

Distance Ed

Subject Selection

Year 10

2024

THE SCHOOL OF DISTANCE EDUCATION


CHARTERS TOWERS

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Fee schedule

Year 10

Subject	Resource Fee	Additional Fees
General Resource Fee	\$98 per annum	Nil
English	\$22 per annum	Nil
Mathematics	\$22 per annum	Nil
Science	\$46 per annum	Nil
Health and Physical Education (HPE)	\$22 per annum	Nil
Technology / The Arts	\$22 per annum	Nil
History / Geography / Economics & Business	\$22 per annum	Nil
CHC24015 Certificate II in Active Volunteering	\$200 per annum over two years or \$400 for full course	TBA
FSK20119 Certificate II in Skills for Work and Vocational Pathways	\$50 per annum of course	Nil

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.

Year 10 Subjects

Year 10 subject selection overview

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

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

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

Line	Subject Options	
A	Mathematics	
B	English	
C	Science	
D	HPE (1 lesson per week)	
E	Certificate II Skills for Work and Vocational Pathways	
F	Semester 1: History	Semester 2: Option 1. Geography Option 2. Economics & Business
G	Option 1. Digital Technologies Option 2. Visual Arts Option 3. Certificate II in Active Volunteering	

Selecting a subject from given options

Core subjects

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

Elective subjects

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

VET Courses

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

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

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

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

Assessment

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

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

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

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

Mathematics

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

Pathways

In Semester 1, Year 10 students will complete units which cover concepts from the probability, algebra, number and measurement components of the Australian Curriculum. Semester 2 units focus on space, measurement and statistics. Students who perform well on the assessment tasks (A or B grades) in Semester 1 will be offered the opportunity to complete additional extension topics in Semester 2 which prepare them for General Mathematics and/or Mathematical Methods subjects in Years 11 and 12.

Objectives

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- investigate the accuracy of decimal approximations to irrational real numbers; consider the accuracy of computation with real numbers in context and the use of logarithmic scales to deal with phenomena involving small and large quantities and change
- apply numerical, graphical and algebraic approaches to analyse the behaviour of pairs of linear equations and linear inequalities in 2 variables
- generalise and extend their repertoire of algebraic techniques involving quadratic and exponential algebraic expressions
- use mathematical modelling to solve problems in applied situations exhibiting growth or decay using linear, quadratic and exponential functions; and solve related equations, numerically, graphically and algebraically, with the use of digital tools as applicable
- solve measurement problems involving the surface area and volume of common objects, composite objects and irregular objects; use Pythagoras' theorem and trigonometry of right-angled triangles to solve spatial problems in two- and three-dimensions, and manipulate images of their representations using digital tools
- apply geometric theorems to deduce results and solve problems involving plane shapes, and interpret networks and network diagrams in authentic contexts
- investigate conditional probability and its relation to dependent and independent events, including sampling with and without replacement; devise and use simulations to test intuitions involving chance events that may or may not be independent
- compare different ways of representing the distribution of continuous data and interpret key features of the distribution; explore association between pairs of variables, decide the form of representation, interpret the data with respect to the context and discuss possible conclusions; use scatterplots to informally discuss and consider association between 2 numerical variables and informally consider lines of good fit by eye, interpolation, extrapolation and limitations.

Assessment

Year 10 General Mathematics preparation students will be expected to complete four pieces of summative assessment – two problem-solving and modelling tasks and two exams.

Year 10 students will be expected to complete between four and six pieces of summative assessment during the year.

Projects	Exams
<ul style="list-style-type: none"> Completed over a number of weeks, typically three Suggested length: 600 – 800 words, up to six pages (including tables, figures and diagrams) Some in-class provided but out-of-class time also required Submission of a draft is required to demonstrate progress and receive feedback Depending on the topic being assessed, the type of project could involve one or more of the following: <ul style="list-style-type: none"> - mathematical modelling task - statistical investigation - computational thinking task - probability experiment and/or simulation - investigative task. 	<ul style="list-style-type: none"> Unseen exam containing simple familiar, complex familiar and complex unfamiliar questions Up to 90 minutes in length Completed under the supervision of an exam supervisor An exam may cover multiple topics

Sample course structure

(May vary from year to year)

Term 1	Term 2	Term 3	Term 4
<p>CORE Probability Algebra – equations & linear relationships</p>	<p>CORE Algebra – quadratics & exponential functions Measurement & Number – surface area & volume</p>	<p>CORE Space – deductive geometry & networks Measurement - trigonometry EXTENSION Measurement – additional trigonometry topics</p>	<p>CORE Statistics – univariate & bivariate data Measurement - indices EXTENSION Statistics – standard deviation Measurement – surds & logarithms</p>

English

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

Pathways

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

Objectives

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

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

Recommendations for success

It is recommended that a student attend/watch lesson recordings ongoingly throughout the year.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Australian Experiences	Visual Storytelling	Novel Study	Modern Classic
<ul style="list-style-type: none"> • The use of text structures and language features short stories • Analysing salience and reading paths • Evaluating moral, ethical and social messages in short stories • Evaluating the impact of these messages on society • Creating Multimodal presentations 	<ul style="list-style-type: none"> • The use of text structures and language features in <i>The Rabbits</i> • Analysing satirical texts for meaning • Using evidence to support arguments • Responding to short answer questions 	<ul style="list-style-type: none"> • Exploring a novel for context, characterisation, language features and themes • Explore short story structures and language features • Use <i>Tomorrow When The War Began</i> to persuade readers of a character representation 	<ul style="list-style-type: none"> • Context of Shakespeare's time • Analysing <i>10 Things I Hate About You</i> • Exploring film analysis • Understanding how to structure and write a film analysis
Assessment: 4-6 minute Spoken Multimodal presentation. Drafted	Assessment: Short response exam Undrafted	Assessment 600-800 word Imaginative Response Drafted	Assessment Short Response 600 - 800 word total Analytical response Drafted

Science

Learning Science provides opportunities for students to develop an understanding of:

- important science concepts and processes
- the practices used to develop scientific knowledge
- science's contribution to our culture and society, and
- science applications in our lives.

The Science curriculum supports students to develop scientific inquiry methods, a foundation of knowledge across the disciplines of science, and develops an ability to communicate scientific understanding, use evidence to solve problems and make evidence-based decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Pathways

This subject prepares students for General Science Subjects in Year 11 and 12 – Biology, Chemistry and Psychology.

Objectives

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

- Explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students
- Explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.
- Develop their understanding of atomic theory to understand relationships within the periodic table.
- Understand that motion and forces are related by applying physical laws.
- Learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Earth & Space	Biology	Chemistry	Physics
<ul style="list-style-type: none"> • The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe • Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere 	<ul style="list-style-type: none"> • Transmission of heritable characteristics from one generation to the next involves DNA and genes • The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence 	<p>The atomic structure and properties of elements are used to organise them in the Periodic Table.</p> <p>Different types of chemical reactions are used to produce a range of products and can occur at different rates</p>	<p>Energy conservation in a system can be explained by describing energy transfers and transformations.</p> <p>The motion of objects can be described and predicted using the laws of physics.</p>
Assessment Examination	Assessment Investigation	Assessment Experimental Investigation	Assessment Examination

History

The Year 10 History course in Semester 1 provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The content provides opportunities for students to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within particular historical contexts to facilitate an understanding of the past and to provide a focus for historical inquiries. The history content at this year level involves two strands: historical knowledge and understanding, and historical skills.

Pathways

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

Objectives

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

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

Structure

History (Semester 1)		
WWII (1939-1945)	Introduction to Modern History: Rights and freedoms	Migration Experiences
<ul style="list-style-type: none">• The change of global conflict during the 20th Century• Consequences of WWII and how these shaped the modern world	<ul style="list-style-type: none">• The impact of civil rights in Australia• The consequence of the Mabo and Wiki Cases	<ul style="list-style-type: none">• Pre- and Post-WWII immigration• Internal and external factors regarding Australia's immigration policies• impact of immigration on Australian society and its international relations
Assessment: Exam: short response to historical sources	Assessment: Analytical essay using provided historical sources	Assessment: Inquiry and multimodal presentation

Geography (elective)

The Year 10 Geography course focuses on investigating environmental geography through an in-depth study of The Great Barrier Reef. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students investigate a how the interaction of geographical processes and human actions have changed the characteristics of the inner Great Barrier Reef over time. They apply human– environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change. The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills.

Pathways

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

Objectives

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

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

Recommendations for success

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

Structure

Geography (Semester 2)	
Environmental change and management	Introduction to Senior Geography
<ul style="list-style-type: none">• Explanation of spatial variations between places and changes in environments• Management options for sustaining human and natural systems• How world views influence decisions on management of environmental and social change	<ul style="list-style-type: none">• Explanation of geographical processes• Recognising spatial patterns in data and identifying relationships for people and places• Interpreting data to make inferences about trends and patterns
Assessment: Inquiry and report	Assessment: Exam: short response

Economics and Business (elective)

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

Pathways

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

Objectives

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

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

Recommendations for success

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

Structure

Economics and Business (Semester 2)	
Unit 1 – Competition in the global economy	Unit 2 – Economic performance and standard of living
<ul style="list-style-type: none">• explain the role of the Australian economy in allocating and distributing resources within the broader Asia and global economy; analyse why and how participants in the global community are dependent on each other• explain why and how businesses seek to create and maintain a competitive advantage in the global market.	<ul style="list-style-type: none">• develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills or inquiry, to investigate a familiar, new and complex hypothetical national, regional or global economics or business problem
Assessment: Inquiry and report	Assessment: Inquiry and report

Health and Physical Education (HPE)

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

Recommendations for success

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

Structure

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

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

Technology

Technology: Students learning in Digital Technologies focuses on developing and modifying innovative digital solutions, decompose real-world problems, and critically evaluate alternative solutions against stakeholder elicited user stories. Students acquire, interpret and model complex data with databases and represent documents as content, structure and presentation. They design and validate algorithms and implement them, including in an object-oriented programming language. Students explain how digital systems manage, control and secure access to data; and model cyber security threats and explore a vulnerability. They use advanced features of digital tools to create interactive content, and to plan, collaborate on, and manage agile projects. Students apply privacy principles to manage digital footprints.

Recommendations for success

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

Structure

Digital Technology			
Digital systems	Data representation	Digital systems	Data representation
<p>Investigate how hardware and software manage, control and secure access to data in networked digital systems.</p> <p>Explaining how the operating system hides the complexity of different hardware from applications, for example applications can treat input from a mouse and touch screen in the same way</p> <p>Exploring how public key cryptography, for example tls, and hashing, such as sha-1, secure the storage and transmission of data</p> <p>Configuring a simple network using real or simulated hardware and observing packets moving around the network, for example monitoring packets on simulated switches and networked devices</p>	<p>Represent documents online as content (text), structure (markup) and presentation (styling) and explain why such representations are important.</p> <p>Representing documents by separating the content (the text in the document), the structure (the document structure such as headings and paragraphs) and presentation (how the document is laid out and styled)</p> <p>Writing webpages using hypertext markup language (html) for the content and structure and cascading style sheets (css) for styling the page and explaining how html tags separate content from structure</p> <p>Explaining how representing content, structure and presentation separately allows each of them to be designed, edited, manipulated and stored independently of the others and why this is important</p>	<p>Investigate how hardware and software manage, control and secure access to data in networked digital systems.</p> <p>Explaining how domain names and ip addresses allow data to be transmitted to specific networked devices, for example dns and routing tables</p> <p>Describing elements of access control and explaining why they are necessary, for example authentication and permissions for restricting access to install software to administrators</p>	<p>Investigate simple data compression technique.</p> <p>Using an algorithm to identify patterns in data and represent them in a compressed way, for example repeated pixels in an image with run-length encoding</p> <p>Exploring the difference between lossy and lossless compression and the consequences of each, for example exploring codecs for audio-visual compression such as mp3, mp4 and wav formats, considering energy requirements of file sizes</p> <p>Examining an image and discussing whether the image quality would be compromised if all the blue pixels of the sky in one row were to be replaced by one token and the number of pixels it represents</p>
<p>Assessment: TBA</p>	<p>Assessment: TBA</p>	<p>Assessment: TBA</p>	<p>Assessment: TBA</p>

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

The Arts

The Arts: Students learning in Visual Arts focuses on analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate how and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning. They evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity. Students draw on inspiration from multiple sources to generate and develop ideas for artworks. They document and reflect on their own visual arts practice. They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning. They curate and present exhibitions of their own and or/others' artworks and visual arts practice to engage audiences.

Recommendations for success

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

Structure

Visual Arts			
Still life – objects/installations	Colour and light	Symbols and cultural identity	Sustainability
<p>An arrangement of inanimate objects in an artwork is general referred to as a still life. By investigating the objects recorded by artists, we can learn about history and culture, as well as the concerns of society at the time.</p> <p>Sculptures and installations deal with human-made objects as a reflection of our daily life and across cultures. Artists have responded to the contemporary world; its values, celebrations and concerns as symbolised through objects.</p>	<p>We study the theories of colour, look at the colour wheel to discover colours that clash or have an instant impact (e.g., the reactions between red and green, purple and yellow, blue and orange) or investigate the emotional significance and symbolism associated with colour. Whichever approach we take, colour is perhaps the most important element in a painting. Sculptors and architects also use colour for emphasis.</p> <p>Photographers now employ digital means to alter or enhance colour to strengthen the concept or emotion they are trying to communicate.</p> <p>Without colour, working with white on white or shades of black, the surface becomes all important.</p> <p>Light is essential to seeing. Artists have long experimented with the effect of a single light source, such as a candle or light gently filtering through a window. The Impressionist painters were intrigued by the effects of sunlight. Light is of course an essential tool of photography and film.</p> <p>Contemporary artists have used light technology (such as neon lights, LED lights and light sensors) and special architectural devices to create innovative experiences in light projection for the audience.</p> <p>Manipulation of time and movement is often linked to working with light. Light is used to give dramatic effect to dance, theatre and performance art.</p>	<p>We all recognise an arrow sign and follow its direction but colours can symbolise different things in different cultures. Some signs we associate with nature, such as a bud meaning new life, or the stages of the moon, the life cycle. Others are human-made simplifications. Artists develop their own unique style or visual language, a set of symbols to communicate. Some artists are recognisable by a particular colour or shape such as Yayoi Kusama's red dots, or Guan Wei's cloud shapes.</p> <p>Jean-Michel Basquiat used the crown as a symbol to represent himself. Symbols, colours and imagery help us to understand and recognise certain places, stories, values and beliefs associated with cultural identity.</p>	<p>Contemporary art in particular is informed by different viewpoints, with artists utilising new forms, including time-based forms and media, to communicate their ideas and reactions to human intervention in nature and the notion of sustainability. These artists aim to increase our awareness of the need for responsible use of resources, including air, water, soils and other life (the threat of species extinction). The artists in this topic aim to instigate change to promote systems of sustainable living. Artists and designers have become activist and leaders in initiatives to create a healthier, more responsible future.</p> <p>Many fashion houses now consider re-using clothing by redesigning items, such as jeans, or using the scrap material. Advancements have also been made in substituting a synthetic leather made from mushrooms and plant-based plastics for sunglasses.</p> <p>Stella McCartney is very eco-conscious in her design approach to clothing and accessories. As much as possible, her stores are powered by clean wind energy and, as an industry benchmark, Stella McCartney Ltd is a certified carbon-neutral company.</p>
<p>Assessment: TBA</p>	<p>Assessment: TBA</p>	<p>Assessment: TBA</p>	<p>Assessment: TBA</p>

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

Vocational Education and Training (VET)

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

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

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

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

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

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

A PC type laptop or desktop computer is recommended.

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

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

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

Structured Work Placement

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

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

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

Community Services

CHC24015 Certificate II in Active Volunteering

Accredited by: TEIA Ltd. (National Code: 5811)

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
CHCVOL001	Be an effective volunteer
HLTWHS001	Participate in workplace health and safety
BSBCM211	Apply communication skills

Electives

BSBITU111	Operate a personal digital device
BSBOPS101	Use business resources
BSBPEF101	Plan and prepare for work

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: TEIA Ltd. (National Code: 5811)

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
FSKNUM015 Estimate, measure and calculate routine metric measurements for work
FSKDIG003 Use digital technology for routine workplace tasks
FSKLRG009 Use strategies to respond to routine workplace problems
FSKOCM007 Interact effectively with others at work
FSKRDG010 Use routine strategies for career planning
FSKWTG009 Write routine workplace texts
FSKWTG008 Complete routine workplace formatted text
FSKLRG007 Use strategies to identify job opportunities
FSKLRG010 Use routine strategies for career planning
BSBTEC202 Use digital technologies to communicate in a work environment
BSBOPS101 Use business resources
BSBPEF202 Plan and apply time management

Assessment

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

Time Commitments

3 – 4 hours per week for 40 weeks

Course duration

6 months – 12 months

Lessons

Lessons/tutorials are offered three times weekly

Delivering body

Charters Towers School of Distance Education

Year 10 Subject Selection Form

Students enrolling in year 10 to complete this form

STUDENT NAME: _____	YEAR LEVEL: 10 (in 2024)
PARENT SIGNATURE: _____	DATE: _____

Year 10 is a vital educational year for young people. It is the final year of compulsory attendance at school. In this year, students will start planning their senior phase of learning.

Year 10 subject offering provides an opportunity for students to prepare for their senior years of schooling and pathways. More information about each subject can be found in Year 10 to 12 subject selection booklet. All subjects are mapped against the Australian Curriculum Year Ten achievement standards.

INSTRUCTIONS:

- Where the subject is already ticked, this is a core subject.
- Where the subject is unticked, you must select ONE (1) subject only on this line.

Line	Subject Options	
A (Line 6)	<input checked="" type="checkbox"/> Mathematics	
B (Line 5)	<input checked="" type="checkbox"/> English	
C (Line 2)	<input checked="" type="checkbox"/> Science	
D (Line 7)	<input checked="" type="checkbox"/> HPE	
E (Line 3)	<input checked="" type="checkbox"/> Certificate II Skills for Work and Vocational Pathways (FSK)	
F (Line 1)	Semester 1	Semester 2
	<input checked="" type="checkbox"/> History	<input type="checkbox"/> Geography <input type="checkbox"/> Economics & Business
G	<input type="checkbox"/> Option 1. Digital Technologies <input type="checkbox"/> Option 2. Visual Arts <input type="checkbox"/> Option 3. Certificate II in Active Volunteering	

PLEASE NOTE: If you are interested in undertaking an alternative learning option (eg TAFE certificate), please indicate below. You must still select a subject on each line above. If your alternative learning option (ALO) is approved by the Senior Schooling Deputy Principal (SS DP) you will be withdrawn from your selection above.

Alternative Learning Option (ALO): _____

All electives are subject to class sizes. Spots will be filled in the order of form received. Semester One report cards will be considered when placing students in these courses.

Please return the completed Subject selection form along with your enrolment forms. Students will be allocated classes based on subject availability if we do not receive the subject selection form by the due date.

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CHANGE OF SUBJECT AND/OR SENIOR PATHWAYS:
PROCESS FOR STUDENTS YEAR 10

STEP ONE:
Teacher Consultation

Before you progress with change of subject process, consult with your teacher. Discuss why you do not want to continue with this subject. This is important feedback for your teacher and the school.

Examples of things you might raise in this discussion:

- Is the subject not what you thought it was going to be?
- Are you struggling with the subject content?
- Have you decided to change pathways for your Senior schooling?

STEP TWO:
Completion of the Change of Subject Request Form (Year 10 or Year 11/12)

Complete this form, ensuring that you have done the following:

- Clearly identified the pathway you will pursue after this change (eg QCE only, QCE + ATAR, School-Based Apprenticeship, QCIA, etc).
- Answer all questions on the form that you can – if there are questions you are not sure about, indicate that you would like some assistance when you return the form.
- Indicate which subjects you would like to change to. It is important to note that this does not automatically mean that you will be able to change to this subject. There may be other factors that mean this is not possible eg class size, timing for change etc.
- Return this form to your current subject teacher. Your subject teacher will forward this form to the relevant curriculum HOD of the new subject.

STEP THREE:
Head of Department Consultation

The Head of Department (HOD) of the subject you wish to change to may contact you to discuss any concerns, catch up requirements etc, before you are able to change into this subject. The HOD may tell you that this change is not possible and you will need to decide whether to stick with the current subject or discuss other possible changes. The HOD may refer you to other key people to discuss further.

Where the change is fairly straight forward, you may not hear from this HOD.

STEP FOUR:
Deputy Principal Consultation

Depending on the recommendation from the HOD and how this change will impact on your chosen pathway, the Deputy Principal may contact you to discuss further.

Where the change is fairly straight forward, you may not hear from the Deputy Principal.

STEP FIVE:
Change of Subject

You, your current teacher, your new teacher, and your roll class teacher will be notified that your request to change subjects has been successful. You will need to download a new version of your timetable, start attending lessons for the new subject, and wait to receive correspondence from the new teacher about the subject requirements. You will be added to the new course where relevant – please note that this may not happen until the following day.

Change of subject request form – Year 10

NAME:		CLASS GROUP:	
SECTION ONE: To be completed by the student			
REQUEST CHANGE FROM:		TO:	
REASON FOR CHANGE:			
What pathway/s are you considering after you leave school (please tick appropriate box)			Tick
Find employment after year 10			<input type="checkbox"/>
Find employment after year 12			<input type="checkbox"/>
Complete a traineeship / apprenticeship after year 10			<input type="checkbox"/>
Complete a traineeship / apprenticeship after year 12			<input type="checkbox"/>
Continue study at University			<input type="checkbox"/>
Continue further study eg, Tafe			<input type="checkbox"/>
STUDENT SIGNATURE:		Date: / /	
N.B. Typing your name and sending via email is sufficient as a digital signature.			
SECTION TWO: Advice from <u>HoD</u> of the NEW subject			
In order for the student to be successful in this subject, the following is advised:			
Change supported:	Yes No	HOD Signature	Date: / /
SECTION THREE: To be completed by the Parent Guardian			
COMMENTS:			
I am aware of the of the post school pathway/s that my student is considering. I support my student in this decision.			
I am aware that I will receive an invoice for additional subject fees that are applicable and agree to make the required payments. [N.B. The Schedule of Subject fees is located in the Senior School Course Selection Handbook. Available on our website: https://charterstowerssde.eq.edu.au]			
PARENT/ GUARDIAN SIGNATURE:		Date: / /	
N.B. Typing your name and sending via email is sufficient as a digital signature.			

SECTION FOUR: To be completed by the Guidance Officer (If Applicable)		YES	NO
Discussions about career aspirations, prerequisite subjects for future career directions, options, workload and SET plan have taken place or will take place this year.		<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:			
Change supported:	Yes No	GO Signature:	Date: / /

Completed form passed to Senior Secondary Deputy Principal

FOR OFFICE USE ONLY	
<input type="checkbox"/> APPROVED If not supported by any one of the above, a meeting may be held to reach consensus.	
<input type="checkbox"/> NOT APPROVED If not approved, notify student and parent	Date Notified:
ADMINISTRATION:	
<input type="checkbox"/> OneSchool timetable updated	Date & Initials:
<input type="checkbox"/> New Timetable issued to student	Date & Initials:
<input type="checkbox"/> QCAA Student Management Portal updated	Date & Initials:
<input type="checkbox"/> Accounts payable notified	Date & Initials:
<input type="checkbox"/> Enrolment Officer notified	Date & Initials:

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