Year 12 in 2024

Credentials Program

Academic Courses and Pathways Handbook

CONTENTS

SENIOR EDUCATION PROFILE

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of their senior studies. This profile may include:

> a Statement of Results
> a Queensland Certificate of Education (QCE)
> a Queensland Certificate of Individual Achievement (QCIA)

For more information about the Senior Education Profile, please visit www.qcaa.qld.edu.au/senior/certificates-qualifications/sep

Statement of Results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

Core: At least 12 credits must come from completed Core courses of study	
Course	QCE credits per course
QCAA General and Applied Subjects	Up to 4
QCAA Extension Subjects	Up to 2
Certificate II Qualifications	Up to 4
Certificate III and IV Qualifications (including traineeships)	Up to 8
School-based Apprenticeships	Up to 6
Recognised Studies categorised as Core	As recognised by the QCAA

Preparatory: A maximum of 4 credits can come from Preparatory courses of study	
Course	QCE credits per course

QCAA Short Courses:
    QCAA Short Courses in Literacy
    QCAA Short Courses in Numeracy
	Up to 1

Certificate I Qualifications	Up to 3
Recognised Studies categorised as Preparatory	As recognised by the QCAA

Complementary: A maximum of 8 credits can come from Complementary courses of study	
Course	QCE credits per course

QCAA Short Courses
    QCAA Short Courses in Aboriginal and Torres Strait Islander Languages
    QCAA Short Courses in Career Education
	Up to 1

University Subjects	Up to 4
Diplomas and Advances Diplomas	Up to 8
Recognised Studies categorised as Complementary	As recognised by the QCAA

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3. To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy	Numeracy

TYPES OF SENIOR SUBJECTS

The QCAA develops four types of senior subject syllabuses - General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be i gYX´]b´h\Y´WJ´W`´Uh]cb´cZU´gh XYbh´g´5H5F"

GENERAL SYLLABUSES (SUBJECTS)

Structure

The syllabus structure consists of a course overview and assessment.

General Syllabuses Course Overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

APPLIED SYLLABUSES (SUBJECTS)

Structure

The syllabus structure consists of a course overview and assessment.

Applied Syllabuses Course Overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the courses are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for applied syllabuses includes core topics and elective areas for study.

Senior E

ACCOUNTING

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students will learn fundamental accounting concepts in order to understand accrual accounting, accounting and administrative internal controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They will synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students will develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They will develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Objectives

By the conclusion of the course of study, students will:

comprehend accounting concepts, principles, and processes.
apply accounting principles and processes.
analyse and interpret financial data and information.
evaluate accounting practices to make decisions and propose recommendations.
synthesise and solve accounting problems.

CHEMISTRY

Chemistry is the study of materials and their properties and structure. Students will study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds. Students will develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They will critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical solutions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature. Students will learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how Chemistry works and how it may impact society.

DESIGN

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

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Students will learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They will communicate design proposals to suit different audiences.

Objectives

By the conclusion of the course of study, students will:

> describe design problems and design criteria.

ENGLISH

English focuses on the study of both literary and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts. Students are offered opportunities to interpret and create texts for personal, cultural, social, and aesthetic purposes. They will learn how language varies according to context, purpose and audience, content, modes,

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A¿E).

Summative Assessments

ENGLISH AS AN ADDITIONAL LANGUAGE

English as an Additional Language is designed for students for whom English is not their first or home language. It XYj Y`cdg`ghi XYbhgÄ_bck `YX[Yž`i bXYfghUbX]b[`UbX`Ub[i U[Y`g_]`g]b`GhUbXUfX`5i ghfU`]Ub`9b[`]g\ `fG59bž`UbX`dfcj]XYg them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social, and aesthetic purposes.

Students will have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They will develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies.

Students will make choices about generic structures, language, textual features, and technologies to best convey intended meaning in the most appropriate medium and genre. They will explore the ways literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students will develop empathy for others and appreciation of different perspectives through a study of a range of literary texts

ertiary studies.

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100.

ENGLISH AS AN OTHER LANGUAGE

English as an Other Language (EOL) is a subject, which *supports* English second language students who are integrated into full mainstream courses. Pupils receive individualised and group tuition, with an emphasis on the content and editing assistance of set tasks, to develop their English language skills and their ability to self-edit.

ENGLISH ¿ ESSENTIAL (APPLIED)

9ggYbh]U`9b[`]g\`XYj`cdg`UbX`fYÏbYg`gh XYbhg'Äi bXYfghUbX]b[`cZ`Ub[i U[Yž literature, and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept, or challenge the values and attitudes in these texts. Students will engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education, and work-related contexts. They will choose generic structures, language, language features and technologies to best convey meaning. They will develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts. Students will use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They will actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Objectives

By the conclusion of the course of study, students will:

> use patterns/conventions of genres to achieve purposes in cultural contexts and social situations.
> use appropriate roles and relationships with audiences, and construct and explain representations of identifies, places, events, and concepts.
> use/explain the ways cultural assumptions, attitudes, values/beliefs underpin texts and influence meaning.
> explain how language features and text structures shape meaning and invite responses.
> select/use subject matter to support perspectives and use language features to achieve purposes across modes.

ENGLISH - LITERATURE

Literature focuses on the study of literary texts, developing students as independent, innovative, and creative learners and thinkers, who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts. Students will engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They will make choices about generic structures, language, textual features, and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms. Students will explore how literary texts shape perceptions of the world and

GEOGRAPHY

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LEGAL STUDIES

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

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

Students will develop skills of inquiry, critical thinking, problem solving and reasoning to make informed and ethical decisions and recommendations. They will identify and describe legal issues, explore information and data, analyse, evaluate to make decisions, or propose recommendations, and create responses that convey legal meaning. They

General A Uh Ya Uh Wg A a U cf Xca U bg UfY B i a VYf UbX U [YVfU ž A YU g fYa Ybh UbX [Yca Yhfmz Ghuh gh Wg UbX B Yhk cf_g

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4,

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Summative Assessments

Unit 3	Unit 4
Summative Internal Assessment 1 (IA1): Examination - Essay in Response to Historical Sources 25%	Summative Internal Assessment 3 (IA3): Investig8 0 1 462 Tm0 G(l)-2(nv)4(esti)-6(g8 0 1 462 T

Philosophy and

Physical Education

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and
ch\YfgÄ\YU'h\'UbX'd\mg]WU'UW]j]hm]b'X'j Yfg'UbX'VXUb[]b['Vcbhyl hg''D\mg]WU'9Xi WUh]cb'dfcj]XYg'U'd\]'cgcd\]WU'UbX'

SPANISH

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

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A¿E).

Summative Assessments

Unit 3	Unit 4
Summative	

BSB50120 Diploma of Business

Qualification Description

The BSB50120 Diploma of Business provides students with a sound overview of the business sector and prepares them for employment opportunities across a range of business disciplines. The Diploma can also be used as a pathway into university and may provide academic credit towards undergraduate study. Students undertake Diploma of Business studies at school alongside their regular senior school curriculum.

Entry Requirements

In order to be involved in the Diploma of Business course, students will follow an application process.

Learning Experiences

Why study a Diploma of Business?

> A recognised leader in the delivery of in-school vocational programs.
> Established university pathways.
> Qualification provides students with ATAR equivalency and up to eight QCE points.
> Potential academic credit towards university undertam( )]TJETQq42.6 332

Course Units

The following Units of Competency are offered.

Unit Code	Title
Core Units (5 units)	
BSBCRT511	Develop critical thinking in others
BSBFIN501	Manage budgets and financial plans
BSBOPS501	Manage business resources
BSBXCM501	Lead communication in the workplace
BSBSUS511	Develop workplace policies and procedures for sustainability
Elective Units (7 units)	
BSBHRM525	Manage recruitment and onboarding
BSBOPS504	Manage business risk
BSBPMG430	Undertake project work
BSBTWK503	Manage meetings
BSBPEF502	Develop and use emotional intelligence
BSBCMM411	Make a presentation
BSBMKG541	Identify and evaluate marketing opportunities

RTO Obligatn/F5 5-4(JETQq155.14 0.48 ref49.44 578.5 0.48 13.2 ref154.7 578.5 8.5 0.48 13.2 re0.4800(TO)-4(Ob)4(l)-6.6 476.7

Course Units
The following Units of Competency are offered:

Unit Code	Title
SISFFIT045	Develop and

Course Units
The following Units of Competency are offered:

Unit Code	Title

C

RUSSIAN

The language to be studied and assessed is the modern standard spoken and written version of Russian. While the value and place of regional variants of the standard language are recognised, competence in the syntactic and morphological structures of the standard language is expected. The study of Russian contributes to the overall education of candidates, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond. H\Y˙g¨hi XmˇcZFi˙gg]Ub˙XYj˙Y`cdg˙ghi˙XYbhg¨ÅUV]`]m˙hˇc˙i˙bXYfg¨hUbX˙UbX˙i˙gY˙U˙g][b]Ậ]Ubh world language and an Australian community language. As well as being the official language of Russia, Russian is also used officially and spoken extensively in the Commonwealth of Independent States (CIS). Russian is also the first language of significant populations in various parts of the world, particularly in Eastern and Western Europe, as well as being one of the official languages of international organisations such as the United Nations and UNESCO. The study cZ˙Fi˙gg]Ub˙˙dfcj]XYg˙Ub˙˙]bg][\h˙]bhcˇž˙UbX˙Ub˙˙UddfYW]Uh]cb˙˙cŽˇ˙Fi˙gg]UÄg˙f]VX˙˙W˙`hi˙fY˙˙UbX˙\]ghcfmˇž˙Ug˙k˙Y```˙Ug˙Ub˙ understanding of contemporary life in the CIS. Russian culture has had an influence in fields such as music, the performing and visual arts, sport, film, literature, politics and the sciences. This syllabus is designed for candidates who wish to study Russian as an additional language and who have studied Russian prior to the commencement of this course. Other candidates with less formal language learning experience may also be able to meet the requirements of the syllabus successfully.

Objectives

By the conclusion of the course of study, students/candidates will:

> comprehend Russian to understand information, ideas, opinions and experiences;
> identify tone, purpose, context and audience to infer meaning, values and attitudes;
> analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives;
> apply knowledge of Russian language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions;
> structure, sequence and synthesise information to justify opinions, ideas and perspectives;
> use strategies to maintain communication and exchange meaning in Russia.

Structure

Unit 1	Unit 2	Unit 3	Unit 4

The Individual
  Personal identity
  Leisure and lifestyle
	The Speaking Communities
	  Visiting Russia
	  Arts and entertainment
		The Changing World
		  Social issues
		  Environmental issues
		  lifestyles
			My Future
			  Education and aspirations
			  The world of work

Pathways

Russian is a General externally assessed subject suited to candidates who are interested in pathways that lead to tertiary studies, vocational education or work. A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with other skills, the ability to communicate in Russian provides candidates with enhanced vocational opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services, tourism and hospitality, diplomacy and international relations, law, medicine, the arts and education.

Assessment

The College will devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A¿E).

Summative Assessments

Unit 3	Unit 4
Summative External Assessment 1 (EA1)	Examination ¿ Extended Response 25%
Summative External Assessment 2 (EA2)	Examination ¿ Combination Response 75%

BYOL (Bring Your Own Laptop) Program

Anti-Virus, Spyware and Malware

Students must have viable and current anti-virus software operating on their laptops. For uniformity, we recommend the default product that is provided with Windows 10 (Defender) rather than any other free or commercial anti-virus product. These other products have caused support problems in the past.

Warranty

Please check the conditions of the warranty to ensure the service provided is acceptable. When purchasing a new computer, some questions you should be asking yourself and the retailer, include:

> Does the computer warranty conversation happen with the store I purchased it from, or do I phone a state/national phone number?
> What is the normal turnaround time for repairs? (days, weeks?)
> Is the computer repaired locally or does it have to be sent away?
> If the computer is sent away, who arranges the courier? Do I have to wait at home for the courier to collect the device?
> K \Uh\UddYbg]Zk \Uh̊k Ug̊h\ci [\h̊hc ̊VY ̊U ̊k UffUbh̊mfYdU]f ̊]gb̊A3̊f]"Y"ž ̵h̊k Ug̊U ̊gc̊Zk UfY ̊dfc V`Ya ž̊cf ̊]h̊ appears that the device was dropped, which caused the problem.) Is there a cost?

Many laptops come with a standard 12-month warranty; however,   as a laptop should last two to three years in a school environment (depending on the physical treatment of the device). It is safer to have the warranty cover this full period of use.

Insurance

Accidental Damage Insurance is essential. A large percentage of the hardware problems that we see are due to physical damage, which is not covered by warranty. This can be arranged at the time of purchase.

Accessories

Laptop Case/Bag The hybrid laptop/tablet devices (e.g. Surface Pro) should be encased in custom-made protective case in order to minimise the chance of damage. These are available from companies, such as STM, UAG and Targus. Each student should have a padded case for his/her laptop. This reduces the risk of damage when travelling around the College or to and from home. *The College is happy for each student to choose his/her own laptop case, as long as it is appropriate and will* (or)0 0 1 43.08̊521 Tm4sl7̊2ET̊0.007 05-Tc̊acr36̊4s(̊8 reW*nBT Tm -Tc̊acr̊ET̊0(e)̊46)

Hardware Specifications -