

Distance Ed



Course Selection

Year 10, 11 and 12
2023

THE SCHOOL OF DISTANCE EDUCATION

CHARTERS TOWERS

Contents

<i>Fee schedule</i>	4
<i>Year 10 Subjects</i>	6
<i>General Mathematics Prep</i>	8
<i>Essential Mathematics Prep</i>	9
<i>General English Prep</i>	10
<i>Essential English Prep</i>	11
<i>General Science Prep</i>	12
<i>Applied Science Prep</i>	13
<i>Psychology Prep</i>	14
<i>History and Geography Prep</i>	15
<i>HPE and Technology</i>	17
<i>Japanese</i>	18
<i>Year 11 and 12 Subjects</i>	19
<i>Applied Subjects</i>	42
<i>ASDAN programs and courses</i>	55
<i>Vocational Education and Training</i>	57

Fee schedule

Year 10

Subject	Resource Fee	Additional Fees
General Resource Fee	\$98 per annum	Nil
General English Prep	\$22 per annum	Nil
Essential English Prep	\$22 per annum	Nil
General Mathematics Prep	\$22 per annum	Nil?
Essential Mathematics Prep	\$22 per annum	Nil
General Science Prep	\$46 per annum	Nil
Applied Science Prep	\$46 per annum	Nil
Japanese/Chinese (as an elective)	\$22 per annum	Nil
Health and Physical Education/Technology	\$22 per annum	Nil
History/Geography	\$22 per annum	Nil
Psychology Prep	Nil	Nil
Certificate II in Skills for Work and Vocational Pathways	\$50 per annum	Nil
Certificate II in Workplace Skills	\$200 per annum over two years or \$400 for full course	Nil
Certificate II in Applied Digital Technologies	\$200 per annum over two years or \$400 for full course	Nil
Certificate II Visual Arts	\$200 per annum over two years or \$400 for full course	\$110 per annum for an Art Kit

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)
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 fullcourse	TBA
ICT20120 Certificate II in Applied Digital Technologies	\$200 per annum over two years or \$400 for fullcourse	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 fullcourse	\$110 per annum for an Art Kit
BSB20120 Certificate II in Workplace Skills	\$200 per annum over two years or \$400 for fullcourse	Nil
AHC30116 Certificate III in Agriculture	\$400 per annum over two years or \$800 for fullcourse	VET Practical Week (TBA)
BSB30120 Certificate III in Business	\$400 per annum over two years or \$800 for fullcourse	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 fullcourse	Nil
SIT30122 Certificate III in Tourism	\$400 per annum over two years or \$800 for fullcourse	VET Practical Week (TBA)

***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.

ASDAN Courses

Subject	Resource Fee	Additional Fees
Mathematics	\$22 full year	Nil
Personal Finance	\$22 full year	Nil
English	\$22 full year	Nil
Living Independently	\$22 full year	Nil
Geography	\$22 full year	Nil
Personal Development Program	\$22 full year	Nil
Preparing for Adulthood: Towards Independence (PFA)	\$22 full year	Nil
Preparing for Adulthood: Literacy	\$22 full year	Nil
Preparing for Adulthood: Numeracy	\$22 full year	Nil

Year 10 Subjects

Year 10 subject selection overview

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

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

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

Essential and Applied subjects are relatively less rigorous than General Subjects. Students must choose Certificate II in Skills for Work and Vocational Pathways (FSK) as one of their subjects. All other VET courses have limited spots, filled on a first come, first-serve basis.

Line	Subject Options
1	<input type="checkbox"/> Option 1. General Maths Prep <input type="checkbox"/> Option 2. Essential Maths Prep
2	<input type="checkbox"/> Option 1. General English Prep <input type="checkbox"/> Option 2. Essential English Prep
3	<input type="checkbox"/> Option 1. General Science Prep <input type="checkbox"/> Option 2. Applied Science Prep
4	<input type="checkbox"/> Option 1. Geography & History Prep <input type="checkbox"/> Option 3 Japanese
5	<input type="checkbox"/> Option 1. Certificate I Workplace Skills <input type="checkbox"/> Option 2. Certificate II Skills for Work and Vocational Pathways (FSK, Full-year course) <input type="checkbox"/> Option 3. Certificate II Skills for Work and Vocational Pathways (Sem 1) + Psychology Prep(Sem 2)
6	<input type="checkbox"/> Option 1 HPE and Technology <input type="checkbox"/> Option 2. Certificate II in Workplace Skills <input type="checkbox"/> Option 3. Certificate II in Applied Digital Technologies <input type="checkbox"/> Option 4 Certificate II Visual Arts

Selecting a subject from given options

Each line offers several subject options. The information below will help you choose the right subject. If you are unsure, you can always contact the relevant Heads of Department for more details.

Students who intend to pursue an ATAR pathway in Senior (for tertiary entrance) are advised to choose the General Prep subjects.

Students who intend to pursue a QCE only (Senior certification) pathway may choose General or Applied Prep subjects based on their interests and ability.

VET Courses

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

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

Students who want to study Psychology Prep in semester two must complete their FSK course in semester one.

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

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

Assessment

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

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

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

Students must nominate an exam supervisor who is not related to them. The exam supervisor will be responsible for supervising exams.

General Mathematics Prep

Learning mathematics creates opportunities for and provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. This subject aims to instil in students an appreciation of the elegance and power of mathematical reasoning.

Pathways

The development of mathematical knowledge and problem-solving and reasoning skills in the General Mathematics Preparation subject in Year 10 is designed to prepare students for General Mathematics and/or Mathematical Methods in Year 11 and 12.

Objectives

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

- recognise the connection between simple and compound interest
- solve surface area and volume problems relating to simple and composite solids
- compare data sets by referring to the shapes of various data displays
- describe bivariate data where the independent variable is time
- describe statistical relationships between two continuous variables
- solve problems involving linear equations and inequalities
- make connections between algebraic and graphical representations of relations
- apply deductive reasoning proofs and numerical exercises involving plane shapes
- expand binomial expressions and factorise monic quadratic expressions
- solve simple quadratic equations and pairs of simultaneous equations.

Recommendations for success

It is recommended that a student has achieved a B or above in Year 9 Mathematics.

Structure

Term 1	Term 2	Term 3	Term 4
Chance & probability	Pythagoras' theorem and probability, Geometric reasoning	Financial maths, Linear and non-linear algebra	Data representation & interpretation
<ul style="list-style-type: none"> • Sample spaces • Tree diagrams • Multistep probability calculations • Independent & dependent events 	<ul style="list-style-type: none"> • Applications of Pythagoras' theorem • Solving problems using trigonometry, including bearings and angles of elevation and depression • Surface area and volume of 3D objects, including composite solids • Geometric proofs and reasoning 	<ul style="list-style-type: none"> • Simple and compound interest • Depreciation and appreciation • Analysing and graphing linear functions • Solving linear inequalities and representing them graphically • Solving simultaneous equations 	<ul style="list-style-type: none"> • Constructing scatter plots byhand and using technology • Calculating measures of centre and spread • Constructing and interpreting box plots
Assessment: Problem-solving and modelling task	Assessment: Exam	Assessment: Exam	Assessment: Problem-solving and modelling task

Essential Mathematics Prep

Learning mathematics creates opportunities for and provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. The Australian Curriculum: Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life.

Pathways

This subject prepares students for Essential Mathematics in Year 11 and 12.

Objectives

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

- Recognise the connection between simple and compound interest
- Solve surface area and volume problems relating to simple and composite solids
- Compare data sets by referring to the shapes of various data displays
- Describe bivariate data where the independent variable is time
- Describe statistical relationships between two continuous variables

Recommendations for success

This subject is recommended for those students who achieved a C grade or below in Year 9 Mathematics.

Structure

Term 1	Term 2	Term 3	Term 4
Number & measurement 1	Trigonometry, Number & measurement 2	Financial Mathematics	Statistics
<ul style="list-style-type: none">• Unit conversion• Volume & surface area• Rates & ratios• Nets & scale diagrams	<ul style="list-style-type: none">• Right-angled triangles• Pythagoras' theorem• Time intervals & zones	<ul style="list-style-type: none">• Fractions, decimals & percentages• Wages & salaries• Commission• Simple & compound interest• Budgeting	<ul style="list-style-type: none">• Mean, median & mode• Use of technology to create graphs• Interpreting graphs• Univariate & bivariate data
Assessment: Problem-solving and modelling task	Assessment: Exam	Assessment: Exam	Assessment: Problem-solving and modelling task

General English Prep

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

Pathways

This subject prepares students for English in Years 11 and 12, which is a prerequisite subject for most university courses.

Objectives

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

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

Recommendations for success

It is recommended that a student has achieved a B or above in Year 9 English.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Evaluating Representations in News Media Texts	Understanding and Analysing Satire	Responding to Literary Texts	Responding to a Shakespearean drama and interpretations of Shakespeare in film
<ul style="list-style-type: none"> • The use of text structures and language features in news media • Analysing salience and reading paths • Evaluating moral, ethical and social messages in news media • Evaluating the impact of these messages on society • Creating Multimodal presentations 	<ul style="list-style-type: none"> • The use of text structures and language features in <i>The Rabbits</i> • Analysing satirical texts for meaning • Using evidence to support arguments • Structuring and writing analytical essays 	<ul style="list-style-type: none"> • Exploring a novel for context, characterisation, language features and themes • Explore short story structures and language features • Use <i>Tom Appleby</i> as stimulus for a short story 	<ul style="list-style-type: none"> • Context of Shakespeare's time • Analysing the play <i>Romeo and Juliet</i> • Analysing Baz Luhrmann's film <i>Romeo + Juliet</i> • Exploring film analysis • Understanding how to structure and write a comparative article.
Assessment 5-8 minute Spoken Multimodal presentation. Drafted	Assessment 800-1000 word Analytical Essay Drafted	Assessment 600-800 word Short story Exam Conditions Undrafted	Assessment 800-1000 word Comparative Feature Article Drafted

Essential English Prep

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

Pathways

This subject prepares students for Essential English in Years 11 and 12, an Applied subject.

Objectives

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

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

Recommendations for success

It is recommended that a student has achieved a C Grade or below in Year 9 English.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Evaluating Representations in News Media Texts	Understanding and Analysing Satire	Responding to Literary Texts	Responding to interpretations of Shakespeare in film
<ul style="list-style-type: none"> • The use of text structures and language features in news media • Analysing salience and reading paths • Evaluating moral, ethical and social messages in news media • Evaluating the impact of these messages on society • Creating Multimodal presentations 	<ul style="list-style-type: none"> • The use of text structures and language features in <i>The Rabbits</i> • Analysing satirical texts for meaning • Using evidence to support arguments • Responding to short answer questions 	<ul style="list-style-type: none"> • Exploring a novel for context, characterisation, language features and themes • Explore short story structures and language features • Use <i>Tom Appleby</i> as stimulus for a short story 	<ul style="list-style-type: none"> • Context of Shakespeare's time • Analysing Carlo Carlei's film <i>Romeo + Juliet</i> • Exploring film analysis • Understanding how to structure and write a film review
Assessment: 4-6 minute Spoken Multimodal presentation. Drafted	Assessment: Short response exam Undrafted	Assessment 500-700 word Short story Drafted	Assessment 500 - 700 word Film Review Drafted

General Science Prep

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

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

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

Pathways

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

Objectives

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

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

Recommendations for success

It is recommended that a student has achieved a B or above in Year 9 Science.

Structure

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

Assessment

Earth & Space - Research Investigation
Biology – Examination

Chemistry – Student Experiment
Physics - Examination

Applied Science Prep

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

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

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

Pathways

This subject prepared students for Applied Science - Science in Practice in Year 11 and Year 12.

Objectives

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

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

Recommendations for success

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

Structure

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

Psychology Prep

The study of psychology provides insight into the behaviour of individuals. Psychology is defined as the scientific study of the human mind and its functions, especially those affecting behaviour in a given context. Psychology Prep develops students' appreciation of Psychology as a science and provides students with an understanding of experimental procedures to enable them to conduct their own student experiment, while investigating theories of behaviour, stress, and well-being.

Pathways

This subject prepares students for Senior Psychology in Year 11 & 12.

Objectives

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

- Understand the role of a psychologist
- Discuss the great psychology debate of Nature v Nurture and Free Will v Determinism
- Engage with psychology as a science of human endeavour
- Gain awareness of models and theories of human behaviour that are enduring
- Differentiate between the 6 perspectives of psychology
- Explain sources of stress from individuals to communities
- Understand models of stress as both biological and psychological processes
- Compare models of well-being and happiness

Recommendations for success

It is recommended that a student has achieved a B or above in Year 9 Maths.

Structure

This course is offered in Semester 2 of year 10, available to students who have completed all core subjects to a satisfactory standard

Unit 1	Unit 2
The science of behaviour	Stress & Wellbeing
<ul style="list-style-type: none">• Investigate the difference between psychologist, psychiatrist and social worker• Early psychology & the great psychology debates• Psychology as a science of theories• The six perspectives of psychology	<ul style="list-style-type: none">• Identify Maslow's hierarchy of needs and self-actualisation• Examine sources and models of stress both as a biological and psychological process• Implications of stress on human health and well-being• Explore happiness as a science• Investigate models of well-being
Assessment 60-minute Examination Short Answer and Multiple Choice	Assessment 800-1000 Student Experiment Drafted and scaffolded.

History and Geography Prep

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

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

Pathways

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

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

Objectives

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

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

Recommendations for success

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

Structure

History (Semester 1)

WWII (1939-1945)	Introduction to Modern History: Rights and freedoms	Introduction to Ancient History
<ul style="list-style-type: none"> The change of global conflict during the 20th Century Consequences of WWII and how these shaped the modern world 	<ul style="list-style-type: none"> The impact of civil rights in Australia The consequence of the Mabo and Wiki Cases 	<ul style="list-style-type: none"> The changing nature of Archaeology Conservation vs restoration Critical analysis of sources
Assessment: Exam: short response to historical sources	Assessment: Analytical essay using provided historical sources	Assessment: Source investigation

Geography (Semester 2)

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

HPE and Technology

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

Technology: Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. Students plan and manage digital projects using an iterative approach. They test and predict results and implement digital solutions.

Recommendations for success

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

Structure

Health and Physical Education - HPE (Semester 1)	
I can influence others	Looking after myself and others
<ul style="list-style-type: none"> Identify myths and misconceptions about alcohol and other drugs Investigate binge drinking and explore the impact of risk-taking behaviours on health Examine strategies to minimise risks and make safe and healthy decisions when under pressure in social situations Analyse responsibilities involved with safe party planning, identifying ways to prevent antisocial behaviour when socialising Critique public-health campaigns focused on alcohol, drugs and antisocial behaviours Develop and implement a health-related message to demonstrate leadership in their school community 	<ul style="list-style-type: none"> Identify risky situations and learn how to respond to them using a variety of different techniques Investigate how to apply first aid and CPR in a variety of situations Conduct a survey to identify health concerns facing adolescents in their school community Use survey information and information from credible sources to write a recommendation and design a campaign to overcome the identified health concern
Assessment: Research report	Assessment: Research report

Technology (Semester 2)	
Digital systems	Digital solutions
<ul style="list-style-type: none"> Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital solutions Operating systems Connecting digital systems Transmission of data Cryptography 	<ul style="list-style-type: none"> Determine the nature and description of a problem to be solved Follow, design and construct algorithms Implement, test and modify digital solutions using coding
Assessment: Portfolio	Assessment: Portfolio

Japanese

The aim of this course is for students to be able to communicate in Japanese across the four-macro skills: listening, reading, writing and speaking. Throughout this course, students will continue to develop their knowledge and understanding of Japanese sociocultural references and become more confident in communicating in a wider range of contexts through greater control of language structures and vocabulary.

Pathways

This subject prepares students for Japanese in Year 11 and 12.

Objectives

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

- Use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language
- Use correct pronunciation including that of borrowed words and adopt appropriate rhythm and phrasing to allow for others' use of あいづち.
- Ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs
- Extract, analyse and evaluate information from extended spoken, written and multimodal texts
- Build cohesion and complexity in written texts by using conjunctions and indicating frequency
- Discriminate appropriately in their use of kanji, hiragana and katakana
- Make connections and comparisons between their own and others' culturally shaped perspectives reflecting on the influence of perspectives on intercultural communication
- Understand the functions of the different scripts within text
- Use metalanguage to describe and compare language features and rules of sentence construction
- Explain how key Japanese cultural values and consideration of others are reflected in language and behaviour

Recommendations for success

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Talk about yourself, your family, friends and school	At the restaurant and homestay	Give directions & sports hero	Part time job & Manga
<ul style="list-style-type: none"> • Describing someone's physical appearance and personality • い and な adjectives in extended descriptions • Describing what someone is wearing • Asking and saying how much something is • Askin someone to do something • How to make て form 	<ul style="list-style-type: none"> • Talking about what someone is doing now • Ordering food in a restaurant • Counting items • Asking permission to do something and refusing someone's request • Giving a reason • Explaining an action 	<ul style="list-style-type: none"> • Asking where something is • Giving directions • Joining two or more sets of actions • Showing the order of actions • Asking and telling how long it takes • Dictionary form of verbs • Sayin how skilled someone is 	<ul style="list-style-type: none"> • Making た form of verbs • Saying what you want to become • Comparing two things • Talking about someone doing two actions at the same time • Saying what you have done before • Saying what you won't or didn't do using casual language
Assessment: Reading & Listening	Assessment: Speaking & Writing	Assessment: Speaking & Listening	Assessment: Reading & Listening

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, 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
<ul style="list-style-type: none">• Examining and creating perspectives in texts• Responding to a variety of non-literary and literary texts• Creating responses for public audiences and persuasive texts	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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): <ul style="list-style-type: none">Extended response — written response for a public audience	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Examination — imaginative written response	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Extended response — persuasive spoken response. Student gestures and facial expression must be visible.	25%	Summative external assessment (EA): <ul style="list-style-type: none">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.

- Video Vox 7 Part 3 “Marking Time”
- Hidden Figures (Click view) 20th Century Fox

Semester 2

Australian Identities DVD 1

The Secret River Kate Grenville ISBN: 9781922147424

Year 12

Semester 1

Nineteen Eighty-Four George Orwell ISBN 9780141036144

Jojo Rabbit (Click view) Screenlight Pictures

Semester 2

Macbeth with Related Readings ISBN 9780176057893

MACBETH DVD GLOBE ON SCREEN

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
<ul style="list-style-type: none"> • Digging up the past • Ancient societies – Beliefs, rituals and funerary practices 	<ul style="list-style-type: none"> • Agrippina the Younger • Alexander the Great 	<ul style="list-style-type: none"> • Assyria from Tiglath Pileser III to the fall of the Empire • Pompeii and Herculaneum 	<ul style="list-style-type: none"> • 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): <ul style="list-style-type: none"> • Examination — essay in response to historical sources 25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Investigation — historical essay based on research 25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Independent source investigation 25%	Summative external assessment (EA): <ul style="list-style-type: none"> • External Examination — short responses to historical sources 25%

Texts

Year 11:

Semester 2

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
<ul style="list-style-type: none"> The French Revolution, 1789-1799 China and the Rise of Communism 	<ul style="list-style-type: none"> Australian Indigenous Rights Movement since 1967 African – American civil rights movement, 1954-1968 	<ul style="list-style-type: none"> Australia, 1914-1949 Germany, 1914-1945 	<ul style="list-style-type: none"> 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):		Summative internal assessment 3 (IA3):	
Examination – essay in response to historical sources	25%	Investigation – historical essay based on research	25%
Summative internal assessment 2 (IA2):		Summative external assessment (EA):	
Investigation – Independent source investigation	25%	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none">• Natural hazard zones• Ecological hazard zones	<ul style="list-style-type: none">• Responding to challenges facing a place in Australia• Managing the challenges facing a megacity	<ul style="list-style-type: none">• Land cover transformations and climate change• Responding to local land cover transformations	<ul style="list-style-type: none">• 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 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 – 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 C across both semesters of Year 10. 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
<ul style="list-style-type: none"> Consumer arithmetic Shape and measurement Linear equations and their graphs 	<ul style="list-style-type: none"> Applications of trigonometry Algebra and matrices Univariate data analysis 	<ul style="list-style-type: none"> Bivariate data analysis Time series analysis Growth and decay in sequences Earth geometry and time zones 	<ul style="list-style-type: none"> 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): 20% <ul style="list-style-type: none"> Problem-solving and modelling task 	Summative internal assessment 3 (IA3): 15% <ul style="list-style-type: none"> Examination
Summative internal assessment 2 (IA2): 15% <ul style="list-style-type: none"> Examination 	
Unit 3 and 4	
Summative external assessment (EA): 50% <ul style="list-style-type: none"> Examination 	

Texts

Year 11

General Mathematics 11

Jacaranda Maths Quest

ISBN 9780730365617

Year 12

General Mathematics 12

Jacaranda Maths Quest

ISBN 9780730368779

Equipment

- Any of the **scientific calculator** models listed below would be suitable for this course:
 - Casio fx 82AU Plus II
 - Sharp EL 531 WH
 - Texas Instruments TI – 30XB
- Note: Graphic calculators are not permitted in General Mathematics exams.
- Access to Microsoft Office with Word, Excel and OneNote
- 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
<ul style="list-style-type: none"> • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences 	<ul style="list-style-type: none"> • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1 	<ul style="list-style-type: none"> • The logarithmic function 2 • Further differentiation and applications 2 • Integrals 	<ul style="list-style-type: none"> • 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): <ul style="list-style-type: none">• Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Examination	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination	15%		
Unit 3 and 4			
Summative external assessment (EA): <ul style="list-style-type: none">• Examination		50%	

Texts

Year 11

Nelson QMATHS Mathematical Methods Year 11

ISBN 9780170412858

Year 12

Cambridge Maths Methods Units 3&4

ISBN 978108451642

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-gce/common/snr_syll_ea_graphics_calculators_list.pdf
- Highly Recommended: Casio Fx-CG50AU, Fx-CG25AU
- Access to Microsoft Office with Word, 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
<ul style="list-style-type: none">• Cells as the basis of life• Multicellular organisms	<ul style="list-style-type: none">• Homeostasis• Infectious diseases	<ul style="list-style-type: none">• Describing biodiversity• Ecosystem dynamics	<ul style="list-style-type: none">• DNA, genes and the continuity of life• Continuity of life on Earth

Assessment

CTSD E 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): <ul style="list-style-type: none">Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Student experiment	20%		
Unit 3 and 4			
Summative external assessment (EA): <ul style="list-style-type: none">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
<ul style="list-style-type: none">• Properties and structure of atoms• Properties and structure of materials• Chemical reactions — reactants, products and energy change	<ul style="list-style-type: none">• Intermolecular forces and gases• Aqueous solutions and acidity• Rates of chemical reactions	<ul style="list-style-type: none">• Chemical equilibrium systems• Oxidation and reduction	<ul style="list-style-type: none">• 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): <ul style="list-style-type: none">Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Student experiment	20%		
Unit 3 and 4			
Summative external assessment (EA): <ul style="list-style-type: none">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
<ul style="list-style-type: none">• Psychological science A• The role of the brain• Cognitive development• Human consciousness and sleep	<ul style="list-style-type: none">• Psychological science B• Intelligence• Diagnosis• Psychological disorders and treatments• Emotion and motivation	<ul style="list-style-type: none">• Localisation of function in the brain• Visual perception• Memory• Learning	<ul style="list-style-type: none">• 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): <ul style="list-style-type: none">Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Student experiment	20%		
Unit 3 and 4			
Summative external assessment (EA): <ul style="list-style-type: none">Examination			50%

Texts

Year 11:

PSYCHOLOGY for Queensland Units 1&2

ISBN 9780190313296

Year 12:

PSYCHOLOGY for Queensland Units 3&4

ISBN 9780190313340

Japanese

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

The ability to communicate in an additional language such as Japanese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development.

Pathways

Japanese 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 Japanese can establish a basis for further education and employment in many professions and industries. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education.

Objectives

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

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Japanese

Recommendations for success

Assumed knowledge, prior learning or experience

This syllabus is designed for students who wish to study Japanese as an additional language and who have studied the P–10 Australian Curriculum: Japanese or similar. Other students with less formal language learning experience may also be able to meet the requirements of the syllabus successfully.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし My world	私達のまわり Exploring our world	私達の社会 Our society	私の将来 My future
<ul style="list-style-type: none">• Family/carers and friends• Lifestyle and leisure• Education	<ul style="list-style-type: none">• Travel• Technology and media• The contribution of Japanese culture to the world	<ul style="list-style-type: none">• Roles and relationships• Socialising and connecting with my peers• Groups in society	<ul style="list-style-type: none">• Finishing secondary school, plans and reflections• Responsibilities and moving on

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): <ul style="list-style-type: none">Short response	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Extended response	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Combination response	30%	Summative external assessment (EA): <ul style="list-style-type: none">Examination	25%

Texts

Year 11 and 12:

iiTomo Senior Book

ISBN 9781488624179

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 rigour 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
<ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multi-modal and written texts 	<ul style="list-style-type: none"> • Responding to reflective and non-fiction texts that explore human experiences • Creating spoken and written texts 	<ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences 	<ul style="list-style-type: none"> • 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): <ul style="list-style-type: none"> Extended response — spoken/signed response. Student gestures and facial expression must be visible. 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response — Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> Extended response — Written response

Texts

Year 11

Semester 1

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

Semester 2

LION DVD Transmission Films
 Growing up Aboriginal in Australia Anita Heiss ISBN 9781863959810

Year 12

Semester 1

Before the Flood DVD National Geographic

Semester 2

Nelson Essential English for QCE Units 1-4 Sonja Goss ISBN 9780170421782
 Tomorrow When The War Began John Marsden ISBN 9780330274869
 Mulan (DVD) 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
<ul style="list-style-type: none"> Fundamental topic: Calculations Number Representing data Graphs 	<ul style="list-style-type: none"> Fundamental topic: Calculations Managing money Time and motion Data collection 	<ul style="list-style-type: none"> Fundamental topic: Calculations Measurement Scales, plans and models Summarising and comparing data 	<ul style="list-style-type: none"> 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): <ul style="list-style-type: none"> Problem-solving and modelling task 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> Examination

Text

Year 11 & 12

Nil Texts.

Equipment

- Any of the scientific calculator models listed below would be suitable for this course:
 - Casio fx-82AU Plus II
 - Sharp EL-531 WH
 - Texas Instruments TI-30XB

Note: Graphic calculators are not permitted in Essential Mathematics exams

- Access to Microsoft Office with Word, Excel and Onenote 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 and explain scientific facts, concepts and phenomena in a range of situations
- Describe and explain scientific skills, techniques, methods and risks
- Analyse data, situations and relationships
- Apply scientific knowledge, understanding and skills to generate solutions
- Communicate using scientific terminology, diagrams, conventions and symbols
- Plan scientific activities and investigations
- Evaluate reliability and validity of plans and procedures, and data and information
- Draw conclusions, and make decisions and recommendations using scientific evidence.

Recommendations for success

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

Structure

The Science in Practice course is designed around core topics and at least three electives.

Core topics	Electives over the two year program
<ul style="list-style-type: none">• Scientific literacy and working scientifically• Workplace health and safety• Communication and self-management	<ul style="list-style-type: none">• Science for the workplace• Resources, energy and sustainability• Health and lifestyles• Environments• Discovery and change

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:

- At least one investigation based on primary data
- A range of assessment instruments that includes no more than two assessment instruments from any one technique.

Project	Investigation	Collection of work	Short response
<p>A response to a single task, situation and/or scenario</p>	<p>A response that includes locating and using information beyond students' own knowledge and the data they have been given</p>	<p>A response to a series of tasks relating to a single topic in a module or work</p>	<p>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials</p>
<p>Students use different materials and design features to build a soundproof office in an industrial area. Students will develop: (1) a design proposal; (2) a model of a soundproof room (office); (3) a PowerPoint presentation evaluating the construction of and the materials used in the design and construction of the soundproof room.</p> <p>Individual task:</p> <ul style="list-style-type: none"> Written component – students to write a report including a design proposal of the soundproof room (office). 500-900 words Multimodal component – presentation Students will deliver a PowerPoint presentation evaluating construction process and viability of material used for the walls of the soundproof office. 3.0-6.0 minutes Product component – students will produce a model of the soundproof office 	<p>Research portfolio: Investigate the effectiveness of a particular consumer product (for example, soap) to provide conclusions regarding the most effective product tested.</p> <ul style="list-style-type: none"> Written response scientific report addressing the consumer product chosen. A digital journal is to be kept and submitted (including digital photographs and/or movie clip) that demonstrates planning process and raw data analysis. Written: 600-1000 words 	<p>Student complete three instruments related to the forces of rollercoasters.</p> <ul style="list-style-type: none"> Performance component Students design and conduct experiments that will illustrate and identify forces affecting rollercoasters. Multimodal component – presentation. Students present a multimodal presentation (e.g. PowerPoint presentation) on how Newton's Laws of Motion affect the safety and motion, and thus the design, of rollercoasters. 2.0-3.0 minutes. Multimodal component – non-presentation Students evaluate the impacts of a rollercoaster theme park on the environment and develop an environmental management plan for a proposed roller-coaster theme park in the local area (supported by explanatory notes, references, data and diagrams). Maximum: 6 A4 pages (or equivalent) 	<p>Supervised Written: Responses to be unseen food safety scenario- based stimulus materials in a series of short item (single-word and short answer), interpreting graphs and tables and paragraph responses.</p> <ul style="list-style-type: none"> 60.0-90.0 minutes Short response test – students will address questions, scenarios and problems associated with the unit and respond to single-word and short answer questions. Closed book exam 50-250 words

Equipment:

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

Social and Community Studies

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			
<ul style="list-style-type: none"> • Personal skills – Growing and developing as an individual • Interpersonal skills – Living with and relating to other people • Citizenship skills – Receiving from and contributing to community 			
Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Foundation – Money management • Out into the world – World of work 	<ul style="list-style-type: none"> • Complex society – Into relationships • Complex society – Today's society 	<ul style="list-style-type: none"> • Out into the world – Science and technology • Health – Food and nutrition 	<ul style="list-style-type: none"> • Legally – It could be you

Assessment

For Social and Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- One project or investigation
- One examination
- No more than two assessments from each technique.

Project	Extended response	Examination	Investigation
Investigate cyber security for a selected context	Extended response to stimulus	Respond to questions about short legal and citizenship scenarios	Investigate legal roles and responsibilities when travelling overseas
<ul style="list-style-type: none"> • Product component Online cyber safety program or webpage • Written component Design brief and action plan 500 – 900 words • Spoken component Cyber safety presentation 2.5-3.5 minutes 	<ul style="list-style-type: none"> • Multimodal response Prepare a multimodal presentation using provided stimulus items as evidence. Through this task you will demonstrate a knowledge and understanding of how a healthy and balanced diet is essential for a healthy lifestyle. 4.0-7.0 minutes 	<ul style="list-style-type: none"> • 60.0 – 90.0 minutes Short response test Responses to unseen questions and a combination of seen and unseen stimulus 50-250 words per item 	<ul style="list-style-type: none"> • Multimodal response presentation 4.0-7.0 minutes

ASDAN programs and courses

ASDAN is a United Kingdom based resource development organisation offering a variety of programs for students with diverse needs. Education Queensland schools who are registered can deliver their courses and programs. Teachers delivering this program undertake accredited ASDAN training.

The ASDAN programs and courses are to be selected in consultation with the Head of Special Education Services, Deputy Principal, associated Secondary Heads of Department and the families of eligible students.

All ASDAN programs and courses are moderated, and students can achieve ASDAN endorsed certificates of achievements as well as earn credits for a QCIA and some credits for a QCE depending on what combination of programs and courses are completed. ASDAN courses are available for students from Year 10.

The school is currently offering the following ASDAN programs and courses:

ASDAN Short Courses:

ASDAN short courses are flexible, portfolio-based programs designed to further skills development across a range of topics and curriculum areas. These courses help students to make progress towards their personal and career goals.

Learners complete challenges and collect evidence of their activities to build a portfolio. When portfolios have been moderated, an ASDAN endorsed certificate of achievement is issued. Portfolios are also used to gain evidence towards a student's QCIA Certificate.

We are rotating through 6 short courses:

- Mathematics
- Personal Finance
- English
- Geography
- Bronze / Silver International Awards Program
- Living Independently

Note: Successful completion of the English and Maths short courses DOES NOT FULFILL the literacy component of a QCE.

All students will be completing an English and Maths Short Course.

YEAR A	YEAR B	YEAR C
Mathematics	Mathematics	Personal Finance
PFA: Numeracy	PFA: Numeracy	PFA: Numeracy
English	English	English
PFA Literacy	PFA Literacy	PFA Literacy
Living Independently	Living Independently	Geography
Personal Development Program	Personal Development Program	Personal Development Program
Preparing for Adulthood: Towards Independence	Preparing for Adulthood: Towards Independence	Preparing for Adulthood: Towards Independence
Personal Development Program – Module 8 – Year 10 SET Plans -T2	Personal Development Program – Module 8 – Year 10 SET Plans -T2	Personal Development Program – Module 8 – Year 10 SET Plans -T2
<i>Life Skills Challenge – additional subject that can be offered.</i>	<i>Life Skills Challenge – additional subject that can be offered.</i>	<i>Life Skills Challenge – additional subject that can be offered.</i>

Students will be either on a PDP or PFA Pathway.

ASDAN Personal Development Programs (PDP)

PDP includes the International Bronze, Silver Challenge, Silver and Gold Awards. Credits from the short courses can also contribute to these awards.

The programs are activity based and students can be on a QCIA pathway and complete the International Bronze Award or Silver Challenge Award. If a student completes either the International Silver or Gold Awards they can earn credits for a QCE.

Assessment is based on the completion of selected modules and challenges with the development of a folio of documented evidence.

ASDAN Preparing for Adulthood (PFA)

The PFA programs include New Horizons, Towards Independence and Transition Challenge. The programs are activity based and may be considered for students on a QCIA pathway. This range of endorsed programs provide a real-life context to reward achievement and foster the personal, social and work-related abilities of all learners.

ASDAN PFA Towards Independence modules are being delivered. There are more than 70 modules, which can be used separately and accumulated to build a record of personal achievement with a recognised ASDAN endorsed certificate of Achievement.

YEAR 1: PREPARING FOR ADULTHOOD (10/11/12) - Students will enter at Year 1, 2 or 3 depending on their year of enrolment and rotate between the yearly course schedules.

Towards Independence Schedule

YEAR 1	YEAR 2	YEAR 3
Starting Out	*Starting Out – only if first year	*Starting Out – only if first year
The environment	Coping with people	Time Management & Self Organisation
History	Current Affairs	Work Awareness
Money: Progression	The Wider World	Independent Living
Using Computer Technology	My Future Choices	Using Transport

ASDAN PFA qualifications do not rely on a written examination for assessment purposes.

ASDAN PROGRAM AND COURSE REQUIREMENTS

- Various stationery items
- Calculator
- Regular and reliable access to the Internet

ASDAN PROGRAM AND COURSE TIME REQUIREMENTS

- Short courses – 3 lessons each per week
- PFA and PDP – 3 lessons each per week. (Students are in only one of these programs)
- 1 weekly tutorial offered for ASDAN courses and programs
- Students are offered up to 10 hours of virtual lessons per week, and can expect to complete additional challenges at home

Vocational Education and Training

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.

Business

BSB20120 Certificate II in Workplace Skills

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

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 effectively 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

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 workplacement/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 (3 Elective units)

TBA

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 – 2 years

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 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

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

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	Organise and complete daily work activities

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)

his 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 Units

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
CHCDIV002	Promote Aboriginal and Torres Strait Islander Cultural Safety
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

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 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

Arts

CUA20720 Certificate II Visual Arts

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

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

AHC30116 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

AHCWHS301 Contribute to work health and safety processes

AHCWRK309 Apply environmentally sustainable work

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
AHCINF303	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

SITXCCS011	Interact with customers
SITTTVL001	Access and interpret product information
SITTTVL003	Provide advice on Australian destinations
SITTTVL004	Sell tourism products or services
SITTTVL005	Prepare customer quotations
HLTAID011	Provide First Aid (First Aid Cert)
SITHIND005	Use hygienic practices for hospitality service
SITXFSA005	Use hygienic practices for food safety
SITXCCS010	Provide visitor information
SITHFAB021	Provide responsible service of alcohol (RSA)
SITHFAB025	Prepare and serve espresso coffee

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. Attendance at a 5-day Training Assessment Activity. Attendance at a VET Placement Activity is mandatory and counts as workplace hours. These will be run in multiple locations in the state.

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

Please read the information below **BEFORE** completing the course selection form

<p>QCE Eligibility</p>	<p>School age students must select sufficient subjects to ensure that they are eligible for the Queensland Certificate in Education (QCE).</p> <p>To be eligible for the QCE:</p> <ul style="list-style-type: none"> • 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.
<p>ATAR Eligibility</p>	<p>QTAC will calculate ATARs based on either:</p> <p>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:</p> <ul style="list-style-type: none"> • The best result in a QCAA Applied subject • Certificate III • Certificate IV • Diploma or Advanced diploma. <p>If you are aiming for an ATAR for tertiary study entry, Queensland universities have decided that the following rules will apply:</p> <ol style="list-style-type: none"> 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.
<p>Core Learning Areas</p>	<p>One subject from each core learning area (English and Mathematics) must be selected. General Mathematics and Mathematical Methods may be studied simultaneously.</p>
<p>Elective Learning Areas</p>	<p>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.</p>
<p>VET Certificates</p>	<p>Students must enrol in and complete at least one VET Certificate II, III or IV course throughout Year 10, 11 and/or 12.</p> <p>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).</p> <p>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).</p>
<p>VET and Duplication of Learning Credits</p>	<p>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.</p> <p>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.</p>

<p>QCIA Eligibility</p>	<p>The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs.</p> <p>Students studying a QCIA pathway will typically choose subjects with guidance from the Head of Special Education Services (HOSSES). Please indicate subjects that you would like to study, and these will be confirmed at enrolment.</p>
<p>Single Subject Enrolments</p>	<p>Students enrolling in single subjects only (eg independent learners, school-based students) do not need to meet the above requirements.</p>
<p>Elective Subjects from other Providers and Institutions</p>	<p>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.</p> <hr/> <p>If you are studying or planning to study a course at another training provider or an agricultural college, please provide the following information:</p> <p>Name of Course: _____ Course Code: _____</p> <p>Name of Institution: _____</p> <p>Proof of enrolment is: <input type="checkbox"/> Attached <input type="checkbox"/> Following</p>

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Year 10 Subject Selection Form

STUDENTS ENROLLING IN YEAR 10 TO COMPLETE THIS FORM



STUDENT NAME: _____	YEAR LEVEL: 10 (in 2023)
PARENT SIGNATURE: _____	DATE: _____

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

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

INSTRUCTIONS:

- You must select six (6) subjects in total.
- You must choose **ONLY one (1) subject** from each line.

Line	Subject Options
1	<input type="checkbox"/> Option 1. General Maths Prep <input type="checkbox"/> Option 2. Essential Maths Prep
2	<input type="checkbox"/> Option 1. General English Prep <input type="checkbox"/> Option 2. Essential English Prep
3	<input type="checkbox"/> Option 1. General Science Prep <input type="checkbox"/> Option 2. Applied Science Prep
4	<input type="checkbox"/> Option 1. History Prep [Sem 1] + Geography Prep [Sem 2] <input type="checkbox"/> Option 2. Japanese
5	<input type="checkbox"/> Option 1. Certificate II Skills for Work and Vocational Pathways (FSK, Full-year course) <input type="checkbox"/> Option 2. Certificate II Skills for Work and Vocational Pathways [Sem 1] + Psychology Prep [Sem 2]
6	<input type="checkbox"/> Option 1 HPE [Sem 1] + Technology [Sem 2] <input type="checkbox"/> Option 2. Certificate II in Workplace Skills <input type="checkbox"/> Option 3. Certificate II in Applied Digital Technologies <input type="checkbox"/> Option 4 Certificate II Visual Arts

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

Alternative Learning Option (ALO): _____

Excluding FSK, all other VET courses have limited spots. Spots will be filled in the order of form received. Semester One report cards will be considered when placing students in these courses.

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

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Year 11 Subject Selection Form 2023

STUDENTS ENROLLING IN YEAR 11 COMPLETE THIS FORM

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

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

INSTRUCTIONS:

- You must select six (6) subjects in total. 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 – 1.00-2.00 Thur – 11.00-12.00 <input type="checkbox"/> MAG General Mathematics <input type="checkbox"/> MAM Mathematical Methods	<input type="checkbox"/> MAE Essential Mathematics	<input type="checkbox"/> NUS Short Course Numeracy
2	Mon – 11.00-12.00 Wed – 8.30-9.30 Thur – 1.00-2.00 <input type="checkbox"/> ENG English	<input type="checkbox"/> ENE Essential English	<input type="checkbox"/> LIS Short Course Literacy
Select ONE subject from any five of the lines 3 – 7 below.			
3	Mon – 1.00-2.00 Wed – 9.30-10.30 Thur – 8.30-9.30 <input type="checkbox"/> CHM Chemistry <input type="checkbox"/> PSY Psychology	<input type="checkbox"/> SCS Social & Com Studies <input type="checkbox"/> SCP Science in Practice	<input type="checkbox"/> SWV Certificate II Skills for Work <input type="checkbox"/> VAT Certificate II Visual Art <input type="checkbox"/> TSM Certificate III Tourism
4	Mon – 2.00-3.00 Wed – 11.00-12.00 Fri – 8.30-9.30 <input type="checkbox"/> PSY Psychology <input type="checkbox"/> GEG Geography		<input type="checkbox"/> WPS Certificate II in Workplace Skills <input type="checkbox"/> BSY Certificate III Business
5	Tue – 8.30-9.30 Wed – 1.00-2.00 Fri – 9.30-10.30 <input type="checkbox"/> AHS Ancient History <input type="checkbox"/> PSY Psychology	<input type="checkbox"/> SCS Social & Comm Studies	<input type="checkbox"/> TSM Certificate III Tourism <input type="checkbox"/> ITE Certificate III IT <input type="checkbox"/> ADT Certificate II in Applied Digital Technologies <input type="checkbox"/> VAT Certificate II Visual Arts
6	Tue – 9.30-10.30 Wed – 2.00-3.00 Fri – 11.00-12.00 <input type="checkbox"/> BIO Biology <input type="checkbox"/> JAP Japanese	<input type="checkbox"/> SCS Social and Community Studies	<input type="checkbox"/> EDD Certificate III SB Ed Support <input type="checkbox"/> AGT Certificate III Agriculture <input type="checkbox"/> BSY Certificate III Business
7	Tue – 11.00-12.00 Thurs – 9.30-10.30 Fri – 1.00-2.00 <input type="checkbox"/> BIO Biology <input type="checkbox"/> MHS Modern History	<input type="checkbox"/> SCP Science in Practice	<input type="checkbox"/> AGT Certificate III Agriculture <input type="checkbox"/> SWV Certificate II Skills for Work <input type="checkbox"/> AVC Certificate II Active Volunteering

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 2023

STUDENTS ENROLLING IN YEAR 12 COMPLETE THIS FORM



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

Senior Pathway: <input type="checkbox"/> QCE <input type="checkbox"/> QCE and ATAR	<input type="checkbox"/> QCIA <input type="checkbox"/> Other:
<small>(Select ONE)</small>	

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 select six (6) subjects in total. 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 – 1.00-2.00 Thur – 11.00-12.00 <input type="checkbox"/> ENG English	<input type="checkbox"/> ENE Essential English	<input type="checkbox"/> LIS Short Course Literacy
2	Mon – 11.00-12.00 Wed – 8.30-9.30 Thur – 1.00-2.00 <input type="checkbox"/> MAG General Mathematics <input type="checkbox"/> MAM Mathematical Methods	<input type="checkbox"/> MAE Essential Mathematics	<input type="checkbox"/> NUS Short Course Numeracy
Select ONE subject from any five of the lines 3 – 7 below.			
3	Mon – 1.00-2.00 Wed – 9.30-10.30 Thur – 8.30-9.30 <input type="checkbox"/> PSY Psychology	<input type="checkbox"/> SCP Science in Practice	<input type="checkbox"/> SWV Certificate II Skills for Work <input type="checkbox"/> VAT Certificate II Visual Art <input type="checkbox"/> TSM Certificate III Tourism
4	Mon – 2.00-3.00 Wed – 11.00-12.00 Fri – 8.30-9.30 <input type="checkbox"/> MHS Modern History <input type="checkbox"/> PSY Psychology <input type="checkbox"/> BIO Biology		<input type="checkbox"/> WPS Certificate II in Workplace Skills <input type="checkbox"/> BSY Certificate III Business
5	Tue – 8.30-9.30 Wed – 1.00-2.00 Fri – 9.30-10.30 <input type="checkbox"/> AHS Ancient History	<input type="checkbox"/> SCS Social & Comm Studies	<input type="checkbox"/> TSM Certificate III Tourism <input type="checkbox"/> ITE Certificate III IT <input type="checkbox"/> ADT Certificate II in Applied Digital Technologies <input type="checkbox"/> VAT Certificate II Visual Arts
6	Tue – 9.30-10.30 Wed – 2.00-3.00 Fri – 11.00-12.00 <input type="checkbox"/> CHM Chemistry <input type="checkbox"/> PSY Psychology	<input type="checkbox"/> SCS Social & Comm Studies	<input type="checkbox"/> EDD Certificate III SB Ed Support <input type="checkbox"/> AGT Certificate III Agriculture <input type="checkbox"/> BSY Certificate III Business
7	Tue – 11.00-12.00 Thurs – 9.30-10.30 Fri – 1.00-2.00 <input type="checkbox"/> GEG Geography <input type="checkbox"/> JAP Japanese		<input type="checkbox"/> AGT Certificate III Agriculture <input type="checkbox"/> SWV Certificate II Skills for Work <input type="checkbox"/> AVC Certificate II Active Volunteering

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

STEP ONE:
Teacher Consultation

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

Examples of things you might raise in this discussion:

- Is the subject not what you thought it was going to be?
- Are you struggling with the subject content?
- Have you decided to change pathways for your Senior schooling (eg you previously wanted an ATAR but don't anymore?)

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

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

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

STEP THREE:
Head of Department Consultation

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

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

STEP FOUR:
Deputy Principal Consultation

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

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

STEP FIVE:
Change of Subject

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

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Change of subject request form – Year 10

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

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

Completed form passed to Senior Secondary Deputy Principal

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

Change of subject request form – Year 11-12

DATE:

NAME:		CLASS GROUP:	
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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? <i>If "no" your SET plan needs to be adjusted/reviewed in OneSchool.</i>		
STUDENT SIGNATURE:	Date: / /	

SECTION TWO: To be completed by the HoD of the **CURRENT** subject (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: <input type="checkbox"/> Yes <input type="checkbox"/> No		HOD Signature:	Date: / /

SECTION THREE: Advice from HoD 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:	<input type="checkbox"/> Yes <input type="checkbox"/> 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: <input type="checkbox"/> Yes <input type="checkbox"/> No			
GO Signature:		Date: / /	

Completed form passed to Senior Secondary Deputy Principal

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

