2017
Year 11 / 12
Senior Secondary
OP Pathways Selection Handbook
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:

- 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.

All students in Years 11 and 12 have the opportunity to be eligible for an Overall Position (OP) or a QTAC Selection Rank. Students who wish to be OP eligible must sit the Queensland Core Skills Tests (QCS) Test. Chancellor State College delivers an intensive 18 month preparation program that provides specialist lessons to prepare students for the rigours of the writing task, short response and multiple choice papers.

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

PETER KELLY  
Executive Principal

BRIAN PARR  
Principal Secondary Campus

DAVID THOMSON  
Deputy Principal Senior School
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Academy Offerings in the Senior School

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

### EMPLOYMENT

- □ Future Skills Pathway

### TERTIARY STUDY

- □ Overall Position Pathway (OP 1 – 10)

### The Queensland Certificate of Education

- □ 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 IV Fitness (8 QCE Credits and Tertiary Entrance Rank of 68).

#### 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.

### 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 □ ILPU – Integrated Learning in Drama, Design, Chemistry, Business, Biology and/or Engineering □ School Based Apprenticeships and Traineeships □ Stand Alone VET Courses (Cert I – IV) □ Development Programs in Futsal and Touch Football □ Individually Negotiated Options
Senior Pathway Offerings

1. All students MUST study English and at least one Mathematics option. The choice of English and Mathematics courses is determined by your Year 10 results and also QTAC course prerequisites.

2. All students will then study four other elective subjects chosen from courses on offer from each of the Academies or an alternative provider (eg. Virtual Schooling Service). In selecting these subjects students need to refer to the guidelines provided throughout this booklet.

3. At Chancellor State College students are offered the following choice of subject types:

**AUTHORITY SUBJECTS** – These subjects follow a Queensland Curriculum and Assessment Authority Syllabus. A minimum of 20 semester units of these subjects is needed for a student to be eligible for an Overall Position (OP) and tertiary entrance. Twelve of these semester units must come from three subjects studied for 4 consecutive semesters. These subjects can provide credit towards the Queensland Certificate of Education (QCE).

Education Queensland’s [Virtual Schooling Service](#) and Distance Education Schools give our students access to a range of Authority subjects that may only attract small numbers of senior students. This unique learning environment enables us to expand and individualise the courses of study for senior students.

**AUTHORITY REGISTERED SUBJECTS** – These subjects are accredited by the Queensland Curriculum and Assessment Authority and can provide credit towards the Queensland Certificate of Education (QCE). They do not contribute towards OP calculations but can contribute towards obtaining a selection rank from QTAC.

**UNIVERSITY COURSES** – These are tertiary courses offered by various universities. Students are able to select from a range of user pays courses that the university makes available to students. There are strict entrance conditions and this study option must be made through application with the Guidance Officer on an individual basis. Examples of university programs that Year 11 and 12 students can access include Headstart at the University of the Sunshine Coast, Start Uni Now (SUN) at Central Queensland University and the Enhanced Studies Program (ESP) (Year 12 only) at the University of Queensland. Students who are looking to study Sciences can also take advantage of the Dual Accreditation that Chancellor State College and USC have had sanctioned by the Queensland Curriculum and Assessment Authority. Our Biology program includes an option for students to complete a semester of study at USC and have this result used in final OP calculations. This is an option that is currently not available at any other Secondary School in Queensland. Further options for Dual accreditation are still being explored as this handbook goes to print.

**VOCATIONAL EDUCATION AND TRAINING OPTIONS** – Nationally recognised Certificates that allow students to demonstrate competency in a range of industry recognised units. Chancellor State College has a range of certificate courses under its own scope of registration and partners with other RTO’s to deliver a range of others. These are clearly identified in the individual course information.

**SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS** – A formal vocational education training pathway. Further information is provided on the next page.

NOTE: Changes to courses studied at the end of the semester 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 resources and student demand. The school administration in consultation with students and parents may consider alternate learning arrangements though Distance Education, The Virtual Schooling Service or other educational providers depending on negotiated student needs.
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.

It is possible that upon successful completion of Year 12, you may 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 credits towards 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 caregivers 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
Choosing Senior Pathways

It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school.
NB. Students must meet prerequisites to be eligible to continue studying respective subjects.

**Overall Plan**
As an overall plan, it is suggested that you choose subjects:
- You enjoy
- In which you have achieved good results
- Which reflect your interests and abilities
- Which help you reach your career and employment goals
- Which will develop skills, knowledge and attitudes useful throughout your life.
These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

**Guidelines**

1. **Find out about occupational pathways.** It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present then select subjects that will keep several career options open to you. Our Guidance Officer will be able to assist you. The following resources are available in our school and give you information about occupations and the subjects and courses needed to gain entry to these occupations.
   - Australia’s National Career Information Service, called *myfuture*, can be accessed at: [www.myfuture.edu.au](http://www.myfuture.edu.au)
   - The *Jobguide* book which can also be accessed from the Jobguide website at: [http://jobguide.deewr.gov.au/](http://jobguide.deewr.gov.au/)
   - Brochures from industry groups provide information on the various pathways to jobs within these industries
   - The *QTAC Guide* is useful for information on tertiary courses offered through QTAC.
   - The *Tertiary Prerequisites 2017* book, provided by QTAC to all Year 10 students, provides information on subjects required for entry to tertiary courses offered through QTAC in the year 2017
   - *Pathways to Further Education and Training* is a handout which provides general information about the Australian Qualifications Framework. Ask the Guidance Officer for this handout
   - *Tertiary entry: Internal Year 12 students without OPs* is a handout that is available from the QTAC website at [www.qtac.edu.au](http://www.qtac.edu.au) It explains how students who are not eligible for an Overall Position (OP) can gain entry to tertiary courses through QTAC via a Selection Rank.
   - School Career Software including Career Voyage (licenced program available at CSC only)

2. **Find out about the subjects offered by our school.** We offer the following types of subjects:

**AUTHORITY SUBJECTS**
- These subjects, approved by the Queensland Curriculum and Assessment Authority (QCAA), are offered statewide in Queensland Secondary Schools and Colleges and are used in the calculation of OPs and Selection Ranks. Some Authority Subjects have accredited vocational education modules embedded in them.
- Students who do not achieve Sound Achievement or better in a Year 10 subject may find related Authority Subjects in Year 11 and 12 difficult.
- Your OP is dependent on how well you achieve in your subjects. You need to choose subjects in which you have the best chance of doing well and which you will enjoy.
- Contribute to a QLD Certificate of Education (QCE) if the required standard is achieved.

**AUTHORITY-REGISTERED SUBJECTS**
- Authority-Registered Subjects are those based on QCAA developed Study Area Specifications. They are not used in the calculation of an OP but may be used in the calculation of a tertiary Selection Rank.
- Authority-Registered Subjects emphasise practical skills and knowledge relevant to specific industries.
- Contribute to a QCE if the required standard is achieved.
VOCATIONAL EDUCATION AND TRAINING (VET)

- Student achievement in accredited vocational education units of competency is based on industry-endorsed competency standards and this may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to courses at TAFE institutes and other registered training organisations.
- Contributes to a QCE if the required standard is achieved.

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.

3. **Read and think carefully about subjects.** Take these steps to ensure you understand the content and requirements of each subject:
   - Read subject descriptions and course outlines in this booklet (also available on-line).
   - Talk to Heads of Departments and teachers of each subject.
   - Look at books and materials used in the subject.
   - Listen carefully at pathways selection talks.
   - Talk to students who are already studying the subject (even if another school).
   - Fully understand the requirements of the subject assignments, exams, trips, camps etc.

4. **Choose a combination of subjects that suit your needs and abilities.**

VOCATIONAL EDUCATION

Consider taking vocational education and training courses if:
- The subject relates to or could provide a pathway to a job that attracts you.
- Success in the subject may give you advanced standing (credit) in a higher-level course in which you are interested.
- You are interested in the subject and think you would enjoy studying it, while you gain skills.

TERTIARY ENTRANCE

- If you wish to study degree or diploma courses at university or TAFE after Year 12
- Ensure you select the prerequisite subjects required for your preferred courses. These are listed in QTAC Tertiary Prerequisites 2017.
- Most students gain entry to university on the basis of an OP. To be eligible for an OP, in the four semesters in Year 11 and 12 you must:
  - complete 20 semester units of Authority Subjects (the equivalent of 5 subjects)
  - study at least three subjects which remain unchanged throughout Years 11 and 12
  - sit for the Queensland Core Skills Test over two days in Term 3 of Year 12
- A small number of Year 12 students who are ineligible for an OP gain entry to tertiary courses on the basis of a QTAC Selection Rank (see the Guidance Officers for specific details)

Most of these students apply for diploma and advanced diploma courses.

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

You may have an opportunity to complete Year 12 and begin an apprenticeship or traineeship while you are still at school.

*For full details please refer to the School-Based Traineeships and Apprenticeships section on Page 6 of this handbook or contact our traineeship coordinator on 5453 3222.*

5. **Be prepared to ask for help.**

If you and your parents are still uncertain about the combination of subjects you have chosen, check again with some of the many people available to talk to - teachers, Heads of Departments, Guidance Officers, Deputy Principals and Principals. Don't be afraid to seek their assistance. They are all prepared to help.

Adapted from Curriculum Strategy Branch Education Queensland April 2004 document, “Choosing Senior Subjects”.

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CARE    COURTESY    COOPERATION    CHALLENGE    COMMITMENT

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Process of Senior Pathways Selection

1. Students will receive a Pathways Financial Commitment Form and key information.
2. Students. This will be completed at home and 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 returned by the due date indicated on the form to the Administration office. These forms will be numbered and signed upon receipt at the office. (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.

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.
Prerequisites for Year 11 and 12 Subjects

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

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<th>OP SUBJECT</th>
<th>PREREQUISITE</th>
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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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<tr>
<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 (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+) High 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>
</tr>
<tr>
<td>INTEGRATED LEARNING PATHWAYS</td>
<td>Successful application only.</td>
</tr>
<tr>
<td>ITALIAN</td>
<td>Minimum of a (C) Sound Level of Achievement in Year 10 Italian.</td>
</tr>
<tr>
<td>JAPANESE</td>
<td>Minimum of a (C) Sound Level of Achievement in Year 10 Japanese.</td>
</tr>
<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>
</tr>
<tr>
<td>MATHEMATICS A</td>
<td>Minimum of a (C) Sound Level of Achievement in Year 10 Mathematics.</td>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<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>TECHNOLOGY STUDIES</td>
<td>Minimum of a (B) High Level of Achievement in Year 10 ITD. Minimum of a (C) Sound Level of Achievement in Year 10 English.</td>
</tr>
<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>
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<tr>
<th>NON-OP SUBJECT</th>
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<tr>
<td>ENGLISH COMMUNICATION</td>
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<tr>
<td>PREVOCATIONAL MATHEMATICS</td>
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<td>CERTIFICATE I IN BUSINESS BSB10115</td>
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<td>CERTIFICATE II IN BUSINESS BSB20115</td>
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<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>
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<tr>
<td>CERTIFICATE I IN ENGINEERING PATHWAYS MEM20413</td>
<td>Minimum of a (C) Sound Level of Achievement in Year 10 Industrial Skills.</td>
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<tr>
<td>CERTIFICATE I IN FINANCIAL SERVICES FNS10115</td>
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<tr>
<td>CERTIFICATE III IN FITNESS SIS30313</td>
<td>Successful application only.</td>
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<tr>
<td>CERTIFICATE IV IN FITNESS SIS40210</td>
<td>Completion of Certificate III in Fitness.</td>
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<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>
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<td>CERTIFICATE I IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY ICT10115</td>
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<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>
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<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>
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<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/Futsal and Touch Football Academy classes by application only.</td>
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<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>
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<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>
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<tr>
<td>CERTIFICATE III IN VISUAL ARTS CUA31115</td>
<td>Completion of Certificate II in Visual Arts preferred.</td>
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NB – Students who fail to meet the minimum prerequisites will need to request entry into subject via a formal request in writing to the Campus Principal.
ACCOUNTING

Authority Subject  CODE: ACC

COURSE OVERVIEW
Accounting is designed for students in the senior phase of learning who have a special interest in business studies and in the management of financial resources. The course is designed not only to provide a foundation in the discipline of accounting, but also to prepare students for further education, training and employment.

The study of accounting enables students to understand the processes involved in generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for planning, control and effective decision making. Students are provided with opportunities to develop skills in managing financial resources which can be applied at a personal level and in the business environment. Students are encouraged to think logically, to apply accounting principles in a consistent and effective manner, and to become independent learners.

The changing processes of accounting practice are recognised, especially with respect to the development and use of new information and communication technologies (ICTs). Students will use information technology to enable them to apply the accounting process in business. Completion of this course should enable students to participate more effectively and responsibly in a changing business environment.

COURSE STRUCTURE
The accounting procedures taught are consistent with the practices of professional bodies. During the course, students will study:

- Principles of double-entry accounting
- Preparation of accounting records and reports to show cash flow, statements of performance and statements of financial position
- Use of technologies relevant to the preparation of accounting records and reports – accounting packages and spreadsheets
- Control of the major financial elements of a business – cash, credit transactions, inventories and non-current assets
- Analysis and interpretation of reports in order to make decisions and evaluate performance
- Skills involved in personal financing and investing

The study of Accounting is of benefit to students because it:

- Provides a foundation in the discipline of accounting
- Promotes the development of numeracy, effective communication and logical reasoning
- Introduces students to relevant technologies
- Enables students to participate more effectively and responsibly in a changing business environment
- Provides information useful to individuals in the management of their personal financial affairs
- Assists students to appreciate the necessity for accuracy and the presentation of high-quality work
- Prepares students for further education, training and employment

The learning experiences often present students with realistic accounting situations and encourage them to develop their knowledge and skills and express opinions about accounting issues.

ASSESSMENT TECHNIQUES
Students will be assessed by a variety of written tests and computer based assignments.

The three criteria assessed in this course are:

- Knowledge and procedural practices
- Interpretation and evaluation
- Applied practical processes

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](https://chancellorsc.eq.edu.au/Extracurricular/ComputerandInternet/Pages/ComputerandInternet.aspx)
ANCIENT HISTORY
Authority Subject  CODE: AHS

COURSE OVERVIEW
Ancient History is a fascinating area of study, rich in wonderful stories of human endeavour, achievement and disaster. The history of humankind from the very earliest times is part of everyone’s heritage and the study of the subject of Ancient History ensures that this heritage is not lost. Through studying Ancient History, students should be more ready to cope with the present and influence the future.

COURSE STRUCTURE
Over the two year course of study, students undertake a study of themes, these are:
- Studies of archaeology
- A study of pharaonic power in Egypt
- Changing practices in society and government in the Greek World
- Studies of the Roman republic and the impact of war and expansion
- An independent research study focussing on the achievements and developments of human diversity in History

Historical study is based on Inquiry: What happened? Why did it happen? Why did it happen then? In each study, students will identify an historical event or problem, investigate it and make judgements about it. Students will critically evaluate and comment on both primary and secondary sources (eg. diaries, letters, artefacts) and secondary sources (eg. texts, audiovisual and computer software) and will be encouraged and given the opportunity, to use computers in their study.

ASSESSMENT TECHNIQUES
In each semester, students must complete a combination of the following assessment items:
- one essay test (unseen question)
- one objective short answer test
- one multi-model task
- one response to stimulus test
- one research assignment (written and / or spoken)
- Not all of these are assessed in each semester.

SPECIAL REQUIREMENTS
It is recommended that students studying Ancient History in Years 11 and 12 achieve a minimum of a high Sound (C+) level of achievement in Year 10 Humanities and English.
BIOLOGICAL SCIENCE

Authority Subject  CODE: BSC

COURSE OVERVIEW

Biological Science is the study of the natural systems of the living world. Biologists study the many different kinds of plants and animals and their interactions with their environment. They also study the internal working of animals and plants. Biological Science provides students with an understanding of the ways scientists approach the problems of the living world, and the processes of science which lead to the discovery of new knowledge.

The general objectives are to develop:
- An understanding of Biology
- Investigation in Biology
- Evaluation of Biological issues

COURSE STRUCTURE

- The Australian environment
- Characteristics and requirements of living things
- Diversity of life
- Features of animals
- Ecosystems and environmental studies
- Effects of humans on the environment
- Physiology of animals and humans
- Cells, their structure
- Plant structure and function
- Physiology of plants
- Reproductive processes in plants and animals
- Heredity and genetics
- Evolution and natural selection
- Science and society

ASSESSMENT TECHNIQUES

- Extended Experimental Investigations
- Written Tasks
- Extended Response Tasks
- Field Studies

SPECIAL REQUIREMENTS

Students entering this course would have achieved a minimum of C in Science in Year 10. Scientific Calculator essential. Excursions and field work are an integral part of this course.
BUSINESS COMMUNICATION & TECHNOLOGIES

Authority Subject  CODE: BCT

COURSE OVERVIEW
Business Communication and Technologies (BCT) offers students opportunities to engage in and understand a range of business administrative practices through real-life situations and simulations. The course is designed to provide a foundation in the study of business and to prepare students for further education, training and employment. Business Communication and Technologies fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society.

COURSE STRUCTURE
Business Communication and Technologies encompasses theoretical and practical aspects of business in contexts students will encounter throughout their lives. The underpinning practices of Business Communication and Business Technologies are integral to all business relationships and dealings, and shape the development of students’ knowledge and skills.

Topics of study include:
- Business environments
- Managing people
- Industrial relations
- International business
- Workplace health, safety and sustainability
- Organisation and work teams
- Managing workplace information
- Social media
- Events administration

ASSESSMENT TECHNIQUES
Students are assessed against standards described in terms of:
- Knowing and understanding business
- Investigating business issues
- Evaluating business decisions

A wide range of assessment techniques is used including objective and short response items, structured and open-ended response items, response to stimulus materials, research and project work, oral presentations and the procedural applications associated with the recording of business procedures and financial transactions.

SPECIAL REQUIREMENTS
Excursions may be negotiated within the two year program which will incur additional costs. 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
CHEMISTRY
Authority Subject  CODE: CHM

COURSE OVERVIEW
Senior Chemistry provides a fundamental understanding of the materials around us and why they behave as they do. It involves the study of why and how different materials react as well as the properties of different groups of chemicals. It also provides a sound basis for further studies in Chemistry. Chemistry covers many fields.

The general objectives are to develop:
- Knowledge and Conceptual Understanding
- Investigative Processes
- Evaluating and Concluding
- Attitudes and Values

COURSE STRUCTURE
- Basic concepts and common elements
- Solids, liquids and gases
- Solutions
- Chemical calculations
- Atomic structure and electronic configuration
- Chemical bonding
- Acids, bases and salts
- Precipitation reactions
- Volumetric analysis
- Oxidation and reduction reactions
- Compounds of carbon
- Energy – Chemical aspects
- Analytical Chemistry
- Rate of reaction and chemical equilibrium
- Periodic table and survey of elements
- The gas laws

ASSESSMENT TECHNIQUES
- Extended Experimental Investigations
- Written Tasks
- Extended Response Tasks

SPECIAL REQUIREMENTS
Students entering this course would have achieved a minimum of High (B) in Science in Year 10.
Scientific Calculator essential.
DRAMA

Authority Subject  CODE: DRA

COURSE OVERVIEW

Senior drama is based on a two year uninterrupted course beginning in Year 11. Drama offers a wide range of experiences that allow students the opportunity to develop skills in communication, voice, movement, character interpretation, analysis and performance techniques. A major focus is public performance as students are required to perform live twice per year. Each year level has the opportunity to view live theatre as part of both assessment and to gain an appreciation and understanding of theatre and how it works.

Drama is a highly creative subject that focuses on forming drama, performing drama, and analysing drama.

COURSE STRUCTURE

Will include the study of:
- Comedy / Commedia dell Arte
- Australian Drama
- Realism
- Greek and Shakespearean Tragedy
- 20th Century Theatre
- World Theatre
- Auditioning

ASSESSMENT TECHNIQUES

Both Years 11 and 12 consist of 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

SPECIAL REQUIREMENTS

Due to the practical nature of drama, students will be required to attend live professional performances in and out of school (approx 1 per term). Students will therefore be required to meet these additional costs of performances or visiting artists. Total cost will be varied, depending on availability and location of performances.

Students may be required to purchase drama blacks, consisting of a black shirt and pants for performances and productions.
ECONOMICS
Authority Subject  CODE: ECN

COURSE OVERVIEW
A sound grasp of economics enables students to understand the changes in the Australian and International economies. It provides students with the basics of political and civic decision making. Economics is the study of the allocation of scarce resources to meet demands. For example students will examine how personal spending affects supply and demand and market forces. This spending affects government decisions regarding budgets, policies and international trade. Economic literacy helps citizens to understand and to make informed decisions on a wide variety of economic issues of local, state, national and international significance.
Successful students of Economics are much sought after in the business and financial workplace, with this field being a major growth industry of the new millennium.
Over the two year course of study, students will cover topics such as:
- The general nature of Economics and economic problem of what, how and for whom to produce.
- The Australian labour market, employment and unemployment, the social and economic effects of labour policies.
- How governments implement economic policies.
- International economics, trade relations and the connection between domestic and external sectors of the economy.
Because of the ever-changing nature of world and national economics, students will be exposed to the latest information in the media and Internet. The study of economics is based on the inquiry approach. This requires students to identify a problem or issue, analyse, determine costs and benefits and work towards solutions and suitable outcomes. In order to analyse the latest data with regards to economic growth and development, computer use is an important resource for students of Economics.

COURSE STRUCTURE
Semester 1: Markets and Models
- Population
Semester 2: Contemporary Micro-Economic Issues
- Share Market
Semester 3: Contemporary Macro-Economic Issues
- Distribution of Income and Wealth
Semester 4: International Economics
- Globalisation and Trade

ASSESSMENT TECHNIQUES
Each semester will have a combination of 2-3 of the following:
- Short response test
- Response to stimulus test – essay
- Extended written response
- Inquiry based / investigative reports
- Non written response eg. oral, interactive debate, seminar, documentary

SPECIAL REQUIREMENTS
It is recommended that students studying Economics in Years 11 and 12 achieve a minimum of a high Sound (C+) level of achievement in Year 10 Humanities and English.
ENGINEERING TECHNOLOGY

Authority Subject  CODE: EGT

COURSE OVERVIEW
Engineering Technology is a course of study that provides an opportunity for students to gain an understanding of the underlying concepts and principles of engineering in its broadest sense. It is concerned with those concepts related to the study of materials, engineering mechanics and its applications, control systems, industry and society. Engineering communication is integrated throughout. The course draws upon the fundamental principles of science and technology, encouraging a positive interest in the translation of theory into practice.

The general objectives are to develop:
- Knowledge and Application
- Investigation and Analytical Processes
- Evaluation and Technical Communication

COURSE STRUCTURE
The subject is structured so that students cover the following prescribed areas of study and their associated study topics:
- Technology, Industry and Society
- Engineering Materials
- Engineering Mechanics
- Control Systems

ASSESSMENT TECHNIQUES
Assessment techniques used may include short written response items, extended written response tasks, objective items, practical application items, responses to stimulus materials, project work and assignments. Non-written presentations such as data show or multimedia presentations, seminar presentations, debates, mock interviews, radio/TV news reports may also be employed.

SPECIAL REQUIREMENTS
Students entering this course would have achieved a minimum of C in Science and Extension Mathematics in Year 10. USC Dual accreditation and/or Headstart courses may be aligned with this course for students to enhance their learning in this area.
ENGLISH

Authority Subject   CODE: ENG

COURSE OVERVIEW
In a world where we are witnessing rapid cultural, economic and technological changes, the study of English prepares students to become active and competent global citizens. Increasing social diversity, the globalisation of economics, cultures and work places, as well as new information and communication technologies, are placing increasingly complex demands on citizens to be multi-literate.

By studying written, visual and spoken texts, and by learning and using written and spoken language, students develop their capacities as literate members of society. At senior level, English involves the systematic study of language to build understanding of texts, language and literacy as social practice.

COURSE STRUCTURE
During their study of English, students learn to manipulate language in a range of contexts and for a range of audiences and purposes. The Senior English program incorporates the objectives of the Senior English Syllabus which include:

- Understanding and responding to contexts (understanding how texts are structured and organised for particular purposes)
- Understanding and controlling textual features (controlling textual features, including spelling and grammar)
- Making and evaluating meaning (analysing, evaluating and producing texts to demonstrate how and why meaning is created)

Year 11 Units Include:
- 21st Century Urban Discourses – “How do hypermedia texts shape studies?”
- Contemporary Australian Film and Fiction – “How does the rest of the world see us?”
- Media Watching – “How does the media represent young people?”
- Literature and Ideology – “How do we learn about how others see the world?”

Year 12 Units Include:
- Examining the Media – “How is reality constructed?”
- World Novels – “How is the rest of our world represented?”
- The Classics – “Is Shakespeare still contemporary?”
- Biographies – “Where have I been, Where am I going?”

ASSESSMENT TECHNIQUES
- Written tasks
- Oral tasks
- Written examinations

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

Information is gathered over a two-year period through a process of continuous assessment that is both formative and summative. Results are recorded and profiled in folio format to provide information for certification at exit.

SPECIAL REQUIREMENTS
It is expected that students studying English in Years 11 and 12 achieved a minimum of a Sound level of Achievement in Year 10 English.
CARE    COURTESY    COOPERATION    CHALLENGE    COMMITMENT

ENGLISH COMMUNICATION

Authority Registered Subject   CODE: ENC

COURSE OVERVIEW

English Communication is focused on developing and improving communication skills that students need to function effectively in the contexts of work, community and leisure. Learning experiences allow students to develop their interpersonal skills and to acquire specific knowledge and skills related to further training and employment. English Communication is an Authority Registered subject and thus cannot be used to calculate an OP at the completion of Year 12.

COURSE STRUCTURE

All units in English Communication incorporate one or more of the main components: work, community or leisure, and can establish a basis for students’ further learning as well as developing essential communication skills to enhance employment opportunities.

Students undertake a range of activities relating to work, personal and community life, utilising spoken, written and visual texts and other sources to develop their capacity to learn. The basis of this course is practical with an emphasis on the use of ICTs.

A unit of work on Workplace Communication, for example, would aim to focus on:
- presenting information
- job seeking skills
- surviving in the real world
- communication in the workplace

Across the two years, units of study may include:
- Web page construction – resume or personal interest
- Work portfolio, job interview, workplace documents, issues
- Promote a charity
- Lobbying campaign – social justice / environmental issue
- Electronic – on-line games panel review
- Tourism – on-line brochure / publication
- The Travel Agent – organising an overseas holiday
- Digital Publisher – school magazine
- Small Business Proposal
- Moving Out – folio / budgeting
- Schoolies survival pack – awareness raising

ASSESSMENT TECHNIQUES

- Written tasks
- Oral tasks
- Written examinations

NB: written and oral tasks must both be completed to a satisfactory standard

SPECIAL REQUIREMENTS

Nil
FILM, TELEVISION AND NEW MEDIA

Authority Subject   CODE: FTM

COURSE OVERVIEW

Senior Film, Television and New Media is based on a two year uninterrupted course beginning in Year 11. Students study the design, production and critique of products by using five key concepts that operate in the contexts of production and use. These key concepts are:

Technologies: the tools and associated processes that are used to create meaning to moving-image media production and use.

Representations: constructions of people, places, events and emotions that are applied to create meaning in moving-image media production and use.

Audiences: individuals and groups of people for whom moving-image products are made, and who make meanings when they use these products.

Institutions: the organisations and people whose operational processes and practices enable or constrain moving-image media production and use.

Languages: systems of signs and symbols organised through codes and conventions to create meaning in moving-image media production and use.

COURSE STRUCTURE

Film, Television and New Media is a mixture of creativity and technology and focuses on design, production and critique. Students, for example, could:

- Explore a range of products and contexts such as historical and contemporary, Australian and international, commercial and non-commercial, independent and mainstream, established media and new media
- Make productions for real audiences, such as a local or school audience, an audience associated with a film festival or competition or an online audience for their products
- Interact with guest speakers from industry or online
- Take part in excursions to cinemas, film, TV and animation studios
- Discuss, analyse and evaluate concepts and ideas
- Complete a storyboard based on a film script/screenplay identifying different shots, angles, composition, timing and transitions
- Design a product for two different audiences, e.g., alternative, mainstream, fringe, resistant, niche, minority, youth, local, global
- Investigate how community standards, decisions about public funding, and political decisions affect production and use
- Compare the social and cultural conventions used in creating meaning in products made in two different countries
- Use editing technologies to manipulate and juxtapose images produced by others to create various meanings and critique these
- Make a product that incorporates the principles for successful interactivity
- Plan and organise for production
- Work effectively in groups
- Solve technical and other problems

ASSESSMENT TECHNIQUES

Both Years 11 and 12 consist of practical and written assessment.

Design for products include: using oral and written treatments, character outlines, level descriptions (for video games), screen shots for websites or video games, character images, three-columns scripts, film script/screenplay, shooting script/shot list, storyboard.

Productions (whole or part) include: whole or sequence of a video, animation, video game, whole or segment of camera footage, editing, soundtrack, advertisement

Critiques include: extended writing (such as analytical essay, research assignment, report, feature article), oral presentation (such as interview, report, seminar, debate, voiceover on a production, director’s commentary), moving-image media format.

SPECIAL REQUIREMENTS

It is expected that students have achieved a minimum of a Sound level of Achievement in Year 10 English.
GEOGRAPHY

Authority Subject  CODE: GEG

COURSE OVERVIEW
Senior Geography leads to a vast number of career opportunities and is a valuable medium for the education of young people. The content, cognitive processes and skills taught in Geography are central to our understanding of the dynamic processes continually shaping our world, globally, nationally, regionally and locally. The values promoted in Geography are critical to making decisions that mutually benefit the world, its peoples’ needs and our dynamic environment.

COURSE STRUCTURE
Learning in Geography takes place in a variety of settings, including the classroom, computer labs, school environments, the local community as well as a variety of physical and social environments in the field. Fieldwork enables students to develop skills in the field and make connections between “the real world” and the classroom.

In each semester, studies will involve global, regional and local issues.

Semester 1: Managing the Natural Environment
This theme focuses on the relationship of people with the natural environment.
Units of study include: Responding to Natural Hazards and Managing Local River Catchments. Students will conduct a field study of a local river.

Semester 2: People and Development
This theme focuses on variations in living conditions here and around the world and the factors that underlie the differences.
Units of study include: Feeding the World’s People and The Geography of Disease.

Semester 3: Resource and the Environment
This theme focuses on issues related to human use of an reliance on the environment.
Units of study include: Managing the World’s Resources and Living with Climate Change. Students will attend a field trip to Fraser Island.

Semester 4: Social Environments
This theme examines the sustainability of urban and rural environments (from farm to mega-city) and examines the human profile and structure of settlements.
Units of study include: Connecting People and Places and Sustaining Communities

ASSESSMENT TECHNIQUES
In each semester, students will complete a variety of formal assessment from the following items:
- Short response test
- Practical exercises
- Stimulus-response essay
- Field work report
- Multi-modal or oral presentation

SPECIAL REQUIREMENTS
NOTE: Students undertaking this course are required to participate in field studies in each year of study for the duration of the course.
Year 11 – One day field study excursion
Year 12 – Three day field study excursion to Fraser Island or Moreton Island.
It is recommended that students studying Geography in Years 11 and 12 achieved a minimum of a high Sound level of Achievement (C+) in Year 10 Humanities and English.
GRAPHICS

Authority Subject  CODE: GPH

COURSE OVERVIEW
Graphics involves the study of visual communication as a structured discipline. As a vehicle for communication its application is global and is used to enhance clarity and precision of meaning across technical, social and cultural boundaries. 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. The study of Graphics contributes significantly to the communication, analytical and problem solving skills of students.

COURSE STRUCTURE
Graphic design: Graphic design introduces students to the manipulation, combination and use of shape, colour, imagery, typography and space to create visual solutions for reproduction by any means of visual communication. Graphical products include identity (logos and branding), publications (magazines, webpages, newspapers and books), advertisements, product packaging, maps and charts.
Built environment design: Built environment design introduces students to the areas of architecture, landscape architecture and interior design. It refers to indoor and outdoor spaces that have been structurally changed by human action.
Industrial design: Introduces students to the professional service of creating and developing concepts and specifications that optimise the function, value and appearance of products and systems for the mutual benefit of both user and manufacturer. Industrial design uses a combination of applied art and applied science to improve the aesthetics, utility and usability of a product, which also may improve the product's marketability and production.

ASSESSMENT TECHNIQUES
Two formal tests are conducted and a research project in each contextual unit in both Year 11 and 12. The work completed in Year 11 is formative and provides feedback on the students progress. Year 12 assessment is Summative in nature and contributes directly to their Exit Certificate. Students’ class work and homework is assessed to provide feedback on their knowledge, understanding and skill.

SPECIAL REQUIREMENTS
Additional Resources: Students are required to supply their own drafting equipment. Students will be required to save digital copies of their work on their own USB.
Additional Information: Students will be using a Computer Aided Drafting (CAD) system and manual drafting techniques for production throughout the course of study.
HEALTH EDUCATION

Authority Subject  CODE: HED

COURSE OVERVIEW
Health is a quality of life that is influenced by the interaction between individuals and their sociocultural, physical, political and economic environments. Through the study of Health Education, students develop a belief that through their own personal actions they can achieve better health for themselves and others. Health Education helps students solve problems and make decisions about changes needed for their own health and for the health of their community. Health Education provides an excellent foundation for future careers in health areas such as health promotion, public health administration, nursing, medicine, nutrition and dietetics, occupational health and safety, environmental health and allied health professions.

COURSE STRUCTURE
Health Education is concerned with the development of knowledge and understanding, analytical skills and attitudes and values needed to promote health and to help people reach their health potential. It includes studies of the health impacts resulting from interactions between individuals and their social and physical environments. The subject focuses on a range of health issues through the health promotion frameworks such as the Social Justice Framework and the five action areas of the Ottawa Charter. All issues are examined through all levels of society, including:

- Personal health
- Peer health
- Family health
- Community health
- Health of specific populations

Health issues are studied using an inquiry approach that involves defining and exploring the issues, planning for “socially just” maintenance or change, and reflecting on the issues.

Students will be involved in a wide range of learning experiences to achieve the aims and objectives of the subject, including case studies, excursions, guest speakers, collection and interpretation of newspaper and magazine articles, and various forms of research including the use of technology. Through open discussion and individual or group activities, students will use health information to solve problems and develop strategies for health change and health promotion.

ASSESSMENT TECHNIQUES
A wide range of assessment techniques may be used including integrated presentations, research tasks, essays, non-written presentations and responses to stimuli.

SPECIAL REQUIREMENTS
Students must be proficient in Year 10 English as the Health program has a high literacy requirement (in both critical and mechanical literacy) to complete the course successfully.
INFORMATION TECHNOLOGY SYSTEMS

Authority Subject CODE: ITN

COURSE OVERVIEW
Information Technology Systems seeks to prepare students to meet the rapid change of technology in society and the workforce. It provides students with the opportunity to develop skills for related areas of employment and study. In their studies, students will design, develop and evaluate technology products both individually and in groups. A range of industry standard software packages will be used throughout the course. Information Technology Systems prepares students to cope with, and harness to their advantage, the changes and significant opportunities associated with IT. This subject may lead to employment in such areas as IT support, graphic and multimedia manipulation, or tertiary study in the fields of multimedia design, games design, website design and animation.

COURSE STRUCTURE
Information Technology Systems is delivered to students in four contexts:

- Graphic Design
- Animation and Game Design
- Web Design
- Multimedia

These units include:

**Graphic Design:** Various print media design projects incorporating design principles, page layout, image manipulation and typography.

**Animation and Game Design:** Production of web based animations focussing on animation fundamentals as well as the design, development and evaluation of 2D games.

**Web Design:** Creation of websites using technical skills, web design principles and interface design.

**Multimedia:** Individual project work is the focus of this unit. Students are involved in problem solving to design, develop and evaluate entry level industry standard IT products using advanced features of software.

Every unit is studied and assessed through scenario based projects that reflect the IT industry. This course involves practical tasks as well as comprehensive written tasks. Students are expected to document all products designed and developed through an extensive report process.

ASSESSMENT TECHNIQUES
Students assessment will be in the form of:

- Individual Projects
- Writing Tasks including Design, Develop, Evaluate Reports
- Practical Exercises
- Written Exams

Students are assessed against standards described in terms of:

- Knowledge and communication
- Design and development
- Implementation and evaluation

SPECIAL REQUIREMENTS
ITS has a demanding and constant workload of computer based 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](https://chancellorsc.eq.edu.au/Extracurricular/ComputerandInternet/Pages/ComputerandInternet.aspx)
INTEGRATED LEARNING PATHWAYS

University Subject  CODE: ILE

COURSE OVERVIEW
ILPU is a transition program that gives you the chance to experience university – it allows Year 11 and 12 students to study USC courses, taught by Chancellor State College teachers.

When you enrol in ILPU, you become a university student studying USC undergraduate courses. You undertake independent adult learning, and are responsible for your own attendance and assessment:

- You attend all classes in a local ILPU Hub for your chosen course. Class time varies.
- You will be expected to complete all the assessment items that are a part of your course. These may be written assignments, oral presentations, group projects or exams.

To fit in both university and school studies, it's important to maintain a balance of school work, university work, sport, family commitments and social activities.

ILPU SUPPORT
You are supported throughout your ILPU experience. Your ILPU Coordinator and tutor provide feedback on your progress throughout the semester. Student Life and Learning staff are always on hand if you need assistance. Don't forget that your school is also there to help you balance school and university.

CONTINUING YOUR UNIVERSITY DEGREE
At the end of your ILPU studies you’ll not only have experienced university, but you may also get a jump-start on your university degree before finishing school. Successfully completed ILPU courses can earn credit towards a related USC degree. Credit may also be granted for related degrees at other universities, but this is subject to approval by the other university. If you wish to continue your studies at USC as a Year 12 school-leaver, you apply for your degree through QTAC. You complete a USC credit transfer application, after you have accepted your QTAC offer.

As an ILPU student, you can choose to complete up to four courses. You can only study one course per semester. Depending on your choice of courses, you may study one course in Year 11 and one course in Year 12 or complete both courses in the one year. In order to complete a second course you must receive at least a pass in the first course you study. Passing one ILPU course will give you credit towards a related USC degree and may give you credit towards other university study. Passing two ILPU courses gives you an additional bonus – guaranteed entry to most programs at the University of the Sunshine Coast.*

The benefits of getting the ILPU program include:

- The biggest advantage of ILPU is the preparation for university and experiencing university life. After being an ILPU student, you’ll know how to do assessment pieces, and how to access study support.
- You can broaden your education by selecting USC courses in subject areas not offered by Chancellor State College.
- ILPU can enhance your performance at school, because you learn new academic skills and have access to extra study resources.
- You gain guaranteed entry into most USC programs, if you successfully complete two courses within the ILPU program.*
- Completed university courses can contribute credits towards your QCE. One-semester courses count for 2 credits.^
- Academic credit for ILPU courses can be awarded towards related USC degrees, easing your study load and decreasing the cost of future university studies.

* Students may be required to meet additional entry requirements for programs with high entry cut-offs and/or prerequisites. Students are expected to successfully complete Year 12.
^ The required standard of achievement is a grade of 4 on a 7-point scale, or a Pass grade.

ELIGIBILITY
There are high expectations for ILPU students. Entry into the ILPU program is competitive, and is based on your academic achievements. To be eligible to apply for ILPU you must:

- Be achieving a B-grade average or better in related subjects, and
- Have approval and a positive recommendation from your teachers and Head of Department

The courses on the following page are available at Chancellor State College in 2017.
INTEGRATED LEARNING BUSINESS (ILBUS)

BUS102 Introduction to Economics, Semester 1
This course is a one-semester introductory survey of the three main areas of economics: microeconomics, macroeconomics and international economics.

BUS106 Accounting for Business, Semester 2
This course provides you with a basic understanding of accounting for business decisions. You will learn to analyse financial and non-financial information for the purpose of decision making within the context of a business environment.

INTEGRATED LEARNING CHEMISTRY (ILCHM)

SCI105 Chemistry, Semester 1
This course introduces the basic concepts of general chemistry. The course examines atomic theory, the Periodic Table, types of chemical bonding (ionic and covalent), chemical reactions, oxidation and reduction, chemical thermodynamics, and the properties of gases and liquids.
Prerequisite: Must be studying Chemistry in Year 11 or 12

SET111 Environment, Technology and Sustainability, Semester 2
If you want to change the world, or at least improve it, this is a great place to start. Using a scientific approach to managing the environment and achieving sustainability, you will gain greater understanding of what influences the quality of our environment.

INTEGRATED LEARNING DESIGN (ILDES)

DES101 Visual Literacy: Design Principles and Practice, Semester 1
With an emphasis on design practice and analysis, this studio-based course aims to develop your understanding of the fundamentals of visual language and design principles. The course provides you with a core knowledge base from which you can build visual problem-solving skills and enhance your ability to plan, create and critically evaluate your own image making processes.

DES105 Introduction to Design, Semester 2
A series of lectures and practical design projects are undertaken which combine theoretical, practical and technical skills with an understanding of the broader issues relating to contemporary, past and future trends in graphic design, electronic media design and three dimensional modeling and design.

INTEGRATED LEARNING DRAMA (ILDRA)

CMN104 Introduction to Media and Communication Industries, Semester 1
This course introduces you to various ways of thinking about the media and communications industries, including the significance of ownership structures and the way media content is regulated, monetised and experienced by audiences.

DRA101 Dramatic Languages, Semester 2
Educators, directors, playwrights, performance makers and community arts workers need to understand how to shape and lead engaging learning and artistic experiences for a range of participants. This course provides a foundational platform for the development of performance practice including the selection and sequencing of dramatic conventions to generate meaning.

INTEGRATED LEARNING ENGINEERING (ILENG)

ENG101 Engineering Professional Practice, Semester 1
This course provides you with an introduction to the professional life of an engineer. It will introduce such topics as sustainability, project management and design, ethics, professional attitudes, lifelong learning, work experience report, structure of engineering organisations, teams and teamwork and other areas associate with engineering practice.

SET111 Environment, Technology and Sustainability, Semester 2
If you want to change the world, or at least improve it, this is a great place to start. Using a scientific approach to managing the environment and achieving sustainability, you will gain greater understanding of what influences the quality of our environment.

INTEGRATED LEARNING HEALTH (ILHLTH)

HLT140 Think Health, Semester 1
In this course, you will be challenged to think about health as a key resource for a sustainable future, and your role as a health practitioner to contribute to creating the health of individuals, communities, and whole populations. You will explore the meaning and relevance of science, the health sciences, health determinants, health literacy, community engagement, and an interdisciplinary approach to health by applying your discipline specific perspective to a health scenario community.

PUB102 Environment and Health, Semester 2
In this course you will consider the nature, scope and consequences of global environmental changes within a sustainability context. You will use a complex systems framework to explore the fundamental relationships between these environmental changes and human and ecosystem health.
ITALIAN

Authority Subject   CODE: ITL

COURSE OVERVIEW
The Senior Italian course is designed to build on students past learning experiences. 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.

The Italian curriculum also supports learning in other academic areas, e.g. Geography, History, Science, etc. The study of Italian also enhances the enjoyment and appreciation of Italian culture through literature, art, film and music. Career possibilities for students of Italian exist in teaching, business, foreign affairs and trade, journalism, the professions, and the arts.

COURSE STRUCTURE
The course, designed to be completed over two years, is centred around topics such as:
- Family and Community
- Leisure, Recreation & Human Creativity
- School and Post School Options
- Social Issues

ASSESSMENT TECHNIQUES
Assessment will be taken from the four key macro skills of:
- Reading
- Writing
- Listening
- Speaking

SPECIAL REQUIREMENTS
Students need to spend regular time reviewing subject matter in their own time. This will then form regular, efficient study habits. Usually homework/study will take about 15-20 mins per weeknight.

Due to the nature of the course on offer, it is recommended that students have a minimum of ‘C’ in Year 10 Italian; or some previous exposure to the language.
JAPANESE

Authority Subject  CODE: JAP

COURSE OVERVIEW
The primary aim of second language learning is communication. In Japanese the emphasis is on using highly functional language. Students are encouraged to speak, listen to, read and write Japanese in a variety of functional situations. As more and more Australians are travelling overseas, trade opportunities are expanding and our tourist market is growing, the benefits of learning another language, especially an Asian language, are becoming more apparent. Knowledge of an additional language is therefore likely to increase job opportunities. In addition, acquiring a second language is acknowledged as being beneficial in extending left brain/right brain function. The Japanese curriculum also supports learning in other academic areas, e.g. Geography, History, Science, etc.

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.

COURSE STRUCTURE
The course, designed to be completed over two years, is centred around topics such as:
• Family & Community
• Leisure, Recreation & Human Creativity
• School & Post School Options
• Social Issues

ASSESSMENT TECHNIQUES
Assessment will be taken from the four key macro skills of:
• Reading
• Writing
• Listening
• Speaking

SPECIAL REQUIREMENTS
Students need to spend regular time reviewing subject matter in their own time. This will then form regular, efficient study habits. Usually homework/study will take about 15-20 mins per weeknight.

Due to the nature of the course on offer, it is recommended that students have a minimum of ‘C’ in Year 10 Japanese; or some previous exposure to the language.
LEGAL STUDIES
Authority Subject  CODE: LEG

COURSE OVERVIEW
Legal studies is about developing an understanding of the Australian legal system and how it affects your basic rights, obligations and responsibilities. You will explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes.
By examining factors that have led society to create a legal system, you will develop knowledge and understanding of the frameworks which regulate and shape our society.
You will develop confidence in approaching and accessing the Australian legal system and will develop a better appreciation of the relationship between social and legal structures.

COURSE STRUCTURE
The Legal Studies course enables you to learn through the investigation of legal issues, exploring four core areas of study:
- The Legal System
- Criminal Law
- Introduction to Civil Obligations
- Human Rights
- Civil Wrongs (Torts) and the Law
- Indigenous Australians and the Law
- International Law
- Technology and the Law

ASSESSMENT TECHNIQUES
Assessment in Legal Studies gives you opportunities to apply your legal knowledge and understanding in a variety of situations. You will be given opportunities to communicate this information to audiences through written and spoken modes, or a combination of modes in a multimodal presentation.
In Legal Studies, assessment instruments including extended responses (including an independent inquiry) and examinations. An independent inquiry involves undertaking an independent, self-directed, in-depth investigation of a topical legal issue facing Australian society. Extended responses include responses to research or stimulus materials, such as legal case studies, legislation, essays, articles, speeches or presentations. Examinations may be extended response tests or short response tests, which include short answer responses.
In Year 12, you will be expected to complete at least one independent inquiry, at least one extended response and at least one supervised extended response test, responding to an unseen question.

SPECIAL REQUIREMENTS
Students should have a high level of writing skills, strong research skills and an interest in social issues.
It is recommended that students studying Legal Studies in Years 11 and 12 achieve a minimum of a high Sound (C+) level of achievement in Year 10 Humanities and English.
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
MARINE SCIENCE
Authority Subject  CODE: MRN

COURSE OVERVIEW
Marine Science is a practical science subject that explores marine science concepts, systems and models in relevant contexts. Students look at marine issues and problems by investigating a range of marine environments. Through investigations, they come to see the importance of protecting marine environments and active stewardship of marine environments.

key concepts relate to:
- marine biology
- oceanography
- conservation and sustainability
- marine research skills.

The key concepts of marine biology relate to the different organisms that live in marine environments and how they interact. The key concepts of oceanography relate to the cycling of water, nutrients and pollution through the world’s oceans and how this impacts on climate. Conservation and sustainability key concepts show the ways that human activities impact on marine environments and how negative impacts can be minimised. The key concepts of marine research skills show you how to safely conduct investigations as you explore marine environments from the shore or in the water.

COURSE STRUCTURE
The dimensions for a course of study in this subject are:
- Knowledge and understanding
- Investigation and analysis
- Evaluation and communication.

ASSESSMENT TECHNIQUES
In Marine Science, assessment includes:
- extended response – responses to research or stimulus materials, such as an extended marine investigation report, field report, essay, article, speech or presentation
- examinations – extended response tests or short-response tests.

SPECIAL REQUIREMENTS
Students entering this course would have achieved a minimum of C in Science in Year 10. Excursions and field work are an integral part of this course.
MATHMATICS A

Authority Subject  CODE: MAA

COURSE OVERVIEW
Mathematics A aims to provide the opportunity for students to participate more fully in life-long learning. It involves the study of Financial Mathematics, Applied Geometry, Statistics, and Operations Research.

This subject emphasises the development of positive attitudes towards the student's involvement in Mathematics. This development is encouraged through the use of relevant and life-related learning experiences.

The general objectives are to develop:
- Knowledge and skills of computation, estimation and measurement
- A capacity to interpret and analyse information presented in a variety of forms
- The ability to make judgements based on evidence and reasoning
- A capacity to justify and communicate results in a variety of forms

The assessment criteria will be:
- Knowledge and procedures of Maths
- Modelling and problem solving in Maths
- Communication and justification with Mathematics

With a range of activities varying in application, technology, initiative and complexity.

COURSE STRUCTURE
- Managing Money I and II
- Elements of Applied Geometry
- Linking two and three dimensions
- Data collection and presentation
- Maps and compasses
- Networks and queuing
- Exploring and understanding data

ASSESSMENT TECHNIQUES
- Assignments
- Written exams

SPECIAL REQUIREMENTS
Scientific Calculator and Protractor
Rolling ruler (optional)

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 Page 8 of the document "Laptops at Chancellor State College" under Related links on the College website.

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

Students entering this course would have achieved a minimum of C in Mathematics in Year 10.
MATHEMATICS B

Authority Subject  CODE: MAB

COURSE OVERVIEW
The Mathematics B course is designed to encourage students to develop mathematical potential by studying topics involving exploration, investigation, application of knowledge and skills, problem solving and communication. Students will be encouraged to mathematically model, to work systematically and logically, to conjecture and reflect, and to justify and communicate with and about mathematics.

The general objectives are to develop:
- Knowledge and skills of computation, estimation and measurement
- A capacity to interpret and analyse information presented in a variety of forms
- The ability to make judgements based on evidence and reasoning
- A capacity to justify and communicate results in a variety of forms

The assessment criteria will be:
- Knowledge and procedures of Maths
- Modelling and problem solving in Maths
- Communication and justification with Mathematics

With a range of activities varying in application, technology, initiative and complexity.

COURSE STRUCTURE
- Introduction to functions
- Rates of change
- Optimisation using derivatives
- Introduction to integration
- Periodic functions and applications
- Exponential and logarithmic functions
- Applied statistical analysis

ASSESSMENT TECHNIQUES
- Assignments
- Written exams

SPECIAL REQUIREMENTS
Students are expected to have a graphics calculator for their personal use throughout the year.
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 Page 8 of the document "Laptops at Chancellor State College" under Related links on the College website.
https://chancellor.eq.edu.au/Extracurricular/Computerandinternet/Pages/Computerandinternet.aspx
Students entering this course would have achieved a minimum of B in Extension Mathematics in Year 10.
MATHEMATICS C
Authority Subject CODE: MAC

COURSE OVERVIEW
In Mathematics C, students are given the opportunity to develop their full mathematical potential and extend the knowledge acquired in Mathematics B. They will be encouraged to recognise the dynamic nature of mathematics through problem solving and applications in life-related situations.

The general objectives are to develop:
- Knowledge and skills of computation, estimation and measurement
- A capacity to interpret and analyse information presented in a variety of forms
- The ability to make judgements based on evidence and reasoning
- A capacity to justify and communicate results in a variety of forms

The assessment criteria will be:
- Knowledge and procedures of Maths
- Modelling and problem solving in Maths
- Communication and justification with Mathematics

With a range of activities varying in application, technology, initiative and complexity.

COURSE STRUCTURE
- Introduction to groups
- Real and Complex Number Systems
- Vectors and Applications
- Structures and Patterns
- Calculus, Conics and Dynamics

ASSESSMENT TECHNIQUES
- Assignments
- Written exams

SPECIAL REQUIREMENTS
Students are expected to have a graphics calculator for their personal use throughout the year.

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 Page 8 of the document “Laptops at Chancellor State College” under Related links on the College website.

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

Students entering this course would have achieved a minimum of B in Extension Mathematics in Year 10.
MODERN HISTORY

Authority Subject   CODE: MHS

COURSE OVERVIEW
Modern History is designed to increase student awareness and understanding of why the modern world is the way it is. Students investigate the processes of change and continuity that have shaped today’s world and the roles people have played in the processes. In Modern History understandings are developed through processes of critical inquiry, debate, reflection, evaluation and decision-making processes. Through their studies Modern History students are more ready to cope with the present and influence the future.

COURSE STRUCTURE
Over the two year course of study, students undertake a study of four themes:

- Studies of Conflict
- Studies of Diversity
- Studies of Power
- Studies of Hope

Within each of these four themes, students will undertake a series of inquiry topics. For example, possible inquiry topics relating to studies of conflict may include World War I, the Vietnam War and the Cold War.

Historical study is based on inquiry: what happened? Why did it happen? Why did it happen then? While working through the inquiry process students will critically evaluate and use both primary sources (eg diaries, letters, artefacts) and secondary sources (eg texts, audiovisual and computer software) and will be encouraged and given the opportunity to use computers in their study. Relating events and issues from the past to the modern era is an essential part of this course.

ASSESSMENT TECHNIQUES
Assessment in Modern History is designed to enable students to demonstrate a broad range of abilities, all of which have valuable applications in the adult world. By the end of each semester students will have completed a combination of the following assessment tasks, although not all of these will be assessed in one semester:

- Essay test
- Objective Short Answer test
- Multimodal task
- Response to stimulus test
- Research assignment (written and/or spoken)

SPECIAL REQUIREMENTS
It is recommended that students studying Modern History in Years 11 and 12 achieved a minimum of a high Sound (C+) level of Achievement in Year 10 Humanities and English.
MUSIC

Authority Subject  CODE: MUS

COURSE OVERVIEW
All learning in Senior Music leads to developing students’ musicianship, i.e. the unique set of knowledge, understanding, skills, attitudes and dispositions that allows students to engage in all forms of music making and music interaction. Music is sound, and any experience of music is essentially and fundamentally aural. Students develop their inner hearing, music skills, techniques and artistry when they have opportunities to use their imagination, creativity, personal and social skills in music making.

COURSE STRUCTURE
Composition
Students experiment with sounds, instruments, styles, new media and methods of documenting sound, to create music works. They improvise, trial and refine their music ideas, working with sound in innovative ways to develop their work.

Musicology
Students explore and engage with a variety of music contexts, styles, genres and practices. They identify and investigate characteristics of the music they experience and communicate music ideas.

Performance
Students sing, play, conduct and direct music. They develop practical music skills through exploring, applying and refining solo and/or ensemble performances and apply theoretical understanding, aural awareness and music technology skills when creating or re-creating music works.

ASSESSMENT TECHNIQUES
Composition
Composition or arrangement presented as recorded sound and / or as a score.

Musicology
Extended written response or examination such as essay, journal, report, critique; Multimedia presentations including either live, recorded or written commentary such as webpage, CD-ROM data show presentation; Oral presentations such as interview, viva voce, debate, seminar.

Performance
Solo, ensemble performance, improvisation, conducting on a selected instrument.

SPECIAL REQUIREMENTS
Students must have studied Music in Year 10 and received at least a Sound (C) level of achievement. Students must have received a Sound (C) level of achievement in English. Student must be competent with at least one instrument or voice. An interview will be conducted for those students who have not studied Music in Year 10, and additional documentation must be submitted including the evidence of formal study at another institution or private tuition. Students require access to their own instrument/s beyond those available at school.

It is recommended that students have a software program available for Composition i.e. Sibelius/Garage Band. Senior Music is a prerequisite for entry into tertiary institutions.
MUSIC EXTENSION

Year 12 by invitation and interview only

Authority Subject  CODE: MUX

COURSE OVERVIEW
The Senior Music objectives have been developed in the Music Extension syllabus into three specialisations: Composition, Musicology or Performance. Students will undertake detailed studies in one of these specialisations. Their detailed study of one of the three specialisations in the Music Extension provides opportunities for students to develop a deeper level of understanding of repertoire and an increased control of the skills and techniques specific to their specialisation. When students engaged in Music Extension combine critical thinking, higher-level problem solving, astute analysis and evaluation, and deep understanding with their attitudes, thoughts and feelings, they develop the capacity to communicate complex music ideas through their specialisation.

COURSE STRUCTURE
Students select one of the three specialisations: Composition, Musicology or Performance.

ASSESSMENT TECHNIQUES
All specialisations complete an Investigating Task:
Extended written response such as: essay, journal, report, critique
Multimedia presentations including either live, recorded or written commentary such as: webpage, CD-ROM data show presentation
Oral presentations such as: interview, viva voce, debate, seminar.
Assessment tasks specific to each specialisation are:

Composition
Monitoring - minimum of 1 minute, presented as recorded sound and / or as a score
Verification - minimum of 3 minutes, Presented as recorded sound and / or as a score

Musicology
Monitoring - Extended written task of approximately 1000-1200 words OR Oral presentation of approximately 5-8 minutes
OR Multimedia presentation of minimum 5 minutes presented or navigated by student
Verification - Extended written task of 2000-2500 words OR Oral presentation of a minimum of 10 minutes OR Multimedia presentation of a minimum of 10 minutes presented or navigated by student

Performance
Monitoring - At least 3 minutes in length, audio-visually recorded. (The performance may be solo, ensemble performance, improvisation, conducting.
Verification - Approximately 15 minutes, audio-visually recorded. (The performance may be solo, ensemble performance, improvisation, conducting.

SPECIAL REQUIREMENTS
Students may study one or two semesters of the extension subject, in combination with the study of the four semester units of the parent subject, Music, or the equivalent. **“Equivalent” refers to compatible interstate or overseas school music syllabuses or qualifications.

*Students wishing to enter the subject using “Equivalent” studies are required to have a meeting with the Music teacher to have their studies ratified.
PHYSICAL EDUCATION

Authority Subject  CODE: PED

COURSE OVERVIEW
In Physical Education, physical activity serves as both a source of content and the medium for learning. Learning is based in engagement in physical activity, with students involved in closely integrated written, oral, physical and other learning experiences. Physical Education focuses on the complex interrelationships between psychological, biomechanical, physiological and sociological factors in these physical activities.

Learning in, about and through physical activity, students develop skills and understandings that allow them to contribute in an informed and critical way to varied physical activity contexts and roles. This involves high levels of cognitive functioning, using both rational and creative thought to improve individual and team physical performances.

COURSE STRUCTURE
Students study four physical activities over the course with equal time and emphasis given to each activity. These could be selected from activities as diverse as basketball, soccer, judo, touch, snooker, badminton, canoeing, golf, speed skating, jazz ballet, artistic gymnastics. Subject matter is drawn from three focus areas which are:

- Learning physical skills related to the activities.
- Processes and effects of training and exercise including physiology of exercise, training and program development and how these can improve team and individual performance.
- Sport, physical activity and exercise in the context of Australian society.

At least 50 per cent of timetabled time involves students engaging in physical activity. Learning experiences could include activities such as designing a training program for a team, analysing popular beliefs about physical activity and debating current sporting issues.

The focus sports for PE are currently: Athletics, Touch, Volleyball and Basketball.

ASSESSMENT TECHNIQUES
There are three major forms of assessment in Physical Education: supervised written assessments (exams), research assessments (reports, essays, multi-modal presentations) and physical performances. All written assessment tasks are closely linked to physical performances.

SPECIAL REQUIREMENTS
Students entering this course should have achieved a minimum of C in Year 10 HPE. While Year 10 HPE is not a prerequisite, Year 11 and 12 PE students who have not studied Year 10 HPE should be aware of the rigours of Senior PE in both the theoretical and practical components of the course.

To meet the written demands of the subject, a minimum C in English is required.
PHYSICS

Authority Subject  CODE: PHY

COURSE OVERVIEW
Human beings have always attempted to understand and explain the behaviour of the universe. Physics is concerned with the discovery, understanding and application of the laws of nature. Physics has many real world applications.

The general objectives are to develop:
- Knowledge and Conceptual Understanding
- Investigative Processes
- Evaluating and Concluding
- Attitudes and Values

COURSE STRUCTURE
Framed around forces, energy and motion:
- Measurement
- Kinematics and Dynamics
- Motion
- Waves
- Optics
- Energy and momentum
- Electricity
- Magnetism
- Electromagnetism
- Thermal physics
- Atomic and nuclear physics
- Electricity and electronics

ASSESSMENT TECHNIQUES
- Extended Experimental Investigations
- Extended Response Tasks
- Written Tasks

SPECIAL REQUIREMENTS
Students entering this course would have achieved a minimum of B in Science and Extension Mathematics in Year 10. Students are expected to have a graphics calculator for their personal use throughout the year.
PREVOCATIONAL MATHEMATICS

Authority Registered Subject  CODE: PVM

COURSE OVERVIEW
The Prevocational Maths course is designed to provide students with access to success in the basics of Mathematics.

COURSE STRUCTURE
Maths and Money
- identifying job, industrial awards, applying, being interviewed
- moving to take up a job, budgeting, credit, mobile phones pitfalls
Maths in Life
- maths in health and exercise, maths in recreation (gambling), maths in holidays
Getting Money
- starting a business, investing your money, organising an event
Using Money
- planning to leave home, travelling overseas, buying and/or building a house

ASSESSMENT TECHNIQUES
At least two tests and at least two assignments, with no more than six assessment items per year.
In Prevocational Mathematics, judgments made about student achievement in the general objectives of knowing, applying and explaining contribute to the exit level of achievement. The exit criteria reflect these objectives. The exit criteria therefore are:
- knowing
- applying
- explaining

Exit criterion: knowing
Students demonstrate knowledge of content and use given rules, operations and procedures to carry out simple, familiar tasks.
Exit criterion: applying
Students interpret and analyse different contexts, identify familiar mathematics, develop strategies, then select and apply rules and procedures to carry out tasks.
Exit criterion: explaining
Students use basic mathematical and everyday language to present and explain their responses to tasks in both familiar and different contexts.

SPECIAL REQUIREMENTS
Students will be encouraged to participate in individual work and progress at their own rate. Group work and communication are also a significant part of the program.
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 Page 8 of the document "Laptops at Chancellor State College" under Related links on the College website.
https://chancellorsc.eq.edu.au/Extracurricular/Computerandinternet/Pages/Computerandinternet.aspx
TECHNOLOGY STUDIES

Authority Subject  CODE: TST

COURSE OVERVIEW

Technology Studies involves the students in the investigation of materials and processes while engaged in the designing, making and appraising of a solution to a human need or problem. The aim of Technology Studies is to develop an inquiring mind which encompasses flexible and critical thinking when considering a situation and the impact that various design outcomes will have when solving a design problem. Students will develop skills in designing, prototyping, manufacturing and evaluating a range of products.

COURSE STRUCTURE

Design Process: Requires students to respond to a human need or problem through the processes of designing, making and appraising.

Safety: Introduces the students to The Workplace Health and Safety Act of Queensland and those regulations which directly affect them in the classroom/workshop situation. Highlights the importance safety considerations play in the design process and the responsibility the designer has in this regard.

Materials: Students will investigate, evaluate and work with a range of natural and synthetic materials and gain knowledge of their classification, characteristics, industrial processes and applications, and products and by-products.

Tools: Students will work with a range of tools and gain knowledge of their identification, application and safe use.

Processes: Students will develop skills in processing materials and gain knowledge of their forming, separating, combining, conditioning and finishing.

Systems: Students will gain knowledge of systems and their application. Topics cover the principals, types, control and the organisation of systems. They are then able to employ a range of manufacturing construction, structural, and control systems.

ASSESSMENT TECHNIQUES

Year 11: The students complete three design tasks, for each one they are required to develop and present a design folio, construct prototypes, and make and evaluate products. Each successive design folio should improve in depth of research and quality of presentation. A 500-750 word research report is also completed in Year 11.

Year 12: The students have one minor design and one major design task to complete, an integral part of which is a 750-1000 word related research report. The students knowledge, understanding and reasoning skills are assessed through two objective tests in each year level. All Year 12 assessment contributes directly to the student Exit Certificate.

SPECIAL REQUIREMENTS

Additional Resources: Students are required to supply their own safety glasses, ear muffs, apron, hair nets, Graphics equipment and stationery. The major design task has a moderate cost limitation applied to it, which allows the student to satisfy the course requirements. Students may design projects that exceed the allocation. If this occurs additional costs are to be met by the student.

Additional Information: Students are expected to word process their reports and design folios and produce some working drawings using a CAD system. Students will be using vertical panel, docking and portable circular saws in the preparation of materials and gas metal arc and oxygen/acetylene welding equipment in project work. The risks associated with this equipment are very high therefore safe conduct within the Workshop environment is mandatory.
VISUAL ART

Authority Subject  CODE: ART

COURSE OVERVIEW
Visual Art involves the production of artworks (making) and the appreciation of artworks (appraising) through the processes of researching, developing and resolving.
When students study this subject they make visible ideas, thoughts, feelings and observations of their world through display and exhibition of made images and objects. As students define, communicate and discern meanings, they come to understand the purposes and intents of visual artworks in various cultures and societies. They develop the capacity to critically reflect on and challenge representations of cultural values, beliefs and customs and to make informed judgments when ascribing aesthetic value to visual artworks.
In a world of proliferating communication technologies and of increasing published, Internet-transmitted, and digitised visual information, a knowledge and understanding of how meanings are constructed and ‘read’ is essential in becoming a critical consumer and/or producer of images and objects, whether for leisure or work.

COURSE STRUCTURE
Using the processes of researching, developing and resolving, students explore concepts through study of a range of media areas. Students are encouraged to work across the media areas such as:
- Ceramics
- Costume design
- Drawing
- Electronic imaging
- Environmental design
- Fibre arts
- Graphic design
- Installation
- Painting
- Performance art
- Photographic arts
- Printmaking
- Product design
- Sculpture
- Video and film

Students also study a diverse range of artworks, visual art styles and philosophies from a variety of social, cultural and historical contexts. Over a two-year course of study, students communicate their own personal style and expression through their individualised responses to concepts when they make and appraise images and/or objects.

In making artworks, students define and solve visual problems by using visual language (including visual elements, principles of composition, sign and symbolism) and contexts. This involves students in:
- Observing, collecting, compiling and recording visual, verbal and sensory information and ideas from specific sources and contexts
- Selecting, exploring, manipulating and exploiting materials, techniques, processes and technologies in particular media areas to communicate meanings
- Translating and interpreting ideas through media manipulation to invent images and objects
- Appraising artworks to determine and communicate meanings

ASSESSMENT TECHNIQUES
A variety of assessment techniques will be used to judge student achievement. These include: Visual Diary, Reflective Journals, Developmental and Resolved folios of artworks and extended writing such as analytical essays and critiques.

SPECIAL REQUIREMENTS
Students require an A4 Visual Diary to record notes, research, drawings and designs for artworks and a laptop. It is recommended that students have achieved a B in English and competent in Certificate I in Art.
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: 13/07/2015
External RTO Partnership

Correct at time of publication but subject to change.
## Subject Weights Table

This table is for use by students completing (Qld) Year 12 in 2017

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<thead>
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<th>Field B</th>
<th>Field C</th>
<th>Field D</th>
<th>Field E</th>
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Determining Subject Weights

In determining Overall Positions (OPs), all subjects are weighted equally (that is, they are all weighted at 5). For Field Positions (FPs), subjects are not weighted equally. Field Positions involve weighting each subject result according to the emphasis in each subject on assessment in skill areas defined by the field. The extent to which a subject contributes to each FP depends on the weighting of that subject in that particular field.

The five fields are:

Field A – extended written expression involving complex analysis and synthesis of ideas
Field B – short written communication involving reading, comprehension and expression in English or a foreign language
Field C – basic numeracy involving simple calculations, and graphical and tabular interpretation
Field D – solving complex problems involving mathematical symbols and abstractions
Field E – substantial practical performance involving physical or creative arts or expressive skills.

Explanation of Terms

The following brief explanation of terms may help make pathways selection easier. Seek further clarification if needed from your school.

Advanced standing refers to the credit granted to a student towards an accredited course or training program on the basis of previous study, experience or competencies held.

Articulation is the process used to progress from one level of qualification to another.

The Australian Qualifications Framework (AQF) shows all the qualifications issued in post-compulsory education in Australia and how these qualifications relate to each other.

Authority Subjects are those which follow a Queensland Curriculum and Assessment Authority (QCAA) approved syllabus. The school Work Program for this type of subject is accredited by the QCAA, and results are moderated and supervised by QCAA panels for each subject. Authority Subjects are the ones considered in compiling a student’s Overall Position (OP) which is the ranking used to determine tertiary entrance.

Authority Registered Subjects are either:

- a subject devised from a study area specification (SAS) for which a school study plan is accredited, or
- a subject developed by a school, for which a school’s work program is accredited eg Industrial Skills.

These subjects include Vocational Training Programs where students are able to achieve Certificate I or II from a Nationally Endorsed Industry Training Package. These subjects tend to place more emphasis on practical skills and knowledge and can develop specific skills relevant to employment. They may also serve as a useful introduction to many TAFE courses. Results in these subjects are not included in the calculation of OP’s and FP’s.

BSDE – Brisbane School of Distance Education

Competencies are the knowledge and skills a person must have to do a specific job or to gain a specific AQF qualification.

Credit transfer recognises previous formal study or training based on documented evidence of achievement. For instance, modules assessed as competent in a Board subject or SAS may attract credit towards study in a TAFE qualification.
Explanation of Terms (continued)

Field Positions (FP’s) rank order positions in a field against all other students eligible for a result in that field. These are dimensions of study that emphasise particular knowledge and skills. FP’s are used for tertiary entrance only when there is a need to select students from within the same OP band.

Levels of Achievement – in Senior, students will be reported on a 5 point scale – VHA (Very High Achievement), HA (High Achievement), SA (Sound Achievement), LA (Limited Achievement), VLA (Very Limited Achievement).

Other Subjects are subjects that are taught externally to the school or within the school by an external agency and for which the result is awarded by an agency other than the QCAA, eg Australian Music Examinations Board (AMEB). The QCAA approves the inclusion of the external agencies’ subjects on the Qld Certificate of Education; these include any TAFE Units.

Overall Position (OP) indicates students’ rank order position in the state reported in bands from 1 (highest) to 25. See your Guidance Officer or School Counsellor for details of eligibility rules for an OP.

Prerequisite – a subject or qualification required for eligibility for entry to a particular course of study or employment.

Queensland Core Skills (QCS) Test is conducted over two days in third term for Year 12 students. To be eligible for an OP and FP’s you must sit the QCS Test. If you are not eligible for an OP or FP’s the test is voluntary. For students not eligible for an OP, sitting for the test may improve your Selection Rank.

Queensland Tertiary Admissions Centre Ltd (QTAC) acts on behalf of universities and TAFE institutes to publish course information and requirements, to provide application materials and to receive and process applications.

Recognition of prior learning (RPL) is the process used to assess the competencies a person has gained from past experience and training. RPL is a form of assessment and each person is treated individually.

Recommended (or desirable) subjects are not essential, but are likely to make future courses easier to understand and increase chances of success.

Selection ranks are calculated for tertiary applicants who are not school leavers or are Senior students not eligible for an OP. For Senior students who are not eligible for an OP, the Selection rank is determined by achievements recorded on the Senior Certificate, The Queensland Core Skills Test and other criteria.