



**CHANCELLOR  
STATE COLLEGE**

*The best we can be*

# 2025

## Year 11 / 12

# Subject Handbook

**CARE COURTESY COOPERATION COMMITMENT CHALLENGE**

# Welcome to our Senior School Pathways

Our Year 11/12 senior pathways programs offer our students a diverse range of academic pathways through their senior phase of learning. The pathways offerings align closely to the nation-wide changes to curriculum and its impact on the Senior Learning Phase. Through a strong focus on our achievement agenda, we provide our students with world-class educational, personal, ethical and social skills that prepare them for their dynamic future pathways.

The aim of our senior schooling pathways at Chancellor State College is for each student to achieve a Queensland Certificate of Education (QCE). In order to maximise students' chances of achieving a QCE, students and parents must consider the combination of subjects, student ability levels through meeting pre-requisites, commitment to study and future aspirations when nominating for Years 11 and 12. A thorough and rigorous Student Education and Training Pathway (SETP) planning process is undertaken in Year 10 to maximise students' choices of academic success.

Chancellor State College offers students a broad range of pathway options for students to undertake throughout their senior phase of learning options available to students include:

- General and Applied subjects as per syllabus documents set out by the Queensland Curriculum and Assessment Authority (QCAA)
- Certificate I, II and III courses delivered on campus
- School based apprenticeships or traineeships (SAT)
- TAFE and external RTO offerings – Certificate II, III and IV and Diploma
- University courses (e.g., USC – Headstart, CQU – SUN)

Chancellor State College has created productive and evolving relationships with the University of the Sunshine Coast (USC), a strong relationship with the Sunshine Coast Institute of TAFE and positive links with other learning providers. These partnerships expand the real-life opportunities and experiences for our students.

We welcome each family to this exciting and challenging Senior Phase of Learning. We are confident that the award-winning integrated curriculum framework that is provided through the Primary years to the completion of our Junior Secondary years at Chancellor is creating independent, responsible and dynamic learners. We have aligned our teaching to the world's best practice and are confident that the professionalism of our teachers, combined with the professional development framework available at Chancellor, provides students with teaching and learning processes that deliver them to meeting the demands of our Achievement Agenda. Quality teaching underpins our curriculum framework as an essential ingredient of our planned success for students.

Senior school pathways at Chancellor State College ensure that all students have the skills and knowledge to be successful citizens in the 21<sup>st</sup> Century.

You and your child are invited to use this handbook as a guide to assist pathways selection for Year 11/12.

We look forward to supporting your child to the 'Best They Can Be' in this next phase of their learning journey.

Yours sincerely



**Brad Roberts**  
Executive Principal



**Greg Prestwidge**  
Principal  
Secondary Campus



**Philippa Walker**  
Deputy Principal



**Crystal Caton**  
Deputy Principal

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## Process of Senior Pathways Selection

- Students will receive a Pathways Financial Commitment Form and key information.
- This will be completed during SET planning or enrolment interview and signed by the parent/carer. Students also complete the online subject selection through OneSchool as part of their SET plan.
- Students may seek counselling from Heads of Departments, Administration members and our Guidance Officers to ensure they create a 'balanced' program of study that maximises future options. SET plan meetings are offered to cater for this requirement during Term 3 of Year 10.
- The pathways selection form **must** be returned by the **due date** indicated on the form to the Administration office.
- Course availability will depend on the balance of student demand, teacher availability and resource availability.

**REMEMBER: Please ask for assistance if you are unsure**

Key contacts for any queries regarding pathways selection are:

Deputy Principal – Year 10 & 12

Deputy Principal – Year 10 & 11

Guidance Officers

Head of Department – QCAA

Head of Department – Vocational Education and Training (VET)

Head of Department – Science and Engineering

Head of Department – Mathematics

Head of Department – Enterprise and Innovation

Head of Department – English and Languages

Head of Department – Humanities

Head of Department – Health and Performance

Head of Department – Creative Industries

## Subject Fees

Some subjects require extra funding to operate in addition to that provided by the Student Resource Scheme and Government Grants.

External provider fees associated with Certificate courses must be paid to the College on enrolment into the course and prior to commencing the course. Subject fees for students who undertake a VET Certificate in partnership with an external provider will not be refunded once the transfer of funds has occurred from the College to the external provider.

Please note: Subject fees must be paid for entry into subjects.

## Senior Pathway and SET Planning Guide

Each student will select an intended learning option. This is either the Queensland Certificate of Education (QCE) or the Queensland Certificate Individual Achievement (QCIA).

Students' subject selections into Years 11 & 12 should reflect their areas of interest and capability. Students intending to go to tertiary study after Year 12 should also check if their chosen university course has prerequisite subjects that must be studied in Year 11/12.

Students should ensure that they have met the prerequisites grades of subjects studied in Year 10 prior to selecting. If they have not met the prerequisite have an alternative subject selected; should they not meet the prerequisite by the end of Year 10.

All students must select and pass a unit of a Mathematics and English subject to be eligible to achieve a QCE.

### Senior Learning Pathways - QCE

| ATAR Pathway  | Future Skills Pathway   |
|---|---|
| <p>Students wishing to pursue further study at university may choose an ATAR pathway. The ATAR is the score that is used nationally for university entry and is calculated at the end of year 12 based on a student's final results by QTAC.</p> <p>In choosing an ATAR pathway students must study an English and a minimum of 4 General subjects. Students may then choose up to 6 General subject and may include a Cert III qualification or applied subject.</p> <p>We also offer students the opportunity to engage in preparatory university course in Year 12 through a range of partnerships with local Universities.</p>  | <p>Students wishing to pursue further study through non-ATAR University, TAFE, RTOs, Traineeships or Apprenticeships should engage in career discussion with our guidance officers to determine the best combinations of subjects to support them in engaging with their pathways. Students can also work with our Industry Liaison Officer to find opportunities to complete school-based Apprenticeships and Traineeships.</p> <p>Students wishing to move from school to work should focus on selecting subjects that they find interesting and have previously experienced success in. Students should also connect with our Industry Liaison Officer to identify opportunities to engage with part-time or casual work to support their transition to full time work post school.</p> <p>Students may select a combination of 6 Applied, General and Certificate subjects. Two of these subjects will be a Math and English subject to ensure the student can achieve the literacy and numeracy requirements of the QCE.</p> |
| Checklists  |   |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Select General English or Literature</li> <li><input type="checkbox"/> Select a General Math Subject</li> <li><input type="checkbox"/> Select at least 2 and up to 4 other General Subjects</li> <li><input type="checkbox"/> Optional – Select 1 Applied subject or an additional certificate qualification.</li> <li><input type="checkbox"/> Check that Prerequisites for all subjects have been met or approval has been granted by the subject HOD.</li> <li><input type="checkbox"/> A total of 6 subjects selected.</li> <li><input type="checkbox"/> If only 4 or 5 General Subjects selected, a Certificate III Qualification or higher is recommended.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Select English or Essential English</li> <li><input type="checkbox"/> Select Mathematical Methods, General Math or Essential Math</li> <li><input type="checkbox"/> Select no more than 3 General subjects <b>or</b></li> <li><input type="checkbox"/> Select up to 4 Applied Subjects <b>or</b></li> <li><input type="checkbox"/> Select up to 4 Certificates</li> <li><input type="checkbox"/> Check that Prerequisites for all subjects have been met or approval has been granted by the subject HOD.</li> <li><input type="checkbox"/> A total of 6 subjects selected</li> <li><input type="checkbox"/> Check combinations of Cert II courses and applied subjects for duplication of learning.</li> </ul>   |

**Note:** Students choosing to study an additional TAFE subject, engage in a School Based Traineeship or Apprenticeship or Headstart are to select a subject on each line, except where they are already engaged in study or SBT/SBA. Independent Learning options are considered for students on an individual basis and an ILO application and agreement can be completed when applying for TAFE, SBT/SBA or Headstart.

## Senior Pathway and SET Planning Guide

### Senior Learning Pathways – QCIA

Students undertaking a QCIA intended learning option will complete an individual learning program during their Senior Secondary Schooling. Eligible students with their parents/carers will work collaboratively with the HOSES and the Case Manager to determine whether a QCIA pathway is in the student's best interest. Students working towards a QCIA by the end of Year 12 may also record their learning as credit towards a QCE to be achieved and issued post-school.

#### Guidelines

Students may:

- Complete a **maximum of three QCE** contributing studies from the core learning category regardless of level of achievement. (Including Applied subjects, Certificate II and Certificate III qualifications)
- Complete other preparatory learning or Certificate I qualifications.
- Complete individualised programs within an Applied subject.
- Complete individualised alternate subjects.

#### Future Skills Pathway

Students wishing to pursue further study through TAFE, RTOs, Traineeships or Apprenticeships should engage in career discussion with our guidance officers to determine the best combinations of subjects to support them in engaging with their pathways. Students can also work with our Industry Liaison Officer to find opportunities to complete school-based Apprenticeships and Traineeships.

Students wishing to move from school to work should focus on selecting subjects that they find interesting and have previously experienced success in. Students should also connect with our Industry Liaison Officer to identify opportunities to engage with part-time or casual work to support their transition to full time work post school.

#### Checklists

- Select Essential English, Short Course English or QCIA Literacy
- Select Essential Math, Short Course in Math or QCIA Numeracy
- Select up to 3 Applied Subjects
- Select up to 3 Certificates
- Check combinations of Cert II courses and applied subjects for duplication of learning.
- Check no more than 3 core category selection have been made.

**Note:** Students choosing to study an additional TAFE subject or engage in a School Based Traineeship or Apprenticeship are to select a subject on each line. Students should also work with their case manager or HOSES prior to enrolling in either of these options as they may become ineligible for a QCIA.

# Prerequisites for Year 11 and 12 Subjects

The table provides recommended prerequisites as to which Year 10 Subjects, including minimum levels of achievement, support successful studies in Year 11 and 12 subjects.

| GENERAL SUBJECT                             | PREREQUISITE   |
|---|--|
| ABORIGINAL & TORRES STRAIT ISLANDER STUDIES | Minimum C achievement in Year 10 Humanities.   |
| ANCIENT HISTORY                             | Minimum C achievement in Year 10 Humanities.   |
| BIOLOGY                                     | Minimum C achievement in Year 10 Science.  |
| BUSINESS                                    | Minimum C achievement in Year 10 English.  |
| CHEMISTRY                                   | Minimum C achievement in Year 10 Science. Extension Science an advantage but not essential.  |
| DESIGN                                      | Minimum C achievement in Year 10 English.  |
| DRAMA                                       | Minimum C achievement in Year 10 English. Year 10 Drama an advantage but not essential.  |
| ECONOMICS                                   | Minimum C achievement in Year 10 Humanities.   |
| ENGINEERING                                 | Minimum C achievement in Year 10 Science.  |
| ENGLISH                                     | Minimum C achievement in Year 10 English.  |
| FILM, TV and NEW MEDIA                      | Minimum C achievement in Year 10 English. Competent IT Skills. Year 10 Media Arts an advantage but not essential.  |
| GEOGRAPHY                                   | Minimum C achievement in Year 10 Humanities.   |
| HEALTH                                      | Minimum C achievement in Year 10 English. Year 10 Health an advantage but not essential.   |
| JAPANESE                                    | Minimum C achievement in Year 10 Japanese.   |
| LEGAL STUDIES                               | Minimum C achievement in Year 10 Humanities.   |
| LITERATURE                                  | Minimum C achievement in Year 10 English.  |
| MARINE SCIENCE                              | Minimum C achievement in Year 10 Science.  |
| GENERAL MATHEMATICS                         | Minimum C achievement in Year 10 Mathematics.  |
| MATHEMATICAL METHODS                        | Minimum B achievement in Year 10 Extension Mathematics.  |
| SPECIALIST MATHEMATICS                      | Minimum B achievement in Year 10 Extension Mathematics.  |
| MODERN HISTORY                              | Minimum C achievement in Year 10 Humanities.   |
| MUSIC                                       | Minimum C achievement in Year 10 Music or study of music outside of school or Instrumental Music Program.  |
| MUSIC EXTENSION (YEAR 12)                   | Minimum B achievement in Year 11 Music.  |
| PHYSICAL EDUCATION                          | Minimum C achievement in Year 10 English. Successful completion of Year 10 HPE an advantage but not essential.   |
| PHYSICS                                     | Minimum C achievement in Year 10 Science. Extension Science an advantage but not essential.  |
| PSYCHOLOGY                                  | Minimum C achievement in Year 10 Science.  |
| PSYCHOLOGY – Units 3 & 4                    | Completion of Unit 1 & 2 in Psychology in Year 10.   |
| VISUAL ART                                  | Minimum C achievement in Year 10 English. Year 10 Visual Art an advantage but not essential.   |
| APPLIED SUBJECT                             |  |
| ESSENTIAL ENGLISH                           | Nil  |
| ESSENTIAL MATHEMATICS                       | Nil  |
| AQUATIC PRACTICES                           | Nil  |
| ARTS IN PRACTICE                            | General commitment to performing arts practice.  |
| FURNISHING SKILLS                           | Minimum C level of achievement, accompanied by a proven safety ethic and willingness to follow instruction in previous ITD classes (Minimum Satisfactory rating for effort and behaviour). |
| HOSPITALITY PRACTICES                       | Nil  |
| INDUSTRIAL GRAPHICS SKILLS                  | Nil  |
| INFORMATION AND COMMUNICATION TECHNOLOGY    | Nil  |
| SCIENCE IN PRACTICE                         | Nil  |



|  |  |
|--|--|
| <b>SOCIAL AND COMMUNITY STUDIES</b>                          | Nil  |
| <b>SPORT AND RECREATION</b>                                  | Nil.   |
| <b>VISUAL ARTS IN PRACTICE</b>                               | General commitment to visual arts practice.  |
| <b>FOOTBALL DEVELOPMENT PROGRAM</b>                          | Line 6 – Football/Futsal Development Program classes by application only.  |
| <b>VET SUBJECT</b>   | <b>PREREQUISITES</b>   |
| <b>CERTIFICATE III IN BUSINESS</b>                           | Completion of Certificate II in Business preferred.  |
| <b>DIPLOMA OF BUSINESS</b>                                   | Minimum B achievement in English   |
| <b>CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE</b> | A commitment to working in BOTH theoretical and practical (work placement) aspects of the course.  |
| <b>CERTIFICATE II IN ENGINEERING PATHWAYS</b>                | Minimum C level of achievement, accompanied by a proven safety ethic and willingness to follow instruction in previous ITD classes (Minimum Satisfactory rating for effort and behaviour). |
| <b>CERTIFICATE III IN FITNESS</b>                            | Successful application only.   |
| <b>CERTIFICATE II IN MANUFACTURING TECHNOLOGY</b>            | Minimum C level of achievement, accompanied by a proven safety ethic and willingness to follow instruction in previous ITD classes (Minimum Satisfactory rating for effort and behaviour). |
| <b>CERTIFICATE III IN SPORT &amp; RECREATION</b>             | A commitment to working in BOTH practical and theoretical aspects of the course.   |
| <b>CERTIFICATE II IN TOURISM / CERTIFICATE III IN EVENTS</b> | Minimum of a (C) Sound Level of Achievement in Year 10 English. A commitment to working in BOTH practical and theoretical aspects of the course.   |

NB – Students who do not meet the minimum prerequisites will be eligible for a SET plan review at the end of Semester 2. If they still do not meet the minimum prerequisites, students may request entry into a subject via a formal written request to the Campus Principal.



## General Subjects

### Aboriginal & Torres Strait Islander Studies – ATI11

|                     |                        |                     |                     |
|---------------------|------------------------|---------------------|---------------------|
| <b>Subject Type</b> | <b>General Subject</b> | <b>Cost</b>         | <b>\$0</b>          |
| <b>Faculty</b>      | <b>Humanities</b>      | <b>Prerequisite</b> | <b>C Humanities</b> |

#### About the Subject

Aboriginal and Torres Strait Islander Studies recognises, and is a study of, the two distinct and diverse Indigenous groups in Australia: Aboriginal peoples and Torres Strait Islander peoples. As these are the oldest living cultures in the world, this study is relevant for all students and is fundamental to an understanding of a shared Australian identity. It also makes students aware of diversity and complexity in Aboriginal cultures and Torres Strait Islander cultures through an approach that informs an understanding of the past, present and future.

Aboriginal and Torres Strait Islander Studies allows students to develop critical thinking skills, including those of interpretation, analysis and evaluation, as well as communication skills. Students also learn to value and appreciate the worldviews of Aboriginal peoples and Torres Strait Islander peoples as a necessary condition for understanding a shared history in Australia. Through recognising this, all students should develop an empathy and respect for the ways people think, feel and act, as well as an informed awareness of the diversity that exists locally and globally.

#### Pathways

Aboriginal and Torres Strait Islander Studies 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 Aboriginal and Torres Strait Islander Studies can establish a basis for further education and employment in the fields of anthropology, the arts, education, health, journalism, law, politics, psychology, sociology, social work and tourism, etc.

#### Links

[About Aboriginal and Torres Strait Islander Studies at CSC](#)

#### Units of Study Structure

| Unit 1   | Unit 2  | Unit 3   | Unit 4   |
|--|---|--|--|
| <b>Culture, identity and connections</b><br>Significant and intrinsic aspects of Aboriginal societies and Torres Strait Islander societies using a holistic approach | Continuity, change and influences <ul style="list-style-type: none"> <li>Resistance</li> <li>Social and political change</li> </ul> | Responses and contributions <ul style="list-style-type: none"> <li>Rights and Freedoms</li> <li>Land Rights</li> </ul> | Moving Forward <ul style="list-style-type: none"> <li>Resilience</li> <li>Recognition and reconciliation</li> </ul>      |
| <b>FIA1</b> Examination – extended response<br><b>FIA2</b> Investigation — inquiry response  | <b>FIA3</b> Investigation — inquiry response<br><b>FIA4</b> Examination — short response  | <b>SIA1</b> Examination – extended response (25%)<br><b>SIA2</b> Investigation — inquiry response (25%)                | <b>SIA3</b> Investigation — inquiry response (25%)<br><b>EA</b> Examination – short response to historical sources (25%) |
| 1 QCE Credit – Upon Satisfactory Completion  | 1 QCE Credit – Upon Satisfactory Completion   | 2 QCE Credits upon satisfactory completion of both Units   |  |

#### Additional Materials or Excursions

| Material or Excursion  | Approximate Cost  |
|--|---|
| Cultural and historical camps – Possible study locations; K’Gari; Minjerribah, Kakadu, Uluru | To be determined (dependant on location and possibility of grant/funding subsidy options to be confirmed) |



# Ancient History – AHS11

|                     |                        |                     |                     |
|---------------------|------------------------|---------------------|---------------------|
| <b>Subject Type</b> | <b>General Subject</b> | <b>Cost</b>         | <b>\$0</b>          |
| <b>Faculty</b>      | <b>Humanities</b>      | <b>Prerequisite</b> | <b>C Humanities</b> |

## About the Subject

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.

## Pathways

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.

## Links

[About Ancient History at CSC](#)

## Units of Study Structure

| Unit 1  | Unit 2   | Unit 3   | Unit 4   |
|---|--|--|--|
| <b>Investigating the ancient world</b> <ul style="list-style-type: none"><li>• Digging up the past - Archaeology and Ancient Societies</li><li>• Ancient societies — Beliefs, rituals and funerary practices.</li></ul> | <b>Personalities in their time</b> <ul style="list-style-type: none"><li>• Hatshepsut – Pharaoh of the Eighteenth Dynasty</li><li>• Alexander the Great of Macedon</li></ul> | <b>Reconstructing the ancient world</b> <ul style="list-style-type: none"><li>• Early Imperial Rome</li><li>• The 'Fall' of the Western Roman Empire</li></ul> | <b>People, power and authority</b> <ul style="list-style-type: none"><li>• Greece — the Persian Wars</li><li>• Augustus: The First Emperor</li></ul> |
| <b>Extended response exam (2 hours)</b><br><b>Independent source investigation (2000 words)</b>   | <b>Historical essay based on research (2000 words)</b><br><b>Short response exam (2 hours)</b>   | <b>IA1</b> – Examination – essay in response to a historical source (25%)<br><b>IA2</b> – Independent source investigation (25%)                               | <b>IA3</b> – Investigation – historical essay based on research (25%)<br><b>EA</b> - Examination – short response to historical sources (25%)        |
| <i>1 QCE Credit – Upon Satisfactory Completion</i>  | <i>1 QCE Credit – Upon Satisfactory Completion</i>   | <i>2 QCE Credits upon satisfactory completion of both Units</i>  |  |

## Additional Materials or Excursions

| Material or Excursion                           | Approximate Cost |
|---|------------------|
| Abbey Museum                                    | TBA              |
| RD Milns Antiquities Museum – University of QLD | TBA              |



## Biology – BIO11

|                     |                                 |                     |                  |
|---------------------|---------------------------------|---------------------|------------------|
| <b>Subject Type</b> | <b>General Subject</b>          | <b>Cost</b>         | <b>\$75</b>      |
| <b>Faculty</b>      | <b>Research &amp; Discovery</b> | <b>Prerequisite</b> | <b>C Science</b> |

### About the Subject

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, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

### Links

[About Biology at CSC](#)

### Units of Study Structure

| Unit 1  | Unit 2  | Unit 3  | Unit 4   |
|---|---|---|--|
| <b>Cells and multicellular organisms</b> <ul style="list-style-type: none"><li>• Cells as the basis of life</li><li>• Multicellular organisms</li></ul> | <b>Maintaining the internal environment</b> <ul style="list-style-type: none"><li>• Homeostasis</li><li>• Infectious diseases</li></ul> | <b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"><li>• Describing biodiversity</li><li>• Ecosystem dynamics</li></ul> | <b>Heredity and continuity of life</b> <ul style="list-style-type: none"><li>• DNA, genes and the continuity of life</li><li>• Continuity of life on Earth</li></ul> |
| <b>Data Test (70 minutes)</b><br><b>Student Experiment (2000 words)</b>   | <b>Research Investigation (2000 words)</b><br><b>Exam (2 hours)</b>   | <b>IA1 - Examination — data test (10%)</b><br><b>IA2 – Student Experiment (20%)</b>   | <b>IA3 – Research Investigation (20%)</b>  |
|   |   | <b>EA - Examination (50%)</b>   |  |
| <i>1 QCE Credit – Upon Satisfactory Completion</i>  | <i>1 QCE Credit – Upon Satisfactory Completion</i>  | <i>2 QCE Credits upon satisfactory completion of both Units</i>   |  |

### Additional Materials or Excursions

| Material or Excursion    | Approximate Cost |
|--------------------------|------------------|
| Lady Elliott Island Camp | \$900            |



# Business – BUS11

|                     |                        |                     |                  |
|---------------------|------------------------|---------------------|------------------|
| <b>Subject Type</b> | <b>General Subject</b> | <b>Cost</b>         | <b>\$40</b>      |
| <b>Faculty</b>      | <b>Enterprise</b>      | <b>Prerequisite</b> | <b>C English</b> |

## About the Subject

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

## Pathways

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

## Links

[About Business at CSC](#)

## Units of Study Structure

| Unit 1  | Unit 2   | Unit 3   | Unit 4   |
|---|--|--|--|
| <b>Business creation</b> <ul style="list-style-type: none"> <li>Fundamentals of business</li> <li>Creation of business ideas</li> </ul> | <b>Business growth</b> <ul style="list-style-type: none"> <li>Establishment of a business</li> <li>Entering markets</li> </ul> | <b>Business diversification</b> <ul style="list-style-type: none"> <li>Competitive markets</li> <li>Strategic development</li> </ul> | <b>Business evolution</b> <ul style="list-style-type: none"> <li>Repositioning a business</li> <li>Transformation of a business</li> </ul> |
| <b>Exam (2 hours)</b><br><b>Investigation – Business report (2000 words)</b>  | <b>Extended response – feasibility report (2000 words)</b><br><b>Exam (2 hours)</b>  | <b>IA1</b> - Examination — combination response (25%)<br><b>IA2</b> – Business report (25%)  | <b>IA3</b> – Feasibility report (25%)<br><b>EA</b> - Examination — combination response (25%)  |
| 1 QCE Credit – Upon Satisfactory Completion   | 1 QCE Credit – Upon Satisfactory Completion  | 2 QCE Credits upon satisfactory completion of both Units   |  |

## Additional Materials or Excursions

| Material or Excursion                                | Approximate Cost    | Notes  |
|--|---------------------|--|
| Year 11 and/or Year 12 Business Case Study Excursion | \$70 each excursion | Depending upon availability of location, students visit a business as a case study for assessment. |



# Chemistry – CHM11

|                     |                                 |                     |                  |
|---------------------|---------------------------------|---------------------|------------------|
| <b>Subject Type</b> | <b>General Subject</b>          | <b>Cost</b>         | <b>\$90</b>      |
| <b>Faculty</b>      | <b>Research &amp; Discovery</b> | <b>Prerequisite</b> | <b>C Science</b> |

## About the Subject

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.

## Links

[About Chemistry at CSC](#)

## Units of Study Structure

| Unit 1  | Unit 2  | Unit 3   | Unit 4   |
|---|---|--|--|
| <b>Chemical fundamentals — structure, properties and reactions</b> <ul style="list-style-type: none"><li>• Properties and structure of atoms</li><li>• Properties and structure of materials</li><li>• Chemical reactions — reactants, products and energy change</li></ul> | <b>Molecular interactions and reactions</b> <ul style="list-style-type: none"><li>• Intermolecular forces and gases</li><li>• Aqueous solutions and acidity</li><li>• Rates of chemical reactions</li></ul> | <b>Equilibrium, acids and redox reactions</b> <ul style="list-style-type: none"><li>• Chemical equilibrium systems</li><li>• Oxidation and reduction</li></ul> | <b>Structure, synthesis and design</b> <ul style="list-style-type: none"><li>• Properties and structure of organic materials</li><li>• Chemical synthesis and design</li></ul> |
| <b>Data Test (70 minutes)</b><br><b>Student Experiment (1500 - 2000 words)</b>  | <b>Research Investigation (1500 - 2000 words)</b><br><b>Exam (2 hours)</b>  | <b>IA1 - Examination — data test (10%)</b><br><b>IA2 – Student Experiment (20%)</b>  | <b>IA3 – Research Investigation (20%)</b>  |
|   |   | <b>EA - Examination (50%)</b>  |  |
| <i>1 QCE Credit – Upon Satisfactory Completion</i>  | <i>1 QCE Credit – Upon Satisfactory Completion</i>  | <i>2 QCE Credits upon satisfactory completion of both Units</i>  |  |

**Additional Materials or Excursions - NIL**



# Design – DES11

|                     |                        |                     |                  |
|---------------------|------------------------|---------------------|------------------|
| <b>Subject Type</b> | <b>General Subject</b> | <b>Cost</b>         | <b>\$50</b>      |
| <b>Faculty</b>      | <b>Enterprise</b>      | <b>Prerequisite</b> | <b>C English</b> |

## About the Subject

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

## Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

## Links

[About Design at CSC](#)

## Units of Study Structure

| Unit 1   | Unit 2   | Unit 3   | Unit 4  |
|--|--|--|---|
| <b>Stakeholder-centred design</b> <ul style="list-style-type: none"> <li>Experiencing design</li> <li>Design process</li> <li>Design styles</li> </ul> | <b>Commercial design influences</b> <ul style="list-style-type: none"> <li>Explore — client needs and wants</li> <li>Develop — collaborative design</li> </ul> | <b>Human-centred design</b> <ul style="list-style-type: none"> <li>Designing with empathy</li> </ul> | <b>Sustainable design influences</b> <ul style="list-style-type: none"> <li>Explore — sustainable design opportunities</li> <li>Develop — redesign</li> </ul> |
| <b>Exam (2 hours)</b><br><b>Project (2000 words)</b>   | <b>Project (2000 words)</b><br><b>Exam (2 hours)</b>   | <b>IA1</b> - Examination — design challenge (20%)<br><b>IA2</b> – Project (30%)                      | <b>IA3</b> – Project (25%)<br><b>EA</b> - Examination — extended response (25%)   |
| <i>1 QCE Credit – Upon Satisfactory Completion</i>   | <i>1 QCE Credit – Upon Satisfactory Completion</i>   | <i>2 QCE Credits upon satisfactory completion of both Units</i>                                      |   |

## Additional Materials or Excursions

| Material or Excursion                     | Approximate Cost   | Notes   |
|---|--------------------|---|
| Year 11 and/or Year 12 possible excursion | \$70 per excursion | Where available, excursion to design business, event or design section of the state library |





# Drama – DRA11

|                     |                            |                     |                  |
|---------------------|----------------------------|---------------------|------------------|
| <b>Subject Type</b> | <b>General Subject</b>     | <b>Cost</b>         | <b>\$70</b>      |
| <b>Faculty</b>      | <b>Creative Industries</b> | <b>Prerequisite</b> | <b>C English</b> |

## About the Subject

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes.

## Pathways

A course of study in Drama establishes a basis for further education and employment across many fields, both inside the arts and culture industries and beyond. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

## Links

[About Drama at CSC](#)

## Units of Study Structure

| Unit 1  | Unit 2   | Unit 3   | Unit 4   |
|---|--|--|--|
| <b>Share</b> <ul style="list-style-type: none"> <li>cultural inheritances of storytelling</li> <li>oral history and emerging practices</li> <li>a range of linear and non-linear forms</li> </ul> | <b>Reflect</b> <ul style="list-style-type: none"> <li>Realism, including Magical Realism, Australian Gothic</li> <li>associated conventions of styles and texts</li> </ul> | <b>Challenge</b> <ul style="list-style-type: none"> <li>Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre</li> <li>associated conventions of styles and texts</li> </ul> | <b>Transform</b> <ul style="list-style-type: none"> <li>contemporary performance</li> <li>associated conventions of styles and texts</li> <li>inherited texts as stimulus</li> </ul> |
| <b>FIA1</b> - Performance<br><b>FIA2</b> – Project – dramatic concept   | <b>FIA3</b> – Project – practice-led project<br><b>FIA4</b> – Examination  | <b>IA1</b> - Performance (20%)<br><b>IA2</b> – Project – dramatic concept (20%)  | <b>IA3</b> – Project – practice-led project (35%)  |
|   |  | <b>EA</b> - Examination (25%)  |  |
| <i>1 QCE Credit – Upon Satisfactory Completion</i>  | <i>1 QCE Credit – Upon Satisfactory Completion</i>   | <i>2 QCE Credits upon satisfactory completion of both Units</i>  |  |

## Additional Materials or Excursions

| Material or Excursion  | Approximate Cost |
|--|------------------|
| Excursion or incursion to view a live performance                                | \$70             |
| Students may choose to source their own props and costumes for final productions |                  |





## Economics – ECN11

|                     |                        |                     |                     |
|---------------------|------------------------|---------------------|---------------------|
| <b>Subject Type</b> | <b>General Subject</b> | <b>Cost</b>         | <b>\$0</b>          |
| <b>Faculty</b>      | <b>Enterprise</b>      | <b>Prerequisite</b> | <b>C Humanities</b> |

### About the Subject

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

### Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

### Links

[About Economics at CSC](#)

### Units of Study Structure

| Unit 1  | Unit 2   | Unit 3   | Unit 4  |
|---|--|--|---|
| <b>Markets and models</b> <ul style="list-style-type: none"> <li>The basic economic problem</li> <li>Economic flows</li> <li>Market forces</li> </ul> | <b>Modified markets</b> <ul style="list-style-type: none"> <li>Markets and efficiency</li> <li>Case options of market measures and strategies</li> </ul> | <b>International economics</b> <ul style="list-style-type: none"> <li>The global economy</li> <li>International economic issues</li> </ul> | <b>Contemporary macroeconomics</b> <ul style="list-style-type: none"> <li>Macroeconomic objectives and theory</li> <li>Economic management</li> </ul> |
| <b>Exam (2 hours)</b><br><b>Project (2000 words)</b>  | <b>Project (2000 words)</b><br><b>Exam (2 hours)</b>   | <b>IA1</b> - Examination — combination response (25%)<br><b>IA2</b> – Investigation – research report (25%)                                | <b>IA3</b> – Examination – extended response to stimulus (25%)<br><b>EA</b> - Examination — combination response (25%)                                |
| 1 QCE Credit – Upon Satisfactory Completion   | 1 QCE Credit – Upon Satisfactory Completion  | 2 QCE Credits upon satisfactory completion of both Units   |   |

### Additional Materials or Excursions

| Material or Excursion          | Approximate Cost |
|--------------------------------|------------------|
| Atomi online learning resource | \$40             |



# Engineering – EGR11

|                     |                        |                     |                  |
|---------------------|------------------------|---------------------|------------------|
| <b>Subject Type</b> | <b>General Subject</b> | <b>Cost</b>         | <b>\$0</b>       |
| <b>Faculty</b>      | <b>Enterprise</b>      | <b>Prerequisite</b> | <b>C Science</b> |

## About the Subject

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

## Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

## Links

[About Engineering at CSC](#)

## Units of Study Structure

| Unit 1   | Unit 2  | Unit 3  | Unit 4   |
|--|---|---|--|
| <b>Engineering fundamentals and society</b> <ul style="list-style-type: none"> <li>• Engineering history</li> <li>• The problem-solving process in Engineering</li> <li>• Engineering communication</li> <li>• Introduction to engineering mechanics</li> <li>• Introduction to engineering materials</li> </ul> | <b>Emerging technologies</b> <ul style="list-style-type: none"> <li>• Emerging needs</li> <li>• Emerging processes and machinery</li> <li>• Emerging materials</li> <li>• Exploring autonomy</li> </ul> | <b>Statics of structures and environmental considerations</b> <ul style="list-style-type: none"> <li>• Application of the problem-solving process in Engineering</li> <li>• Civil structures and the environment</li> <li>• Civil structures, materials and forces</li> </ul> | <b>Machines and mechanisms</b> <ul style="list-style-type: none"> <li>• Machines in society</li> <li>• Materials</li> <li>• Machine control</li> </ul> |
| <b>Exam (2 hours)</b><br><b>Project (7-9 x A3 pages)</b>   | <b>Project (7-9 x A3 pages)</b><br><b>Exam (2 hours)</b>  | <b>IA1 – Project - folio (25%)</b><br><b>IA2 – Examination (25%)</b>  | <b>IA3 – Project - folio (25%)</b><br><b>EA - Examination (25%)</b>  |
| 1 QCE Credit – Upon Satisfactory Completion  | 1 QCE Credit – Upon Satisfactory Completion   | 2 QCE Credits upon satisfactory completion of both Units  |  |

**Additional Materials or Excursions - NIL**



# English – ENG11

|                     |                         |                     |                  |
|---------------------|-------------------------|---------------------|------------------|
| <b>Subject Type</b> | <b>General Subject</b>  | <b>Cost</b>         | <b>\$0</b>       |
| <b>Faculty</b>      | <b>English and LOTE</b> | <b>Prerequisite</b> | <b>C English</b> |

## About the Subject

English focuses on the study of both literary texts 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.

## Links

[About English at CSC](#)

## Units of Study Structure

| Unit 1   | Unit 2  | Unit 3   | Unit 4   |
|--|---|--|--|
| <b>Perspectives and texts</b> <ul style="list-style-type: none"> <li>Examining and creating perspectives in texts</li> <li>Responding to a variety of non-literary and literary texts</li> <li>Creating responses for public audiences and persuasive texts</li> </ul> | <b>Texts and culture</b> <ul style="list-style-type: none"> <li>Examining and shaping representations of culture in texts</li> <li>Responding to literary and non-literary texts, including a focus on Australian texts</li> <li>Creating imaginative and analytical texts</li> </ul> | <b>Textual connections</b> <ul style="list-style-type: none"> <li>Exploring connections between texts</li> <li>Examining different perspectives of the same issue in texts and shaping own perspectives</li> <li>Creating responses for public audiences and persuasive texts</li> </ul> | <b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>Engaging with literary texts from diverse times and places</li> <li>Responding to literary texts creatively and critically</li> <li>Creating imaginative and analytical texts</li> </ul> |
| <b>Assignment (1500 words)</b>   | <b>Examination (2.25 hours)</b><br><b>Examination (2.25 hours)</b>  | <b>IA1</b> – Extended response – persuasive spoken response (25%)<br><b>IA2</b> - Extended response – written response for a public audience (25%)   | <b>IA3</b> – Extended response – imaginative written response (25%)<br><b>EA</b> - Examination – analytical written response (25%)   |
| <i>1 QCE Credit – Upon Satisfactory Completion</i>   | <i>1 QCE Credit – Upon Satisfactory Completion</i>  | <i>2 QCE Credits upon satisfactory completion of both Units</i>  |  |

## Additional Materials or Excursions - NIL



## Film, Television & New Media – FTM11

|                     |                            |                     |                  |
|---------------------|----------------------------|---------------------|------------------|
| <b>Subject Type</b> | <b>General Subject</b>     | <b>Cost</b>         | <b>\$100</b>     |
| <b>Faculty</b>      | <b>Creative Industries</b> | <b>Prerequisite</b> | <b>C English</b> |

### About the Subject

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products and investigate and respond to moving-image media content and production contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

### Pathways

Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, advertising, arts administration and management, communication, design, education, film and television, and public relations.

### Links

[About Film, Television and New Media at CSC](#)

### Units of Study Structure

| Unit 1   | Unit 2   | Unit 3  | Unit 4   |
|--|--|---|--|
| <b>Foundation Dystopian Film</b> <ul style="list-style-type: none"> <li>focus on technical and symbolic codes and conventions used in the construction of moving-image media products</li> </ul> | <b>Stories Genre Film &amp; TV</b> <ul style="list-style-type: none"> <li>focus on how representations and languages engage audiences in stories.</li> </ul> | <b>Participation Multi Platform Media</b> <ul style="list-style-type: none"> <li>focus on technologies and institutions that benefit and limit audience participation, considering the social, cultural, political, economic and institutional factors that influence participation.</li> </ul> | <b>Artistry Experimental Film</b> <ul style="list-style-type: none"> <li>Focus on use of moving-image media technologies, representations and languages to express, explore and question their artistic identity.</li> </ul> |
| <b>Case Study</b> (1500 words)<br><b>Project</b> (Design and Production)   | <b>Project</b> (Design and Production)<br><b>Exam</b> (2 hours)  | <b>IA1</b> – Case Study Investigation (15%)<br><b>IA2</b> – Multi-platform project (25%)  | <b>IA3</b> – Stylistic project (35%)   |
|  |  | <b>EA</b> - Examination (25%)   |  |
| 1 QCE Credit – Upon Satisfactory Completion  | 1 QCE Credit – Upon Satisfactory Completion  | 2 QCE Credits upon satisfactory completion of both Units  |  |

### Additional Materials or Excursions

| Material or Excursion   | Approximate Cost |
|---|------------------|
| Excursion to media studio or institute                            | \$60             |
| Students may choose to source their own resources for their films |                  |



# Geography – GEG11

|                     |                        |                     |                     |
|---------------------|------------------------|---------------------|---------------------|
| <b>Subject Type</b> | <b>General Subject</b> | <b>Cost</b>         | <b>\$0</b>          |
| <b>Faculty</b>      | <b>Humanities</b>      | <b>Prerequisite</b> | <b>C Humanities</b> |

## About the Subject

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.

Through investigations including field work, students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications including spatial technologies, developing geographical and cartographic skills and thinking.

## Pathways

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.

## Links

[About Geography at CSC](#)

## Units of Study Structure

| Unit 1  | Unit 2   | Unit 3  | Unit 4   |
|---|--|---|--|
| <b>Responding to risk and vulnerability in hazard zones</b> <ul style="list-style-type: none"> <li>Natural hazard zones</li> <li>Ecological hazard zones</li> </ul> | <b>Planning sustainable places</b> <ul style="list-style-type: none"> <li>Responding to challenges facing a place in Australia</li> <li>Managing the challenges facing a megacity</li> </ul> | <b>Responding to land cover transformations</b> <ul style="list-style-type: none"> <li>Land cover transformations and climate change</li> <li>Responding to local land cover transformations</li> </ul> | <b>Managing population change</b> <ul style="list-style-type: none"> <li>Population challenges in Australia</li> <li>Global population change</li> </ul> |
| Combination Response Exam (2 + 15 hours)<br>Investigation field report (1500-2000 words)  | Combination Response Exam (2 + 15 hours)<br>Investigation Report (1500-2000 words)   | <b>IA1</b> – Examination – combination response (25%)<br><b>IA2</b> – Investigation – field report (25%)  | <b>IA3</b> – Investigation – data report (25%)<br><b>EA</b> - Examination – combination response (25%)   |
| <i>1 QCE Credit – Upon Satisfactory Completion</i>  | <i>1 QCE Credit – Upon Satisfactory Completion</i>   | <i>2 QCE Credits upon satisfactory completion of both Units</i>   |  |

## Additional Materials or Excursions

| Material or Excursion  | Approximate Cost                         | Notes  |
|--|--|--|
| Field Work – Possible study locations; K'Gari; Minjerribah or Sunshine Coast | \$150 - \$350<br>(Dependant on location) | Students must complete a minimum of 5 hours of fieldwork each in a unit in Year 11 and in Year 12 (minimum 12 hours over duration of course) |



## Health – HEA11

|                     |                        |                     |                  |
|---------------------|------------------------|---------------------|------------------|
| <b>Subject Type</b> | <b>General Subject</b> | <b>Cost</b>         | <b>\$0</b>       |
| <b>Faculty</b>      | <b>Health</b>          | <b>Prerequisite</b> | <b>C English</b> |

### About the Subject

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion

### Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

### Links

[About Health at CSC](#)

### Units of Study Structure

| Unit 1   | Unit 2  | Unit 3  | Unit 4  |
|--|---|---|---|
| <b>Resilience as a personal health resource</b>      | <b>Peers and family as resources for healthy living</b> <ul style="list-style-type: none"> <li>Alcohol (elective)</li> <li>Body image (elective)</li> </ul> | <b>Community as a resource for healthy living</b> <ul style="list-style-type: none"> <li>Homelessness (elective)</li> <li>Road safety (elective)</li> <li>Anxiety (elective)</li> </ul> | <b>Respectful relationships in the post-schooling transition</b>                      |
| <b>Investigation (2000 words)<br/>Exam (2 hours)</b> | <b>Investigation (2000 words)<br/>Exam (2 hours)</b>  | <b>IA1 – Investigation – action research (25%)<br/>IA2 – Examination – extended response (25%)</b>  | <b>IA3 – Investigation – analytical exposition (25%)<br/>EA - Examination – (25%)</b> |
| <i>1 QCE Credit – Upon Satisfactory Completion</i>   | <i>1 QCE Credit – Upon Satisfactory Completion</i>  | <i>2 QCE Credits upon satisfactory completion of both Units</i>   |   |

### Additional Materials or Excursions - NIL





# Japanese – JAP11

|                     |                         |                     |                   |
|---------------------|-------------------------|---------------------|-------------------|
| <b>Subject Type</b> | <b>General Subject</b>  | <b>Cost</b>         | <b>\$30</b>       |
| <b>Faculty</b>      | <b>English and LOTE</b> | <b>Prerequisite</b> | <b>C Japanese</b> |

## About the Subject

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

## Pathways

A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

## Links

[About Japanese at CSC](#)

## Units of Study Structure

| Unit 1  | Unit 2  | Unit 3  | Unit 4  |
|---|---|---|---|
| <b>私の暮らし</b><br><b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers and friends</li> <li>• Lifestyle and leisure</li> <li>• Education</li> </ul> | <b>私達のまわり</b><br><b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Technology and media</li> <li>• The contribution of Japanese culture to the world</li> </ul> | <b>私達の社会</b><br><b>Our society</b> <ul style="list-style-type: none"> <li>• Roles and relationships</li> <li>• Socialising and connecting with my peers</li> <li>• Groups in society</li> </ul> | <b>私の将来</b><br><b>My future</b> <ul style="list-style-type: none"> <li>• Finishing secondary school, plans and reflections</li> <li>• Responsibilities and moving on</li> </ul> |
| <b>Examination (90 minutes)</b><br><br><b>Combined examination and project (short and extended response)</b>  | <b>Project (4-8 minutes)</b><br><br><b>Examination (1.25 hours)</b>   | <b>IA1</b> – Examination – short response (15%)<br><b>IA2</b> – Examination – combination response (30%)  | <b>IA3</b> – Extended response (30%)<br><b>EA</b> - Examination – combination response (25%)  |
| <i>1 QCE Credit – Upon Satisfactory Completion</i>  | <i>1 QCE Credit – Upon Satisfactory Completion</i>  | <i>2 QCE Credits upon satisfactory completion of both Units</i>   |   |

## Additional Materials or Excursions - NIL



# Legal Studies – LEG11

|                     |                        |                     |                  |
|---------------------|------------------------|---------------------|------------------|
| <b>Subject Type</b> | <b>General Subject</b> | <b>Cost</b>         | <b>\$0</b>       |
| <b>Faculty</b>      | <b>Humanities</b>      | <b>Prerequisite</b> | <b>C English</b> |

## About the Subject

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

## Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develop are universally valued in business, health, science and engineering industries.

## Links

[About Legal Studies at CSC](#)

## Units of Study Structure

| Unit 1  | Unit 2  | Unit 3   | Unit 4  |
|---|---|--|---|
| <b>Beyond reasonable doubt</b> <ul style="list-style-type: none"> <li>• Legal foundations</li> <li>• Criminal investigation process</li> <li>• Criminal trial process</li> <li>• Punishment and sentencing</li> </ul> | <b>Balance of probabilities</b> <ul style="list-style-type: none"> <li>• Civil law foundations</li> <li>• Contractual obligations</li> <li>• Negligence and the duty of care</li> </ul> | <b>Law, governance and change</b> <ul style="list-style-type: none"> <li>• Governance in Australia</li> <li>• Law reform within a dynamic society</li> </ul> | <b>Human rights in legal contexts</b> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• The effectiveness of international law</li> <li>• Human rights in Australian contexts</li> </ul> |
| <b>Exam (2 hours)</b><br><b>Project (2000 words)</b>  | <b>Project (2000 words)</b><br><b>Exam (2 hours)</b>  | <b>IA1</b> – Examination – combination response (25%)<br><b>IA2</b> – Investigation – inquiry report (25%)   | <b>IA3</b> – Investigation – argumentative essay (25%)<br><b>EA</b> - Examination – combination response (25%)  |
| 1 QCE Credit – Upon Satisfactory Completion   | 1 QCE Credit – Upon Satisfactory Completion   | 2 QCE Credits upon satisfactory completion of both Units   |   |

**\*This syllabus is under revision and a new version is scheduled to be released in 2025. As such, there may be some changes to syllabus content and content.**

## Additional Materials or Excursions

| Material or Excursion                                    | Approximate Cost |
|--|------------------|
| Excursion to the Supreme Court and Supreme Court Library | TBC              |
| Expert guest speakers                                    | TBC              |





# Literature – LIT11

|                     |                         |                     |                  |
|---------------------|-------------------------|---------------------|------------------|
| <b>Subject Type</b> | <b>General Subject</b>  | <b>Cost</b>         | <b>\$0</b>       |
| <b>Faculty</b>      | <b>English and LOTE</b> | <b>Prerequisite</b> | <b>C English</b> |

## About the Subject

Literature focuses on the study of 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 literary texts.

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

## Pathways

A course of study in Literature 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.

## Links

[About Literature at CSC](#)

## Units of Study Structure

| Unit 1   | Unit 2  | Unit 3   | Unit 4   |
|--|---|--|--|
| <b>Introduction to literary studies</b> <ul style="list-style-type: none"> <li>• Ways literary texts are received and responded to</li> <li>• How textual choices affect readers</li> <li>• Creating analytical and imaginative texts</li> </ul> | <b>Texts and culture</b> <ul style="list-style-type: none"> <li>• Ways literary texts connect with each other — genre, concepts and contexts</li> <li>• Ways literary texts connect with each other — style and structure</li> <li>• Creating analytical and imaginative texts</li> </ul> | <b>Literature and identity</b> <ul style="list-style-type: none"> <li>• Relationship between language, culture and identity in literary texts</li> <li>• Power of language to represent ideas, events and people</li> <li>• Creating analytical and imaginative texts</li> </ul> | <b>Independent explorations</b> <ul style="list-style-type: none"> <li>• Dynamic nature of literary interpretation</li> <li>• Close examination of style, structure and subject matter</li> <li>• Creating analytical and imaginative texts</li> </ul> |
| <b>Examination (2.25 hours)</b><br><br><b>Assignment (5-9 minutes)</b>   | <b>Assignment (1500 - 2000 words)</b><br><br><b>Examination (2.25 hours)</b>  | <b>IA1</b> – Extended response – imaginative spoken/multimodal response (25%)<br><b>IA2</b> – Examination – analytical written response (25%)  | <b>IA3</b> – Extended response – imaginative written response (25%)<br><b>EA</b> - Examination – analytical written response (25%)   |
| 1 QCE Credit – Upon Satisfactory Completion  | 1 QCE Credit – Upon Satisfactory Completion   | 2 QCE Credits upon satisfactory completion of both Units   |  |

## Additional Materials or Excursions - NIL



## Marine Science – MRN11

|                     |                               |                     |                  |
|---------------------|-------------------------------|---------------------|------------------|
| <b>Subject Type</b> | <b>General Subject</b>        | <b>Cost</b>         | <b>\$75</b>      |
| <b>Faculty</b>      | <b>Research and Discovery</b> | <b>Prerequisite</b> | <b>C Science</b> |

### About the Subject

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources.

Students develop their understanding of oceanography. They engage with the concept of marine biology. They study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked with ocean issues and resource management where students apply knowledge to consider the future of our oceans and techniques for managing fisheries.

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 Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

### Links

[About Marine Science at CSC](#)

### Units of Study Structure

| Unit 2   | Unit 1   | Unit 3  | Unit 4   |
|--|--|---|--|
| <b>Marine biology</b> <ul style="list-style-type: none"> <li>Marine ecology and biodiversity</li> <li>Marine environmental management</li> </ul> | <b>Oceanography</b> <ul style="list-style-type: none"> <li>An ocean planet</li> <li>The dynamic shore</li> </ul> | <b>Marine systems — connections and change</b> <ul style="list-style-type: none"> <li>The reef and beyond</li> <li>Changes on the reef</li> </ul> | <b>Ocean issues and resource management</b> <ul style="list-style-type: none"> <li>Oceans of the future</li> <li>Managing fisheries</li> </ul> |
| <b>Data Test (60 minutes)</b><br><b>Student Experiment (2000 words)</b>  | <b>Research Investigation (2000 words)</b><br><b>Exam (2 hours)</b>  | <b>IA1 - Examination — data test (10%)</b><br><b>IA2 – Student Experiment (20%)</b>   | <b>IA3 – Research Investigation (20%)</b>  |
|  |  | <b>EA – Examination (50%)</b>   |  |
| <i>1 QCE Credit – Upon Satisfactory Completion</i>   | <i>1 QCE Credit – Upon Satisfactory Completion</i>   | <i>2 QCE Credits upon satisfactory completion of both Units</i>   |  |

### Additional Materials or Excursions

| Material or Excursion    | Approximate Cost |
|--------------------------|------------------|
| Lady Elliott Island Camp | \$900            |



## General Mathematics – MAG11

|                     |                        |                     |   |
|---------------------|------------------------|---------------------|---|
| <b>Subject Type</b> | <b>General Subject</b> | <b>Cost</b>         | <b>\$0</b>  |
| <b>Faculty</b>      | <b>Mathematics</b>     | <b>Prerequisite</b> | <b>C Mathematics or Completed Ext Mathematics</b> |

### About the Subject

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.

### Links

[About General Mathematics at CSC](#)

### Units of Study Structure

| Unit 1   | Unit 2   | Unit 3  | Unit 4  |
|--|--|---|---|
| <b>Money, measurement, algebra and linear equations</b> <ul style="list-style-type: none"> <li>Consumer arithmetic</li> <li>Shape and measurement</li> <li>Similarity and scale</li> <li>Algebra</li> <li>Linear equations and their graphs</li> </ul> | <b>Applications of linear equations, trigonometry, matrices, and univariate data</b> <ul style="list-style-type: none"> <li>Applications of linear equations and their graphs</li> <li>Applications of trigonometry</li> <li>Matrices</li> <li>Univariate data analysis 1</li> <li>Univariate data analysis 2</li> </ul> | <b>Bivariate data, time series analysis sequences and change, and Earth geometry</b> <ul style="list-style-type: none"> <li>Bivariate data analysis 1</li> <li>Bivariate data analysis 2</li> <li>Time series analysis</li> <li>Growth and decay in sequences</li> <li>Earth geometry and time zones</li> </ul> | <b>Investing and networking</b> <ul style="list-style-type: none"> <li>Loans, investments and annuities 1</li> <li>Loans, investments and annuities 2</li> <li>Graphs and networks</li> <li>Networks and decision mathematics 1</li> <li>Networks and decision mathematics 2</li> </ul> |
| <b>FIA1</b> –Problem solving and modelling task (max. 2000 words)<br><b>FIA2</b> – Examination (90 +5 mins perusal)  | <b>FIA3</b> – Examination (90 + 5 mins perusal)  | <b>IA1</b> –Problem solving and modelling task (20%) (max. 2000 words)<br><b>IA2</b> – Examination (15%) (90 + 5 mins perusal)  | <b>IA3</b> – Examination (15%) (90 + 5 mins perusal)  |
|  |  | <b>EA</b> - Examination (50%)   |   |
| 1 QCE Credit – Upon Satisfactory Completion  | 1 QCE Credit – Upon Satisfactory Completion  | 2 QCE Credits upon satisfactory completion of both Units  |   |

### Additional Materials or Excursions

| Material or Excursion | Approximate Cost | Notes                               |
|-----------------------|------------------|-------------------------------------|
| Scientific Calculator | \$30             | Check for QCAA approved calculators |



# Mathematical Methods – MAM11

|                     |                        |                     |                                |
|---------------------|------------------------|---------------------|--------------------------------|
| <b>Subject Type</b> | <b>General Subject</b> | <b>Cost</b>         | <b>\$0</b>                     |
| <b>Faculty</b>      | <b>Mathematics</b>     | <b>Prerequisite</b> | <b>B Extension Mathematics</b> |

## About the Subject

Students who undertake Mathematical Methods will 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.

Topics 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. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods

Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century

## 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

## Links

[About Mathematical Methods at CSC](#)

## Units of Study Structure

| Unit 1   | Unit 2   | Unit 3  | Unit 4   |
|--|--|---|--|
| <b>Surds, Algebra, functions, and probability</b> <ul style="list-style-type: none"> <li>• Surds and quadratic functions</li> <li>• Binomial expansion and cubic functions</li> <li>• Functions and relations</li> <li>• Trigonometric functions</li> <li>• Probability</li> </ul> | <b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>• Exponential functions</li> <li>• Logarithms and logarithmic functions</li> <li>• Introduction to differential calculus</li> <li>• Applications of differential calculus</li> <li>• Further differentiation</li> </ul> | <b>Further calculus and introduction to statistics</b> <ul style="list-style-type: none"> <li>• Differentiation of exponential and logarithmic functions</li> <li>• Differentiation of trigonometric functions and differentiation rules</li> <li>• Further application of differentiation</li> <li>• Introduction to integration</li> <li>• Discrete and random variables</li> </ul> | <b>Further functions, trigonometry, and statistics</b> <ul style="list-style-type: none"> <li>• Further integration</li> <li>• Trigonometric</li> <li>• Continuous random variables and the normal distribution</li> <li>• Sampling and proportions</li> <li>• Interval estimates for proportions</li> </ul> |
| <b>FIA1</b> –Problem solving and modelling task ( <b>max. 2000 words</b> )<br><b>FIA2</b> – Examination (90 +5 mins perusal)   | <b>FIA3</b> – Examination (90 + 5 mins perusal)  | <b>IA1</b> –Problem solving and modelling task (20%)<br><b>IA2</b> – Examination (15%)  | <b>IA3</b> – Examination (15%)   |
|  |  | <b>EA - Examination (50%)</b>   |  |
| <i>1 QCE Credit – Upon Satisfactory Completion</i>   | <i>1 QCE Credit – Upon Satisfactory Completion</i>   | <i>2 QCE Credits upon satisfactory completion of both Units</i>   |  |

## Additional Materials or Excursions

| Material or Excursion | Approximate Cost | Notes                                   |
|-----------------------|------------------|---|
| Graphics Calculator   | \$272            | Non CAS model ( Casio FX- G50) NEW 2025 |



# Modern History – MHS11

|                     |                        |                     |                     |
|---------------------|------------------------|---------------------|---------------------|
| <b>Subject Type</b> | <b>General Subject</b> | <b>Cost</b>         | <b>\$0</b>          |
| <b>Faculty</b>      | <b>Humanities</b>      | <b>Prerequisite</b> | <b>C Humanities</b> |

## About the Subject

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

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.

## Links

[About Modern History at CSC](#)

## Units of Study Structure

| Unit 1  | Unit 2  | Unit 3  | Unit 4   |
|---|---|---|--|
| <b>Ideas in the modern world</b> <ul style="list-style-type: none"> <li>• Australian Frontier Wars, 1788–1930s</li> <li>• Russian Revolution, 1905–1920s</li> </ul> | <b>Movements in the modern world</b> <ul style="list-style-type: none"> <li>• African American civil rights movement, 1954–1968</li> <li>• Women’s movement since 1893 / LGBTIQ civil rights movement since 1969</li> </ul> | <b>National experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Germany, 1914–1945</li> <li>• Israel, 1948–1993</li> </ul> | <b>International experiences in the modern world</b> <ul style="list-style-type: none"> <li>• The Cold War, 1945–1991</li> <li>• Australian engagement with Asia since 1945</li> </ul> |
| <b>Extended response exam (2 hours)</b><br><b>Independent source investigation (2000 words)</b>   | <b>Historical essay based on research (2000 words)</b><br><b>Short response exam (2 hours)</b>  | <b>IA1</b> – Examination – essay in response to a historical source (25%)<br><b>IA2</b> – Independent source investigation (25%)                    | <b>IA3</b> – Investigation – historical essay based on research (25%)<br><b>EA</b> - Examination – short response to historical sources (25%)  |
| 1 QCE Credit – Upon Satisfactory Completion   | 1 QCE Credit – Upon Satisfactory Completion   | 2 QCE Credits upon satisfactory completion of both Units  |  |

## Additional Materials or Excursions

| Material or Excursion | Approximate Cost |
|-----------------------|------------------|
| QLD State Archives    | TBC              |
| Expert Guest Speakers | TBC              |



## Music – MUS11

|                     |                            |                     |                                      |
|---------------------|----------------------------|---------------------|--------------------------------------|
| <b>Subject Type</b> | <b>General Subject</b>     | <b>Cost</b>         | <b>\$100</b>                         |
| <b>Faculty</b>      | <b>Creative Industries</b> | <b>Prerequisite</b> | <b>C Music or Instrumental Music</b> |

### About the Subject

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music. Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience. Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience. In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

### Pathways

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. A study of music provides students with opportunities to develop their intellect and personal growth and to contribute to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences. Studying music provides the basis for rich, lifelong learning.

### Links

[About Music at CSC](#)

### Units of Study Structure (Alternative Sequence)

| Year A  |   | Year B   |  |
|---|---|--|--|
| Unit 1  | Unit 2  | Unit 3   | Unit 4   |
| <b>Designs</b> <ul style="list-style-type: none"> <li>treatment and combination of different music elements</li> <li>communicating meaning through performance and composition</li> </ul> | <b>Identities</b> <ul style="list-style-type: none"> <li>Music elements, concepts and practices</li> <li>cultural, political, social and personal identities</li> </ul> | <b>Innovations</b> <ul style="list-style-type: none"> <li>incorporating innovative music practices to communicate</li> </ul> | <b>Narratives</b> <ul style="list-style-type: none"> <li>manipulating music elements to communicate narratives</li> <li>performing, composing and responding to music</li> </ul> |
| <b>FIA1</b> – Performance<br><b>FIA2</b> – Composition  | <b>FIA3</b> – Integrated project  | <b>IA1</b> – Performance (20%)<br><b>IA2</b> – Composition (20%)   | <b>IA3</b> – Integrated project (35%)  |
| <b>FIA4</b> - Examination   |   | <b>EA</b> - Examination (25%)  |  |
| 1 QCE Credit – Upon Satisfactory Completion   | 1 QCE Credit – Upon Satisfactory Completion   | 2 QCE Credits upon satisfactory completion of both Units   |  |

### Additional Materials or Excursions

| Material or Excursion                                     | Approximate Cost |
|---|------------------|
| Excursion to experience live performance at a music venue | \$70             |





## Music Extension – MUX12

|                     |                            |                     |                        |
|---------------------|----------------------------|---------------------|------------------------|
| <b>Subject Type</b> | <b>General Subject</b>     | <b>Cost</b>         | <b>\$50</b>            |
| <b>Faculty</b>      | <b>Creative Industries</b> | <b>Prerequisite</b> | <b>B Year 11 Music</b> |

### About the Subject

The Music Extension syllabus provides an opportunity for students with specific abilities in music to extend their expertise. In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

The subject assumes that Units 1 and 2 of the General Music syllabus (or equivalent) have been studied before commencing this syllabus. 'Equivalent' refers to compatible interstate or overseas school Music syllabuses or qualifications. Students can choose to study either Composition or Performance.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions. In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding.

### Pathways

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As they develop highly transferable and flexible skills, students become adaptable and innovative problem-solvers and collaborative team members who make informed decisions. Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world.

### Units of Study Structure

| Unit 3   | Unit 4   |
|--|--|
| <p><b>Explore</b><br/>Key idea 1: Initiate best practice<br/>Key idea 2: Consolidate best practice</p> <ul style="list-style-type: none"> <li>students enter into an apprenticeship and work towards realising their potential as composers or performers. As an apprentice, students will work alongside an expert, artisan and/or resource to explore their specialisation.</li> </ul> | <p><b>Emerge</b><br/>Key idea 3: Independent best practice</p> <ul style="list-style-type: none"> <li>students draw on their experiences from Unit 3 to realise their potential as composers or performers. As emerging artists, students critically reflect on their musicianship and refine practice in an endeavour to discover their personal style as musicians. They operate with increasing independence and sophistication through independent application of the subject matter from Unit 3.</li> </ul> |
| <p><b>IA1</b> – Composition 1 or Performance 1 (20%)<br/><b>IA2</b> – Composition 1 or Performance 2 (20%)</p>   | <p><b>IA3</b> – Composition project or performance project (35%)</p>   |
| <p><b>EA</b> - Examination (25%)</p>   |  |
| <p><i>2 QCE Credits upon satisfactory completion of both Units</i></p>   |  |

### Additional Materials or Excursions

| Material or Excursion                                     | Approximate Cost |
|---|------------------|
| Excursion to experience live performance at a music venue | \$70             |



# Physical Education – PED11

|                     |                        |                     |                  |
|---------------------|------------------------|---------------------|------------------|
| <b>Subject Type</b> | <b>General Subject</b> | <b>Cost</b>         | <b>\$0</b>       |
| <b>Faculty</b>      | <b>Health</b>          | <b>Prerequisite</b> | <b>C English</b> |

## About the Subject

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

## Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

## Links

[About Physical Education at CSC](#)

## Units of Study Structure

| Unit 1  | Unit 2  | Unit 3  | Unit 4   |
|---|---|---|--|
| <b>Motor learning, functional anatomy, biomechanics and physical activity</b> <ul style="list-style-type: none"> <li>• Motor learning integrated with a selected physical activity</li> <li>• Functional anatomy and biomechanics integrated with a selected physical activity</li> </ul> | <b>Sport psychology, equity and physical activity</b> <ul style="list-style-type: none"> <li>• Sport psychology integrated with a selected physical activity</li> <li>• Equity — barriers and enablers</li> </ul> | <b>Tactical awareness, ethics and integrity and physical activity</b> <ul style="list-style-type: none"> <li>• Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</li> <li>• Ethics and integrity</li> </ul> | <b>Energy, fitness and training and physical activity</b> <ul style="list-style-type: none"> <li>• Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity</li> </ul> |
| <b>Exam (2 hours)</b><br><b>Project (2000 words)</b>  | <b>Investigation (2000 words)</b><br><b>Investigation (2000 words)</b>  | <b>IA1 – Project - folio (25%)</b><br><b>IA2 – Investigation – report (25%)</b>   | <b>IA3 – Project - folio (25%)</b><br><b>EA - Examination – combination response (25%)</b>   |
| <i>1 QCE Credit – Upon Satisfactory Completion</i>  | <i>1 QCE Credit – Upon Satisfactory Completion</i>  | <i>2 QCE Credits upon satisfactory completion of both Units</i>   |  |

## Additional Materials or Excursions - NIL





## Physics – PHY11

|                     |                               |                     |                  |
|---------------------|-------------------------------|---------------------|------------------|
| <b>Subject Type</b> | <b>General Subject</b>        | <b>Cost</b>         | <b>\$72</b>      |
| <b>Faculty</b>      | <b>Research and Discovery</b> | <b>Prerequisite</b> | <b>C Science</b> |

### About the Subject

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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 Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

### Links

[About Physics at CSC](#)

### Units of Study Structure

| Unit 1  | Unit 2  | Unit 3   | Unit 4  |
|---|---|--|---|
| <b>Thermal, nuclear and electrical physics</b> <ul style="list-style-type: none"> <li>• Heating processes</li> <li>• Ionising radiation and nuclear reactions</li> <li>Electrical circuits</li> </ul> | <b>Linear motion and waves</b> <ul style="list-style-type: none"> <li>• Linear motion and force</li> <li>• Waves</li> </ul> | <b>Gravity and electromagnetism</b> <ul style="list-style-type: none"> <li>• Gravity and motion</li> <li>• Electromagnetism</li> </ul> | <b>Revolutions in modern physics</b> <ul style="list-style-type: none"> <li>• Special relativity</li> <li>• Quantum theory</li> <li>• The Standard Model</li> </ul> |
| <b>Data Test (60 minutes)</b><br><b>Student Experiment (2000 words)</b>   | <b>Research Investigation (2000 words)</b><br><b>Exam (2 hours)</b>   | <b>IA1 - Examination — data test (10%)</b><br><b>IA2 – Student Experiment (20%)</b>  | <b>IA3 – Research Investigation (20%)</b>   |
|   |   | <b>EA – Examination (50%)</b>  |   |
| 1 QCE Credit – Upon Satisfactory Completion   | 1 QCE Credit – Upon Satisfactory Completion   | 2 QCE Credits upon satisfactory completion of both Units   |   |

### Additional Materials or Excursions - NIL



# Psychology – PSY11

|                     |                               |                     |  |
|---------------------|-------------------------------|---------------------|--|
| <b>Subject Type</b> | <b>General Subject</b>        | <b>Cost</b>         | <b>Units 1 &amp; 2 \$60 **Units 3 &amp; 4 \$60</b> |
| <b>Faculty</b>      | <b>Research and Discovery</b> | <b>Prerequisite</b> | <b>C Science</b>                                   |

## About the Subject

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.

**\*\* Students that studied Units 1 and 2 in Year 10 will be studying Units 3 and 4 in Year 11**

## 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.

## Links

[About Psychology at CSC](#)

## Units of Study Structure

| Unit 1   | Unit 2   | Unit 3  | Unit 4  |
|--|--|---|---|
| <b>Individual development</b> <ul style="list-style-type: none"> <li>Psychological science A</li> <li>The role of the brain</li> <li>Cognitive development</li> <li>Human consciousness and sleep</li> </ul> | <b>Individual behaviour</b> <ul style="list-style-type: none"> <li>Psychological science B</li> <li>Intelligence</li> <li>Diagnosis</li> <li>Psychological disorders and treatments</li> <li>Emotion and motivation</li> </ul> | <b>Individual thinking</b> <ul style="list-style-type: none"> <li>Localisation of function in the brain</li> <li>Visual perception</li> <li>Memory</li> <li>Learning</li> </ul> | <b>The influence of others</b> <ul style="list-style-type: none"> <li>Social psychology</li> <li>Interpersonal processes</li> <li>Attitudes</li> <li>Cross-cultural psychology</li> </ul> |
| <b>Data Test (60 minutes)</b><br><b>Student Experiment (2000 words)</b>  | <b>Research Investigation (2000 words)</b><br><b>Exam (2 hours)</b>  | <b>IA1 - Examination — data test (10%)</b><br><b>IA2 – Student Experiment (20%)</b>   | <b>IA3 – Research Investigation (20%)</b>   |
|  |  | <b>EA – Examination (50%)</b>   |   |
| 1 QCE Credit – Upon Satisfactory Completion  | 1 QCE Credit – Upon Satisfactory Completion  | 2 QCE Credits upon satisfactory completion of both Units  |   |

## Additional Materials or Excursions - NIL



# Specialist Mathematics – MAS11

|                     |                        |                     |   |
|---------------------|------------------------|---------------------|---|
| <b>Subject Type</b> | <b>General Subject</b> | <b>Cost</b>         | <b>\$0</b>  |
| <b>Faculty</b>      | <b>Mathematics</b>     | <b>Prerequisite</b> | <b>B Extension Mathematics</b><br>Study with Mathematical Methods |

## About the Subject

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

## Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

## Links

[About Specialist Mathematics at CSC](#)

## Units of Study Structure

| Unit 1   | Unit 2  | Unit 3  | Unit 4   |
|--|---|---|--|
| <b>Combinatorics, proof, vectors and matrices</b> <ul style="list-style-type: none"> <li>Combinatorics</li> <li>Introduction to proof</li> <li>Vectors in the plane</li> <li>Algebra of vectors in 2 dimensions</li> <li>Matrices</li> </ul> | <b>Complex numbers, further proof trigonometry, functions, and transformations</b> <ul style="list-style-type: none"> <li>Complex numbers</li> <li>Complex arithmetic and algebra</li> <li>Circle and geometric proofs</li> <li>Matrices and transformations</li> </ul> | <b>Further complex numbers, proof, vectors, and matrices</b> <ul style="list-style-type: none"> <li>Further and complex numbers</li> <li>Mathematical induction and trigonometric proofs</li> <li>Vectors in two and three dimensions</li> <li>Vector calculus</li> <li>Further matrices</li> </ul> | <b>Further statistical and calculus inference</b> <ul style="list-style-type: none"> <li>Integration techniques</li> <li>Applications of integral calculus</li> <li>Rates of change and differential equations</li> <li>Modelling motion</li> <li>Statistical inference</li> </ul> |
| <b>A1</b> –Problem solving and modelling task<br>(max. 2000 words)<br><b>IA2</b> – Examination<br>(90 +5 mins perusal)   | <b>IA3</b> – Examination<br>(90 + 5 mins perusal)   | <b>IA1</b> –Problem solving and modelling task (20%)<br><b>IA2</b> – Examination (15%)  | <b>IA3</b> – Examination (15%)   |
|  |   | <b>EA</b> - Examination (50%)   |  |
| 1 QCE Credit – Upon Satisfactory Completion  | 1 QCE Credit – Upon Satisfactory Completion   | 2 QCE Credits upon satisfactory completion of both Units  |  |

## Additional Materials or Excursions

| Material or Excursion | Approximate Cost | Notes                    |
|-----------------------|------------------|--------------------------|
| Graphics calculator   | \$272            | (Casio FX- G50) NEW 2025 |



## Visual Art – ART11

|                     |                     |                     |           |
|---------------------|---------------------|---------------------|-----------|
| <b>Subject Type</b> | General Subject     | <b>Cost</b>         | \$160     |
| <b>Faculty</b>      | Creative Industries | <b>Prerequisite</b> | C English |

### About the Subject

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

### Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives. Visual Art equips students for a future of unimagined possibilities as they develop highly transferable communication skills and the capacity for global thinking.

### Links

[About Visual Art at CSC](#)

### Units of Study Structure

| Unit 1  | Unit 2   | Unit 3   | Unit 4  |
|---|--|--|---|
| <b>Art as lens</b><br>Through inquiry learning, the following are explored: <ul style="list-style-type: none"> <li>• Concept: lenses to explore the material world</li> <li>• Contexts: personal and contemporary</li> <li>• Focus: People, place, objects</li> </ul> | <b>Art as code</b><br>Through inquiry learning, the following are explored: <ul style="list-style-type: none"> <li>• Concept: art as a coded visual language</li> <li>• Contexts: formal and cultural</li> <li>• Focus: Codes, symbols, signs and art conventions</li> </ul> | <b>Art as knowledge</b><br>Through inquiry learning, the following are explored: <ul style="list-style-type: none"> <li>• Concept: constructing knowledge as artist and audience</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> </ul> | <b>Art as alternate</b><br>Through inquiry learning, the following are explored: <ul style="list-style-type: none"> <li>• Concept: evolving alternate representations and meaning</li> <li>• Contexts: contemporary and personal, cultural and/or formal</li> <li>• Focus: continued exploration of Unit 3</li> </ul> |
| <b>Project (Art Folio)</b>  | <b>Project (Art Folio)</b>   | <b>IA1</b> – Investigation – inquiry phase 1 (20%)<br><b>IA2</b> – Investigation – inquiry phase 2 (25%)   | <b>IA3</b> – Project – inquiry phase 3 (30%)  |
|   |  | <b>EA</b> – Examination (25%)  |   |
| <i>1 QCE Credit – Upon Satisfactory Completion</i>  | <i>1 QCE Credit – Upon Satisfactory Completion</i>   | <i>2 QCE Credits upon satisfactory completion of both Units</i>  |   |

### Additional Materials or Excursions

| Material or Excursion                                    | Approximate Cost |
|--|------------------|
| Gallery of Modern Art                                    | \$45             |
| Students may choose to source own material for art works |                  |



# Applied Subjects

## Aquatic Practices – AQP11

|                     |                               |                     |              |
|---------------------|-------------------------------|---------------------|--------------|
| <b>Subject Type</b> | <b>Applied Subject</b>        | <b>Cost</b>         | <b>\$160</b> |
| <b>Faculty</b>      | <b>Research and Discovery</b> | <b>Prerequisite</b> | <b>NIL</b>   |

### About the Subject

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

### Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

### Links

[About Aquatic Practices at CSC](#)

### Units of Study Structure

| Unit 1   | Unit 2  | Unit 3  | Unit 4   |
|--|---|---|--|
| Aquaculture and Aquariums  | Using the Aquatic Environment   | Coastlines and Navigation   | Recreational and Commercial Fishing  |
| <ul style="list-style-type: none"> <li>Students investigate the best aquaculture species to be grown in the school tanks</li> <li>Students grow the species selected in their investigation. Monitor growth rates and water quality</li> </ul> | <ul style="list-style-type: none"> <li>Boating – respond to a boating emergency scenario</li> <li>Snorkelling – Students select and investigate a snorkelling location on the Sunshine Coast</li> </ul> | <ul style="list-style-type: none"> <li>Coastal Engineering and beaches – students investigate the various coastal engineering features on the Sunshine Coast</li> <li>Navigation – students plan and plot a voyage</li> </ul> | <ul style="list-style-type: none"> <li>Rec Fishing – Rod and crab pot construction</li> <li>Camp mid Term 3</li> <li>Commercial Fishing – Students investigate a sustainable species and cook for class</li> </ul> |
| <i>1 QCE Credit – Upon Satisfactory Completion</i>   | <i>1 QCE Credit – Upon Satisfactory Completion</i>  | <i>2 QCE Credits upon satisfactory completion of both Units</i>   |  |

### Additional Materials or Excursions

| Material or Excursion | Approximate Cost | Notes          |
|-----------------------|------------------|----------------|
| Lady Elliott Year 11  | \$900 approx.    | Not compulsory |
| Houseboats Year 12    | \$400 approx.    | Not compulsory |



## Arts in Practice – AIP11

|                     |                            |                     |   |
|---------------------|----------------------------|---------------------|---|
| <b>Subject Type</b> | <b>Applied Subject</b>     | <b>Cost</b>         | <b>\$70</b>   |
| <b>Faculty</b>      | <b>Creative Industries</b> | <b>Prerequisite</b> | <b>General commitment to performing arts practice</b> |

### About the Subject

In Arts in Practice, students embrace studies in and across the Arts with a focus on drama and dance. Students plan and make arts works for a range of purposes and contexts, and respond to the work created by themselves, their peers and industry professionals. When responding, students use analytical processes to identify problems and develop plans or designs for arts works. Arts works may be a performance, product, or combination of both.

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

### Pathways

A course of study in Arts in Practice can establish a basis for further education and employment in arts administration and management, communication, education, public relations, research and science, technology, choreography, dance performer, director and professional actor.

### Links

### Units of Study Structure

| Unit 1  | Unit 2   | Unit 3  | Unit 4  |
|---|--|---|---|
| <b>Issues</b> <ul style="list-style-type: none"> <li>investigate issues that are relevant to your lives and the lives of others.</li> <li>respond in an engaged and informed manner to issues at a local, state, national or global level.</li> </ul> | <b>Celebration</b> <ul style="list-style-type: none"> <li>the role of the arts in festivals that celebrate an aspect of society and create a sense of belonging</li> <li>build their own awareness of cultural and community celebrations</li> </ul> | <b>Clients</b> <ul style="list-style-type: none"> <li>work collaboratively with clients to develop concepts for arts works that meet clients' needs and expectations</li> </ul> | <b>Showcase</b> <ul style="list-style-type: none"> <li>respond to the works of professional artists to generate and present their own arts works that reflect their artistic identity.</li> </ul> |
| <b>Arts work –</b> <ol style="list-style-type: none"> <li>Project &amp; multimodal folio</li> <li>Product – performance or arts work</li> </ol>   | <b>Arts work –</b> <ol style="list-style-type: none"> <li>Project- planning and evaluation folio</li> <li>Product – performance, choreography or arts work</li> </ol>  | <b>Arts work –</b> <ol style="list-style-type: none"> <li>Project- multimodal planning and evaluation of arts work</li> <li>Product- arts work for client</li> </ol>            | <b>Arts work –</b> <ol style="list-style-type: none"> <li>Project- plan, make &amp; evaluation folio</li> <li>Final product or performance</li> </ol>   |
| 1 QCE Credit – Upon Satisfactory Completion   | 1 QCE Credit – Upon Satisfactory Completion  | 2 QCE Credits upon satisfactory completion of both Units  |   |

### Additional Materials or Excursions

| Material or Excursion                           | Approximate Cost |
|---|------------------|
| Excursion or incursion to view live performance | \$60             |





# Essential English – ENE11

|                     |                         |                     |            |
|---------------------|-------------------------|---------------------|------------|
| <b>Subject Type</b> | <b>Applied Subject</b>  | <b>Cost</b>         | <b>\$0</b> |
| <b>Faculty</b>      | <b>English and LOTE</b> | <b>Prerequisite</b> | <b>NIL</b> |

## About the Subject

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. They 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.

## Links

[About Essential English at CSC](#)

## Units of Study Structure

| Unit 1  | Unit 2   | Unit 3   | Unit 4   |
|---|--|--|--|
| <b>Language that works</b> <ul style="list-style-type: none"> <li>Responding to a variety of texts used in and developed for a work context</li> <li>Creating multimodal and written texts</li> </ul> | <b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>Responding to reflective and nonfiction texts that explore human experiences</li> <li>Creating spoken and written texts</li> </ul> | <b>Language that influences</b> <ul style="list-style-type: none"> <li>Creating and shaping perspectives on community, local and global issues in texts</li> <li>Responding to texts that seek to influence audiences</li> </ul> | <b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>Responding to popular culture texts</li> <li>Creating representations of Australian identifies, places, events and concepts</li> </ul> |
| <b>Exam (1.5 hours)</b><br><b>Assignment (4-6 minutes)</b>  | <b>Assignment (4-6 minutes)</b><br><b>Assignment (500-800 words)</b>   | <b>IA1</b> – Extended response – spoken/signed response<br><b>IA2</b> – Common internal assessment (CIA)   | <b>IA3</b> – Extended response – Multimodal response<br><b>IA4</b> – Extended response – Written response  |
| 1 QCE Credit – Upon Satisfactory Completion   | 1 QCE Credit – Upon Satisfactory Completion  | 2 QCE Credits upon satisfactory completion of both Units   |  |

**Additional Materials or Excursions - NIL**



# Essential Mathematics – MAE11

|                     |                        |                     |            |
|---------------------|------------------------|---------------------|------------|
| <b>Subject Type</b> | <b>Applied Subject</b> | <b>Cost</b>         | <b>\$0</b> |
| <b>Faculty</b>      | <b>Mathematics</b>     | <b>Prerequisite</b> | <b>NIL</b> |

## About the Subject

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and 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 use

## Links

[About Essential Mathematics at CSC](#)

## Units of Study Structure

| Unit 1  | Unit 2  | Unit 3   | Unit 4   |
|---|---|--|--|
| <b>Number, data and graphs</b> <ul style="list-style-type: none"> <li>Fundamental topic: Calculations</li> <li>Number</li> <li>Representing data</li> <li>Graphs</li> </ul> | <b>Money, travel and data</b> <ul style="list-style-type: none"> <li>Fundamental topic: Calculations</li> <li>Managing money</li> <li>Time and motion</li> <li>Data collection</li> </ul> | <b>Measurement, scales and data</b> <ul style="list-style-type: none"> <li>Fundamental topic: Calculations</li> <li>Measurement</li> <li>Scales, plans and models</li> <li>Summarising and comparing data</li> </ul> | <b>Graphs, chance and loans</b> <ul style="list-style-type: none"> <li>Fundamental topic: Calculations</li> <li>Bivariate graphs</li> <li>Probability and relative frequencies</li> <li>Loans and compound interest</li> </ul> |
| <b>Exam (2 hours)</b><br><b>Project (2000 words)</b>  | <b>Project (2000 words)</b><br><b>Exam (2 hours)</b>  | <b>IA1</b> – Problem solving and modelling task<br><b>IA2</b> – Common internal assessment (CIA)   | <b>IA3</b> – Problem solving and modelling task<br><b>IA4</b> - Examination  |
| 1 QCE Credit – Upon Satisfactory Completion   | 1 QCE Credit – Upon Satisfactory Completion   | 2 QCE Credits upon satisfactory completion of both Units   |  |

## Additional Materials or Excursions

| Material              | Approximate Cost |
|-----------------------|------------------|
| Scientific Calculator | \$35             |





# Furnishing Skills – FUR11

|                     |                        |                      |   |
|---------------------|------------------------|----------------------|---|
| <b>Subject Type</b> | <b>Applied Subject</b> | <b>Cost</b>          | <b>\$150</b>  |
| <b>Faculty</b>      | <b>Technology</b>      | <b>Prerequisites</b> | <ul style="list-style-type: none"> <li>• C in an ITD classes</li> <li>• Proven safety ethic and willingness to follow instruction in previous ITD classes</li> <li>• Completed High/ Extreme Permission Form</li> </ul> |

## About the Subject

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through trade learning contexts (E.g., domestic, commercial and bespoke furnishing industries)

- Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials.
- Production processes combine the production skills and procedures required to produce products.

Students demonstrate knowledge and skills through both individual and collaborative learning experiences, endeavouring to meet customer expectations of product quality at a specific price and time.

Students will have the opportunity to:

- Demonstrate practices, skills and procedures.
- Interpret drawings and technical information.
- Select practices, skills and procedures.
- Sequence processes.
- Evaluate skills and procedures, and products.
- Adapt plans, skills and procedures.

## Special Considerations

ITD workshop activities often carry a higher than usual level of risk due to the tools, machinery and processes used. Students must make a commitment to safe working practices and complete induction activities related to these.

## Pathways

Recognised industry career pathways for furniture-making workers in domestic, commercial and bespoke enterprises, including furniture maker, furniture machinist, wood machinist.

## Units of Study Structure

| Unit 1   | Unit 2  | Unit 3  | Unit 4  |
|--|---|---|---|
| <b>Furniture making</b> <ul style="list-style-type: none"> <li>• Use tools, machinery and equipment safely.</li> <li>• Interpret drawings and technical information.</li> <li>• Evaluate, make decisions about and adapt production plans, processes and products.</li> </ul>  | <b>Cabinet making</b> <ul style="list-style-type: none"> <li>• Use tools, machinery and equipment safely.</li> <li>• Interpret drawings and technical information.</li> <li>• Evaluate, make decisions about and adapt production plans, processes and products.</li> </ul> | <b>Production in the domestic furniture industry</b> <ul style="list-style-type: none"> <li>• Use tools, machinery and equipment safely.</li> <li>• Products are manufactured, maintained and repaired to a specified quality.</li> <li>• Combination of job, batch and mass manufacturing methods.</li> <li>• Apply quality standards/quality assurance processes.</li> <li>• Evaluate, make decisions about and adapt job, batch and mass production plans, skills, procedures and products.</li> </ul> | <b>Production in the bespoke furniture industry</b> <ul style="list-style-type: none"> <li>• Use tools, machinery and equipment safely.</li> <li>• Interpret drawings and technical information.</li> <li>• Evaluate, make decisions about and adapt production plans, skills, procedures, and products.</li> </ul> |
| <i>Each Unit will be assessed through two tasks:</i>   |   |   |   |
| <b>Project</b> – allocated time approximately 20 hours<br>Product component: <ul style="list-style-type: none"> <li>• 1 multi-material furniture product manufactured using the skills and procedures in 5 - 7 production processes</li> </ul> Multimodal component (at least two modes delivered at the same time): <ul style="list-style-type: none"> <li>• Manufacturing process: up to 5 minutes, 8 A4 pages, or equivalent digital media</li> </ul> |   | <b>Practical Demonstration</b> - allocated time approximately 10 hours<br>Product component: <ul style="list-style-type: none"> <li>• the skills and procedures used in 3–5 production processes</li> </ul> Multimodal component (at least two modes delivered at the same time): <ul style="list-style-type: none"> <li>• up to 3 minutes, 6 A4 pages, or equivalent digital media</li> </ul>  |   |
| 1 QCE Credit – Upon Satisfactory Completion  |   | 1 QCE Credit – Upon Satisfactory Completion   |   |
|  |   | 2 QCE Credits upon satisfactory completion of both Units  |   |

## Additional Materials or Excursions - NIL



# Industrial Graphics Skills – GSK11

|                     |                        |                     |             |
|---------------------|------------------------|---------------------|-------------|
| <b>Subject Type</b> | <b>Applied Subject</b> | <b>Cost</b>         | <b>\$50</b> |
| <b>Faculty</b>      | <b>Technology</b>      | <b>Prerequisite</b> | <b>NIL</b>  |

## About the Subject

Industrial Graphics Skills includes the study of industry practices and drawing production processes through a variety of industry-related learning contexts (E.g., Furnishing, Architectural, CAD, Engineering).

- Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials.
- Drawing production processes include the drawing skills and procedures required to produce industry specific technical drawings, and graphical representations.

Students demonstrate knowledge and skills through both individual and collaborative learning experiences, endeavouring to meet client expectations of drawing standards.

Students will have the opportunity to:

- Demonstrate drafting practices, skills and procedures.
- Interpret client briefs and technical information.
- Select practices, skills and procedures.
- Sequence processes.
- Evaluate skills and procedures, and drawings.
- Adapt plans, skills and procedures.

## Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

## Units of Study Structure

| Unit 1   | Unit 2   | Unit 3   | Unit 4   |
|--|--|--|--|
| <b>Drafting for the furnishing industry</b> <ul style="list-style-type: none"> <li>• Produce sketches, working drawings and pictorial representations.</li> <li>• Interpret client briefs and technical information.</li> <li>• Draft to Industry standards.</li> <li>• Evaluate and adapt drafting production processes and drawings.</li> </ul>  | <b>Drafting for residential building</b> <ul style="list-style-type: none"> <li>• Produce sketches, working drawings and 3D representations</li> <li>• Interpret client briefs, technical information and design concepts</li> <li>• Draft residential building drawings to an industry standard.</li> <li>• Evaluate and adapt drafting plans, production skills and procedures, and drawings.</li> </ul> | <b>Computer-aided drafting and modelling</b> <ul style="list-style-type: none"> <li>• Reproduce, modify, analyse and optimise designs using 3D solid modelling software.</li> <li>• CAD modelling is used to digitally prototype design concepts.</li> <li>• Interpret client briefs and technical information.</li> <li>• Evaluate and adapt drafting production processes, CAD models and ways of presenting models to an audience.</li> </ul> | <b>Graphics for the engineering industry</b> <ul style="list-style-type: none"> <li>• Explore drafting in the industry area of engineering.</li> <li>• Produce sketches, working drawings and pictorial representations.</li> <li>• Interpret client briefs and technical information.</li> <li>• Industry standards.</li> <li>• Evaluate and adapt drafting production processes and drawings.</li> </ul> |
| <i>Each Unit will be assessed through two tasks:</i>   |  |  |  |
| <b>Project</b> – allocated time approximately 20 hours<br>Drawing component: <ul style="list-style-type: none"> <li>• drawings drafted using the skills and procedures in 5–7 production processes</li> </ul> Multimodal component (at least two modes delivered at the same time): <ul style="list-style-type: none"> <li>• drafting processes: up to 5 minutes, 8 A4 pages, or equivalent digital media</li> </ul> |  | <b>Practical Demonstration</b> - allocated time approximately 10 hours<br>Drawing component: <ul style="list-style-type: none"> <li>• drawings showing the drafting skills and procedures used in 3–5 production processes</li> </ul> Multimodal component (at least two modes delivered at the same time): <ul style="list-style-type: none"> <li>• up to 3 minutes, 6 A4 pages, or equivalent digital media</li> </ul>                         |  |
| 1 QCE Credit – Upon Satisfactory Completion  |  | 2 QCE Credits upon satisfactory completion of both Units   |  |

## Additional Materials or Excursions - NIL

**CARE COURTESY COOPERATION CHALLENGE COMMITMENT**



# Hospitality Practices – HPJ11

|                     |                        |                     |              |
|---------------------|------------------------|---------------------|--------------|
| <b>Subject Type</b> | <b>Applied Subject</b> | <b>Cost</b>         | <b>\$285</b> |
| <b>Faculty</b>      | <b>Enterprise</b>      | <b>Prerequisite</b> | <b>NIL</b>   |

## About the Subject

Hospitality Practices emphasises the food and beverage sector, which includes food and beverage production and service. Through this focus, students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector.

Students will develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Students plan and implement at least one actual event in a hospitality context by midway through the course and again by the end of the course. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts. As well, students examine and evaluate industry practices from the food and beverage sector.

Students develop awareness of industry workplace culture and practices and develop the skills, processes and attitudes desirable for future employment in the sector. They have opportunities to develop personal attributes that contribute to employability, including the abilities to communicate, connect and work with others, plan, organise, solve problems, and navigate the world of work.

## Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

## Links

[About Hospitality Practices at CSC](#)

## Units of Study Structure

| Unit 1   | Unit 2   | Unit 3   | Unit 4   |
|--|--|--|--|
| Culinary Trends  | In-House Dining  | Casual Dining  | Formal Dining  |
| <b>Practical demonstration</b><br>(up to 5 mins, 8 A4 pages)<br><b>Project</b><br>Delivery of an event (and<br>up to 5 mins, 8 A4 pages) | <b>Practical demonstration</b><br>(up to 5 mins, 8 A4 pages)<br><b>Project</b><br>Delivery of an event (and<br>up to 5 mins, 8 A4 pages) | <b>Practical demonstration</b><br>(up to 5 mins, 8 A4 pages)<br><b>Project</b><br>Delivery of an event (and<br>up to 5 mins, 8 A4 pages) | <b>Practical demonstration</b><br>(up to 5 mins, 8 A4 pages)<br><b>Project</b><br>Delivery of an event (and<br>up to 5 mins, 8 A4 pages) |
| <i>1 QCE Credit – Upon<br/>Satisfactory Completion</i>   | <i>1 QCE Credit – Upon<br/>Satisfactory Completion</i>   | <i>2 QCE Credits upon satisfactory completion of both Units</i>  |  |

## Additional Materials or Excursions

| Material or Excursion                                | Approximate Cost   | Notes  |
|--|--------------------|--|
| Year 11 and/or Year 12 Industry experience excursion | \$70 per excursion | Depending upon availability of location, students visit a hospitality business as a case study for assessment. |



# Information Communication and Technology – ICJ11

|                     |                        |                     |             |
|---------------------|------------------------|---------------------|-------------|
| <b>Subject Type</b> | <b>Applied Subject</b> | <b>Cost</b>         | <b>\$50</b> |
| <b>Faculty</b>      | <b>Enterprise</b>      | <b>Prerequisite</b> | <b>NIL</b>  |

## About the Subject

Information and Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They will develop knowledge, understanding and skills across multiple platforms and operating systems, and will be ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

## Pathways

A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

## Links

About Information Communication and Technology at CSC (Under construction)

## Units of Study Structure

| <b>Unit 1</b>   | <b>Unit 2</b>   | <b>Unit 3</b>   | <b>Unit 4</b>   |
|---|---|---|---|
| Layout and publishing   | App development OR Web development  | Audio and video production  | Web development OR Digital imaging and 3D modelling   |
| <ul style="list-style-type: none"><li>• Product proposal (up to 3 mins or 6 x A4 pages)</li><li>• Project (5 min or 8 x A4 pages)</li></ul> | <ul style="list-style-type: none"><li>• Product proposal (up to 3 mins or 6 x A4 pages)</li><li>• Project (5 min or 8 x A4 pages)</li></ul> | <ul style="list-style-type: none"><li>• Product proposal (up to 3 mins or 6 x A4 pages)</li><li>• Project (5 min or 8 x A4 pages)</li></ul> | <ul style="list-style-type: none"><li>• Product proposal (up to 3 mins or 6 x A4 pages)</li><li>• Project (5 min or 8 x A4 pages)</li></ul> |
| <i>1 QCE Credit – Upon Satisfactory Completion</i>  | <i>1 QCE Credit – Upon Satisfactory Completion</i>  | <i>2 QCE Credits upon satisfactory completion of both Units</i>   |   |

Note: Order of units may vary depending upon teacher expertise and equipment availability.

## Additional Materials or Excursions - NIL



## Science in Practice – SCP11

|                     |                               |                     |             |
|---------------------|-------------------------------|---------------------|-------------|
| <b>Subject Type</b> | <b>Applied Subject</b>        | <b>Cost</b>         | <b>\$90</b> |
| <b>Faculty</b>      | <b>Research and Discovery</b> | <b>Prerequisite</b> | <b>NIL</b>  |

### About the Subject

Studying science contributes to the development of a sense of wonder and engagement with the natural world. To have an informed voice in charting the future of society and to effectively participate in society and everyday life, where science and technology play significant and increasing roles, students need to be scientifically literate.

Science in Practice is practical, with experiments and hands-on investigations at its heart. Practical activities engage students, producing excitement and curiosity. Investigations develop a deeper understanding of the nature of science and of a particular topic or context. They foster problem-solving skills that are transferable to new situations.

### Pathways

A course of study in Science in Practice can establish a basis for further education and employment in many fields such as animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry recreation and tourism, research and the research sector.

### Links

[About Science in Practice at CSC](#)

### Units of Study Structure

| Unit 1   | Unit 2  | Unit 3  | Unit 4  |
|--|---|---|---|
| <b>Water and Environmental Studies</b> <ul style="list-style-type: none"> <li>Water Testing</li> <li>Ecosystem study and analysis</li> </ul> | <b>Health and Disease</b> <ul style="list-style-type: none"> <li>Exploring causes of disease, methods of transmission and effects</li> <li>Exploring dietary factors</li> <li>Food Science</li> </ul> | <b>Forensic Study and Analysis</b> <ul style="list-style-type: none"> <li>Fingerprints</li> <li>DNA</li> <li>Blood Testing</li> <li>Ballistics and Residue</li> </ul> | <b>Microorganisms in Food</b> <ul style="list-style-type: none"> <li>Unsafe handling</li> <li>Storage and preservation</li> <li>Fermentation</li> </ul> <b>Consumer Law</b> <ul style="list-style-type: none"> <li>Product Testing</li> </ul>                                   |
| <b>Project</b> - 700 words<br>Water Filter Construction and Testing<br><br><b>Investigation</b> – 800 words<br>What is a healthy Ecosystem?  | <b>Project Investigation</b> – 800 words<br>Pandemic<br><br><b>Extended written or Multimodal response</b> – 800 words<br>Current Food Trend  | Crime Scene Investigation<br><b>Collection of Work</b> – 600 words<br><b>Extended Response</b> - 800 words  | Written component: Journal of ginger beer-making processes and refinements. 500–900 words<br>Multimodal component: Short video clip evaluating the Processes 3.0 – 6.0 minutes- Investigation- validity of the claims made by a company about its product<br>Report – 600 words |
| 1 QCE Credit – Upon Satisfactory Completion  | 1 QCE Credit – Upon Satisfactory Completion   | 2 QCE Credits upon satisfactory completion of both Units  |   |

### Additional Materials or Excursions

| Material or Excursion       | Approximate Cost | Notes                        |
|-----------------------------|------------------|------------------------------|
| Moreton Bay Research Centre | \$300            | 3 Day Camp – Term 2, Year 11 |
| Buderim Falls               | Nil              | Year 11 - Day Trip           |
| Maleny Dairies              | \$20             | Year 12 – Day Trip           |
| Ginger Beer Brewery         | \$20             | Year 12 – Day Trip           |
| Police Laboratory           | \$20             | Year 12 – Day Trip           |



## Social and Community Studies – SCS11

|                     |                        |                     |             |
|---------------------|------------------------|---------------------|-------------|
| <b>Subject Type</b> | <b>Applied Subject</b> | <b>Cost</b>         | <b>\$50</b> |
| <b>Faculty</b>      | <b>Humanities</b>      | <b>Prerequisite</b> | <b>NIL</b>  |

### About the Subject

The Social and Community Studies Applied syllabus deals with the skills students need to function efficiently, effectively and positively in current and future life roles. It encourages them to recognise that emotional and social wellbeing are significant to individuals, families, the community and society as a whole.

Social and Community Studies fosters 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 role in it.

### 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.

### Links

[About Social and Community Studies at CSC](#)

### Units of Study Structure

| Unit 1  | Unit 2  | Unit 3   | Unit 4   |
|---|---|--|--|
| Art and Identity  | Healthy Choices for Mind and Body   | Relationships and Work Environments                              | Lifestyle and Financial Choices  |
| Project – art and identity multimodal presentation<br><br>Investigation – music and identity magazine article | Investigation – multicultural and international research task and written response<br><br>Project proposal – cultural identity (recreation, leisure and food) | Investigation – the World of Work<br><br>Project – relationships | Project – recommendations for contemporary lifestyle issues<br><br>Project – personal money management |
| <i>1 QCE Credit – Upon Satisfactory Completion</i>  | <i>1 QCE Credit – Upon Satisfactory Completion</i>  | <i>2 QCE Credits upon satisfactory completion of both Units</i>  |  |

### Additional Materials or Excursions

| Material or Excursion                                   | Approximate Cost |
|---|------------------|
| Work and study options engagement experience / job fair | TBC              |
| Community Arts excursion                                | TBC              |





## Sport & Recreation – REC11

|                     |                        |                     |             |
|---------------------|------------------------|---------------------|-------------|
| <b>Subject Type</b> | <b>Applied Subject</b> | <b>Cost</b>         | <b>\$75</b> |
| <b>Faculty</b>      | <b>Health</b>          | <b>Prerequisite</b> | <b>NIL</b>  |

### About the Subject

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

### Pathways

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

### Links

[About Sport and Recreation at CSC](#)

### Units of Study Structure

| Unit 1   | Unit 2   | Unit 3  | Unit 4                           |
|--|--|---|----------------------------------|
| Fitness for Sport and Recreation                   | Emerging Trends in Sport and Recreation            | Aquatic Recreation  | Coaching and Officiating         |
| H1 – Project<br>H2 - Performance                   | F1 – Performance<br>F2 - Project                   | A1 – Performance<br>A2 - Project                                | D1 - Project<br>D2 - Performance |
| <i>1 QCE Credit – Upon Satisfactory Completion</i> | <i>1 QCE Credit – Upon Satisfactory Completion</i> | <i>2 QCE Credits upon satisfactory completion of both Units</i> |                                  |

### Additional Materials or Excursions

| Material or Excursion   | Approximate Cost | Notes                               |
|-------------------------|------------------|-------------------------------------|
| Ninja Gym (Unit 1)      | \$30             | 2 trips to Ninja gym                |
| Rock Climbing (Unit 2)  | \$20             | 1 trip indoor rock climbing         |
| Surfing School (Unit 3) | \$75             | 3 trips to Maroochydore Surf School |





# Sport & Recreation – Football Development Program FDP11

|                     |                        |                     |            |
|---------------------|------------------------|---------------------|------------|
| <b>Subject Type</b> | <b>Applied Subject</b> | <b>Cost</b>         | <b>\$0</b> |
| <b>Faculty</b>      | <b>Health</b>          | <b>Prerequisite</b> | <b>NIL</b> |

## About the Subject

The Football Development Program (FDP) is a class, which is separate (but integrated with) our College Football and Futsal teams. It aims to improve technique, insight and communication of all members through technical, tactical, physical and mental training along with exposure to many different theories relating to the two sports.

## Special Considerations

This program is for select students from the Football Development Program.

The Football Development Program provides students with opportunities to learn in, through and about sport, specifically Football/Futsal, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in Football/Futsal activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

## Pathways

A course of study in FDP can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

## Links

[About Sport and Recreation at CSC](#)

## Units of Study Structure

| Unit 1   | Unit 2   | Unit 3  | Unit 4                           |
|--|--|---|----------------------------------|
| Fitness for Sport and Recreation                   | Emerging Trends in Sport and Recreation            | Event Management  | Coaching and Officiating         |
| H1 – Project<br>H2 - Performance                   | F1 – Performance<br>F2 - Project                   | G1 – Performance<br>G2 - Project                                | D1 - Project<br>D2 - Performance |
| <i>1 QCE Credit – Upon Satisfactory Completion</i> | <i>1 QCE Credit – Upon Satisfactory Completion</i> | <i>2 QCE Credits upon satisfactory completion of both Units</i> |                                  |

## Additional Materials or Excursions - NIL



## Visual Arts in Practice – VAP11

|                     |                        |                     |   |
|---------------------|------------------------|---------------------|---|
| <b>Subject Type</b> | <b>Applied Subject</b> | <b>Cost</b>         | <b>\$160</b>                                      |
| <b>Faculty</b>      | <b>The Arts</b>        | <b>Prerequisite</b> | <b>General commitment to visual arts practice</b> |

### About the Subject

Visual Arts in Practice is a creative and engaging subject that will build students 21<sup>st</sup> century skills, confidence and imagination as they design and make unique artworks. This subject focuses on art-making processes for either 2D or 3D media. Students' artworks will communicate personal messages on self and the wider community, while also considering the use or appropriate aesthetic qualities from various sources, cultures, times and places. In Visual Arts in Practice students will develop and apply knowledge, understanding and skills on media, technologies, techniques, and contexts to develop projects and products of work.

### Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in fields of design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

### Links

### Units of Study Structure

| Unit 1   | Unit 2   | Unit 3  | Unit 4  |
|--|--|---|---|
| Looking Outwards (others) <ul style="list-style-type: none"> <li>responding to local, national or global issues</li> <li>mixed media drawing, painting and ceramics</li> </ul> | Looking Inwards (self) <ul style="list-style-type: none"> <li>exploring self-portraiture</li> <li>mixed media and sculpture</li> </ul> | Clients <ul style="list-style-type: none"> <li>commissioned based art making responding to a client's requirements</li> <li>2D or 3D media</li> </ul>             | Transform & Extend <ul style="list-style-type: none"> <li>Developing own aesthetic through referencing other artists</li> <li>2D or 3D or time-based media</li> </ul> |
| <b>Project:</b><br>Folio of 2-4 prototype artworks with planning and written evaluation<br><br><b>Product:</b><br>Resolved artwork and statement                               | <b>Project:</b><br>Experimental folio of four works with planning and evaluation<br><b>Product:</b><br>Resolved self portrait          | <b>Project:</b><br>Multimodal design proposal with four possible solutions with planning and written evaluation<br><b>Product:</b><br>Resolved artwork for client | <b>Project:</b><br>Stylistic experimental folio with planning and written evaluation<br><br><b>Product:</b><br>Resolved art works                                     |
| 1 QCE Credit – Upon Satisfactory Completion  | 1 QCE Credit – Upon Satisfactory Completion  | 2 QCE Credits upon satisfactory completion of both Units  |   |

### Additional Materials or Excursions

| Material or Excursion         | Approximate Cost |
|-------------------------------|------------------|
| Excursion to public art space | \$50             |

# Vocational Subjects

## CERTIFICATE III IN BUSINESS

Vocational Education & Training CODE: VBX

This course is being delivered in partnership with Binnacle Training, RTO 31319

Upon completion of this course, certification will be issued by Binnacle Training.

**QUALIFICATION: BSB30120 Certificate III in Business**

### COURSE OVERVIEW

<http://training.gov.au> – Please refer to the training.gov.au website for specific information about the qualification.

The Certificate III is a stand-alone qualification that allows individuals to develop basic business skills and knowledge to prepare for work. This qualification reflects the role of individuals who perform a range of routine tasks using limited practical skills and fundamental operational knowledge in a business context, working under direct supervision.

| DURATION   | FEES     |
|------------|----------|
| Two years. | \$310.00 |

### COURSE UNITS

To attain BSB30120 Certificate III in Business, 13 units must be achieved:

| UNIT CODE | UNIT NAME  |
|-----------|--|
| BSBCRT311 | Apply critical thinking skills in a team environment |
| BSBPEF201 | Support personal wellbeing in the workplace          |
| BSBPEF301 | Organise personal work priorities                    |
| BSBSUS211 | Participate in sustainable work practices            |
| BSBTEC201 | Use business software applications                   |
| BSBTEC203 | Research using the internet                          |
| BSBTEC301 | Design and produce business documents                |
| BSBTWK301 | Use inclusive work practices                         |
| BSBWHS311 | Assist with maintaining workplace safety             |
| BSBWRT311 | Write simple documents                               |
| BSBXCM301 | Engage in workplace communication                    |
| BSBXTW301 | Work in a team                                       |
| FNSFLT311 | Develop and apply knowledge of personal finances     |

### ASSESSMENT TECHNIQUES

The emphasis in this subject is on completing tasks in a competent manner. Assessment will be delivered using a variety of techniques:

Projects Written and Practical Tasks Teacher Observation Computing Tasks Folio of Collected Evidence

Students must achieve competency at every task in order to be issued with a full certificate at the completion of this course.

### SPECIAL REQUIREMENTS

Laptop with internet access is essential due to online assessments.

### CAREER OPPORTUNITIES & PATHWAYS

Articulation into: BSB40215 Certificate IV in Business. Other specific financial qualifications available at <http://training.gov.au>  
Employment outcomes are limited, and individuals are strongly advised that in order to meet the entry-level requirements of this industry, the Certificate IV in Business should be undertaken.

**Subject fees for students who undertake a VET Certificate in partnership with an external provider, will not be refunded through Chancellor State College once the transfer of funds has occurred from the College to the external provider, and are subject to each organisation's refund policy and procedure.**

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**PDS Declaration:** This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides, and those services carried out by the school as Third Party (i.e., the facilitation of training and assessment services). To access Binnacle's PDS, please visit: [www.binnacletraining.com.au/rto](http://www.binnacletraining.com.au/rto)

**LLN (Language, Literacy & Numeracy)** screening process is undertaken at the time of enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures.

# DIPLOMA OF BUSINESS

Vocational Education & Training CODE: DIA, DIB & DIC

This course is being delivered by Prestige Service Training, RTO 31981

Upon completion of this course, certification will be issued by Prestige Service Training

**QUALIFICATION: BSB50120 Diploma of Business**

## COURSE OVERVIEW

<http://training.gov.au> – Please refer to the training.gov.au website for specific information about the qualification. The Diploma is a stand-alone qualification that allows individuals to develop business skills and knowledge to prepare for work. This qualification reflects the role of individuals who perform a range of mainly routine tasks using practical skills and fundamental operational knowledge in a business context, working under some supervision.

### DURATION

Two years

### FEES

\$2750.00

## COURSE UNITS

To attain BSB50120 Diploma of Business, 12 units must be achieved:

### UNIT CODE

### UNIT NAME

|           |  |
|-----------|--|
| BSBCMM411 | Make presentations   |
| BSBCRT511 | Develop critical thinking in others                          |
| BSBFIN501 | Manage budgets and financial plans                           |
| BSBMKG541 | Identify and evaluate marketing opportunities                |
| BSBOPS501 | Manage business resources                                    |
| BSBOPS504 | Manage business risk   |
| BSBPEF501 | Manage personal and professional development                 |
| BSBPMG430 | Undertake project work                                       |
| BSBSTR502 | Facilitate continuous improvement                            |
| BSBSUS511 | Develop workplace policies and procedures for sustainability |
| BSBTWK503 | Manage meetings  |
| BSBXCM501 | Lead communication in the workplace                          |

## ASSESSMENT TECHNIQUES

The emphasis in this subject is on completing tasks in a competent manner. Assessment will be delivered using a variety of techniques:

- Projects
- Written and Practical Tasks Teacher Observation
- Computing Tasks

Students must achieve competency for each unit in order to be issued with a full diploma at the completion of this qualification.

## SPECIAL REQUIREMENTS

Assessment will be conducted online.

## CAREER OPPORTUNITIES & PATHWAYS

Successful completion of this qualification widens tertiary options including degree pathways.

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# CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

Vocational Education & Training CODE: VEC

**This course is being delivered in partnership with Deception Bay S.H.S., RTO 22557**

Upon completion of this course, certification will be issued by Deception Bay SHS.

**QUALIFICATION: CHC30121 Certificate III in Early Childhood Education and Care**

## COURSE OVERVIEW

This subject allows students to explore Early Childhood careers while opening the doors and giving direction in Early Childhood career pathways. Successful completion of this qualification enables students to work as an Assistant in any childcare centre in Australia, as a Nanny or Teacher-Aide.

Students are required to undertake work placements throughout the course in an approved Early Childhood Service. This allows them to sample the industry firsthand, whilst giving them the opportunity to gain the knowledge and skills required at this level of competency.

Assessment is undertaken throughout the course both in practical and theory exercises. Assessment is competency based and requires the completion of all projects and assignments written **and** practical as set out within the Unit Study Guides and Workbooks.

## DURATION

Two years

## FEES

**\$359.00**

## COURSE UNITS

To attain CHC30121 Certificate III in Early Childhood Education and Care, 17 units of competency must be achieved:

| UNIT CODE | UNIT NAME   |
|-----------|---|
| CHCECE031 | Support children's health, safety and wellbeing                                       |
| CHCECE034 | Use an approved learning framework to guide practice                                  |
| CHCECE035 | Support the holistic learning development of children                                 |
| CHCECE036 | Provide experiences to support children's play and learning                           |
| CHCECE037 | Support children to connect with the natural environment                              |
| CHCECE038 | Observe children to inform practice   |
| CHCECE032 | Nurture babies and toddlers   |
| CHCECE033 | Develop positive and respectful relationships with children                           |
| CHCECE030 | Support inclusion and diversity   |
| CHCECE054 | Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures |
| CHCECE055 | Meet legal and ethical obligations in children's education & care                     |
| CHCECE056 | Work effectively in children's education and care                                     |
| CHCPRP003 | Reflect on and improve own professional practice                                      |
| CHCPRP001 | Identify and respond to children and young people at risk                             |
| HLTAID012 | Provide an emergency first aid response in an education and care setting              |
| HLTFSE001 | Follow basic food safety practices  |
| HLTWHS001 | Participate in work health and safety   |

## CAREER OPPORTUNITIES & PATHWAYS

Successful completion of this qualification widens tertiary options including degree pathways. This course is industry recognised and industry supported. Students will have the opportunity to gain employment as an assistant in all childcare centres Australia-wide (provided they are 17 years of age), teacher aide to Year 3, nanny and children's clubs.

**VET PATHWAY:** After completing the Certificate III the student may consider completing the Diploma which opens the doors to employment as a Lead Educator or Director.

**UNIVERSITY PATHWAY:** Bachelor of Early Childhood, Bachelor of Education

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# CERTIFICATE II IN ENGINEERING PATHWAYS

Vocational Education & Training CODE: VEN

**QUALIFICATION: MEM20422 Certificate II in Engineering Pathways**

## COURSE OVERVIEW

This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

### DURATION

Two years

### FEES

\$350.00

## COURSE UNITS

To attain MEM20422 Certificate II in Engineering Pathways, 12 units must be achieved.

| UNIT CODE | UNIT NAME  |
|-----------|--|
| MEM11011  | Undertake manual handling  |
| MEM13015  | Work safely and effectively in manufacturing and engineering           |
| MEM16006  | Organise and communicate information                                   |
| MEM18001  | Use hand tools   |
| MEM18002  | Use power tools/handheld operations                                    |
| MEMPE001  | Use engineering workshop machines                                      |
| MEMPE002  | Use electric welding machines  |
| MEMPE004  | Use fabrication equipment  |
| MEMPE005  | Develop a career plan for the engineering and manufacturing industries |
| MEMPE006  | Undertake a basic engineering project                                  |
| MSMENV272 | Participate in environmentally sustainable work practices              |
| MSMSUP106 | Work in a team   |

## ASSESSMENT TECHNIQUES

Assessment will be delivered using a variety of techniques, including:

- Practical assessment
- Written tasks
- Exams
- Teacher observation
- Teacher questioning

## SPECIAL REQUIREMENTS

ITD workshop activities often carry a higher than usual level of risk due to the tools, machinery and processes used. Students must make a commitment to safe working practices.

**Mandatory Safety Practices:** Students must wear safety glasses (supplied) and fully covered leather shoes at all times when in an ITD workshop.

**Activity Specific Safety Practices:** Students must follow activity specific safety practices when required: E.g., apron, hair net, a dust mask, hearing protection.

A High & Extreme Risk Parental Consent Form must be completed and submitted prior to commencement of the subject. Failure to do so may result in students being placed in other non-ITD subjects.

## CAREER OPPORTUNITIES & PATHWAYS

Achievement of units of competence will provide advanced progress towards reaching competence in units contained in other metal and engineering qualifications.

This qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in the area. It will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

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# CERTIFICATE III IN FITNESS

Vocational Education & Training CODE: VPT

**This course is being delivered in partnership with FitEducation, RTO #32155**

Upon completion of this course, certification will be issued by FitEducation

**QUALIFICATION: SIS30321 Certificate III in Fitness**

## COURSE OVERVIEW

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring autonomous work within a defined range of exercise instruction situations and activities. Students are expected to successfully complete all units of competency listed below during the one-year course of study to be awarded the Certificate III in Fitness. Upon successful completion of this course, students will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in community and commercial fitness settings.

### DURATION

One year

### FEES

\$450.00

## COURSE UNITS

To attain SIS30321 Certificate III in Fitness, 15 units of competency must be achieved.

### UNIT CODE UNIT NAME

|            |   |
|------------|---|
| BSBOPS304  | Deliver and monitor a service to customers                                  |
| BSBOPS403  | Apply business risk management processes                                    |
| BSBPEF301  | Organise personal work priorities   |
| HLTAID011  | Provide First Aid   |
| HLTWHS001  | Participate in workplace health and safety                                  |
| SISFFIT032 | Complete pre-exercise screening and service orientation                     |
| SISFFIT033 | Complete client fitness assessments   |
| SISFFIT035 | Plan group exercise sessions  |
| SISFFIT036 | Instruct group exercise sessions  |
| SISFFIT037 | Develop and instruct group movement programs for children                   |
| SISFFIT040 | Develop and instruct gym-based exercise programs for individual clients     |
| SISFFIT047 | Use anatomy and physiology knowledge to support safe and effective exercise |
| SISFFIT052 | Provide healthy eating information  |
| SISXCA009  | Instruct strength and conditioning techniques                               |
| SISXFAC002 | Maintain sport, fitness and recreation facilities                           |

## ASSESSMENT TECHNIQUES

Assessment will be delivered using a variety of techniques, including:

Practical assessment Written tasks Exams Teacher observation Teacher questioning

## SPECIAL REQUIREMENTS

Students should have a high level of knowledge of sport and a high level of ability in playing sport and/or a significant interest in playing or administration of sport.

## CAREER OPPORTUNITIES & PATHWAYS

The Certificate III in Fitness is an entry-level program that leads to expertise in sport and recreation. Graduates would be highly suited to entry-level positions such as Fitness Instructor, Fitness Trainer, Fitness Specialist, PCYC/Gym Instructors and Coaching & Sports Trainees. This course also provides a pathway to careers in sport and health science at university by establishing a track record in tertiary education.

**TAFE:** Certificate IV and Diploma in related industry areas including Sport and Recreation, Community Recreation, Fitness, Sport Development, Sport Coaching, Sport Trainer.

**Universities:** Degrees: Exercise Science, Science, Physiotherapy.

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# CERTIFICATE II IN MANUFACTURING TECHNOLOGY

Vocational Education & Training CODE: VMM

**QUALIFICATION: MSM20216 Certificate II in Manufacturing Technology**

## COURSE OVERVIEW

This course draws upon the fundamental principles of Occupational Health and Safety, Work Planning, Timber Industries, Metal Industries, Plastic/Composite Industries and Drawing Interpretation. This course consists mainly of practical skill development with some written related to practical experience.

| DURATION  | FEES     |
|-----------|----------|
| Two years | \$350.00 |

## COURSE UNITS

To attain MSM20116 Certificate II in Manufacturing Technology, 10 units of competency must be achieved.

| UNIT CODE  | UNIT NAME   |
|------------|---|
| MSAENV272  | Participate in environmentally sustainable work practices |
| MSMWHS200  | Work safely   |
| MSS402001  | Apply competitive systems and practices                   |
| MSS402051  | Apply quality standards                                   |
| MSS402080  | Undertake root cause analysis                             |
| MSS402002  | Sustain process improvements                              |
| MSMPCII295 | Operate manufacturing equipment                           |
| MSMPCII296 | Make a small furniture item from timber                   |
| MSMOPS101  | Make measurements   |
| MSFFM2017  | Hand make timber joints                                   |

## ASSESSMENT TECHNIQUES

Assessment will be delivered using a variety of techniques, including:

- Practical assessment
- Written tasks
- Exams
- Teacher observation
- Teacher questioning

## CAREER OPPORTUNITIES & PATHWAYS

The Certificate II in Manufacturing Technology is an entry-level program that leads to a variety of industry outcomes. Graduates would be highly suited to entry-level positions in various timber and metal manufacturing industries.

## SPECIAL REQUIREMENTS

ITD workshop activities often carry a higher than usual level of risk due to the tools, machinery and processes used. Students must make a commitment to safe working practices.

**Mandatory Safety Practices:** Students must wear safety glasses (supplied) and fully covered leather shoes at all times when in an ITD workshop.

**Activity Specific Safety Practices:** Students must follow activity specific safety practices when required: E.g., apron, hair net, a dust mask, hearing protection.

A High & Extreme Risk Parental Consent Form must be completed and submitted prior to commencement of the subject. Failure to do so may result in students being placed in other non-ITD subjects.

Students must have access to their own computer at home or school and have basic to intermediate knowledge of Microsoft Office. Keyboarding skills required, together with the ability to produce text documents and emails.

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# CERTIFICATE III IN SPORT, AQUATICS & RECREATION

Vocational Education & Training CODE: VSP

**This course is being delivered in partnership with Binnacle Training, RTO 31319**

Upon completion of this course, certification will be issued by Binnacle Training

**QUALIFICATION: SIS30122 Certificate III in Sport, Aquatics and Recreation**

## COURSE OVERVIEW

<http://training.gov.au> – Please refer to the training.gov.au website for specific information about the qualification.

This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in a generalist capacity. Likely functions for someone with this qualification can include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistance, administrative assistance or bar and café service in a location such as fitness centre, outdoor sporting grounds or complexes or aquatic centres. All job roles are performed under supervision.

### DURATION

One or two years depending on student timetable.

### FEES

\$335.00

## TRAINING PROGRAM

To attain SIS30122 Certificate III in Sport, Aquatics and Recreation, 15 units of competency must be achieved.

### UNIT CODE

### UNIT NAME

|            |  |
|------------|--|
| SISXIND011 | Maintain sport, fitness and recreation industry knowledge.                           |
| BSBPEF301  | Organise personal work priorities  |
| SISSPAR009 | Participate in conditioning for sport  |
| HLTWHS001  | Participate in workplace health and safety   |
| SISXCCS004 | Provide quality service  |
| SISXFAC006 | Maintain activity equipment  |
| SISXEMR003 | Respond to emergency situations  |
| HLTAID011  | Provide First Aid  |
| SISSSCO001 | Conduct sport coaching sessions with foundation level participants                   |
| BSBTWK201  | Work effectively with others   |
| BSBPEF302  | Develop self-awareness   |
| BSBWHS308  | Participate in WHS hazard identification, risk assessment and risk control practices |
| SISXPLD004 | Facilitate groups  |
| SISXIND009 | Respond to interpersonal conflict  |
| SISXPLD002 | Deliver recreation sessions  |

*Elective units are subject to change prior to the commencement of the school year. This is to ensure a) school delivery and b) alignment to current industry practices, is at its optimum.*

## ASSESSMENT TECHNIQUES

Assessment will be delivered using a variety of techniques, including:

Practical assessment   Written tasks   Exams   Teacher observation   Teacher questioning

## SPECIAL REQUIREMENTS

Students should have some knowledge of sport and a reasonable ability in playing sport and/or a significant interest in playing or administration of sport.

*\*If a student has an appropriate First Aid qualification that is current at the time of completion of the course the cost of this course will be deducted from their fees.*

## CAREER OPPORTUNITIES & PATHWAYS

The Certificate III in Sport and Recreation is an entry-level program that leads to expertise in sport and recreation. Graduates would be highly suited to entry-level positions such as recreation assistant, administration assistant, grounds assistant, retail assistant. This course also provides a pathway to careers in sport and health science at university by establishing a track record in tertiary education.

**TAFE:** Certificate IV and Diploma in related industry areas including Sport and Recreation, Community Recreation, Fitness, Sport Development, Sport Coaching, Sport Trainer.

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# CERTIFICATE II IN TOURISM

Vocational Education & Training CODE: VTR

**QUALIFICATION: SIT20122 Certificate II in Tourism**

## COURSE OVERVIEW

This qualification reflects the role of individuals who have a defined and limited range of tourism operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.

This qualification provides a pathway to work in many tourism and travel industry sectors and for a diverse range of employers including travel agencies, tour wholesalers, tour operators, holiday parks and resorts, attractions, cultural and heritage sites, and any small tourism business.

Work could be undertaken in an office environment where the planning of tourism and travel products and services takes place, in the field where products are delivered, in performing operational activities such as housekeeping, grounds maintenance and providing customer service, or a combination of these.

## DURATION

One Year

## FEES

\$310.00 (covers Certificate II in Tourism and Certificate III in Events – see below)

## COURSE UNITS

To attain SIT20122 Certificate II in Tourism, 11 units of competency must be achieved.

| UNIT CODE  | UNIT NAME   |
|------------|---|
| BSBPEF202  | Plan and apply time management                                |
| BSBTEC201  | Use business software applications                            |
| SIRXPDK001 | Advise on products and services                               |
| SITTIND003 | Source and use information on the tourism and travel industry |
| SITXCCS009 | Provide customer information and assistance                   |
| SITXCCS010 | Provide visitor information                                   |
| SITXCCS011 | Interact with customers                                       |
| SITXCOM007 | Show social and cultural sensitivity                          |
| SITXCOM008 | Provide a briefing or scripted commentary                     |
| SITXMPR010 | Create a promotional display or stand                         |
| SITXWHS005 | Participate in safe work practices                            |

## CAREER OPPORTUNITIES & PATHWAYS

After achieving the Certificate II in Tourism, individuals could progress into a Certificate III in Tourism, or the course upgrade being offered in Year 12, Certificate III in Events

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# CERTIFICATE III IN EVENTS

## Vocational Education & Training CODE: VEV

**QUALIFICATION: SIT30522 Certificate III in Events**

### COURSE Overview

This qualification reflects the role of individuals who use a range of events administration or operational skills and knowledge to complete event-related work activities. Using discretion and judgement, they work with some independence under the guidance of more senior event personnel, using plans, policies and procedures to guide work activities.

Events are diverse in nature and this qualification provides a pathway to work for event or exhibition organisations operating in a range of industries including the tourism and travel, hospitality, sport, cultural and community sectors.

The diversity of employers includes event or exhibition management companies, event venues, or organisations that organise their own events. Work could be undertaken in an office environment where the planning of events takes place, on-site at venues where events are staged or a combination of both.

#### Duration

Two years depending on student timetable.

#### Fees

See Certificate II in Tourism above

### Course Units

To attain SIT30522 Certificate III in Events, 13 units of competency must be achieved.

| UNIT CODE  | UNIT NAME   |
|------------|---|
| BSBEF202   | Plan and apply Time Management                    |
| BSBTEC201  | Use Business Software Applications                |
| BSBTWK201  | Work Effectively with others                      |
| SITEEVT020 | Source and Use Information on the Events Industry |
| SITEEVT021 | Administer Event Registrations                    |
| SITEEVT022 | Provide event production support                  |
| SITHFAB021 | Provide Responsible Service of Alcohol            |
| SITXCCS010 | Provide Visitor Information                       |
| SITXCCS014 | Provide Service to Customers                      |
| SITXCOM007 | Show Social and Cultural Sensitivity              |
| SITXMPR010 | Create a Promotional Display or Stand             |
| SITXWHS005 | Participate in Safe Work Practices                |
| SITXWHS006 | Identify hazards, assess and control safety risks |

### CAREER OPPORTUNITIES & PATHWAYS

After achieving the Certificate II in Tourism, individuals could progress into a Certificate III in Tourism, or the course upgrade being offered in Year 12, Certificate III in Events

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