Subject Selection

Year 11 and 12

2024

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	Nil
Social and Community Studies	$66 per annum	Nil

Vocational Education and Training (VET)

Subject	Resource Fee	Additional Fees
CHC24015 Certificate II in Active Volunteering	$200 per annum over two years or $400 for full course	TBA
ICT20120 Certificate II in Applied Digital Technologies	$200 per annum over two years or $400 for full course	Nil
FSK20119 Certificate II in Skills for Work and Vocational Pathways	$50 per annum of course	Nil
CUA20720 Certificate II Visual Arts	$200 per annum over two years or $400 for full course	$110 per annum for an Art Kit
BSB20120 Certificate II in Workplace Skills	$200 per annum over two years or $400 for full course	Nil
AHC30122 Certificate III in Agriculture	$400 per annum over two years or $800 for full course	VET Practical Week (TBA)
BSB30120 Certificate III in Business	$400 per annum over two years or $800 for full course	Nil
CHC30221 Certificate III School Based Education Support	$400 per annum or $800 for full course	Nil
ICT30120 Certificate III in Information Technology	$400 per annum over two years or $800 for full course	Nil
SIT30122 Certificate III in Tourism	$400 per annum over two years or $800 for full course	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.

THE SCHOOL OF DISTANCE EDUCATION | CHARTERS TOWERS

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 math 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 and non-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 it 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 assessment.

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 — written response for a public audience	25%	Summative internal assessment 3 (IA3): • Examination — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response. Student gestures and facial expression must be visible.	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.

- The Sapphires (Click view)   20th Century Fox

Semester 2

Frankenstein   Marry Shelly   ISBN: 9780143131847

Year 12

Semester 1

Fahrenheit 451   Ray Bradbury   ISBN 9780006546061

Jojo Rabbit (Click view)   Screenlight Pictures

Semester 2

Othello with Related Readings   GLOBE ON SCREEN   ISBN 9781107615595

Ancient History

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**
• Digging up the past • Ancient societies – Beliefs, rituals and funerary practices	• Agrippina the Younger • Alexander the Great	• Assyria from Tiglath Pileser III to the fall of the Empire • Pompeii and Herculaneum	• Ancient Greece – The Persian Wars • Topics as directed by QCAA

Assessment

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

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	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • External Examination — short responses to historical sources	25%

Texts

Year 11:

Antiquity 1 – 4th Edition
Antiquity 2 - 4th Edition   ISBN 9780190302986

Year 12

Antiquity 2 - 4th Edition   ISBN 9780190302986
Independent Learning Materials

Modern History

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

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
• The French Revolution, 1789-1799 • China and the Rise of Communism	• Australian Indigenous Rights Movement since 1967 • African – American civil rights movement, 1954-1968	• Australia, 1914-1949 • Germany, 1914-1945	• Struggle for peace in the Middle East since 1948 • Topic as directed by QCAA

Assessment

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

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	25%
Summative internal assessment 2 (IA2): Investigation – Independent source investigation	25%	Summative external assessment (EA): • External Examination – short responses to historical sources	25%

Texts

Year 11 & 12

Nil Text.

Geography

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

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 the 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	25%
Summative internal assessment 2 (IA2): Investigation – field report	25%	Summative external assessment (EA): • External Examination – combined response	25%

Texts

Year 11:

Jacaranda Senior Geography 1 QLD Units 1&2 - Third edition	ISBN 9780730363781

Year 12:

Jacaranda Senior Geography 2 QLD Units 3&4 Third Edition	ISBN 9780730369042

General Mathematics

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

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

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

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

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

Pathways

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

Objectives

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

- Select, recall and use facts, rules, definitions and procedures drawn from number and algebra, measurement and geometry, statistics, and networks and matrices
- Comprehend mathematical concepts and techniques drawn from number and algebra, measurement and geometry, statistics, and networks and matrices
- Communicate using mathematical, statistical and everyday language and conventions
- Evaluate the reasonableness of solutions
- Justify procedures and decisions by explaining mathematical reasoning
- Solve problems by applying mathematical concepts and techniques drawn from number and algebra, measurement and geometry, statistics, and networks and matrices.

Recommendations for success

Assumed knowledge

It is recommended that students should have achieved at least a B in Year 10 General Mathematics Prep.

The following is a non-exhaustive list of assumed knowledge from the P–10 Australian Curriculum:

- Solve a range of problems using percentages, rates and ratios, surface area and volume, Pythagoras' theorem, simple algebraic fractions, linear and quadratic equations
- Understand the connection between algebraic and graphical representations, using appropriate technology
- Calculate and compare measures of central tendency (mean, median and mode) and measures of spread; determine quartiles, interquartile range (IQR) and range
- Construct and interpret box plots and use them to compare datasets; compare shapes of box plots to corresponding histograms and dot plots
- Use scatter plots to investigate and comment on relationships between two numerical variables
- Understand bivariate numerical data where the independent variable is time
- Solve right-angled triangle problems, using trigonometric ratios
- Solve simultaneous equations
- Construct back-to-back stem-and-leaf plots and histograms
- Solve linear equations
- Understand the difference between numerical and categorical variables
- Solve basic problems involving simple and compound interest.

Structure

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

Assessment

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

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 one is the Casio-fx 82AU Plus II

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

Mathematical Methods

Mathematical Methods' major domains are:

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

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

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

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

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

Pathways

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

Objectives

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

- Select, recall and use facts, rules, definitions and procedures drawn from algebra, functions, relations and their graphs, calculus and statistics
- Comprehend mathematical concepts and techniques drawn from algebra, functions, relations and their graphs, calculus and statistics
- Communicate using mathematical, statistical and everyday language and conventions
- Evaluate the reasonableness of solutions
- Justify procedures and decisions by explaining mathematical reasoning
- Solve problems by applying mathematical concepts and techniques drawn from algebra, functions, relations and their graphs, calculus and statistics.

Recommendations for success

It is recommended that students should have achieved at least a B in Year 10 Mathematics.

Assumed knowledge

The following is a non-exhaustive list of assumed knowledge from the P–10 Australian Curriculum that must be learnt or revised and maintained as required:

- Factorising, expanding and simplifying algebraic expressions including monic quadratic expressions using a variety of strategies
- Applying the four operations to simple algebraic fractions with numerical denominators
- Substituting values into formulas to determine an unknown
- Solving problems involving linear equations, including those derived from formulas and those that involve simple algebraic fractions
- The equation of a line in the form $y = mx + c$
- Parallel and perpendicular lines, including $m_1 = m_2$ and $m_1 m_2 = -1$
- Exploring the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology as appropriate

- Solving simple quadratic equations using a range of strategies
- Solving linear simultaneous equations, using algebraic and graphical techniques, including using digital technology
- Solving linear inequalities and graphing their solutions on a number line
- Solving right-angled triangle problems using trigonometric skills
- Describing the results of two- and three-step chance experiments to determine probabilities of events and investigating the concept of independence and conditional probability
- Obtaining simple statistics from discrete and continuous data, including mean, median, mode, quartiles, range and interquartile range
- Using scatterplots to investigate and comment on relationships between two numerical variables
- Investigating and describing bivariate numerical data where the independent variable is time
- Translating word problems to mathematical form.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions	**Calculus and further functions**	**Further calculus**	**Further functions and statistics**
• Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences	• Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1	• The logarithmic function 2 • Further differentiation and applications 2 • Integrals	• Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

Assessment

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

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

Mathematical Methods 11 Jacaranda Maths Quest s

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)
- 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 Unit 3, Biology students are required to conduct a field study as part of the syllabus. If you are considering choosing Biology as a senior subject, please be aware that it is recommended that you are available to attend the field service provided by the school to meet these requirements. If you are considering Biology as a subject and are unable to attend school events, please contact the Head of Department for Science to discuss your options.

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 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. 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 evidence
- 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 • Multicellular organisms	• Homeostasis • Infectious diseases	• Describing biodiversity • Ecosystem dynamics	• DNA, genes and the continuity of life • Continuity of life on Earth

Assessment

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

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

Summative assessments

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

Texts

Year 11:

Nelson QSCIENCE BIOLOGY Units 1&2   ISBN 9780170411592

Year 12:

Nelson QSCIENCE BIOLOGY Units 3&4   ISBN 9780170411677

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 evidence
- 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 assessment.

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

Summative assessments

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

Texts

Year 11:

Nelson QSCIENCE CHEMISTRY Units 1&2   ISBN 9780170412322

Year 12:

Nelson QSCIENCE CHEMISTRY Units 3&4   ISBN 9780170412407

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 evidence
- 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**
• Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep	• Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	• Localisation of function in the brain • Visual 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 assessment.

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

Summative assessments

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

Unit 3 and 4	
Summative external assessment (EA): • Examination	50%

Texts

Year 11:

PSYCHOLOGY for Queensland Units 1&2   ISBN 9780190313296

Year 12:

PSYCHOLOGY for Queensland Units 3&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 achieve particular purposes in cultural contexts and social situations
- Use appropriate roles and relationships with audiences
- Construct and explain representations of identities, places, events and concepts
- Make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- Explain how language features and text structures shape meaning and invite particular responses
- Select and use subject matter to support perspectives
- Sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- Make mode-appropriate language choices according to register informed by purpose, audience and context
- Use language features to achieve particular purposes across modes.

Structure

Unit 1	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
The Museum of Broken Things	Lauren Draper	ISBN 9781922458537
Frozen (Clickview)	Disney	

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

Essential Mathematics

Essential Mathematics' major domains are:

- Number
- Data
- Location and time
- Measurement
- Finance.

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

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

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

Pathways

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

Objectives

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

- Select, recall and use facts, rules, definitions and procedures drawn from number, data, location and time, measurement and finance
- Comprehend mathematical concepts and techniques drawn from number, data, location and time, measurement and finance
- Communicate using mathematical, statistical and everyday language and conventions
- Evaluate the reasonableness of solutions
- Justify procedures and decisions by explaining mathematical reasoning
- Solve problems by applying mathematical concepts and techniques drawn from number, data, location and time, measurement and finance.

Recommendations for success
The following is a non-exhaustive list of assumed knowledge from the P–10 Australian Curriculum:

- Recall concepts of number and its operations, percentages, money, rates and ratios
- 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 graphs	**Money, travel and data**	**Measurement, scales and data**	**Graphs, chance and loans**
- Fundamental topic: Calculations - Number - Representing data - Graphs	- Fundamental topic: Calculations - Managing money - Time and motion - Data collection	- Fundamental topic: Calculations - Measurement - Scales, plans and models - Summarising and comparing data	- Fundamental topic: Calculations - Bivariate graphs - Probability and relative frequencies - Loans and compound interest

Assessment

CTSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 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): • 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

Equipment

- A scientific calculator is required for this course. The recommended one is
  - Casio fx-82AU Plus II

Note: Graphics calculators are not permitted in Essential Mathematics exams

- Access to Microsoft Office with Word and Excel is essential

Science in Practice

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines —Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

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

Assessment

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

- Two Practical projects
- Two Applied investigations
-

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

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

Social and Community Studies (2024 v1.0)

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**
• Contemporary lifestyles • Money management	• The arts and community • Identity	• Recreation and leisure • Food and nutrition	• 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)**
Contemporary Lifestyles Assessment AI: Project Develop recommendations to address a selected issue related to contemporary lifestyles Multimodal (min 2 modes/up to 5 mins; 8 A4 pages; or equivalent digital media) OR Written (up to 800 words) PLUS Evaluation Multimodal (min 2 modes/up to 4 mins; 6 A4 pages; or equivalent digital media) OR Written (up to 500 words)	**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; 8 A4 pages; or equivalent digital media) OR Written (up to 800 words) PLUS Evaluation Multimodal (min 2 modes/up to 4 mins; 6 A4 pages; or equivalent digital media) OR Written (up to 500 words)	**Recreation and leisure** Assessment BI: Project Provide advice concerning recreation and leisure needs Multimodal (min 2 modes/up to 5 mins; 8 A4 pages; or equivalent digital media) OR Written (up to 800 words) PLUS Evaluation Multimodal (min 2 modes/up to 4 mins; 6 A4 pages; or equivalent digital media) OR Written (up to 500 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; 8 A4 pages; or equivalent digital media) OR Written (up to 800 words) PLUS Evaluation Multimodal (min 2 modes/up to 4 mins; 6 A4 pages; or equivalent digital media) OR Written (up to 500 words)
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)*	**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)*	**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)*	**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 v1.0)

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 – Working in administration	Unit 2 – Working with customers	Unit 3 – Working in marketing	Unit 4 – Working in events
Employee administration	Customer relationships	Marketing fundamentals	Event administration
Business administration	Customer service	Marketing plan for a new product or service	Event planning

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 - Working in administration **(Option A)**	**Unit 2 - Working with customers** **(Option C)**	**Unit 3 - Working in marketing** **(Option D)**	**Unit 4 - Working in events** **(Option E)**
Employee administration Assessment AI: Extended response Students respond to stimulus related to a business scenario about employee administration. Multimodal (min 2 modes delivered at the same time)/up to 7 mins; 8 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; 8 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; 8 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; 8 A4 pages; or equivalent digital media) OR Spoken; up to 7 minutes, or signed equivalent OR Written (up to 1000 words)
Business administration Assessment A2: Project Students develop a business solution for a scenario about business administration. 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 5 mins; 6 A4 pages; or equivalent digital media) OR Spoken; up to 4 minutes, or signed equivalent OR Written (up to 600 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 5 mins; 6 A4 pages; or equivalent digital media) OR Spoken; up to 4 minutes, or signed equivalent OR Written (up to 600 words)	**Marketing plan for a new product or service** 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 5 mins; 6 A4 pages; or equivalent digital media) OR Spoken; up to 4 minutes, or signed equivalent OR Written (up to 600 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 5 mins; 6 A4 pages; or equivalent digital media) OR Spoken; up to 4 minutes, or signed equivalent OR Written (up to 600 words)

Information & 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 & 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 – Layout and publishing	Unit 2 – Digital imaging and modelling	Unit 3 – Web development	Unit 4 – App development
Demonstrate layout and publishing industry practices, skills and process. Interpret client briefs and technical information. Select layout and publishing industry practices and processes. Sequence layout and publishing processes. Evaluate layout and publishing processes and products. Adapt layout and publishing processes and products.	Demonstrate digital imaging and modelling industry practices, skills and processes. Interpret client briefs and technical information. Select digital imaging and modelling industry practices and processes. Sequence digital imaging and modelling processes. Evaluate digital imaging and modelling processes and products. Adapt digital imaging and medelling processes and products.	Demonstrate web development industry practices, skills and processes. Interpret client briefs and technical information. Select web development industry practices and processes. Sequence web development processes. Evaluate web development processes and products. Adapt web development processes and products.	Demonstrate app development industry practices, skills and processes. Interpret client briefs and technical information. Select app development industry practices and processes. Sequence app development processes. Evaluate app 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	**Product proposal**	**Product proposal**	**Product proposal**
Students produce a low-fidelity audiovisual product prototype for a product proposal in response to a client brief and technical information.	**Students produce a low-fidelity digital imaging and modelling prototype for a product proposal in response to a client brief and technical information.**	**Students produce a low-fidelity web application prototype for a product proposal in response to a client brief and technical information.**	**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 5 minutes, 8 A4 pages, or equivalent digital media.	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media.	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media.	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.	Low-fidelity products developed for Assessment 1 must be separate from the product component of Assessment 2.	Low-fidelity products developed for Assessment 1 must be separate from the product component of Assessment 2.	Low-fidelity products developed for Assessment 1 must be separate from the product component of Assessment 2.
Project	**Project**	**Project**	**Project**
Students produce a high-fidelity audiovisual product prototype in response to a client brief and technical information.	**Students produce a high-fidelity digital imaging and modelling prototype in response to a client brief and technical information.**	**Students produce a high-fidelity web application prototype in response to a client brief and technical information.**	**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 audiovisual product prototype	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	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	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 – Looking inwards (self)	Unit 2 – Looking outwards (others)	Unit 3 – Clients	Unit 4 – Transform & extend
Use media, technologies and skills.	Use media, technologies and skills.	Use media, technologies and skills.	Use media, technologies and skills.
Plan figurative and/or non-figurative artworks that represent self.	Plan artworks that represent local, national or global issues.	Plan commissioned artworks.	Plan artworks that represent a developing style and/or practice and connections between the work of self and others.
Communicate ideas that represent self.	Communicate ideas about local, national or global issues in a social space.	Communicate ideas that meet client needs and specifications.	Communicate ideas that show inspiration and developed style.
Evaluate artworks that represent self.	Evaluate artworks that comment on local, national or global issues.	Evaluate artwork proposals that respond to client needs and specifications.	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 & 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 & Technologies (Semester 1 and 2)**
  - English – 2 Terms on Language Comprehension and Language Use

- **Communication & Technologies (Semester 1 only)**
  - Digital Technologies – 1 Term on Operation of Digital Technologies and 1 Term of Technical & Social Protocols of Digital Technologies

- **Community Citizenship & Environment (Semester 2 only)**
  - Humanities & Social Sciences - 5 weeks of Citizenship Education and History; and 5 weeks of Geography and Environment and Science

- **Leisure & Recreation (Semester 1 only)**
  - Health & Physical Education – 1 Term on Health and 1 Term on Fair Play

- **Leisure & 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 & 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 & Transition Activities (Semester 1 and 2)**
  - Work Education – 4 Terms on Workplace Skills

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

Queensland Certificate of Individual Achievement

Two Year Timeline of Unit Focus & 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 & Technologies	English	Language Comprehension	■		■		■		■		1
		Language Use		■		■		■		■	
	Digital Technologies	Operation	■				■				0.5 (1 semester only)
		Technical & Social Protocols		■				■			
Community, Citizenship & Environment	Humanities & Social Sciences	Citizenship Education			■				■		0.5 (1 semester only)
		History			■				■		
		Geography & Environment				■				■	
		Science				■				■	
Leisure & Recreation	Health & Physical Education	Health	■				■				0.5 (1 semester only)
		Fair Play		■				■			
	The Arts	Visual Arts				■				■	0.5 (1 semester only)
		Media/Digital Arts			■				■		
Personal & Living Dimensions	Social & Emotional Well-being	Identity	■				■				0.5 (1 semester only)
		Emotions & Relationships		■				■			
	Mathematics	Number	■				■				1
		Money	■				■				
		Time		■				■			
		Data			■				■		
		Patterns				■				■	
Vocational & 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

BSB20120 Certificate II in Workplace Skills

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

This course is only available to students who commenced the course in 2023 and will complete in 2024.

No New Enrolments in 2024 will be accepted.

This course provides students with opportunities for the development of office administration skills. This includes a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. Students perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. 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, five core and five electives are required. Students will gain four (4) credit points towards their Queensland Certificate of Education. An RPL process is available for this course.

Core Units

BSBWHS211	Contribute to the health and safety of self and others
BSBOPS201	Work effective in business environments
BSBCMM211	Apply communication skills
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices

Electives

BSBPEF201	Support personal wellbeing in the workplace
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC203	Research using the internet
BSBBOPS203	Deliver a service to customers
BSBTEC201	Use business software applications

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 80 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

12 months – 2 years

Lessons

Lessons/tutorials are offered three times weekly

Delivering body

Charters Towers School of Distance Education

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BSB30120 Certificate III in Business

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

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
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication
BSBTWK301	Use Inclusive work practices

Electives

BSBTEC301	Design and produce business documents
BSBTEC303	Create electronic presentations
BSBTEC404	Use digital technologies to collaborate in a work environment
BSBWRT311	Write simple documents
BSBPEF301	Organise personal work priorities
BSBXCS303	Securely manage personally identifiable information and workplace information
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: 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

Information Technology

ICT20120 Certificate II in Applied Digital Technologies

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

This course is only available to students who commenced the course in 2023 and will complete in 2024.

No New Enrolments in 2024 will be accepted.

This pathways qualification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts.

The qualification is designed for those developing the necessary digital and technology skills in preparation for work.

These individuals carry out a range of basic procedural and operational tasks that require digital and technology skills. They perform a range of mainly routine tasks using limited practical skills and knowledge in a defined context. The qualification is suitable for someone generally performing under direct supervision. Students will gain four (4) credit points towards their Queensland Certificate of Education.

Core Units

BSBWHS211	Contribute to the health and safety of self and others
BSBSUS211	Participate in sustainable work practices
ICTICT213	Use computer operating systems and hardware
ICTICT214	Operate application software packages
ICTICT215	Operate a digital media technology package
BSBTEC202	Use digital technologies to communicate in a work environment

Electives

ICPDMT321	Capture a Digital Image
ICTICT216	Design and create basic organisational documents using computing packages
ICTICT206	Install software applications
ICTICT219	Interact and resolve queries with ICT clients
ICTICT221	Identify and use specific industry standard technologies
ICTSAS214	Protect devices from spam and destructive software

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 recommended to undertake up to 80 hours of work placement during this course in an IT or business environment.

Requirements

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

Course duration

12 months – 2 years

Lessons

Lessons/tutorials are offered three times weekly

Delivering Body

Charters Towers School of Distance Education

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ICT30120 Certificate III in Information Technology

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

This qualification reflects the role of individuals who are competent in a range of Information and Communications Technology (ICT) roles, including animation, basic cloud computing, basic cyber awareness, digital media skills, generalist IT support services, networking, programming, systems and web development.

Individuals who work in these fields apply broad sets of skills, including foundational knowledge in critical thinking and customer service skills, to support a range of technologies, processes, procedures, policies, people and clients in a variety of work contexts. Students will gain eight (8) credit points towards their Queensland Certificate of Education.

Core Units

BSBCRT311	Apply critical thinking skills in a team environment
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBXTW301	Work in a team
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTPRG302	Apply introductory programming techniques
ICTSAS305	Provide ICT advice to clients

Electives

ICPDMT3210	Capture a digital image
ICTWEB304	Build simple web pages
ICTWEB305	Produce digital images for web
ICTWEB306	Web presence social media
ICTSAS308	Run standard diagnostic tests
ICTSAS309	Maintain and repair ICT equipment and software

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 recommended to undertake up to 160 hours of work placement during this course in an IT or business environment.

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

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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

Education Support

CHC30221 Certificate III in School Based Education Support

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

This qualification reflects the role of workers who assist teachers and support student learning in a range of classroom settings. They complete general administrative, as well as operational, tasks to support students with learning under the guidance of a teacher or other educational professional.

Core Units

CHCEDS033	Meet legal and ethical obligations in an education support environment
CHCEDS034	Contribute to the planning and implementation of education programs
CHCEDS035	Contribute to student education in all developmental domains
CHCEDS036	Support the development of literacy and oral language skills
CHCEDS037	Support the development of numeracy skills
CHCEDS057	Support students with additional needs in the classroom
CHCEDS059	Contribute to the health, safety and wellbeing of students
CHCEDS060	Work effectively with student and colleagues
CHCEDS061	Support responsible student behaviour
CHCDIV001	Work with diverse people

Elective

BSBTEC202	Use digital technologies to communicate in a work environment
CHCEDS040	Search and access online information
CHCPRT001	Identify and respond to children and young people at risk
BSBPEF202	Plan and apply time management
HLTWHS001	Participate in work health and safety

(Student may consider completing First Aid training with a nationally accredited training organisation to gain their First Aid certificate as a credit transfer for this unit)

Time Commitment

To achieve this qualification, the individual must have completed a total of least 100 hours of work in a classroom environment catering to primary or secondary school students, within at least one school in Australia as detailed in the Assessment Requirements of units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours.

Requirements

- Access to a personal computer and printer
- Microsoft Office software
- Internet Access – course work is delivered online
- Holder of a Blue Card

Course duration

2 Years

Lessons

Lessons/tutorials are offered three times weekly

Delivering Body

Charters Towers School of Distance Education

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Arts

CUA20720 Certificate II Visual Arts

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

This course is only available to students who commenced the course in 2023 and will complete in 2024.

No New Enrolments in 2024 will be accepted.

This course provides basic drawing, printmaking, painting, sculptural and digital skills related to creating own art work. Students will gain four (4) credit points towards their Queensland Certificate of Education.

Core units

BSBWHS211	Contribute to health and safety of self and others
CUAACD201	Develop drawing skills to communicate ideas
CUAPPR211	Make simple creative work
CUARES202	Source and use information relevant to own arts practice

Electives

CUADIG212	Develop digital imaging skills
CUADRA201	Develop drawing skills
CUAPAI211	Develop painting skills
CUAPRI211	Develop printmaking skills
ICTICT215	Operate a digital media technology package

Assessment

- Visual Diary
- Portfolios of practical work
- Resolved art pieces
- Artist statements

Requirements

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

Course duration

12 months – 2 years

Lessons

Lessons/tutorials are offered three times weekly

Delivering body

Charters Towers School of Distance Education

Resources

Visual Art Kit 2

Agriculture

AHC30122 Certificate III in Agriculture

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

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: TEIA Ltd. (National Code: 5811)

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
SITXWHS005	Participate in safe work practices
SITXCCS014	Provide service to customers
SITXCOM007	Show social and cultural sensitivity

Electives

SITTTVL001	Access and interpret product information
SITTTVL003	Provide advice on Australian destinations
SITTTVL004	Sell tourism products or services
SITTTVL005	Prepare customer quotations
SITXCCS011	Interact with customers
SITHIND005	Use hygienic practices for hospitality service
SITXFSA005	Use hygienic practices for food safety
SITXCCS010	Provide visitor information
SITHFAB021	Provide responsible service of alcohol
SITHFAB025	Prepare and serve espresso coffee (to be sourced and paid for by student)
SITXHRM007	Coach others in job skills

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

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Please read the information below BEFORE completing the course selection form

QCE Eligibility	School age students must select sufficient subjects to ensure that they are eligible for the Queensland Certificate in Education (QCE). **To be eligible for the QCE:** • A total of at least 20 points is required (points shown in brackets after subject/certificate). At least three complete courses of study are required (a complete course is four semesters of the same subject or a complete VET Certificate II or III) • Minimum levels of literacy and numeracy must be displayed • Certificate courses completed in Year 10 may also be counted.
ATAR Eligibility	QTAC will calculate ATARs based on either: A student's best five General subject results or a student's best results in a combination of four General subject results, plus one of the following applied learning subject results: • The best result in a QCAA Applied subject • Certificate III • Certificate IV • Diploma or Advanced diploma. If you are aiming for an ATAR for tertiary study entry, Queensland universities have decided that the following rules will apply: 1. Only General English subjects or Applied English subjects can be included in the ATAR, but not both. 2. Only General Maths subjects or Applied Maths subjects can be included in the ATAR, but not both. 3. Only one type of language subject can be included in the ATAR – either General or Senior External Examination, but not both.
Core Learning Areas	One subject from each core learning area (English and Mathematics) must be selected. General Mathematics and Mathematical Methods may be studied simultaneously.
Elective Learning Areas	In addition to the core subjects above, students must choose three or four elective subjects, VET Certificates (or a combination of these). Students on a full workload should study a minimum of 5 and maximum of 6 subjects. It is recommended that students aim to have achieved more than 20 points towards their QCE by the end of Year 12.
VET Certificates	Students must enrol in and complete at least one VET Certificate II, III or IV course throughout Year 10, 11 and/or 12. Students may enrol in only one VET Certificate III course at a time. Certificate III courses are considered the equivalent of two subjects in your total subject count (of six subjects). **N.B. If you are enrolling in a VET Certificate, you MUST state your USI** (see Senior School Handbook for instructions for obtaining your USI).
VET and Duplication of Learning Credits	Applied subjects and Certificate II level VET qualifications that have similar subject matter and learning goals are considered duplication of learning and therefore credit will not be awarded for both. When a student completes or partially completes multiple qualifications from within the same VET training package (e.g. Certificate II in Business and Certificate III in Business), the highest-level qualification in the Core category of learning will contribute credit to a QCE.
QCIA Eligibility	The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. Students studying a QCIA pathway will typically choose subjects with guidance from the Head of Special Education Services (HOSES). Please indicate subjects that you would like to study, and these will be confirmed at enrolment.
Single Subject Enrolments	Students enrolling in single subjects only (eg independent learners, school-based students) do not need to meet the above requirements.
Elective Subjects from other Providers and Institutions	If a student wishes to study a VET course through other institutions (such as an Agricultural College), the student must contact that institution and arrange enrolment. The student must then provide the school with details of the course. If you are studying or planning to study a course at another training provider or an agricultural college, please provide the following information: Name of Course:_____Course Code: _____ Name of Institution: _____ Proof of enrolment is: ☐ Attached ☐ Following

Year 11 Subject Selection Form 2024

STUDENTS ENROLLING IN YEAR 11 COMPLETE THIS FORM

STUDENT NAME:	YEAR LEVEL: 11
PARENT SIGNATURE:	DATE:

Senior Pathway:
(Select ONE)
- ☐ QCE
- ☐ QCE and ATAR
- ☐ QCIA
- ☐ Other:

INSTRUCTIONS:
- You must <mark>select six (6) subjects in total</mark>. If enrolling in a Certificate III course, you may negotiate with the Senior Secondary Deputy Principal to reduce your number of subjects to five (5).
- You must select ONLY one (1) subject from each line.

Tertiary Pathway: Students wishing to apply for university upon leaving school will need to attain an Australian Tertiary Admission Rank (ATAR).

ATAR eligibility: Students wishing to attain an ATAR must ensure that their subject selection meets one (1) of the following combinations:
- 5 General Subjects
- 4 General Subjects + 1 Applied Subject

OR
- 4 General Subjects + 1 Certificate III (or higher) Course

Employability Pathway: Students wishing to obtain a job, traineeship or apprenticeship when leaving school, will most likely select subjects from the Applied subjects / Certificate courses column, however they may also choose General subjects as well.

LINE		General Subjects	Applied Subjects	VET Courses
	You **must** select one (1) subject from Line 1 and one (1) subject from Line 2.			
1	Mon – 9.30-10.30 Tue – 11.50-12.50 Thur – 10.50-11.50	☐ ENG English	☐ ENE Essential English ☐ MAE Essential Mathematics	
2	Mon – 10.50-11.50 Wed – 8.30-9.30 Thur – 11.50-12.50	☐ MAG General Mathematics ☐ MAM Mathematical Methods	☐ ENE Essential English ☐ MAE Essential Mathematics	
	Select **ONE** subject from **FOUR** only of the lines below. If enrolling in a **Certificate III course**, you may select **ONE** subject from **THREE** only of the lines below.			
3	Mon – 11.50-12.50 Wed – 9.30-10.30 Thur – 8.30-9.30	☐ ENG English ☐ PSY Psychology	☐ ICJ Information Communication Technology ☐ SCS Social & Comm Studies ☐ SCP Science in Practice	☐ AGT Certificate III Agriculture ☐ SWV Certificate II Skills for Work ☐ TSM Certificate III Tourism
4	Mon – 1.30-2.30 Wed – 10.50-11.50 Fri – 8.30-9.30	☐ AHS Ancient History ☐ PSY Psychology	☐ SCS Social & Com Studies ☐ SCP Science inPractice	☐ AGT Certificate III Agriculture ☐ BSY Certificate III Business ☐ SWV Certificate II Skills for Work
5	Tue – 8.30-9.30 Wed – 11.50-12.50 Fri – 9.30-10.30	☐ BIO Biology ☐ MHS Modern History	☐ SCS Social & Comm Studies ☐ VAP Visual Arts in Practice	☐ ITE Certificate III IT
6	Tue – 9.30-10.30 Wed – 1.30-2.30 Fri – 10.50-11.50	☐ CHM Chemistry ☐ PSY Psychology	☐ BSQ Business Studies ☐ SCS Social and Community Studies	☐ BSY Certificate III Business ☐ SWV Certificate II Skills for Work
7	Tue – 10.50-11.50 Thurs – 9.30-10.30 Fri – 11.50-12.50	☐ BIO Biology ☐ GEG Geography	☐ SCP Science in Practice	☐ AVC Certificate II Active Volunteering ☐ SWV Certificate II Skills for Work

Please indicate any VET Certificates completed in Year 10: _____

PLEASE NOTE:

If you are interested in undertaking an alternative learning option (such as a subject through TAFE), 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): _____

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Year 12 Subject Selection Form 2024

STUDENTS ENROLLING IN YEAR 12 COMPLETE THIS FORM

STUDENT NAME: _____	YEAR LEVEL: 12
PARENT SIGNATURE: _____	DATE: _____

Senior Pathway: (Select ONE)	☐ QCE ☐ QCE and ATAR	☐ QCIA ☐ Other:

Please indicate subjects completed in Year 11 (including grades) and any VET Certificates completed in Year 10 or 11:

Subject 1: _____ Grade: U1 _____ U2 _____	Subject 2: _____ Grade: U1 _____ U2 _____
Subject 3: _____ Grade: U1 _____ U2 _____	Subject 4: _____ Grade: U1 _____ U2 _____
Subject 5: _____ Grade: U1 _____ U2 _____	Subject 6: _____ Grade: U1 _____ U2 _____

VET Certificate/s completed:

INSTRUCTIONS:
- Where possible, it is recommended to continue in subjects you completed in Year 11.
- If you wish to enrol in different subjects, you will need to seek advice from the Senior Secondary Deputy Principal to ensure that you will continue to meet QCE eligibility to requirements.
- You must <mark>select six (6) subjects in total</mark>. If enrolling in a Certificate III course, you may negotiate with the Senior Secondary Deputy Principal to reduce your number of subjects to five (5).
- You must select ONLY one (1) subject from each line.

Tertiary Pathway: Students wishing to apply for university upon leaving school will need to attain an Australian Tertiary Admission Rank (ATAR).

ATAR eligibility: Students wishing to attain an ATAR must ensure that their subject selection meets one (1) of the following combinations:
- 5 General Subjects **OR** 4 General Subjects + 1 Applied Subject **OR** 4 General Subjects + 1 Certificate III (or higher) Course

Employability Pathway: Students wishing to obtain a job, traineeship or apprenticeship when leaving school, will most likely select subjects from the Applied subjects / Certificate courses column, however they may also choose General subjects as well.

LINE		General Subjects	Applied Subjects	VET Courses
		You **must** select one (1) subject from Line 1 and one (1) subject from Line 2.		
1	Mon – 9.30-10.30 Tue – 11.50-12.50 Thur – 10.50-11.50	☐ MAG General Mathematics ☐ MAM Mathematical Methods	☐ MAE Essential Mathematics	
2	Mon – 10.50-11.50 Wed – 8.30-9.30 Thur – 11.50-12.50	☐ ENG English	☐ ENE Essential English	
		Select **ONE** subject from **FOUR** only of the lines below. If enrolling in a **Certificate III course**, you may select **ONE** subject from **THREE** only of the lines below.		
3	Mon – 11.50-12.50 Wed – 9.30-10.30 Thur – 8.30-9.30	☐ CHM Chemistry ☐ PSY Psychology	☐ SCP Science in Practice ☐ SCS Social & Community Studies	☐ SWV Certificate II Skills for Work ☐ <mark>VAT Certificate II Visual Art</mark> ☐ TSM Certificate III Tourism
4	Mon – 1.30-2.30 Wed – 10.50-11.50 Fri – 8.30-9.30	☐ GEG Geography ☐ PSY Psychology ☐ BIO Biology		☐ <mark>WPS Certificate II in Workplace Skills</mark> ☐ SWV Certificate II Skills for Work ☐ BSY Certificate III Business ☐ AGT Certificate III Agriculture
5	Tue – 8.30-9.30 Wed – 11.50-12.50 Fri – 9.30-10.30	☐ AHS Ancient History ☐ PSY Psychology	☐ SCS Social & Comm Studies	☐ ITE Certificate III IT ☐ <mark>ADT Certificate II in Applied Digital Technologies</mark>
6	Tue – 9.30-10.30 Wed – 1.30-2.30 Fri – 10.50-11.50	☐ BIO Biology	☐ SCS Social & Comm Studies	☐ EDD Certificate III SB Ed Support ☐ AGT Certificate III Agriculture ☐ BSY Certificate III Business
7	Tue – 10.50-11.50 Thurs – 9.30-10.30 Fri – 11.50-12.50	☐ MHS Modern History	☐ SCP Science in Practice	☐ AGT Certificate III Agriculture ☐ SWV Certificate II Skills for Work ☐ AVC Certificate II Active Volunteering

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Change of subject request form – Year 11 and 12

Distance Ed

DATE:

NAME:		CLASS GROUP:	

SECTION ONE: To be completed by the student			
REQUEST CHANGE FROM:		TO:	
REASON FOR CHANGE:			

Please answer the following questions	YES	NO
Will you have continuous study of at least 3 core senior subjects or VET courses after this change (i.e. completing the same subject or VET course from start to finish)?		
Will you still acquire sufficient points (minimum 20) to attain QCE?		
Will you still be studying 1 x English and 1 x Math subject?		
Were you ATAR eligible before this change?		
If yes, do you still wish to attain an ATAR score (for tertiary entrance)?		
If yes, are you still doing 4 General Subjects + 1 Applied OR Certificate III?		
Are your proposed changes in alignment with your recorded SET Plan? *If "no" your SET plan needs to be adjusted/reviewed in OneSchool.*		
STUDENT SIGNATURE:	Date: / /	

SECTION TWO: To be completed by the <u>HoD of the CURRENT subject</u> (in consultation with Teacher)			
Units completed	1 – S / U / NR	2 – S / U / NR	3 4 – A / B / C / D / E
If a certificate, please state percentage of the course completed:			25% 50% 75% 100%
Student has outstanding assessment (assignments/exams)		YES	NO
COMMENTS:			
Change supported: ☐ Yes ☐ No HOD Signature:			Date: / /

SECTION THREE: Advice from <u>HoD</u> of the NEW subject		
Student may be awarded a **Unit Standard** for this subject in the following units:		1 2 3 4
COMMENTS:		
Change supported: ☐ Yes ☐ No HOD Signature		Date: / /

SECTION FOUR: To be completed by the Parent Guardian		
COMMENTS:		

I am aware of the QCE and ATAR course requirements for my student. 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: / /

SECTION FIVE: 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.		
From the information available on QCAA portal the student remains eligible for a QCE/QCIA and/or ATAR with proposed change/s implemented.		
COMMENTS:		

Change supported:	☐ Yes ☐ No	GO Signature:	Date: / /

Completed form passed to Senior Secondary Deputy Principal

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