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Introduction

At Clermont State High School, our goal is for each student to have a purposeful pathway through their senior phase of learning. We are committed to ensuring our students leave with the skills that will fully prepare them for the future ahead – the 21st Century Skills (see next page).

The aim of our senior schooling pathways at Clermont State High School is for each student to achieve a Queensland Certificate of Education (QCE). In order for each student to achieve a Queensland Certificate of Education, students and parents must consider the combination of subjects, student ability levels, commitment to study and future aspirations when selecting subjects for Year 11 and 12. Our staff are committed and will assist students in setting and attaining realistic personal academic goals. The school will also support and guide students in selecting and attaining credentials from a variety of pathways for successful transition post school.

Clermont State High School offers students a broad range of pathway options to undertake throughout their senior phase of learning. Options available to students include:

- General and applied subjects as per syllabus documents set out by the Queensland Curriculum and Assessment Authority (QCAA)
- Certificate I, II and III courses delivered on campus
- School based apprenticeships or traineeships

Our Year 10 curriculum is designed to provide our students with a solid base to develop the skills needed for senior subjects. This, along with our rigorous Student Education and Training Pathway (SETP) planning process, helps our students succeed in Years 11 and 12. At Clermont State High School, the Senior Curriculum Course Guide provides a summary of all courses offered in Year 11 and 12 to assist you in planning your pathway. To help, we have designed a rigorous process for parents and students in which to engage that supports informed decision making and subject choices. The key aspects of this process are captured on the next page.

We look forward to supporting your child in this next phase of their learning journey.

Leigh Dyer
Principal
21st Century Skills

Preparing students for a changing world

Young Queenslanders in the 21st century need to be
- Innovators
- Entrepreneurs
- Lifelong learners
- Responsible global citizens

What are the 21st century skills in the General senior syllabuses?

Critical thinking
- Analytical thinking
- Problem-solving
- Decision-making
- Reasoning
- Reflecting and evaluating
- Intellectual flexibility

Creative thinking
- Innovation
- Initiative and enterprise
- Curiosity and imagination
- Creativity
- Generating and applying new ideas
- Identifying alternatives
- Seeing or making new links

Communication
- Effective oral and written communication
- Using language, symbols and texts
- Communicating ideas effectively with diverse audiences

Collaboration and teamwork
- Relating to others (interacting with others)
- Recognising and using diverse perspectives
- Participating and contributing
- Community connections

Personal and social skills
- Adaptability/flexibility
- Management (self, career, time, planning and organising)
- Character (resilience, mindfulness, open and fair-mindedness, self-awareness)
- Leadership
- Citizenship
- Cultural awareness
- Ethical (and moral) understanding

ICT skills
- Operations and concepts
- Accessing and analysing information
- Being productive users of technology
- Digital citizenship (being safe, positive and responsible online)
**Subject selection decision making process**

**Start**

Students participate in short course Career Education to prepare them to make informed subject selections.

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**9th October 2018**

Student and parent/guardians explore information in the Senior Course Guide to understand what subjects are about. Four questions for exploring:
1. What are you good at?
2. What do you like?
3. What are the six subjects and pathways you are considering?
4. What are the readiness criteria?

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**9th – 15th October 2018**

Students and parents discuss information presented to refine subject selection.

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**Term 4 2018**

Students, parents and staff participate in SET plan interviews.

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**End Term 1 2019**

SET Plan conversation ‘review’
Senior Education Profile

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

- statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: 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.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.
About the 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.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

20 credits from contributing courses of study, including:
- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

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

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

Students must meet literacy and numeracy requirements through one of the available learning options.

More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at www.qcaa.qld.edu.au:

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.
Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student’s learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

**Core:** At least 12 credits must come from completed Core courses of study

<table>
<thead>
<tr>
<th>COURSE</th>
<th>QCE CREDITS PER COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>QCAA General subjects and Applied subjects</td>
<td>up to 4</td>
</tr>
<tr>
<td>QCAA General Extension subjects</td>
<td>up to 2</td>
</tr>
<tr>
<td>QCAA General Senior External Examination subjects</td>
<td>4</td>
</tr>
<tr>
<td>Certificate II qualifications</td>
<td>up to 4</td>
</tr>
<tr>
<td>Certificate III and IV qualifications (includes traineeships)</td>
<td>up to 8</td>
</tr>
<tr>
<td>School-based apprenticeships</td>
<td>up to 6</td>
</tr>
<tr>
<td>Recognised studies categorised as Core</td>
<td>as recognised by QCAA</td>
</tr>
</tbody>
</table>

**Preparatory:** A maximum of 4 credits can come from Preparatory courses of study

<table>
<thead>
<tr>
<th>QCAA Short Courses</th>
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</thead>
<tbody>
<tr>
<td>• QCAA Short Course in Literacy</td>
<td>1</td>
</tr>
<tr>
<td>• QCAA Short Course in Numeracy</td>
<td></td>
</tr>
</tbody>
</table>

| Certificate I qualifications                           | up to 3                |
| Recognised studies categorised as Preparatory          | as recognised by QCAA  |

**Complementary:** A maximum of 8 credits can come from Complementary courses of study

<table>
<thead>
<tr>
<th>QCAA Short Courses</th>
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</thead>
<tbody>
<tr>
<td>• QCAA Short Course in Aboriginal &amp; Torres Strait Islander Languages</td>
<td>1</td>
</tr>
<tr>
<td>• QCAA Short Course in Career Education</td>
<td></td>
</tr>
</tbody>
</table>

| University subjects (while a student is enrolled at a school) | up to 4                |
| Diplomas and Advanced Diplomas (while a student is enrolled at a school) | up to 8                |
| Recognised studies categorised as Complementary          | as recognised by 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**

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

**Numeracy**

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements
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 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 course.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

General syllabuses

General subjects 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. Approximately 1.5 – 2 hours of study per general subject per week is recommended for success.

Applied syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. Approximately 1 – 1.5 hours of study per applied subject per week is recommended for success.

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. Approximately 1 – 1.5 hours of study per short course per week is recommended for success.


Underpinning factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.
General syllabuses and Short Courses
In addition to literacy and numeracy, General syllabuses and Short Courses are underpinned by:

- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

Applied syllabuses
In addition to literacy and numeracy, Applied syllabuses are underpinned by:

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

Vocational Education and Training (VET)
Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Vocational Education and Training
Nationally recognised Certificates that allow students to demonstrate competency in a range of industry recognised units. Clermont State High School has a range of certificate courses under its own scope of registration and partners with other RTOs to deliver a range of others. These are clearly identified in the individual course information.

School Based Apprenticeships and Traineeships
A formal vocational education training pathway. Further information is provided on the next page.

NOTE: Changes to courses studied at the end of the semester may be negotiated depending on educational rationale and availability of placement. Students need to carefully consider prerequisite status with the Guidance Officer, Administration and/or parents when considering electives and any changes to electives. Subject choice is provided, within the limitations of school staff, facility resources and student demand. The school administration in consultation with students and parents may consider alternate learning arrangements though Distance Education or other educational providers depending on negotiated student needs.

School Based Apprenticeships and Traineeships
School-based apprenticeships and traineeships allow you to work for an employer and undertake training towards a recognised qualification, while completing your secondary school studies.

It is possible that upon successful completion of Year 12, you may receive a Queensland Certificate of Education, have trained towards a certificate qualification in your chosen career and been paid for time spent working.
Why choose a School-Based Apprenticeship or Traineeship?

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

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

Who can do a School-Based Apprenticeship or Traineeship?

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

How do School-Based Apprenticeships and Traineeships Work?

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

School

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

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

Work

As part of your school-based apprenticeship or traineeship you will work for a minimum of 50 days (or an equal amount of hours) over a 12 month period. You may work:

- one or more days a week and attend school on the remaining days
- for blocks of time depending on what you and your employer need
- on weekends, during school holidays or after school

You will be paid for the time spent working, including an extra amount to make up for not receiving sick or recreation leave. However, as a school-based apprentice or trainee, you will not be paid for the time spent undertaking training delivered by the training provider.

Training

Your training provider will make sure you learn the skills you need to successfully complete your apprenticeship or traineeship. Training will take place while you are at work, at school and/or at your training provider (a TAFE Institute or other training organisation).

What happens if I don’t complete my School-Based Apprenticeship or Traineeship While I’m at school?

Some students complete their school-based traineeship while they are still at school. However, all school-based apprentices and some school-based trainees will need to finish their training after they have left school. If you do not complete your apprenticeship or traineeship while at school, your employer will need to convert you to a full-time or part-time apprentice or trainee as soon as you leave school.
For further information please contact the Senior Schooling Head of Department or the Vocational Projects Officer.

UNIQUE STUDENT IDENTIFIER - USI

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

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

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

Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student’s:

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

English requirement

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

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

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

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.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2. Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least two but no more than four assessments for Units 1 and 2. At least one assessment must be completed for each unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

Units 3 and 4 assessments

Students complete a total of four summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

Schools develop three internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students’ results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students’ overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.
The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

**External assessment**

External assessment is summative and adds valuable evidence of achievement to a student’s profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student’s overall subject result and is not privileged over summative internal assessment.
Applied syllabuses

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 course 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.

Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student’s exit result.

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

**Instrument-specific standards matrixes**

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students’ responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

**Essential English and Essential Mathematics — Common internal assessment**

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
• marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

**Summative internal assessment — instrument-specific standards**

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

**Short Courses**

**Course overview**

Short Courses are one-unit courses of study. A Short Course includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Literacy
- Numeracy
- Aboriginal and Torres Strait Islander Languages
- Career Education.

**Assessment**

A Short Course uses two summative school-developed assessments to determine a student’s exit result. Short Courses do not use external assessment.

The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.
## CSHS Subject Offerings

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>English</th>
<th>Humanities</th>
<th>Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>General Mathematics</td>
<td>General English</td>
<td>General Design</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods</td>
<td>Applied Essential English</td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td></td>
<td>Short Course - Literacy</td>
<td>Applied Furnishing Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Short course - Career Education</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>Health and Physical Education</th>
<th>The Arts</th>
<th>Vocational Education and Training (VET)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>General Physical Education</td>
<td>Applied</td>
<td>Certificate II in Kitchen Operations</td>
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<td></td>
<td>Applied Agricultural Practices</td>
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<td><em>Certificate II in Engineering Pathways</em></td>
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<td></td>
<td><em>Certificate III in Health Services Assistance</em></td>
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<td></td>
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<td></td>
<td><em>Certificate III in Aviation (direct line of sight)</em></td>
</tr>
</tbody>
</table>

- *= training provided via an external RTO or in partnership with an external RTO

### Subject Category Intentions

- **General Subjects**: Tertiary or further study
- **Certificate III +**: Employment or further study
- **Applied Subjects**: Employment
- **Certificate 1 & II**: Employment
## CSHS Proposed Senior Study Calendar

### General Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Maths</td>
<td>Unit 1</td>
<td>Unit 2</td>
<td>Unit 3</td>
<td>Unit 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>External Exams</td>
</tr>
<tr>
<td>Math Methods</td>
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<td>Unit 2</td>
<td>Unit 3</td>
<td>Unit 4</td>
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<td>External Exams</td>
</tr>
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<td>Unit 2</td>
<td>Unit 3</td>
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<td>External Exams</td>
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<td>Unit 2</td>
<td>Unit 3</td>
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<td></td>
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<td>External Exams</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Unit 1</td>
<td>Unit 2</td>
<td>Unit 3</td>
<td>Unit 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>External Exams</td>
</tr>
</tbody>
</table>

### Applied Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Maths</td>
<td>Unit 1</td>
<td>Unit 2</td>
<td>Unit 3</td>
<td>Unit 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essential English</td>
<td>Unit 1</td>
<td>Unit 2</td>
<td>Unit 3</td>
<td>Unit 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furnishing Skills</td>
<td>Unit 1</td>
<td>Unit 2</td>
<td>Unit 3</td>
<td>Unit 4</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Agricultural Practices</td>
<td>Unit 1</td>
<td>Unit 2</td>
<td>Unit 3</td>
<td>Unit 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sport and Recreation</td>
<td>Unit 1</td>
<td>Unit 2</td>
<td>Unit 3</td>
<td>Unit 4</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

### VET Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours/Week</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cert II Kitchen Operations</td>
<td>3 x 70mins</td>
<td>8 terms (12 service periods also required)</td>
</tr>
<tr>
<td>Cert III Health Services Assistance</td>
<td>3 x 70mins</td>
<td>8 terms (12 service periods also required)</td>
</tr>
<tr>
<td>Cert II Engineering Pathways</td>
<td>1 week per term</td>
<td>7 terms</td>
</tr>
<tr>
<td>Cert III Aviation</td>
<td>1 day a week</td>
<td>1 year</td>
</tr>
</tbody>
</table>

### Short Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Education</td>
<td>Completion of topic 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
General Subjects
General Mathematics

General senior subject

General Mathematics’ major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–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 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, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

Establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

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.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Money, measurement and relations</strong></td>
<td><strong>Applied trigonometry, algebra, matrices and univariate data</strong></td>
<td><strong>Bivariate data, sequences and change, and Earth geometry</strong></td>
<td><strong>Investing and networking</strong></td>
</tr>
<tr>
<td>• Consumer arithmetic</td>
<td>• Applications of trigonometry</td>
<td>• Bivariate data analysis</td>
<td>• Loans, investments and annuities</td>
</tr>
<tr>
<td>• Shape and measurement</td>
<td>• Algebra and matrices</td>
<td>• Time series analysis</td>
<td>• Graphs and networks</td>
</tr>
<tr>
<td>• Linear equations and their graphs</td>
<td>• Univariate data analysis</td>
<td>• Growth and decay in sequences</td>
<td>• Networks and decision mathematics</td>
</tr>
</tbody>
</table>

Assessment

In Units 1 and 2, students complete 4 formative assessments with an overall subject result (A–E).

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Examination</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>15%</td>
</tr>
<tr>
<td>• Examination</td>
<td>Summative external assessment (EA): 50%</td>
</tr>
<tr>
<td></td>
<td>• Examination</td>
</tr>
</tbody>
</table>

Pre-requisites: A minimum C for Year 10 Mathematics or Mathematics Extension

QCE Credits – 1 credit for every satisfactory result (or higher) of a unit. Maximum 4 credits.

Duration – 2 years
Mathematical Methods
General senior subject

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 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 P–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 develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

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.

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.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra, statistics and functions</td>
<td>Calculus and further functions</td>
<td>Further calculus</td>
<td>Further functions and statistics</td>
</tr>
<tr>
<td>• Arithmetic and geometric sequences and series 1</td>
<td>• Exponential functions 2</td>
<td>• The logarithmic function 2</td>
<td>• Further differentiation and applications 3</td>
</tr>
<tr>
<td>• Functions and graphs</td>
<td>• The logarithmic function 1</td>
<td>• Further differentiation and applications 2</td>
<td>• Trigonometric functions 2</td>
</tr>
<tr>
<td>• Counting and probability</td>
<td>• Trigonometric functions 1</td>
<td>• Integrals</td>
<td>• Discrete random variables 2</td>
</tr>
<tr>
<td>• Exponential functions 1</td>
<td>• Introduction to differential calculus</td>
<td></td>
<td>• Continuous random variables and the normal distribution</td>
</tr>
<tr>
<td>• Arithmetic and geometric sequences</td>
<td>• Further differentiation and applications 1</td>
<td></td>
<td>• Interval estimates for proportions</td>
</tr>
</tbody>
</table>

Assessment

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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>20%</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td></td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>15%</td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
<tr>
<td>Summative internal assessment 3 (IA3):</td>
<td>15%</td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td>50%</td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
</tbody>
</table>

Pre-requisites: A minimum A for Year 10 Mathematics or B for Mathematics Extension

QCE Credits – 1 credit for every satisfactory result (or higher) of a unit. Maximum 4 credits.

Duration – 2 years
English

General senior subject

English focuses on the study of both literary texts 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 learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They 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.

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 lifelong learning across a wide range of contexts.

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.
## Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>

## Assessment

In Units 1 and 2, students complete 4 formative assessments with an overall subject result (A–E).

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### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):  • Extended response — written response for a public audience</td>
<td>25%  Summative internal assessment 3 (IA3):  • Examination — imaginative written response</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):  • Extended response — persuasive spoken response</td>
<td>25%  Summative external assessment (EA):  • Examination — analytical written response</td>
</tr>
</tbody>
</table>

**Pre-requisites:** A minimum B for Year 10 English

**QCE Credits** – 1 credit for every satisfactory result (or higher) of a unit. Maximum 4 credits.

**Duration** – 2 years
Design

General senior subject

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 learn how design has influenced the economic, social and cultural environment in which they live. They 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 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 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 communicate design proposals to suit different audiences.

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.

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 information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design in practice</td>
<td>Commercial design</td>
<td>Human-centred design</td>
<td>Sustainable design</td>
</tr>
<tr>
<td>• Experiencing design</td>
<td>• Explore — client needs and wants</td>
<td>• Designing with empathy</td>
<td>• Explore — sustainable design opportunities</td>
</tr>
<tr>
<td>• Design process</td>
<td>• Develop — collaborative design</td>
<td></td>
<td>• Develop — redesign</td>
</tr>
<tr>
<td>• Design styles</td>
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</tr>
</tbody>
</table>
Assessment
In Units 1 and 2, students complete 4 formative assessments with an overall subject result (A-E).

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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — design challenge</td>
<td>• Project</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Project</td>
<td>• Examination — design challenge</td>
</tr>
</tbody>
</table>

Pre-requisites: Nil

QCE Credits – 1 credit for every satisfactory result (or higher) of a unit. Maximum 4 credits.

Duration – 2 years

Fees: There may be a subject levy associated with this course
Physical Education
General senior subject

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others’ health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Pathways
A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

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

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor learning, functional anatomy, biomechanics and physical activity</td>
<td>Sport psychology, equity and physical activity</td>
<td>Tactical awareness, ethics and integrity and physical activity</td>
<td>Energy, fitness and training and physical activity</td>
</tr>
<tr>
<td>• Motor learning integrated with a selected physical activity</td>
<td>• Sport psychology integrated with a selected physical activity</td>
<td>• Tactical awareness integrated with one selected ‘Invasion’ or ‘Net and court’ physical activity</td>
<td>• Energy, fitness and training integrated with one selected ‘Invasion’, ‘Net and court’ or ‘Performance’ physical activity</td>
</tr>
<tr>
<td>• Functional anatomy and biomechanics integrated with a selected physical activity</td>
<td>• Equity — barriers and enablers</td>
<td>• Ethics and integrity</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

In Units 1 and 2, students complete 4 formative assessments with an overall subject result (A–E).

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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Project — folio</td>
<td>• Project — folio</td>
</tr>
<tr>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>20%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Pre-requisites: A minimum B for Year 10 Health and Physical Education

QCE Credits – 1 credit for every satisfactory result (or higher) of a unit. Maximum 4 credits.

Duration – 2 years

Fees: There is a subject levy associated with this course
Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and 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. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students 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; and 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.

Objectives
By the conclusion 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 evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cells and multicellular</td>
<td>Maintaining the</td>
<td>Biodiversity and the</td>
<td>Heredity and</td>
</tr>
<tr>
<td>organisms</td>
<td>internal environment</td>
<td>interconnectedness of life</td>
<td>continuity of life</td>
</tr>
<tr>
<td>- Cells as the basis of life</td>
<td>- Homeostasis</td>
<td>- Describing biodiversity</td>
<td>- DNA, genes and the continuity of</td>
</tr>
<tr>
<td>- Multicellular organisms</td>
<td>- Infectious diseases</td>
<td>- Ecosystem dynamics</td>
<td>life</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Continuity of life on Earth</td>
</tr>
</tbody>
</table>
Assessment

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**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): 10%</td>
<td>Summative internal assessment 3 (IA3): 20%</td>
</tr>
<tr>
<td>• Data test</td>
<td>• Research investigation</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): 20%</td>
<td></td>
</tr>
<tr>
<td>• Student experiment</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA): 50%</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
</tbody>
</table>

**Pre-requisites:** B for Year 10 Science

**QCE Credits** – 1 credit for every satisfactory result (or higher) of a unit. Maximum 4 credits.

**Duration** – 2 years
Chemistry
General senior subject

Chemistry is the study of materials and their properties and structure.

Students 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 develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They 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.

Students learn and 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.

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.

Objectives

By the conclusion 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 evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical fundamentals — structure, properties and reactions</td>
<td>Molecular interactions and reactions</td>
<td>Equilibrium, acids and redox reactions</td>
<td>Structure, synthesis and design</td>
</tr>
<tr>
<td>• Properties and structure of atoms</td>
<td>• Intermolecular forces and gases</td>
<td>• Chemical equilibrium systems</td>
<td>• Properties and structure of organic materials</td>
</tr>
<tr>
<td>• Properties and structure of materials</td>
<td>• Aqueous solutions and acidity</td>
<td>• Oxidation and reduction</td>
<td>• Chemical synthesis and design</td>
</tr>
<tr>
<td>• Chemical reactions — reactants, products and energy change</td>
<td>• Rates of chemical reactions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

In Units 1 and 2, students complete 4 formative assessments with an overall subject result (A–E).

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Data test</td>
<td>• Research investigation</td>
</tr>
<tr>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Student experiment</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

**Summative external assessment (EA): 50%**
- Examination

**Pre-requisites:** B for Year 10 Science and Maths Extension

**QCE Credits** – 1 credit for every satisfactory result (or higher) of a unit. Maximum 4 credits.

**Duration** – 2 years
Applied Subjects
Essential Mathematics
Applied senior subject

Essential Mathematics’ major domains are Number, Data, Location and time, Measurement and Finance. Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

Pathways
A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- 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, Data, Location and time, Measurement and Finance.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, data and graphs</td>
<td>Money, travel and data</td>
<td>Measurement, scales and data</td>
<td>Graphs, chance and loans</td>
</tr>
<tr>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
</tr>
<tr>
<td>• Number</td>
<td>• Managing money</td>
<td>• Measurement</td>
<td>• Bivariate graphs</td>
</tr>
<tr>
<td>• Representing data</td>
<td>• Time and motion</td>
<td>• Scales, plans and models</td>
<td>• Probability and relative frequencies</td>
</tr>
<tr>
<td>• Graphs</td>
<td>• Data collection</td>
<td>• Summarising and comparing data</td>
<td>• Loans and compound interest</td>
</tr>
</tbody>
</table>

Assessment
In Units 1 and 2, students complete 4 formative assessments with an overall subject result (A–E).
In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Problem-solving and modelling task</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative internal assessment (IA4):</td>
</tr>
<tr>
<td>• Common internal assessment (CIA)</td>
<td>• Examination</td>
</tr>
</tbody>
</table>

**Pre-requisites:** Preferably a C for Year 10 Mathematics

**QCE Credits** – 1 credit for every satisfactory result (or higher) of a unit. Maximum 4 credits.

**Duration** – 2 years
Essential English develops and refines students’ understanding of language, 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 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 choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literate texts.

Students 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 actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Pathways

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

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
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language that works</strong></td>
<td><strong>Texts and human experiences</strong></td>
<td><strong>Language that influences</strong></td>
<td><strong>Representations and popular culture texts</strong></td>
</tr>
<tr>
<td>• Responding to a variety of texts used in and developed for a work context</td>
<td>• Responding to reflective and nonfiction texts that explore human experiences</td>
<td>• Creating and shaping perspectives on community, local and global issues in texts</td>
<td>• Responding to popular culture texts</td>
</tr>
<tr>
<td>• Creating multimodal and written texts</td>
<td>• Creating spoken and written texts</td>
<td>• Responding to texts that seek to influence audiences</td>
<td>• Creating representations of Australian identities, places, events and concepts</td>
</tr>
</tbody>
</table>

Assessment

In Units 1 and 2, students complete 4 formative assessments with an overall subject result (A-E).

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Extended response — spoken/signed response</td>
<td>• Extended response — Multimodal response</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative internal assessment (IA4):</td>
</tr>
<tr>
<td>• Common internal assessment (CIA) — short response examination</td>
<td>• Extended response — Written response</td>
</tr>
</tbody>
</table>

**Pre-requisites:** C for Year 10 English or Year 10 Literacy short course

**QCE Credits** — 1 credit for every satisfactory result (or higher) of a unit. Maximum 4 credits.

**Duration** — 2 years
Furnishing Skills
Applied senior subject

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways
A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Objectives
By the conclusion of the course of study, students should:

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations

Structure
The Furnishing Skills course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry practices</td>
<td>Cabinet-making</td>
</tr>
<tr>
<td>Production processes</td>
<td>Furniture finishing</td>
</tr>
<tr>
<td></td>
<td>Furniture-making</td>
</tr>
<tr>
<td></td>
<td>Glazing and framing</td>
</tr>
<tr>
<td></td>
<td>Upholstery</td>
</tr>
</tbody>
</table>
Assessment

For Furnishing Skills, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

<table>
<thead>
<tr>
<th>Project</th>
<th>Practical demonstration</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>
| A project consists of a product component and at least one of the following components:  
  - written: 500–900 words  
  - spoken: 2½–3½ minutes  
  - multimodal  
    - non-presentation: 8 A4 pages max (or equivalent)  
    - presentation: 3-6 minutes  
  - product: continuous class time. | Students demonstrate production skills and procedures in class under teacher supervision. | 60–90 minutes  
 50–250 words per item |

Pre-requisites: Nil

QCE Credits – 1 credit for every satisfactory result (or higher) of a unit. Maximum 4 credits.

Duration – 2 years

Fees: There is a subject levy associated with this course
Sport & Recreation
Applied senior subject

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

Can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.
Structure

The Sport & Recreation course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sport and recreation in the community</td>
<td>• Active play and minor games</td>
</tr>
<tr>
<td>• Sport, recreation and healthy living</td>
<td>• Challenge and adventure activities</td>
</tr>
<tr>
<td>• Health and safety in sport and recreation activities</td>
<td>• Games and sports</td>
</tr>
<tr>
<td>• Personal and interpersonal skills in sport and recreation activities</td>
<td>• Lifelong physical activities</td>
</tr>
<tr>
<td></td>
<td>• Rhythmic and expressive movement activities</td>
</tr>
</tbody>
</table>

Assessment

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.

| Project                                                                 | Investigation                                                                                                                                                                                                                      | Extended response                                                                                                                                               | Performance                                                                                                                                                                                                                                                                                                                                                           | Examination                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A response to a single task, situation and/or scenario.                | A response that includes locating and using information beyond students’ own knowledge and the data they have been given.                                                                                                           | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.                      | A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.                                                                                                                                         | A response that answers a number of provided questions, scenarios and/or problems.                                                                                                                                                                                                                                                                 |
| At least two different components from the following:                  | Presented in one of the following modes:  
  • written: 500–900 words  
  • spoken: 2½–3½ minutes  
  • multimodal: 3–6 minutes  
  • performance: 2–4 minutes.*  | Presented in one of the following modes:  
  • written: 600–1000 words  
  • spoken: 3–4 minutes  
  • multimodal: 4–7 minutes. | 2–4 minutes*  | 60–90 minutes  
  • 50–250 words per item  |

* Evidence must include annotated records that clearly identify the application of standards to performance.

Pre-requisites: C for Year 10 HPE

QCE Credits – 1 credit for every satisfactory result (or higher) of a unit. Maximum 4 credits.

Duration – 2 years

Fees: There is a subject levy associated with this course
Agricultural Practices
Applied senior subject

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings.

Students build knowledge and skills about two areas: animal studies and/or plant studies. Safety and management practices are embedded across both areas of study.

Students build knowledge and skills in working safely, effectively and efficiently in practical agricultural situations. They develop skills to work effectively as an individual and as part of a team, to build relationships with peers, colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time.

Pathways

A course of study in Agricultural Practices can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural shows.

Objectives

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

- demonstrate procedures to complete tasks in agricultural activities
- describe and explain concepts, ideas and processes relevant to agricultural activities
- analyse agricultural information
- apply knowledge, understanding and skills relevant to agricultural activities
- use appropriate language conventions and features for communication of agricultural information
- plan processes for agricultural activities
- make decisions and recommendations with evidence for agricultural activities
- evaluate processes and decisions regarding safety and effectiveness.

Structure

The Agricultural Practices course is designed around core topics embedded in at least two elective topics.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules, regulations and recommendations</td>
<td>Operating machinery</td>
</tr>
<tr>
<td>Equipment maintenance and operation</td>
<td>Animal studies</td>
</tr>
<tr>
<td>Management practices</td>
<td>Plant studies</td>
</tr>
<tr>
<td>An area of study:</td>
<td>Infrastructure</td>
</tr>
<tr>
<td>- Animal industries</td>
<td>- Infrastructure</td>
</tr>
<tr>
<td>- Plant industries</td>
<td>- Production</td>
</tr>
<tr>
<td>- Animal industries and Plant industries</td>
<td>- Agribusiness</td>
</tr>
<tr>
<td></td>
<td>- Agribusiness</td>
</tr>
</tbody>
</table>
Assessment

For Agricultural Practices, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including no more than two assessment instruments from any one technique.

<table>
<thead>
<tr>
<th>Project</th>
<th>Collection of work</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response to a series of tasks relating to a single topic in a module of work.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
- performance: continuous class time.

At least three components from the following:
- written: 200–300 words
- spoken: 1½–2½ minutes
- multimodal: 2–3 minutes
- performance: continuous class time.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

- 60–90 minutes
- 50–250 words per item

Pre-requisites:

QCE Credits – 1 credit for every satisfactory result (or higher) of a unit. Maximum 4 credits.

Duration – 2 years

Fees: There is a subject levy associated with this course
Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others’ works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others’ art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

Pathways
A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Objectives
By the conclusion of the course of study, students should:

- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas.

Structure
The Visual Arts in Practice course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual mediums, technologies, techniques</td>
<td>2D</td>
</tr>
<tr>
<td>Visual literacies and contexts</td>
<td>3D</td>
</tr>
<tr>
<td>Artwork realisation</td>
<td>Digital and 4D</td>
</tr>
<tr>
<td></td>
<td>Design</td>
</tr>
<tr>
<td></td>
<td>Craft</td>
</tr>
</tbody>
</table>
Assessment

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

<table>
<thead>
<tr>
<th>Project</th>
<th>Product</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario that contains two or more components.</td>
<td>A technique that assesses the application of identified skills to the production of artworks.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
</tr>
</tbody>
</table>
| A project consists of:  
- a product component: variable conditions  
- at least one different component from the following  
  - written: 500–900 words  
  - spoken: 2½–3½ minutes  
  - multimodal  
    - non-presentation: 8 A4 pages max (or equivalent)  
    - presentation: 3–6 minutes. | • variable conditions | Presented in one of the following modes:  
- written: 600–1000 words  
- spoken: 3–4 minutes  
- multimodal  
  - non-presentation: 10 A4 pages max (or equivalent)  
  - presentation: 4–7 minutes. | Presented in one of the following modes:  
- written: 600–1000 words  
- spoken: 3–4 minutes  
- multimodal  
  - non-presentation: 10 A4 pages max (or equivalent)  
  - presentation: 4–7 minutes. |

Pre-requisites: Nil

QCE Credits – 1 credit for every satisfactory result (or higher) of a unit. Maximum 4 credits.

Duration – 2 years

Fees: There is a subject levy associated with this course
Short Courses
Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person’s ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

**Pathways**

A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

**Objectives**

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

- select and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

**Structure and assessment**

Schools develop two assessment instruments to determine the student’s exit result.

<table>
<thead>
<tr>
<th>Topic 1: Personal identity and education</th>
<th>Topic 2: The work environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>One assessment consisting of two parts:</td>
<td>One assessment consisting of two parts:</td>
</tr>
<tr>
<td>• an extended response — oral mathematical presentation (Internal assessment 1A)</td>
<td>• an examination — short response (Internal assessment 2A)</td>
</tr>
<tr>
<td>• a student learning journal (Internal assessment 1B).</td>
<td>• a student learning journal (Internal assessment 2B).</td>
</tr>
</tbody>
</table>

**Pre-requisite** – Students who have not yet met QCE numeracy requirement

**QCE Credits** – 1 credit for C or higher result in course

**Duration** - 1 semester (55 hours)
Literacy Short Course

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Literacy is integral to a person’s ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions, and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

Pathways

Establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

Objectives

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

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.
Structure and assessment

Schools develop two assessment instruments to determine the student’s exit result.

<table>
<thead>
<tr>
<th>Topic 1: Personal identity and education</th>
<th>Topic 2: The work environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>One assessment consisting of two parts:</td>
<td>One assessment consisting of two parts:</td>
</tr>
<tr>
<td>• an extended response — written (Internal</td>
<td>• an extended response — short response</td>
</tr>
<tr>
<td>assessment 1A)</td>
<td>(Internal assessment 2A)</td>
</tr>
<tr>
<td>• a student learning journal (Internal</td>
<td>• a reading comprehension task (Internal</td>
</tr>
</tbody>
</table>

Pre-requisite – Students who have not yet met QCE literacy requirement

QCE Credits – 1 credit for C or higher result in course

Duration -1 semester (55 hours)
Career Education
Short Course

Career Education is a one-unit course, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

It focuses on the development of knowledge, processes, skills, attributes and attitudes that will assist students to make informed decisions about their options and enable effective participation in their future study, working life and career.

Career Education can also assist schools in the development of the Senior Education and Training (SET) Plans for students.

Students explore career development and management strategies that help them plan for and shape their future, providing them with essential knowledge, understanding and skills for participation in a rapidly changing world of work. They come to understand what they need to adapt to multiple transitions in work, career and life, and use opportunities to transfer their developing abilities to a range of work-related and career contexts and activities.

As students consider their future directions and prepare to make successful transitions to work, career and further education and/or training, they explore career options that incorporate their interests and skills, set personal goals and implement initial stages of career plans.

Pathways
A course of study in Career Education may establish a basis for further education, training and/or employment in a range of fields. Students learn within a practical context related to general employment and successful participation in society.

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

- demonstrate knowledge and understanding of self, work practices and career development processes
- select, analyse and apply information related to work and career development
- use oral and written language to communicate information
- plan, implement and adjust processes to achieve learning outcomes
- apply learning.

Structure and assessment
Schools develop two assessment instruments to determine the student’s exit result.

<table>
<thead>
<tr>
<th>Topic 1: My current skills and attributes</th>
<th>Topic 2: My options for the future</th>
</tr>
</thead>
<tbody>
<tr>
<td>One assessment consisting of two parts:</td>
<td>One assessment consisting of two parts:</td>
</tr>
<tr>
<td>• a spoken/signed presentation — workplace</td>
<td>• an extended written response — a career</td>
</tr>
<tr>
<td>interview or survey (Internal assessment 1A)</td>
<td>investigation (Internal assessment 2A)</td>
</tr>
<tr>
<td>• a student learning journal (Internal assessment 1B).</td>
<td>• a student learning journal (Internal assessment 2B).</td>
</tr>
</tbody>
</table>

QCE Credits – 1 credit for a C or higher result

Course Duration -1 lesson a week across Year 10 and 11
Vocational Education and Training (VET Courses)

Clermont State High School
RTO Number: 30262
SIT20416 Certificate II in Kitchen Operations

Qualification Description
Certificate II in Kitchen Operations is a two-year nationally recognised Vocational Education and Training (VET) course. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills to prepare food and menu items. They are involved in mainly routine and repetitive tasks and work under direct supervision.

Refer to http://training.gov.au website for specific information about the qualification.

Entry Requirements
There are no entry requirements for this qualification.

Duration and Location
This is a two-year course delivered in Years 11 and 12 on site at Clermont State High School, while work placement will be conducted at the site of respective hospitality service operations.

Course Units
To attain a SIT20416 Certificate II in Kitchen Operations, 13 units of competency must be achieved:

<table>
<thead>
<tr>
<th>Unit Code and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHCCC001 Use food preparation equipment</td>
</tr>
<tr>
<td>SITXFSA001* Use hygienic practices for food safety (Pre Requisite)</td>
</tr>
<tr>
<td>SITXWH001 Participate in safe work practices</td>
</tr>
<tr>
<td>SITHKOP001 Clean kitchen premises and equipment</td>
</tr>
<tr>
<td>SITHFAB004 Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td>SITHCCC003 Prepare Sandwiches</td>
</tr>
<tr>
<td>SITHCCC006 Produce Appetisers and Salads</td>
</tr>
<tr>
<td>SITHCCC008 Prepare Vegetable, Fruit, Egg and Farinaceous Dishes</td>
</tr>
<tr>
<td>SITHCCC005 Prepare dishes using basic methods of cookery</td>
</tr>
<tr>
<td>SITXINV002 Maintain the quality of perishable supplies</td>
</tr>
<tr>
<td>BSBWOR203 Work effectively with others</td>
</tr>
<tr>
<td>SITXCCS003 Interact with customers</td>
</tr>
<tr>
<td>SITHCCC011+ Use cookery skills effectively (Twelve Service periods)</td>
</tr>
</tbody>
</table>

Delivery Modes
A range of delivery modes are during the teaching and learning of this qualification. These include:

- Face to face instruction
- Work-based learning
- Guided learning
- Online training

Assessment
Assessment is competency based and completed in a simulated hospitality environment.

Units of competency are clustered and assessed in this way to replicate as close as possible what occurs in the hospitality industry.

Assessment techniques include:

- Observation
- Folios of work
- Questioning
- Projects
- Written and practical tasks

Fees
There is a course levy involved with this subject. There is also an additional cost for a hospitality uniform.

Fees are subject to change. At present, course fees are approximately $120. Students who withdraw from this course are eligible for a refund on a pro-rata basis.
Work Placement
Students are required to complete twelve (12) service periods working within industry completing a variety of service types (breakfast, lunch, dinner and catering). Service periods are compulsory for completion of SIT20416. For work placement please see VET Projects Officer.

RTO Obligation
The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 13 units of competency will be awarded a Qualification and a record of results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment

QCE Credits – students will be awarded QCE credits based on their percentage of completion of “new” learning. Percentages are based on 25%, 50%, 75% and 100% completion. Students may receive up to 4 QCE credits depending on their percentage of completion.

Pathways
This qualification may provide a pathway to work in kitchens operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools. It can also lead towards further training in:
SIT30816 Certificate III in Commercial Cookery

Outline of Assessment Projects:

Kitchen Fundamentals
This project introduces students to Workplace Health and Safety and Hygiene Legislation. Practical lessons develop skills and knowledge in using food preparation equipment and basic mise-en-place requirements and hospitality-specific terminology.

The Coffee Shop
Throughout this project students develop skills and knowledge in preparation and serving of Non-Alcoholic Beverages and Producing Appetisers and Salads and Sandwiches that reflect the current trends. Subject to timetabling, students may have the opportunity to plan and run a simulated coffee shop at school.

Expanding the Menu
Throughout this project students prepare, cook and present a variety of courses suitable for a restaurant menu. Students develop the skills and knowledge to produce dishes using the ten methods of cookery.

Working in the Industry:
The project focuses on bringing all the units together to demonstrate competency in industry. Students will be required to complete 12 service periods in industry to support competency.

NB: This course is subject to the availability of a suitably qualified teacher. The information provided is accurate at time of publication
MEM20413 Certificate II in Engineering Pathways

Qualification description
This course will equip you with the knowledge and skills to enhance your prospects of employment in an engineering or related working environment. You will develop skills in communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management and hands on skills relevant to the industry.

External RTO
The MEM20413 Certificate II in Engineering Pathways will be delivered, assessed and awarded by Central Queensland University (CQU) RTO: 40939 in partnership with Clermont State High School. The delivery of this course will be on Clermont State High School's premises.

Entry requirements
There is no prerequisite requirement for this course.

Duration and Location
This course is delivered to Year 11 & 12 students at Clermont State High School, over 1-week training blocks per term over 2 years (7 training blocks in total).

Course Units
To attain a MEM20413 Certificate II in Engineering Pathways, 12 units of competency must be achieved.

- MEM13014A Apply principles of occupational health and safety in the work environment
- MEM18001C Use hand tools
- MEM18002B Use power tools/hand held operations
- MSAENV272B Participate in environmentally sustainable work practices
- MEMPE003A Use oxy-acetylene and soldering equipment
- MEM16006A Organise and communicate information
- MSAPCI101A Adapt to work in industry
- MEMPE002A Use electric welding machines
- MEMPE005A Develop a career plan for the engineering and manufacturing industry
- MEMPE007A Pull apart and re-assemble engineering mechanisms
- MEMPE001A Use engineering workshop machines
- MEMPE006A Undertake a basic engineering project

Delivery Modes:
One week face to face training blocks each term for 2 years

Assessment:
Competency based assessment
Projects
Written and practical tasks

Work placement: It is highly recommended that you participate in work experience, but is not mandatory.

Obligation: Students will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification. Students who are deemed competent in all units will be awarded a Qualification and a record of results by CQ University. Students who achieve at least one unit of competency (but not the full Qualification) will receive a Statement of Attainment.
QCE Credits – students will be awarded QCE credits based on their percentage of completion of “new” learning. Percentages are based on 25%, 50%, 75% and 100% completion. Students may receive up to 4 QCE credits depending on their percentage of completion.

Fees: $85 per year ($170 in total). Refunds for course withdrawal will be provided on a pro-rata basis.

Resource Requirements:
You will be required to supply your own personal protective equipment such as steel-cap boots, safety glasses and protective clothing, according to specifications outlined by CQU RTO.

Pathways Successful completion of this course enhances your employment opportunities in engineering trades; metal fabrication, fitting and machining, and diesel fitting.
AVI30316 Certificate III in Aviation (Remote Pilot Visual line of Sight)

Qualification description
This qualification is relevant to individuals operating remotely piloted aircraft systems (RPAS) within visual line of sight (VLOS), below 400 feet above ground level (AGL), in day visual meteorological conditions (VMC), outside of controlled airspace, greater than 3 nautical miles from an aerodrome, outside of populous areas. Remote pilot duties include applying technical and non-technical aviation skills and knowledge within RPAS operational environments.

External RTO
The AVI30316 Certificate III in Aviation will be delivered and assessed at Clermont State High School in partnership with BASAIR Aviation College – UAVAIR RTO Code: 1327. This qualification will be delivered, assessed and awarded by UAVAIR; however, training and assessment will occur at Clermont SHS’s premises.

Entry requirements
There are no formal entry requirements for students.

Duration and Location
This course is delivered at Clermont State High School over the duration of one day a fortnight for approximately 2 years. It is delivered to students in Year 10, 11 or 12.

Course units
To attain an AVI30316 Certificate III in Aviation (Remote Pilot Visual line of Sight), 14 units of competency must be achieved.

AVIE3007 Maintain remote pilot aircraft systems (RPAS) aeronautical radio communications
AVIF3021 Manage human factors in remote pilot aircraft systems (RPAS) operations
AVIF3023 Apply regulations and policies during remote pilot aircraft systems (RPAS) operations
AVIH3019 Navigate remote pilot aircraft (RPA)
AVIK3002 Use info technology devices in the workplace
AVIW3037 Manage remote pilot aircraft systems (RPAS) pre- and post-flight actions
AVIW3038 Operate and manage remote pilot aircraft systems (RPAS)
AVIY3073 Control remote pilot aircraft (RPA) on the ground
AVIY3074 Launch remote pilot aircraft (RPA)
AVIY3075 Control remote pilot aircraft (RPA) in normal flight
AVIY3076 Recover remote pilot aircraft (RPA)
AVIY3077 Manage remote pilot aircraft systems (RPAS) in abnormal flight situations
AVIY3078 Manage remote pilot aircraft systems (RPA) energy source requirements
AVIZ3052 Apply situational awareness in remote pilot aircraft systems (RPAS) operations

Delivery Modes: Face to face

Assessment: Assessment is competency based and includes:
- 240 hours of indirect active hours of unmanned aerial vehicles
- Written tasks
- Questioning
- Flying hours
- Minimum 5 hours instructed piloting of a UAV

Work placement: Work placement is not a requirement of this course
Obligation  The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification. Students who are deemed competent in all 14 units will be awarded a Qualification and a record of results by UAVAIR. Students who achieve at least one unit of competency (but not the full Qualification) will receive a Statement of Attainment.

QCE Credits – students will be awarded QCE credits based on their percentage of completion of “new” learning. Percentages are based on 25%, 50%, 75% and 100% completion. Students may receive up to 7 QCE credits depending on their percentage of completion.

Fee: $200 – if accessing VETiS funding. If students are not eligible for VETiS funding, then the full fee for this course is required. If you are to be a full-fee paying student, please contact RTO manager for costs.

Pathways:
This qualification forms some of the requirements for certification by the Civil Aviation Safety Authority (CASA) as described in Civil Aviation Safety Regulation (CASR) Part 101 Division 101.F.3—Certification of UAV controllers. This qualification can articulate into:

- Environment assessment and monitoring
- Agricultural measurement and monitoring
- Photogrammetry
- 3D imaging
- Bushfire monitoring and risk assessment
- Occupational health and safety monitoring
- First response Emergency deployment
- Real Estate Photography
- Wedding and Event photography
- News Images
- Asset inspection
- Powerline Inspection and Monitoring
- Surveying and mapping
- Environmental surveying
Qualification Description:
Health and Community services are the largest growing industries in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with the basic skills for a career in the health and social services as well as providing a pathway for those wishing to pursue further study in these fields. Skills that will be acquired are; conduct basic health checks, Health promotion, Infection control, Perform general cleaning tasks, Customer service, Working with diverse people, Communication skills, Organising daily work schedules, Working in teams, First Aid and CPR.

External RTO:
This course is being delivered in partnership with the external RTO Connect ‘n’ Grow, RTO Code: 40518. Training and assessment will occur through Clermont SHS (RTO code 30262). The qualification will be awarded by Connect ‘n’ Grow.

Entry Requirements:
There are no formal entry requirements for this course, however, students must achieve competency in modules 1-4 before commencing Certificate III modules 1-3.

Duration and Location:
This is a two-year course, delivered in Years 11 and 12, on-site, while work placement will occur off-site. In Year 1 of the course, students may complete the two embedded certificate II courses, while Year 2 involves training and assessing towards completion of the certificate III component.

Course Units:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
</tr>
<tr>
<td>HLTINF001</td>
<td>Comply with infection prevention and control policies and procedures</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
</tr>
<tr>
<td>BSBCUS201</td>
<td>Deliver a service to customers</td>
</tr>
<tr>
<td>BSBFLM312</td>
<td>Contribute to team effectiveness</td>
</tr>
<tr>
<td>HLTAIM003</td>
<td>Provide first Aid</td>
</tr>
<tr>
<td>CHCCOM005</td>
<td>Communicate and work in health or community services</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>CHCCOM001</td>
<td>Provide first point of contact</td>
</tr>
<tr>
<td>FSKOCM07</td>
<td>Interact effectively with others at work</td>
</tr>
<tr>
<td>BSBADM101</td>
<td>Use business equipment and resources</td>
</tr>
<tr>
<td>BSBINM201</td>
<td>Process and maintain workplace information</td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>Use business technology</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others Elective</td>
</tr>
<tr>
<td>CHCDIV002</td>
<td>Promote Aboriginal and/or Torres Strait Islander Cultural safety</td>
</tr>
<tr>
<td>FSKLRG06</td>
<td>Participate in work placement</td>
</tr>
<tr>
<td>HLTAID001</td>
<td>Provide cardiopulmonary resuscitation</td>
</tr>
<tr>
<td>CHCCCS015</td>
<td>Provide individualised support</td>
</tr>
<tr>
<td>CHCCCS010</td>
<td>Maintain a High Standard of Service</td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
</tr>
<tr>
<td>HLTAAP001</td>
<td>Recognise healthy body systems</td>
</tr>
<tr>
<td>BSBMED301</td>
<td>Interpret and apply medical terminology</td>
</tr>
</tbody>
</table>
Delivery Modes:
Face to face and online training

Assessment:
Assessment is competency based and includes:
- Multiple choice, true/false and short answer questions (online)
- Practical activities and scenarios
- Workplace Learning Log
- Third Party Report
- Assessor sign offs
- Learner Questionnaire.
- Additional Activities.
- Portfolio of workplace documents
- Volunteering Log
- First Aid Certificate

Work placement:
Students are required to complete a minimum 20 hours of work placement. The school will assist in organising placements for students, however students may also source their own placements which will need to be approved by the school RTO.

Obligation:
The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification. Students who are deemed competent in all 22 units of competency will be awarded a Qualification and a record of results by Connect ‘n’ Grow. Students who achieve at least one unit of competency (but not the full Qualification) will receive a Statement of Attainment.

QCE Credits: students will be awarded credits based on their percentage of completion of “new” learning. Percentages are based on 25%, 50%, 75% and 100% completion. Students may receive up to 8 QCE depending on their percentage of completion.

Fees:
The Certificate II component of this course accesses VETiS funding. The fee associated with the delivery of this course is a participant and materials fee of $250 - $450 (to be finalised)

Refund:
Students that withdraw from the program and notify Clermont SHS before the start of term 2 cutoff, do not incur the participant fee and will be entitled to a full refund of the participant fee and a pro-rata refund of the materials fee.

Students that with from the program after the enrolment cutoff, will incur the full participant fee and refunded any material fees on a pro-rata basis.

Pathways:
This qualification can articulate into work in many allied health agencies including those catering in aged care, hospital, paramedical, therapeutic occupations and nursing.

Possible career paths:
- Allied Health
- Nurse
- Aged Care
- Community services
- Social Worker
School based Subject Offerings Year 10/11

In 2019, Capricornia School of Distance Education will be offering regional and rural students in Years 10/11 the chance to enrol in a subject that is not offered at their base school due to course choices, class size or timetabling problems. Students can enrol with CSDE for up to 2 subjects without affecting FTE at their base school.

Students enrolled with CSDE would be expected to attend 3 x 70 minute lessons weekly and would be supported with face to face contact at least once a Semester. To access lessons students require access to scheduled lessons via Blackboard Collaborate and course content via Virtual Classrooms. It is essential that students have access to a computer, quality headset and supervision at the base school. Students enrolled with CSDE would require some flexibility from the base school to work in with the CSDE school timetable.

For further information please contact:

Ian Bielenberg (Principal) 07 4931 4823
Amanda Rynne (Deputy Principal) 07 4931 4843
Jodie Benfer (HOD Senior Secondary) 07 4931 4839
### 2019 Applied Subjects

- English Essentials
- Essential Mathematics
- Science in Practice
- Social and Community Studies
- Early Childhood studies
- Agricultural Practices

### Languages
- Japanese - Prep – 10
- Year 10 Advanced Mathematics

### 2019 General Subjects

- English
- General Math
- Mathematical Methods
- Physics
- Biology
- Chemistry
- Ag Science
- Geography
- Business
- Accounting
- Economics
- Legal Studies
- Modern History
- Ancient History

Please note QCE credit and duplication rules apply for from 2020.

<table>
<thead>
<tr>
<th>VET Certificate Courses</th>
<th>Completion Time and QCE Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Certificate I</strong></td>
<td>Please note that credit from no more than two Certificate 1 courses contribute to the QCE.</td>
</tr>
<tr>
<td>• Certificate I Business</td>
<td>Please note QCE credit and duplication rules apply for from 2020 (Cost is invoiced back to enrolling school - $72 approx)</td>
</tr>
<tr>
<td>• Certificate I Information Digital Media Technology (iDMT)</td>
<td>(Cost is invoiced back to enrolling school - $72 approx)</td>
</tr>
<tr>
<td>• Certificate I in Agrifood Operations</td>
<td>(Cost is invoiced back to enrolling school – $150 approx)</td>
</tr>
</tbody>
</table>

| **Certificate II**                      |                                                                                                 |
| • Certificate II Business               | Two years 4 QCE credits - Partial credit may be awarded.                                       |
| • Certificate II Information Digital Media and Technology | Two years 4 QCE credits - Partial credit may be awarded.                                      |
| • Certificate II in Self Awareness  RTO is Blueprint | 4 QCE credits (Cost is invoiced back to enrolling school - $300)                              |

**Note:** 2019 delivery of all above listed courses is dependent on student numbers.
### Brisbane School of Distance Education

#### Subject Offerings

<table>
<thead>
<tr>
<th>Learning area</th>
<th>General</th>
<th>Applied</th>
<th>VET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and Social Sciences</td>
<td>Ancient History</td>
<td>Social and Community Studies</td>
<td>CHC30113 Certificate III in Early Childhood</td>
</tr>
<tr>
<td></td>
<td>Modern History</td>
<td></td>
<td>Education and Care (2 years)</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td></td>
<td>BSB20115 Certificate II in Business (2 years)</td>
</tr>
<tr>
<td></td>
<td>Legal Studies</td>
<td></td>
<td>BSB30115 Certificate III in Business (2 years)</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td></td>
<td>FNS20115 Certificate II in Financial Services (1 year)</td>
</tr>
<tr>
<td></td>
<td>Accounting</td>
<td></td>
<td>FSK20113 Certificate II in Skills for Work and Vocational Pathways (2 years)</td>
</tr>
<tr>
<td></td>
<td>Philosophy and Reason</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td>Chemistry</td>
<td>Science in Practice</td>
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<tr>
<td></td>
<td>Physics</td>
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<tr>
<td></td>
<td>Biology</td>
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<td></td>
<td>Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technologies</td>
<td>Food and Nutrition</td>
<td>Information and Communication Technology</td>
<td>ICT20115 Certificate II in Information, Digital Media and Technology (2 years)</td>
</tr>
<tr>
<td></td>
<td>Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Digital Solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Arts</td>
<td>Visual Art</td>
<td>Visual Arts in Practice</td>
<td></td>
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</table>
Clermont SHS Subject Selection Structure

Clermont State High School
Subject Selection Structure - Year 11, 2019 v2

Number of Lines: 8
Additional Preferences: 1

Mandatory KLAs:
1. Select 2 subjects per line, labelling your first preference as no 1 and your second preference as no 2.
* Note that Certificate II in Engineering Pathways and Certificate III in Aviation, can be selected on a different line in place of a subject on another line. This is because the subject is conducted outside the normal school timetable. As an example, this means you could select Biology AND Aviation if this was your preference, and not select a subject on one of lines 4-6.

<table>
<thead>
<tr>
<th>Line 1</th>
<th>English</th>
<th>Essential English</th>
<th>Qcia Goals English</th>
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<tbody>
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<td>Line 2</td>
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