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In Year 10, our school works with students to develop a senior education and training (SET) plan.

Your involvement in helping your child make important decisions about their future education, training and employment is vital to the success of this plan.

What’s a SET plan?
A SET plan is a confidential document that a student develops, in consultation with their parents/carers and their school, to map their learning and career pathways.

What’s the purpose of a SET plan?
The purpose of a SET plan is to help students:

- set and achieve their learning goals in Years 11 and 12
- include flexible and coordinated pathway options in their course of senior study
- think about their education, training and career options after Year 12 and make decisions about their learning pathways
- structure their learning around their abilities, interests and ambitions
- communicate with their parents, teachers and career guidance officers about their learning pathways and post-school plans.

In their SET plan, students will be able to list a variety of different learning pathways, some of which may be accessed outside the current formal structure of school. This provides more options and flexibility in learning.

What’s involved in developing a SET plan?
Each school has its own SET planning process. Your child’s school will make that process clear to you.

Once your child’s SET plan has been developed, you, your child and the other people involved in developing the plan are required to sign and date the plan to show agreement.

What happens next?
Parents are encouraged to stay involved in the SET planning process so you can support your child through their learning.

It is recommended that students review their SET Plan after each term and semester to make sure their subjects and learning is right for them, and that they can maintain a pathway to the courses and career they want after Year 12.

Students can track their enrolments and results in their learning account on the student connect website at www.studentconnect.qcaa.qld.edu.au/.

If students want to change their subjects or courses, it is important that they discuss this with the Guidance Officer and Senior Schooling Deputy Principal or other learning provider.

More information

- Visit www.qcaa.qld.edu.au/parents-carers/senior
GENERAL INFORMATION

This booklet provides an outline of subjects available. Subject selection should be given careful consideration, as the decisions made will have a major influence on the student’s future career and QCE (Queensland Certificate of Education) eligibility. The range of subjects offered can be divided into three categories:

- **Authority Subjects (OP Subjects)** – prepare students for tertiary study, and/or employment. An OP (Overall Position) for tertiary studies is gained if 20 semester units (5 subjects studied over 2 years) are studied. **Three** (3) of these subjects must be studied continuously over 2 years.

  Our school offers the following Authority subjects:

  - Biology [BSC]
  - Chemistry [CHM]
  - Drama [DRA]
  - English [ENG]
  - Legal Studies [LEG]
  - Mathematics A [MAA]
  - Mathematics B [MAB]
  - Modern History [MHS]
  - Physical Education [PED]
  - Physics [PHY]
  - Visual Art [ART]
  - Distance Education

  Prerequisites . . .

  - Year 10 Science and English \( \rightarrow \) B Standard
  - Year 10 Mathematics, Science and English \( \rightarrow \) B Standard
  - Year 10 English and Drama \( \rightarrow \) B Standard

  NOTE: The school must have sufficient student enrolments in each subject otherwise the subject is unable to be continued. The school will attempt to provide students with alternative opportunities to complete the subject via Distance Education, with teacher support.

- **Authority-registered Subjects (Non-OP Subjects)** – prepare students for employment (Apprenticeships/Traineeships) or further study at TAFE. A RANK can be gained and used as alternative entry to tertiary studies.

  Our school offers the following authority-registered subjects:

  - English Communication [ENC]
  - Hospitality Practices [HST]
  - Industrial Graphics Skills [GSK]
  - Industrial Technology Skills [ISK]
  - Prevocational Mathematics [PVM]
  - Recreation [RCJ]
  - Science in Practice [SCP]
  - Social and Community Studies [SAC]

- **Vocational Education and Training (VET) Courses** – enable students to gain entry level industry qualifications suitable for obtaining an Apprenticeship/Traineeship or similar employment. They have embedded nationally accredited modules that have advance standing into other courses offered in industry by VET providers such as TAFE.

  The school is a Registered Training Organisation (RTO), National Provider Number 30059, and is capable of delivering a number of certificate courses. These include:

  - BSB20115 Certificate II in Business [VBS]
  - ICT20115 Certificate II in Information, Digital Media and Technology [IDT]
  - CUA20715 Certificate II in Visual Arts [VSA]

  NOTE: Currently, the school is in the process of including the updated qualifications for **Certificate II in Agriculture** and **Certificate II in Retail Services** on our scope of registration for 2017 delivery. Until such time students will enrol in:

  - Agricultural Practices and
  - Retail Practices

  NOTE: The school must have teachers with the necessary qualifications and equipment to run each certificate course. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualification. The school retains the right to cancel a certificate course if it is unable to meet requirements.
GENERAL INFORMATION (continued)

STUDY OPTIONS:

1. Tertiary Pathway – Destination → University/Associate Diploma/Diploma:
   Take any arrangement of six (6) authority subjects and sit the QCS Test
   OR
   Take five (5) authority subjects, one (1) authority-registered or VET qualification and sit the QCS Test. This option is strongly encouraged.

2. Employability Pathway – Destination → Workforce:
   Take any combination of six (6) authority, authority-registered or VET qualifications - school-based apprenticeship/traineeship available with this pathway.

Consult the booklet “QTAC Tertiary Prerequisites for Tertiary Study commencing 2019” which details all university courses available in Queensland and the specific prerequisite subjects, before deciding on your course of study and choosing VET courses. We advise any student who is seriously considering university to consult with the Guidance Officer before making a decision. Please phone the school office on 4754 6555 for appointments.

Copies of the JOB GUIDE are available on-line at https://education.gov.au/job-guide These books have the latest information available with regard to what subjects are essential or desirable for particular jobs. Information for over 1000 jobs is available! Students and their parents should avail themselves of these excellent information sources.

Additional Information – Students may be involved in a variety of extra-curricula activities such as: sport, instrumental music, QCS Test preparation, school-based apprenticeship/traineeship, work placement, work experience, etc.

YEAR 12 CERTIFICATION

Students completing Year 12 may receive one or more of the following:

- A transcript of the learning account for all students completing Year 12 at a Queensland School. The Senior Statement shows all studies and the results achieved that may contribute to the award of a QCE or Tertiary Entrance Statement. If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

- 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 recognises broad learning options and offers flexibility in what, where and when learning occurs.

- The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

- The Tertiary Entrance Statement shows an eligible student's Overall Position (OP) and Field Positions (FPs). These rankings are used to determine eligibility for admission to tertiary courses. The Tertiary Entrance Statement provides information that is recognised by interstate and international universities and tertiary providers and may be required to enrol in study at institutions outside Queensland.

- VET Certificate – certifies completion of a vocational education and training course.

- VET Statement of Attainment – shows partial completion of a certificate course.

NOTE: Subjects are chosen as a two-year course of study with a view to meeting QCE core requirements. Choose carefully as subject change options are limited.

SUPPORT SERVICES

If you require guidance or further information regarding subject choices and career options please make contact with the following people:

Subject Selection/Changes and Career Advice:
Guidance Officer, Mr Brent Nelson
Deputy Principal, Miss Shirley Holcombe
Principal, Ms Moya Mohr

School Based Traineeships/Apprenticeships:
Work Placement Coordinator, Ms Maria Vickery
Heads of Senior School, Mrs Sharon Hackman and Ms Tracey Hill
Planning QCE pathways

Senior Education Profile

Students in Queensland are issued with a Senior Education Profile when they complete Year 12. All students receive a Senior Statement. Eligible students also receive a Queensland Certificate of Education (QCE) and/or a Tertiary Entrance Statement, or a Queensland Certificate of Individual Achievement (QCAI). Students who continue to study towards a QCE after completing Year 12 will receive a Statement of Results when they become eligible for a QCE.

Queensland Certificate of Education

The QCE is Queensland’s senior schooling qualification. It is awarded to eligible students when they complete the senior phase of learning, usually at the end of Year 12. To be awarded a QCE, students need to complete a significant amount of learning, at a set standard and in a set pattern, and fulfill literacy and numeracy requirements.

Tertiary Entrance Statement

The Tertiary Entrance Statement shows an eligible student’s OP (Overall Position) and FPs (Field Positions). An OP indicates a student’s rank, based on overall achievement in Authority subjects. The student must study at least three of these subjects for all four semesters and sit the Queensland Core Skills (QCS) Test. FPs indicate a student’s rank based on overall achievements in Authority subjects in up to five fields (areas of study that emphasise particular knowledge and skills). FPs are calculated only for OP-eligible students.

Senior Statement

All students who finish Year 12 will receive a Senior Statement, regardless of whether they have met the requirements for the award of a QCE. This statement is a transcript of the learning account that records all contributing studies and results achieved.

Queensland Certificate of Individual Achievement

The QCAI recognises the achievements of students who undertake specialised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

Statement of Results

If a student leaves school or completes Year 12 without achieving a QCE, they can add to their learning account for up to seven years after leaving school. Once they become eligible, the QCAA will issue a QCE and a Statement of Results. The Statement of Results shows all contributing studies and the results achieved and, if applicable, a student’s QCS Test result.
Working towards a QCE

The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification.
- The QCE is awarded to eligible students — usually, at the end of Year 12.
- Students can still work towards a QCE after Year 12 or if they leave school.
- Learning options are grouped into four categories (see opposite).
- The QCE offers flexibility in what, where and when learning occurs.

To achieve a QCE a student needs 20 credits in a set pattern.
- At least 12 credits must come from completed Core courses.
- Additional 8 credits can come from a combination of any courses.
- Students must achieve a Sound, Pass or equivalent to receive QCE credits.
- Literacy and numeracy requirements must be met (see opposite).

Planning a QCE pathway

QCE planning usually starts in Year 10.
- A Senior Education and Training (SET) Plan is developed to map a student's future education and/or employment goals and their QCE pathway.
- Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects completed while at school, recognised workplace learning, certificates and awards.
- Students choose their own QCE pathway — there are hundreds of possible course combinations.
- Students can plan their QCE pathway and track their progress towards a QCE in their learning account on the Student Connect website at www.studentconnect.qcca.qld.edu.au

For more information

There are a number of ways a student can gain a QCE.

The QCE Handbook provides information about:
- credit for partial completion of courses of study
- credit transfer for intrastate, interstate and overseas transfers
- conceded semesters for subjects exited at a Limited Achievement
- student learning accounts
- relaxation of completed Core requirements
- notional Sound in a subject for meeting literacy and numeracy requirements
- recognised studies.

Visit www.qcca.qld.edu.au for a copy of the handbook

March 2015

Learning options and credit values

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core courses: usually undertaken by students in the senior phase of learning</td>
<td>At least 12 credits are needed. At least 3 credits undertaken while enrolled at a school.</td>
</tr>
<tr>
<td>Authority or Authority-registered subjects</td>
<td>Per course (6 semesters)</td>
</tr>
<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td>4</td>
</tr>
<tr>
<td>VET Certificate II, III or IV qualifications (includes school-based traineeships)</td>
<td>Certificate II</td>
</tr>
<tr>
<td>Certificate II &amp; IV</td>
<td>4</td>
</tr>
<tr>
<td>School-based apprenticeships that incorporate on-the-job training</td>
<td>Certificate III competencies</td>
</tr>
<tr>
<td>Certificate III competencies</td>
<td>4</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>Per course</td>
</tr>
<tr>
<td>Preparatory courses: generally used as stepping stones to further study</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>VET Certificate II qualifications</td>
<td>Preparatory program</td>
</tr>
<tr>
<td>(Max. of 2 qualifications can count)</td>
<td>2</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VET Act 3000</td>
<td>Preparatory program</td>
</tr>
<tr>
<td>(Max. of 1 program can count)</td>
<td>2</td>
</tr>
<tr>
<td>Re-engagement programs</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>(Max. of 1 program can count)</td>
<td>1</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>Short course in literacy or short course in numeracy developed by the QCAA</td>
</tr>
<tr>
<td>Short course in literacy or short course in numeracy developed by the QCAA</td>
<td>Per course</td>
</tr>
<tr>
<td>Enrichment courses: add value or complement Core courses of study</td>
<td>A maximum of 8 credits can contribute.</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Learning projects — workplace, community, self-directed</td>
<td>1</td>
</tr>
<tr>
<td>Authority extension subjects, eg English Extension</td>
<td>2</td>
</tr>
<tr>
<td>Career development: A short course senior syllabus</td>
<td>1</td>
</tr>
<tr>
<td>School-based subjects</td>
<td>As accredited by QCAA</td>
</tr>
</tbody>
</table>

Advanced courses: go beyond senior secondary schooling

- One or two-semester university subjects completed while enrolled at a school
- Units of Competency contributing to VET diplomas or advanced diplomas while enrolled at a school
- Recognised certificates and awards

Literacy and numeracy requirements

The QCE offers students a range of options to satisfy the literacy and numeracy requirements, including:
- at least a Sound Achievement in one semester of a QCAA-developed English and Mathematics subject
- at least a Sound Achievement in QCAA-developed short courses in literacy and numeracy
- a Pass grade in a Literacy and numeracy course recognised by the QCAA
- at least a C in the Queensland Core Skills (QCS) Test
- at least a C for an International Baccalaureate examination in English and Mathematics
- completion of PSAK0113 Certificate II in Skills for Work and Vocational Pathways
- completion of a VET course in Core Skills for Employment and Training — Communication, i.e. 39283QLO (Certificate II) or 39283QLO (Certificate III)
- completion of a VET course in Core Skills for Employment and Training — Numeracy, i.e. 39288QLO (Certificate II) or 39289QLO (Certificate III)

Queensland Curriculum & Assessment Authority
Components of the QCIA

Statement of Achievement

This section certifies the student’s demonstrated knowledge and skills according to the student’s individual educational program. The free-form text statements show achievement information under six curriculum organisers:

- Areas of study and learning
- Communication and technologies
- Community, citizenship and the environment
- Leisure and recreation
- Personal and living dimensions
- Vocational and transition activities.

Statement of Participation

Activities undertaken as part of the student’s senior schooling are shown here. There is no explanation of the activity or any achievements or standards that might be associated with the activity.

Frequently asked questions

1. Who is eligible for the QCIA?
   - There must be:
     - Undertake studies that are part of an individualised learning program
     - Have either an impairment or difficulty in learning

2. What is an individualised learning program?
   - An individualised learning program is developed by the school to meet individual learning needs. It may be a school-developed program or an adapted version of other areas of QCE study that does not meet the syllabus standards or VET requirements.

3. Does a student have an impairment or difficulty in learning?
   - No. The school will consult with the student and parents to address the student’s learning needs.

4. What achievements are included on the QCIA?
   - The certificate records educational achievement in two areas:
     - Statement of Achievement
     - Statement of Participation.

5. What achievements will not be included on the QCIA?
   - Authority subjects, Authority registered subjects and vocational education and training (VET) are areas of learning that can contribute to the QCE. Any achievements in these areas will be recorded on the Senior Statement.

6. If a student obtains a QCIA, does it also contribute towards a QCE?
   - No. The QCIA recognises broad learning options and confirms achievements of a significant amount of learning, a set standard of achievement, and the fulfillment of literacy and numeracy requirements.
UNDERSTANDING THE BASICS

What is an OP?

An OP (Overall Position) is a student’s position in a statewide rank order based on overall achievement in Queensland Curriculum and Assessment Authority (QCAA) subjects. It is used for tertiary entrance purposes only, and indicates how well a student has done in comparison to other OP-eligible students in Queensland. Students are placed in one of 25 OP bands from 1 (highest) to 25 (lowest).

How do I get an OP?

To get an OP you must study a certain number of Authority subjects and satisfy other requirements including completion of Year 12 and the Queensland Core Skills (QCS) Test. The basic eligibility requirement is 20 semester units of credit in Authority subjects with at least three subjects taken for four semesters. Authority subjects are based on syllabuses that have been approved and issued by the QCAA.

How is my OP calculated?

The calculation of your OP begins with the results you get in the subjects you study in Year 12. These results are reported on your Senior Statement in terms of five levels of achievement: Very High Achievement, High Achievement, Sound Achievement, Limited Achievement and Very Limited Achievement. These levels of achievement alone are too broad to calculate OPs. Finer graded comparisons of student achievement are made using subject achievement indicators (SAIs). SAIs are numbers from 200 to 400, assigned by teachers to OP-eligible students. They show your achievement compared with the achievement of other students in each subject you study in your school.

YOUR OP QUESTIONS ANSWERED

My friend and I both got five VHAs. Why did we get different OPs?

Although you both achieved great results, you won’t necessarily have the same OP because you did not compete against other students to achieve these results. Not all students awarded VHAs are at the same standard. Some students may be ranked at the top of the VHA range, while others may be doing just well enough to get a VHA. Your OP and Field Positions (FPs) are based on comparisons with other students. These differences are reflected in your SAIs, which are allocated by your teachers and sent to QCAA at the end of the year as crucial input for OP calculations. It is important that you check your SAIs to ensure they represent your position in the rank order fairly.

If I get five SAIs of 400 will I get an OP1?

Not necessarily. In fact, usually not. An SAI of 400 only indicates that you are the school’s highest achieving student in a particular subject. You may not be the best student overall in the school, nor among the top students in Queensland.

Does Year 11 count towards my OP?

In most cases, Year 11 does not count towards your OP. Year 11 focuses mainly on formative assessment which aims to provide feedback on your progress as you develop skills and knowledge in your subjects. However, each subject has its own assessment pattern and even if you exit a subject in Year 11, those results might still be used in the calculation of your OP. You can find out how each subject is assessed by checking your school’s QCAA-approved work program. If you’re aiming for an OP, you should do your best in every subject during both years. However, even if you had lower results in Year 11 than you would have liked, you can improve these results by working hard in Year 12 and improving your ranking in each of your subjects.

How should I choose my subjects to get a good OP?

The QCAA recommends that you choose the subjects you enjoy and are good at. If you do your best then you will achieve the OP you have earned.
Are high achievers disadvantaged in a lower achieving subject-group?

High achievers are not disadvantaged provided they demonstrate considerably better achievement compared to the other students in that subject. A student who wants a good OP must consistently demonstrate outstanding achievement in all subjects. In a low-achieving subject-group, this would be reflected in a large gap between one student’s SAI and the SAIs of other students. OP calculations take into consideration both the average and the spread of the subject-group’s QCS Test performance. Low achievers may reduce the average but having a much higher achiever in the group increases the spread, therefore ensuring there is no disadvantage.

Which subjects are used to calculate my OP?

Your best 20 semesters are used in the calculation of your OP. These are determined after your SAIs have been scaled, so they might not be the subjects you expect.

Are some subjects worth more than others?

All QCAA subjects are treated equally in OP calculations. What matters in OP calculations is not the subject that you study but how well you do in relation to the competition in that subject. A student can achieve an OP1 or an OP25 studying any combination of subjects.

Is there a bias in favour of certain schools?

Students, not schools, are awarded OPs. The procedures followed for the calculation of OPs are exactly the same for students in every school. The quality, application and performance of students are unevenly distributed across schools so different performances at different schools are to be expected.

Are students in a small group or a small school disadvantaged?

The QCAA has special procedures in place for small groups and small schools to ensure students are not disadvantaged or advantaged. SAIs are assigned differently and the scaling processes are adjusted to make sure that OPs reflect student performances fairly.

Does the QCAA allocate the number of OP1s for each school in advance?

The QCAA does not set a quota of OP1s (or any other OP rank) for a school. OPs and FPs compare students (not schools) across the state, providing a statewide rank order of students for that year. The number of OP1s achieved by students at a particular school can vary from year to year depending on the level of student achievement and how they rank compared with students across the state that year. If there is a large number of OP1s in your school in a particular year, it’s simply because a large number of high-achieving students attended your school.

If I do badly on the QCS Test, how will this affect my OP?

Your OP is not based on your individual QCS Test result. QCS Test results contribute to group data used in the scaling processes in OP calculations. While it is very important that you do your best on the QCS Test, it is how well you achieve in your Authority subjects that is most important.

Do students with five or more VHAs in Authority subjects and an A on the QCS Test automatically get an OP1?

Not all students awarded VHAs are at the same standard. Some students may be ranked at the top of the VHA range, while others may be doing just well enough to get a VHA. There are more students with five VHAs than there are OP1s. Historically, students who achieve nothing lower than a VHA in all their subjects usually receive an OP between 1 and 6.

There are a lot of Visa students in my subject. Will my OP calculations be disadvantaged as a result?

Visa students are not included in OP rankings. Instead, they are given an Equivalent OP. The QCAA has special procedures in place to ensure that domestic students are not disadvantaged in subject-groups and school-groups with a high number of Visa students. These procedures also ensure that there is comparability between Equivalent OPs and OPs. (Visa students live temporarily in Australia under a short-term visa or a similar authority issued by the Australian Government.)
YOUR OP QUESTIONS continued ...

If I am OP-ineligible and I sit for the QCS Test, will I bring down the results of the students at my school?

If you are OP-ineligible your QCS Test result will not contribute to group results for calculating OPs for your school. Only the results of OP-eligible students are used in OP calculations. Your QCS Test result will appear on your Senior Statement and will be used towards your Queensland Tertiary Admissions Centre (QTAC) Tertiary Selection Rank if it improves your rank.

If I’ve completed a Certificate IV will I get a better OP?

Vocational education and training (VET) certificates do not contribute to the calculation of your OP. If you are OP-eligible and you complete a Certificate IV, it will not be combined with your OP or boost your OP. You will receive an OP from your Authority subjects and a QTAC Tertiary Selection Rank for your additional qualification. This rank can be considered in addition to your OP but it does not affect or change your OP.

If I am the school dux, will I receive the highest OP in my school?

While being named dux at your school is a significant achievement, it does not indicate your position in the statewide rank order. Rather, it is an indication of the way that your school sees your achievements in relation to other students at your school. The selection of the school dux does not include QCS Test data used in the calculation of OPs. So the dux of a school will not necessarily receive the highest OP at that school.

Last year my school predicted a student would get an OP2 but they got an OP4. How come?

Although it’s important when deciding on tertiary preferences to have a realistic idea of the range of OPs you might receive, the QCAA advises schools against giving precise predictions. When making OP predictions, schools don’t have access to the precise information used by the QCAA to calculate OPs. The QCAA does not know what method your school used to predict the OP so we cannot comment on the accuracy or otherwise of its calculations. However, the fact that your school’s prediction was not what was achieved does not indicate there is a flaw in the calculation of the OP.

If I’m sick during Year 12, can I have my OP reviewed and lifted?

When a student is experiencing difficulty completing their assessment because of illness or particularly difficult circumstances, they can apply for special provision. If this is granted, your school will be required to make special arrangements to ensure you have equal opportunity to achieve. The QCAA, however, does not adjust an OP on the basis that if you had studied under different circumstances you would have achieved a better result. In fairness to all students, the Queensland Certificate of Education and the Tertiary Entrance Statement must show demonstrated achievement, not achievement that might have been demonstrated in other circumstances. Another form of special consideration may be offered by QTAC in relation to tertiary entrance. It is best to contact QTAC to inform them of your circumstances and request consideration.

FIND OUT MORE

Visit www.studentconnect.qcaq.qld.edu.au

Queensland Curriculum and Assessment Authority
PO Box 307, Spring Hill QLD 4004
Level 7, 154 Melbourne Street, South Brisbane
T +61 7 3864 0299
F +61 7 3221 2553
Common Curriculum Elements (CCEs)

The 49 CCEs are listed below with their respective number references.
For more information about CCEs visit www.qcaa.qld.edu.au/qcs-test.

1. Recognising letters, words and other symbols
2. Finding material in an indexed collection
3. Recalling/remembering
4. Interpreting the meaning of words or other symbols
5. Interpreting the meaning of pictures/illustrations
6. Interpreting the meaning of tables or diagrams or maps or graphs
7. Translating from one form to another
8. Using correct spelling, punctuation, grammar
9. Using vocabulary appropriate to a context
10. Summarising/condensing written text
11. Compiling lists/statistics
12. Recording/noting data
13. Compiling results in a tabular form
14. Graphing
15. Calculating with or without calculators
16. Estimating numerical magnitude
17. Approximating a numerical value
18. Substituting in formulae
19. Setting out/presenting/arranging/displaying
20. Structuring/organising extended written text
21. Structuring/organising a mathematical argument
22. Explaining to others
23. Expounding a viewpoint
24. Empathising
25. Comparing, contrasting
26. Classifying
27. Interrelating ideas/themes/issues
28. Reaching a conclusion which is necessarily true provided a given set of assumptions is true
29. Reaching a conclusion which is consistent with a given set of assumptions
30. Inserting an intermediate between members of a series
31. Extrapolating
32. Applying strategies to trial and test ideas and procedures
33. Applying a progression of steps to achieve the required answer
34. Generalising from information
35. Hypothesising
36. Criticising
37. Analysing
38. Synthesising
39. Judging/evaluating
40. Creating/composing/devising
41. Justifying
42. Perceiving patterns
43. Visualising
44. Identifying shapes in two and three dimensions
45. Searching and locating items/information
46. Observing systematically
47. Gesturing
48. Manipulating/operating/using equipment
49. Sketching/drawing
50. Queensland Curriculum & Assessment Authority
PO Box 307, Spring Hill QLD 4004, Australia
Level 7, 154 Melbourne Street, South Brisbane
T +61 7 3864 0299
F +61 7 3221 2553
www.qcaa.qld.edu.au
January 2016
What is the Queensland Core Skills (QCS) Test?
The QCS Test is:
- a common statewide test for Queensland Year 12 students
- an achievement test — not an intelligence or aptitude test
- grounded in the Queensland senior curriculum
- accessible to all Year 12 students, regardless of their subject selections
- compulsory for OP-eligible students.

What is the purpose of the test?
The Queensland Curriculum and Assessment Authority (QCAA) uses QCS Test data to provide:
- group results, which are used for comparing student achievement across different subjects and different schools as part of the Overall Position (OP) and Field Position (FP) calculation processes
- individual results on an A to E scale

What does it test?
It tests achievement in Common Curriculum Elements (CCEs) of the Queensland senior curriculum. The level of sophistication demanded by the test is appropriate to Year 12 students. Particular knowledge of specific senior subjects is not tested. However, the test assumes a knowledge of mathematical operations and concepts that could reasonably be expected of a student with a sound Year 10 education. It also assesses a reasonable level of general knowledge and vocabulary.

What preparation is useful?
The CCEs are generic skills that students develop across their subjects, so they are preparing for the test all the time and in every subject. Students might also consider these preparation tips:
- become familiar with the CCEs and how achievement in them might be assessed
- experiment with various forms or genres of writing to see which are the strongest
- develop skills in writing clearly, simply and economically
- become aware of how much space 600 words of their handwriting take up
- review concepts such as percentage, ratio, angle, power of ten notation, and elementary algebraic procedures
- practice using an approved calculator
- find out the meanings of the key terms used in the test papers, to help understand the most effective type of response to provide. Key terms are listed in the Student Information Bulletin, which is provided to all Year 12 students and is available on the QCAA website.

What if a student needs special provision?
If a student has a recognised condition that could make it difficult or impossible to sit the test, the QCAA may be able to assist. Students should talk to their teachers or guidance officer if they think they will need some variation in the arrangements.
For more information about special provision, visit www.qcaa.qld.edu.au/qcs-test.

What is the format of the QCS Test?
The QCS Test consists of:
- a Writing Task testpaper
- two Multiple Choice testpapers
- a Short Response testpaper.

Four testpapers, one test
Students are expected to respond to various stimulus materials such as prose passages, poetry, graphs, tables, maps, mathematical and scientific data, cartoons and reproductions of works of art.
For the Writing Task, students are asked to compose an extended piece (about 600 words) of continuous prose in response to an overall concept and related stimulus material.
Items on the Short Response testpaper ask students to respond in various ways, such as writing a sentence or paragraph, drawing a diagram, performing a calculation or sketching.
For each item on the Multiple Choice testpapers, four possible responses are presented as options. Students are asked to select the best option.

When is it held?
The QCS Test takes place over two days late in Term 3.

<table>
<thead>
<tr>
<th>Day</th>
<th>Morning</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Paper 1 Writing Task (2 hours)</td>
<td>Paper 2 Multiple Choice I (1 hour 30 minutes)</td>
</tr>
<tr>
<td>Monday</td>
<td>Paper 3 Short Response (2 hours)</td>
<td>Paper 4 Multiple Choice II (1 hour 30 minutes)</td>
</tr>
</tbody>
</table>

* A student who is absent from one or more subjects cannot be awarded a result on the QCS Test unless exemption is applied for and approved.

For dates, check with your school or visit www.qcaa.qld.edu.au/qcs-test.

What equipment is required?
Students require writing equipment such as pens, pencils, a ruler and an eraser. A pencil is required for the Writing Task and Short Response testpapers, except as instructed otherwise, and a 2B pencil for Multiple Choice responses.
Students may use an approved hand-held, solar or battery-operated, non-programmable calculator. An approved calculator is one that does not have a spellchecker, dictionary, thesaurus, translator or computer algebra system (CAS) facility.
Students must not take into the test room equipment that is not permitted, such as a mobile phone. Supervisors may inspect a student’s equipment at any time during the test. The Student Information Bulletin lists equipment that is permitted and not permitted.

More information
Visit the QCAA website at www.qcaa.qld.edu.au/qcs-test for QCS Test information including available publications.
For inquiries email qcs.admin@qcaa.qld.edu.au or telephone (07) 3864 0299.
For information about tertiary entrance, OPs and FP, visit www.qcaa.qld.edu.au/senior/tertiary-entrance.

12
VET and tertiary entrance

Young people who are ineligible for an Overall Position (OP) may have their VET considered as part of the tertiary selection process using selection ranks for Queensland universities.

Find out more

For information about VET study options and employment opportunities, speak with your school’s Career Counsellor or Guidance Officer.

For more information about other aspects of VET, visit the QCAA website at www.qcaa.qld.edu.au.

For more information about VET and tertiary entrance, visit the Queensland Tertiary Admissions Centre (QTAC) website at www.qtac.edu.au, or telephone 1300 447 823.

Vocational education and training (VET) provides pathways for all young people, particularly those seeking further education and training, and those seeking employment-specific skills.

VET offers clear benefits to young people, including:

- the development of work-related skills, making young people more employable
- access to learning opportunities beyond the traditional curriculum, including work-based learning
- competency-based assessment that meets industry standards.

VET and the Queensland Curriculum and Assessment Authority

The Queensland Curriculum and Assessment Authority (QCAA) has three key roles in VET:

- providing advice to schools on VET qualifications and VET contributions to the Queensland Certificate of Education (QCE)
- promoting a range of VET options that allow young people to access industry-recognised training through nationally endorsed VET qualifications or nationally accredited courses.

VET and the Senior Education and Training Plan

Students should consider VET when developing their Senior Education and Training (SET) Plan.

The SET Plan will support students to learn, get work experience and acquire skills that will help meet the demands of the workplace.

VET and the QCE

The QCE, Queensland’s senior school qualification, recognises broad learning options, including VET and workplace and community training.

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Credits towards a QCE</th>
<th>Maximum VET contribution to the QCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I</td>
<td>2 credits</td>
<td>Up to 20 credits</td>
</tr>
</tbody>
</table>

**Diagram: Vocational education and training**

- **Certificate I**
  - Preparatory courses
  - 2 credits
  - 2 credits for Certificate I
  - 199 nominal hours
  - 2 qualifications may count towards the QCE

- **Certificate II, III and IV** (including school-based apprenticeships)
  - Core courses: 4 credits
  - Most Certificate II and IV — 8 credits
  - Partial credit arrangements apply for incomplete Certificates II, III and IV

- **Diplomas**
  - Advanced courses
  - 1 credit per unit of competency

- **School-based apprenticeships**
  - Off-the-job component: Qual completions as outlined above.
  - On-the-job component: 1 credit per 20 days of on-the-job training

- **School-based traineeships**
  - Off-the-job component: Qual completions as outlined above.
  - On-the-job component: 1 credit per 20 days of on-the-job training

* Some Certificates II and IV attract 1-7 credits, generally because of their internal hours. Information on these can be found on the Student Connect website, www.studentconnect.qcaa.qld.edu.au.
GUIDANCE OFFICER INFORMATION

WHAT TO THINK ABOUT
SOME SUGGESTIONS

NOW THAT YOU HAVE DECIDED TO
RETURN TO YEAR 11 ...........

......... THINK about why you want to continue your education. Set some goals. Discuss with your parents, teachers, friends and the Guidance Officer the ways you may achieve those goals.

......... UNDERSTAND that Senior School is different - there is no carry over of your Junior results. Assessment is on Year 11 and 12 work only.

You will need to study at least 2-3 hours per night each week (with some time out for relaxation on the weekend) to keep up with Senior School requirements.

......... YOU WILL NEED TO:

- organise your time efficiently!
- develop good study habits!
- maintain good communication links with your teachers. If you don’t understand something - ask questions!
- be self-directed - don’t rely on teachers doing the work for you. You will be doing a lot of independent research work!

Remember that you will be attending school because you want to. Compulsory schooling finishes at age 16. Post compulsory learning phase continues until 17 years of age. This means that you need to be in a learning program until you turn 17.

It is important to choose senior subjects carefully as your decisions may affect not only your feelings about school and your level of achievement but also the types of careers you can follow. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically.

A FEW SIMPLE GUIDELINES

RELATE SUBJECTS TO CAREER INFORMATION

- Have a few career choices in mind before choosing subjects. If you are uncertain about this, choose subjects that will keep your options open.

- Use resources available within the school to assist with career, course and subject selection:
  - Meet with the Guidance Officer
  - QUEENSLAND JOB GUIDE: Explores a multitude of courses and careers, available from the Guidance Office.
  - QUEENSLAND TERTIARY COURSES BOOKLET AND TERTIARY PREREQUISITES 2017. For those interested in Tertiary study, these booklets outline subjects required for particular courses of study, distributed to all Year 10’s.
DEVELOP A PICTURE OF WHAT EACH SUBJECT WOULD BE LIKE

Read each subject description fully and look at the related careers. Talk to Heads of Department and teachers of each subject. If possible, look at the textbook or class notes of a student currently doing the subject. From this information, you will have a good picture of what it would be like to study the subject.

* All students select 6 subjects only.

* Decide whether you are interested in Tertiary study at:

University?

Yes
You should choose at least 5 OP subjects.

No
Choose any combination of subjects.

TAFE?

Yes
Choose any combination of subjects.

No
Consider a practical course related to your interests and ability.

Check carefully prerequisite subjects for any courses in which you are interested.

MAKE A DECISION ON A COMBINATION OF SUBJECTS THAT SUITS YOU

- MAKE YOUR OWN DECISIONS - avoid choosing subjects because your friends are doing them or because someone else thinks you should.

- CHOOSE FOR SUCCESS - avoid choosing subjects because you have been told they will get you a high OP score. You will achieve your best results in subjects you enjoy studying.

- CHOOSE FOR ABILITY - avoid choosing subjects that are very difficult if you are not prepared to work hard at succeeding. Year 11 and 12 subjects require more effort and study than Year 10.

* Discuss your selection

It is a good idea to discuss your selection with the Guidance Officer and your teachers to ensure you have chosen appropriately.

A GOOD PLAN FOR SUBJECT SELECTION

Choose subjects that:
- include Tertiary prerequisites for University or TAFE courses for which you may apply
- will allow you to achieve your best results
- you achieved well in during Year 10
- you enjoyed in Year 10
- you think you will enjoy in Years 11 & 12
- match your ability

FINAL CHECKLIST FOR LEARNING OUTCOMES

Ask yourself the question – “What do I want to graduate with?”

1. Q.C.E. - Queensland Certificate of Education - Choose subjects that you will pass each semester.
2. OP - Overall Position – To prepare for University and TAFE Diplomas. Check pre-requisites – Choose 6 Authority subjects.
3. VET – “Do I have subjects that will give me Certificates?”

Students should achieve at least one of these goals.
**SPECIAL EDUCATION**

**Special Education at State High and the QCIA**: Students who access the Special Education Program in the senior school have two main choices: the QCE pathway (see QCE brochure in this booklet) or the QCIA pathway.

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students on highly individualised learning programs. To be eligible, students must have an impairment or a learning difficulty that is not primarily due to socioeconomic, cultural or linguistic factors. The QCIA is an official record acknowledging that a student has completed at least 12 years of education. It summarises the student’s knowledge and skills for employers and training providers. The certificate records the student’s achievements in 2 areas: The Statement of Achievement lists the student’s demonstrated knowledge and skills across 6 curriculum organisers and the Statement of Participation lists the names or titles of activities that the student has undertaken.

**What does this look like for Year 11 and 12 students?**

1. Full time in the mainstream learning environment and is working towards less than 50% of year level expectations.
2. Part time accessing the SEP and mainstream programs (with less than 50% in mainstream). Able to participate in some Certificate I and II courses.
3. Full time accessing the SEP.

Students must have their SET Plan (Senior Education and Training Plan) completed and approved.

**If you would like your child to be considered for this process please see Shirley Holcombe, Deputy Principal, to make your appointment.**

**Special Education Program – SEP**: A Special Education Program is primarily designed for students with significant disabilities. Students best suited for this program are those who are known to need additional support above and beyond the support provided in a mainstream classroom. The Special Education Program has been, and will continue to be, based upon numbers. Classes are allocated based around mainstream programs and teacher availability. Programs that are offered include:

<table>
<thead>
<tr>
<th>Subject Title</th>
<th>Learning Experience</th>
</tr>
</thead>
</table>
| English for Life | - Working from ACARA syllabus. Commonly targeted from Prep to Year 5.  
- Students are generally working on an individual based program, with specific targets in place, focusing on reading, writing, and language and communication.  
- In the classroom setting there is a strong focus on reading and comprehension and creating a variety of text types. |
| Maths for Life   | - Working from ACARA syllabus. Commonly targeted from Prep to Year 5.  
- Students are generally working on an individual based program, with specific targets in place, focusing on numeration, computation, money, fractions and measurement. |
| Social Skills    | - This program incorporates elements of the History/SOSE Syllabus.  
- Students engage in written, visual and practical components. |
| Life Skills      | - This program incorporates elements from the Health and Physical Education Syllabus.  
- Students explore healthy lifestyles, cook healthy meals and engage in excursions to buy items from the shops, swimming programs, etc. |
| Job Skills       | - This program incorporates elements from the Technology, Science and Art syllabuses as well as preparing and transitioning students to the workplace. This program includes resume writing, rights and responsibilities, manual handling, art work, work experience, science – practical activities / gardening, cleaning. |

**Special Education Support Services**: Every student with a disability is recognised at State High and support is given through a variety of services. **Please note**: Even though the student may not be in the Special Education Program, support, information and services are provided to class teachers and information is passed onto parents at various times throughout the year from a range of specialists. Where needed students are provided with adjustments or modifications to assessment items, class content and, if possible, teacher aide time will be given. For more information or support please contact the school.

- **CTSHS Special Education teachers**
- **Speech/Language Pathologist, Townsville**
- **Mylestones Employment, Charters Towers**
- **NQ Employment, Charters Towers**
- **Hearing Advisory Visiting Teacher**

- **Physical Advisory Visiting Teacher**
- **Physiotherapist**
- **Transition team**
- **Family planning**
AUTHORITY

(OP)

SUBJECTS
Biology is the study of life and natural systems on Earth. It encompasses studies of the origin, development, diversity, functioning and evolution of living systems and the consequences of intervention in those systems. It is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge.

Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. The study of Biology will help students foresee the consequences for the living world of their own, and society’s, activities on the living world. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world both now and in the future.

Learning Experiences
Students will be involved in:
1. Individual collaborative learning, planning, organising activities and solving problems;
2. carrying out laboratory work and writing practical reports;
3. observing teacher demonstrations;
4. dissecting specimens;
5. researching in the library and independent research study;
6. excursions and field work;
7. viewing media and using digital technologies;
8. discussing and debating current biological issues;
9. completing homework on a nightly or weekly basis;
10. collecting, analysing, interpreting and evaluating data.

Assessment
Students are required to communicate ideas and information using appropriate biological terminology, genres and conventions. They achieve this by gathering information, explaining biological phenomena, predicting outcomes and making informed decisions about the effects of human intervention on biological systems. Students are given multiple opportunities to demonstrate their level of achievement in a variety of assessment tasks that include complex and challenging aspects, embedded in a range of contexts.

Three main criteria are assessed:
Understanding Biology (UB): this objective provides opportunities for students to demonstrate a knowledge and understanding of the key concepts and ideas of biology. Students will be required to acquire, construct and communicate knowledge and understanding of the ideas, concepts and theories of biology, revealing underlying interrelationships between them.

Investigating Biology (IB): This objective provides opportunities for students collectively and individually to access, collect, derive and interpret quantitative and qualitative biological data. Students will be required to critically and creatively question, observe, construct ideas, make choices, analyse data, make decisions and solve problems to demonstrate the processes involved in biological investigation.

Evaluating Biological Issues (EBI): This objective aims to develop in students the ability to embrace current biological understandings and ideas to evaluate the effects of their application on present-day and future society.

The three main assessment types that are used to do this are:
- **Written Tasks** consisting of short response questions and/or essay responses to stimulus material, under supervised conditions;
- **Extended Response items** that may often require students to gather and analyse first and second-hand data in order to solve a problem or answer a question;
- **Extended Experimental Investigations** that ask students to research, design, conduct, report on and evaluate an experiment.

**NOTE:** Field Studies are undertaken as a compulsory component of the course. Data gathered from these studies is used to complete Extended Response items and becomes part of the summative assessment for Biological Science as well as helping students to gain a better understanding of biological phenomena. Field Study camps may incur an additional cost.
The study of Chemistry engages students and teachers in an exciting and dynamic investigation of the material universe. Chemistry provides a platform and conduct in which humankind can interact with and explore matter.

An understanding of Chemistry is essential for many vocations. Many tertiary courses in science have Senior Chemistry as a prerequisite. [Please check with the Tertiary Institution’s Booklet or Guidance Officer for information about specific courses.]

Some careers requiring Chemistry are:
- biochemist
- botanist
- chemical engineer
- industrial chemist
- dietician
- food technologist
- forensic scientist
- geneticist
- marine biologist
- doctor
- microbiologist
- metallurgist
- pathologist
- pharmacist
- science teacher
- veterinary scientist
- zoologist

**Learning Experiences**

Students of Chemistry will be involved in:
1. carrying out laboratory work and writing practical reports;
2. completing homework on a nightly and weekly basis;
3. undertaking library research;
4. observing teacher demonstrations;
5. solving chemical problems using calculations;
6. taking lesson notes;
7. viewing videos;
8. working in groups and participating in class discussions; and
9. a variety of excursions - to mine sites, refineries, etc.

**Assessment**

Assessment in Senior Chemistry is both formative (used for diagnostic purposes) and summative (used to derive a Level of Achievement).

The three main criteria assessed are:
1. **Knowledge and Understanding (K&U):** This objective provides students the opportunity to recall and interpret concepts, theories and principles of Chemistry, describe and explain processes and phenomena of Chemistry, and link and apply algorithms, concepts, theories and scheme of Chemistry.
2. **Investigative Processes (IP):** This objective provides students the opportunity to conduct and appraise chemical research tasks, operate chemical equipment and technology safely and use primary and secondary chemical data.
3. **Evaluating and Concluding (E&C):** This objective provides students the opportunity to determine, analyse and evaluate the chemical interrelationships involved in Chemistry, predict chemical outcomes and justify chemical conclusions and recommendations, and communicate chemical information in a variety of ways.

There are three (3) types of assessment incorporated within the Chemistry Syllabus. These are:
1. Extended Experimental Investigations. With this category, instruments are developed to investigate an hypothesis or to answer practical research questions.
2. Supervised Assessments. There are four (4) areas that can be assessed:
   - Short items
   - Practical exercises
   - Paragraph responses
   - Response to seen or unseen stimulus.
3. Extended Response Task. This assessment is in response to a chemical question, circumstance or issue.
DRAMA

A student expecting to have success in Year 11/12 Drama is required to have a B Standard in English and Drama at the end of Year 10.

“We teach the arts in our schools to create great people so they are empowered with skills and knowledge to be successful in life. To do great things regardless of the vocational pathway they choose. You study the arts not necessarily to become an artist.” STEVE JOBS

What is Drama all about?
Drama explores dramatic forms and styles, and the ways they are used to express and communicate human experience in different cultures, times and places.

You will use and develop your creativity, thinking skills and technical understandings about Drama to imagine and explore behaviour, relationships, emotions and beliefs in different situations and contexts.

What Will You Learn?
As Year 11 and 12 will be a combined class with only one teacher, the intent is to teach the same topic for both cohorts. Therefore, a course of study with an A-B format has been designed, as stated in the 2013 Drama Senior Syllabus. The format can also be taught to an individual Year 11 or Year 12 class when numbers increase.

Drama has three important aspects: Creating Drama, presenting Drama as an actor, and critiquing Drama performances.

<table>
<thead>
<tr>
<th>Year A Content</th>
<th>Year B Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Journey of Self (Unit 1):</strong> Realism, Comedy of Manners, One Person Show, Post Modern Theatre</td>
<td><strong>Promenade Back (Unit 4):</strong> Realism, Australian Gothic Theatre, Physical Theatre, Asian Theatre Forms</td>
</tr>
<tr>
<td><strong>The Journey to the Theatre (Unit 2):</strong> Post Modern Theatre and/or various, as regionally available.</td>
<td><strong>Promenade to The Theatre (Unit 5):</strong> Post Modern Theatre and/or various, as regionally available.</td>
</tr>
<tr>
<td><strong>The Journey of Us (Unit 3):</strong> Applied Theatre, Verbatim Theatre and Indigenous Theatre Forms</td>
<td><strong>From Promenade to March (Unit 6):</strong> Epic Theatre, Absurd Theatre, Political Theatre and Forum Theatre</td>
</tr>
</tbody>
</table>

How Will You Learn?
In Drama you will work in groups and as an individual to learn and apply your knowledge, understandings and skills in different types of activities.

Practical work is the focus when presenting drama as an actor, and demonstrating drama you have formed and created.

Non-practical work is the focus when critiquing drama performances, and producing written and spoken/signed presentations of drama you have formed and created.

How Will You Be Assessed?
The dimensions for a course of study in this subject are:

**Dimension 1: Forming**
The dimension Forming is characterised by students making creative dramatic works.

When forming, students create, shape and manage drama through the application, manipulation and structuring of the dramatic languages.

Assessment can include: devising, directing, applying stagecraft, scriptwriting and improvising.

**Dimension 2: Presenting**
The dimension Presenting is characterised by students planning and rehearsing performances to an audience.

This understanding is realised through applying acting and performance skills.

Assessment can include: acting (movement, voice), applying stagecraft and working as an ensemble.

**Dimension 3: Responding**
The dimension Responding is characterised by students interpreting, analysing, reflecting and evaluating dramatic action from a position outside of, or after, the drama.

This objective can be realised in written, oral and multi-modal communication.

Assessment can include: critiquing
A student expecting to have success in Year 11/12 English is required to have a B Standard in English at the end of Year 10.

English is a powerful tool that enables students to develop the ability to actively participate as literate members of Australia and the global community. Proficiency in English allows students to understand and appreciate Australia’s cultural heritage, as well as international cultures. English promotes life-long learning as active citizens in shaping the future of the country and world in which they live.

Senior English strives to develop a student’s appreciation of language, an enjoyment in its use and a fascination for its changing nature.

**Who should study English?**

Students who seek to pursue further education at university or TAFE and need an OP Score must study Senior English. Senior English is a subject that is suitable for those students who are interested in critically analysing literary and non-literary texts with a view to understanding how language shapes and empowers the individual.

Senior English places an emphasis on students becoming critical readers of the texts they read and view. Students are encouraged to become people who think about language and how language is used to effect; this allows students to participate effectively in our society and to appreciate the world at large.

**What will students be studying?**

Students can look forward to a range of innovative units which will reflect the changing focus of the English syllabus and the role literary and non-literary texts play in contemporary society. Students can look forward to studying a range of semester units including:

**YEAR 11**
- Rites of Passage
- The Gender Divide
- Mystery and Suspense
- War Stories

**YEAR 12**
- A Hero’s Tale
- The Eternal Bard
- The Greats
- The End of the Road

The subject provides students with the opportunity to engage with a range of texts and language to foster:
- cultural heritage and a sense of the historical and cultural traditions that lead to particular works and authors being highly valued;
- an awareness of how students’ personal attitudes, values and beliefs relate to those operating in their society and use of this understanding to explore individual understandings and relationships with the world through texts studied; and
- an understanding of how texts reflect or challenge cultural and social perspectives, representations and ways of thinking, and why some texts sometimes generate different understandings.

**Assessment Techniques**

Folios of student work are kept to display their individual competence in using language. These folios will include three tasks in both the written and spoken mode.

These tasks will include a variety of:
- discussion forums
- reviews
- short stories
- magazine articles
- multimodal presentations
- feature articles
- analytical expositions
- dramatic performances and
- a Valedictory speech

All students must adhere to the Charters Towers State High School Assessment Policy.
Legal Studies focuses on “legal awareness”. It focuses on studies of legal issues arising out of common social situations and community matters and the resulting consequences for the individual and society, rather than a knowledge of the law as such. The subject has been designed for students who, whatever their post-school destinations, wish to develop understandings, skills, abilities and attitudes about legal situations and issues so as to be better able to participate in the social processes of their communities.

What are the benefits?
Legal Studies...
- develops a basic understanding of the operation of our legal system to understand the interplay of “law in society”.
- provides students with skills and knowledge to act responsibly in situations.
- provides students with basic legal knowledge and awareness of the range of regulatory rules and laws.
- empowers students and encourages them to be responsible citizens.

How do students learn?
In Senior Legal Studies, students examine the nature and functions of our legal system, the processes of law making and its implementation, especially in relation to issues and situations that are likely to have an impact on their daily lives.

Topics include:

<table>
<thead>
<tr>
<th>CORE UNITS . . .</th>
<th>ELECTIVE UNITS . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction to the Legal System</td>
<td>1. Civil Wrongs (torts) and the Law</td>
</tr>
<tr>
<td>2. Human Rights</td>
<td>2. Employment and the Law</td>
</tr>
<tr>
<td>3. Criminal Law</td>
<td>3. Family and the Law</td>
</tr>
<tr>
<td>4. Civil Obligations</td>
<td>4. Sport and the Law</td>
</tr>
<tr>
<td>5. Independent Study</td>
<td></td>
</tr>
</tbody>
</table>

Students need to be involved in a wide range of learning activities to achieve the aims and objectives of this course. Together with many of the more traditional teaching and learning activities, students will be involved in activities that include case studies, mock trials, debates and discussions, interviews and polls, community investigations, field trips, statistical analyses, simulation activities, guest speakers and audiovisual presentations. These will often relate to particular issues and situations in local communities involving “real life” experiences.

How are students assessed?
Schools use a wide range of assessment techniques to determine the relationships between student achievement and the exit criteria of the course.

Assessment techniques can include:
- short-answer tests with stimulus items;
- essays;
- assignments;
- real or simulated problem solving and projects;
- seminar and media presentations.
Mathematics is an integral part of a general education. It pervades so many aspects of daily life that a sound knowledge is essential for informed citizenship. In Mathematics A, the skills needed to make decisions which affect students' everyday lives are provided. These skills are also called on in other subjects and provide a good general background for many areas of further study or employment. Mathematics A emphasises the development of positive attitudes towards the student's involvement in mathematics. This development is encouraged through the use of relevant personal and work-related learning experiences.

What do students study?
Mathematics A consists of core and elective topics.
The core topics are:
- Managing Money: earnings, taxation, budgeting, spending, business applications, bank interest, credit cards, investments.
- Elements of Applied Geometry: application of trigonometry, application of Pythagoras’ Theorem, area, volume, latitude, longitude, measurement of time and distance.
- Linking Two and Three Dimensions: scale drawings and plans, bracing, practical tests for squareness, plumbness and levels, estimation of quantities and costs.
- Data Collection and Presentation: types of data and variables, collecting and handling data, sample representation, key features of data, data displays, mean and medians, descriptors of spread.

The elective topics are:
- Maps and Compasses: navigation or land measurement.

What do students do?
By the end of this course, students should develop:
- an appreciation of the value of mathematics to the lifelong learner
- sound number sense and an ability to view and interpret the world from a quantitative perspective
- the ability to recognise when situations in their everyday life can be dealt with through mathematical analysis and procedures, and be able to attempt such analysis or procedures with confidence and success
- an awareness of the elements of chance which exist in some aspects of life and an ability to make decisions informed by this awareness
- an ability to visualise and represent spatial relationships in two and three dimensions
- an ability to comprehend mathematical information which is presented in a variety of forms to become informed and critical citizens.

How is student work assessed?
Students will be assessed using three (3) categories: extended modelling and problem solving tasks; reports; and supervised tests.

A variety and balance in the types of assessment instruments will be used, thereby enabling students with different learning styles to demonstrate their understanding. In making judgements about a student’s level of achievement at exit of this course, students will be graded on the following three (3) exit criteria, that being:
- knowledge and procedures;
- modelling and problem solving; and
- communication and justification.
Mathematics is a crucial part of a general education. It enhances an understanding of the world and enables quality participation in a rapidly changing society.

Mathematics is an international system for the communication of ideas and concepts providing a unique and powerful way to view the world, a way of thinking to explore problems, a concise and unambiguous symbolic system and a creative activity involving invention, intuition and exploration (QSA Senior Syllabus).

Mathematics underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems.

In Mathematics B, mathematical skills are developed which form the basis for further tertiary study in Mathematics. These skills are needed not only in the traditional careers of engineering or the physical sciences but also as tools in fields as diverse as agriculture, food, technology, geography, biology, electronics, computer science, economics and management. The modes of thinking developed in Mathematics B provide ways of modelling and problem solving in situations in order to explore, describe and understand the world’s social, biological and physical environment. Students are given the opportunity to appreciate and experience the dynamic nature of Mathematics. They are encouraged to study the power of Mathematics through problem solving and applications in life-related contexts.

What will Students Learn?

Mathematics B involves the study of mathematical functions and their applications, differential and integral calculus and applied statistical analysis. These are used to develop:

- knowledge and skills in advanced computation and algebraic methods and procedures
- mathematical modelling and problem solving strategies and skills
- the capacity to justify mathematical arguments and make decisions
- the capacity to communicate about mathematics in a variety of forms.

What will Students Study?

The course topics include:

- **Introduction to Functions** - linear, trigonometric, periodic, exponential and logarithmic.
- **Rates of Change** - instantaneous and average rates of change.
- **Periodic Functions and Applications** - recognition of periodic functions, sketching, investigating shapes and relationships, general forms of periodic functions.
- **Exponential and Logarithmic Functions and Applications** - exponential functions, logarithmic functions, the relationships between them, compound interest, annuities.
- **Optimisation using Derivatives** - differentiation as a tool in a range of situations which involve the optimisation of continuous functions.
- **Introduction to Integration** - real life applications of integration.

Subject Selection

Students should be encouraged to select a level of Mathematics commensurate with both their ability and degree of commitment to their studies. Successful study of Mathematics B requires a **minimum of four (4) hours additional study per week**. The school recommends that students wishing to study Mathematics B should have achieved a High Achievement or better in Year 10 Mathematics over four (4) continuous terms of study.

Mathematics B will typically be studied over two consecutive years in Years 11 and 12.
**Who should study History?**

Through the study of Modern History, we can understand why our modern world is the way it is, and gain insight into the processes of change and continuity that have shaped today’s world, their causes, and the roles people have played in those processes. Modern History is a course for students who have been successful in the study of history under the Australia Curriculum and who wish to continue developing their historical understanding of the world around them. It is an Authority subject offering students following a tertiary path the opportunity to gain credits towards their QCE and get an OP.

**What do students study?**

The senior syllabus in Modern History is characterised by diversity. Students will study topics that provide:

- a range of scales — local, national, international and global
- a range of time periods, from pre-modern to contemporary
- a range of geographical contexts — Australian, Asia-Pacific, European, African and American
- some study of relations between Indigenous and non-Indigenous Australians, post WWII.

<table>
<thead>
<tr>
<th>Year A</th>
<th>Year B</th>
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<tbody>
<tr>
<td>Studies of Hope: American Civil Rights</td>
<td>Studies of Diversity: Tolerance and Intolerance in China</td>
</tr>
<tr>
<td>Studies of Hope: Human Rights in Central Africa</td>
<td>Studies of Diversity: Contemporary Race Relations in Australia</td>
</tr>
<tr>
<td>Studies of Conflict: Arab Israeli Conflict</td>
<td>Studies of Conflict: The Cold War</td>
</tr>
<tr>
<td>The individual in history: Person of Interest Study</td>
<td>The individual in history: Person of Interest Study</td>
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**How are students Assessed?**

Assessment is based on the 3 criterion:

**Criterion 1: Planning and using an historical research process**

Criterion 1 is about planning and putting into effect the procedural and organisational structures of a research task. It involves students in:

- identifying the issue for investigation
- devising, developing and focusing the key research question or hypothesis, and sub-questions
- locating and using primary and secondary sources
- maintaining a record of research
- reflecting on and changing direction or emphasis of research when necessary.

**Criterion 2: Forming historical knowledge through critical inquiry**

Criterion 2 is about the development of historical knowledge and cognitive skills through critical engagement with historical sources. It involves students in:

- identifying the information that is explicit in sources
- understanding the nature of historical sources of evidence, assumptions about the problematic character of historical sources, and the tentative and interpretive qualities of historical knowledge
- analysing what is explicit and implicit in sources, including themes, values and interrelationships within and among sources
- evaluating the worth of sources: assessing the reliability, authenticity, representativeness, relevance and accuracy of the sources and locating value positions, biases, perspectives and standpoints in their historical context
- making decisions about a question or hypothesis: synthesising evidence, reaching a conclusion about a question or hypothesis, and justifying the conclusion.

**Criterion 3: Communicating historical knowledge**

This criterion is about presenting the results of historical research. It involves students in:

- communicating a knowledge and understanding of – historical information – concepts - change and continuity - cause and effect – events – developments
- producing written and non-written responses in appropriate genres
- producing logically developed and fluent historical arguments, with claims substantiated by sources of evidence or references to evidence
- meeting the requirements for language conventions, referencing, length, scale and scope of responses.
Physical Education is a course of study designed to encourage students to develop knowledge in, about and through physical activity.

**How does Physical Education benefit students?**
Physical Education helps students acquire knowledge about “Figueroa’s Framework”, “Biomechanics”, “Sports Psychology”, “Exercise Physiology” and “Motor Learning”. Students will become informed Australian citizens through the development of evaluative and analytical skills. Through evaluation of personal experiences, students realise the importance of acquiring all the facts, applying these facts to relevant situations and evaluating the outcome to enable improvement and growth.

**Course requirements:**
Students will be time-tabled with two theory and one practical lesson each week. Students are expected to have a sports uniform, hat, sports shoes, exercise book and pens for every lesson.

**Assessment techniques include:**
- Supervised written assessment
- Research assessment
- Physical performance
- Multi-modal presentation

**What do students learn?**
All schools are required to include subject matter from each of the following areas:
- Learning physical skills
- Processes and effects of training and exercise
- Equity and access to exercise, sport and physical activity in Australian society
- Physical activities (Touch, Athletics, Netball, Softball)

**Learning physical skills**
This involves the study of how physical skills are learned.

**Topics:**
- Motor learning
- Psychology
- Biomechanics

**Processes and effects of training and exercise**
This involves the study of training principles and programs, exercise physiology and evaluation of training programs to suit physical capacities and activities.

**Topics:**
- Energy for physical performance
- Training, exercise and physical performance
- Acquiring and evaluating physical performance capacities.

**Physical activity in Australian society**
This involves the study of Australian society through sport. Through applying their knowledge and personal experience about Australian society, students will analyse the role major societal groups have on the portrayal of sport in society.

**Topics:**
- Figueroa’s Framework
- Factors affecting equity at the individual, interpersonal, institutional, structural and cultural levels
Physics is concerned with the discovery, understanding and application of the fundamental laws of nature. Physicists use models to explain natural and artificial phenomena. These are tested and modified through experimentation. Physics is THE fundamental science. It is at once fascinating, challenging and subtle and yet simple in a way that reflects the basic principles that govern the physical universe.

**Goals:** Through the course students should develop:
- the capacity to work scientifically in physics contexts
- the skills to engage in informed scientific inquiry and safe investigation techniques beyond the school context to solve physics problems
- an ability to use technology productively in physics
- an ability to understand and appreciate the physics encountered in everyday life
- a capacity to work as part of a team engaging in cooperative activity
- an ability to communicate understandings of physics
- an appreciation of the issues and impacts of physics.

**Topics Studied**
This course covers a wide range of topics. These topics will be covered over the two-year course of study.

**Forces**—How the four fundamental forces interact with each other to determine the way matter behaves (gravity, electromagnetism, strong and weak nuclear forces).

**Energy**—The two conservation laws of energy and momentum, particularly when used in combination, facilitate powerful and elegant solutions to a wide variety of problems. This helps us to understand how energy is transferred and applied in environmental physics as well as technology and modern society.

**Motion**—Motion is common to most of our everyday experiences. This is formalised mathematically in kinematics; the study of how objects move. Once this goal has been achieved, students are in a position to apply their knowledge to more complex real-world situations and study phenomena in the quantum realm, which is outside our everyday experiences.

Sample topics include:
- **Movie Magic** – investigate special effects in TV shows and movies to analyse how realistic these effects are (e.g. car chases, battles in space, gun fights).
- **Rocket Science** – investigate how rockets and satellites work and explore new technologies in rocket science.
- **Sport** – investigate how physics is related to sports with an in-depth look on how athletes use this knowledge to improve their performance.
- **Medical Physics** – students examine how the body maintains homeostasis as well as the methods by which it is possible to discern problems with the human body using medical equipment.
- **Visiting the Reef** – students will investigate the effects of pressure at different depths, buoyancy, how fish swim and how scuba diving is accomplished.

**LEARNING EXPERIENCES**
Students of Physics will be involved in:
- carrying out experiments and writing practical reports;
- solving physics problems using mathematical techniques;
- compiling lesson notes;
- observing teacher demonstrations;
- completing homework on a nightly or weekly basis;
- working in groups and individually;
- viewing videos;
- researching in the library;
- using computers.

**POSSIBLE CAREERS**
- Engineer
- Physicist
- Astronomer
- Doctor
- Pilot
- Biologist
- Chemist
- Defence specialist
- Environmentalist
- Mathematician
- Computer scientist
- Human movement specialist
- Physiotherapist
- Meteorologist
- and more!

**Assessment**
Assessment in Physics is both **formative** (used for diagnostic purposes) and **summative** (used to determine a level of achievement). A number of different assessment instruments are used. These include:
- written tests consisting of a selection from multiple choice;
- short answer and extended answer questions based on both the theoretical and practical aspects of the course;
- practical reports;
- practical investigations; research reports and extended experimental investigations.
A student expecting to have success in Year 11/12 Visual Art is required to have a B Standard in English and Visual Arts at the end of Year 10.

Charters Towers State High School offers a unique opportunity for students to study a variety of experiences across a 2 year course rotation developed from the Visual Art Syllabus. Students are offered the opportunity of diversification during the formative year of study in 11, completing more experimental and teacher-directed work. In Year 12 students are expected to engage in specialisation in completing student-resolved bodies of work.

Visual Art consist of two modes of assessment; Making and Appraising. Making requires students to solve problems when creating and displaying artworks. Appraising is critical analysis of artworks in diverse contexts, investigating artistic language and expression.

**DIVERSIFICATION (Year 11)**

**YEAR A**

Students look at the idea of Form focusing on a range of ideas and topics. In studying the notion of Form, students experiment with changing the way we see reality using distortion, abstraction and by experimenting with the use of text and the physical environment.

**Units of Work**

- **Altering Reality:** students explore the idea of reality using abstraction and distortion.
- **Wordsworth:** students explore the notions and use of text and artists’ books to develop an individualised piece inspired by personal journeys.
- **The Environment:** students determine their own focus and how they respond to different physical environments.

**YEAR B**

Students look at a range of contemporary and historical topics particularly focussing on the use of media in our society. Students experiment with representations of making a social comment, the use of propaganda in forming societal opinions and personal journeys.

**Units of Work**

- **Battle of the Sexes:** students explore the notion of male versus female, gender superiority and the development of human form.
- **Reacting and Expressing:** students explore the notions of expressing emotion and opinion through art in reaction to a chosen contemporary issue.
- **My World, Your World:** students determine their own focus exploring how contemporary societal issues are reflected in their own personal lives.

**SPECIALISATION (Year 12)**

Students look at the physical and emotional idea of Place and Time. Students look at society and the environment around them and experiment with a range of student chosen media.

**Units of Work**

- **Time Place and Space:** students determine their focus, exploring where they fit into the physical world around them.
- **Snapshot:** students determine their own focus by exploring the mental and emotional state of being at a particular place in time.
- **Further Contribution:** students resolve another making or appraising work that contributes to Time, Place and Space or Snapshot.

**Media Areas**

Media Areas that will be studied through the course include artists’ books, assemblage, digital imagery, drawing, collage, installation, painting, printmaking, sculpture and students’ choice.
SUBJECTS OFFERED THROUGH THE
BRISBANE SCHOOL OF
DISTANCE EDUCATION

Website:  www.brisbanesde.eq.edu.au

- Accounting
- Ancient History
- Business Communication and Technologies [BCT]
- Dance
- Economics
- Geography
- Graphics
- Information Processing and Technologies [IPT]
- Mathematics C
- Music
- Philosophy and Reason
AUTHORITY
REGISTERED
(NON-OP)
SUBJECTS
This course has been designed for those students in Years 11 and 12 who prefer to receive a broad-based education, comprising both general and vocational education. It caters for those students who do not wish to obtain an OP Score (Overall Position) to enter university but who wish to develop their communication skills so that they will be better equipped for a variety of life roles.

The literacy promoted in this course will provide a means through which students can acquire independence in learning, seek information, make choices and act on their own futures.

Outcomes of this course
On successful completion of English Communication, you will be able to:

- carry out a range of entry-level tasks requiring basic literacy skills in comprehension, such as giving and receiving information, working effectively in a team, creating real-life work based documents, analysis of documents and resources for specific tasks and dealing with customers and clients.
- develop a range of skills, attitudes and knowledge which will assist you in both work related roles and school based roles.
- become proficient in the following:
  - collecting, analysing and organising information for specific assessment purposes (travel brochure, multimedia presentation, review, social commentary, financial advice segment, autobiographical writing, a comparative presentation and an artist spotlight);
  - communicating ideas and information to persuade audiences both in the written and spoken form;
  - working individually and in teams to promote a strong work ethic and develop interpersonal skills;
  - solving problems;
  - using technology to educate or create.

Course of Study
Students will complete a range of units over the course, which may include:

- Life, Love and Cricket
- Sight and Sound
- Crime Time
- Shark Attack
- World Trip
- Film Identity
- Teenfest
- Heroes and Role Models

Exit Criteria
An exit level of achievement will be awarded on completion of the program of study for English Communication. The criteria on which a student will be judged are derived from the general objectives. These criteria are:

1. Knowledge of contextual factors
2. Knowledge of textual features
3. Knowledge and understanding of texts

English Communication allows students to achieve their Queensland Certificate of Education (provided they gain four semesters of credit, working at a sound level of achievement, or above, for at least one semester).
Hospitality Practices as a subject offers the opportunity for students to focus on the food and beverage sector of the hospitality industry. Through this focus, students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector.

The course of study over two years consists of three core topics – navigating the hospitality industry, working effectively with others, and hospitality in practice. The subject enables students to develop skills in food and beverage production and service. They will work as an individual and as part of teams to plan and implement events in a hospitality context.

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

Students will have the opportunity to interact with the core topics and selective electives from the following:

Core
- Navigating the hospitality industry
- Working effectively with others
- Hospitality in practice

Electives
- Kitchen operations
- Beverage operations and service
- Food and beverage service

What do students study?
This course is designed to provide food preparation skills, communication skills, and work readiness skills. The units of work offered include:

- Current food trends
- Health, safety and hygiene
- Gourmet Food
- Preparation and service of food and beverages and sold as a catering service
- Multicultural influences
- Sustainable practices
- Meal planning
- Plating and presentation

How are students assessed?
Assessment in Hospitality Practices is designed to demonstrate achievement of the objectives of the course and to provide students with the opportunity to build on their work readiness skills.

Assessment techniques include:
- Extended Response to Stimulus
- Project – simulated and actual events
- Examination: Short test Response with case studies

NOTES: Students are charged a surcharge in their fees to provide resources for practical cookery.
Covered-in shoes are mandatory.
Course Overview

This subject is an introduction to the design and drafting industry. Student work is primarily completed using Computer Aided Design (CAD) software however some manual drafting work may be required in some areas. Charters Towers State High School uses CAD programs from the Autodesk package including Autodesk Inventor and Autodesk REVIT. Students are encouraged to download free student versions of this software from http://students.autodesk.com/ to allow CAD work to be completed at home.

Units of Study

A course in Industrial Graphics is based on the five units listed below:

- Industry Orientation
- Graphics for the Building and Construction Industry
- Graphics for the Furnishing Industry
- Graphics for General Manufacturing Industries
- Industrial Design

Equipment required for the course:

Students are expected to supply their own pencil, eraser and USB memory stick. The school has computers with required software and other manual drafting equipment for student use as required.

[This equipment is essential for students to complete the course, as well as being beneficial in other subjects and use at home.]

Assessment

Each unit of the course will require students to complete assessment in one of the following techniques:

- Research Project
- Folio of Drawings
- Presentation Package
Subject Overview
This subject is designed to help students develop an understanding of the Australian Manufacturing Industry. Students enrolling in the subject derive satisfaction from working with materials, tools and machines while they gain the skills needed to prepare themselves for future employment as well as recreation and leisure. The course will include units of work relevant to the following manufacturing areas: furnishing, engineering, plastics, construction.

Learning experiences
Students will be involved in a wide range of experiences including:
- following teacher demonstration
- undertaking practical exercises
- analysing and clarifying the nature of technological problems
- identifying, consulting and using reference sources
- applying relevant knowledge to the resolution of technological problems
- deciding on appropriate solutions to problems
- planning and monitoring progress
- interpreting drawings to manufacture a single component or multiple components for a practical task
- interpreting WH&S requirements in a workshop
- demonstrating relevant WH&S standards when undertaking a task in the workshop or classroom

Mandatory aspects of the course
During this course students will be using industry standard portable and fixed electrical tools and equipment. Therefore, a non-negotiable aspect of the course will be the wearing of clothing and footwear (student supplied) that comply with Workplace Health and Safety requirements.

All materials for practical projects will be supplied to students once a commitment has been made to pay the relevant subject charges as part of the Charters Towers State High School Resources Scheme.

No student will be permitted to undertake practical tasks without:
- long sleeved cotton shirt
- long trousers or jeans or overalls
- steel capped boots.

All clothing and footwear to be clearly identified with the student’s name and phone number.

Assessment
Students will be assessed using the following criteria:
- Knowledge and Understanding (Written Tasks)
- Applied Processes (Written and Practical Tasks)
- Practical Skills (Practical tasks)

As with all subjects, students will be required to use some home time to complete written tasks.
Mathematics is an integral part of a general education. A thorough knowledge of mathematics is important as it allows people to make informed decisions on everyday issues such as:

- collecting, accessing, organising, displaying and interpreting data
- financing and repaying loans
- running a small business
- budgeting (saving money)
- calculating prices and quantities of materials
- reading maps

In Prevocational Mathematics the skills needed to make decisions which affect students’ everyday lives are provided. These skills are also integral to many other subjects and provide a solid foundation for either the workplace or trade training.

The study of Prevocational Mathematics emphasises positive attitudes towards involvement in mathematics. This is encouraged using an approach that involves the repetition of basic principles and real-life industry applications.

*Mathematical study involves students investigating real-world problems and issues many of which are both immediately relevant and relevant to other courses of training or study.*

**What do students do?**

Students will engage with a wide range of topics in a variety of contexts.

All units that students study are assessed under one or more of the following topics:

- Mathematics for interpreting society: number
- Mathematics for interpreting society: data
- Mathematics for personal organisation: location and time
- Mathematics for personal organisation: finance
- Mathematics for practical purposes: measurement

### Units and Assessment

**2016**

Term 1: Shop Until You Drop (folio)
Healthy Bodies (Practical Task)
Term 2: Location, Location, Location (Practical Task)
Money, Money, Money (Folio)
Term 3: Home for the Holidays (Presentation)
What Happens next? (Practical Task/Flow chart)
Term 4: In the Garden (Practical task)

**2017**

Term 1: Around the World (presentation)
Lost or Not (practical task)
Term 2: You and Your Money (folio)
Term 3: Architect Antics (project)
Let’s Party (tasks)
Term 4: Going into Business (planning project)

### Subject Selection

It is strongly recommended that students wishing to enrol in Prevocational Mathematics discuss this choice with maths teachers and a Head of Department.
RECREATION offers students the opportunity to experience the CHALLENGE and FUN of active participation in a variety of Recreational Pursuits, whilst developing SKILLS necessary and beneficial for future employment and living.

If you are the kind of student who wants a HANDS ON approach to learning, looking at developing skills relevant to a range of careers, then this is for YOU!

However, you must be willing to tackle NEW CHALLENGES, and be stretched beyond your comfort zone. RECREATION students are required to coach, train, interview community members, and run large sporting tournaments.

This is an Authority-registered subject and will not count towards an OP score.

How will Recreation benefit me?
RECREATION is a demanding yet rewarding subject. It requires students to be able to combine both practical and theoretical knowledge related to specific tasks and activities. Continual participation is essential for students to achieve the maximum benefits of the subject.

‘Recreation’ is one of the fastest growing industries in Australia. Here in Charters Towers there are many providers, both professional and voluntary, of facilities catering for your every recreational need. The experience provided through this course, alongside further studies and work experience, will place you in good stead to pursue a fun and challenging career in such professions as: Sports Administrator; Coach; Activities Coordinator; Ranger; etc.

How is the course structured?
The course will offer a variety of sports, giving students the opportunity to develop skills and knowledge relevant to the recreation industry.

The subject will be offered on two lines and each class may include students from Years 11 and 12. Each term allows you to develop important ‘work-skills’ in the context of a recreation pursuit.

Recreational pursuits that you may cover during the course include: Volleyball, European Handball, Basketball, Soccer, Touch Football, Weight Training and Tennis.

What about assessment?
Assessment is used to determine grades (A-E) in three (3) criteria: acquire; apply; and evaluate. Students will complete a variety of theoretical and practical assessments. There is an expectation of students to actively participate in all theory and practical lessons and some assessment will be conducted outside of class time such as conducting activities at lunchtimes.

Some of the activities that students may do include:
- plan and conduct a sporting competition;
- organise various outdoor and sporting activities;
- physical performance tests in each recreation pursuit
- conduct coaching activities

Students are assessed not only on their performance and knowledge of a variety of different sports but also how they utilise this knowledge in the workplace.
Science in Practice balances the scope of senior science subjects by offering students opportunities to engage meaningfully in vocational applications of science. As such, this skills-based course gives rise to dual outcomes in employability and scientific literacy.

A course developed using the Science SAS (Study Area Specification 2011) embraces the intrinsic “hands-on” nature of the subject and provides students with opportunities to develop the key concepts in contexts that arise naturally from the subject matter and from the practical and investigative approach of the subject.

Students will develop science understanding to prepare them for a range of career options including:
- Laboratory Technician
- Apprenticeships
- Wildlife Carer
- Miner
- Environmental Health Officer
- Park Ranger
- Farmer
- Enrolled Nurse
- Alternative Health Therapist
- Gardener

What do students study?
The course is designed to provide students with a variety of intellectual, technical, operational and workplace skills. The units of work offered in Science in Practice include:
- Harnessing Chemicals
- The Earth in the Universe
- Water Studies
- Mining, Mines and Rehabilitation
- Agriculture and Food
- Clean Energy: Energy Efficient Industries
- Your Health
- Social Drugs and Their Impacts

How are students assessed?
Assessment is designed to enable students to demonstrate achievement of the objectives of the course, namely, Knowing and Understanding, Investigating and Connecting, and Concluding.

Assessment techniques include:
- Case Studies
- Experimental Investigations
- Model Building
- Performance Tasks
- Written Assignments
- Supervised Exams
- Portfolios
- Practical Projects

Students will be provided with a range of situations and units over the subject which will attempt to provide real-life and practical engagement with the science community.
Social and Community Studies allows you to respond to these questions through developing important ‘life skills’ — the personal, interpersonal, and citizenship skills that are at the core of the subject. It will help you to develop responsible attitudes and behaviours, establish positive relationships and networks, and encourage you to be an active and informed citizen who can participate effectively in the community.

Students will develop social and community understanding to prepare them for a range of career options including:

- Receptionist
- Education Administrator
- Recreation worker
- Admin support worker
- Human services
- Social worker
- Youth Services
- Community worker

**What do students study?**

This course is designed to provide personal skills, interpersonal skills, and Citizenship skills. The unit of work offered in Social and Community Studies:

- Gender and identity
- The Arts and the community
- Health: food and nutrition
- Health: recreation and leisure
- Science and technology
- The world of work
- Legally, it could be you
- Money management

Social and Community Studies challenges you to look at society and the world through a process of social investigation. This means being curious, asking questions, reflecting on the information you gather through research and investigation, and appraising and reconsidering the consequences and outcomes.

**How are students assessed?**

Assessment in Social and Community Studies is designed to demonstrate achievement of the objectives of the course, namely, Knowledge & understanding, Applying & examining, and producing & Evaluating.

Assessment techniques include:

- Extended Response to Stimulus
- Multimodal Responses
- Project
- Examination: Short test Response Test
VOCATIONAL EDUCATION AND TRAINING (VET) COURSES
What do Students Study?
This course aims to help prepare students for the workplace by focusing on individual effort and teamwork including the planning and carrying out of routine tasks with some teacher assistance. Students in this subject will undertake various theory and practical units at school and out at the Agriculture farm. Topics covered include:

- Maintain and repairing fences
- Irrigation operations
- Caring for livestock
- Horticultural crops
- Maintaining basic machinery
- Learning to work effectively in the agriculture industry
- Safety and workplace practices in the agriculture industry

Why Study Agriculture?
Study in this course is designed to develop a range of skills related to primary industries and other sectors such as local government, tourism, hospitality, transport, construction, community services, information technology and metals. Students have the opportunity to develop knowledge and skills in workplace safety, effective communication and self-management. Sensitivity to the environment and developing a work ethic are encouraged.

How do Students Learn?
A range of teaching approaches will be used in order to cater for students’ various learning styles. Both teachers and students need to be adaptable and flexible when dealing with living systems. The major emphasis of the course is learning skills from hands-on experiences. Visits to the local farms and work on the school’s agricultural farm, supplement work covered in the classroom, with the aim that theoretical knowledge consolidates practical experience.

Students who enjoy practical-oriented work in an agricultural context will gain much from this style of presentation. It is vital that students are prepared for and participate in ALL practical activities.

How Are Students Assessed?

Assessment may be in the form of the following:
- teacher observation of student skills
- open book exams
- project work/practical work
- teacher questioning
- work books
- employability skills are integrated into the course activities and assessment and cover:
  - communication
  - self management
  - learning
  - team work
  - planning and organising
  - initiative and enterprise
  - problem solving
  - technology

Students must bring appropriate PPE [long-sleeved shirt and long pants, wide-brimmed hat and steel capped boots].

NOTE: Currently, the school is in the process of including the updated qualifications for Certificate II in Agriculture on our scope of registration for 2017 delivery. Until such time students will enrol in Agricultural Practices. Students will transition to the Certificate II in Agriculture once on our scope.
Business dealings and transactions affect every person in the world every day of the year. Gaining knowledge of how to communicate in the business world will allow you to gain a head start in your working life. The Certificate II in Business provides entry level training for those students interested in learning how to perform routine business activities. This qualification will allow students to gain employment after school in positions such as: administration assistant, clerical worker, data entry operator, information desk clerk, office junior, receptionist.

For those wishing to pursue further education after school, students may study: Certificate III in Business, Certificate IV in Business, Diploma in Business, Bachelor of Business.

**Units of Competency:**
Topics/units of competency in this subject include, but are not limited to:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>Core</td>
</tr>
<tr>
<td>BSBCUS201</td>
<td>Deliver a service to customers</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBINM201</td>
<td>Process and maintain workplace information</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBINM202</td>
<td>Handle mail</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBCMM201</td>
<td>Communicate in the workplace</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU202</td>
<td>Create and use spreadsheets</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>Use business technology</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU301</td>
<td>Create and use databases</td>
<td>Elective - Cert III</td>
</tr>
<tr>
<td>BSBITU303</td>
<td>Design and produce text documents</td>
<td>Elective - Cert III</td>
</tr>
</tbody>
</table>

**How Are Students Assessed?**
Assessment is competency based and therefore no level of achievement is awarded. Assessment for this qualification is continuous and every unit of competency must be passed in order for the student to gain competency/qualification. Assessment techniques include: assignment, exams, teacher questioning, class observations, projects and work experience from employers.
Computers are an integral part of today's work, study and leisure, and students must know how to use them effectively, efficiently and ethically. Even if not directly using computers, all individuals in society are affected in some way by their use.

This is designed to assist students in:
- Becoming confident and competent users/consumers of ICTs
- Managing their time and resources effectively and efficiently
- Developing skills needed for creative work, practical problem-solving and communication in a variety of media
- Directing their own learning by developing self-reliance, personal responsibility and self-management
- Developing the ability to work and communicate with others in a team
- Developing the processes, skills and attitudes needed to become responsible users of ICTs in the community
- Developing an ability to make informed decisions in situations and practices involving ICTs
- Developing a commitment to the safe and ethical use of ICTs.

What is the Certificate II in Information, Digital Media and Technology composed of?

This course involves the study of both core and elective units [all seven core and seven elective units must be attained in order to be awarded the full Certificate II] as shown below:

### Units of Competency:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>Core</td>
</tr>
<tr>
<td>BSBSSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT201</td>
<td>Use computer operating systems and hardware</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT203</td>
<td>Operate application software packages</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT202</td>
<td>Work and communicate effectively in an IT environment</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT204</td>
<td>Operate a digital media technology package</td>
<td>Core</td>
</tr>
<tr>
<td>ICTWEB201</td>
<td>Use social media tools for collaboration and engagement</td>
<td>Core</td>
</tr>
<tr>
<td>ICTSAS208</td>
<td>Maintain IT equipment and consumables</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTSAS203</td>
<td>Connect hardware peripherals</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTICT205</td>
<td>Design basic organisational documents using computing packages</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTSAS204</td>
<td>Record client support requirements</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTSAS206</td>
<td>Detect and protect from spam and destructive software</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTSAS202</td>
<td>Apply problem-solving techniques to routine IT malfunctions</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTICT209</td>
<td>Interact with ICT clients</td>
<td>Elective</td>
</tr>
</tbody>
</table>

How are Students Assessed?

Assessment techniques include:
- Teacher Observation of student skills
- Teacher Questioning
- Role Plays and Simulations
- Project work/practical work
- Objective/short-response tests
- Case Studies
- Course Work
Retail Practices is a two year program for students who wish to develop their knowledge and skills around frontline retail work and customer service relationships.

Retail Practices provides entry level training for those students seeking employment in the field of retail including: sales assistant, customer service assistant or stock handler.

Students will engage in various units of work such as:

- Customer service
- Communication in the workplace
- Workplace health and safety
- Inventory
- Merchandise
- Technology in the retail environment
- Working in the retail industry

**How Are Students Assessed?**

Assessment techniques include: Assignment, exams, teacher questioning, class observations and projects.

**NOTE:** Currently, the school is in the process of including the updated qualifications for Certificate II in Retail Services on our scope of registration for 2017 delivery. Until such time students will enrol in Retail Practices. Students will transition to the Certificate II in Retail Services once on our scope.
Certificate II in Visual Arts is primarily designed for people who demonstrate an interest in visual art and design processes including drawing, printmaking and digital imaging. The intended purpose of this course is to develop basic creative and technical skills that underpin visual arts and craft practice.

Certificate II in Visual Arts is competency based. This allows students to be assessed on specific competencies as well as integrating transferable generic employability skills including communication, team work, problem solving, self management, planning and organising, technology, initiative and enterprise. The students are required to demonstrate evidence towards the competency to gain the competency for the studied module.

Course Structure
To be issued with this qualification, students must successfully complete all four (4) core units and five (5) elective units of competency over the 2-year course:

<table>
<thead>
<tr>
<th>National Code</th>
<th>Unit of Competency Title</th>
<th>Core / elective pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>Core</td>
</tr>
<tr>
<td>CUAACD101</td>
<td>Use basic drawing techniques</td>
<td>Core</td>
</tr>
<tr>
<td>CUAPPR201</td>
<td>Make simple creative work</td>
<td>Core</td>
</tr>
<tr>
<td>CUARES202</td>
<td>Source and use information relevant to own arts practice</td>
<td>Core</td>
</tr>
<tr>
<td>BSBCRT101</td>
<td>Apply critical thinking techniques</td>
<td>Listed Elective</td>
</tr>
<tr>
<td>CUAPPR203</td>
<td>Store finished creative work</td>
<td>Listed Elective</td>
</tr>
<tr>
<td>CUAPAI201</td>
<td>Develop painting skills</td>
<td>Listed Elective</td>
</tr>
<tr>
<td>CUAPRI201</td>
<td>Develop printmaking skills</td>
<td>Listed Elective</td>
</tr>
<tr>
<td>CUADRA201</td>
<td>Develop drawing skills</td>
<td>Listed Elective</td>
</tr>
</tbody>
</table>

This course is delivered over two semesters.

Core Units of Competency
BSBWHS201 Contribute to health and safety of self and others. This unit describes the skills and knowledge required to work in a manner that is healthy and safe in relation to self and others and to respond to emergency incidents.
CUAACD101 Use basic drawing techniques. This unit describes the skills and knowledge required to create a basic visual representation of objects or ideas. It does not relate to drawing as an art form.
CUAPPR201 Make simple creative work. This unit describes the skills and knowledge required to make simple creative work in any medium.
CUARES202 Source and use information relevant to own arts practice. This unit describes the skills and knowledge required to access relevant historical and theoretical information relevant to one’s own area of creative work.

Elective Units of Competency
BSBCRT101 Apply critical thinking techniques. This unit describes the skills and knowledge required to use fundamental critical thinking skills in work and life situations.
CUAPPR203 Store finished creative work. This unit describes the skills and knowledge required to identify factors that impact on the storage of finished creative work and the use of appropriate materials, techniques and procedures to prepare and handle the work for storage.
CUAPAI201 Develop painting skills. This unit describes the skills and knowledge required to use a limited range of basic painting techniques to produce fundamental paintings from simple ideas.
CUAPRI201 Develop printmaking skills. This unit describes the skills and knowledge required to use a limited range of basic printmaking techniques to produce fundamental prints from simple design concepts.
CUADRA201 Develop drawing skills. This unit describes the skills and knowledge required to use a limited range of basic drawing techniques to produce fundamental drawings from simple ideas.

How Are Students Assessed?
Assessment is competency based and therefore no level of achievement is awarded. Assessment for this qualification is continuous and every unit of competency must be passed in order for the student to gain competency/qualification. Assessment techniques include: assignment, teacher questioning, class observations and projects.
### VET courses on offer through the Dalrymple Trade Training Centre in 2017

**VET in Schools (VETiS) Funded Courses**  
(Subject to having not already received VETiS funding.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Provider</th>
<th>Fee</th>
<th>Target Year/Age</th>
<th>Course Length</th>
<th>QCE Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPC10111</td>
<td>Certificate I in General Construction</td>
<td>TBA</td>
<td>No fee</td>
<td>Year 11 or 12</td>
<td>12 mths</td>
<td>3</td>
</tr>
<tr>
<td>AUR21212</td>
<td>Certificate II in Automotive Underbody</td>
<td>TBA</td>
<td>No fee</td>
<td>Year 11 or 12</td>
<td>12 mths</td>
<td>4</td>
</tr>
<tr>
<td>UEE22011</td>
<td>Certificate II in Electrotechnology (Career Start)</td>
<td>TBA</td>
<td>No fee</td>
<td>Year 11 or 12</td>
<td>12 mths</td>
<td>4</td>
</tr>
<tr>
<td>SIT20316</td>
<td>Certificate II in Hospitality</td>
<td>TBA</td>
<td>No fee</td>
<td>Year 11 or 12</td>
<td>12 mths</td>
<td>4</td>
</tr>
<tr>
<td>MEM20413</td>
<td>Certificate II in Engineering</td>
<td>TBA</td>
<td>No fee</td>
<td>Year 11 or 12</td>
<td>12 mths</td>
<td>4</td>
</tr>
<tr>
<td>HLT23215</td>
<td>Certificate II in Health Support Services</td>
<td>TBA</td>
<td>No fee</td>
<td>Year 11 or 12</td>
<td>12 mths</td>
<td>4</td>
</tr>
</tbody>
</table>

**Additional courses on offer:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Provider</th>
<th>Fee</th>
<th>Target Year/Age</th>
<th>Course Length</th>
<th>QCE Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RII20115</td>
<td>Certificate II in Resources and Infrastructure Work Preparation</td>
<td>Jenagar Pty Ltd</td>
<td>No fee</td>
<td>Year 11 or 12</td>
<td>12 mths</td>
<td>4</td>
</tr>
<tr>
<td>AHC21010</td>
<td>Certificate II in Conservation and Land Management</td>
<td>Jenagar Pty Ltd</td>
<td>No fee</td>
<td>Year 11 or 12</td>
<td>12 mths</td>
<td>4</td>
</tr>
</tbody>
</table>

### Fee for Service VET Courses NOT delivered at DTTC

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Provider</th>
<th>Fee</th>
<th>Target Year/Age</th>
<th>Course Length</th>
<th>QCE Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSB30115</td>
<td>Certificate III in Business</td>
<td>TEIA (CTSDE)</td>
<td>Approx. $320 per year</td>
<td>Year 11 or 12</td>
<td>Self-paced 2 year max.</td>
<td>8</td>
</tr>
<tr>
<td>CHC30213</td>
<td>Certificate III in Education Support</td>
<td>TEIA (CTSDE)</td>
<td>Approx. $400 per year</td>
<td>Year 11 or 12</td>
<td>Self-paced 2 year max.</td>
<td>8</td>
</tr>
<tr>
<td>CHC30113</td>
<td>Certificate III in Early Childhood Education and Care</td>
<td>TAFE North</td>
<td>TBA</td>
<td>Year 11 or 12</td>
<td>Self-paced 2 year max.</td>
<td>8</td>
</tr>
</tbody>
</table>

**PLEASE NOTE:**

- The final list of courses conducted through the DTTC (Dalrymple Trade Training Centre) may still be subject to enrolments by students into the individual courses run by the RTOs (Registered Training Organisations).
- Information is current and correct at time of publication, however, there may still be slight modifications subject to the RTO’s preferences and organisational requirements.
- TBA ➔ to be advised.
# 2017 Year 11 Subject Selection Form

**Student's Name:** ____________________________________________________________ (Please print your first name as well as your last name.)

**Instructions:**
- Highlight the subject/certificate course you intend enrolling in.
- You must select 6 subjects in total; 1 from each line then a DTTC course will replace a subject on Lines 1 – 4 of your choice. Highlight your chosen DTTC course.
- To be OP eligible you must choose a minimum of five 5 OP subjects.

<table>
<thead>
<tr>
<th>Line 1</th>
<th>Line 2</th>
<th>Line 3</th>
<th>Line 4</th>
<th>Line 5</th>
<th>Line 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Authority (OP) Subjects = Tertiary Pathway</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEMISTRY ##</td>
<td>PHYSICS ##</td>
<td>PHYSICAL EDUCATION ##</td>
<td>BIOLOGY ##</td>
<td>MATHS A</td>
<td>ENGLISH</td>
</tr>
<tr>
<td>VISUAL ART ##</td>
<td>DRAMA ##</td>
<td>MODERN HISTORY ##</td>
<td>LEGAL STUDIES ##</td>
<td>MATHS B</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Charters Towers or Brisbane distance education subject/s can be chosen instead of a subject on Lines 1 – 4.

**Authority-registered (non-OP) Subjects and VET Courses = Employability Pathway**

<table>
<thead>
<tr>
<th>Industrial Technology Skills</th>
<th>Industrial Graphics Skills ##</th>
<th>Science in Practice ##</th>
<th>Recreation</th>
<th>Prevocational Maths</th>
<th>English Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUA20715 Cert II in Visual Arts</td>
<td>Social and Community Studies ##</td>
<td>Hospital Practice ##</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retail Practices (NOTE: Students will transition to Cert II in Retail Services once qualification is on scope of registration.)</td>
<td>Agricultural Practices ## (NOTE: Students will transition to Cert II in Agriculture once qualification is on scope of registration.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Dalympyle Trade Training Centre (DTTC) Courses**

**Note:** A VET certificate course offered at the DTTC or another Registered Training Organisation can be chosen instead of a subject on Lines 1 – 4.

**Note:** Only 1 VET course can be undertaken at the subsidised rate under the VET in School (VETiS) guidelines. Additional course/s are full fee for service courses.

**VET in Schools (VETiS) funded courses**

| CPC10111 Cert I in General Construction | ST20316 Cert II in Hospitality |
| AU21212 Cert II in Automotive Underbody | MEM20413 Cert II in Engineering Pathways |
| UEE20111 Cert II in Electrotechnology (Career Start) | HL723215 Cert II in Health Support Services |
| RII20111 Cert II Resources and Infrastructure Work Preparation (Additional option) | |
| | | | | AHC21010 Cert II in Conservation and Land Management (Additional option) |

**Popular Fee for Service Courses**

| BSB30115 Cert III in Business | CHC30113 Cert III in Early Childhood Education and Care |
| BSB30115 Cert III in Business | CHC30213 Cert III in Education Support |
| CHC30213 Cert III in Education Support | Any other course of individual choice |

**NOTE:**
- Key: ## = composite Year 11/12 classes.
- All subjects and courses are subject to availability.
- Be aware of the subject prerequisites when choosing subjects. Choose carefully as subjects/courses are undertaken for a period of 2 years.
- Practical subjects/courses have a PPE requirement which will be at the student’s expense. E.g., industrial clothing, steel-capped boots, safety glasses, etc.
- Prior to your subject choices being approved, you and a parent/guardian will need to meet with a member of the school’s Leadership Team where your Future Pathways Booklet and SET Plan will be considered in relation to your subject choices.

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