Distance Ed

Course Offerings

Year 11 and 12

2025

THE SCHOOL OF DISTANCE EDUCATION

CHARTERS TOWERS

Contents

Fee schedule

Year 11 and 12

Subject	Resource Fee	Additional Fees
General Resource Fee	$80 per annum	Nil
English	$66 per annum	Nil
Essential English	$66 per annum	Nil
Mathematical Methods	$66 per annum	Nil
General Mathematics	$66 per annum	Nil
Essential Mathematics	$66 per annum	Nil
Biology	$66 per annum	Practical (Field Investigation)
Chemistry	$66 per annum	Nil
Science in Practice	$66 per annum	Nil
Psychology	$66 per annum	Nil
Ancient History	$66 per annum	Nil
Modern History	$66 per annum	Nil
Geography	$66 per annum	Practical (Field Investigation)
Business Studies	$66 per annum	Nil
Information and Communication Technology	$66 per annum	Nil
Visual Arts in Practice	$66 per annum	Art Kit $300 (one time purchase)
Social and Community Studies	$66 per annum	Nil

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
SIT30122 Certificate III in Tourism	$66 per annum	Students are required to complete 80 hours of work placement. Any costs incurred during completion of work placement will be at the student's expense. SITHFAB025 (Elective) to be sourced and paid for by student.

***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 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.

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

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

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/signer/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

It is recommended that a student has achieved a C 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. Student gestures and facial expression must be visible.	25%	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

Year 11

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.

Semester 1

The Sapphires (Click view)	20th Century Fox	

Semester 2

Frankenstein	Marry Shelly	ISBN: 9780143131847

Year 12

Semester 1

Fahrenheit 451	Ray Bradbury	ISBN 9780006546061
Howl's Moving Castle	Walt Disney Pictures (Clickview)	

Semester 2

Othello with Related Readings	GLOBE ON SCREEN	ISBN 9781107615595

Ancient History (2025 V1.1)

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, and 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 to show understanding
- Synthesise evidence from historical sources to form a historical argument
- Evaluate evidence from historical sources to make judgments
- Create responses that 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 • Tutankhamun's tomb ***FIA1: Portfolio of evidence***	**Topic 3:** **Agrippina the Younger** ***FIA3: 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 ***FIA2: Independent source investigation + critical summary that presents a historical argument (up to 2000 words)***	**Topic 4:** **Hatshepsut** ***FIA4: 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 ISBN 9780190302986
The Ancient World Transformed Year 11
The Ancient World Transformed Year 12
Senior Ancient History for Queensland
The Near East

Modern History (2025 V1.1)

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 to show understanding
- Synthesise evidence from historical sources to form a historical argument
- Evaluate evidence from historical sources to make judgments
- Create responses that 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

Note: at time of publishing, final decisions on topics have not been confirmed. Topics will be confirmed for start of 2025.

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 (Parisian riots and formation of new consulate ***FIA1: Portfolio of evidence***	**Topic 3** • 2025 Empowerment of First Nations Australians since 1938 ***FIA3: Investigation – Historical essay based on research (up to 2000 words)***	**Topic 5** **Subject being finalised** • Currently is Australia 1914-1949 **Under consideration for 2025:** ◦ New Zealand since 1841 ◦ Germany since 1914 (is developed) ◦ Indonesia since 1942 ◦ India since 1947 ◦ Israel since 1917 ***IA1: Exam - Essay in response to historical sources***	**Topic 7** • Genocides and ethnic cleansings since the 1930's ***IA3: Investigation - Historical essay based on research (up to 2000 words)***
Topic 2 **Subject being finalised** • Currently is China and the rise of Communism **Under consideration for 2025:** ◦ Industrial Revolution 1760-1890 ◦ Russian Revolution 1905-1920s ***FIA2: Investigation – independent source investigation + critical summary that presents a historical argument (up to 2000 words***	**Topic 4** **Subject being finalised** • Currently is African-American civil rights movement **Under consideration for 2025:** ◦ Environmental movement since 1960s ◦ Anti-apartheid movement in South Africa 1948-1991 ◦ LGBTQIA+ civil rights movement since 1969 ***FIA4: Exam- essay response to sources (up to 2000 words)***	**Topic 6** **Subject being finalised** • Currently is Germany, 1914-1945 (WWI to WW2) **Under consideration for 2025:** ◦ New Zealand since 1841 ◦ Germany since 1914 (is developed) ◦ Indonesia since 1942 ◦ India since 1947 ◦ Israel since 1917 ***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

Modern History Transformed Year 11

Modern History Transformed Year 12

Geography (2025 V1.1)

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**
• Natural hazard zones • Ecological hazard zones	• Responding to challenges facing a place in Australia • Managing challenges facing a megacity	• Land cover transformations and climate change • Responding to local land cover transformations	• Population challenges in Australia • Global population change

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.

Syllabus 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 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 analysis1 • 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

General Mathematics 11	Jacaranda Maths Quest

Year 12

General Mathematics 12	Jacaranda Maths Quest

Equipment

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

- Casio FX-82 AU 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.

Syllabus 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 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 assumes 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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td colspan="2">Summative internal assessment 1 (IA1):
• Problem-solving and modelling task 20%</td><td colspan="2" rowspan="2">Summative internal assessment 3 (IA3):
• Examination 15%</td></tr>
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• Examination 15%</td></tr>
<tr><th colspan="4">Unit 3 and 4</th></tr>
<tr><td colspan="4">Summative external assessment (EA):
• Examination 50%</td></tr>
</table>

Texts

Year 11

Mathematical Methods 11 Jacaranda Maths Quests

Year 12

Mathematical Methods 12 Jacaranda Maths Quest

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 Pluss 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 made 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

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<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
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• Student experiment
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• Examination
50%</td></tr>
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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 materials and their properties and structure.

Students study 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. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

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 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

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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 provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

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

It is recommended that students have achieved a B or better in Year 10 Science. Students must study a General mathematics subject to enrol in Psychology.

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

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

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• Examination
50%</td></tr>
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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

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.

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 values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including 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

Unit 1	Unit 2	Unit 3	Unit 4
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

Semester 2

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

Year 12

Semester 1

Before the Flood (Clickview)	National Geographic	
Nelson Essential English for QCE Units 1-4	Sonja Goss	ISBN 9780170421782
Frozen (Clickview)	Disney	
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.

Syllabus 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 (IA4): • Examination

Text

Year 11

Essential Mathematics 11 Jacaranda Maths Quest

Year 12

Essential Mathematics 12 Jacaranda Maths Quest

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

Refer to the next page/s.

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).

Semester 1	Semester 2	Semester 3	Semester 4
Unit 1 - Consumer Science	**Unit 2 - Sustainability**	**Unit 3 - Transport**	**Unit 4 - Forensic Science**
Assessment AI: Applied Investigation This task requires students to: • investigate a question that - is related to consumer science - has scope to be refined further • document the investigation process and conclusion, including - selecting a methodology or sources - collecting information - analysing information - drawing a conclusion based on the analysis of information - making recommendations for future investigations. **Response requirements** One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words	**Assessment EI: Applied Investigation** This task requires students to: • investigate a question that - is related to sustainability - has scope to be refined further • document the investigation process and conclusion, including - selecting a methodology or sources - collecting information - analysing information - drawing a conclusion based on the analysis of information - making recommendations for future investigations. **Response requirements** One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words	**Assessment FI: Applied Investigation** This task requires students to: • investigate a question that - is related to transport - has scope to be refined further • document the investigation process and conclusion, including - selecting a methodology or sources - collecting information - analysing information - drawing a conclusion based on the analysis of information - making recommendations for future investigations. **Response requirements** One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words	**Assessment CI: Applied Investigation** This task requires students to: • investigate a question that - is related to forensic science - has scope to be refined further • document the investigation process and conclusion, including - selecting a methodology or sources - collecting information - analysing information - drawing a conclusion based on the analysis of information - making recommendations for future investigations. **Response requirements** One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words

Semester 1	Semester 2	Semester 3	Semester 4
Unit 1 - Consumer Science	**Unit 2 - Sustainability**	**Unit 3 - Transport**	**Unit 4 - Forensic Science**
Assessment A2: Practical project This task requires students to: • complete a project: - related to a scenario about consumer science - with an outcome of either a physical product or the performance of a skill • document the process used to complete the project, including: - analysing and interpreting the given scenario - describing the relevant concepts and procedures - selecting a procedure to follow - executing skills and processes to deliver an outcome - evaluating the outcome - making recommendations for future projects. **Response requirements** Completed project One of the following: • Product: 1 • Performance: up to 4 minutes	**Assessment E2: Practical project** This task requires students to: • complete a project: - related to a scenario about sustainability - with an outcome of either a physical product or the performance of a skill • document the process used to complete the project, including: - analysing and interpreting the given scenario - describing the relevant concepts and procedures - selecting a procedure to follow - executing skills and processes to deliver an outcome - evaluating the outcome - making recommendations for future projects **Response requirements** Completed project One of the following: • Product: 1 • Performance: up to 4 minutes	**Assessment A2: Practical project** This task requires students to: • complete a project: - related to a scenario about transport - with an outcome of either a physical product or the performance of a skill • document the process used to complete the project, including: - analysing and interpreting the given scenario - describing the relevant concepts and procedures - selecting a procedure to follow - executing skills and processes to deliver an outcome - evaluating the outcome - making recommendations for future projects. **Response requirements** Completed project One of the following: • Product: 1 • Performance: up to 4 minutes	**Assessment A2: Practical project** This task requires students to: • complete a project: - related to a scenario about forensic science - with an outcome of either a physical product or the performance of a skill • document the process used to complete the project, including: - analysing and interpreting the given scenario - describing the relevant concepts and procedures - selecting a procedure to follow - executing skills and processes to deliver an outcome - evaluating the outcome - making recommendations for future projects. **Response requirements** Completed project One of the following: • Product: 1 • Performance: up to 4 minutes

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 – Lifestyle and financial choices	**Unit 2 – Arts and identity**	**Unit 3 – Healthy choices for mind and body**	**Unit 4 – Relationships and work environments**
• Money management • Contemporary lifestyles	• The arts and community • Identity	• Food and nutrition • Recreation and leisure	• Relationships • Identity

Assessment

For Social and Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result.

Semester 1	Semester 2	Semester 3	Semester 4
Unit 1 - Lifestyle and financial choices (Option A)	**Unit 2 - Arts and identity (Option F)**	**Unit 3 - Healthy choices for mind and body (Option B)**	**Unit 4 - Relationships and work environments (Option C)**
Money management ***Assessment A2: Extended response*** **Respond to stimulus related to a money management issue that is relevant to young Australians** *Multimodal (min 2 modes/up to 7 mins; 10 A4 pages; or equivalent digital media) OR* *Written (up to 1000 words) Plus Evaluation*	**The arts and community** Assessment FI: Project Produce an informative text examining the role the arts play in shaping identities Multimodal (min 2 modes/up to 5 mins; 6 A4 pages; or equivalent digital media) OR Written (up to 600 words) PLUS Evaluation Multimodal (min 2 modes/up to 4 mins; 4 A4 pages; or equivalent digital media) OR Written (up to 400 words)	**Food and nutrition** ***Assessment B2: Investigation*** **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 (min 2 modes/up to 7 mins; 10 A4 pages; or equivalent digital media) OR* *Written (up to 1000 words)*	**Relationships** Assessment CI: Project Instructional text or performance to provide advice on strategies for conducting effective relationships Multimodal (min 2 modes/up to 5 mins; 6 A4 pages; or equivalent digital media) OR Written (up to 600 words) PLUS Evaluation Multimodal (min 2 modes/up to 4 mins; 4 A4 pages; or equivalent digital media) OR Written (up to 400 words)
Contemporary Lifestyles Assessment AI: Project Develop recommendations to address a selected issue related to contemporary lifestyles Multimodal (min 2 modes/up to 5 mins; 6 A4 pages; or equivalent digital media) OR Written (up to 600 words) PLUS Evaluation Multimodal (min 2 modes/up to 4 mins; 4 A4 pages; or equivalent digital media) OR Written (up to 400 words)	**Identity** ***Assessment F2: Investigation*** **Investigate factors that influence the construction and representation of personal or group identities by collecting and examining information to form a response** *Multimodal (min 2 modes/up to 7 mins; 10 A4 pages; or equivalent digital media) OR* *Written (up to 1000 words)*	**Recreation and leisure** Assessment BI: Project Provide advice concerning recreation and leisure needs Multimodal (min 2 modes/up to 5 mins; 6 A4 pages; or equivalent digital media) OR Written (up to 600 words) PLUS Evaluation Multimodal (min 2 modes/up to 4 mins; 4 A4 pages; or equivalent digital media) OR Written (up to 400 words)	**Identity** ***Assessment C2: Investigation*** **Investigate an issue related to the work environment or employment by collecting and examining information to form a response** *Multimodal (min 2 modes/up to 7 mins; 10 A4 pages; or equivalent digital media) OR* *Written (up to 1000 words)*

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	**Working in Marketing**	**Working in Events**	**Working with Customers**
• Entrepreneurship and Business • The Pitch	• Marketing Fundamentals • Marketing Plan	• Event Administration • Event Planning	• Customer Relationships • Customer Service

Assessment

For Business Studies, assessment from Units 3 and 4 is used to determine the student's exit result.

Semester 1	Semester 2	Semester 3	Semester 4
Unit 1 – **Entrepreneurship (Option F)**	**Unit 2 –** **Working in Marketing (Option D)**	**Unit 3 –** **Working in Events (Option E)**	**Unit 4 –** **Working with Customers (Option C)**
Entrepreneurship and Business ***Assessment FI: Extended response*** ***Students respond to stimulus related to a business scenario about entrepreneurship.*** *Multimodal (min 2 modes delivered at the same time)/up to 7 mins; 10 A4 pages; or equivalent digital media) OR* *Spoken; up to 7 minutes, or signed equivalent OR* *Written (up to 1000 words)*	**Marketing Fundamentals** ***Assessment DI: Extended response*** **Students respond to stimulus related to a business scenario about marketing fundamentals.** *Multimodal (min 2 modes delivered at the same time); up to 7 mins; 10 A4 pages; or equivalent digital media) OR* *Spoken; up to 7 minutes, or signed equivalent OR* *Written (up to 1000 words)*	**Event Administration** ***Assessment EI: Extended response*** **Students respond to stimulus related to a business scenario about event administration.** *Multimodal (min 2 modes delivered at the same time); up to 7 mins; 10 A4 pages; or equivalent digital media) OR* *Spoken; up to 7 minutes, or signed equivalent OR* *Written (up to 1000 words)*	**Customer Relationships** ***Assessment CI: Extended response*** **Students respond to stimulus related to a business scenario about customer relationships.** *Multimodal (min 2 modes delivered at the same time); up to 7 mins; 10 A4 pages; or equivalent digital media) OR* *Spoken; up to 7 minutes, or signed equivalent OR* *Written (up to 1000 words)*
The Pitch ***Assessment F2: Project*** **Students develop a pitch for an innovative idea.** *Multimodal (min 2 modes/up to 5 mins; 6 A4 pages; or equivalent digital media) OR* *Spoken; up to 4 minutes, or signed equivalent OR* *Written (up to 600 words)* **PLUS** **Evaluation** *Multimodal (min 2 modes delivered at the same time); up to 4 mins; 4 A4 pages; or equivalent digital media) OR* *Spoken; up to 3 minutes, or signed equivalent OR* *Written (up to 400 words)*	**Marketing Plan** ***Assessment D2: Project*** **Students develop a marketing plan for a new product or service.** *Multimodal (min 2 modes/up to 5 mins; 6 A4 pages; or equivalent digital media) OR* *Spoken; up to 4 minutes, or signed equivalent OR* *Written (up to 600 words)* **PLUS** **Evaluation** *Multimodal (min 2 modes delivered at the same time; up to 4 mins; 4 A4 pages; or equivalent digital media) OR* *Spoken; up to 3 minutes, or signed equivalent OR* *Written (up to 400 words)*	**Event Planning** ***Assessment E2: Project*** **Students develop an event plan.** *Multimodal (min 2 modes/up to 5 mins; 6 A4 pages; or equivalent digital media) OR* *Spoken; up to 4 minutes, or signed equivalent OR* *Written (up to 600 words)* **PLUS** **Evaluation** *Multimodal (min 2 modes delivered at the same time; up to 4 mins; 4 A4 pages; or equivalent digital media) OR* *Spoken; up to 3 minutes, or signed equivalent OR* *Written (up to 400 words)*	**Customer Service** ***Assessment C2: Project*** **Students develop a business solution for a scenario about customer service.** *Multimodal (min 2 modes/up to 5 mins; 6 A4 pages; or equivalent digital media) OR* *Spoken; up to 4 minutes, or signed equivalent OR* *Written (up to 600 words)* **PLUS** **Evaluation** *Multimodal (min 2 modes delivered at the same time; up to 4 mins; 4 A4 pages; or equivalent digital media) OR* *Spoken; up to 3 minutes, or signed equivalent OR* *Written (up to 400 words)*

Information and Communication Technology (2024 v1.0)

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, is it 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 medelling 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.

Semester 1	Semester 2	Semester 3	Semester 4
Unit 1 – Layout and publishing	**Unit 2 – Digital imaging and modelling**	**Unit 3 – Web development**	**Unit 4 – 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. Low-fidelity products developed for Assessment 1 must be separate from the product component of Assessment 2.	**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. Low-fidelity products developed for Assessment 1 must be separate from the product component of Assessment 2.	**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. Low-fidelity products developed for Assessment 1 must be separate from the product component of Assessment 2.	**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. Low-fidelity products developed for Assessment 1 must be separate from the product component of Assessment 2.
Project **Students produce a high-fidelity audiovisual product 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 audiovisual product 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 v1.0)

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.

Semester 1	Semester 2	Semester 3	Semester 4
Unit 1 – Looking inwards (self)	**Unit 2 – Looking outwards (others)**	**Unit 3 – Clients**	**Unit 4 – 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 (up to 30 seconds) **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	**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 • Time-based: up to 3 minutes **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	**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 (up to 30 seconds each) **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	**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 (up to 30 seconds) **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 representation of self from Assessment 1.** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes	**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 • Time-based: up to 3 minutes	**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 • Time-based: up to 3 minutes	**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 • Time-based: up to 3 minutes

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

Queensland Certificate of Individual Achievement

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									
		Patterns									
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

Safety Units

BSBTEC201	Use business software application
BSBTEC202	Use digital technologies to communicate in a work environment

Assessment

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

Time Commitment

A minimum of 5-6 hours each week is required. Students are encouraged to undertake up to 160 hours of monitored work placement/work experience during this course in an office setting.

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	Work with diverse people
HLTWHS001	Participate in workplace health and safety
CHCVOL001	Be an effective volunteer
BSBCMM201	Communicate in the workplace

Electives

FSKNUM003	Use whole numbers and halves for work
BSBOPS101	Use business resources
BSBTEC101	Operate digital devices

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

FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
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 technologies 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

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.

Core Units

AHCWHS302	Contribute to workplace health and safety processes
AHCWRK320	Apply environmentally sustainable work practices

Electives

AHCLSK301	Administer medication to livestock
AHCLSK305	Maintain livestock water supplies
AHCLSK308	Identify and draft livestock
AHCLSK309	Implement animal health control programs
AHCLSK311	Implement feeding plans for livestock
AHCLSK331	Comply with industry animal welfare requirements
AHCCHM307	Prepare and apply chemicals to control pest, weeds and diseases
AHCCHM304	Transport and store chemicals
AHCINF307	Plan and construct conventional fencing
AHCPMG301	Control weeds
AHCBIO203	Inspect and clean machinery, tool and equipment to preserve biosecurity
AHCLSK205	Handle livestock using basic techniques
AHCLSK207	Load and unload livestock
AHCLSK210	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

Tourism

SIT30122 Certificate III in Tourism

Accredited by: CTSDE - RTO Code: 46314

This qualification provides a pathway to work in many tourism and/or hospitality industry sectors and for a diversity of employers including tour operators, inbound tour operators, visitor information centres, attractions, cultural and heritage sites, and any small tourism business.

This qualification allows for multi-skilling and for specialisation in office-based roles involving the planning and coordination of tourism services, or roles in the field where products are delivered.

This qualification reflects the role of individuals who use a range of well-developed tourism service, sales or operational skills and sound knowledge of industry operations to coordinate tourism services. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities. Students will gain eight (8) credit points towards their Queensland Certificate of Education.

Core units

SITTIND003	Source and use information on the tourism and travel industry
SITXCCS014	Provide service to customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices

Electives

SITXCCS010	Provide visitor information
SITTTVL001	Access and interpret product information
SITTTVL003	Provide advice on Australian destinations
SITTTVL004	Sell tourism products or services
SITTTVL005	Prepare customer quotations
SITXCOM008	Provide a briefing or scripted commentary
BSBPEF202	Plan and apply time management
BSBTEC201	Use business software applications
SITXFSA005	Use hygienic practices for food safety
SITHIND005	Use hygienic practices for hospitality service
SITXCCS011	Interact with customers

Assessment

- Projects and activities to be returned to the teacher
- Competency based assessment

Time Commitment

A minimum of 4 – 5 hours per week. Students are Required to undertake 80 hours of work placement.

Requirements

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

Course duration

2 years

Lessons

Lessons/tutorials are offered three times weekly

Delivering Body

Charters Towers School of Distance Education


Distance
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