsible for supervising exams.

English

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them.

Pathways

This subject prepares students for General or Essential English in Years 11 and 12.

Objectives

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

- evaluate how text structures can be used in innovative ways by different authors
- explain how the choice of language features, images and vocabulary contributes to the development of individual style
- develop and justify their own interpretations of texts
- evaluate other interpretations, analysing the evidence used to support them
- listen for ways features within texts can be manipulated to achieve particular effects
- show how the selection of language features can achieve precision and stylistic effect
- explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments
- develop their own style by experimenting with language features, stylistic devices, text structures and images
- create a wide range of texts to articulate complex ideas
- make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments
- demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Recommendations for success

It is recommended that the student attend and engage in online lessons throughout the year.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Australian Experiences	Visual Storytelling	Novel Study	Modern Classic
• Context of Shakespeare's time • Analysing <i>10 Things I Hate About You</i> • Exploring film analysis Understanding how to structure and write a film analysis	• The use of text structures and language features in <i>The Rabbits</i> • Analysing satirical texts for meaning • Using evidence to support arguments • Responding to short answer questions	• Exploring a novel for context, characterisation, language features and themes • Explore short story structures and language features • Use <i>Tomorrow When The War Began</i> to persuade readers of a character representation	• The use of text structures and language features short stories • Analysing salience and reading paths • Evaluating moral, ethical and social messages in short stories • Evaluating the impact of these messages on society • Creating Multimodal presentations
Assessment Short Response 600 - 800 word total Analytical response	Assessment: Short response exam	Extended Response Assessment 600-800 word Imaginative Response	Assessment: 4-6 minute Multimodal presentation with spoken component.

Mathematics

In Year 10, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Objectives

Students further develop proficiency in mathematics and its use as they: investigate the accuracy of decimal approximations to irrational real numbers; consider the accuracy of computation with real numbers in context and the use of logarithmic scales to deal with phenomena involving small and large quantities and change

- Investigate the accuracy of decimal approximations to irrational real numbers; consider the accuracy of computation with real numbers in context and the use of logarithmic scales to deal with phenomena involving small and large quantities and change
- Apply numerical, graphical and algebraic approaches to analyse the behaviour of pairs of linear equations and linear inequalities in two variables
- Generalise and extend their repertoire of algebraic techniques involving quadratic and exponential algebraic expressions
- Use mathematical modelling to solve problems in applied situations exhibiting growth or decay using linear, quadratic and exponential functions; and solve related equations, numerically, graphically and algebraically, with the use of digital tools as applicable
- Solve measurement problems involving the surface area and volume of common objects, composite objects and irregular objects; use Pythagoras' theorem and trigonometry of right-angled triangles to solve spatial problems in two- and three-dimensions, and manipulate images of their representations using digital tools
- Apply geometric theorems to deduce results and solve problems involving plane shapes, and interpret networks and network diagrams in authentic contexts
- Investigate conditional probability and its relation to dependent and independent events, including sampling with and without replacement; devise and use simulations to test intuitions involving chance events that may or may not be independent
- Compare different ways of representing the distribution of continuous data and interpret key features of the distribution; explore association between pairs of variables, decide the form of representation, interpret the data with respect to the context and discuss possible conclusions; use scatterplots to informally discuss and consider association between two numerical variables and informally consider lines of good fit by eye, interpolation, extrapolation and limitations.

Recommendations for success

Where possible, it is recommended that students attend online lessons as this allows students to communicate with their teacher and their classmates in real time, asking questions when they are unsure of what is required of them or don't understand the work being covered. Where this is not possible, recordings need to be watched prior to the next lesson as each lesson builds on material covered in the previous lesson. Students can stop and start recordings as necessary to make notes and attempt questions.

Success in maths requires consistent, daily practice, mastering foundational concepts, and adopting a growth mindset that embraces mistakes as learning opportunities. Key strategies include actively participating in class, solving numerous problems, visualizing abstract concepts with diagrams, and seeking help immediately when stuck. Regular communication with your teacher is important.

Submission of work returns is important as this allows teachers to monitor progress and provide feedback and additional assistance if students aren't achieving success on the work submitted.

Assessment

Year 10 students will be expected to complete six pieces of summative assessment during the year. Some will be projects while others will be exams.

Projects

- completed over a number of weeks, with some class time allocated towards completion
- Suggested length: 600 – 800 words, up to six pages (including tables, figures and diagrams)
- Submission of a draft is required to demonstrate progress and receive feedback
- Depending on the topic being assessed, the type of project could involve one or more of the following:
 - mathematical modelling task
 - statistical investigation
 - computational thinking task
 - probability experiment and/or simulation investigative task.

Exams

- unseen exam containing simple familiar, complex familiar and complex unfamiliar questions
- up to 90 minutes in length
- completed under the supervision of an approved exam supervisor an exam may cover multiple topics.

Sample Course Structure

(May vary from year to year)

Term 1	Term 2	Term 3	Term 4
Consumer Arithmetic • Percentages • Income & taxation • Simple and compound interest Measurement • Area • Surface area • Volume • Measurement errors & accuracy Algebra • Simplifying, expanding, factorising algebraic expressions	Algebra • Algebraic fractions • Solving linear equations • Linear inequalities • Simultaneous equations Probability • Conditional probability • Two-way tables • Tree diagrams • Venn diagrams • Independent events Statistics • Quartiles & outliers • Box plots • Bivariate data • Line of best fit • Time series data	Linear Relationships • Straight-line graphs • Distance-time graphs • Mid-point and length calculations • Gradient • Rates from graphs • Sketching graphs • Linear modelling • Direct & indirect proportion • Solving simultaneous equations graphically Geometry & Networks • Isomorphic & planar graphs • Trails, paths & eulerian circuits • Shortest path problems • Similar & congruent triangles • Applications of similarity in measurement • Quadrilaterals & polygons	Indices & Exponentials • Index laws • Negative indices • Scientific notation • Graphs & exponentials • Exponential growth and decay • Logarithms Trigonometry • Applications of pythagoras' theorem • Trigonometric ratios • Angles of elevation & depression • Direction & bearings Quadratics & Non-Linear Graphs • Factorising trinomials • Null factor law • Exploring quadratics using digital tools • Graphs of circles and hyperbolas

Science

Studying Science provides students with opportunities to:

- Understand important scientific concepts and processes,
- Learn about the practices used to develop scientific knowledge,
- Explore science's contributions to culture and society, and
- Apply science to everyday life.

The Science curriculum helps students develop skills in scientific inquiry, build a strong foundation of knowledge across the disciplines of science, and communicate their understanding effectively. Students will use evidence to solve problems, make informed decisions about local, national, and global issues, and explore pathways to science-related careers.

Pathways

This subject prepares students for a range of science subjects in Years 11 and 12, including both General and Applied options.

- **General Science Subjects:** Biology, Chemistry, Physics, and Psychology. These subjects are suited for students who wish to pursue tertiary studies or careers in science, technology, engineering, mathematics (STEM), health sciences, and related fields.
- **Applied Science Subject:** Science in Practice. This subject focuses on practical applications of scientific knowledge and skills in real-world contexts. It is ideal for students interested in vocational pathways, hands-on learning, and careers in industries such as health, agriculture, environmental science, and technology.

By studying Year 10 Science, students will develop the foundational knowledge and skills required to succeed in both General and Applied science subjects, enabling them to make informed decisions about their future educational and career pathways.

Objectives

By the end of Yr10 Science, students will:

- Explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena.
- Analyse biological, chemical, geological, and physical evidence for theories such as natural selection and the origins of the universe.
- Develop an understanding of atomic theory and its relationship to the periodic table.
- Apply physical laws to understand motion and forces.
- Investigate the relationships between living, physical, and chemical systems on local and global scales, predicting how changes affect equilibrium.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Biological Science	Chemical Sciences	Physical Sciences	Earth and Space Science
• Learn how heritable characteristics are transmitted through DNA and genes. • Explore the theory of evolution by natural selection and the scientific evidence supporting it.	• Understand atomic structure and how the properties of elements are organised in the periodic table. • Investigate different types of chemical reactions, their products, and reaction rates.	• Explore energy conservation through energy transfers and transformations. • Use the laws of physics to describe and predict the motion of objects.	• Explore the features of the universe, including galaxies, stars, and solar systems. • Understand the origins and development of the universe. • Study global systems, such as the carbon cycle, and their interactions with the biosphere, lithosphere, hydrosphere, and atmosphere.
Assessment Investigation: Research and analyse scientific question or issue related to Biology.	Assessment Experimental Investigation: Design and conduct experiment related to Chemistry, analyse data, and present findings.	Assessment Experimental Investigation: Design and conduct experiment related to Physics, analyse data, and present findings.	Assessment Examination: Assess understanding of key concepts and problem-solving skills related to Earth & Space Science.

History

The Year 10 History course provides a study of the history of the modern world and Australia from 1939 to the present, with an emphasis on Australia in its global context. The content provides opportunities for students to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within particular historical contexts to facilitate an understanding of the past and to provide a focus for historical inquiries. The history content at this year level involves two strands: historical knowledge and understanding, and historical skills.

Pathways

The development of historical skills allows students to gain a solid foundation for entering the studies of Ancient History or Modern History in Year 11 and 12.

Objectives

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

- Understand chronological sequencing
- Use relevant terms
- Identify and select different kinds of questions to form an inquiry
- Identify, locate and use relevant sources utilising ICT and other methods
- Analyse and use primary and secondary sources and data
- Evaluate the reliability and usefulness of sources
- Communicate using a variety of forms including digital technologies

Structure

One Semester	
WWII (1939-1945)	Building Modern Australia
• The change of global conflict during the 20th Century • Consequences of WWII and how these shaped the modern world	• The effect of significant post WWII world events, ideas and developments on Australian society. • The causes of changes in perspectives, responses, beliefs and values on migration that have influenced Australian society since 1945. • The contributions of significant individuals/groups that contributed to change in Australia.
Assessment: Project	Assessment: Essay

Geography (elective)

The Year 10 Geography course focuses on investigating environmental geography through an in-depth study of The Murray-Darling Basin. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students investigate how the interaction of geographical processes and human actions have changed the characteristics of The Murray-Darling Basin over time. Unit 2 focuses on global, national and local differences in human wellbeing between places, the different measurements of human wellbeing, and the causes of global differences in measurements between countries. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in wellbeing. The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills.

Pathways

The development of geographical knowledge and understanding, and geographical inquiry and skills allows students to gain a solid foundation for entering the studies of Geography in Year 11 and 12.

Objectives

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

- Understand chronological sequencing
- Use relevant terms
- Identify and select different kinds of questions to form an inquiry
- Identify, locate and use relevant sources utilising ICT and other methods
- Represent data in a variety of forms that conform to cartographic conventions, using spatial technologies as appropriate
- Interpret and analyse multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes
- Analyse and use primary and secondary sources and data
- Evaluate the reliability and usefulness of sources
- Communicate using a variety of forms including digital technologies

Recommendations for success

It is recommended that a student has achieved a C grade or above in Year 9 Geography.

Structure

One Semester	
Environmental change and management	Geographies of Human Wellbeing
• Explanation of spatial variations between places and changes in environments • Management options for sustaining human and natural systems • How world views influence decisions on management of environmental and social change	• Different measures of human wellbeing and the causes of global differences in measurements between countries.
Assessment: Investigation	Assessment: Exam

Economics and Business (elective)

The focus of learning in Year 10 is the topic “productivity, growth and living standards” within a national context. Students investigate a range of factors that influence individual, financial and economic decision-making. They examine the government’s management of the economy to improve economic growth and living standards. They also study the responses of business to changing economic conditions, including the way they improve productivity and manage their workforce. Australia’s superannuation system and the factors that influence major consumer and financial decisions are also considered for how they contribute to human and financial wellbeing and the common good of society.

Pathways

The development of Economics and Business knowledge and understanding, and questioning and research skills allows students to gain a solid foundation for entering the studies of Business Studies or a Certificate in Business in Year 11 and 12.

Objectives

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

- develop and modify a range of questions to investigate an economic and business issue
- locate, select and analyse relevant and reliable information and data from a range of sources
- interpret and analyse information and data to evaluate trends and economic cause-and-effect relationships
- make predictions about consumer and financial impacts
- develop an evidence-based response to an economic and business issue
- evaluate a response, using appropriate criteria to decide on a course of action
- use economic and business knowledge, concepts, and terms to develop descriptions, explanations and reasoned arguments that synthesise research findings.

Recommendations for success

It is recommended that a student has achieved a C grade or above in Year 9 English, History and Geography.

Structure

One Semester	
Unit 1 – Economic Performance and Standard of Living	Unit 2 – Major Consumer Decisions and Business Productivity
• Economic performance of nations and how this can influence standards of living, including the exploration or economic performance indicators, measures of standards of living, and government management and intervention in the economy.	• Importance of Australia’s superannuation system and its effects on consumer and financial decision-making. • Analysing factors that influence major consumer and financial decisions and explain the short- and long-term effects on these decisions.
Assessment: Exam	Assessment: Investigation

Health and Physical Education (HPE)

Health and Physical Education (HPE) students propose and evaluate personal strategies to manage their identities, emotions and responses to change. They propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk. They synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing. Students adapt and transfer movement strategies to unfamiliar situations to achieve successful outcomes. Students propose and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others.

Recommendations for success

It is recommended that a student has participated in Year 9 HPE.

Structure

Managing risks, finding and using health information	Strategies for a healthy, sustainable community	Movement concepts and strategies	Physical activity plans for fitness, health and wellbeing
This topic gets students to explore the concept of risk and understand that while risk-taking is normal, and can even be positive, there are times when evaluating and minimising the potential harm from risk is important. One of the skills students can practise is to establish their personal boundaries and set their limits, and practise asserting these in a positive way. Students consider personal safety practices and strategies they can employ in relation to risky activities (e.g. alcohol use, smoking and vaping and illicit drugs) and consider how they could help themselves and friends by calling for help and administering first aid and cardiopulmonary resuscitation (CPR). Finally, students access and evaluate support services available online and, in their communities, to assist young people to manage and improve their health outcomes. Students will develop the skills to analyse health information from a range of sources. Health literacy is also about having the skills to understand health issues and to make responsible decisions. This topic investigates health issues specific to First Nations Australian communities. It will also look at a variety of ways to keep safe.	Being healthy is not just about the food you eat or the amount of exercise you do. It is also influenced by social, cultural and economic factors; and can impact you mentally, socially and physically. This topic will look at health as a broad topic, and also how connection to community and environment are important for your health.	This topic focuses on the ability to enhance performance. Moving beyond just participation, students explore strategies and tactics that can be used to gain an advantage within a range of movement contexts. Ideally, students would participate in a variety of modified and traditional sports to implement strategies, followed by periods of discussion to debrief and plan for the implementation of adapted strategies and tactics.	This topic encourages students to understand the five dimensions of health and wellbeing; and what fitness and physical activity are, and the interrelationship between the two. They will develop knowledge and skills to measure and compare physical activity levels to the Australian physical activity and exercise guidelines, and understand the health benefits of meeting these guidelines. Students will use this knowledge, as well as their understanding of barriers and enablers of physical activity, to help formulate plans for increased physical activity. Towards the end of this topic, students will learn about the fitness components and how to measure these through standardised testing and how to improve these through the use of training methods and principles. They put all of this together by developing a basic training program.
Assessment: Project	Assessment: Project	Assessment: Exam	Assessment: Investigation

***NOTE: All information stated above is subject to change**

Digital Technology (elective)

Technology: In Year 10 Digital Technologies, students develop and modify innovative digital solutions by applying computational thinking to real-world problems. They design, implement and validate algorithms, including through object-oriented programming, and create interactive digital solutions for diverse users. Students analyse and visualise complex data, investigate how digital systems manage and secure data, and evaluate cyber security threats and vulnerabilities. They use advanced digital tools to collaborate, manage projects and apply privacy principles to manage digital footprints.

Recommendations for success

It is recommended that a student has participated in Year 9 Digital Technology, but not essential.

Structure

Game Development	Python Programming	Digital Systems and Cryptography	Data Science
- Define and decompose real-world problems with design criteria and by interviewing stakeholders to create user stories. - Design and prototype the user experience of a digital system. - Implement, modify and debug modular programs, applying selected algorithms and data structures, including in an object-oriented programming language. - Evaluate existing and student solutions against the design criteria, user stories, possible future impact and opportunities for enterprise. - Select and use emerging digital tools and advanced features to create and communicate interactive content for a diverse audience.	- Design algorithms involving logical operators and represent them as flowcharts and pseudocode. - Validate algorithms and programs by comparing their output against a range of test cases. - Implement, modify and debug modular programs, applying selected algorithms and data structures, including in an object-oriented programming language.	- Investigate how hardware and software manage, control and secure access to data in networked digital systems. - Investigate simple data compression techniques. - Develop cyber security threat models, and explore a software, user or software supply chain vulnerability.	- Develop techniques to acquire, store and validate data from a range of sources using software, including spreadsheets and databases. - Analyse and visualise data interactively using a range of software, including spreadsheets and databases, to draw conclusions and make predictions by identifying trends and outliers. - Model and query entities and their relationships using structured data.
Assessment: Project	Assessment: Project	Assessment: Exam	Assessment: Investigation

***NOTE:** All information stated above is subject to change

Design and Technology (elective)

Technology: In Year 10 Design and Technologies, students focus on analysing needs or opportunities and creating designed solutions for products, services and environments. Students apply design thinking, innovation and enterprise skills, and sustainability principles to develop, test and refine solutions. They use digital tools to communicate ideas, manage projects, and evaluate the impact of technologies on individuals, communities and global preferred futures.

Recommendations for success

It is recommended that a student has participated in Year 9 Design and Technology but not essential.

Structure

Fibre Production	Food Production	Theory-Based Food Specialisation	Investigation-Based Food Specialisation
- Investigate and describe natural and synthetic fibre production methods. - Analyse the environmental, cultural, and ethical factors influencing fibre production. - Develop design ideas that incorporate sustainable fibre use. - Communicate design concepts effectively using digital tools and technical language. - Create a prototype or detailed design plan demonstrating sustainable fibre application. - Evaluate their design against sustainability and functional criteria.	- Research and explain various food production systems and their sustainability challenges. - Analyse social, environmental, and economic factors influencing food production. - Develop innovative design ideas for sustainable food production or products. - Use digital tools and technical language to communicate design ideas clearly. - Produce a prototype or detailed plan for a sustainable food production solution. - Critically evaluate their design against sustainability and functionality criteria.	- Analyse how sensory properties of food influence design and preparation for healthy eating. - Evaluate ethical, security, and sustainability factors in food production and marketing. - Explain the impact of innovation and emerging technologies on food solutions for global preferred futures. - Communicate their understanding of food specialisation concepts effectively through written and verbal assessments.	- Analyse needs or opportunities for designing sustainable food solutions. - Develop a design brief outlining objectives and criteria for their food solution. - Apply innovation and enterprise skills to generate and communicate design ideas. - Evaluate their proposed solutions against developed design criteria, including sustainability. - Collaboratively manage their investigation project, considering time, cost, and processes.
Assessment: Project	Assessment: Project	Assessment: Exam	Assessment: Investigation

***NOTE:** All information stated above is subject to change

Visual Arts (elective)

Visual Arts continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Visual Arts. They continue to use visual conventions, visual arts processes and materials in purposeful and creative ways that are informed by their engagement with the work of living visual artists, visual arts practices and arts spaces in local, regional, national and global contexts such as countries or regions in Asia, including use of visual arts in multi-arts, trans-disciplinary or hybrid forms. This awareness of the diversity of visual arts practices, forms, styles and representations informs their own visual arts practice. They work collaboratively with peers and teachers.

Recommendations for success

It is recommended that a student has participated in Year 9 The Arts.

Structure

Symbols And Cultural Identity	
Personal Symbols	Symbols of Culture and Identity
- Artists often use symbolism, which is when symbols are used to represent ideas or qualities. For example, colours can symbolise different things in different cultures or could be used to represent mood or a mental state. Some symbols we associate with nature, such as a bud meaning new life, or the stages of the moon representing the life cycle. - Artists often develop their own unique style or set of symbols to communicate (their visual language).	Symbols, colours and imagery help us to understand and recognise certain places, stories, values and beliefs associated with cultural identity.

Nature and Sustainability	
Water and Land	Sustainability
- The sea, bodies of water such as rivers and waterfalls, and the elements of nature have been used by artists to explore art theories and consider the relationships of art elements in creating artworks. Artists comment on their connection to Country or to the place of their birth, some explore past histories while others comment on change or even predict the future in their art-making. Artists also show their concern about protecting nature from intervention by man and technological advancement. - By investigating artists who express different viewpoints on the same subject, we gain an insight into art's relationship to society at the time. Similarly the choice of media reflects the available technologies — from oil paint to digital. - In creating artworks inspired by nature, choices are made and processes followed. You will gain experience in representing nature as well as expressing your reactions, taking into account the approach of different cultures and times. In your own art-making, you will concentrate on different media and techniques to develop intended effects.	- In the water and land unit (4.1), we explored artists who are proactive, or even political activists, and are using their art to encourage the viewer to create a better world. These artists promote the care of our wildlife and environment and make our everyday practices and actions more sustainable. - We will discover the works of Nicholas Blowers (subtopic 6.2), Sam Leach (subtopic 7.4) and Marian Drew (subtopic 7.5).

Media Arts (elective)

Media Arts continues to build on each student's prior learning and experiences. Students learn in and through developing understanding and application of the Media Arts concepts: media technologies, representations, audiences, institutions, media languages and relationships. They use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.

Recommendations for success

It is recommended that a student has participated in Year 9 The Arts.

Structure

Media Arts and Identity	
Digital Narratives and Personal Identity	Social Media and Cultural Identity
In this unit, we explore how digital storytelling can be used to express personal identity. Create a short digital narrative reflecting on one's own experiences, values, and perspectives. Learn to use various media technologies and conventions to construct their narratives, focusing on how these elements shape the representation of identity. Students will: - Analyse how digital narratives represent personal identity. - Experiment with media technologies to create a digital narrative. - Evaluate the effectiveness of their narrative in communicating identity to an audience.	This unit examines the role of social media in shaping cultural identity. We investigate how different cultures use social media platforms to express identities and connect with others. We create a social media campaign highlighting a cultural aspect of their choice, using media conventions to engage their audience. Students will: - Investigate how social media influences cultural identity across communities. - Design a social media campaign that effectively communicates cultural identity. - Reflect on the impact of their campaign on audience perceptions of cultural identity.
Constructing Representations and Responsible Media Practices	
Ethical Media Practices: Use of Artificial Intelligence in Film	Cultural Representations in Advertising
In this unit, we will explore the ethical considerations and responsibilities involved in using Artificial Intelligence (AI) technologies in film production. We will investigate industry standards, legal frameworks, and cultural perspectives, including First Nations views on technology and representation. We will critically analyse films and media works that incorporate AI, reflecting on the impact of these technologies on audiences, creative practices, and cultural narratives. We will develop skills in planning and producing media arts works that responsibly integrate AI, considering issues such as authenticity, bias, privacy, and cultural sensitivity. Ethical decision-making and critical reflection will be central to the creative process. Students will: - Investigate ethical issues and legal requirements related to the use of AI in film production. - Analyse media arts works featuring AI technologies, considering cultural perspectives and potential biases. - Plan and produce media arts works that demonstrate responsible and ethical practices in the use of AI. - Reflect critically on the ethical implications of AI in media production and its impact on audiences and cultural representation.	This unit focuses on cultural representation in advertising. We will investigate how advertisements construct cultural identities and influence public perceptions. We analyse advertisements from various media platforms, considering representation and stereotyping implications. Students will: - Evaluate how advertising uses media arts concepts to construct cultural and identity representations. - Create an advertisement responsibly representing a cultural perspective, considering audience impact and ethical considerations. - Reflect on advertising's role in shaping societal views and media creators' responsibilities.

Japanese (elective)

Course Overview

In Year 10 Japanese, students build on the skills and knowledge developed in Years 7–9. The course focuses on clear communication, intercultural understanding and growing independence in using Japanese.

Students use Japanese to share their own experiences and respond to others. They:

- Listen, speak, read, view and write in Japanese
- Communicate with Japanese speakers locally and globally, including through online interactions
- Create spoken, written and multimodal texts
- Improve their pronunciation, intonation, grammar and use of Hiragana, Katakana and Kanji
- Reflect on how language and culture influence identity and communication

Students work with authentic and purpose-designed materials such as textbooks, audio and video clips, articles and social media. Regular feedback from teachers and peers supports continued development in fluency and confidence.

Recommendations for Success

It is strongly recommended that students have:

- Completed Year 7–9 Japanese, and
- Demonstrated the ability to read and write Hiragana, Katakana and foundational Kanji

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Holidays	Parties and Leisure Time	Daily Routine	At the Doctor's
• Book tickets and hotel accommodation • Use and understand question words • Understand and use polite apologies • Discuss holiday plans and experiences	• Talk about special occasions and celebrations • Ask and respond to questions about parties • Discuss common leisure activities	• Describe daily and weekly routines • Discuss school, home and leisure schedules	• Refer to specific body parts • Describe symptoms and health concerns • Understand and respond to medical advice
Language Focus: • Interpreting texts by evaluating and synthesising information • Extending fluency through appropriate formal and informal expressions • Developing accuracy in pronunciation, intonation and script use	Language Focus: • Applying complex sentence structures • Selecting and using appropriate combinations of kana and kanji • Reflecting on cultural perspectives and identity	Language Focus: • Creating and responding to spoken and written texts using complex structures • Incorporating conventions and phrasing patterns to increase fluency	Language Focus: • Interpreting and analysing texts using appropriate metalanguage • Using kana and a range of kanji suitable to context
Assessment: Reading and listening	Assessment: Reflecting, Writing and Speaking	Assessment: Speaking and Reading	Assessment: Reading, Writing and Identifying

Vocational Education and Training (VET)

This section details the Vocational Education and Training (VET) courses available in the Senior School. Students may select one or more of the VET courses. Note that VET courses lead to a nationally recognised qualification (at Certificate I, Certificate II or Certificate III level) but do not count directly toward university entry (in most cases) or toward an ATAR. If you are interested in working or studying further in any of the industries or vocations covered in our VET offerings, these courses can be valuable.

The courses outlined below are available through this school. While some of the courses may be delivered by an institution, the enrolment process and ongoing support for you as a student will be through this school.

The VET courses are based on specific units of competency, with the successful completion of a number of units of competency leading to qualification. Results for units of competency are:

- Competent – student progress to next unit.
- Working towards competency – student has not demonstrated competence to the required standard and may need to resubmit assessment or practical tasks until working at standard.

Many VET courses also include compulsory work placement or work experience, and involve compulsory attendance at a practicum, where skills and knowledge can be evaluated in a face to face environment. These are identified on the individual qualification page.

Assessment instruments in these courses will always be focused on 'real world' situations, and will reflect current work practices in a range of industries.

A PC type laptop or desktop computer is recommended.

All VET qualifications contained in this booklet are current. Should a new version of a Qualification be released, a plan to transition to the new version for students who do not complete before the expiry date shall be put into place.

Certificates will be issued upon the successful completion of the course and payment of all outstanding invoices.

N.B. If you are enrolling in a VET Certificate, you must create a USI on enrolment. Please note you will need to take print screens of the information you use and save this information.

Structured Work Placement

Qualifications that include mandatory work placement require students to source an employer in the industry. Once you have identified/nominated an employer and spoken to them about completing work placement, the school will liaise with the employer to organise your placement and complete the work experience documentation, including a risk assessment and work experience agreement.

The school will contact the employer at key junctures to ensure throughout the course, continued mutual suitability of the work placement arrangements for both students and employers.

Vocational placements that meet the definition under the Fair Work Act 2009 are lawfully unpaid.

Community Services (elective)

CHC24015 Certificate II in Active Volunteering

Accredited by: CTSDE - RTO Code: 46314

This qualification reflects the role of entry level volunteer workers. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

This qualification may be used as a pathway for workforce entry. Organisations may require volunteers to undergo relevant background checks.

To achieve this qualification, the candidate must have completed at least 20 hours of volunteer work as detailed in the Assessment Requirements of units of competency. Students will gain four (4) credit points towards their Queensland Certificate of Education.

Core Units

CHCDIV001	Apply critical thinking skills in a team environment
HLTWHS001	Support personal wellbeing in the workplace
CHCVOL001	Participate in sustainable work practices
BSBCMM201	Use inclusive work practices

Electives

FSKNUM003	Assist with maintaining workplace safety
BSBOPS101	Engage in workplace communication
BSBTEC101	Use business software applications

Assessment

- Written assessments
- Role plays
- Observational learning
- Simulated scenarios

Time Commitment

A minimum of 4 – 5 hours per week. Students must complete at least 20 hours of volunteer work.

Requirements

- Access to personal computer and printer
- Microsoft Office software
- Access to the Internet

Course duration

12 months

Lessons

Lessons/tutorials are offered three times weekly

Delivering Body

Charters Towers School of Distance Education

General Education Program

FSK20119 Certificate II in Skills for Work and Vocational Pathways

Accredited by: CTSDE - RTO Code: 46314

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. Students will gain four (4) credit points towards their Queensland Certificate of Education.

It is suitable for individuals who require:

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

Core Units

FSKLRG011 Use routine strategies for work-related learning

Electives

FSKLRG009 Use strategies to respond to routine workplace problems
FSKLRG010 Use routine strategies for career planning
FSKRDG008 Read and respond to information in routine visual and graphic texts
FSKRDG009 Read and respond to routine standard operating procedures
FSKWTG008 Complete routine workplace formatted texts
FSKRDG002 Read and respond to short and simple workplace signs and symbols
FSKWTG001 Complete personal details on extremely simple and short workplace forms
FSKLRG007 Use strategies to identify job opportunities
FSKDIG001 Use digital technology for short and basic workplace tasks
FSKNUM001 Use beginning whole number skills up to 100 for work
TLIK2003 Apply keyboard skills
BSBPEF101 Plan and prepare for work readiness
SIRXWHS001 Work safely

Assessment

- Literacy and numeracy skills to Level 3 of Australian Core Skills
- Portfolio of work gathered during the course
- Online tests

Time Commitments

3 – 4 hours per week for 40 weeks

Course duration

6 months – 12 months

Lessons

Lessons/tutorials are offered three times weekly

Delivering body

Charters Towers School of Distance Education

Year 11 and 12 Subjects

General Subjects

What is a General Subject?

A General subject is based on a syllabus that has been approved and issued by the QCAA (Queensland Curriculum and Assessment Authority). General subject results will be based on your achievement in three internal assessments (developed by your school), and one external assessment that is set and marked by the QCAA. In most General subjects your internal assessment results will count for 75% of your overall subject result. In maths and science subjects, your internal assessment results will generally count for 50% of your overall result. QCAA will review a sample of each school's assessment instruments. The number of samples will depend on the number of students studying the subject at a school.

Applied Subjects

What is an Applied Subject?

These subjects and courses are generally aimed at students not planning on tertiary education, and/or whose literacy and numeracy skills may make some subjects difficult to manage.

Applied subjects count toward the QCE and may count toward the ATAR. Applied subject results will be based on your achievement in four internal assessments.

Internal assessments might include in-class tests, assignments, essays or some other form. Your work will be marked by your school, and the QCAA will then review samples of student work for every subject in every school to ensure the quality and rigor of assessment and results.

Assessment

Students are required to submit a range of different tasks. Generally, there are two types of assessment that students are required to submit:

- Scheduled tasks to be completed at the end of each lesson / topic booklet (classwork activities).
- Assessment items (assignments, exams, practical reports etc.) that are used to create a student's folio and determine levels of achievement.
- It is important that students complete all assessment tasks so they can benefit from teacher feedback and comment. It is also important that work is submitted regularly and consistently.
- Where students are unable to complete assessment items by the due date, formal requests for extensions should be made to the Faculty Head of Department.

Internal assessment – Applied Subjects

Based on syllabus requirements, schools will devise three school-based assessment instruments for each senior subject. The three school-based assessment instruments will be based on the learning described in Units 3 and 4 of the syllabus.

Internal assessments might include in-class tests, assignments, essays or some other form. Your work will be marked by your school, and the QCAA will then review samples of student work for every subject in every school to ensure the quality and rigour of assessment and results.

External assessment – General Subjects

While schools are implementing their three school-based assessments, they will also be preparing students for the external assessment. External assessment will be:

- Common to all schools
- Administered under the same conditions at the same time and on the same day across the state in all schools
- Marked by QCAA according to a commonly applied marking scheme.

Your final subject result will be made up of your external assessment result, plus your three internal assessment results.

In General Mathematics and Science subjects, a student's external assessment result contributes 50% to their final subject result. In all other General subjects, it contributes 25%. The external assessment result does not scale the internal assessment result.

External assessment must be completed at a venue approved by QCAA. Students will nominate their chosen venue early in Year 12 after consultation with the Deputy Principal (Senior School).

The Queensland Core Skills (QCS) Test will not be part of the new system.

Time requirements

Students should expect to spend a minimum of 5 hours per week on each of their subjects. This does not include time needed to complete assignments and exams, or for revision. Most students find they spend between 8 and 10 hours per week per subject when assessments are being completed.

Supervised assessment

All General and Applied subjects require that students complete at least some of their assessment items under supervised conditions, to prove authenticity. All students are required to nominate an appropriate exam supervisor, who is unrelated to the student. More details will be forwarded to students on enrolment.

Subject selection

A number of subjects are offered by our school. Through our partnerships with other schools of distance education and state schools we are able to broaden the range of subjects we can offer students.

If you want to take a subject not listed in our course selection, contact the Senior School Deputy Principal, or Senior School HOD – Engagement and Wellbeing as we may be able to arrange special enrolment in individual subjects on a case-by-case basis.

Note: Additional fees are payable for these subjects.

The following pages give a brief overview of the subjects offered by our school and in partnership with other schools. Where our school is not the course provider, the provider is clearly identified.

General Subjects

English

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

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

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

Pathways

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

Objectives

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

- Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations.
- Establish and maintain roles of the writer/speaker/designer and relationships with audiences.
- Create and analyse perspectives and representations of concepts, identities, times and places.
- Make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions.
- Use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts.
- Select and synthesise subject matter to support perspectives.
- Organise and sequence subject matter to achieve particular purposes.
- Use cohesive devices to emphasise ideas and connect parts of texts.
- Make language choices for particular purposes and contexts.
- Use grammar and language structures for particular purposes.
- Use mode-appropriate features to achieve particular purposes. Recommendations for success

Recommendations for success

It is recommended that a student has achieved a B or above in Year 10 English.

Structure

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

Assessment

CTSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessments.

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): - Extended response — persuasive spoken response. 25% - Student gestures and facial expression must be visible.	Summative internal assessment 3 (IA3): Examination — imaginative written response 25%
Summative internal assessment 2 (IA2): Extended response — written response for a public audience 25%	Summative external assessment (EA): Examination — analytical written response 25%

Texts

CTSDE Senior English texts are selected from a QCAA approved text list. Students have opportunities to engage with a diverse range of texts to help them develop a sense of themselves, their world and their place in it. The following texts and films will be studied during the two-year course. Parents and guardians should review these texts before the student selects this subject.

Year 11

The Sapphires (Click view)	20th Century Fox	
Frankenstein	Marry Shelly	ISBN: 9780143131847

Year 12

1984	George Orwell	ISBN 9780141036144
The Dressmaker	Jocelyn Moorhouse (Clickview)	
Othello with Related Readings	GLOBE ON SCREEN	ISBN 9781107615595

Ancient History (2025 V1.2)

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways

Ancient History is a General Subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research. The skills developed in Ancient History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

Objectives

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

- Comprehend terms, concepts and issues
- Devise historical questions and conduct research
- Analyse evidence from historical sources
- Synthesise evidence from historical sources
- Evaluate evidence from historical sources
- Communicate meaning to suit purpose.

Assumed knowledge, prior learning or experience

Before studying Ancient History, it is assumed students have studied the Australian Curriculum: 7–10 History. Through this prior learning it is assumed students understand and can apply historical concepts, including evidence, continuity and change, cause and effect, significance, perspectives, empathy, and contestability.

It is also assumed students understand and can apply historical skills, including chronology, terms and concepts; historical questions and research; analysis and use of sources; perspectives and interpretations; and explanation and communication.

Recommendations for success

It is recommended that students have achieved a B in Year 10 English and History due to the literacy demands of the subject.

Students must study General English to enrol in Ancient History

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world	Personalities in their Time	Reconstructing the ancient world	People, power and authority
Topic 1: Digging up the past Lake Mungo Not assessed	Topic 3: Agrippina the Younger FIA2: Historical essay based on research (up to 2000 words)	Topic 5: Assyria from Tiglath Pileser III to the fall of the Empire IA1 Exam – essay in response to historical sources	Topic 7: The Augustan Age IA3: Historical essay based on research (up to 2000 words)
Topic 2: Ancient societies – beliefs, rituals and funerary practices Egypt FIA1: Independent source investigation + critical summary that presents a historical argument (up to 2000 words)	Topic 4: Hatshepsut FIA3: Exam – Essay in response to historical sources (up to 2000 words)	Topic 6: Pompeii and Herculaneum IA2 Independent source investigation + critical summary that presents a historical argument (up to 2000 words)	Topic 8: Julius Caesar 2026: Julius Caesar External assessment – Exam - Short responses to historical sources

Assessment

CTSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessments.

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Examination — essay in response to historical sources 25%	Summative internal assessment 3 (IA3): Investigation — historical essay based on research (up to 2000 words) 25%
Summative internal assessment 2 (IA2): Independent source investigation (up to 2000 words) 25%	Summative external assessment (EA): External Examination — short responses to historical sources 25%

Texts

Year 11 & 12:

Antiquity 1 – 4th Edition

Antiquity 2 – 4th Edition

The Ancient World Transformed Year 11

The Ancient World Transformed Year 12 2E (Second Edition)

Senior Ancient History for Queensland 2E (Second Edition)

The Near East

ISBN 9780190302986

Modern History (2025 V1.2)

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

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

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

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

Pathways

Modern History is a General Subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis. The skills developed in Modern History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

Objectives

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

- Comprehend terms, concepts and issues
- Devise historical questions and conduct research
- Analyse evidence from historical sources
- Synthesise evidence from historical sources
- Evaluate evidence from historical sources
- Communicate meaning to suit purpose.

Assumed knowledge, prior learning or experience

Before studying Modern History, it is assumed students have studied the Australian Curriculum: 7–10 History. Through this prior learning it is assumed students understand and can apply historical concepts, including evidence, continuity and change, cause and effect, significance, perspectives, empathy, and contestability.

It is also assumed students understand and can apply historical skills, including chronology, terms and concepts; historical questions and research; analysis and use of sources; perspectives and interpretations; and explanation and communication.

Recommendations for success

It is recommended that students have achieved a B in Year 10 English and History due to the literacy demands of the subject.

Students must study General English to enrol in Modern History.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world	Movements in the modern world	National experiences in the modern world	International experiences in the modern world
Topic 1 The French Revolution 1789-1799 FIA1: TBC	Topic 3 Empowerment of First Nations Australians since 1938 FIA3: Investigation – Historical essay based on research (up to 2000 words)	Topic 5 Israel since 1917 IA1: Exam - Essay in response to historical sources	Topic 7 Australian engagement with Asia since 1945 IA3: Investigation - Historical essay based on research (up to 2000 words)
Topic 2 Industrial Revolution 1760-1890 FIA2: Investigation – independent source investigation + critical summary that presents a historical argument (up to 2000 words)	Topic 4 Environmental movement since 1960s FIA4: Exam- essay response to sources (up to 2000 words)	Topic 6 India since 1947 IA2: Independent source investigation + critical summary that presents a historical argument (up to 2000 words)	Topic 8 Topic as directed by QCAA: 2026: Cold War and its aftermath, 1945–2014 (Yalta Conference begins — Russo–Ukrainian War begins) Aspect of the topic: Reasons for the end of the Soviet Union, 1980s–1990s External exam – short responses to historical sources

Assessment

CTSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessments.

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Examination – essay in response to historical sources 25%	Summative internal assessment 3 (IA3): Investigation – historical essay based on research (up to 2000 words) 25%
Summative internal assessment 2 (IA2): Investigation – Independent source investigation (up to 2000 words) 25%	Summative external assessment (EA): External Examination – short responses to historical sources 25%

Texts

Year 11 and 12

Senior Modern History for Queensland 2E (Second Edition)

Modern History Transformed Year 11

Modern History Transformed Year 12

Geography (2025 V1.2)

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways

Geography is a General Subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science. These pathways draw on the skills acquired through understanding and using spatial technologies.

Objectives

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

- Explain geographical processes
- Comprehend geographic patterns
- Analyse geographical data and information
- Apply geographical understanding
- Synthesise information from the analysis to propose action
- Communicate geographical understanding.

Recommendations for success

It is recommended that students have achieved a B in Year 10 English and a Social Science or Humanities Subject due to the literacy demands of the subject.

Structure

Note: there is a mandated 5 hour of fieldwork as per the syllabus associated with Unit 3 Topic 2. Students must complete the fieldwork to meet syllabus requirements.

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones	Planning sustainable places	Responding to land cover transformations	Managing population change
Topic 1 Natural hazard zones <i>FIA1: Exam – combination response</i>	Topic 3 Responding to challenges facing a place in Australia <i>FIA2: Investigation – field report</i>	Topic 5 Land cover transformations and climate change <i>IA1: Exam – combination response</i>	Topic 7 Population challenges in Australia <i>IA3: Investigation – data report</i>
Topic 2 Ecological hazard zones <i>FIA2: Investigation – data report</i>	Topic 4 Managing challenges facing a megacity <i>FIA4: Exam – combination response</i>	Topic 6 Responding to local land cover transformations <i>IA2: Investigation – field report</i>	Topic 8 Global population change <i>External Assessment: combination response</i>

Assessment

CTSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessments. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Examination – combination response 25%	Summative internal assessment 3 (IA3): Investigation – data report (up to 2000 words) 25%
Summative internal assessment 2 (IA2): Investigation – field report (up to 2000 words) 25%	Summative external assessment (EA): External Examination – combined response 25%

Texts

Year 11:

Jacaranda Senior Geography 1 QLD Units 1 and 2 - Third edition

ISBN 9780730363781

Year 12:

Jacaranda Senior Geography 2 QLD Units 3 and 4 Third Edition

ISBN 9780730369042

General Mathematics

Building on the content of the P–10 Australian Curriculum, General Mathematics' major domains are:

- Number and algebra
- Measurement and geometry
- Statistics
- Networks and matrices.

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

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

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

Pathways

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

Objectives

The syllabus objectives outline what students have to opportunity to learn.

1. **Recall mathematical knowledge:** when the students recall mathematical knowledge, they recognise features of remembered information. They recognise relevant concepts, rules, definitions, techniques and algorithms.
2. **Use mathematical knowledge:** when students use mathematical knowledge, they put into effect relevant concepts, rules, definitions, techniques and algorithms. They perform calculations with and without technology.
3. **Communicate mathematical knowledge:** when students communicate mathematical knowledge, they use mathematical language (terminology, symbols, conventions and representations) and everyday language. They organise and present information in graphical and symbolic form, and describe and represent mathematical models.
4. **Evaluate the reasonableness of solutions:** when students evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation and reflect on whether the problem has been solved. They verify results by using estimation skills and checking calculations, with and without technology. They make an appraisal by assessing implications, strengths and limitation of solutions and/or models, and use this to consider if alternative methods or refinements are required.
5. **Justify procedures and decisions:** when students justify procedures and decisions, they explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached.
6. **Solve mathematical problems:** when students solve mathematical problems, they analyse the context of the problem to translate information into mathematical forms. They make decisions about the concepts, techniques and technology to be used and apply these to develop a solution. They develop, refine and use mathematical models, where applicable.

Recommendations for success

It is recommended that students should have achieved at least a B in Year 10 Core or Extension Mathematics and be willing to commit to at least six hours per week to General Mathematics (three hours attending lessons/watching recordings and three hours independent work).

Assumed knowledge

The following is a non-exhaustive list of assumed knowledge based on the subject matter in the P-10 Australian Curriculum version 9:

- Solve problems involving percentages, rates, simple algebraic fractions and duration, including 12- and 24-hour time.
- Recognize irrational numbers in applied contexts (e.g. π)
- Round decimals to a given accuracy appropriate to the context and use appropriate rounding and estimation to check the reasonableness of solutions.
- Recognise the effect of using approximations of real numbers in repeated calculations.
- Solve problems involving very small and very large real numbers expressed in scientific notation.
- Apply the exponent laws with integer exponents and the zero-exponent, using exponent notation with numbers.
- Recognise and use variables to represent everyday formulas algebraically and substitute values into formulas to determine an unknown.
- Expand, factorise, rearrange and simplify algebraic expressions, applying the associative, communicative, identify, distribute and inverse properties.

Structure

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

Assessment

CTSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessments.

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

Summative assessments

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

Texts

Year 11

Cambridge Senior Mathematics for Queensland General Mathematics Units 1 & 2 2E (Second Edition)

Year 12

Cambridge Senior Mathematics for Queensland General Mathematics Units 3 & 4 2E (Second Edition)

Equipment

A **scientific calculator** is required for this course and the recommended ones are the:

- Casio FX-82 AU PLUS II or Casio FX-8200 AU
- Note: Graphics calculators are not permitted in General Mathematics exams
- Access to Microsoft Office with Word and Excel
- Access to a computer graphing package (such as: Desmos, GeoGebra) is desirable.

Mathematical Methods

Mathematical Methods' major domains are:

- Algebra
- Functions, relations and their graphs
- Calculus
- Statistics

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

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

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

Note: Mathematical Methods may be studied concurrently with General Mathematics.

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn:

- **Recall mathematical knowledge:** when students recall mathematical knowledge, they recognise features of remembered information. They recognise relevant concepts, rules, definitions, techniques and algorithms.
- **Use mathematical knowledge:** when students use mathematical knowledge, they put into effect relevant concepts, rules, definitions, techniques and algorithms. They perform calculations with and without technology.
- **Communicate mathematical knowledge:** when students communicate mathematical knowledge, they use mathematical language (terminology, symbols, conventions and representations) and everyday language. They organise and represent information in graphical and symbolic form, and describe and represent mathematical methods.
- **Evaluate the reasonableness of solutions:** when students evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation and reflect on whether the problem has been solved. They verify results by using estimation skills and checking calculations, with and without technology. They make an appraisal by assessing implication, strengths and limitations of solutions and/or models, and use this to consider if alternative methods or refinements are required.
- **Justify procedures and decisions:** when students justify procedures and decisions, they explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached.
- **Solve mathematical problems:** when students solve mathematical problems, they analyse the context of the problem to translate information into mathematical forms. They make decisions about the concepts, techniques and technology to be used and apply these to develop a solution. They develop, refine and use mathematical models, where applicable.

Recommendations for success

It is recommended that students should have achieved at least a B in Year 10 Extension Mathematics and be willing to commit to at least six hours per week to Mathematical Methods (three hours attending lessons/watching recordings and three hours of independent work).

Assumed knowledge

The following is a non-exhaustive list of assumed knowledge based on the subject matter in the P-10 Australian Curriculum version 9:

- Factorise, expand and simplify expressions including monic quadratic expressions using a variety of strategies.
- Apply the four operations to simple algebraic fractions with numerical denominators.
- Substitute values into formulas to determine an unknown.
- Solve problems involving linear equations, including those derived from formulas and those that involve simple algebraic fractions.
- Recall the equation of a line in the form of $y = mx + c$
- Determine if lines are parallel or perpendicular lines, including $m_1 = m_2$ and $m_1 \times m_2 = -1$
- Explore the connection between algebraic and graphical representations of relations. e.g. simple quadratics, circles and exponentials using digital technology as appropriate.
- Solve simple quadratic equations using a range of strategies.
- Solve linear simultaneous equations, using algebraic and graphical techniques, including using digital technology.
- Solve linear inequalities and graph their solutions on a number line.
- Solve right-angled triangle problems using trigonometric skills.
- Describe the results of two- and three-step chance experiments to determine probabilities of events and investigating the concept of independence and conditional probability.
- Obtain simple statistics from discrete and continuous data, including mean, median, mode, quartiles, range and interquartile range.
- Use scatterplots to investigate and comment on relationships between two numerical variables.
- Investigate and describe bivariate numerical data where the independent variable is time.
- Translate word problems to mathematical form.
- Understand that the real number system includes rational and irrational numbers.
- Use approximates of real numbers by truncating or rounding.
- Solve problems involving the surface areas and volume of right prisms, including cylinders.
- Solve problems involving Pythagoras' theorem.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability	Calculus and further functions	Further calculus and introduction to statistics	Further calculus, trigonometry and statistics
- Surds and quadratic functions - Binomial expansion and cubic functions - Functions and relations - Trigonometric functions - Probability	- Exponential functions - Logarithms and logarithmic functions - Introduction to differential calculus - Applications of differential calculus - Further differentiation	- Differentiation of exponential and logarithmic functions - Differentiation of trigonometric functions and differentiation rules - Further applications of differentiation - Introduction to integration - Discrete random variables	- Further integration - Trigonometry - Continuous random variables and the normal distribution - Sampling and proportions - Interval estimates for proportions

Assessment

CTSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessments. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Texts

Year 11

Cambridge Senior Mathematics for Queensland Mathematical Methods Units 1 & 2 2E (Second Edition)

Year 12

Cambridge Senior Mathematics for Queensland mathematical Methods Units 3 & 4 2E (Second Edition)

Equipment

- A list of approved calculators for the Senior External Assessments can be found on the QCAA website, Graphics calculator list: https://www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_syll_ea_graphics_calculators_list.pdf
- Highly Recommended: Casio Fx-CG50AU (provided on loan through the CTSDE Resources Scheme)
- In addition, a scientific calculator such as the Casio FX-8200 AU or Casio FX-82 AU PLUS II is advisable.
- Access to Microsoft Office with Word and Excel and OneNote is essential.
- Access to a computer graphing package (for example, Graphmatica, Desmos) is essential.

Biology

In Biology, it is expected that student's complete practicals and investigations to demonstrate science inquiry skills. This may include up to 5 hours of field work. If you are considering choosing Biology as a senior subject, please be aware that it is recommended that you are available to attend any field services provided by the school.

Biology provides opportunities for students to engage with living systems.

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

Students learn valuable skills required for the scientific investigation of questions, become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

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

Pathways

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

Objectives

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

- Describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse evidence
- Interpret data
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicate understandings, findings, arguments and conclusions.

Recommendations for success

It is recommended that a student has achieved a B or better in Year 10 Science.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms	Maintaining internal environment	Biodiversity and the interconnectedness of life	Heredity and continuity of life
• Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	• Homeostasis • Infectious diseases and epidemiology	• Describing biodiversity and populations • Functioning ecosystems and succession	• Genetics and heredity • Continuity of life on Earth

Assessment

CTSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessments.

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

Summative assessments

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

Texts

Year 11:

Oxford Biology for Queensland Units 1 & 2

ISBN 9780190310219

Year 12:

Oxford Biology for Queensland Units 3 & 4

ISBN 9780190313548

Equipment:

- Pocket Digital Scales 0.01g precision, minimum 200g capacity

Chemistry

Chemistry is the study of matter — its composition, structure, properties, and the changes it undergoes.

In this subject, students investigate atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity, and rates of reaction, as well as equilibrium processes and redox reactions. Students also examine organic chemistry, synthesis, and design, developing an understanding of the characteristic chemical properties and reactions of different classes of organic compounds.

Through these studies, students deepen their appreciation of chemistry and its applications in everyday life, industry, and research. They develop an understanding of chemical theories, models, and systems, and build expertise in planning and conducting scientific investigations. Students learn to critically analyse data, evaluate scientific arguments and claims, and apply their understanding to solve problems, make informed decisions, and draw responsible, ethical conclusions.

Communication is a key focus, with students using appropriate scientific representations, language, and chemical nomenclature to present their findings. They learn and apply the thinking, experimental, problem-solving, and research skills central to the discipline, while also considering the broader impacts of chemistry on society, technology, and the environment.

Pathways

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Objectives

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

- Describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse data
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicate understandings, findings, arguments and conclusions.

Recommendation for success

It is recommended that students have achieved a B or better in Year 10 Science.

It is recommended that students have achieved a B or better in Year 10 Core Mathematics, or a C or better in Year 10 Extension Mathematics. Students must study a General Mathematics subject to enrol in Chemistry.

Structure

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

Assessment

CTSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessments.

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

Summative assessments

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

Texts

Year 11:

Oxford Chemistry for Queensland Units 1 & 2

ISBN 9780190313395

Pearson Chemistry Queensland 11 Units 1 & 2

ISBN: 9781488619557

Year 12:

Oxford Chemistry for Queensland Units 3 & 4

ISBN 9780190313449

Pearson Chemistry Queensland 12 Units 3 & 4

ISBN: 9781488619564

Equipment:

- Pocket Digital Scales 0.01g precision, minimum 200g capacity

Psychology

Psychology is the scientific study of human behaviour and mental processes. It explores how people think, feel, and act in various situations by investigating biological, cognitive, emotional, and social factors. Senior Psychology combines theoretical understanding with practical research skills, allowing students to develop insight into why people behave the way they do.

A key feature of Psychology is its foundation in scientific methods and data analysis. Students learn how to design and conduct investigations, collect and interpret data, and apply statistical techniques to draw valid conclusions. This emphasis on scientific literacy, statistical literacy, and data literacy ensures students become critical thinkers who can evaluate psychological claims and evidence rigorously.

Throughout the course, students engage with diverse research methodologies, from experiments to observational studies and surveys. They develop skills in ethical research practices, understand variability and error in data, and learn how to communicate findings effectively using both numerical and graphical forms. These abilities prepare students to apply psychological concepts confidently in both academic and real-world contexts.

Pathways

Studying Psychology provides pathways to further education in psychology, health sciences, education, social work, and related fields. It equips students with transferable skills valuable for careers in counselling, human resources, marketing, forensic science, research, and more. The combination of scientific inquiry and data analysis also supports roles in data-driven industries and research sectors.

Objectives

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

- Describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse data
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicate understandings, findings, arguments and conclusions.

Recommendations for success

Students aiming to succeed in Psychology should have achieved:

- At least a B grade in Year 10 Mathematics and Science, demonstrating strong analytical and scientific skills.
- At least a C grade in Year 10 English, to ensure competency in comprehension and communication.

It is highly recommended that Psychology be studied alongside General Mathematics (to support statistical and data analysis skills) and General English (to enhance scientific literacy and communication). These subjects complement Psychology by reinforcing critical thinking and numeracy skills essential for research and interpretation of data.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development	Individual behaviour	Individual thinking	The influence of others
• The role of the brain • Cognitive development • Consciousness, attention and sleep	• Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	• Brain function • Sensation and perception • Memory • Learning	• Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Statistical & Data Analysis Skills

- | | |
|---|---|
| <ul style="list-style-type: none"> Construct and investigate research questions Identify and operationalise variables to be manipulated, measured, and controlled Predict possible outcomes from investigations (null and alternative hypotheses) Distinguish between investigation types, designs, and methodologies Design and conduct safe, ethical and culturally appropriate scientific investigations Collect and collate primary and secondary data Select, construct, and use appropriate scientific language and representations to systematically organise, summarise, and communicate information, observations, and data. Use appropriate psychological terminology, representations, and conventions. Acknowledge sources using standard scientific referencing conventions | <ul style="list-style-type: none"> Distinguish between nominal, ordinal, interval, and ratio scales of measurement Use mathematical techniques to summarise data, establish relationships, and identify uncertainty Analyse data to identify trends, patterns, and relationships; and to recognise error, uncertainty, and limitations Interpret, synthesise, and use evidence to explain findings, construct scientific arguments, and draw conclusions that are statistically quantified Extrapolate findings to predict outcomes and assess the veracity of claims Evaluate reliability and validity of evidence Suggest improvements and extensions to investigations with the aim of minimising uncertainty, addressing limitations, and enhancing precision Identify and explain uncertainty in conclusions (including statistical assumption violations) |
|---|---|

Assessment

CTSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessments. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Texts

Year 11:

PSYCHOLOGY for Queensland Units 1 and 2

ISBN 9780190313296

Year 12:

PSYCHOLOGY for Queensland Units 3 and 4

ISBN 9780190313340

Applied Subjects

Essential English

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 opinions and ideas in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. Students 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 suit particular purposes and audiences.
- Use appropriate roles and relationships with audiences
- Construct and explain representations of identities, places, events and/or concepts
- Make use of and explain opinions and/or ideas in texts, according to purpose.
- 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 language choices according to register, informed by purpose, audience and context
- Use mode-appropriate language features to achieve particular purposes across modes.

Structure

Language that works	Texts and human experiences	Language that influences	Representation and popular culture texts
• Responding to a variety of texts used in and developed for a work context • Creating multi-modal and written texts	• Responding to reflective and non-fiction texts that explore human experiences • Creating spoken and written texts	• Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	• Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts

Assessment

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Extended response — spoken/signed response. Student gestures and facial expression must be visible.	Summative internal assessment 3 (IA3): Extended response — Multimodal response
Summative internal assessment 2 (IA2): Common internal assessment (CIA)	Summative internal assessment (IA4): Extended response — Written response

Texts

Year 11

Semester 1

Nelson Essential English for QCE Units 1-4	Sonja Goss	ISBN 9780170421782
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Semester 2

LION (Clickview)	Transmission Films	
Growing up Aboriginal in Australia	Anita Heiss	ISBN 9781863959810

Year 12

Semester 1

Nelson Essential English for QCE Units 1-4	Sonja Goss	ISBN 9780170421782
Ant-man (Clickview)	Peyton Reed	
The Museum of Broken Things	Lauren Draper	ISBN 9781922458537

Parents and guardians should review these texts before the student selects this subject.

Essential Mathematics

Essential Mathematics' major domains are:

- Number
- Data
- Location and time
- Measurement
- 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

The syllabus objectives outline what students have the opportunity to learn:

- **Recall mathematical knowledge:** when students recall mathematical knowledge, they recognize features of remembered information. They recognize relevant concepts, rules, definitions, techniques and algorithms.
- **Use mathematical knowledge:** when students use mathematical knowledge, they put into effect relevant concepts, rules, definitions, techniques and algorithms. They perform calculations with and without technology.
- **Communicate mathematical knowledge:** when students communicate mathematical knowledge, they use mathematical language (terminology, symbols, conventions and representations) and everyday language. They organize and present information in graphical and symbolic form, and describe and represent mathematical models.
- **Evaluate the reasonableness of solutions:** when students evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation and reflect on whether the problem has been solved. They verify by using estimation skills and checking calculations, with and without technology. They make an appraisal by assessing implications, strengths and limitations of solutions and/or models, and use this to consider if alternative methods or refinements are required.
- **Justify procedures and decisions:** when students justify procedures and decisions, they explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached.
- **Solve mathematical problems:** when students solve mathematical problems, they analyse the context of the problem to translate information into mathematical forms. They make decisions about the concepts, techniques and technology to be used and apply these to develop a solution. They develop, refine and use mathematical models, where applicable.

Assumed knowledge

The following is a non-exhaustive list of assumed knowledge based on the subject matter in the P-10 Australian Curriculum version 9:

- Recall concepts of number, percentages and money.
- Read and use graphs and scales.
- Recall concepts of probability, data collection and statistical data representations.
- Use a scientific calculator and other technology, where appropriate.
- Substitute numbers into formulas.
- Translate word problems to mathematical form.

Structure

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

Assessment

CTSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessments.

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

Summative assessments

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

Text

Year 11

Cambridge Senior Mathematics for Queensland Essential Mathematics Units 1 & 2 2E (Second Edition)

Year 12

Cambridge Senior Mathematics for Queensland Essential Mathematics Units 3 & 4 2E (Second Edition)

Equipment

- A scientific calculator is required for this course. The recommended one is:
 - Casio fx-82AU Plus II or Casio FX-8200 AU
 - Note:** Graphics calculators are not permitted in Essential Mathematics exams
- Access to Microsoft Office with Word and Excel is essential

Science in Practice

In Science in Practice, it is expected that students complete up to five (5) hours of field work to demonstrate science inquiry and project-management skills. If you are considering choosing Science in Practice as a senior subject, please be aware that it is recommended that you are available to attend any field services provided by the school.

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Students will develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens.

Science in Practice involves creative and critical thinking. Students apply scientific knowledge and skills in situations to produce practical outcomes. They build their understanding of expectations for work in scientific settings, and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to scientific activities.

Projects and investigations are key features of Science in Practice. Students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate conclusions and outcomes.

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, for example, animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

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

- Describe ideas and phenomena
- Execute procedures
- Analyse information
- Interpret information
- Evaluate conclusions and outcomes
- Plan investigations and projects

Recommendations for success

It is recommended that a student has achieved a C or better in Year 10 Science.

Structure

Contact Science Head of Department for more information.

Assessment

CTSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessments.

In Units 3 and 4, students complete 4 summative assessments using the assessment specifications and conditions provided in the syllabus. These assessment instruments include:

- Two (2) practical projects
- Two (2) applied investigations

Every unit objective will be assessed in each assessment. Results from each assessment will be used to determine the student's overall subject result (A-E).

Social and Community Studies (2024 v1.1)

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 personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It allows them to manage change, to be resilient and adaptive, and to develop strategies so that they can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers.

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 life skills:

- 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

Unit 1	Unit 2	Unit 3	Unit 4
Arts and identity (Option F)	Lifestyle and financial choices (Option A)	Healthy choices for mind and body (Option B)	Relationships and work environments (Option C)
Topic 2 Identity - Investigate factors that influence the construction and representation of personal or group identities by collecting and examining information to form a response - Multimodal (up to 1,000 words or equivalent) Assessment F2: Investigation	Topic 1 Contemporary Lifestyles - Develop recommendations to address a selected issue related to contemporary lifestyles - Multimodal (up to 1,000 words or equivalent) Assessment A1: Project + Evaluation	Topic 2 Food and nutrition - Investigate a food or nutrition issue and relevant cultural practice or initiative by collecting and examining information to consider solutions and form a response - Multimodal (up to 1,000 words or equivalent) Assessment B2: Investigation	Topic 1 Relationships - Instructional text or performance to provide advice on strategies for conducting effective relationships - Multimodal (up to 1,000 words or equivalent) Assessment C1: Project
Topic 2 The arts and community - Produce an informative text examining the role the arts play in shaping identities - Multimodal (up to 1,000 words or equivalent) Assessment F1: Project	Topic 2 Money Management - Respond to stimulus related to a money management issue that is relevant to young Australians - Multimodal (up to 1,000 words or equivalent) Assessment A2: Extended response	Topic 1 Recreation and leisure - Provide advice concerning recreation and leisure needs - Multimodal (up to 1,000 words or equivalent) Assessment B1: Project	Topic 2 World of work - Investigate an issue related to the work environment or employment by collecting and examining information to form a response - Multimodal (up to 1,000 words or equivalent) Assessment C2: Investigation

Assessment

For Social and Community Studies, all four assessments from Units 3 and 4 are used to determine the student's exit result.

Business Studies (2024 v1.1)

Business Studies provides opportunities for students to develop practical business knowledge and skills for use, participation and work in a range of business contexts. This course of study in Business Studies focuses on business essentials and communication skills delivered through business contexts. Students will explore business concepts and develop business practices to produce solutions to business situations. The business practices explored in this course of study include working in administration, working with customers, working in marketing and working in events. Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations.

Pathways

The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities. A course of study in Business Studies can establish a basis for further education and employment in: office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration or marketing.

Objectives

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

- describe concepts and ideas related to business functions
- explain concepts and ideas related to business functions
- demonstrate processes, procedures and skills related to business functions to complete tasks
- analyse business information related to business functions and contexts
- apply knowledge, understanding and skills related to business functions and contexts
- use language conventions and features to communicate ideas and information
- make and justify decisions for business solutions and outcomes
- plan and organise business solutions and outcomes
- evaluate business decisions, solutions and outcomes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Entrepreneurship (Option F)	Working in Marketing (Option D)	Working in Events (Option E)	Working with Customers (Option C)
• Students respond to stimulus related to a business scenario about entrepreneurship. • Multimodal (up to 1,000 words or equivalent) Assessment F1: Extended response	• Students respond to stimulus related to a business scenario about marketing fundamentals. • Multimodal (up to 1,000 words or equivalent) Assessment D1: Extended response	• Students respond to stimulus related to a business scenario about event administration. • Multimodal (up to 1,000 words or equivalent) Assessment E1: Extended response	• Students respond to stimulus related to a business scenario about customer relationships. • Multimodal (up to 1,000 words or equivalent) Assessment C1: Extended response
• Students develop a pitch for an innovative idea. • Multimodal (up to 1,000 words or equivalent) Assessment F2: Project	• Students develop a marketing plan for a new product or service. • Multimodal (up to 1,000 words or equivalent) Assessment D2: Project	• Students develop an event plan. • Multimodal (up to 1,000 words or equivalent) Assessment E2: Project	• Students develop a business solution for a scenario about customer service. • Multimodal (up to 1,000 words or equivalent) Assessment C2: Project

Assessment

For Business Studies, all four assessments from Units 3 and 4 are used to determine the student's exit result.

Information and Communication Technology

(2024 v1.2)

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information and Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

- Demonstrate practices, skills and processes.
- Interpret client briefs and technical information.
- Select practices and processes.
- Sequence processes.
- Evaluate processes and products.
- Adapt processes and products.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Layout and publishing	Digital imaging and modelling	Web development	App development
Demonstrate layout and publishing industry practices, skills and process.	Demonstrate digital imaging and modelling industry practices, skills and processes.	Demonstrate web development industry practices, skills and processes.	Demonstrate app development industry practices, skills and processes.
Interpret client briefs and technical information.	Interpret client briefs and technical information.	Interpret client briefs and technical information.	Interpret client briefs and technical information.
Select layout and publishing industry practices and processes.	Select digital imaging and modelling industry practices and processes.	Select web development industry practices and processes.	Select app development industry practices and processes.
Sequence layout and publishing processes.	Sequence digital imaging and modelling processes.	Sequence web development processes.	Sequence app development processes.
Evaluate layout and publishing processes and products.	Evaluate digital imaging and modelling processes and products.	Evaluate web development processes and products.	Evaluate app development processes and products.
Adapt layout and publishing processes and products.	Adapt digital imaging and modelling processes and products.	Adapt web development processes and products.	Adapt app development processes and products.

Assessment

In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

Unit 1	Unit 2	Unit 3	Unit 4
Layout and publishing	Digital imaging and modelling	Web development	App development
Product proposal Students produce a low-fidelity audio-visual product prototype for a product proposal in response to a client brief and technical information. Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media.	Product proposal Students produce a low-fidelity digital imaging and modelling prototype for a product proposal in response to a client brief and technical information. Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media.	Product proposal Students produce a low-fidelity web application prototype for a product proposal in response to a client brief and technical information. Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media.	Product proposal Students produce a low-fidelity native app prototype for a product proposal in response to a client brief and technical information. Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media.
Project Students produce a high-fidelity layout and publishing prototype in response to a client brief and technical information. Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the functionality of the high-fidelity layout and publishing prototype	Project Students produce a high-fidelity digital imaging and modelling prototype in response to a client brief and technical information. Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the functionality of the high-fidelity digital imaging and modelling prototype	Project Students produce a high-fidelity web application prototype in response to a client brief and technical information. Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the functionality of the high-fidelity web application	Project Students produce a high-fidelity native app prototype in response to a client brief and technical information. Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the functionality of the high-fidelity native app prototype

Visual Arts in Practice (2024 v1.1)

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

- Use visual arts practices.
- Plan artworks.
- Communicate ideas.
- Evaluate artworks.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Looking inwards (self)	Looking outwards (others)	Clients	Transform and extend
Use media, technologies and skills. Plan figurative and/or non-figurative artworks that represent self. Communicate ideas that represent self. Evaluate artworks that represent self.	Use media, technologies and skills. Plan artworks that represent local, national or global issues. Communicate ideas about local, national or global issues in a social space. Evaluate artworks that comment on local, national or global issues.	Use media, technologies and skills. Plan commissioned artworks. Communicate ideas that meet client needs and specifications. Evaluate artwork proposals that respond to client needs and specifications.	Use media, technologies and skills. Plan artworks that represent a developing style and/or practice and connections between the work of self and others. Communicate ideas that show inspiration and developed style. Evaluate artworks of a chosen practitioner and their influence on own works.

Assessment

In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

Unit 1	Unit 2	Unit 3	Unit 4
Looking inwards (self)	Looking outwards (others)	Clients	Transform and extend
Project Students make and evaluate an experimental folio that explores representation of self. Students plan a resolved artwork. Experimental folio Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based Planning and evaluation of experimental folio One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent Resolved artwork Students make a resolved artwork that communicates representation of self from Assessment 1. One of the following: • 2D, 3D, digital (static): up to 4 artwork/s	Project Students make a prototype artwork that explores a local, national or global issue. They evaluate others' artworks and plan for a resolved artwork that represents a local, national or global issue in a social space. Prototype artwork One of the following: • 2D, 3D, digital (static): up to 4 artwork/s Planning and evaluation of prototype artwork One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent Resolved artwork Students make a resolved artwork that communicates about a local, national or global issue in a social space. One of the following: • 2D, 3D, digital (static): up to 4 artwork/s	Project Students make and evaluate a design proposal for a commissioned artwork in response to a client brief. Students plan a resolved artwork. Design proposal Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based Planning and evaluation of design proposal One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent Resolved artwork Students make a resolved artwork that addresses client needs and specifications from Assessment 1. One of the following: • 2D, 3D, digital (static): up to 4 artwork/s	Project Students make a folio of stylistic experiments inspired by evaluation of the art style and/or practice of an artist or artisan. Students plan a resolved artwork. Folio of stylistic experiments Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based Planning and evaluation of folio of stylistic experiments One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent Resolved artwork Students make a resolved artwork that communicates a developed style and/or practice, and takes inspiration from an artist or artisan from Assessment 1. One of the following: • 2D, 3D, digital (static): up to 4 artwork/s

Queensland Certificate of Individual Achievement Programs

Students on a Queensland Certificate of Individual Achievement pathway will participate in a two-year cycle of units. Unit content will be designed to meet the individual knowledge and skill requirements of individuals in the programs for each year of the cycle. The completion of tasks from each unit is used as evidence towards a student's Queensland Certificate of Individual Achievement (QCIA). The QCIA summarises the knowledge and skills demonstrated by individual students during these units of work. For Statements of Participation, the school consults with each family to select relevant activities and evidence for their inclusion on an individual student's Queensland Certificate of Individual Achievement.

Year A of Study

- **Communication and Technologies (Semester 1 and 2)**
- English – 2 Terms on Language Comprehension and Language Use
- **Communication and Technologies (Semester 1 only)**
- Digital Technologies – 1 Term on Operation of Digital Technologies and 1 Term of Technical and Social Protocols of Digital Technologies
- **Community Citizenship and Environment (Semester 2 only)**
- Humanities and Social Sciences - 5 weeks of Citizenship Education and History; and 5 weeks of Geography and Environment and Science
- **Leisure and Recreation (Semester 1 only)**
- Health and Physical Education – 1 Term on Health and 1 Term on Fair Play
- **Leisure and Recreation (Semester 2 only)**
- The Arts – 1 Term on Visual Arts and 1 Term on Media/Digital Arts
- **Personal and Living Dimensions (Semester 1 only)**
- Social and Emotional Wellbeing - 1 Term focus on Identity and 1 Term on Emotions and relationships
- **Personal and Living Dimensions (Semester 1 and 2)**
- Mathematics – Whole year focusing on Number Skills in combination with a term each on:
* Money, Time, Data and Patterns
- **Vocational and Transition Activities (Semester 1 and 2)**
- Work Education – 4 Terms on Workplace Skills
- **Vocational and Transition Activities (Semester 2 only)**
- Living Independently – 1 Term on Practical Skills at Home and 1 Term on Practical Skills in the Community

Year B of Study

Students study the same subjects as per Year A except for where they will cease studying Workplace Skills to undertake study in:

- **Vocational and Transition Activities (Semester 1 and 2)**
- Work Education – 4 Terms on Active Volunteering

Two-Year Timeline of Unit Focus and Implementation

Shaded boxes indicate the Term where each unit of study will be undertaken.

Curriculum Organisers	Subject Link	Strands	Year A				Year B				Load = 6 subjects
			1	2	3	4	1	2	3	4	
Communication and Technologies	English	Language Comprehension									1
		Language Use									
	Digital Technologies	Operation									0.5 (1 semester only)
		Technical and Social Protocols									
Community, Citizenship and Environment	Humanities and Social Sciences	Citizenship Education									0.5 (1 semester only)
		History									
		Geography and Environment									
		Science									
Leisure and Recreation	Health and Physical Education	Health									0.5 (1 semester only)
		Fair Play									
	The Arts	Visual Arts									0.5 (1 semester only)
		Media/Digital Arts									
Personal and Living Dimensions	Social and Emotional Well-being	Identity									0.5 (1 semester only)
		Emotions and Relationships									
	Mathematics	Number									1
		Money									
		Time									
		Data									
Vocational and Transition Activities	Living Independently	Practical Skills at Home									0.5 (1 semester only)
		Practical Skills in the Community									
	Work Education	Workplace Skills									1
		Active Volunteering									

Vocational Education and Training (VET)

This section details the Vocational Education and Training (VET) courses available in the Senior School. Students may select one or more of the VET courses. Note that VET courses lead to a nationally recognised qualification (at Certificate I, Certificate II or Certificate III level) but do not count directly toward university entry (in most cases) or toward an ATAR. If you are interested in working or studying further in any of the industries or vocations covered in our VET offerings, these courses can be valuable.

The courses outlined below are available through this school. While some of the courses may be delivered by an institution, the enrolment process and ongoing support for you as a student will be through this school.

The VET courses are based on specific units of competency, with the successful completion of a number of units of competency leading to qualification. Results for units of competency are:

- Competent – student progress to next unit.
- Working towards competency – student has not demonstrated competence to the required standard and may need to resubmit assessment or practical tasks until working at standard.

Many VET courses also include compulsory work placement or work experience, and involve compulsory attendance at a practicum, where skills and knowledge can be evaluated in a face to face environment. These are identified on the individual qualification page.

Assessment instruments in these courses will always be focused on 'real world' situations, and will reflect current work practices in a range of industries.

A PC type laptop or desktop computer is recommended.

All VET qualifications contained in this booklet are current. Should a new version of a Qualification be released, a plan to transition to the new version for students who do not complete before the expiry date shall be put into place.

Certificates will be issued upon the successful completion of the course and payment of all outstanding invoices.

N.B. If you are enrolling in a VET Certificate, you must create a USI on enrolment. Please note you will need to take print screens of the information you use and save this information.

Structured Work Placement

Qualifications that include mandatory work placement require students to source an employer in the industry. Once you have identified/nominated an employer and spoken to them about completing work placement, the school will liaise with the employer to organise your placement and complete the work experience documentation, including a risk assessment and work experience agreement.

The school will contact the employer at key junctures to ensure throughout the course, continued mutual suitability of the work placement arrangements for both students and employers.

Vocational placements that meet the definition under the Fair Work Act 2009 are lawfully unpaid.

Business

BSB30120 Certificate III in Business

Accredited by: CTSDE - RTO Code: 46314

This course provides students with opportunities for the development of advanced office administration skills. This course is delivered in a blended approach using e-learning techniques in a virtual office environment. This scenario-based approach covers the set of units of competency as listed. To complete the course, six core and seven electives are required. Students will gain eight (8) credit points towards their Queensland Certificate of Education.

An RPL process is available for this course.

Core Units

BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication

Electives

BSBTEC201	Use business software applications
BSBTEC301	Design and produce business documents
BSBTEC303	Create electronic presentations
BSBWRT311	Write simple documents
BSBPEF301	Organise personal work priorities
BSBOPS304	Deliver and monitor a service to customers
BSBOPS305	Process customer complaints

Assessment

- Simulated office practical applications, activities and projects
- Competency-based assessment applies

Time Commitment

A minimum of 5-6 hours each week is required.

Requirements

- Access to personal computer and printer
- Microsoft Office software
- Access to the Internet
- Recommended work placement

Course duration

2 years

Lessons

Lessons/tutorials are offered three times weekly

Delivering body

Charters Towers School of Distance Education.

Community Services

CHC24015 Certificate II in Active Volunteering

Accredited by: CTSDE - RTO Code: 46314

This qualification reflects the role of entry level volunteer workers. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

This qualification may be used as a pathway for workforce entry. Organisations may require volunteers to undergo relevant background checks.

To achieve this qualification, the candidate must have completed at least 20 hours of volunteer work as detailed in the Assessment Requirements of units of competency. Students will gain four (4) credit points towards their Queensland Certificate of Education.

Core Units

CHCDIV001	Apply critical thinking skills in a team environment
HLTWHS001	Support personal wellbeing in the workplace
CHCVOL001	Participate in sustainable work practices
BSBCMM201	Use inclusive work practices

Electives

FSKNUM003	Assist with maintaining workplace safety
BSBOPS101	Engage in workplace communication
BSBTEC101	Use business software applications

Assessment

- Written assessments
- Role plays
- Observational learning
- Simulated scenarios

Time Commitment

A minimum of 4 – 5 hours per week. Students must complete at 20 hours of volunteer work in a structures volunteer program.

Requirements

- Access to personal computer and printer
- Microsoft Office software
- Access to the Internet

Course duration

12 months

Lessons

Lessons/tutorials are offered three times weekly

Delivering Body

Charters Towers School of Distance Education

General Education Program

FSK20119 Certificate II in Skills for Work and Vocational Pathways

Accredited by: CTSDE - RTO Code: 46314

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. Students will gain four (4) credit points towards their Queensland Certificate of Education.

It is suitable for individuals who require:

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

Core Units

FSKLRG011 Use routine strategies for work-related learning

Electives

FSKLRG009	Use strategies to respond to routine workplace problems
FSKLRG010	Use routine strategies for career planning
FSKRDG008	Read and respond to information in routine visual and graphic texts
FSKRDG009	Read and respond to routine standard operating procedures
FSKWTG008	Complete routine workplace formatted texts
FSKRDG002	Read and respond to short and simple workplace signs and symbols
FSKWTG001	Complete personal details on extremely simple and short workplace forms
FSKLRG007	Use strategies to identify job opportunities
FSKDIG001	Use digital technology for short and basic workplace tasks
FSKNUM001	Use beginning whole number skills up to 100 for work
TLIK2003	Apply keyboard skills
BSBPEF101	Plan and prepare for work readiness
SIRXWHS001	Work safely

Assessment

- Literacy and numeracy skills to Level 3 of Australian Core Skills
- Portfolio of work gathered during the course
- Online tests

Time Commitments

3 – 4 hours per week

Course duration

6 months – 12 months

Lessons

Lessons/tutorials are offered three times weekly

Delivering body

Charters Towers School of Distance Education

Agriculture

AHC30122 Certificate III in Agriculture

Accredited by: CTSDE - RTO Code: 46314

This course is for students interested in the basic factual, technical and procedural knowledge to successfully enter industries such as beef cattle production.

The course is delivered over 2 years and is worth eight (8) credit points.

To complete, the course requires the completion of 16 units of competency made up of 2 core units and 14 elective units. The practical element of the course will be assessed through work placement and workplace assessment.

A student is not eligible for a Statement of Attainment for any units until they have completed the 5 day practical.

Core Units

AHCWHS320	Contribute to workplace health and safety processes
AHCWRK320	Apply environmentally sustainable work practices

Electives

AHCCHM304	Transport and store chemicals
AHCCHM307	Prepare and apply chemicals to control pest, weeds and diseases
AHCINF307	Plan and construct conventional fencing
AHCLSK344	Administer treatments to livestock
AHCLSK347	Maintain livestock water supplies
AHCLSK350	Identify and draft livestock
AHCLSK351	Implement animal health control programs
AHCLSK353	Implement feeding plans for livestock
AHCLSK368	Comply with industry animal welfare requirements
AHCPMG301	Control weeds
AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity
AHCLSK224	Handle livestock using basic techniques
AHCLSK226	Load and unload livestock
AHCLSK228	Muster and move livestock

Assessment

- Skills to access, record and act on a range of information
- Skills to apply and communicate solutions to a range of predictable problems
- Technical skills to use a range of equipment
- Completion of routine tasks in known and stable contexts
- Complete routine but variable tasks in collaboration with others in a team environment.

Time Commitments

A minimum of 5-6 hours per week. Students required to undertake 160 hours of work placement during the course in an agricultural environment. Attendance at a 5-day practical training and assessment activity, 'live in' arrangement. Attendance at VET Placement Weeks is mandatory.

Requirements

- Access to personal computer and printer
- MS Office software
- Access to the Internet
- Work placement up to 200 hours

Lessons

Lessons/tutorials are offered three times weekly

Course duration

2 years

Delivering body

Charters Towers School of Distance Education

