2017
Year 10
Pathways Selection Handbook
Welcome to our Senior School Pathways

Our Year 10 framework offers our students a launch-pad into their senior pathways offerings. The framework aligns 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 Year 10 program is driven by two main goals. Firstly, to create an educational framework that offers the best preparation for every student for their future. Courses are delivered within the Queensland Curriculum and Assessment Authority (QCAA) guidelines for accreditation, assessment and reporting. Our second and equally important goal is to provide multiple, flexible, and individualised pathway options that enable each individual student to find challenge, success and fulfilment, with exiting qualifications that give every individual positive outcomes within our senior pathways phase.

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:

- Authority and Authority registered 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’s part in the educational precinct 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 middle 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.

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

PETER KELLY
Executive Principal

BRIAN PARR
Principal Secondary Campus

DAVID THOMSON
Deputy Principal Senior School
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**CARE COURTESY COOPERATION CHALLENGE COMMITMENT**

Year 10 Pathways Selection Handbook 2017
Building to Future Pathways

The world our students are entering is one based on constant change. Preparing students for their futures requires a curriculum and cultural commitment to exit outcomes based on the National Goals of Schooling. This commitment ensures our students are resilient and excited participants within our global community and should feel confident in making a contribution to the world in which they live.

We want our students to be –

- futures oriented with positive pathways for life
- independent, motivated and enthusiastic lifelong learners
- active and informed world citizens
- confident, creative and productive users of technology
- environmentally aware and responsible
- innovative and organised thinkers
- problem solvers
- ethical and responsible
- adaptable to change
- team players
- inquisitive about their world
- effective communicators
- committed to establishing and maintaining healthy lifestyles

To support students in their pathways we have designed a Senior Curriculum Framework based on –

- flexible pathway opportunities
- connectedness to real world futures
- academic rigour
- integrated technologies
- innovation
- lifelong learning
Year 10 Curriculum Pathway

1. All students will study English, Humanities (SOSE), Maths and Science for the year. The choice of English, Maths and Science strands will be determined by Year 9 results to best suit individual student needs. These placements will be monitored over the year and class allocation may change from time to time to best meet student needs. Based on the needs of the cohort, we begin to tailor classes in preparation for pathways into Year 11 and 12 subjects.

2. Students will then choose two (2) electives to be studied for the year. Changes at the end of the term may be negotiated depending on educational rationale and availability of placement. Students need to carefully consider prerequisite status with the Guidance Officer, Administration and/or parents when considering electives and any changes to electives. Subject choice is provided, within the limitations of school staff, facility resourcing and student demand. The school administration in consultation with students and parents may consider alternate learning arrangements though Distance Education, Virtual Schooling or other educational providers depending on negotiated student needs.

3. During Semester 2, the school Administration will work with students to provide degrees of flexibility within the timetable to initiate workplace learning options. Students will be able to begin negotiating Work Experience, Traineeships / Apprenticeships as per their individual needs. It is anticipated that this flexibility will be expanded in Year 11 and 12 when students have defined their pathways more clearly. Sourcing work placement options will require both the school and student sourcing respective placements.

4. “My Journey” will continue as a feature into the Senior School. This time allocation will enable students to explore future pathway options, skilling and information relevant to full time and part time work and/or study. It will involve the extended development of QCS test skilling. It will be an opportunity for students to be guided and mentored in studying their future pathways (Senior Education and Training Plans – SET Plans). It will also facilitate personal growth and understanding. Developing a SET Plan is compulsory for all Year 10 students in Queensland.
Choosing Year 10 Pathways

During the Middle Schooling years, students have experienced specialisation through ELO electives based on interest, abilities and future career goals.

WHEN CHOOSING YEAR 10 SUBJECTS...

Make a decision about a combination of subjects that suits your future requirements, abilities and interest.

Choose subjects you enjoy!
We usually put more effort into a subject or activity we enjoy. Choose subjects that hold your interest.

Continue subjects you have done well in before
Previous success in a subject usually gives you a head start in tackling work at a more advanced level. Build on your strengths!

Choose subjects that keep your career options open and will help you reach career goals
(Seek guidance from parents, teachers or Guidance Officer).

Choose as broad a range of subjects as possible
A wide subject choice will give you a sound, all round education. It also develops interests in many areas some of which you may like to specialise in later, and it helps to keep your options more flexible.

DON’T LOOK FOR EASY OPTIONS...

Don’t choose a subject just to stay with a friend.
Don’t choose a subject because its name sounds good.
Don’t choose a subject just because someone else suggested doing it.
Don’t choose a subject because “All the boys or girls tend to take the subject”.

ALL SUBJECTS HAVE VALUE FOR BOTH BOYS AND GIRLS
Offerings in the Senior School

This framework will continue to evolve and extend into 2017 and beyond.

**EMPLOYMENT**

- □ Future Skills Pathway
- □ Overall Position Pathway (OP 1 – 10)

**TERTIARY STUDY**

- ✓ The Queensland Certificate of Education

**YEARS 11 & 12**

- English or English Communication (4 QCE Credits)
- Maths A or Prevocational Mathematics (4 QCE Credits)
- Certificate II in Business AND Information, Digital Media and Technology (8 QCE Credits)
- Certificate II in Engineering Pathways (4 QCE Credits)
- Certificate II in Hospitality AND Tourism (8 QCE Credits)
- Certificate II in Manufacturing Technology (4 QCE Credits)
- Certificate II in Outdoor Recreation (4 QCE Credits)
- Certificate II in Visual Arts (4 QCE Credits)

**From Year 11:** Certificate III Dance, Early Childhood Education and Care, Sport and Recreation, Fitness (8 QCE Credits and Tertiary Entrance Rank of 68)

**From Year 12:** Certificate II in Business, Information Digital Media and Technology, Sport and Recreation, Tourism, Visual Arts, Certificate IV Fitness (8 QCE Credits and Tertiary Entrance Rank of 68).

School Based Apprenticeship or Traineeship

**TAFE Offerings**

**OP Pathway Options**

**Guaranteed Entry Pathways:**
Upon successful completion of:
- USC Tertiary Preparation Program (TPP) or
- 2 USC Headstart programs or
- Integrated Learning in Drama, Design, Chemistry, Business, Biology and/or Engineering (4 QCE Credits)

Details about all subjects and prerequisites can be found on the College website.

**YEAR 10**

**CORE OPTIONS**

- English Foundation (Sem 2)
- English Extension (Sem 2)
- Humanities
  - History
  - Geography
- Mathematics Foundation
- Mathematics
- Mathematics Extension
- Science Foundation
- Science

**ELECTIVES OPTIONS**

- □ Business Studies
- □ Engineering and Graphics
- □ Football Academy Program
- □ Health and Nutrition
- □ Health and Physical Education
- □ Certificate I in Hospitality
- □ Industrial Skills
- □ Industrial Technology & Design
- □ Italian
- □ Japanese
- □ Media Arts and ICT
- □ Music
- □ Performance Arts: Dance and Drama
- □ Touch Football Academy Program
- □ Certificate I in Visual Art

Year 10 Electives and Invitation Only programs are in italics. Details about all subjects and prerequisites can be found on the College website.

Alternate Learning Options — Students can choose to enrich their core program with a range of alternate learning options delivered in partnership with our College.

These include:
- University Courses
- Authority Subjects via Virtual Schooling or Distance Education
- ILEs – Integrated Learning in Drama, Design, Chemistry, Business, Biology and/or Engineering
- School Based Apprenticeships and Traineeships
- Stand-alone VET Courses (Cert I – IV)
- Academy Programs in Football and Touch Football
- Individually Negotiated Options
Process of Pathways Selection

1. Students will receive a Pathways Financial Commitment Form and key information.
2. Students will complete the Pathway selection on the OneSchool website http://oslp.eq.edu.au. This will be signed by the parent/guardian. Pathways Selection Handbooks will be available from the College website.
3. Students may seek counselling from form teachers, Administration members and our Guidance Officers to ensure they create a "balanced" program of study that maximises future options.
4. The pathways selection form must be entered into OneSchool by the due date. (Placements will be considered on the number allocation of individual returns.)
5. 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

- Mr David Thomson ........................ Deputy Principal – Senior School
- Mr Dom Towler ............................ Guidance Officer
- Mrs Jodie Dekens ......................... Guidance Officer (M, Tu, Th, F)
- Mr John Holden ........................... Head of Department – Higher Order Thinking
- Mr Josh Cleary ............................. Head of Department – Vocational Education and Training (VET)
- Ms Audrey Hearn ......................... Head of Department – Science and Engineering
- Mrs Peggy Zeydel-Unie ............... Head of Department – Mathematics
- Mrs Dale Dittman ....................... Head of Department – Enterprise & Innovation
- Mrs Judy Hennessy ..................... Head of Department – English & LOTE
- Mrs Maureen Price ..................... Head of Department – Humanities
- Mr Darren Gibson ....................... Head of Department – Health & Performance
- Ms Ann Hounslow ...................... Head of Department – Design & Production

Subject Fees

Some subjects require extra funding to operate in addition to that provided by the Student Resource Scheme and Government Grants. It is College policy for such fees to be paid in Week 1 of the new school year.

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.

UNIQUE STUDENT IDENTIFIER

As of January 1, 2015 the Australian Government has mandated that students undertaking nationally recognised training delivered by a registered training organisation will need to have a Unique Student Identifier (USI). The USI will allow students access to a USI account which will contain all of their nationally recognised training records and results from 1 January 2015 onwards. Students will have access to all information within this account throughout their life.

What this means is that any student enrolled in a Certificate I, II or III at Chancellor State College, must register and create a USI which must be passed onto the College during the subject selection process. Chancellor State College is then required by law to verify your USI before we can issue you with a statement of attainment or certificate.
School Based Apprenticeships and Traineeships

WHAT ARE SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS?
School-based apprenticeships and traineeships allow you to work for an employer and undertake training towards a recognised qualification, while completing your secondary school studies. On completion of Year 12, you will receive a Queensland Certificate of Education, have trained towards a certificate qualification in your chosen career and been paid for time spent working.

WHY CHOOSE A SCHOOL-BASED APPRENTICESHIP OR TRAINEESHIP?
- Get a head start on your career while still at school
- Get experience in the workplace before you leave school
- Earn money for the time you spend working
- Train towards achieving a nationally recognised qualification
- Improve your confidence

School-based apprenticeships and traineeships are a great way to make the move from school to work. They will put you a step ahead of the competition when you apply for jobs and give you the confidence to continue working or go on to further study.

WHO CAN DO A SCHOOL-BASED APPRENTICESHIP OR TRAINEESHIP?
School-based apprenticeships and traineeships are mainly designed for Year 10, 11 and 12 students.

HOW DO SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS WORK?
School-based apprenticeships and traineeships involve a mix of studying at high school, training and working. All of these things will become a part of your school timetable.

School
You will continue to go to school to earn your Queensland Certificate of Education. A school-based apprenticeship or traineeship must have an impact on your school timetable. That means some of your training and work must take place during school hours. As part of your training plan, an Education, Training and Employment Schedule will be developed with you, your employer, school, training provider and your parents or care-givers to outline when you are at school, work and training.

Work
As part of your school-based apprenticeship or traineeship you will work for a minimum of 48 days (or an equal amount of hours) over a 12 month period. You may work:
- one or more days a week and attend school on the remaining days
- for blocks of time depending on what you and your employer need
- on weekends, during school holidays or after school
You will be paid for the time spent working, including an extra amount to make up for not receiving sick or recreation leave.
However, as a school-based apprentice or trainee, you will not be paid for the time spent undertaking training delivered by the training provider.

Training
Your training provider will make sure you learn the skills you need to successfully complete your apprenticeship or traineeship. Training will take place while you are at work, at school and/or at your training provider (a TAFE Institute or other training organisation).

Training Costs
Talk to your training provider about the costs of the training. Some receive State Government funding to deliver this training. Other costs to consider include transport costs, uniforms and equipment, and study materials. To find out if you are eligible for assistance to cover some of these costs visit www.apprenticeshipsinfo.qld.gov.au or call 1800 210 210.
You may also be eligible for Youth Allowance or similar assistance from the Commonwealth Government. Contact Centrelink on 13 24 90 or visit the Centrelink office in your local area for more information.

WHAT HAPPENS IF I DON'T COMPLETE MY SCHOOL-BASED APPRENTICESHIP OR TRAINEESHIP WHILE I'M AT SCHOOL?
Some students complete their school-based traineeship while they are still at school. However, all school-based apprentices and some school-based trainees will need to finish their training after they have left school.
If you do not complete your apprenticeship or traineeship while at school, your employer will need to convert you to a full-time or part-time apprentice or trainee as soon as you leave school.

For further information please contact the College Traineeship Coordinator on 5453 3222.
Thinking about your Career Path

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions throughout Year 10. Talk to our Guidance Officers, members of Administration, or teachers.

2015 Job Guide available in all High Schools or


Refer to your notes made during the Unit that you studied in Year 9 “How do my choices today affect my tomorrow?”

Other Career information:
* Career Voyage (computer program used at Chancellor SC), Centrelink offices, or Career Reference Centres.
www.smartfuture.qld.gov.au

Other career information such as literature from industry groups (which show the pathways to jobs in these industries), training groups, and various websites

Nationally developed Career Information - “My future” at

www.myfuture.edu.au

The QTAC Guide – Tertiary Courses 2017 for careers requiring university study and Tertiary Prerequisites 2017 or www.qtac.edu.au

Queensland Curriculum and Assessment Authority (QCAA website)

www.qcaa.qld.edu.au
Senior Education and Training Plans

SENIOR EDUCATION AND TRAINING PLAN (SET Plan) – helping students plan for their futures

Queensland Government laws, effective from 2006, require young people to be learning or earning. All young people will be required to complete Year 10 at school and go on to undertake a further two years education and/or training until they:

- achieve a Queensland Certificate of Education (QCE) or
- achieve a Certificate III vocational qualification
- or turn 17, whichever comes first

Young people will be exempt from these requirements if they gain full-time employment. The aim is to encourage as many young people as possible to complete 12 years of schooling or equivalent.

The SET Plan is designed to map individual learning pathways through the Senior Phase of Learning. Schools and other learning providers will work with students to develop and then implement the SET Plan. The involvement of parents/carers in helping young people make important decisions about their future education, training and employment is vital to the success of the plan.

The SET Plan process is designed to assist young people to make good choices. Their SET Plan helps them to build on unique strengths and to work towards the Queensland Certificate of Education (QCE), a Certificate III level vocational qualification and/or a viable work option.

The My Journey (MYJ) program and allocated time/sessions will support students in developing their plan. This plan will be discussed at a SET Plan interview scheduled at the end of Term 3.

THE SET PLAN

- Provides the young person with a clearly thought out set of achievable goals, a learning plan and a cohesive transition across education sectors (our Year 9’s started this in their Career Focused Unit of Excellence).
- Provides education and training providers with a starting point to monitor students’ progress as they move towards achieving a QCE or Certificate III vocational qualification or full time employment.
- Serves as a starting point and reference point for the student’s pathway through Senior Education.
- Is completed during Year 10 and reviewed in Year 11 and Year 12.
- Promotes on-going dialogue between an individual student, parent/carer and teachers.
- Promotes learning that is aligned with students’ aspirations.

Students will receive a range of support to complete the SET PLAN depending on their individual needs. At the very least, it will involve a teacher, the student and their parents/carers.

The SET PLAN, while negotiated and completed at the school, will outline all learning leading to the award of a QCE or Certificate III vocational qualification, even if the bulk of that learning occurs outside the school.
HOW IS THE SET PLAN ACHIEVED?

A key goal of the SET PLAN is to enable students to plan individual pathways through the Senior Phase of Learning with personal commitment, individualised incentives and achievable goals.

Each student is ultimately responsible for and owns their SET Plan.

The SET PLAN is a written document that involves:

- Reviewing past achievements
- Building on individual strengths and interests
- Identifying areas where more development is needed
- Exploring available options for education, training or employment

In developing SET PLANs, teachers and other staff will work with Year 10 students to develop their skills and capacity to set goals about what they want to achieve in the Senior Phase of Learning and beyond.

By the time students are ready to commit to their SET PLAN, they will need to have a detailed understanding of:

- Their personal goals and aspirations
- Education and training requirements to achieve their goals
- Areas of strength and areas requiring further attention
- Contingencies that allow for changed circumstances
- The full range of career options
- Opportunities for community/civic involvement

Once developed the SET Plan will be stored at the school and a Students Learning Account with the QCAA will be opened. Using a Learner Unique Identifier (LUI) the QCAA will monitor student progress towards their goals in their learning account.

Throughout their Senior Schooling, every student’s SET Plan will be formally reviewed and used as a compass to help provide direction.
Prerequisites for Year 11 and 12 Subjects

The table provides pre-requisites as to which Year 10 Subjects including minimum levels of achievement support successful studies in Year 11 and 12 subjects.

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<td>ACCOUNTING</td>
<td>Minimum of a (C) Sound Level of Achievement in Year 10 Mathematics and English.</td>
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<td>ANCIENT HISTORY</td>
<td>Minimum of a (C+) Sound Level of Achievement in Year 10 Humanities and English.</td>
</tr>
<tr>
<td>BIOLOGICAL SCIENCE</td>
<td>Minimum of a (C) Sound Level of Achievement in Year 10 Science.</td>
</tr>
<tr>
<td>BUSINESS COMMUNICATIONS AND TECHNOLOGY</td>
<td>Minimum of a (C) Sound Level of Achievement in Year 10 English.</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>Minimum of a (B) High Level of Achievement in Year 10 Science &amp; Extension Mathematics.</td>
</tr>
<tr>
<td>DRAMA</td>
<td>Minimum of a (C) Sound Level of Achievement in Year 10 Drama and/or English.</td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>Minimum of a (C+) High Level of Achievement in Year 10 Humanities and English.</td>
</tr>
<tr>
<td>ENGINEERING TECHNOLOGY</td>
<td>Minimum of a (B) High Level of Achievement in Year 10 Science and Extension Mathematics.</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>Minimum of a (C) Sound Level of Achievement in Year 10 English.</td>
</tr>
<tr>
<td>FILM, TV and NEW MEDIA</td>
<td>Minimum of a (B) High Level of Achievement in Year 10 English. Competent IT Skills.</td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td>Minimum of a (C+) Sound Level of Achievement in Year 10 Humanities.</td>
</tr>
<tr>
<td>GRAPHICS</td>
<td>Minimum of a (C) Sound Level of Achievement in Year 10 Technology and Design.</td>
</tr>
<tr>
<td>HEALTH EDUCATION</td>
<td>Minimum of a (B) High Level of Achievement in Year 10 English. Year 10 Health and Nutrition an advantage but not essential.</td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGY SYSTEMS</td>
<td>Minimum of a (C) Sound Level of Achievement in Year 10 Mathematics &amp; English.</td>
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<tr>
<td>INTEGRATED LEARNING PATHWAYS</td>
<td>Successful application only.</td>
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<tr>
<td>ITALIAN</td>
<td>Minimum of a (C) Sound Level of Achievement in Year 10 Italian.</td>
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<tr>
<td>JAPANESE</td>
<td>Minimum of a (C) Sound Level of Achievement in Year 10 Japanese.</td>
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<tr>
<td>LEGAL STUDIES</td>
<td>Minimum of a (C+) Sound Level of Achievement in Year 10 English.</td>
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<tr>
<td>MARINE SCIENCE</td>
<td>Minimum of a (C) Sound Level of Achievement in Year 10 Science.</td>
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<td>MATHEMATICS A</td>
<td>Minimum of a (C) Sound Level of Achievement in Year 10 Mathematics.</td>
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<tr>
<td>MATHEMATICS B</td>
<td>Minimum of a (B) High Level of Achievement in Year 10 Extension Mathematics.</td>
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<tr>
<td>MATHEMATICS C</td>
<td>Minimum of a (B) High Level of Achievement in Year 10 Extension Mathematics.</td>
</tr>
<tr>
<td>MODERN HISTORY</td>
<td>Minimum of a (C+) Sound Level of Achievement in Year 10 Humanities and English.</td>
</tr>
<tr>
<td>MUSIC</td>
<td>Minimum of a (C) Sound Level of Achievement in Year 10 Music and study of music outside of school or Instrumental Music Program.</td>
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<tr>
<td>MUSIC EXTENSION (YEAR 12)</td>
<td>Minimum of a (B+) High Level of Achievement in Year 11 Music.</td>
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<tr>
<td>PHYSICAL EDUCATION</td>
<td>Minimum of a (C) Sound Level of Achievement in Year 10 English. Successful completion of Year 10 HPE an advantage.</td>
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<td>PHYSICS</td>
<td>Minimum of a (B) High Level of Achievement in Year 10 Science and Mathematics Extension.</td>
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<tr>
<td>VISUAL ART</td>
<td>Minimum of a (B) High Level of Achievement in Certificate I in Visual Art. Minimum of a (C) Sound Level of Achievement in Year 10 English.</td>
</tr>
<tr>
<td>NON-OP SUBJECT</td>
<td>Nil</td>
</tr>
<tr>
<td>ENGLISH COMMUNICATION</td>
<td>Nil</td>
</tr>
<tr>
<td>PREVOCATIONAL MATHEMATICS</td>
<td>Nil</td>
</tr>
<tr>
<td>VET SUBJECT</td>
<td>PREREQUISITES</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>CERTIFICATE I IN BUSINESS BSB10115</td>
<td>Nil</td>
</tr>
<tr>
<td>CERTIFICATE II IN BUSINESS BSB20115</td>
<td>Nil</td>
</tr>
<tr>
<td>CERTIFICATE III IN BUSINESS BSB30115</td>
<td>Completion of Certificate II in Business preferred.</td>
</tr>
<tr>
<td>CERTIFICATE III IN DANCE PERFORMANCE STUDIES (Year 11) CUA30111</td>
<td>A commitment to working in BOTH practical and theoretical aspects of the course and by successful application only.</td>
</tr>
<tr>
<td>CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE CHC30113</td>
<td>A commitment to working in BOTH theoretical and practical (work placement) aspects of the course.</td>
</tr>
<tr>
<td>CERTIFICATE II IN ENGINEERING PATHWAYS MEM20413</td>
<td>Minimum of a (C) Sound Level of Achievement in Year 10 Industrial Skills.</td>
</tr>
<tr>
<td>CERTIFICATE I IN FINANCIAL SERVICES FNS10115</td>
<td>Nil</td>
</tr>
<tr>
<td>CERTIFICATE III IN FITNESS SIS30313</td>
<td>Successful application only.</td>
</tr>
<tr>
<td>CERTIFICATE IV IN FITNESS SIS40210</td>
<td>Completion of Certificate III in Fitness.</td>
</tr>
<tr>
<td>CERTIFICATE II IN HOSPITALITY SIT20213</td>
<td>Minimum of a (C) Sound Level in Year 10 English. A commitment to working in BOTH theoretical &amp; practical (work placement) aspects of the course.</td>
</tr>
<tr>
<td>CERTIFICATE I IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY ICT10115</td>
<td>Nil</td>
</tr>
<tr>
<td>CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY ICT20115</td>
<td>Nil</td>
</tr>
<tr>
<td>CERTIFICATE III IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY ICT30115</td>
<td>Completion of Certificate II in Information, Digital Media and Technology preferred.</td>
</tr>
<tr>
<td>CERTIFICATE II IN MANUFACTURING TECHNOLOGY MSA20208</td>
<td>Nil</td>
</tr>
<tr>
<td>CERTIFICATE II IN OUTDOOR RECREATION SIS20213</td>
<td>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.</td>
</tr>
<tr>
<td>CERTIFICATE III IN SPORT &amp; RECREATION SIS30513</td>
<td>A commitment to working in BOTH practical and theoretical aspects of the course. Football and Touch Football Academy classes by application only.</td>
</tr>
<tr>
<td>CERTIFICATE II IN TOURISM SIT20112</td>
<td>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.</td>
</tr>
<tr>
<td>CERTIFICATE III IN TOURISM SIT30112</td>
<td>Completion of Certificate II Tourism. 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.</td>
</tr>
<tr>
<td>CERTIFICATE II IN VISUAL ARTS CUA20715</td>
<td>Minimum of a (C) Sound Level of Achievement in Certificate I in Art and/or a genuine commitment to arts practice.</td>
</tr>
<tr>
<td>CERTIFICATE III IN VISUAL ARTS CUA31115</td>
<td>Completion of Certificate II in Visual Arts preferred.</td>
</tr>
</tbody>
</table>

NB: Students who fail to meet the minimum pre-requisites will need to request entry into subject via a written application to the Campus Principal.

These recommendations are important for Year 9 students selecting Year 10 subjects. You should choose the subjects that are required for your course of study in Year 11 and 12.

**Success in Year 10 will provide more options for Year 11 and 12 study.**
What you should be doing now

- Have in mind several career options/pathways – refer to your Career Unit from this year
- Be aware of the post-secondary study requirements/commitments
- Be aware of any prerequisites subjects to gain entry into post-schooling courses
- Be aware of the recommended requirements in Year 10 to study these subjects in Year 11 and 12
- Be working towards meeting these recommendations NOW. Choose the subjects in Year 10 that are required for your course of study in Year 11 and 12
Introducing the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior school qualification, which is awarded to eligible students usually at the end of Year 12. The QCE is a passport for students to move confidently from school to work, training, and further education. In turn, employers, educational institutions and training providers will be guaranteed that students have achieved a high standard of education and training.

The QCE requires students to achieve a significant amount of learning at a set standard, and to meet requirements in literacy and numeracy.

Further information can be accessed from the QCAA website:

www.qcaa.qld.edu.au

SENIOR STATEMENT
The Senior Statement records all the learning achievements a young person banks in their Learning Account. The Senior Statement complements the QCE. The statement details:

- what, where and when a student learns
- the standard a student achieves
- Statement of Results

Senior Schooling remains a central part of the transition from school to the adult world.

The QCE bolsters that transition by providing great flexibility in education – it encompasses a wide range of learning options by a variety of learning providers.
Pathways for English Education

Junior Secondary

Year 10

Year 11 & 12
FOUNDATION ENGLISH

Core Subject   CODE: ENF (Semester 2)

COURSE OVERVIEW
Foundation English is focused on developing and improving communication skills that students need to function effectively in the real world. Students in this course will study the same units as English in Year 10 with assessment that allows them to improve and develop their practical and critical abilities. Over the course of the year, students will have the opportunity to extend and enhance their Foundation English skills of reading, writing, speaking and viewing by engaging with a variety of texts, contexts and concepts. Foundation English is suitable for students who are intending on vocational pathways and studying English Communication in Year 11. Students who excel in this course may have the opportunity to transition to English.

COURSE STRUCTURE
Across Year 10, students will study the following units:
- Reading Beyond the Text – How are teenage issues constructed by authors?
- Powerful Poetry – What issues in poetry influence how we see the world?
- Cinematic Statements – What techniques are used in movies to create a message for viewers?
- Shaking Up Shakespeare – What is it about Shakespeare’s themes that we still relate to in the 21st Century?
- Media Manipulations – How is the news shaped and presented?

ASSESSMENT TECHNIQUES
- Oral presentations (individual and small group)
- Written assignments
- Written exams

Please note – written and oral tasks are valued equally in senior English and therefore students must complete both to a satisfactory standard.

SPECIAL REQUIREMENTS
Excursions and visiting experts are components of this program and may therefore incur associated costs. Students who achieve high results in this course may have the opportunity to transition to English Authority in Semester 2 through administration consultation and placement availability.
ENGLISH
Core Subject    CODE: ENG

COURSE OVERVIEW
Drawing on Senior English concepts and genres, this program provides students with the necessary literacy skills for their future studies. The course recognises the multi-literate world that students are entering and develops their practical and critical abilities to engage with this world. Over the course of the year, students will have the opportunity to extend and enhance their English skills of reading, writing, speaking and viewing by engaging with a variety of texts, contexts and concepts. English is suitable for students who maintain results of a C; sound level or above with the intention of taking English Authority in Year 11.

COURSE STRUCTURE
Across Year 10, students will study the following units:
- Reading Between the Lines – How are teenage issues constructed by authors?
- Powerful Poetry – What issues in poetry influence how we see the world?
- Cinematic Statements – What techniques are used in movies to create a message for viewers?
- Shaking Up Shakespeare – What is it about Shakespeare’s ‘Romeo and Juliet’ that we still relate to in the 21st Century?
- Media Manipulations – How does the media shape and present current local and world events?

ASSESSMENT TECHNIQUES
- Oral presentations (individual and small group)
- Written assignments
- Written exams

Please note – written and oral tasks are valued equally in senior English and therefore students must complete both to a satisfactory standard.

SPECIAL REQUIREMENTS
Excursions and visiting experts are components of this program and may therefore incur associated costs. Students are expected to maintain results of C; sound level or above to remain in this course. A review of student results will be undertaken at the end of Semester 1 to identify suitability of students for preparation into Senior English in Year 11.

EXTENSION ENGLISH
Core Subject    CODE: ENX    (Semester 2)

COURSE OVERVIEW AND STRUCTURE
Within the Elevate English program students will study the same Year 10 program as their peers with a higher expectation for their achievement learning outcomes. Extension students are challenged to develop their abilities to talk about language and to reflect on and critique its use in responding to and constructing texts, both literary and non-literary. Extension English is suitable for high achieving English students and the program will allow students to work with like-minded students to extend their learning and achievement towards Senior English exit outcomes and beyond.

SPECIAL REQUIREMENTS
Students who have been identified academically will complete an application process to be accepted into the Extension English program towards the end of Year 9. There will be review points throughout Year 10 and in the individual students Senior studies to identify students suitability for continuation in this program. It is expected students maintain a high level B+ (HA+) in achievement and follow the College Core 4 expectations in all aspects of their studies. Excursions and visiting experts are also components of this program which may therefore incur associated costs.
Pathways for Humanities Education

Junior Secondary

ELOs

SOSE

Year 10

Humanities

Year 11 & 12

Ancient History

Modern History

Geography

Economics

Legal Studies
HUMANITIES

Core Subject  CODE: HUM

COURSE OVERVIEW
Students of Humanities will focus on how a variety of significant 20th Century historical events, and the influence of key personalities have shaped modern Australia. Students will learn what it takes to be active, global citizens in an increasingly interconnected world.

Students will undertake a geographical inquiry to examine Australia’s unique environments with a focus on sustainability and our coastal management processes. Students will then further their historical knowledge of Australia’s military history post WWII focusing on how significant events have shaped Australia’s global identity socially and politically. Through investigation students will be exposed to content drawn from the senior humanities subjects of Economics, Legal Studies, Geography, Modern and Ancient History and skills essential to subjects across the curriculum.

COURSE STRUCTURE
Students will undertake studies in both Geography and History.
The history units investigate:
- Australia’s involvement in WWII and the impact of the war on Australia and the wider world.
- how human rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.
- the development of the global influence during the 20th Century.

The geographical study includes:
- how environmental challenges will affect their future lives and how geography contributes to the study and management of those challenges.
- examination of the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.

ASSESSMENT TECHNIQUES
Each semester will have a combination of two or three of the following:
- Short response test
- Response to stimulus – essay
- Inquiry based research task

SPECIAL REQUIREMENTS
Excursions are a component of this program and may therefore incur associated costs.
Pathways for Maths Education

Junior Secondary

ELOs

Numeracy/Maths

Year 10

Foundation Mathematics

Prevocational Maths

Mathematics

Maths A

Extension Mathematics

Maths B

Science Physics Unit

Maths C

Year 11/12
FOUNDATION MATHEMATICS

Core Subject (Numeracy Short Course)  CODE: MAF (Semester 2)

COURSE OVERVIEW
The Foundation Mathematics course is designed to assist students in obtaining essential maths skills for use in the real world. All maths courses have a focus of working, thinking and reasoning mathematically. Foundation Mathematics has the additional focus of developing real life numeracy skills.

Foundation Mathematics is suitable for students who have a (C) Sound level of achievement or lower in Semester 1 Mathematics.

This course is suitable for students who need support in their maths learning. The Semester 2 focus is on attaining the minimum numeracy standard for QCE and contributes one (1) point towards the QCE.

COURSE STRUCTURE
Revision and consolidation of concepts within the three strands:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

The units of work will enhance strategies to assist with numeracy.

COURSE PATHWAYS
These pathways will be offered within a block of time with an option of negotiating movement based on performance and resourcing.
- Prevocational Mathematics

ASSESSMENT TECHNIQUES
- Assignments
- Problem solving exercises
- Written exams

SPECIAL REQUIREMENTS
Students must have a scientific calculator.

There may be some degree of flexibility to enable students to move to different levels of maths through administration consultation and placement availability.

Laptops will be used in this course. It is compulsory for students choosing this subject to attend every lesson with a laptop. For minimum laptop requirements, refer to the document "Laptops at Chancellor State College" under Related links on the College website.

https://channellorsc.eq.edu.au/Extracurricular/Computerandinternet/Pages/Computerandinternet.aspx
MATHEMATICS

Core Subject   CODE: MAT

COURSE OVERVIEW
The Mathematics course is designed to enable students to develop and extend their basic mathematical concepts so that they can move to Maths A in Year 11 and 12.

All maths courses have a focus on thinking, reasoning and working mathematically. Mathematics has the additional focus of enhancing real life numeracy skills, whilst overlapping with both Extension Mathematics and Foundation Mathematics.

Mathematics is suitable for students who have a majority of C levels of achievement in Year 9 Maths.

COURSE STRUCTURE
The course will prepare students for studying senior mathematics and includes content from across the three strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Eight units will be covered over four terms:

- Pythagoras and Trigonometry
- Chance
- Linear Relationships
- Patterns and Algebra
- Data Representation
- Money and Financial Maths
- Linear Relationships – Simultaneous Equations

COURSE PATHWAYS
These pathways will be offered within a block of time with an option of negotiating movement based on performance and resourcing.

- Extension Mathematics
- Foundation Maths

ASSESSMENT TECHNIQUES
- Assignments
- Problem solving exercises
- Written exams

SPECIAL REQUIREMENTS
Students must have a scientific calculator.

There may be some degree of flexibility to enable students to move to different levels of maths through administration consultation and placement availability.

Laptops will be used in this course. It is compulsory for students choosing this subject to attend every lesson with a laptop. For minimum laptop requirements, refer to the document “Laptops at Chancellor State College” under Related links on the College website. [link]

https://chancellorsc.eq.edu.au/Extracurricular/Computerandinternet/Pages/Computerandinternet.aspx
EXTENSION MATHEMATICS

Core Subject   CODE: MAX

COURSE OVERVIEW
The Extension Mathematics course is designed to encourage students exploring mathematical concepts which are further developed in Maths B & C. All maths courses have a focus on thinking, reasoning and working mathematically. Extension Mathematics has the additional focus of enhancing real life numeracy skills. Extension Mathematics is suitable for students who have a majority of B or A levels of achievement in Year 9 Maths.

COURSE STRUCTURE
The course will prepare students for studying senior mathematics and includes content from across the three strands.
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability
Eight units will be covered over four terms:
- Pythagoras and Trigonometry
- Chance and Probability
- Linear and Non-linear Relationships
- Patterns and Algebra
- Data Representation and Interpretation
- Measurement and Deductive Reasoning
- Money and Financial Maths – Logarithms
- Linear Inequalities and Simultaneous Equations

COURSE PATHWAYS
These pathways will be offered within a block of time with an option of negotiating movement based on performance and resourcing.
- Mathematics
- Extension Mathematics
- Foundation Maths

ASSESSMENT TECHNIQUES
- Assignments
- Problem solving exercises
- Written exams

SPECIAL REQUIREMENTS
Students must have a scientific calculator.
There may be some degree of flexibility to enable students to move to different levels of maths through administration consultation and placement availability.

Laptops will be used in this course. It is compulsory for students choosing this subject to attend every lesson with a laptop. For minimum laptop requirements, refer to the document “Laptops at Chancellor State College” under Related links on the College website.
https://chancellorsc.eq.edu.au/Extracurricular/Computerandinternet/Pages/Computerandinternet.aspx
Pathways for Science Education

**Year 10**

- Science Foundation*
- Science
- Engineering Technology
- plus Extension Mathematics

**Year 11 & 12**

- Marine Science
- Biology
- Chemistry
- Physics
- Engineering Technology
- ILEs – Integrated Learning: Engineering

*Science Foundation students may select Marine Science, Biology and/or Chemistry through negotiation with Administration staff.
SCIENCE FOUNDATION
Core Subject  CODE: SCF

COURSE OVERVIEW
The Science course is for students who may not pursue science beyond Year 10, but contains essential life-long learning that comes from working and thinking scientifically. Science Core is appropriate for students who achieved (C) Sound level of achievement or lower in Year 9 Science.

COURSE STRUCTURE
This course includes four units:
1. Biology: Reproduction and inheritance
2. Chemistry: Chemical reactions and rates of change
3. Physics: The laws of motion and energy
4. Earth and Space Science: Global systems and features of the universe

ASSESSMENT TECHNIQUES
- EEIs – Extended Experimental Investigations/Assignments
- Written tests
- Practical tests

SPECIAL REQUIREMENTS
This course may involve excursions that will incur additional costs.
SCIENCE
Core Subject  CODE: SCI

COURSE OVERVIEW
Science is for students who are interested in and have an aptitude for science. The course will aim to extend and challenge students in the more rigorous sciences of Biology, Chemistry, Physics and Earth Science (marine focus), and give students an insight into the Senior courses of study (preparing).
Science is for students who have a majority of B or A levels of achievement in Year 9 Science.

COURSE STRUCTURE
Units will be semester structured and based around:
1. Biology: Genetics and reproduction
2. Chemistry: Periodic table, types of reactions and rates of change
3. Physics: Linear motion and Newton’s laws of motion
4. Earth Science: Earth cycles (marine focus) and astronomy

COURSE PATHWAYS
These pathways will be offered within a block of time with an option of negotiating movement based on performance and resourcing.
- Marine Science
- Biology
- Chemistry
- Physics

ASSESSMENT TECHNIQUES
- EEIs – Extended Experimental Investigations/Assignments
- Written tests
- Practical tests
- Report writing

SPECIAL REQUIREMENTS
Scientific calculator essential. This course may involve excursions that will incur additional costs.
BUSINESS STUDIES
Elective Subject CODE: BST

COURSE OVERVIEW
The Business Studies program will offer students the opportunity to experience the Year 11 and 12 subjects of Business Communications Technology, Accounting, Economics and Legal Studies.

COURSE STRUCTURE
This course will offer students the opportunity to gain a range of skills and experiences in the following areas:
- Business enterprise
- Introductory accounting principles and processes
- Economics principles and processes
- Introductory legal studies

ASSESSMENT TECHNIQUES
- Assignments
- Exams
- Presentation
- Projects

POSSIBLE CAREER PATHWAYS/OPTIONS
Further Study Opportunities

TAFE
- Certificate in Business / Finance
- Diploma in Business / Finance

University
Degrees:
- Finance
- Commerce
- Business (Communication)
- Economics
- Law
- International Business
Graduate Certificate:
- Business Administration
- Communication

SPECIAL REQUIREMENTS
Laptops will be used in this course. It is compulsory for students choosing this subject to attend every lesson with a laptop. For minimum laptop requirements, refer to the document "Laptops at Chancellor State College" under Related links on the College website.
https://chancellorsc.eq.edu.au/Extracurricular/Computerandinternet/Pages/Computerandinternet.aspx
ENGINEERING AND GRAPHICS

Elective Subject  CODE: EAG

ENGINEERING COURSE OVERVIEW (one semester)
Engineering is an introductory subject that prepares students for study/careers in the field of Engineering. This subject provides an opportunity for students to gain an understanding of the underlying concepts and principles of Engineering across several areas. Engineering Technology is concerned with the concepts relating to the study of materials, engineering mechanics and their applications, control systems, industry and society. This subject draws upon the fundamental principles of science and technology to provide an exciting and engaging transition from theory to practice.

COURSE STRUCTURE
Students are exposed to the following fields of study in preparation for continued study in Year 11 and 12
- Technology, Industry and Society
- Engineering Materials
- Engineering Mechanics
- Control Systems

ASSESSMENT TECHNIQUES
Assessment techniques may include short written response items, extended written response tasks, objective items, practical applications, responses to stimulus materials, projects/assignments and non-written presentations.

POSSIBLE CAREER PATHWAYS/OPTIONS
Possible Careers/Pathways include but are not limited to:
- ILEs program (University study in Year 11 and 12)
- Civil and Mechanical Engineering Degree at USC
- Other associated Engineering Degrees
- Computer Aided Drafting and Machining
- Electronics/Robotics/Pneumatic Control
  and many more...

SPECIAL REQUIREMENTS
Students studying Year 10 Engineering Technology will form a team for the Science and Engineering Challenge that is held annually at the University of the Sunshine Coast. There is no cost to the students for this challenge. It is advised that students willing to study Engineering Technology have a good understanding of mathematical theories/applications and innovative thinking towards design challenges. Excursions may be part of this course, and hence incur an associated cost.
ENGINEERING AND GRAPHICS

Elective Subject  CODE: EAG

GRAPHICS COURSE OVERVIEW (one semester)
Graphics involves the study of visual communication as a structured discipline. The course provides the opportunity for the students to read, analyse, interpret, evaluate and produce drawings, signs and symbols across a range of real world contexts.

COURSE STRUCTURE
In Year 10, the course will based on introducing the students to the conceptual and manipulation skills necessary in supporting contextual units on:
• Design
• Research
• Production
• Presentation

ASSESSMENT TECHNIQUES
Presentation of computer based tasks, completion of workbooks and written tasks.

POSSIBLE CAREER PATHWAYS/OPTIONS
Further Study Opportunities
• Building and construction
• Apprenticeships
• Computer based design
• Production design
• Engineering
• Architecture

SPECIAL REQUIREMENTS
Students are required to supply their own drafting equipment. Students will be required to save digital copies of their work on their own USB.
FINANCE AND BUSINESS

Elective Subject    CODE: VFB

COURSE OVERVIEW
The Finance and Business program will offer students the opportunity to attain competency in the nationally recognised qualifications – Certificate I in Business and Certificate I in Financial Services.

DURATION
Two semesters

COURSE STRUCTURE
This course will offer students the opportunity to gain a range of skills and experiences in the following areas:
- Business communication
- Computer operations
- Business operations
- Finance literacy

Stand-alone qualifications within the Finance and Business Program:
- Certificate I in Business
- Certificate I in Financial Services

Information about the Certificate I in Business and Certificate I in Financial Services can be found on the following page.

ASSESSMENT TECHNIQUES
- Assignments
- Computer tasks
- Projects

POSSIBLE CAREER PATHWAYS/OPTIONS
Further Study Opportunities
TAFE
- Certificate in Business / Finance
- Diploma in Business / Finance

University
Degrees:
- Finance
- Commerce
- Business (Communication)

SPECIAL REQUIREMENTS
Laptops will be used in this course. It is compulsory for students choosing this subject to attend every lesson with a laptop. For minimum laptop requirements, refer to the document “Laptops at Chancellor State College” under Related links on the College website.
https://chancellorsc.eq.edu.au/Extracurricular/Computerandinternet/Pages/Computerandinternet.aspx

Disclaimer: “The College must have certain teachers and equipment to run this course. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements.”
CERTIFICATE I IN BUSINESS

QUALIFICATION: BSB10115 CERTIFICATE I IN BUSINESS

COURSE OVERVIEW
The Certificate I is a stand-alone qualification that allows individuals to develop basic business skills and knowledge to prepare for work. Students will participate in a scenario based project completing a range of tasks under close supervision.

COURSE UNITS
<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBITU102</td>
<td>Develop keyboard skills</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
</tr>
<tr>
<td>BSBITU202</td>
<td>Create and use spreadsheets</td>
</tr>
<tr>
<td>BSBITU101</td>
<td>Operate a personal computer</td>
</tr>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>BSBSSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

ASSESSMENT TECHNIQUES
The emphasis in this subject is on completing tasks in a competent manner. Assessment will be delivered using a variety of techniques:
- Project
- Practical Activities
- Computing Tasks
- Folio of Collected Evidence of Competency

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

CAREER OPPORTUNITIES & PATHWAYS
Articulation into: BSB20115 Certificate II in Business
BSB30115 Certificate III in Business

Other specific financial qualifications are 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 II in Business should be undertaken.

CERTIFICATE I IN FINANCIAL SERVICES

QUALIFICATION: FNS10115 CERTIFICATE I IN FINANCIAL SERVICES

COURSE OVERVIEW
The Certificate I is a stand-alone qualification and is designed to facilitate an understanding of the Australian financial services marketplace and personal financial situations. The purpose of this qualification is to meet the needs of identified gaps in nationwide financial literacy.

COURSE UNITS
<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNSFLT201</td>
<td>Develop and use a personal budget</td>
</tr>
<tr>
<td>FNSFLT202</td>
<td>Develop and use a savings plan</td>
</tr>
<tr>
<td>FNSFLT203</td>
<td>Develop knowledge of debt and consumer credit</td>
</tr>
<tr>
<td>FNSFLT204</td>
<td>Develop knowledge of superannuation</td>
</tr>
<tr>
<td>FNSFLT205</td>
<td>Develop knowledge of the Australian financial system and markets</td>
</tr>
<tr>
<td>FNSFLT206</td>
<td>Develop knowledge of taxation</td>
</tr>
</tbody>
</table>

ASSESSMENT TECHNIQUES
The emphasis in this subject is on completing tasks in a competent manner. Assessment will be delivered using a variety of techniques:
- Written and Practical tasks
- Computing Tasks
- Demonstrations observed by the teacher
- Web based activities
- Folio of Collected Evidence of Competency

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

CAREER OPPORTUNITIES & PATHWAYS
Articulation into: FNS20115 Certificate II in Financial Services
FNS30115 Certificate III in Financial Services

Other specific financial qualifications are 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 III in Financial Services should be undertaken.
FOOTBALL ACADEMY PROGRAM

Elective Subject   CODE: FDP

COURSE OVERVIEW
This course will provide an opportunity for students to further their skills in, and knowledge about all aspects of Football and Futsal. Students will work towards attaining various qualifications to further their development and enhance their employment opportunities within football (eg. Level 1 Community Coaching Principles, Grassroots Football Coaching, Level 0 Football Referee, Level 3 Futsal Referee). The course is designed to prepare students for Senior Physical Education and the Senior Football / Futsal Academy Program. Students involved in the program will trial to represent the College at various tournaments such as the Sunshine Coast Futsal Titles, Schools Premier League, Bill Turner Cup, QLD Champion of Champions Futsal, Sunshine Coast Opens Football.

Application forms and up-to-date information can be found on the College website.

COURSE STRUCTURE
Students will engage in technical, tactical, mental and physical training in Football and Futsal, along with the theory and practical aspects of working towards attaining the above mentioned qualifications.

ASSESSMENT TECHNIQUES
Practical assessment (training, competitive games and as a coach/ referee), written assessment, video analysis/ creation, evaluation of personal/ team/ opposition skills and strategies.

POSSIBLE CAREER PATHWAYS/OPTIONS
Further Study Opportunities
- Cert III in Fitness (offered at Chancellor State College in Year 11)
- Cert III in Sport and Recreation (offered at Chancellor State College in Year 11)

TAFE
- Diploma in Sport Coaching

University
Degrees:
- Sport and Exercise Science

SPECIAL REQUIREMENTS
Students need to be committed to a program that includes activities both within and outside of school hours. Entry into the Football Academy Program is by application only. Additional costs will include uniforms, qualifications, competitions, season fees and specialist visitor coaches.
HEALTH AND NUTRITION

Elective Subject  CODE: HNU

COURSE OVERVIEW
This course will provide an opportunity for students to experience subject matter from the Year 11/12 subject Health Education. This course is recommended for students who are interested in learning about various health issues in the community. The subject investigates the factors in modern society that can have a positive or negative impact on health. Strategies are explored and implemented to help reduce the negative influences on health and promote positive health choices. Please note that this course does not include the study of anatomy and biological science. It is recommended that students have a good standard in English for this subject.

COURSE STRUCTURE
Students will investigate health issues that affect themselves, their peers and members of the wider community. They will conduct research and gain an understanding of various health issues. As individuals and in small groups, students plan and implement strategies to help improve the health of people in our community. They then evaluate the strategies implemented and comment on their effectiveness.

ASSESSMENT TECHNIQUES
Research assignments, oral presentations, stimulus response essays, video presentations, exams and community health promotion activities.

POSSIBLE CAREER PATHWAYS/OPTIONS
Further Study Opportunities
TAFE
• Certificate III in Health Administration
• Certificate III in Allied Health Assistance
• Diploma in Nursing

University
Degrees:
• Arts (Mental Health Studies)
• Applied Science
• Nursing
• Social Work
• Health Studies and Promotion
• Dietetics

SPECIAL REQUIREMENTS
Students need to be committed to research and writing tasks as well as the implementation of health promotion activities in the school community.
HEALTH AND PHYSICAL EDUCATION

Elective Subject  CODE: HPE

COURSE OVERVIEW
This course will provide an opportunity for students to experience subject matter from Senior Physical Education, Certificate III in Fitness, and Certificate III in Sport and Recreation. All of these senior subjects involve students learning in, about and through physical activity. This course is recommended for students who are interested in learning about physical activity and the complex interrelationships between motor learning and psychological, biomechanical, physiological and sociological factors that influence individual and team physical performances, together with the wider social attitudes to, and understandings of physical activity.

COURSE STRUCTURE
Students will experience skill acquisition in a range of specific sports. They may also look at impacts of training, influence of the media, psychology, energy systems and their requirements, coaching skills, motor learning and first aid skills.

ASSESSMENT TECHNIQUES
Research assignments, oral presentations, stimulus responses, exams, research tasks, essays, physical/skill performance and non-written presentations.

POSSIBLE CAREER PATHWAYS/OPTIONS
Further Study Opportunities
TAFE
Certificate II, Certificate III, Certificate IV and Diplomas in:
• Sport and Recreation
• Sport Coaching
• Aquatics
• Community Activities
• Fitness
• Sport Trainer
• Sport Development

University
Degrees:
• Science
• Applied Science
• Physiotherapy
• Dietetics
• Exercise Science

SPECIAL REQUIREMENTS
Students need to be committed to both physical and theory based involvement in this course of instruction.
CERTIFICATE I IN HOSPITALITY
Vocational Education & Training  Code: VHP

QUALIFICATION: SIT10213 CERTIFICATE I IN HOSPITALITY

COURSE OVERVIEW
This qualification provides the general skills and knowledge related to employment within the hospitality industry. Students will learn to understand the industry’s basic workplace culture and practices, whilst developing skills, processes and attitudes crucial for making valid decisions about future career paths.

DURATION
One year

COURSE STRUCTURE

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITXCCS101</td>
<td>Provide information and assistance</td>
</tr>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
</tr>
<tr>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
</tr>
<tr>
<td>SITXCOM101</td>
<td>Source and present information</td>
</tr>
<tr>
<td>TLI1005A</td>
<td>Carry out basic workplace calculations</td>
</tr>
</tbody>
</table>

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

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

POSSIBLE CAREER PATHWAYS/OPTIONS
Further Study Opportunities

- Certificate II in Hospitality
- Certificate III in Hospitality

SPECIAL REQUIREMENTS
For practical food preparation, students will be required to supply cookery requirements (ingredients once a term).

Disclaimer: "The College must have certain teachers and equipment to run this course. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements."
INDUSTRIAL SKILLS

Elective Subject  CODE: ITN

COURSE OVERVIEW
This course aims to provide students with the opportunity to develop a knowledge, understanding and appreciation of materials, equipment, processes and work methods relating to Industrial Technology and skills. This subject will lead into a Senior course that further develops the skills required for working in related industries.

COURSE STRUCTURE
Industrial Skills is a practical subject that focuses on skill development. These skills will allow students to progress easily into Year 11 or 12 subjects. In Year 10 the course involves the production of projects in a variety of materials, including wood, metal and plastics.

Integrated within this study, students will learn about:
- Safety
- Workshop technology
- Project planning and design

ASSESSMENT TECHNIQUES
Presentation of practical tasks, observation of workshop skills (eg safety), completion of workbooks and written tasks.

POSSIBLE CAREER PATHWAYS/OPTIONS
Further Study Opportunities
Certificate Courses in
- Building and construction
- Furnishing
- Engineering
- Apprenticeships

SPECIAL REQUIREMENTS
SAFETY: Due to workshop safety requirements, students MUST wear the following items: safety glasses, leather shoes, apron, cap or hair net and, when necessary, a dust mask and ear protection. Students MUST also make a commitment to safe working practices.
INDUSTRIAL TECHNOLOGY AND DESIGN

Elective Subject  CODE: ITD

COURSE OVERVIEW
Technology and Design is an introduction to the Senior course of Technical Studies. Technology and Design provides students with opportunities to develop skills in product design and manufacturing. These are used in the skill stream fields of industrial design, built environment, engineering and manufacturing. To design products requires knowledge and understanding of the materials, construction techniques, finishing, machining and manufacturing processes that contribute to a given output. The student’s studies in Technology and Design will translate into the application of practical outcomes.

COURSE STRUCTURE
Students will engage in the design and manufacture of products. For example:
- Working with different products
- Machining processes
Further students will be exposed to learning experiences linked to the Senior course of Graphics. These will be contextualised units, eg Production Graphics.

ASSESSMENT TECHNIQUES
Theory tests, project folios, assignment tasks.

POSSIBLE CAREER PATHWAYS/OPTIONS
Further Study Opportunities
TAFE
- Associate Diploma in Engineering
- Architectural Construction
- Trades (Metal and Construction)
- Design Courses
- Cabinet Making
- Pattern Maker
University
Degrees:
- Architecture
- Engineering
- Teaching
- Built Environment
- Pre Vocational Courses

SPECIAL REQUIREMENTS
SAFETY: Due to workshop safety requirements, students MUST wear the following items: safety glasses, leather shoes, apron, cap or hair net and, when necessary, a dust mask and ear protection. Students MUST also make a commitment to safe working practices.
ITALIAN
Elective Subject CODE: ITL

COURSE OVERVIEW
In Year 10 the Italian course is designed to build on students past learning experiences from Years 7, 8 and 9. Students’ learning is enhanced through a sophisticated, multimodal Online Language Program developed by native speakers, which allows countless opportunities to further language development. This course examines written language through texts such as letters, magazines and e-mail with Italian exchange students. Emphasis is placed on listening to native speakers through audio letters and commentaries, watching excerpts from Italian media, speaking in role plays and through recorded messages to Italian students.

COURSE STRUCTURE
The topics studied across the year include:

Semester One
- Feeling unwell
- Living and working in Italy
- Celebrations

Semester Two
- School in Australia vs. School in Italy
- Future goals
- Travel Italia

ASSESSMENT TECHNIQUES
Given the nature of the course students will be assessed in four areas:
- Speaking
- Writing
- Reading
- Listening

POSSIBLE CAREER PATHWAYS/OPTIONS
Further Study Opportunities

University
Degrees:
- Linguistics
- International Business
- International Law
- Commerce/Economics
- Education
- Tourism

SPECIAL REQUIREMENTS
Due to the accumulated knowledge that language learning requires, it is recommended that students have studied Italian in earlier years. However, special consideration to entry at this time may sometimes be given in consultation with student and parents.
CARE    COURTESY    COOPERATION    CHALLENGE    COMMITMENT

JAPANESE
COURSE OVERVIEW
The Year 10 Japanese course is designed to build on students past learning experiences from Years 7, 8 and 9. This course involves the study of the written language through letters, magazines and texts, and e-mails with Japanese exchange students. Emphasis is placed on listening to native speakers through the use of audio letters and commentaries, watching excerpts from Japanese media and speaking in role plays and through recorded messages to Japanese students. The use of Japanese realia (real items sourced from Japan) is an integral part of this course.

COURSE STRUCTURE
The topics studied across the year include:

 Semester One
• Getting around town
• Feeling unwell
• Celebrations

 Semester Two
• Tour of Japan
• Food and Dining
• Media

ASSESSMENT TECHNIQUES
Given the nature of the course students will be assessed in four areas:
• Speaking
• Writing
• Reading
• Listening

POSSIBLE CAREER PATHWAYS/OPTIONS
Further Study Opportunities
University
Degrees:
• Linguistics
• International Business
• International Law
• Commerce/Economics
• Education
• Tourism

There are currently several Degree courses at Griffith University for students studying double degrees in for example, International Trade and Japanese, Law and Japanese, Engineering and Japanese.

SPECIAL REQUIREMENTS
Due to the extensive use of script (hiragana, katakana and kanji) it is expected that students will have prior Japanese learning. However, special consideration to entry at this time may sometimes be given in consultation with student and parents.
MEDIA ARTS AND ICT

Elective Subject  CODE: MAI

ICT COURSE OVERVIEW (one semester)
The ICT program will introduce students to elements of the Year 11 and 12 subject of Information Technology Systems. Students are also provided with the opportunity to reach competency in the nationally recognised qualification – Certificate I in Information, Digital Media and Technology and Certificate I in Business.

COURSE STRUCTURE
This semester includes:
- Developing client based multi-media applications and implementing IT solutions in client linked settings
- Creation, manipulation, storage, retrieval and communication of information

Stand-alone qualifications within the ICT program:
- Certificate I in Information, Digital Media and Technology

Information about the Certificate I in Information, Digital Media and Technology can be found on the following page.

ASSESSMENT TECHNIQUES
- Project work
- Written tasks
- Examination and competency assessment

MEDIA ARTS COURSE OVERVIEW (one semester)
Media informs, entertains and educates through powerful images, words and sounds. It presents constructions of reality that require systematic study and analysis. The aim of Media Studies is to improve a variety of skills including visual literacy, critical thinking and interpersonal communication. Media Studies aims to give students a basic understanding of the process of creating a video, the skills to operate a video camera and the ability to edit film using computer software. This subject is a foundation for future Film, Television and New Media studies. Students will further enhance their understanding of media through the three key organisers: Constructing (designing media), Producing (making media) and Responding (critically appreciating and analysing media).

COURSE STRUCTURE
Codes and Conventions of Film
In this unit students will be introduced to the codes and conventions of film making. Students will focus on the Music Video Genre. This semester includes:
- Responding: Read film and discuss film conventions such as shot type, lighting, SFX, costume and make-up
- Constructing: Plan and construct a storyboard for shooting
- Producing: Produce a music video in a group

ASSESSMENT TECHNIQUES
Film analysis essay, storyboard, music video film

POSSIBLE CAREER PATHWAYS/OPTIONS
There are many courses and opportunities to study ICT and Film Television and New Media at institutions such as TAFE, universities and film schools at locations all over Australia and Overseas.

SPECIAL REQUIREMENTS
Students need to bring a USB stick to every lesson in order save files and complete homework.
Laptops will be used in this course. It is compulsory for students choosing this subject to attend every lesson with a laptop. For minimum laptop requirements, refer to the document “Laptops at Chancellor State College” under Related links on the College website.

https://chancellorsc.eq.edu.au/Extracurricular/Computerandinternet/Pages/Computerandinternet.aspx

Disclaimer: "The College must have certain teachers and equipment to run this course. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements."
MEDIA ARTS AND ICT

Elective Subject   CODE: MAI

CERTIFICATE I IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY COURSE OVERVIEW
(one semester)

QUALIFICATION: ICT10115 CERTIFICATE I IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

COURSE OVERVIEW

http://training.gov.au – Please refer to the training.gov.au website for specific information about the qualification. The Certificate I is a standalone qualification that allows individuals to develop basic ICT skills and knowledge to prepare for work. Students work through a range of tasks in a project based scenario.

DURATION

One term

COURSE UNITS

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICTICT101</td>
<td>Operate a personal computer</td>
</tr>
<tr>
<td>ICTICT102</td>
<td>Operate word processing applications</td>
</tr>
<tr>
<td>ICTICT103</td>
<td>Use, communicate and search securely on the internet</td>
</tr>
<tr>
<td>ICTICT104</td>
<td>Use digital devices</td>
</tr>
<tr>
<td>ICTICT105</td>
<td>Operate spreadsheet applications</td>
</tr>
<tr>
<td>ICTICT106</td>
<td>Operate presentation packages</td>
</tr>
</tbody>
</table>

ASSESSMENT TECHNIQUES

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

- Project
- Computing Tasks
- Folio of Collected Evidence of Competency

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

CAREER OPPORTUNITIES AND PATHWAYS

Articulation into: ICT30111 Certificate III in Information, Digital Media and Technology

ICT40111 Certificate IV in Information, Digital Media and Technology

Employment outcomes are limited and individuals are strongly advised that in order to meet the entry-level requirements of this industry, the Certificate III in Information, Digital Media and Technology should be undertaken.
MUSIC
Elective Subject  CODE: MUS

COURSE OVERVIEW
Students with an aptitude for Music should consider the study of Classroom Music (in combination with the Instrumental Music Program and/or private tuition) to develop skills embedded in the three major dimensions: Musicology, Performance and Composition. The development of these skills is essential when considering a pathway in Music.

COURSE STRUCTURE
Classroom Music is a pre-requisite for tertiary studies and offers the following opportunities:
- performing for a live audience as a soloist or ensemble
- developing performance skills as a soloist or ensemble
- developing performance relationships with other students - creating an ensemble (band/duo/trio), accompanying other students
- developing composition skills and techniques to create original works
- using music technology when composing
- studying characteristics of a variety of styles and genres of music to inform both Composition and Performance
- recording performances in the classroom and studio
- workshops with guest artists
- viewing professional live performances
A career in Music can encompass Marketing/Promotion, Business Management, Media, Education, Health, Sound Engineering and Technology.

ASSESSMENT TECHNIQUES
Composition, Performance and Musicology.

POSSIBLE CAREER PATHWAYS/OPTIONS
Further Study Opportunities
- Senior Music (Year 11 and 12)
- Music Extension (Year 12)
- Diploma of Music
- Diploma of Audio Engineering & Sound Production
- Bachelor of Music Technology
- Bachelor of Music – Composition
- Bachelor of Music – Performance
- Bachelor of Musical Theatre
- Bachelor of Popular Music

SPECIAL REQUIREMENTS
It is recommended that students have a software program available for Composition i.e. Sibelius, Garage Band.
- Senior Music is a prerequisite for entry in tertiary institutions, TAFE and academies.
PERFORMANCE ARTS: DANCE AND DRAMA

Elective Subject  CODE: PAD

DANCE COURSE OVERVIEW (one semester)

Year 10 Dance is a preparatory program designed to provide a link between ELO or external dance programs and Senior Dance studies including the Certificate III in Dance delivered in conjunction with the Australian Dance Institute on our campus. The course will focus on three main areas – Choreography, Performance and Appreciation – through a range of historical, geographical and cultural contexts. The course will also provide exposure to Australian Dance Vision syllabus in preparation for Senior Dance studies and Certificate III in Dance.

COURSE STRUCTURE

Will include a selection of some of the following dance genres:
- Dance of Popular Youth Culture
- Pioneers of Contemporary Dance
- Indigenous Dance
- Musical theatre
- Dance within the Community and Small Production Development
- Introduction to Jazz technique
- Hip Hop, Commercial Jazz
- Transition level – Contemporary and Lyrical Dance

ASSESSMENT TECHNIQUES

Students will be equally assessed across three dimensions: Performance, Choreography and Appreciation. Tasks include live performance, analytical assignments, oral presentations, practical choreography tasks, group performances. Students will have the option to be formally externally assessed by the Australian Dance Institute to ensure prerequisites are met for entry into the Certificate III in Dance.

CAREER OPPORTUNITIES & PATHWAYS

TAFE
- Cert III Creative Industries Pathways
- Cert III Dance (Year 11 and 12 at Chancellor State College)
- Cert III and IV Indigenous Australian Dance
- Cert IV Art (Dance Performance)
- Cert IV Live production, theatre and events
- Diploma of Art (Dance and Musical Theatre)

Universities

Degrees:
- Bachelor of Performing Arts
- Bachelor of Creative Industries
- Bachelor of Fine Arts

SPECIAL REQUIREMENTS

Students will need to wear appropriate clothing for practical sessions – dance pants and sports shirts. Students require dance blacks for performance assessment, consisting of a black fitted t-shirt (hip length) and 3/4 length black tights.

Due to the practical nature of dance, students may be required to attend live performances and workshops in and out of school. Students will therefore be required to meet the costs of these performances or visiting artists.

Previous dance experience desirable but not necessary.
PERFORMANCE ARTS: DANCE AND DRAMA

Elective Subject   CODE: PAD

DRAMA COURSE OVERVIEW (one semester)
The focus of Drama is to provide students with the opportunity to perform within a wide range of public arenas, while developing skills in effective communication, team building, voice, movement and character interpretation. Drama is a creative subject that focuses on creating, performing and analysing/evaluating drama.

COURSE STRUCTURE
Will include a selection of the following:
- Realism
- Comedy
- Australian Drama
- Community Theatre
- Public Performance

ASSESSMENT TECHNIQUES
Practical and written assessment items combining the general objectives of ‘Forming’ – making drama, ‘Presenting’ – acting drama and ‘Responding’ – analysing and understanding drama. Students will be required to perform their assessment for the audiences throughout the course.
- Play building
- Script writing
- Individual and group performance
- Theatre analysis

POSSIBLE CAREER PATHWAYS/OPTIONS
Further Study Opportunities
TAFE
- Diploma in Performing Arts, Theatre Acting, Screen
- NIDA, The Actor’s Workshop

University
Degrees:
- Performing Arts
- Applied Theatre
- Creative Industries (Drama/Education)
- Fine Arts (Acting)
- Theatre Arts, Theatre

Certificate:
- Theatre Production

SPECIAL REQUIREMENTS
Due to the practical nature of drama, students may be required to attend live performances in and out of school. Students will therefore be required to meet the costs of these performances or visiting artists. Students may be required to purchase drama blacks, consisting of a black shirt and pants for performances and productions.
TOUCH FOOTBALL ACADEMY PROGRAM

Elective Subject    CODE: TDP

COURSE OVERVIEW
This course will provide an opportunity for students to further their skills in, and knowledge about all aspects of Touch Football. Students will work towards attaining various qualifications aimed at developing their skills and enhancing employment opportunities within Touch Football (e.g. Community Coaching Principles, Referee Certification – various levels, Grassroots and Introductory Coaching certification). The course is also designed to prepare students for Physical Education and Touch Football in the Senior School.

Students involved in the program will represent Chancellor State College in a variety of competitions including the Open Divisions at Kawana Touch Association, Sunshine Coast All Schools, Queensland All Schools and Qld School Touch League.

Athletes committed to developing their skill level, establishing high levels of fitness and contributing to the positive culture of the academy should consider applying for this course. Application forms and up-to-date information can be found on the College website.

COURSE STRUCTURE
Students will engage in practical and theory based lessons and will work towards achieving the above mentioned qualifications.

ASSESSMENT TECHNIQUES
Practical Assessment (in training, competition and as a beginning coach and referee), written assignments and exams, video analysis, goal setting, evaluation and reflection.

POSSIBLE CAREER PATHWAYS/OPTIONS
Further Study Opportunities
- Cert III in Fitness (offered at Chancellor State College in Year 11)
- Cert III in Sport and Recreation (offered at Chancellor State College in Year 11)

TAFE
- Cert III in Sport Coaching

University
Degrees:
- Sport and Exercise Science

SPECIAL REQUIREMENTS
Students need to be committed to a program that includes activities both within and outside of school hours.
Entry into the Touch Football Academy Program is by application only. Additional costs will include uniforms, qualifications, competitions, season fees and specialist visitor coaches.
CERTIFICATE I IN VISUAL ART

Vocational Education & Training   CODE: VVT

QUALIFICATION: CUA10315 CERTIFICATE I IN VISUAL ARTS

DURATION
One or two years depending upon student timetable.

COURSE OVERVIEW
This unit provides students with the opportunity to develop the necessary skills in a range of Fine Art disciplines such as painting, drawing, printmaking, sculpture, fibre arts, ceramics, installation, jewellery smithing, and performance. This unit could focus on one or more of the disciplines.

COURSE UNITS

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>CUAACD101</td>
<td>Use Basic Drawing Techniques</td>
</tr>
<tr>
<td>CUAPPRI101</td>
<td>Use ideas and techniques to develop creative work</td>
</tr>
<tr>
<td>CUAER201</td>
<td>Develop ceramic skills</td>
</tr>
<tr>
<td>CUAPRI201</td>
<td>Develop printmaking skills</td>
</tr>
<tr>
<td>CUALLN201</td>
<td>Use basic measuring and calculating skills</td>
</tr>
</tbody>
</table>

ASSESSMENT TECHNIQUES
An assessment technique is a strategy for assessing student work and forms part of an assessment instrument. Techniques include: teacher observation, checklist, peer assessment and self-assessment, student-teacher consultation, improvisation, short responses (written or oral), demonstrations, performances, presentations.

SPECIAL REQUIREMENTS
VET programs, whether delivered by schools or other institutions, should include quality work placement for a number of reasons. Therefore, it is strongly recommended that students are given the opportunity for work placement: the equivalent of 10 days for Certificate I level and 20 days for Certificate II level. This could include part-time, paid or unpaid work.

CAREER OPPORTUNITIES & PATHWAYS
Certificate II in Visual Arts
Certificate III in Visual Arts
Certificate IV Visual Arts

Disclaimer: “The College must have certain teachers and equipment to run this course. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements.”
Brisbane School of Distance Education

The following course options are available in 2017:

- Certificate I in Access to Vocational Pathways: $196 per student
- Certificate II in Skills for Work & Vocational Pathways: $285 per student
- Certificate I in Information, Digital Media & Technology: $195 per student
- Certificate I in Business: $195 per student
- Certificate II in Business: $435 per student
- Certificate III in Business: $555 per student
- Certificate III in Accounts Administration: $515 per student

The annual school fee payable is $1000 per certificate.

**BENEFITS TO STUDENTS**
- Timetabled online lessons
- Delivered by Qualified Teachers specialising in the field they deliver
- Points towards QCE
- Pathways for transition to work and further study
- Practical applications of training via simulated environment and work placement

**BENEFITS TO SCHOOLS**
- Data management and tracking plus banking of results held by BSDE
- RTO compliance held by BSDE
- Points towards QCE
- Run through your schools timetable
- Your school holds the HR which is compliant through BSDE

For more detailed information, please email VET@brisbanesde.eq.edu.au

Date Published: 29/07/2016
Correct at time of publication but subject to change.