

YEARS 11 - 12

ACADEMIC HANDBOOK



**Caloundra City
Private School**

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Year 11 and 12: Ready to Soar

This handbook is designed to give students and parents direction as they undertake the important task of choosing a learning pathway for Year 11 and 12 students. The choices to be made can be complex and challenging; however, armed with up-to-date information, a relevant and personalised plan can be established.



It is during Year 11 that students begin to discern clear pathways leading to industry, university, or other tertiary courses, laying the groundwork for their chosen career paths.

To achieve the QCE, students must meet specific requirements set by the Queensland Curriculum & Assessment Authority (QCAA), encompassing a prescribed amount of learning, maintained at a defined standard, and following a predetermined pattern.

Collaboration between students, parents, and the school is important in developing a comprehensive plan for the exciting journey ahead. By working together, we can ensure that each student is equipped with the guidance and resources needed to navigate this critical phase of their educational and professional development.

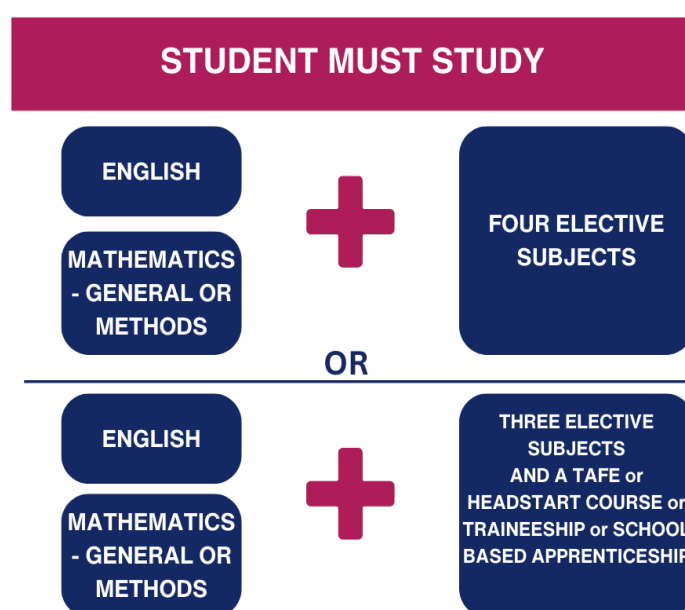
Curriculum

In Years 11 and 12 subject selection is aligned with the students intended educational or career pathways beyond secondary schooling. Our School offers a range of subjects based on QCAA syllabuses, which are categorised into General and Applied subjects.

All senior students at CCPS are required to complete English and either General Maths or Mathematical Methods, along with four elective subjects.

Courses in Year 11 and 12 are categorised into General or Applied.

Students may opt for alternate studies as part of their academic program, such as TAFE subjects or the University of the Sunshine Coast's Head Start program. They may also pursue school-based traineeships or apprenticeships.



Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

To receive a QCE, you must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. You are also required to have a learning account and achieve at least 20 QCE points

Set Amount:

- 20 credits from learning options, including:
- [QCAA subjects or courses](#)
- [vocational education and training qualifications](#)
- non-Queensland studies
- [recognised studies](#).

Set Standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Set Pattern

- 12 credits from completed Core courses of study and
- 8 credits from any combination of:
 - [Core courses of study](#)
 - [Preparatory courses of study \(maximum 4\)](#)
 - [Complementary courses of study \(maximum 8\)](#).

Literacy and numeracy requirements

Students must meet [literacy and numeracy requirements](#) through one of the available learning options.

Courses and Credits

The QCE recognises a broad range of learning that caters to the diverse needs and aspirations of all.

This broad range offers flexibility, but also requires specified standards of achievement. Having a set amount of learning and a set standard lets students know what they must aspire to, and it lets the community know what is expected to attain the QCE. The QCE sends a clear message that it represents successful achievements in a significant amount of learning, and so provides students with a more valued passport to further education, training and employment.

The QCE complements other education and training reforms. Learning achievements that count towards the certificate are from school subjects, vocational education and training, university, workplaces and the community. This means that at Caloundra City Private School, we can design personal pathways that meet the diverse needs of our students, and that meets interests, abilities and stages in academic development.

The quality criteria ensure that learning achievements from courses contributing to the QCE are of sufficient size, standing and depth and facilitate the transition from school to the next phase of learning and training.

Credit describes the basic unit of learning and denotes the minimum amount of learning that can contribute to the certificate. The concept of credit allows the total amount of learning required to be specified – that is, at least 20 credit points. There are three types of courses: core, preparatory, and complementary. At least 12 credits are gained from completed courses of study from the core courses, up to four credits are gained from preparatory and up to eight credit points from enrichment and advanced. All 20 points can be earned from the core category. The set standards for literacy and numeracy must also be met.

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 8
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:	Up to 1
<ul style="list-style-type: none"> – QCAA Short Courses in Literacy – QCAA Short Courses in Numeracy 	
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:	Up to 1
<ul style="list-style-type: none"> – QCAA Short Courses in Aboriginal and Torres Strait Islander Languages – QCAA Short Courses in Career Education 	
University Subjects	Up to 4

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

Literacy and Numeracy:

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
<ul style="list-style-type: none"> – QCAA General or Applied English subjects – QCAA Short Course in Literacy – Senior External Examination in a QCAA English subject 	<ul style="list-style-type: none"> – QCAA General or Applied Mathematics subjects. – QCAA Short Course in Numeracy. – Senior External Examination in a QCAA Mathematics subject.

The Australian Tertiary Admission Rank - ATAR

The Australian Tertiary Admission Rank (ATAR) is the primary mechanism used nationally for tertiary admissions.

It is the standard measure of a student's overall academic achievement in relation to other students where those students have studied different subject combinations.

ATARs are expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05. So the highest ATAR is 99.95, then 99.90, then 99.85, and so on, down to 0.00. ATARs below 30 are reported as '30.00 or less'.

[The Queensland Tertiary Admissions Centre \(QTAC\)](#) calculates ATAR's for Queensland school students seeking entry to tertiary courses.

To be eligible for an ATAR a student must:

- complete five General subjects (Unit 3 and 4), or
- complete four General subjects (Unit 3 and 4), plus one Applied subject (Unit 3 and 4), or
- complete four General subjects (Unit 3 and 4), plus one completed VET qualification at AQF Certificate III level or above.
- To be eligible for an ATAR, students must satisfactorily complete (i.e., achieve a minimum grade of C or higher) an English subject. The result in English will only be included in the ATAR calculation if it is one of the student's best five scaled results.

Year 11 & 12 Subjects Guide

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 used in the calculation of a student's ATAR.

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General courses. Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the Preparatory to Year 10 Australian Curriculum.

General Syllabuses

General syllabuses are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.

Applied Syllabuses

Applied syllabuses are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

Senior External Examinations

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF, please visit www.education.gov.au/australian-core-skills-framework

The subjects offered in Year 11 and 12 at CCPS are as follows:

Subject Selection (General Subjects)		
Line	Subjects offered face to face at CCPS	
1	English	
	<i>Please select one subject from each of the following elective lines.</i>	Selection
2	General Mathematics (MAG) <i>or</i> Mathematical Methods (MAM)	
3	Biology (BIO)	
4	Business (BUS)	
5	Chemistry (CHE) <i>or</i> Design (DES) <i>or</i> Legal Studies (LEG)	
6	Modern History (MOD) <i>or</i> Physics (PHY)	

Subject Selection (General Subjects)		
Subjects offered through Distance Education and 1 subject funded by CCPS		Selection
	Psychology	
	Philosophy and Reason	

Subject Selection (General Subjects)		
Subjects offered through Distance Education and NOT funded by CCPS		Selection
	Literature	
	Specialist Mathematics	
	Economics	
	Health	
	Music	
	Languages	
	Ancient History	
	Economics	
	Geography	
	Dance	

Subject Selection	
Certificate courses offered through Mooloolaba or Nambour TAFE and is fully funded. (VETiS)	Selection
Certificate II in Rural Operations	
Certificate II in Animal Care	
Certificate II in Automotive Vocational Preparation	
Certificate II in Autonomous Technologies	
Certificate II in Aircraft Line Maintenance	
Certificate II in Retail Cosmetics	
Certificate II in Salon Assistant	
Certificate II in Construction	
Certificate II in Plumbing Services	
Certificate II in Community Services	
Certificate II in Electrotechnology	
Certificate II in Engineering Pathways	
Certificate II in Apparel, Fashion and Textiles	
Certificate II in Health Support Services	
Certificate II in Cookery	
Certificate II in Hospitality	
Certificate II in Sports Coaching	

Subject Selection	
Subjects offered through Sunshine Coast Technical Trade Centre Caloundra and are fully funded. (VETiS)	Selection
Certificate II in Automotive Vocational Preparation	
Certificate III in Aviation (Remote Pilot)	
Certificate I in Construction	
Certificate II in Electrotechnology	
Certificate II in Plumbing Services	
Certificate II in Retail Cosmetics	

Subject Selection	
Certificate Courses provided through other independent providers and are fully funded. (VETiS)	Selection
Certificate II in Outdoor Recreation- QMTS Training	
Certificate II in Sports Coaching – Fit Education	
Certificate II in Applied Digital Technologies – Axiom College	

Subject Selection	
Certificate III Courses NOT funded but available to high school students	Selection
Certificate III Screen and Media	
Certificate III IT (Cyber Security)	
Cert III Fitness	
Cert III New Business and Entrepreneurship	

Headstart Courses available through University of Sunshine Coast		
1st Headstart Course is funded.		Selection
Business	ACC106 Accounting Principles	
	BUS101 Exploring Business Research	
	BUS102 Economics for Business	
	BUS104 Discovering Management	
	BUS105 Marketing Essentials	
	TSM102 The World of Tourism, Leisure and Events	
Design/ Communication/ Music/Drama/ Creative Industries	SGD101 Game Art: Introduction to 2D & 3D	
	SGD100 Introduction to Game Design	
	MUS102 Performance 1	
	MUS101 Intro to Songwriting and Performance	
	MUS100 Intro to Songwriting and Production	
	FSH100 Introduction to Key Concepts of Fashion	
	EGL120 The 'English' Tradition: An Introduction to Literary Studies	
	DRA102 Exploring Twentieth Century Theatre	
	DRA100 Acting 1: The actor's craft	
	DES105 Design Methods	



	DES104 Art, Design and Digital Culture	
	DES101 Elements of Design	
	DES103 Fundamentals of Photography	
	CMN150 Digital Journalism	
	CMN130 News and Reporting	
	CMN120 Introduction to Contemporary Global Media and Communication	
	CMN117 Playing with Genre	
	CMN116 Playing with Words: an Introduction to Creative Writing Craft	
	CMN109 Editing for Professionals	
	CMN107 Communication for the Creative Professional	
	CMN106 Contemporary Communication Theory and Trends	
	CMN105 Creative Production	
	CMN104 Introduction to Screen and Media Industries	
	CMN103 Introduction to the Creative Industries	
Education	EDU101 Human Development and Learning	
	EDU103 Teaching with Technology	
	EDU118 Foundations of Numeracy	
	EDU119 English Language and Literacy	
Environmental Studies	ANM102 Endangered Animals and their Conservation	
	ANM103 Animal Form, Function and Evolution	
	ENP101 Introduction to Urban Design & Town Planning - Studio I	
	ENP104 Urban Economics and System Analytics	
	ENP105 Introduction to Sustainable Urban Development & Town Planning	
	ENP106 Planning and Design for Health and Wellbeing	
	GEO100 The Changing Planet	
	GEO101 Space, place and the Anthropocene	
	SUS101 Foundations of Sustainability	
Health Sciences	HLT103 Professional Health Communication	
	HLT140 Think Health	
	LFS103 Introductory Bioscience	
	NUT101 Introduction to Nutrition	
	NUT102 Food in Society	
	PUB102 Environment and Health	

	PUB104 Introduction to Behavioural Health	
	PUB112 Public Health Foundations	
Law and Criminology	CRM101 Introduction to Criminology	
	CRM102 Understanding Crime	
	CRM103 Punishment and Corrections	
	CRM105 Policing	
	JST101 Justice and the Australian Legal System	
	LAW101 Foundations of Australian Law A	
Psychology and Social Sciences	COU101 Theories of Counselling: From Freud to Integrative Practice	
	COU180 Therapeutic Communication Skills	
	HIS100 What Makes Australia? History of Australian Popular Culture:	
	HIS140 Global Citizens: A History of Humanity	
	INT101 Introduction to International Relations: An Australian Perspective	
	INT102 Global Environmental Politics	
	PSY100 Introduction to Psychology A	
	PSY101 Introduction to Psychology B	
	SCS101 Foundations of Human Behaviour	
	SCS110 Australian Society: How does(n't) it work? -	
	SCS130 Introduction to Indigenous Australia	
	SWK100 Introduction to Social Work Practice Theories	
	SWK172 Introduction to Social Work and Human Services	
Science/IT/Engineering	ENG101 Professional Engineering	
	ENG103 Introduction to the Internet of Things - Recommended to be studying Mathematical Methods or Specialist Mathematics	
	ENG104 Engineering Design	
	ENG106 Engineering Computing	
	MTH103 Introduction to Applied Mathematics - Recommended to be studying Mathematical Methods or Specialist Mathematics	
	MTH104 Introductory Calculus - Recommended to be studying Mathematical Methods or Specialist Mathematics	
	SCI102 Biodiversity and Ecology - Recommended to be studying Biology	
	SCI105 Introductory Chemistry - Recommended to be studying Chemistry	



	SCI107 Physics - Recommended to be studying Mathematical Methods or Specialist Mathematics	
	SCI110 Science Research Methods	
	SCI113 Discovering Science	
	SEC100 Foundations of Computer Security	
Sports and Exercise Fitness	SPX100 Physical Activity and Health	
	SPX101 Introduction to Sport and Exercise Science	
	SPX102 Introduction to Coaching Science	
	SPX121 Exercise Prescription and Programming I	

Biology



Biology is the study of life. Students interested in the complexity, diversity and history of life on our planet will enjoy studies in this field.

Studies in Biology will provide students with opportunities to:

- develop their sense of wonder and curiosity about life.
- develop respect for all living things and the environment.
- develop an understanding of biological systems, concepts, theories and models. appreciation of how biological knowledge has developed over time and continues to develop.
- develop a sense of how biological knowledge influences society.
- plan and carry out fieldwork, laboratory and
- other research investigations.
- interpret evidence.
- use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge.
- communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Course Structure

Year 11		Year 12	
Unit 1	Unit 2	Unit 3	Unit 4
Cells and Multicellular Organisms Cells as the basis of life. Multicellular organisms.	Maintaining the Internal Environment Homeostasis. Infectious diseases	Biodiversity and the Interconnectedness of Life Describing biodiversity. Ecosystem dynamics.	Heredity and Continuity of Life DNA, genes and the continuity of life. Continuity of life on Earth.



Assessment

Formative Assessment – Year 11		Summative Assessment – Year 12	
Unit 1	Unit 2	Unit 3	Unit 4
Formative Internal Assessment 1 (IA1)	Formative Internal Assessment 3 (IA3)	Summative Internal Assessment 1 (IA1)	Summative Internal Assessment 3 (IA3)
Data Test (10%)	Research Investigation (20%)	Data Test (10%)	Research Investigation (20%)
Formative Internal Assessment 2 (IA2)		Summative Internal Assessment 2 (IA2)	
Student Experiment (20%)		Student Experiment (20%)	
Formative Internal Assessment (IA4) – Examination (50%)		Summative External Assessment (EA) – Examination (50%)	

Business



Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs. Students will investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They will investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations. Students will use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They will engage with the dynamic business world (in local, national and global contexts), the changing workforce and emerging digital technologies.

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

- describe business environments and situations.
- explain business concepts, strategies and processes.
- select and analyse business data and information.
- interpret business relationships, patterns and trends to draw conclusions.
- evaluate business practices and strategies to make decisions and propose recommendations.
- create responses that communicate meaning to suit purpose and audience.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business Creation Fundamentals of business. Creation of business ideas.	Business Growth Establishment of a business. Entering markets.	Business Diversification Competitive markets. Strategic development.	Business Evolution Repositioning a business. Transformation of a business.

Pathways

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management, business information systems, operations management and public relations.

Assessment

The School will devise assessments in Units 1 and 2 to suit their local context. Assessment is aligned to teach students the necessary genres and types of questions assessed in Year 12. 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 Internal Assessment 1 (IA1): Examination - Combination Response	25%	Summative Internal Assessment 3 (IA3): Extended Response - Feasibility Report	25%
Summative Internal Assessment 2 (IA2): Investigation - Business Report	25%	Summative External Assessment (EA): Examination - Combination Response	25%

Chemistry



Chemistry is the study of the material that comprises the universe, it's structure and properties.

Studies in Chemistry provide opportunities for students to:

- develop an understanding of chemical theories, models and chemical systems.
- develop expertise in conducting scientific investigations.
- develop an ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and
- communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Pathways

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.



Course Structure

Year 11		Year 12	
Unit 1	Unit 2	Unit 3	Unit 4
Chemical Fundamentals - Structure, Properties and Reactions Properties and structure of atoms. Properties and structure of materials. Chemical reactions -reactants, products and energy change.	Molecular Interactions and Reactions Intermolecular forces and gases. Aqueous solutions and acidity. Rates of chemical reactions.	Equilibrium, Acids and Redox Reactions Chemical equilibrium systems. Oxidation and reduction.	Structure, Synthesis and Design Properties and structure of organic materials. Chemical synthesis and design.

Assessment

Formative Assessment – Year 11		Summative Assessment – Year 12	
Unit 1	Unit 2	Unit 3	Unit 4
Formative Internal Assessment 1 (IA1) Data Test (10%)	Formative Internal Assessment 3 (IA3) Research Investigation (20%)	Summative Internal Assessment 1 (IA1) Data Test (10%)	Summative Internal Assessment 3 (IA3) Research Investigation (20%)
Formative Internal Assessment 2 (IA2) Student Experiment (20%)		Summative Internal Assessment 2 (IA2) Student Experiment (20%)	
Formative Internal Assessment (IA4) – Examination (50%)		Summative External Assessment (EA) – Examination (50%)	

Design



Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Students will learn:

- how design has influenced the economic, social and cultural environment in which they live.
- 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.
- 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.
- about and experience design through exploring needs, wants and opportunities. developing ideas and design concepts.
- to use drawing and low-fidelity prototyping skills.
- to evaluate ideas and design concepts. and
- to communicate design proposals to suit different audiences.

Objectives

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

- describe design problems and design criteria.
- represent ideas, design concepts and design information using drawing and low- fidelity prototyping.

- analyse needs, wants and opportunities using data.
- devise ideas in response to design problems.
- synthesise ideas and design concepts to
- make refinements.
- make decisions about and use mode- appropriate features, language and conventions for purposes and contexts.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in Practice	Commercial Design	Human-centred Design	Sustainable Design
Experiencing design.	Explore - client needs and wants.	Designing with empathy.	Explore - sustainable design opportunities.
Design process.	Develop - collaborative design.		Develop – redesign.
Design styles.			

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

The School 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 Assessment

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1):	15%	Summative Internal Assessment 3 (IA3):	25%
Examination - Design Challenge		Project	
Summative Internal Assessment 2 (IA2):	35%	Summative External Assessment (EA):	25%
Project		Examination - Design Challenge	

English



Senior English focuses on both literary and non-literary texts. Study develops independent, innovative, critical and creative thinkers who appreciate the aesthetic use of language, and students who can analyse perspectives and evidence, challenging ideas and interpretations through the analysis and creation of varied texts. Significant, open-ended opportunities exist for students to engage with themes around humanity which matter to them. Students are offered opportunities to interpret, analyse and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and media, and how to use it appropriately and effectively for a variety of purposes. Students enjoy opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students explore how literary and non-literary texts shape perceptions of the world and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

They communicate accurately and effectively in Standard Australian English for the purposes of responding to, analysing and creating texts.

Students make choices about generic structures, purposeful language and textual features, and optimal technologies for participating actively in literary analyses and the creation of texts in a range of modes, media and forms.

Pathways

A course of study in English promotes open- mindedness, imagination, critical awareness and intellectual flexibility. skills that prepare students for local and global citizenship and for life-long learning

across a wide range of contexts.

Assessment Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations.
- establish and maintain roles of the writer/speaker/ signer/designer and relationships with audiences.
- create and analyse perspectives and representations of concepts, identities, times and places.
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions.
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts.
- select and synthesise subject matter to support perspectives.
- organise and sequence subject matter to achieve particular purposes.
- use cohesive devices to emphasise ideas and connect parts of texts.
- make language choices for particular purposes and contexts.
- use grammar and language structures for particular purposes.
- use mode-appropriate features to achieve particular purposes (QCAA,2020).

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and Texts Examining and creating perspectives in texts. Responding to a variety of non-literary and literary texts. Creating responses for public audiences and persuasive texts.	Texts and Culture Examining and shaping representations of culture in texts. Responding to literary and non-literary texts, including a focus on Australian texts. Creating imaginative and analytical texts.	Textual Connections Exploring connections between texts. Examining different perspectives of the same issue in texts and shaping own perspectives. Creating responses for public audiences and persuasive texts.	Close Study of Literary Texts Engaging with literary texts from diverse times and places. Responding to literary texts creatively and critically. Creating imaginative and analytical texts.

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Extended Response – Written Response for a Public Audience	25%	Summative Internal Assessment 3 (IA3): Extended Response – Imaginative Written Response	25%
Summative Internal Assessment 2 (IA2): Extended Response – Persuasive Spoken Response	25%	Summative External Assessment (EA): Examination – Analytical Written Response	25%

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.

Throughout the Legal Studies syllabus 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
- develop critical skills to assess the effectiveness of laws to manage competing interests
- study the foundations of law, the criminal justice process and the civil justice system
- critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues
- develop skills of inquiry, critical thinking, problem solving and reasoning to make informed and ethical decisions and recommendations
- identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. and question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Objectives

- By the conclusion of the course of study, students will:
- comprehend legal concepts, principles and processes.

- select legal information from sources.
- analyse legal issues.
- evaluate legal situations.
- create responses that communicate meaning.

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all

discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develop are universally valued in business, health, science and engineering industries.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond Reasonable Doubt Legal foundations. Criminal investigation process. Criminal trial process. Punishment and sentencing.	Balance of Probabilities Civil law foundations. Contractual obligations. Negligence and the duty of care.	Law, Governance and Change Governance in Australia. Law reform within a dynamic society.	Human Rights in Legal Contexts Human rights. The effectiveness of international law. Human rights in Australian contexts.

Assessment

The school 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 Internal Assessment 1 (IA1): Examination - Combination Response	25%	Summative Internal Assessment 3 (IA3): Investigation - Argumentative Essay	25%
Summative Internal Assessment 2 (IA2): Investigation - Inquiry Report	25%	Summative External Assessment (EA): Examination - Combination Response	25%

General Mathematics



General Mathematics' major domains are number and algebra, measurement and geometry, statistics, and networks and matrices—building on the content of the Preparatory to Year 10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10, but whose future studies or employment pathways do not require calculus.

Students will build on and develop key mathematical ideas including:

- rates and percentages.
- concepts from financial mathematics.
- linear and non-linear expressions.
- sequences.
- the use of matrices and networks to model and solve authentic problems.
- the use of trigonometry to find solutions to practical problems
- the exploration of real-world phenomena in statistics.

Students will engage in a practical approach that equips learners for their needs as future citizens. They will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities

and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world.

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices
- comprehend mathematical concepts and techniques drawn from Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices
- communicate using mathematical, statistical and everyday language and conventions.
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, Measurement and Relations Consumer arithmetic. Shape and measurement. Linear equations and their graphs.	Applied Trigonometry, Algebra, Matrices and Univariate Data Applications of trigonometry. Algebra and matrices. Univariate data analysis.	Bivariate Data, Sequences and Change, and Earth Geometry Bivariate data analysis. Time series analysis. Growth and decay in sequences. Earth geometry and time zones.	Investing and Networking Loans, investments and annuities. Graphs and networks. Networks and decision mathematics.

Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

The School 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 Internal Assessment 1 (IA1): Problem-solving and Modelling Task	20%	Summative Internal Assessment 3 (IA3): Examination	15%
Summative Internal Assessment 2 (IA2): Examination	15%		
Summative External Assessment (EA): Examination			50%

Mathematical Methods

Mathematical Methods' major domains are algebra, functions, relations and their graphs, calculus and statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems—becoming critical thinkers, innovators and problem-solvers.

Students will learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the Preparatory to Year 10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students will develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another.

They will make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Objectives

- By the conclusion of the course of study, students will:
- select, recall and use facts, rules, definitions
- and procedures drawn from algebra, functions, relations and their graphs, calculus and statistics.
- comprehend mathematical concepts and techniques drawn from algebra, functions, relations and their graphs, calculus and statistics.
- communicate using mathematical, statistical and everyday language and conventions.
- evaluate the reasonableness of solutions.
- justify procedures and decisions by explaining mathematical reasoning.
- solve problems by applying mathematical concepts and techniques drawn from algebra, functions, relations and their graphs, calculus and statistics.

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, Statistics and Functions	Calculus and Further Functions	Further Calculus	Further Functions and Statistics
Arithmetic and geometric sequences and series 1.	Exponential functions 2. The logarithmic function	The logarithmic function 2.	Further differentiation and applications 3.
Functions and graphs. Counting and probability.	1. Trigonometric functions 1.	Further differentiation and applications 2.	Trigonometric functions 2. Discrete random variables 2.
Exponential functions 1.	Introduction to differential calculus.	Integrals.	Continuous random variables and the normal distribution.
Arithmetic and geometric sequences.	Further differentiation and applications 1.		Interval estimates for proportions.
	Discrete random variables 1.		

Assessment

The School will devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4, students complete four summative assessments. Mathematical Methods assessment contain both technology -free and technology-active (use of graphics calculators) components. 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 Internal Assessment 1 (IA1): Problem-solving and Modelling Task	20%	Summative Internal Assessment 3 (IA3): Examination	15%
Summative Internal Assessment 2 (IA2): Examination	15%		
Summative External Assessment (EA): Examination			50%

Modern History



Students will learn that the past is contestable and tentative. Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces. Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Through inquiry into ideas, movements, national experiences and international experiences, they discover how the past consists of various perspectives and interpretations. Students will gain a range of transferable skills that will help them become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Objectives

- By the conclusion of the course of study, students will:
- comprehend terms, issues and concepts;
- devise historical questions and conduct research;
- analyse historical sources and evidence;
- synthesise information from historical sources and evidence;
- evaluate historical interpretations;
- create responses that communicate meaning.

Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

Assessment

The School 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).

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World Australian Frontier Wars, 1788–1930s Age of Enlightenment, 1750s–1789; Industrial Revolution, 1760s–1890s; American Revolution, 1763–1783; French Revolution, 1789–1799; Age of Imperialism, 1848–1914; Meiji Restoration, 1868–1912; Boxer Rebellion, 1900–1901; Russian Revolution, 1905–1920s; Xinhai Revolution, 1911–1912; Iranian Revolution, 1977–1979; Arab Spring since 2010 Alternative topic for Unit 1.	Movements in the Modern World Australian Indigenous rights movement since 1967; Independence movement in India, 1857–1947; Workers' movement since the 1860s; Women's movement since 1893; May Fourth Movement in China, 1919; Independence movement in Algeria, 1945–1962; Independence movement in Vietnam, 1945–1975; Anti-apartheid movement in South Africa, 1948–1991; African-American civil rights movement, 1954–1968; Environmental movement since the 1960s;	National Experiences in the Modern World Australia, 1914–1949; England, 1707–1837; France, 1799–1815; New Zealand, 1841–1934; Germany, 1914–1945; United States of America, 1917–1945; Soviet Union, 1920s–1945; Japan, 1931–1967; China, 1931–1976; Indonesia, 1942–1975; India, 1947–1974; Israel, 1948–1993; South Korea, 1948–1972.	International Experiences in the Modern World Australian engagement with Asia since 1945; Search for collective peace and security since 1815; Trade and commerce between nations since 1833; Genocides and ethnic cleansings since 1941; Nuclear Age since 1945; Cold War, 1945–1991; Struggle for peace in the Middle East since 1948; Cultural globalisation since 1956; Space exploration since 1957; Rights and recognition of First Peoples since 1982; Terrorism, anti-terrorism and counter-terrorism since 1984.



Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Examination - Essay in Response to Historical Sources	25%	Summative Internal Assessment 3 (IA3): Investigation - Historical Essay based on Research	25%
Summative Internal Assessment 2 (IA2): Independent Source Investigation	25%	Summative External Assessment (EA): Examination - Short Responses to Historical Sources	25%

Physics

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students will learn:

- about the fundamental concepts of thermodynamics, electricity and nuclear processes;
- about the concepts and theories that predict and describe the linear motion of objects;
- how scientists explain some phenomena
- using an understanding of waves;
- to engage with the concept of gravitational and electromagnetic fields and the relevant forces associated with
- modern physics theories and models that, despite being counterintuitive, are
- fundamental to our understanding of many common observable phenomena;
- to develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action;
- that matter and energy interact in physical systems across a range of scales;
- how models and theories are refined, and
- new ones are developed in physics;
- to investigate phenomena and solve problems; collect and analyse data; and interpret evidence;
- to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres; and
- to apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem solving and research skills), understand how it works and how it may impact society.

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations;
- apply understanding of scientific concepts, theories, models and systems within their limitations;
- analyse and interpret evidence and investigate phenomena;
- evaluate processes, claims and conclusions;
- communicate understandings, findings,
- arguments and conclusions.

Physics is studied at CCPS in an alternate sequence.

Students will commence year 11 in even years studying Units 3 and 4 and in odd years commence studying Units 1 and 2.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Linear motion and force	Special relativity	Heating processes	Electromagnetism
Gravity and motion	Ionising radiation and nuclear reactions	Waves	Quantum theory;
	The standard model	Electrical circuits	

Pathways

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Problem-solving and Modelling Task	10%	Summative Internal Assessment 3 (IA3): Research investigation	20%
Summative Internal Assessment 2 (IA2): Student Experiment	20%		
Summative External Assessment (EA): Examination			50%

Alternative Pathways



At CCPS, we understand that no two students are alike, and education must be personalised to meet each student's ambitions. Learning here extends beyond the four walls of a classroom, offering students a wide range of options tailored to their dreams and career goals. I look forward to working with you to find the best path for your future career aspirations. Some of the alternative options they may wish to explore include:

- **University Courses:** Students can start university while still in school, choosing from various courses to experience tertiary education and pave the way for their future career aspirations. This is perfect for academically strong students.
- **TAFE Courses:** For those who prefer a practical approach, we offer TAFE courses in fields like Aviation, Automotive, Beauty and Hairdressing, Trades, Fashion, Hospitality, Fitness, Technology, and Screen and Media.
- **School-Based Apprenticeships or Traineeships:** Beyond traditional trades like electrician, construction, or plumbing, students can pursue traineeships in business administration, childcare, hospitality, and more. The options are endless.

- **Distance Education:** Students interested in subjects not offered at CCPS can study through Distance Education Providers, allowing them to focus on their true interests.

Co-Curricular Programs

At Caloundra City Private School learning, growth and the development of transferable skills also happens outside of the classroom. Our co-curricular programs are designed to offer students a diverse range of opportunities for personal growth, skill development and enrichment.

Our co-curricular offerings go beyond traditional academic subjects, recognising the importance of nurturing students' overall health and wellbeing. In line with this philosophy, we include programs that promote physical fitness, mental health, and emotional wellbeing as integral pillars of our students' development. Whether it's through sports teams, mindfulness workshops, or creative arts projects, we aim to support students in achieving balance and fulfillment in all aspects of their lives.

Participation in co-curricular activities not only enhances academic learning but also cultivates essential life skills such as teamwork, leadership, grit and resilience. We are committed to providing a supportive and inclusive environment where every student can explore their passions, discover new interests, and thrive both inside and outside the classroom.

The Co-Curricular offerings change each term. The following list is an example of some of the activities available.

- Sunshine Coast Independent School Sports Association (SCISSA) competitions: Volleyball, Netball, Basketball
- Oztag
- Futsal
- Tennis
- Dance Group
- Runfit
- Academic Tutorials
- Chess Club
- CCPS Writers' Club
- Japanese Club
- Choir
- Rock Band
- STEM Club
- Wellbeing Through Art
- Fishing Club – CCPS Fishtales
- The Duke of Edinburgh Awards



The Duke of Edinburgh's International Award

Caloundra City Private School is one of the few schools on the Sunshine Coast to deliver the Duke of Edinburgh Award framework.

What is the Duke of Ed?

The Duke of Edinburgh's International Award (the Duke of Ed) is the global leader in the organising and accrediting of non-formal education through its flagship 'Duke of Ed Framework'. For over 60 years, this Framework has been used by education providers and community organisations to accredit the non-formal learning outcomes and achievements of young people. The Duke of Ed has 3 [Award levels](#) and you can choose the level that's right for you: Bronze, Silver or Gold. Each level has different time commitments.

To finish the Bronze and Silver levels you have to complete 4 [Award sections](#) and 5 for the Gold level.

You design your own program around the things that interest you most.

The Award sections are:

[Voluntary Service](#)—get involved in your community and give service to others.

[Skills](#)—build your skills in something practical or creative, such as drawing, painting, fishing, or music.

[Physical Recreation](#)—take part in something active such as football, basketball, dancing, surfing or swimming.

[Adventurous Journey](#)—discover a sense of adventure and do something challenging with your friends.

[Gold Residential Project](#)—broaden your horizons and open your eyes to the world.

Why do the Duke of Ed?

Employment Opportunities

The Duke of Ed is increasingly recognised by employers so it can even help you get a job. You will gain experience in many of the skills employers look for: communication, problem solving, initiative, organisation, and the ability to work independently and as part of a team. You will also be seen as someone with a range of interests, who actively participates in their community and who shows perseverance and commitment.

Earn credits towards your QCE

The Duke of Ed is a recognised course of study for the Queensland Certificate of Education (QCE), which is usually awarded at the end of Year 12. You can earn up to 4 credits—1 for Bronze, 1 for Silver and 2 for Gold. To earn credit points for your

QCE, you must complete your Award while you are in Years 10–12 and provide the Queensland Award Operating Authority with your Learner Unique Identifier (LUI).

It is recognised throughout the world

The Duke of Ed is part of an international program running in 140 countries and is the largest structured youth development program in Australia.

The Award is recognised interstate and overseas.



Senior School Information

Senior School Contacts:



Leon van Niekerk
Principal



Nathan Reynolds
Deputy Principal -
Operations



Kris Naiker
Deputy Principal -
Students



Cheryl McGregor
Student
Administration



Jane Brown
Receptionist



Lisa Norris
Sports
Administration



Lauren Tralau
Henzell Head of House



Kylie Lush
Munns Head of House



Adam Burton
Ford Head of House



Robert Pride
McLean of House

Laptop Program and Ed-Tech

At Caloundra City Private School, we prioritise technological integration into our educational framework through our comprehensive Laptop Program. All Senior School students (Year 7 – 12) receive a laptop computer, along with access to our School Information Technology Support Officer for technical as required. Students receive a new laptop in Years 7 and 10, ensuring that their devices remain up-to-date and less than three years old. This ensures optimal performance and compatibility with evolving educational technologies.

Our school utilises Canvas, a leading digital learning management system used by the best educational institutions and universities around the world. Powered by Instructure, Canvas provides students with a centralised platform to access course materials, submit assignments, engage in discussions, and collaborate with peers and teachers. Through Canvas, students can navigate their academic tasks efficiently, track their progress, and stay organized in their studies.

Additionally, our school also leverages Atomi - an innovative digital learning platform that offers interactive educational content across various subjects and disciplines. Through Atomi, students can access engaging video lessons, interactive quizzes, and comprehensive study materials, enhancing their understanding and retention of key concepts.

By integrating these cutting-edge technologies into our educational framework, we empower students to embrace digital learning tools and prepare students to thrive in an increasingly digital-centric world, fostering critical thinking, collaboration, and innovation.



Caloundra City Private School

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