CHANCELLOR STATE COLLEGE

The best we can be

2024

Year 10 Pathways Selection Handbook

CARE COURTESY COOPERATION COMMITMENT CHALLENGE

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CHANCELLOR STATE COLLEGE

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Welcome to our Senior School Pathways

Our Year 10 framework offers students a transition into their senior school pathways. The framework aligns to the Australian Curriculum and its impact on the Senior Learning Phase. Through a strong focus on our achievement agenda, we provide our students with world-class educational, personal, ethical and social skills that prepare them for their dynamic future pathways.

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

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

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

Chancellor State College'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 meet the demands of our Achievement Agenda. Quality teaching underpins our curriculum framework as an essential aspect of our planned success for students.

We look forward to supporting your child to be the "best they can be" in this next phase of their learning journey.

Yours sincerely

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Building to Future Pathways

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

We want our students to be –

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

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

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

Year 10 Curriculum Pathway

1. Year 10 students transition into the Senior Schooling pathway in preparation for their QCE/QCIA pathway in Years 11 and 12. Some students will continue to an ATAR pathway where a final score is calculated by QTAC, where others will choose a vocational pathway.

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

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

4. During Year 10, the senior schooling team will work with students to provide degrees of flexibility within the timetable to initiate workplace learning options and alternate learning options. Students will be able to begin negotiating work experience, traineeships / apprenticeships and external certificate qualifications as per their individual needs. This flexibility also applies to students in in Year 11 and 12 as they continue to define their future pathways. Chancellor SC has extensive connections with business and industry in the community and students may apply for placements when advertised or alternately work with the school industry liaison officer to source their own placements.

Below is an excerpt from the QCAA website.

ATAR

The Queensland Tertiary Admissions Centre (QTAC) is responsible for calculating students' ATARs based on a student's Unit 3 & 4 results at the conclusion of Year 12. These are usually released in December of a student's graduating year via the QTAC student portal.

QTAC calculates ATARs based on either:

- a student's best five General subject results; or
- a student's best results in a combination of four General subject results, plus an Applied learning subject result.

OR	
Best five QCAA General subjects	Best four QCAA General subjects + The best result in a: QCAA Applied Subject or Certificate III or Certificate IV or Diploma or Advanced Diploma

If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.

English as a requirement for ATAR eligibility

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension, or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

More information

For more information about the tertiary entrance system visit the QTAC website https://www.qtac.edu.au/atar/

Choosing Year 10 Pathways

During the Junior Secondary years, students have experienced specialisation through electives based on interest, abilities and future career goals.

WHEN CHOOSING YEAR 10 SUBJECTS…

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

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

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

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

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

DON'T LOOK FOR EASY OPTIONS

Don't choose a subject just to stay with a friend.
Don't choose a subject because its name sounds good.
Don't choose a subject just because someone else suggested doing it.

ALL SUBJECTS HAVE VALUE

Offerings in the Senior School

This framework continues to reviewed each year based on the development of the curriculum and interests of students.

YEAR 9	YEAR 10	YEAR 11 AND 12	
		GENERAL SUBJECTS	APPLIED / VET SUBJECTS
Mathematics	Extension Mathematics	Specialist Mathematics	
		Mathematical Methods	
	Mathematics	General Mathematics	
	Essential Mathematics		Essential Mathematics
	Foundation Mathematics		
English	English	English	
	Literature	Literature	
	Essential English (S2)		Essential English
	English as an Additional Language	English as an Additional Language	
	Foundation English		
Science	Science Extension	Chemistry	Science in Practice Aquatic Practices
		Physics	
	Science	Biology	
		Marine Science	
	Psychology – Unit 1 & 2	Psychology	
	Foundation Science		
	Engineering	Engineering	Certificate II in Engineering Pathways
			Certificate II in Manufacturing Technology
Humanities	Humanities	Modern History	Social and Community Studies
		Ancient History	
		Legal Studies	
		Geography	
		Economics	
	Foundation Humanities		
Business Studies	Business (Certificate II Workplace Skills)		Certificate III in Business Diploma of Business
	Business Studies	Business	
Design and Coding	Information Technology (Certificate II Workplace Skills)		Information and Communication Technology
Design and Manufacturing Technology	Design Technology	Design	Certificate II in Manufacturing Technology
	Manufacturing Technology		Certificate II in Engineering Pathways
	Graphics		Industrial Graphics Skills
			Furnishing Skills
Food Technology	Certificate I in Hospitality	Food and Nutrition	Hospitality Practices (Applied) Certificate II & III in Tourism
	Health	Health	
Health and Wellbeing	Health and Physical Education	Physical Education	Certificate III in Fitness
	Sport and Recreation		Certificate III in Sport and Recreation Sport and Recreation (Applied)
The Arts	Drama	Drama	Arts in Practice
	Dance		
	Media Art	Film, Television and New Media	
	Visual Art	Visual Art	Visual Arts in Practice
	Music	Music	
		Music Extension (Yr 12)	
Japanese	Japanese	Japanese	
			Certificate III in Early Childhood Education and Care
			Certificate II in Tourism Certificate III in Events

Process of Pathways Selection

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

REMEMBER: Please ask for assistance if you are unsure

Key contacts for any queries regarding pathways selection are

Deputy Principal – Year 10 & VET
Guidance Officers
Head of Department – VET & Industrial Technology Year 10
Head of Department – Science and Engineering
Head of Department – Mathematics
Head of Department – Enterprise, Innovation & Hospitality
Head of Department – English and Languages
Head of Department – Humanities
Head of Department – Health & Performance
Head of Department – Creative Industries

Subject Fees

Some subjects require extra funding to operate in addition to that provided by the Student Resource Scheme and government grants. It is College policy for such fees to be paid as advised in the Subject Selection and Financial Commitment form.

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.

N.B. Some Certificate courses are funded by the Queensland Government's VETiS (VET in Schools) program. As such, students can only enrol in ONE VETiS funded course in Year 11 and 12. Check the Subject Selection and Financial Commitment form for information on which courses attract VETiS funding or ask the HOD Senior School VET.

For further information on VETiS funding visit the follow link:
https://desbt.qld.gov.au/training/training-careers/incentives/vetis/faqs

UNIQUE STUDENT IDENTIFIER

As of January 1, 2015 the Australian Government has mandated that students undertaking nationally recognised training delivered by a registered training organisation will need to have a Unique Student Identifier (USI).

The USI will allow students access to a USI account which will contain all of their nationally recognised training records and results from 1 January 2015 onwards. Students will have access to all information within this account throughout their life.

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

School Based Apprenticeships and Traineeships

WHAT ARE SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS?

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

WHY CHOOSE A SCHOOL-BASED APPRENTICESHIP OR TRAINEESHIP?

- Get a head start on your career while still at school
- Get experience in the workplace before you leave school
- Earn money for the time you spend working
- Train towards achieving a nationally recognised qualification
- Improve your confidence

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

WHO CAN DO A SCHOOL-BASED APPRENTICESHIP OR TRAINEESHIP?

School-based apprenticeships and traineeships are mainly designed for Year 10, 11 and 12 students.

HOW DO SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS WORK?

School-based apprenticeships and traineeships involve a mix of studying at high school, training and working. All of these things will become a part of your school timetable.

School

You will continue to go to school to earn your Queensland Certificate of Education.

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

Work

As part of your school-based apprenticeship or traineeship you will work for a minimum of 48 days (or an equal number 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 Industry Liaison Officer on 5453 3222.

Thinking about your Career Path

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

Career Bullseye

https://www.education.gov.au/career-education-resources

TAFE

https://tafeeastcoast.edu.au

Australian Apprentices

https://www.australianapprenticeships.gov.au

Career Information:
Career Voyage (program used at Chancellor SC), Centrelink offices or Career Reference Centres.

www.jobsearch.gov.au/careersearch.asp

www.jobsearch.gov.au/joboutlook

www.smartfuture.qld.gov.au

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

Nationally developed Career Information – "My future" at

www.myfuture.edu.au

MyPath

https://www.qtac.edu.au/year-10-students/

My Path is an innovative tool that helps Year 10 students choose their senior subjects, determine their ATAR eligibility and check whether their senior subject selection will meet prerequisites for courses they may want to pursue after Year 12.

QTAC Choose the Future

www.qtac.edu.au
(Year 12)

Queensland Curriculum and Assessment Authority (QCAA website)

www.qcaa.qld.edu.au

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

Senior Education and Training Plans

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

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

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

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

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

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

THE SET PLAN

- Provides the young person with a clearly thought out set of achievable goals, a learning plan and a cohesive transition across education sectors.
- Provides education and training providers with a starting point to monitor students' progress as they move towards achieving a QCE or Certificate III vocational qualification or full-time employment.
- Serves as a starting point and reference point for the student's pathway through Senior Education.
- Is completed in Year 10, during Term 3 and reviewed in Year 11.
- Promotes on-going dialogue between an individual student, parent/carer and teachers.
- Promotes learning that is aligned with students' aspirations.

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

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

HOW IS THE SET PLAN ACHIEVED?

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

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

The SET plan is a written document that involves:

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

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

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

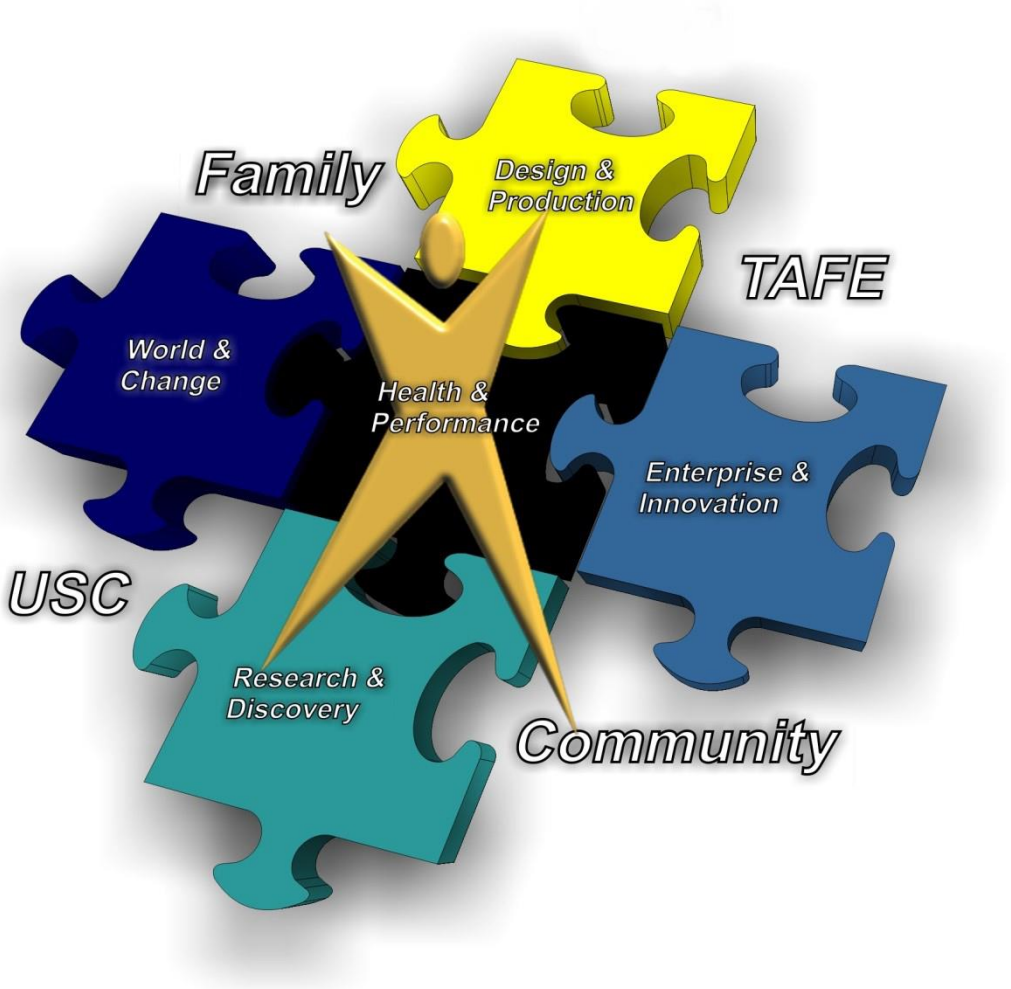
- Their personal goals and aspirations
- Education and training requirements to achieve their goals
- Areas of strength and areas requiring further attention
- Contingencies that allow for changed circumstances
- The full range of career options
- Opportunities for community/civic involvement

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

Throughout their Senior Schooling, every student's SET Plan will be formally reviewed and used as a compass to help provide direction.

What you should be doing now

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



The QCE

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

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

Further information can be accessed from the QCAA website:

www.qcaa.qld.edu.au

SENIOR STATEMENT

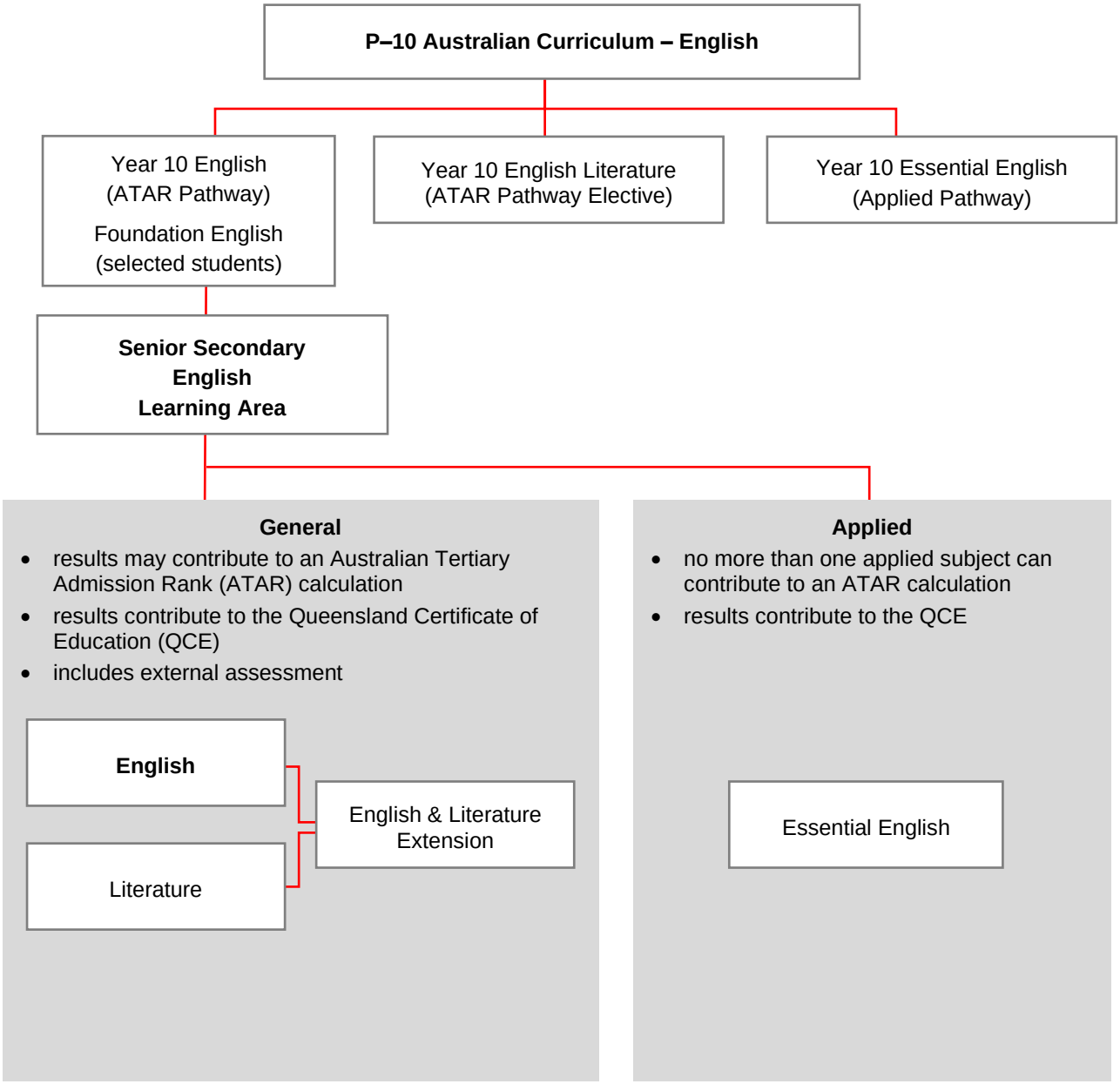
The Senior Statement records all the learning achievements a young person banks in their Learning Account. The Senior Statement complements the QCE. The statement details:

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

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

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

Pathways for English Education



Foundation English is for identified students.

Essential English begins in Semester 2 as a pathway to the applied subject.

The subject of Literature can be studied as a single English option or alongside English (general) and English & Literature Extension (Year 12 only)

CORE

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ENGLISH

Core Subject CODE: ENG

COURSE OVERVIEW

Drawing on Senior English concepts and genres, this program provides students with the necessary literacy skills for their future studies. The course recognises the multi-literate world that students are entering and develops their practical and critical abilities to engage with this world. Over the course of the year, students will have the opportunity to extend and enhance their English skills of reading, writing, speaking and viewing by engaging with a variety of texts, contexts and concepts.

English is suitable for students who maintain results of a C sound level or above with the intention of taking English in Year 11. Students who excel and show a strong interest in this course have the options of choosing the subjects of Literature.

COURSE STRUCTURE

Across Year 10, students will study units studying the following text types:

- Media
- Novel
- Poetry
- Short Stories
- Film
- Plays (Shakespeare)

ASSESSMENT TECHNIQUES

- Responding to oral, written and multimodal texts
- Creating oral, written and multimodal texts

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

SPECIAL REQUIREMENTS

Excursions and visiting experts are components of this program and may therefore incur associated costs.

Students are expected to maintain results of C sound level or above to remain in this course. A review of student results will be undertaken at the end of Semester 1 to identify suitability of students for preparation into Senior English in Year 11. Results in 11 and 12 contribute towards ATAR calculations, QCE and include external assessment.

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

CORE

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ENGLISH LITERATURE

Elective Subject CODE: EGL

COURSE OVERVIEW

Literature is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts. The subject of Literature can be studied as a single English option or alongside General English and English & Literature Extension (Year 12 only).

COURSE STRUCTURE

Across Year 10, students will study units focused on the following text types:

- Media
- Novel
- Poetry
- Short Stories
- Film
- Plays (Shakespeare)

ASSESSMENT TECHNIQUES

- Responding to oral, written and multimodal texts
- Creating oral, written and multimodal texts

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

SPECIAL REQUIREMENTS

Excursions and visiting experts are components of this program and may therefore incur associated costs.

Students are expected to maintain results of C sound level or above to remain in this course. A review of student results will be undertaken at the end of Semester 1 to identify suitability of students for preparation into Senior English studies in Year 11. Results in 11 and 12 contribute towards ATAR calculations, QCE and include external assessment.

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

CORE

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ESSENTIAL ENGLISH

Core Subject CODE: EEN

COURSE OVERVIEW

Essential English focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in many contemporary contexts including every day, community, social, further education, training and workplace contexts. Essential English is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways focused more towards futures and vocational learning.

The subject develops students' language, literacy and literary skills to enable students to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

Essential English is suitable for students who are intending on vocational pathways and studying senior pathway English Essentials in Year 11 and 12.

COURSE STRUCTURE

Across Year 10, students will study focused on the following texts: Media, Poetry, Film, Novels, Short Stories, Plays (Shakespeare).

ASSESSMENT TECHNIQUES

- Responding to oral, written and multimodal texts
- Creating oral, written and multimodal texts

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

SPECIAL REQUIREMENTS

Excursions and visiting experts are components of this program and may therefore incur associated costs.

Essential English is an applied subject. No more than one applied subject can contribute to an ATAR calculation; results contribute to QCE. 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.

CORE

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FOUNDATION ENGLISH

Core Subject CODE: ENF

COURSE OVERVIEW

English foundation is a subject which allows students to build confidence in language and literacy skills. This course is suited for students who are interested in pathways beyond school that lead to vocational education and training or work.

COURSE STRUCTURE

Across Year 10, students will study units focused on the following text types: Media, Film, Novel, Short Stories, Documentaries, work related texts.

ASSESSMENT TECHNIQUES

- Responding to oral, written and multimodal texts
- Creating oral, written and multimodal texts

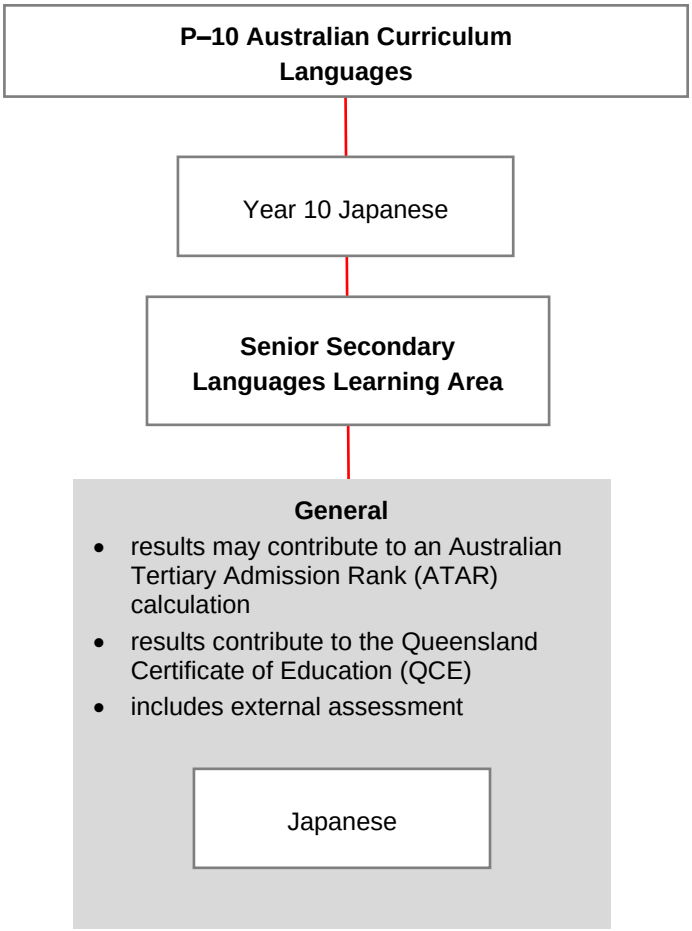
Please note – written and oral tasks are valued equally in senior English and therefore students must complete both to a satisfactory standard.

SPECIAL REQUIREMENTS

Excursions and visiting experts are components of this program and may therefore incur associated costs.

English Foundation can lead to Essential English an applied subject in Year 11 and 12 or the completion of the Short Course in Literacy in Year 11 (Semester 1 only). No more than one applied subject can contribute to an ATAR calculation; results contribute to QCE. Laptops will be used in this course. It is compulsory for students choosing this subject to attend every lesson with a laptop. For minimum laptop requirements, refer to the document “Laptops at Chancellor State College” under Related links on the College website.
https://chancellorsc.eq.edu.au/Extracurricular/Computerandinternet/Pages/Computerandinternet.aspx

Pathways for Languages



ELECTIVE

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JAPANESE

Elective Subject CODE: JAP

COURSE OVERVIEW

The Year 10 Japanese course is designed to build on students' past learning experiences from Years 7, 8 and 9.

This course involves the study of the written language through letters, magazines and texts, and e-mails with Japanese exchange students. Emphasis is placed on listening to native speakers through the use of audio letters and commentaries, watching excerpts from Japanese media and speaking in role plays and through recorded messages to Japanese students. The use of Japanese realia (real items sourced from Japan) is an integral part of this course.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

COURSE STRUCTURE

The topics studied across the year include:

Semester One

- Getting around town
- Feeling unwell
- Celebrations

Semester Two

- Tour of Japan
- Food and Dining
- Media

ASSESSMENT TECHNIQUES

Given the nature of the course students will be assessed in four areas:

- Speaking
- Writing
- Reading
- Listening

SPECIAL REQUIREMENTS

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

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.
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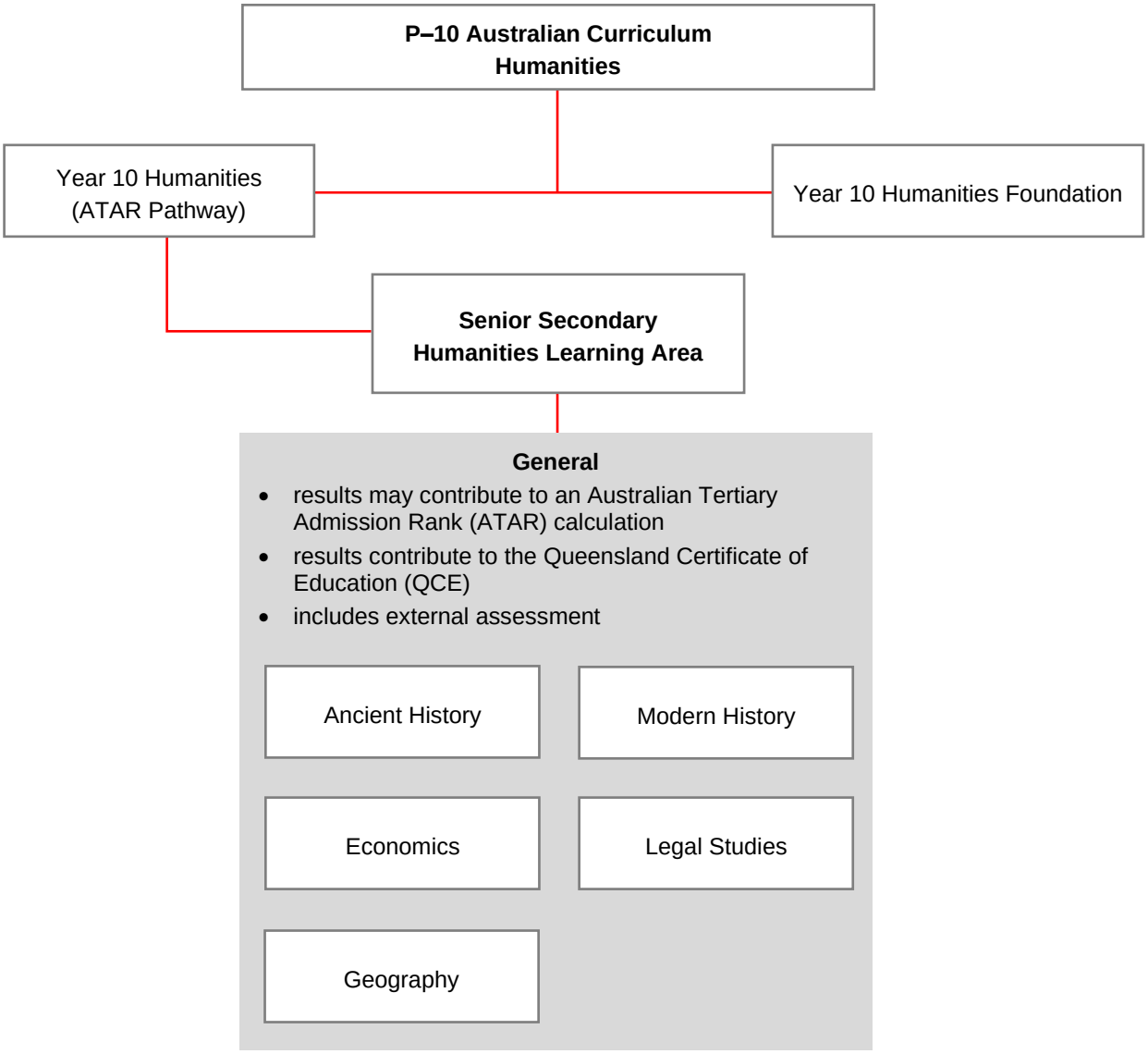
Pathways for Humanities Education



Humanities Foundation is for identified students.

CORE

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HUMANITIES

Core Subject CODE: HUM

Humanities is the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts. Humanities provides a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

In the Australian Curriculum, the humanities and social sciences learning area comprises of four subjects: History, Geography, Economics and Business, and Civics and Citizenship.

- History focuses on evidence, change and continuity, cause and effect, significance, empathy, perspectives, and contestability
- Geography focuses on place, space, environment, interconnection, sustainability, scale, and change
- Civics and Citizenship focuses on government and democracy, law and citizens, and citizenship, diversity and identity
- Economics and Business focuses on resource allocation and making choices, the business environment, consumer and financial literacy, work and work futures.

Through studying Humanities, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Students will be exposed to relevant content and skills drawn from the senior humanities subjects of Economics, Legal Studies, Geography, Modern and Ancient History.

COURSE STRUCTURE

In Year 10, students will undertake a unit of work in each of the four humanities and social science learning areas – History, Geography, Legal and Economics.

The History units investigate:

- Australia's involvement in WWII and the impact of the war on Australia and the wider world.
- How human rights and freedoms have been ignored, demanded or achieved in Australia and globally.

The Geography unit encompasses:

- Environmental challenges that will affect their future lives and how geography contributes to the study and management of those challenges.

The Legal Studies/Economics unit includes:

- How Australia's democracy is defined and shaped by the global context
- Examining Australia's international roles and responsibilities within an international context
- Understanding decisions about the allocation of resources when considering Australia's economic position.

ASSESSMENT TECHNIQUES

Over the course of the year, students will complete a combination of two or three of the following:

- Short response test
- Response to stimulus – essay
- Inquiry based research task

SPECIAL REQUIREMENTS

Excursions are a component of this program and may incur associated costs.

CORE

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FOUNDATION HUMANITIES

Core Subject CODE: HUF

COURSE OVERVIEW

Foundation Humanities is designed for students who may not want to pursue Humanities beyond Year 10. The course will be focused on developing and improving skills that will support students' endeavours in their chosen pathway. Students that have been working below a Year 9 sound level of achievement (C) can nominate their interest. The Humanities and support staff will select the students based on previous achievement in the subject area.

COURSE STRUCTURE

Students will undertake studies in a variety of units including

- History
- Geography
- Civics and Citizenship.

ASSESSMENT TECHNIQUES

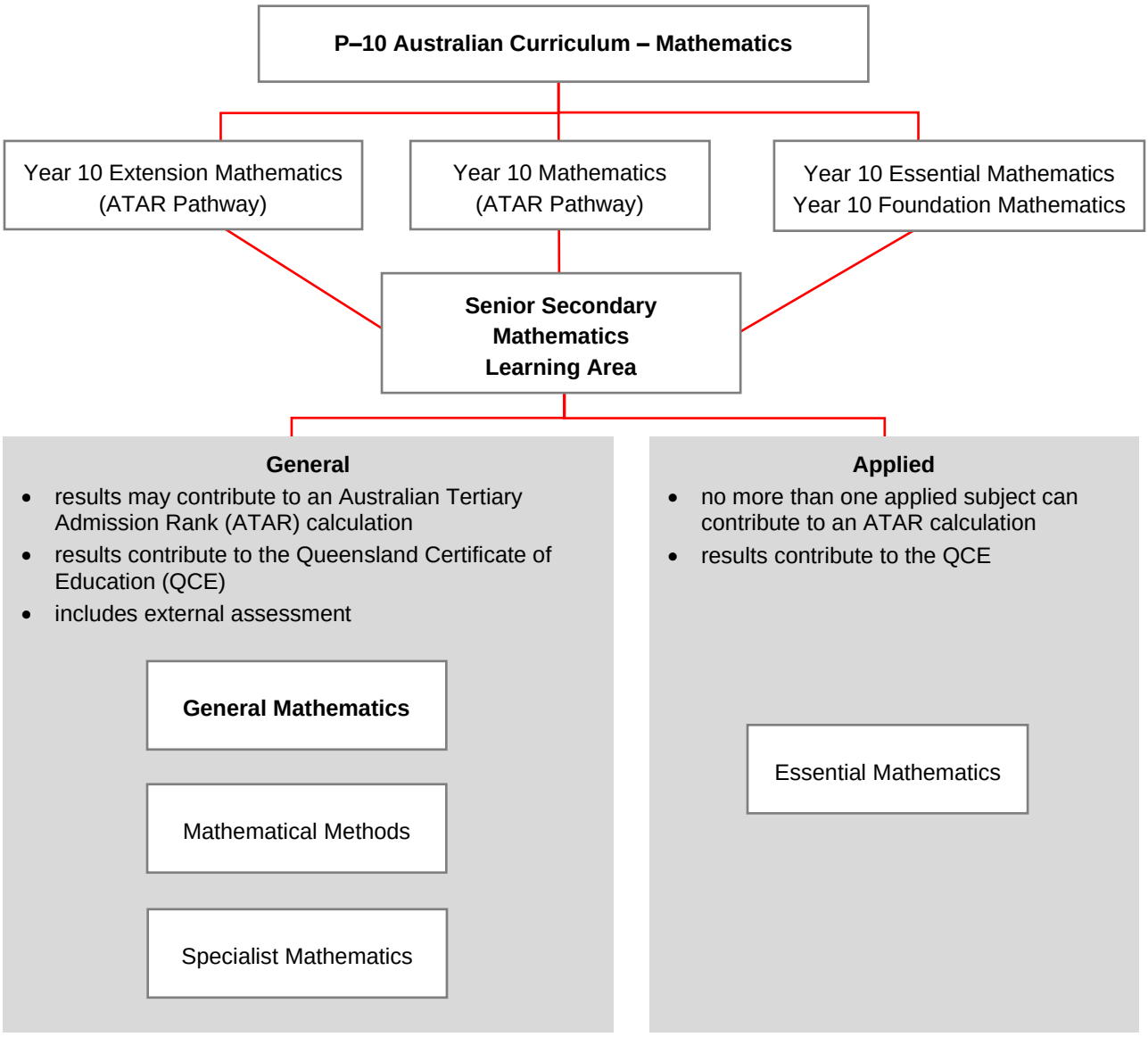
Each semester will have a combination of two or three of the following:

- Short response test
- Response to stimulus – essay / paragraphs
- Inquiry based research task

SPECIAL REQUIREMENTS

Excursions are a component of this program and may incur associated costs.

Pathways for Mathematics Education



Foundation Mathematics is for identified students.

Essential Maths begins in Semester 2 as a pathway to the applied subject.

CORE

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MATHEMATICS

Core Subject CODE: MAT

COURSE OVERVIEW

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

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

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

COURSE STRUCTURE

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

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

Eight units will be covered over four terms:

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

ASSESSMENT TECHNIQUES

- Assignments
- Problem solving exercises
- Written exams

SPECIAL REQUIREMENTS

Students must have a scientific calculator.

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

Laptops are 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

CORE

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EXTENSION MATHEMATICS

Core Subject CODE: MAX

COURSE OVERVIEW

The Extension Mathematics course is designed to encourage students to explore mathematical concepts which are further developed in General and Specialist Maths. All mathematics courses have a focus on thinking, reasoning and working mathematically. Extension Mathematics has the additional focus of enhancing real life numeracy skills.

Extension Mathematics is suitable for students who have a majority of B or A levels of achievement in Year 9 Maths.

COURSE STRUCTURE

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

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

These units will be covered over four terms:

- Money and financial mathematics
- Patterns and Algebra
- Linear and non-linear relationships
- Using units of measurement
- Geometric reasoning
- Pythagoras and Trigonometry
- Chance
- Data representation and interpretation

ASSESSMENT TECHNIQUES

- Assignments
- Problem solving exercises
- Written exams

SPECIAL REQUIREMENTS

Students must have a scientific calculator.

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

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

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ESSENTIAL MATHEMATICS

Core Subject CODE: EMM

COURSE OVERVIEW

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

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

This course is suitable for students who need support in their mathematics learning.

COURSE STRUCTURE

Revision and consolidation of concepts within the topics:

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

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

ASSESSMENT TECHNIQUES

- Assignments
- Problem solving exercises
- Written in class exams

SPECIAL REQUIREMENTS

Students must have a scientific calculator.

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.
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CORE

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FOUNDATION MATHEMATICS

Core Subject CODE: MAF

Foundation Mathematics is a subject which allows students to build confidence in numeracy skills. This course is suited for students who are interested in pathways beyond school that lead to vocational education and training or work. Students that have been working below a Year 9 sound level of achievement can nominate their interest. The Mathematics and support staff will select the students based on previous achievement in the subject area.

COURSE STRUCTURE

Numeracy is a course of study consisting of two topics:

- Personal identity and education
- The work environment.

These topics provide a context for student learning and experiences and align with the three domains of communication in the ACSF: (1) Personal and community, *(2)* Education and training, *(3)* Workplace and employment,

ASSESSMENT TECHNIQUES

- oral mathematical presentation
- short response examination
- learning journal

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.

Chancellor State College” under Related links on the College website.
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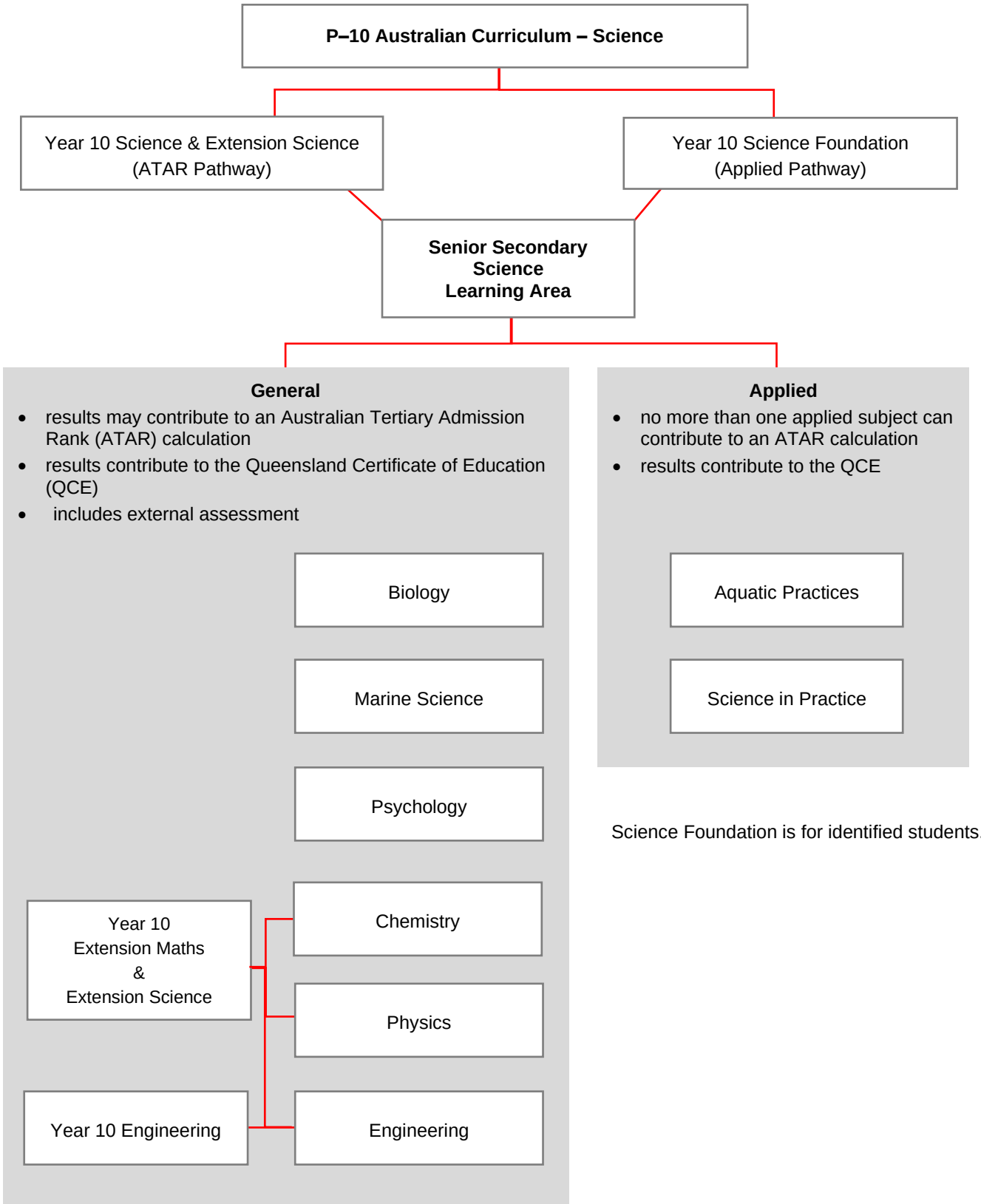
Pathways for Science Education



Science Foundation is for identified students.

CORE

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SCIENCE

Core Subject CODE: SCI

COURSE OVERVIEW

Science is for students who are interested in and have an aptitude for science. The course will aim to extend and challenge students in the more rigorous sciences of Biology, Chemistry, Physics and Earth Science, and give students an insight into the Senior courses of study (preparing).

Science is for students who have a Sound level or higher achievement in Year 9 Science.

COURSE STRUCTURE

Units will be structured and based around:

1. Physics & Earth Science: Motion, Newton's laws of motion, Earth cycles and astronomy
2. Chemistry: Periodic table, types of reactions and rates of change
3. Biology: Genetics and reproduction

ASSESSMENT TECHNIQUES

- Research Investigations
- Student Experiments
- Written tests
- Practical tests

SPECIAL REQUIREMENTS

Scientific calculator essential. This course may involve excursions that will incur additional costs.

CORE

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SCIENCE EXTENSION

Core Subject CODE: SCX

COURSE OVERVIEW

Science Extension is for students who are interested in and have a high aptitude for science. The course will aim to extend and challenge students in the more rigorous sciences of Chemistry and Physics, and prepare students for these Senior subjects in Year 11 and 12.

Science Extension is suitable for students who have a majority of A or B levels of achievement in Year 9 Science

COURSE STRUCTURE

Units will be structured and based around:

1. Physics & Earth Science: Motion, Newton's laws of motion, Earth cycles and astronomy
2. Chemistry: Periodic table, types of reactions and rates of change
3. Physics & Chemistry Extension units

ASSESSMENT TECHNIQUES

- Research Investigations
- Student Experiments
- Written tests
- Practical tests

SPECIAL REQUIREMENTS

Scientific calculator essential. This course may involve excursions that will incur additional costs.

CORE

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SCIENCE FOUNDATION

Core Subject CODE: SCF

COURSE OVERVIEW

The Science course is for students who do not plan to pursue a general science beyond Year 10, but contains essential life-long learning that comes from working and thinking scientifically. Science Foundation is appropriate for students who achieved lower than a Sound level of achievement in Year 9 Science. Science and support teachers will select students for this class based on previous achievement in this subject area.

COURSE STRUCTURE

This course includes four units:
1. Physics: The laws of motion and energy
2. Biology: Reproduction and inheritance
3. Chemistry: Periodic table and chemical reactions
4. Earth and Space Science: Global systems

ASSESSMENT TECHNIQUES

May include some of the following

- Science investigation reports
- Examination – with access to notes
- Practical Performance tests
- Portfolios of work samples

SPECIAL REQUIREMENTS

This course may involve excursions that will incur additional costs.

ELECTIVE

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ENGINEERING

Elective Subject CODE: ENT

COURSE OVERVIEW

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

COURSE STRUCTURE

Students are exposed to the following fields of study in preparation for continued study in Year 11 and 12

- Technology, Industry and Society
- Engineering Materials
- Engineering Mechanics
- Control Systems

**Note: Students will have access to robotics, engineering and coding-based projects*

ASSESSMENT TECHNIQUES

May include some of the following

- Portfolio
- Projects
- Short written response items
- Extended response
- Practical applications
- Response to stimulus
- Examinations

SPECIAL REQUIREMENTS

Students studying Year 10 Engineering will form a team for the Science and Engineering Challenge that is held annually at the University of the Sunshine Coast, additional cost applies. It is advised that students willing to study Engineering have a good understanding of mathematical theories/applications and innovative thinking towards design challenges. Excursions may be part of this course, and hence incur an associated cost.

ELECTIVE

Psychology – PSY11

Subject Type	General Subject	Cost	Units 1 & 2 $60
Faculty	Research and Discovery	Prerequisite	C Science

Available to Year 10 Students by application only.

About the Subject

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

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

Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Links

About Psychology at CSC

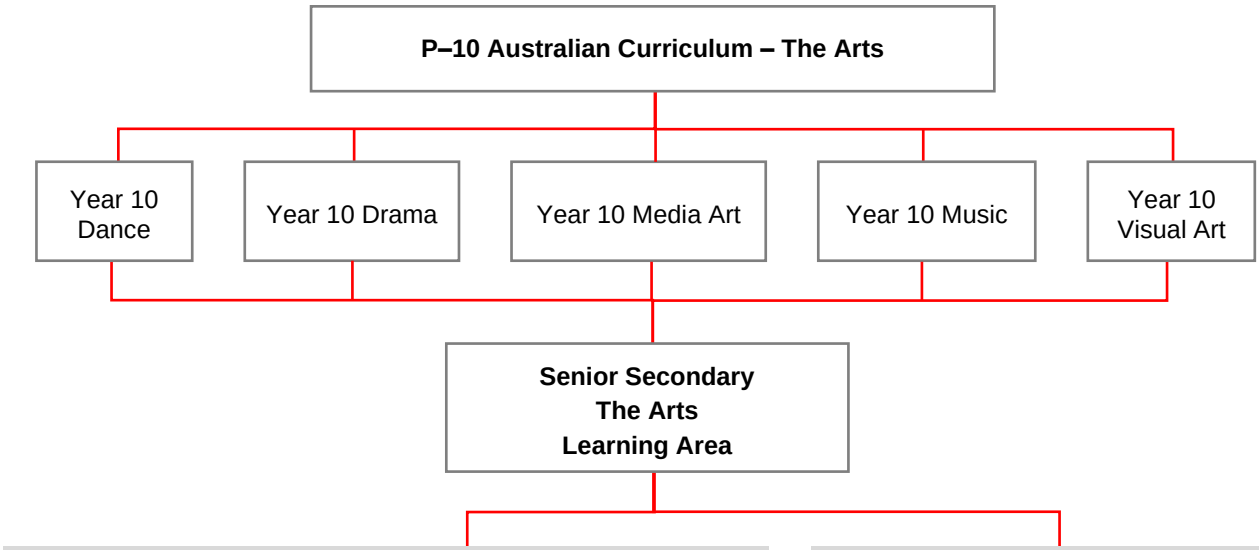
Units of Study Structure

<table>
<tr><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr>
<tr><td>Individual development
• Psychological science A
• The role of the brain
• Cognitive development Human consciousness and sleep</td><td>Individual behaviour
• Psychological science B
• Intelligence
• Diagnosis
• Psychological disorders and treatments
• Emotion and motivation</td><td>Individual thinking
• Localisation of function in the brain
• Visual perception
• Memory
• Learning</td><td>The influence of others
• Social psychology
• Interpersonal processes
• Attitudes
• Cross-cultural psychology</td></tr>
<tr><td rowspan="2">Data Test (60 minutes)
Student Experiment (2000 words)</td><td rowspan="2">Research Investigation (2000 words)
Exam (2 hours)</td><td>IA1 - Examination — data test (10%)
IA2 – Student Experiment (20%)</td><td>IA3 – Research Investigation (20%)</td></tr>
<tr><td colspan="2">EA – Examination (50%)</td></tr>
<tr><td>1 QCE Credit – Upon Satisfactory Completion</td><td>1 QCE Credit – Upon Satisfactory Completion</td><td colspan="2">2 QCE Credits upon satisfactory completion of both Units</td></tr>
</table>

Additional Materials or Excursions

Material or Excursion	Approximate Cost	Notes

Pathways for Arts Education



General

- results may contribute to an Australian Tertiary Admission Rank (ATAR) calculation
- results contribute to the Queensland Certificate of Education (QCE)
- includes external assessment

Drama

Film, Television, & New Media Arts

Music — Music Extension

Visual Art

Applied

- no more than one applied subject can contribute to an ATAR calculation
- results contribute to the QCE

Visual Arts in Practice

Arts in Practice

ELECTIVE

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DANCE

Elective Subject CODE: DAN

COURSE OVERVIEW

Year 10 Dance is a preparatory program designed to provide a link between ELO or external dance programs and the Senior Dance General subject.

The course will focus on three main areas – Choreography, Performance and Appreciation – through a range of historical, geographical and cultural contexts.

COURSE STRUCTURE

Will include a selection of some of the following dance genres:

- Dance of Popular Youth Culture
- Pioneers of Contemporary Dance
- Indigenous Dance
- Musical theatre
- Dance within the Community and Small Production Development
- Introduction to Jazz technique
- Hip Hop, Commercial Jazz
- Transition level – Contemporary and Lyrical Dance

ASSESSMENT TECHNIQUES

Students will be equally assessed across three dimensions: Performance, Choreography and Appreciation. Tasks include live performance, analytical assignments, oral presentations, practical choreography tasks, group performances.

SPECIAL REQUIREMENTS

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

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

Previous dance experience desirable but not necessary.

ELECTIVE

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DRAMA

Elective Subject CODE: DRA

COURSE OVERVIEW

Drama is an engaging, performance focused, academic subject that develops skills in students that benefit them beyond the Drama classroom. It teaches students to be creative, confident and connected young learners. Drama teaches students effective leadership skills and dynamic group skills. Drama students become highly effective communicators. The subject teaches drama and acting skills, provides extensive theatre experience and knowledge and covers range of performance styles.

Year 10 Drama is a transitional program that continues to develop the skills and knowledge students have acquired during ELO Drama units and prepares students for Senior Drama in the areas of performance and analysis. The course also supports students who may not have done Drama previously.

Students in Year 10 Drama will be involved in a number of production events and give performances as a part of this course.

COURSE STRUCTURE

The course will offer students the opportunity to gain a range of skills and experiences in the following areas:

- Comedy
- Mask performances
- Community theatre
- Play and script productions
- Stage craft
- Back stage and technical skills
- Drama and theatre analysis

SPECIAL REQUIREMENTS

Students are encouraged to have a laptop with One Note installed on it. They are to have a dedicated notebook for Drama script rehearsal work.
Students may attend Drama/Acting workshops or attend excursions to performances.

ELECTIVE

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MEDIA ART

Elective Subject CODE: MED

COURSE OVERVIEW

Media informs, entertains and educates through powerful images, words and sounds. It presents constructions of reality that require systematic study and analysis. The aim of Media Art studies is to improve a variety of skills including visual literacy, critical thinking and interpersonal communication. The practice of Media Arts gives students a basic understanding of the process of creating a video, the skills to operate a video camera and the ability to edit film using computer software. This subject is a foundation for future Film, Television and New Media Arts. Students will further enhance their understanding of media through the three key organisers:

- Constructing (designing media)
- Producing (making media)
- Responding (critically appreciating and analysing media)

COURSE STRUCTURE

The semester is divided into two units:

Semester 1

Animation. In this unit students will explore the History of animation and the journey to date. By the end of the unit, students should be able to:

- Display an understanding of the evolution of animation
- Design and produce an animated sequence

Assessment

- Responding: Critique an animated film
- Constructing: Storyboard
- Producing: Animation sequence

Semester 2

Codes and Conventions. In this unit students will be introduced to the codes and conventions of film making. Students will focus on the Music video genre. By the end of the unit, students should be able to:

- Responding: Read film and discuss film conventions such as shot type, lighting, SFX, costume and make-up
- Constructing: Plan and construct a storyboard for shooting
- Producing: Produce a music video in a group

ASSESSMENT TECHNIQUES

Film analysis essay, storyboard, music video film

SPECIAL REQUIREMENTS

Students need to bring a laptop and USB stick to every lesson in order to save files and complete homework.

ELECTIVE

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MUSIC

Elective Subject CODE: MUS

COURSE OVERVIEW

Students with an aptitude for Music should consider the study of classroom music (in combination with the Instrumental Music program and/or private tuition) to develop skills embedded in the three major dimensions: musicology, performance and composition. The development of these skills is essential when considering a pathway in Music. Studying Year 10 Music is imperative if students are considering undertaking the Senior Music course in Years 11 and 12, as music is developmental and relies on sequential progression of knowledge and skill.

COURSE STRUCTURE

Classroom Music is a pre-requisite for tertiary studies and offers the following opportunities:

- performing for a live audience as a soloist or ensemble
- developing performance skills as a soloist or ensemble
- developing performance relationships with other students - creating an ensemble (band/duo/trio), accompanying other students
- developing composition skills and techniques to create original works
- using music technology when composing
- studying characteristics of a variety of styles and genres of music to inform both Composition and Performance
- recording performances in the classroom and studio
- workshops with guest artists
- viewing professional live performances

A course of study in Music can establish a basis for further education and employment in the fields of arts administration and management, communication, education, creative industries, public relations, science and technology. Senior Music is a prerequisite for entry in tertiary institutions, TAFE and academies.

ASSESSMENT TECHNIQUES

- live performances
- folios of original compositions (live or recorded)
- written responses including essays, exams and research tasks

SPECIAL REQUIREMENTS

Due to the accumulated knowledge that music learning requires, it is recommended that students have studied Music in earlier years. It is recommended that students have a software program available for Composition i.e. Sibelius, Garage Band.

ELECTIVE

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VISUAL ART

Elective Subject CODE: ART

COURSE OVERVIEW

In Year 10 Visual Art students will engage in critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement. The course will develop students' skills to analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. Students will manipulate materials, techniques and processes in two- and three-dimensional media to represent ideas and subject matter in their artworks. Learning in the visual arts has the capacity to engage, inspire and enrich students' lives, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

COURSE STRUCTURE

Each term students will undertake a unit in which they will make, display and appraise artworks. This will involve the research, development and resolution of artworks within a range of making tasks utilising two- and three-dimensional art forms and digital media. In addition, students will engage in the appraising of their own and other artists' artworks from a variety of past and present cultures.

ASSESSMENT TECHNIQUES

Students will be assessed in the following ways:

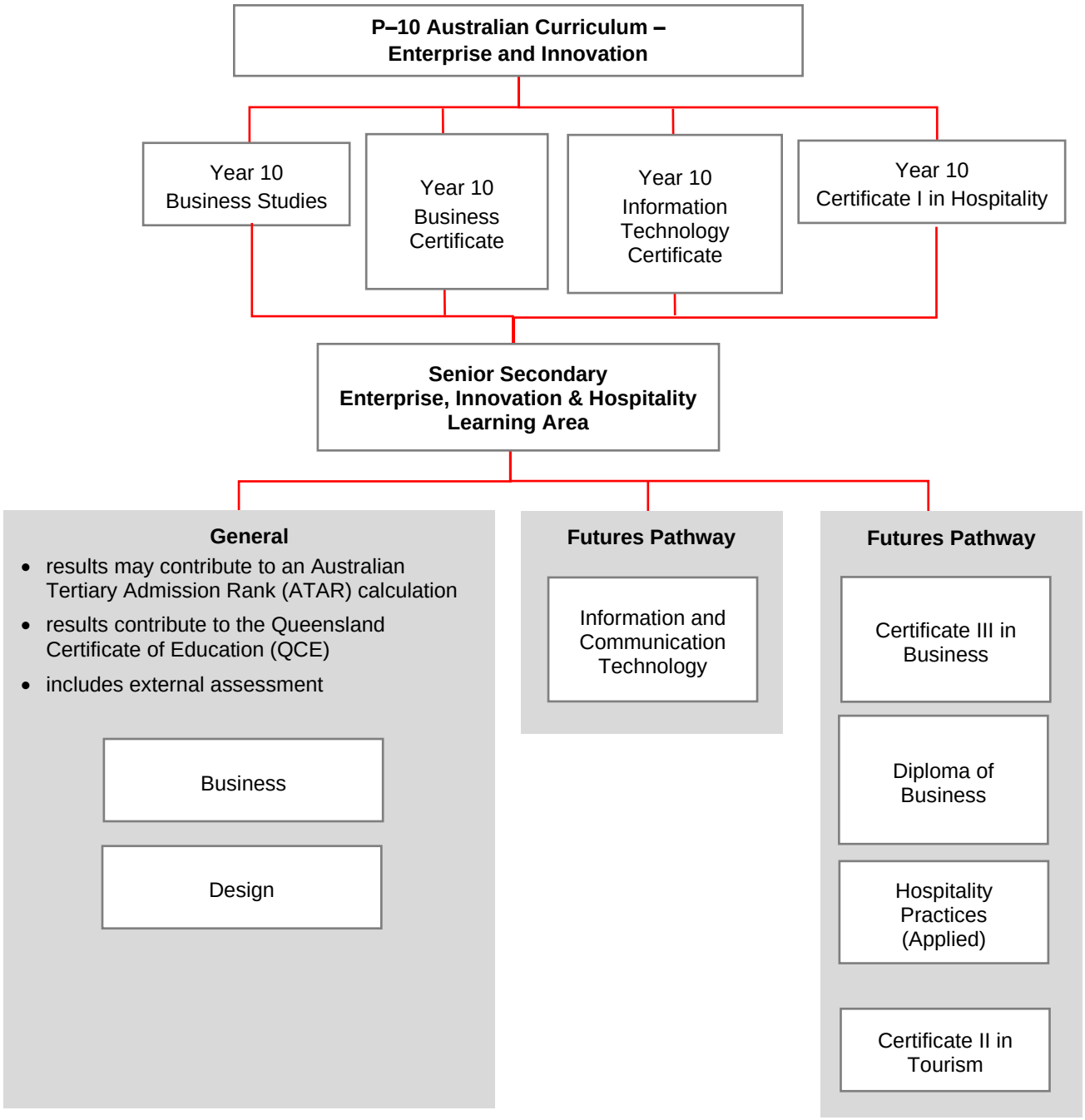
- Practical folios and visual diary process work.
- Written responses including response to stimuli exams, comparative analysis responses and investigations
- Oral presentations and artist talks.

SPECIAL REQUIREMENTS

It is recommended that students have a laptop suitable to operate Adobe Photoshop software (authorised access is available through the school).

Students may be given the opportunity to attend excursions to local and Brisbane based art galleries.

Pathways in Enterprise, Innovation and Hospitality



VET

NATIONALLY RECOGNISED TRAINING

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BUSINESS CERTIFICATE

Vocational Education & Training CODE: VBS

QUALIFICATION: BSB20120 CERTIFICATE II IN WORKPLACE SKILLS

COURSE OVERVIEW

http://training.gov.au – Please refer to the training.gov.au website for specific information about the qualification. The Certificate II in Workplace Skills reflects the role of individuals in a variety of entry-level Business Services job roles. These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills.

DURATION

One or two years depending upon student timetable.

COURSE UNITS

To attain a Certificate II in Workplace Skills, 10 units of competency must be achieved:

UNIT CODE	UNIT NAME
BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBWHS211	Contribute to the health and safety of self and others
BSBPEF201	Support personal wellbeing in the workplace
BSBTWK201	Work effectively with others
BSBTEC201	Use business software applications
BSBTEC303	Create Electronic Presentations
BSBTEC302	Design and produce spreadsheets

ASSESSMENT TECHNIQUES

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

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

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

SPECIAL REQUIREMENTS

Nil

CAREER OPPORTUNITIES & PATHWAYS

Articulation into:

BSB30115 Certificate III in Business

BSB40215 Certificate IV in Business

Other specific financial qualifications available at http://training.gov.au

Employment outcomes are limited and individuals are strongly advised that in order to meet the entry-level requirements of this industry, the Certificate III in Business should be undertaken.

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ELECTIVE

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BUSINESS STUDIES

Elective Subject CODE: BST

COURSE OVERVIEW

The Business Studies course involves the study of business processes and examining the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce. It offers students the opportunity to experience the Year 11 and 12 subject of Business.

COURSE STRUCTURE

The course will offer students the opportunity to gain a range of skills and experiences in the following areas:

- Basic Economic Decision Making
- Consumer Financial Choices
- Making Informed Investment Choices
- Triple Bottom Line Business Planning & Sustainability
- Workforce Management
- Working Environment

ASSESSMENT TECHNIQUES

- Exams
- Assignment/Project
- Presentation

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

CERTIFICATE I IN HOSPITALITY

Vocational Education & Training CODE: VHZ

QUALIFICATION: SIT10222 CERTIFICATE I IN HOSPITALITY

COURSE OVERVIEW

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic operational knowledge and limited practical skills in a defined context within the hospitality industry. Work will be undertaken in the classroom, the college kitchens and various college campus functions. Individuals may work with some autonomy or in a team but usually under close supervision.

DURATION

One year

COURSE UNITS

To attain a Certificate I in Hospitality, 6 units of competency must be completed.

UNIT CODE	UNIT NAME
BSBTWK201	Work effectively with others
SITXCCS009	Provide customer information and assistance
SITXWHS005	Participate in safe work practices
SITXFSA005	Use hygienic practices for food safety
TLIE0009	Carry out basic workplace calculations
SITHCCC026	Package prepared foodstuffs

ASSESSMENT TECHNIQUES

Assessment will include practical demonstrations, team tasks, observation checklists, knowledge tests, internet research, oral presentations and work place simulations.

SPECIAL REQUIREMENTS

All units of competency must be achieved to receive the full certificate.

CAREER OPPORTUNITIES & PATHWAYS

Possible career opportunities include:

Bar attendant	Housekeeping attendant
Bottle shop attendant	Porter
Catering assistant	Receptionist or front office assistant
Food and beverage attendant	Gaming attendant

Successful completion of this Certificate will allow articulation into a range of other Certificate II level qualifications in this Vocational Training Area.

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VET

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INFORMATION TECHNOLOGY CERTIFICATE

QUALIFICATION: BSB20120 CERTIFICATE II IN WORKPLACE SKILLS

Elective Subject CODE: VIT

COURSE OVERVIEW

The Information Technology Certificate course provides an opportunity for students to learn about the processes involved in coding/programming and the practical application of design thinking to envisage creative ideas. This problem-based subject will enable students to use critical thinking, creative thinking and ICT skills while collaborating with others to generate solutions for open-ended problems. This subject is a foundation for Year 11 and 12 Certificate III in Information Technology.

COURSE STRUCTURE

This course will offer students the opportunity to gain a range of skills and experiences in the following areas:

- Algorithms, coding and user interfaces
- Using a programming language to control a machine or computer
- Design processes used by designers to allow the creation of innovative ideas
- Experiencing design through developing ideas and design concepts

COURSE UNITS

To attain a Certificate II in Workplace Skills, 10 units of competency must be achieved:

BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBWHS211	Contribute to the health and safety of self and others
BSBCRT201	Develop and apply thinking and problem-solving skills
BSBTWK201	Work effectively with others
BSBTEC201	Use business software applications
BSBTEC303	Create Electronic Presentations
ICTPRG302	Apply introductory programming techniques

ASSESSMENT TECHNIQUES

- Project
- Computer tasks
- Presentation
- Folio of Tasks

CAREER OPPORTUNITIES & PATHWAYS

Articulation into:

ICT30120 Certificate III in Information Technology

Other specific qualifications available at http://training.gov.au

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

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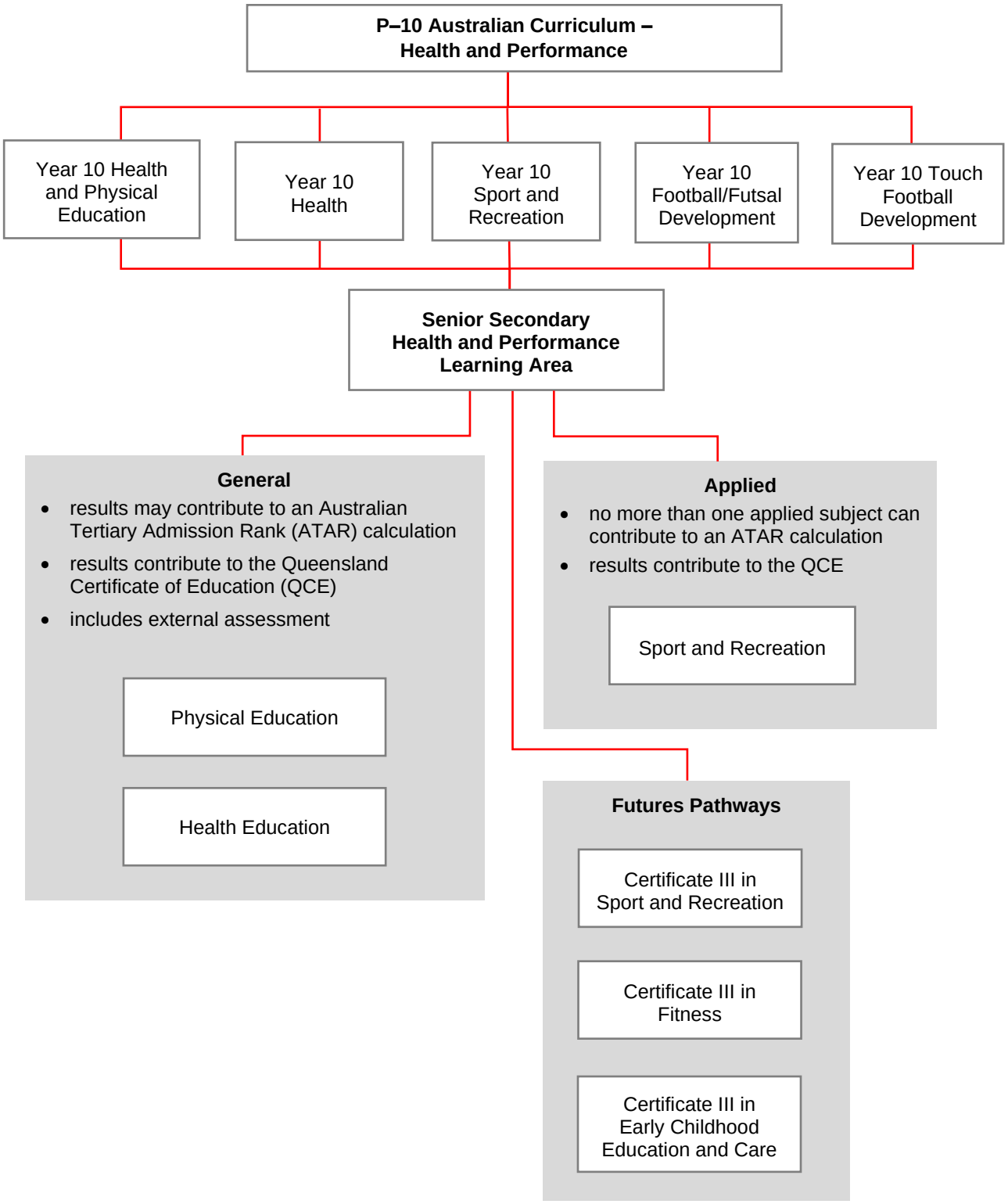
Pathways in Health and Performance



ELECTIVE

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FOOTBALL / FUTSAL DEVELOPMENT PROGRAM

Elective Subject CODE: FDP

COURSE OVERVIEW

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

COURSE STRUCTURE

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

ASSESSMENT TECHNIQUES

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

SPECIAL REQUIREMENTS

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

ELECTIVE

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HEALTH

Elective Subject CODE: HTH

COURSE OVERVIEW

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

COURSE STRUCTURE

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

ASSESSMENT TECHNIQUES

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

SPECIAL REQUIREMENTS

Students need to be committed to research and writing tasks as well as the implementation of health promotion activities in the school community.

ELECTIVE

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HEALTH AND PHYSICAL EDUCATION

Elective Subject CODE: HPE

COURSE OVERVIEW

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

COURSE STRUCTURE

Students will undertake four units of work where engagement in individual and team physical activity is essential. Units of work examine topics underpinning the enhancement of performance, including functional anatomy, sports psychology, movement and motor learning, tactical awareness, equity and integrity and exercise physiology. All units are integrated with physical activities which serves as both a source of content and data as well as a medium for learning.

ASSESSMENT TECHNIQUES

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

SPECIAL REQUIREMENTS

Students need to be committed to both physical and theory-based involvement in this course of instruction.

ELECTIVE

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TOUCH FOOTBALL ACADEMY PROGRAM

Elective Subject CODE: TDP

COURSE OVERVIEW

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

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

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

COURSE STRUCTURE

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

ASSESSMENT TECHNIQUES

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

SPECIAL REQUIREMENTS

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

ELECTIVE

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SPORT AND RECREATION

Elective Subject CODE: SPR

COURSE OVERVIEW

Sport and Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities. Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

COURSE STRUCTURE

Students will undertake four units of work where engagement in individual and team physical activity is essential. Units of work come from the following topics

- Sport, recreation and healthy living
- Health and safety in sport and recreation activities
- Personal and interpersonal skills in sport and recreation activities
- Active play and minor games
- Challenge and adventure activities
- Games and sports
- Lifelong physical activities

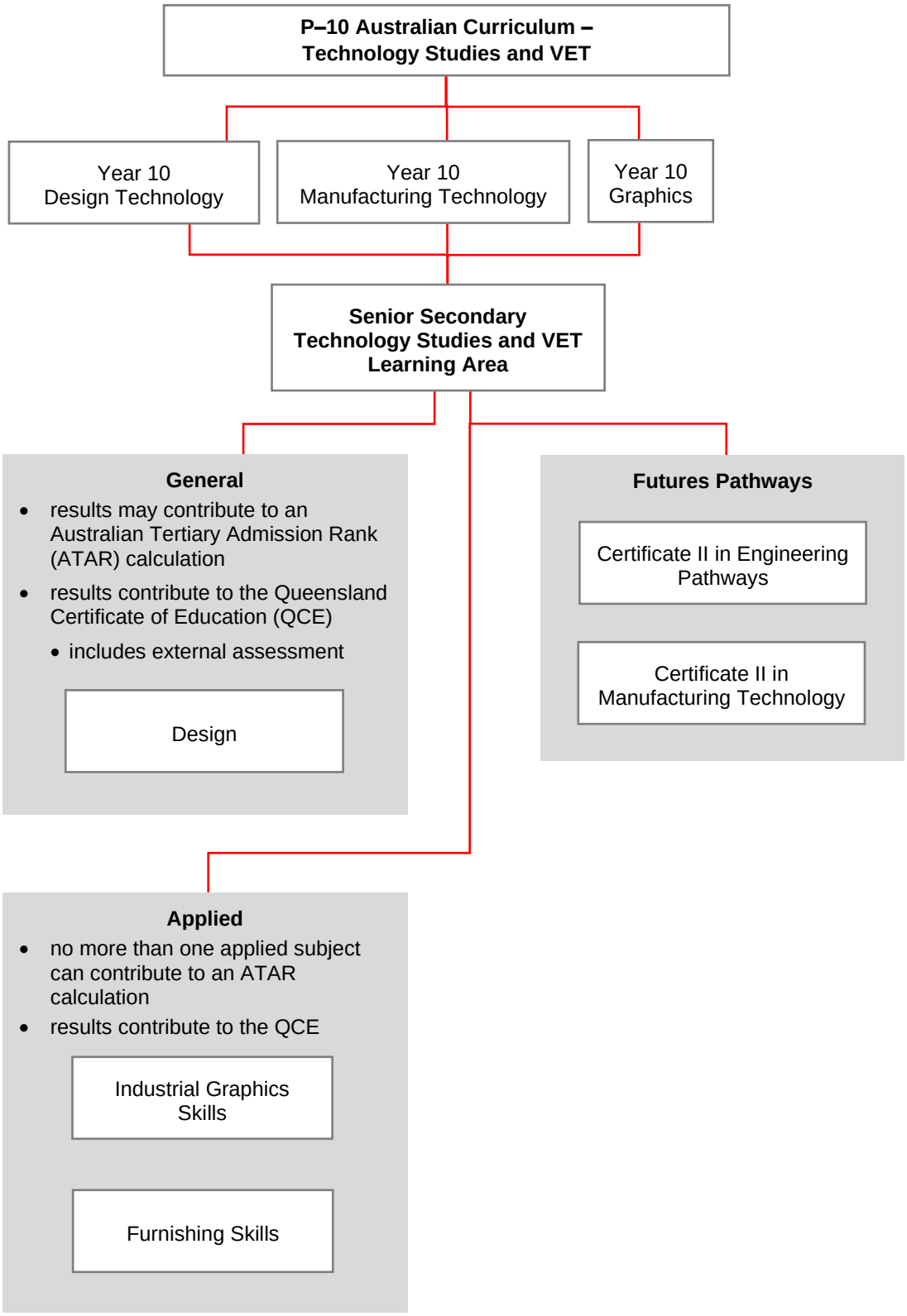
ASSESSMENT TECHNIQUES

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

SPECIAL REQUIREMENTS

Students need to be committed to both physical and theory-based involvement in this course of instruction.

Pathways in Technology and VET



ELECTIVE

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DESIGN TECHNOLOGY

Elective Subject CODE: DES

COURSE OVERVIEW

Design Technology is an introduction to the Senior year 11-12 course of Design which exposes students to introductory skills in product design and prototyping. Design Technology focuses on the practical application of design thinking by providing opportunities for students to propose ideas as solutions to design problems, this enables students to learn about and experience design through exploring needs, wants and opportunities of a design problem to develop ideas, design concepts and product solutions.

COURSE STRUCTURE

Students will be presented with a number of design opportunities that will enable them to develop and propose product solutions for these problems. “The need for speed” is one example whereby students are required to design, produce and race a C02 gas powered race car to satisfy certain constraints and design criteria. Students learn how to communicate design proposals through a series of design folios which are accompanied by sketching, drawing, 3D modelling, 3D printing and laser cutting as means to produce the product solutions.

ASSESSMENT TECHNIQUES

Project folios and associated product prototypes.

POSSIBLE CAREER PATHWAYS/OPTIONS

Further study opportunities that have an emphasis on Design.

Degrees:

- Architecture
- Design
- Engineering
- Teaching
- Built Environment

SPECIAL REQUIREMENTS

Personal computer preferred.

ELECTIVE

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GRAPHICS

Elective Subject CODE: GPH

COURSE OVERVIEW

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

COURSE STRUCTURE

The course is based on introducing the students to the conceptual and manipulation skills necessary in supporting contextual units on:

- Design
- Research
- Production
- Presentation

ASSESSMENT TECHNIQUES

Presentation of computer-based tasks, completion of workbooks and written tasks.

POSSIBLE CAREER PATHWAYS/OPTIONS

Further Study Opportunities:

- Building and construction
- Apprenticeships
- Computer based design
- Production design
- Engineering
- Architecture

SPECIAL REQUIREMENTS

Students are required to supply their own drafting equipment. Students will be required to save digital copies of their work on their own USB.

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MANUFACTURING TECHNOLOGY

Elective Subject CODE: MTE

COURSE OVERVIEW

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

COURSE STRUCTURE

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

Integrated within this study, students will learn about:

- Safety
- Workshop technology
- Project planning and design

ASSESSMENT TECHNIQUES

Presentation of practical tasks, observation of workshop skills (e.g. safety), completion of workbooks and written tasks.

SPECIAL REQUIREMENTS

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

VET

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CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS

Vocational Education & Training CODE: FSK

QUALIFICATION: FSK20119 CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS

COURSE OVERVIEW

This qualification is an optional program for Year 10 students and is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. Students will gain knowledge regarding career planning, resume writing, workplace communication and interview skills.
It is suitable for individuals who require:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

DURATION

One year depending on timetable.

COURSE UNITS

UNIT CODE	UNIT NAME
FSKLRG007	Use strategies to identify job opportunities
FSKLRG009	Use strategies to respond to routine workplace problems
FSKLRG010	Use routine strategies for career planning
FSKLRG011	Use routine strategies for work related learning
FSKRDG002	Read and respond to short and simple workplace signs and symbols
SIRXHWB001	Maintain personal health and wellbeing
FSKRDG008	Read and respond to information in routine visual and graphic texts
FSKRDG009	Read and respond to routine standard operating procedures
FSKWTG008	Complete routine workplace formatted texts
FSKWTG001	Complete personal details on extremely simple and short workplace forms
FSKDIG001	Use digital technology for short and basic workplace tasks
FSKNUM001	Use beginning whole number skills up to 100 for work
TKLIK2003	Apply keyboard skills
SIRXWHS001	Work Safely

CAREER OPPORTUNITIES & PATHWAYS

This is an entry level course to the world of work and to all other Certificate II courses and above. The skills and knowledge delivered in this course are highly sort after from all employers.

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VET

NATIONALLY RECOGNISED TRAINING

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CERTIFICATE II IN BASIC FINANCIAL LITERACY

Vocational Education & Training CODE: FNS

QUALIFICATION: FNS10120 CERTIFICATE I IN BASIC FINANCIAL LITERACY

COURSE OVERVIEW

This qualification forms part of the year 10 tutorial program and is designed to facilitate an understanding of the Australian financial services marketplace and personal financial situations to address the need of increased nationwide financial literacy

DURATION

One semester depending on timetable.

COURSE UNITS

UNIT CODE	UNIT NAME
FNSFLT211	Develop and use a personal budget
FNSFLT212	Develop and use a savings plan
FNSFLT213	Develop knowledge of debt and consumer credit
FNSFLT214	Develop knowledge of superannuation
FNSFLT215	Develop knowledge of the Australian financial system and markets
FNSFLT216	Develop knowledge of taxation

CAREER OPPORTUNITIES & PATHWAYS

This course has wide application and may be used in workplaces, schools, adult and community learning organisations or registered training organisations to build the financial literacy of learners. It may also be used as part of pre-vocational or new apprenticeship programs, or as part of services provided by counselling or advisory organisations. It does not have an industry employment outcome.

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