

Clermont State High School

Year 9 & 10 Subject Selection

2025

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Welcome to Years 9 & 10!

As students at CSHS move into Years 9 and 10, they are given more flexibility regarding subject choices than they receive in their junior years. The decision to choose particular subjects in Year 9 and Year 10 are important educational decisions that parents and students face, and wise decision making will match the choice of subjects with a student's interests, abilities and special aptitudes.

Some things to consider when making subject selection choices:

Achievement - If you have done well in a subject area in Years 8 and 9, you are likely to continue to do well in that subject. Remember that your achievement may have been affected by lack of application, attitude or behavior, any of which may change in the future.

Ability - Self-knowledge of your abilities is important. However, by itself, it is not enough. It must be matched with sound application and demonstrated ability.

Interests - Through your studies in Years 8 and 9, you should have a fairly good idea as to the types of subjects you are interested in.

Aptitudes - Year 10 students are not expected to know what career they want. Provided students study the core subjects of English, Maths, Health & Physical Education, Humanities and Science and pursue them to the best of their ability, they are not restricting their career options by any combination of subjects.

Year 10 Curriculum - For Year 10, the Core Learning Areas (CLA's) are English, Mathematics, Science, Humanities and Health & Physical Education.

The National Curriculum sets out the core knowledge and understanding, skills and general capabilities important for all Australian students. It describes the learning entitlements of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling.

Year 10 will continue to be a transition year leading to the Senior Years 11 and 12. The concept of the Year 10 transition year allows for both consolidation and extension in preparation for Senior.

Senior Education & Training Plan - Year 10 is now regarded as part of the Senior School. During Year 10, students will complete their Senior Education and Training Plan (SETP). The SETP is the central component of the State Government's Education and Training Reforms for the Future (ETRF).

Opportunities in Year 9

It is compulsory for all Year 9 students to complete English, Mathematics, Science, Health & Physical Education, and the Humanities (History and Geography), however there are still opportunities for Year 9 students to choose some of their courses.

Subject Choice

Students entering Year 9 will study **five (5) compulsory curriculum subjects** (as listed below), **two (2) compulsory non-curriculum** classes and **one (1) elective subject per semester**. Students are asked to select four (4) electives from the elective subjects published below.

Compulsory Curriculum Subjects

LINE 1 English

LINE 2 Mathematics

LINE 3 Science

LINE 4 Health & Physical Education

LINE 5 Humanities – History & Geography

Compulsory Non-Curriculum Subjects

Social and Emotional Wellbeing (SEW)

Elective Subjects

THE ARTS

Visual Arts

Media Arts

Drama

DESIGN & TECHNOLOGIES

Materials & Technologies Specialisation

Food & Fibre Production

Food Specialisation

Digital Technology

Engineering Principles & Systems

Opportunities in Year 10

Our curriculum structure has been designed to give Year 10 students more opportunities to choose options of study that are suitable for them. Students are offered a greater range of elective subjects over the two semesters.

The elective subjects will incorporate units of work that will prepare students for the senior subjects.

It is envisaged that students will have a better understanding of the requirements and demands of senior subjects as a result of this structure. This, coupled with consultation between teachers, parents and the Guidance Officer, should enable our students to make better subject choices come subject selection time for Year 10 into 11/12.

Subject Choice

Students entering Year 10 will study **four (4) compulsory curriculum subjects** (as listed below), **as well as a one (1) compulsory semester of History**, and **two (2) compulsory non-curriculum** classes. They will have the opportunity to complete **one (1) elective subject in Semester One** and **two (2) elective subjects in Semester Two**. Electives will be divided into Technologies and the Arts. Students are asked to select four (4) electives from the elective subjects published below.

Compulsory Curriculum Subjects

LINE 1 English /
Modified English combined with
Literacy Short Course*

LINE 2 Mathematics /
Numeracy Short Course*

LINE 3 Science

LINE 4 Health & Physical Education

LINE 5 Humanities - History

Compulsory Non-Curriculum/ Short Course Subjects

Social and Emotional Wellbeing (SEW)
Short Course in Career Education

Elective Subjects

THE ARTS

Visual Arts
Media Arts

HUMANITIES

Geography

VET

Certificate I in Workplace Skills
Certificate I in Basic Financial
Literacy**

DESIGN & TECHNOLOGIES

Materials & Technologies
Specialisation
Food & Fibre Production
Food Specialisation
Engineering Principles &
Systems
Digital Technologies

*Courses offered for selected students only

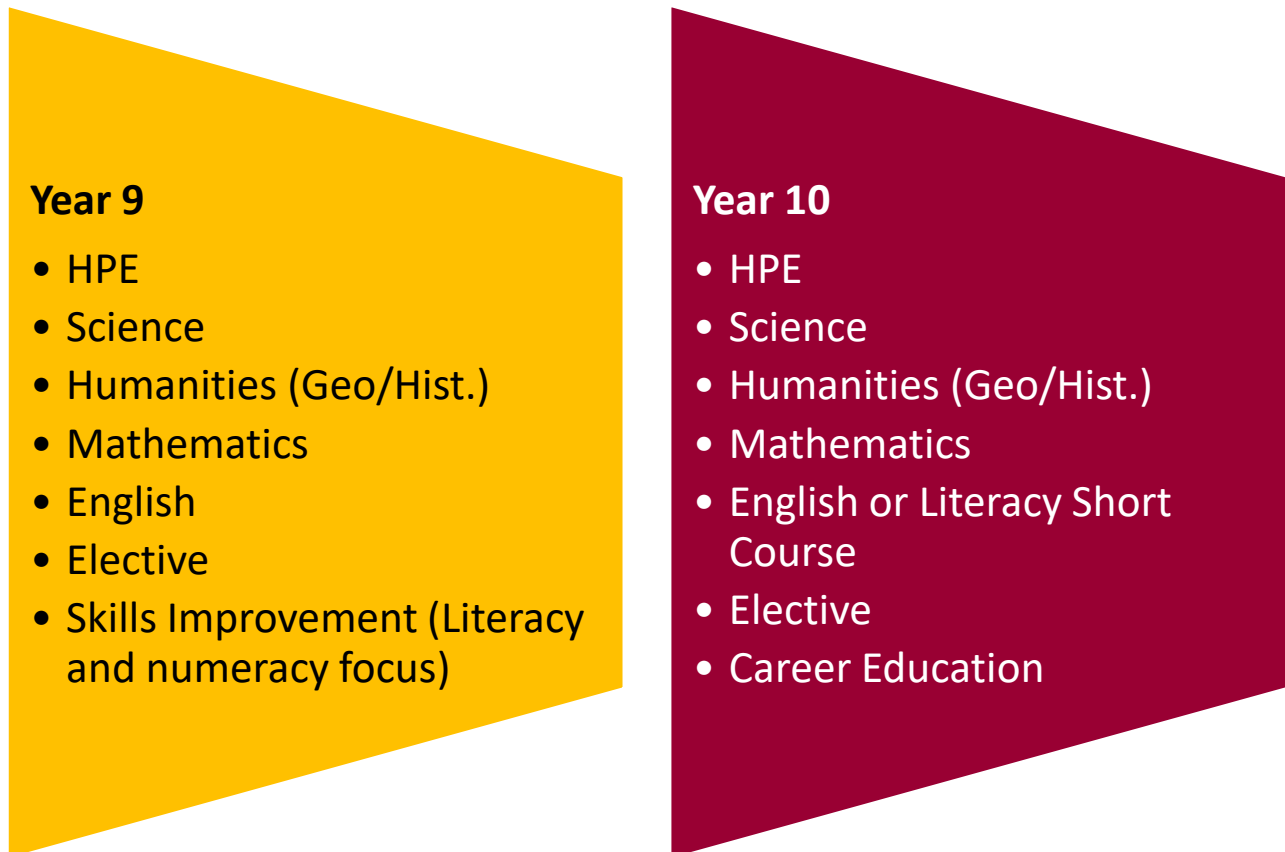
** Course conducted via an external RTO

The School Week

Our school week is organised into blocks of 70 minute periods. Core and elective subjects each are given three (3) 70 minute periods a week (a total of 210 minutes per week), while compulsory non-curriculum subjects are allotted one (1) 70 minute period.

Our school has adopted an alternative timetable for Fridays. Periods are shortened to 60 minutes each to allow for lessons to end at 1:30pm for students who are not required to stay behind in an additional lesson (Period 5) to complete assessment, revise/relearn concepts, or catch up learning missed due to absences.

The following graphic shows the breakdown of the week for students in Year 9 and 10:



Senior Assessment and Tertiary Entrance System

The Year 12 cohort in 2020 were the first students to be taught and assessed using the new Senior Assessment and Tertiary Entrance (SATE) System. One way that Clermont State High School will be preparing their students is through the increased focus on 21st century skills. These skills are essential for our students to be able to succeed within the new senior syllabuses, as well as in the workforce. Two fact sheets have been provided on the following pages, to help provide parents with an understanding of the 21st century skills, as well as an outline of QCE requirements.

Queensland Certificate of Education (QCE)

For students completing Year 12 from 2020







About the QCE

- The QCE is Queensland's senior secondary schooling qualification.
- Students can choose from a wide range of learning options to suit their interests and career goals.
- 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.

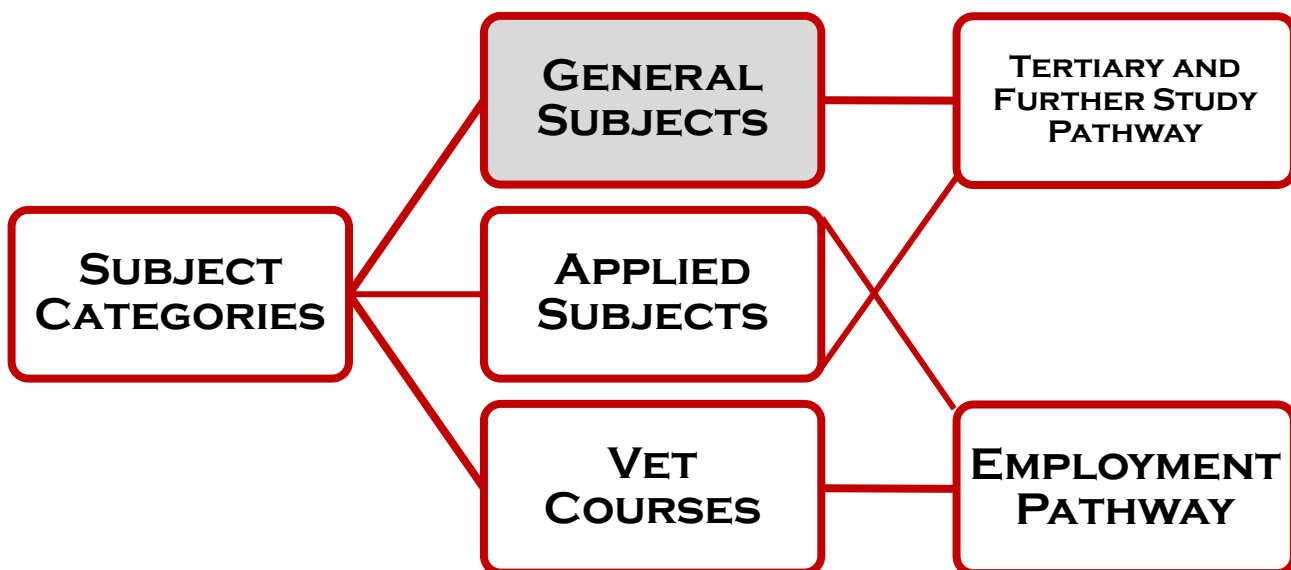


QCE requirements

 <p>Set amount</p>	<p>20 credits from contributing courses of study, including:</p> <ul style="list-style-type: none">• QCAA-developed subjects or courses• vocational education and training (VET) qualifications• non-Queensland studies• recognised studies.	 <p>Set pattern</p>	<p>12 credits from completed Core courses of study and 8 credits from any combination of:</p> <ul style="list-style-type: none">• Core• Preparatory (maximum 4)• Complementary (maximum 8).
 <p>Set standard</p>	<p>Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.</p>	 <p>Literacy & numeracy</p>	<p>Students must meet literacy and numeracy requirements through one of the available learning options.</p>

More information




For more information about the QCE requirements, visit the QCAA website at www.qcaa.qld.edu.au/senior/new-snr-assessment-te.



PATHWAY KEY

On the following pages, all curriculum pages include a flow chart showing the relationship between subjects being studied in Years 9 and 10, and senior subjects.

In the 'YEARS 11 & 12' column, courses are shaded to explain the course type.

-  'General' courses are shaded grey. These lead towards tertiary entrance.
-  'Applied' courses and Certificates have a white background. These subjects towards a career pathway.
-  Subjects with a striped background represent multiple courses within the one subject. Within these subject areas students may choose applied or general course

Curriculum Offerings 2025

Non-Curriculum Subjects

Social Emotional Wellbeing

SEW is based around the students' social and emotional wellbeing. Students participate in a variety of activities centered around weekly themes including career and time management, resilience, and community engagement. These lessons, at certain times throughout the year, are also used as goal setting opportunities for students' personal and academic aspirations.

Skills Improvement – Year 9

Skills Improvement is designed to develop students' literacy and numeracy skills, so that they can be successful at school and beyond. This subject is developed around the students' needs and reinforces literacy and numeracy skills required in Core Learning Areas.

Short Courses

Short Course in Career Education – Year 10

Career Education is a one-unit course, that 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.

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

Participation in this course enables completion of the Year 10 SET Plan.

Short Course in Career Education 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 students' exit result.

Topic 1: My current skills and attributes	Topic 2: My options for the future
One assessment consisting of two parts: <ul style="list-style-type: none">• a spoken/signed presentation — workplace interview or survey (Internal assessment 1A)• a student learning journal (Internal assessment 1B)	One assessment consisting of two parts: <ul style="list-style-type: none">• an extended written response — a career investigation (Internal assessment 2A)• a student learning journal (Internal assessment 2B)

QCE Credits – 1 credit for a C or higher result

Course Duration – 1-2 lessons a week across Year 10

ENGLISH

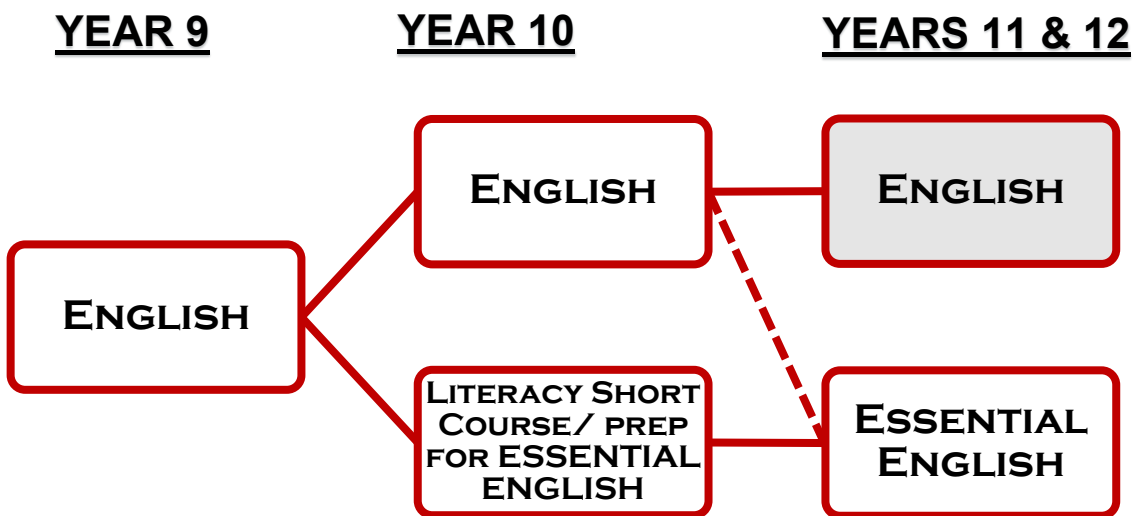
Description of Years 9 and 10

In Year 9 and 10, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.

Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students are beginning to develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

Literary texts that support and extend students in Year 9 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and/or hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and/or ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about a wide range of specialised topics and concepts.

PATHWAYS



Course Structure – Year 9/10 English

Content

Through 9/10 English (Australian Curriculum), students complete a range of units based on literary and non-literary texts. In both Years 9 and 10, students read and respond to a novel, with Year 10 students also completing an in-depth study of a Shakespearean play. Throughout both Years 9 and 10, students will continue to build core communication skills related reading, writing and speaking.

Assessment Types

Students will complete a range of assessments designed to showcase students' comprehension, persuasive writing, creative writing, explanatory, evaluative and analytical skills. They will include the creation of narrative and imaginative texts, essays, as well as multimodal and oral presentations, and will be presented under a range of conditions including in-class exams and assessment items requiring work in class and at home.

ENGLISH

Course Structure – Literacy Short Course & Preparation for Essential English – Year 10

A Short Course in Literacy is a modified English course that will be offered to selected Year 10 students. This course will run over a semester in 2025, with completion of this course contributing towards students' QCE (or equivalent) whilst also allowing students to develop their English skills in preparation for Years 11 and 12.

Throughout the Short Course in Literacy, students will participate in lessons and assessments that surround four key aspects: reading, writing and oral communication.

In Unit One, students develop reading, writing and oral communication skills through activities related to personal identity, achieving personal goals, and understanding and interacting with the wider community. Students may engage in a range of popular culture texts to explore relationships, behaviour and identity.

In Unit Two, students will be provided the opportunity to identify elements of their desired future career path as they explore the 'work environment' and issues in class lessons whilst addressing the dimensions of reading and oral communication. Students learn to make meaning from different workplace contexts and work-related text types (eg. procedural, persuasive, informative, technical) by comprehending the ideas and information within them.

As well as the Short Course in Literacy, selected students in Year 10 will also be able to complete a semester's preparation for Essential English. This course will be developed around the Year 10 achievement standard with the aim to prepare students for Essential English in Year 11 and, like the Short Course in Literacy, will run as an alternative to Year 10 English (Australian Curriculum).

NB: Literacy Short Course and Preparation for Essential English are designed for students whose likely future pathways (as identified in their SET Plans) will not require English (General) in Years 11 and 12.

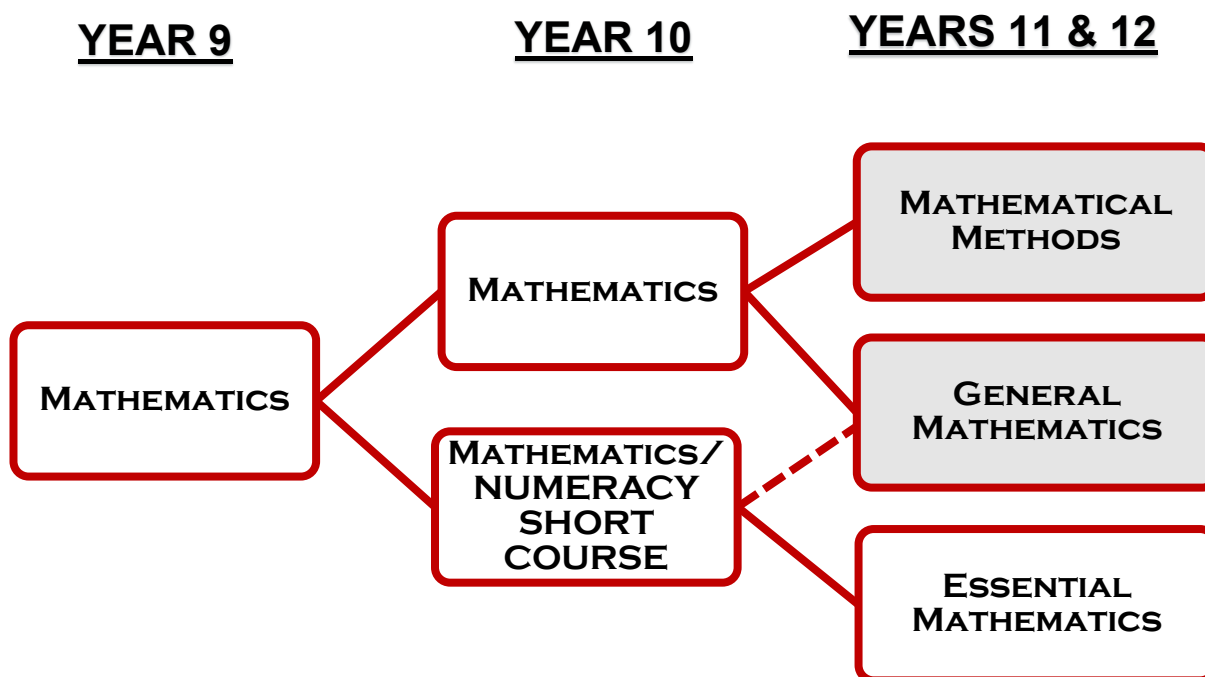
MATHEMATICS

Description of Years 9 and 10

In Year 9, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

In Year 10, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

PATHWAYS



Course Structure – Numeracy Short Course/ Preparation for Essential Math

A short course in numeracy is a modified mathematics course that will be offered to selected Year 10 students. This course will run over a semester in 2025, with completion of this course contributing towards students' QCE (or equivalent) whilst also allowing students to develop their Mathematics skills in preparation for Years 11 and 12. Throughout the short course in numeracy students learn to identify and interpret mathematical information, use and apply mathematical knowledge and communicate and represent mathematical knowledge.

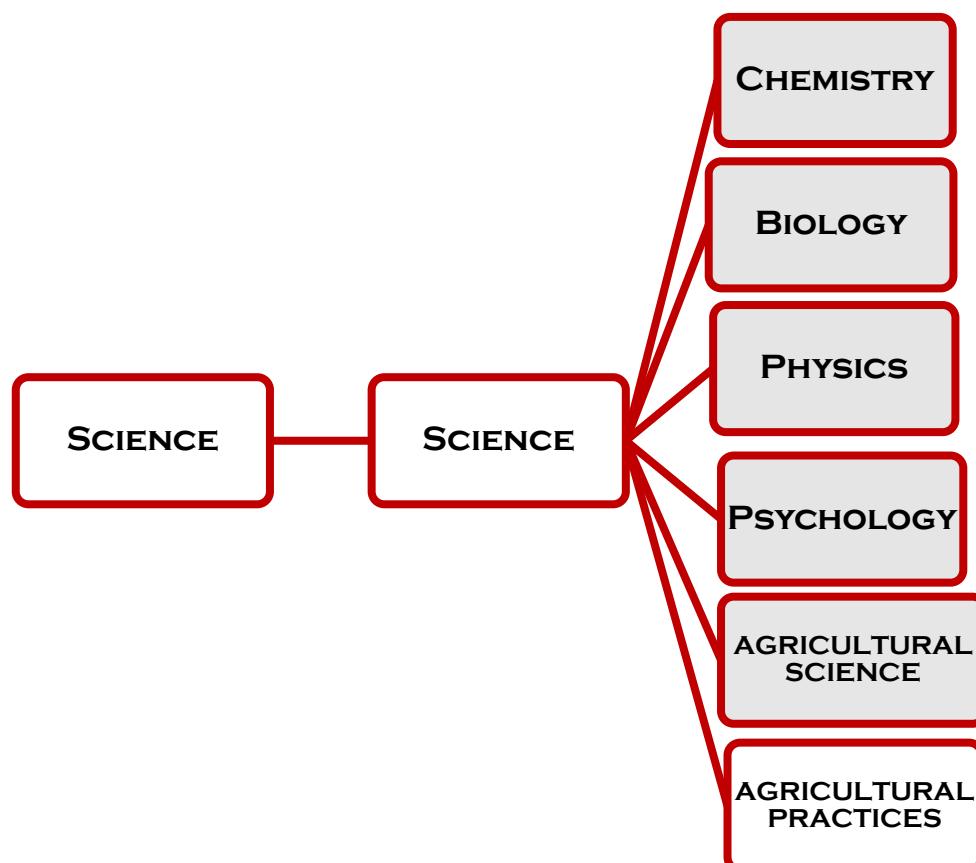
SCIENCE

Description of Years 9 and 10

In Year 9 students consider the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability. They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer. They explore these concepts as they relate to the global carbon cycle. Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions.

In Year 10 students explore the biological, chemical, geological and astronomical evidence for different theories, such as the theory of natural selection and the big bang theory. Through investigating natural selection and processes of heredity they come to understand the evolutionary feedback mechanisms that ensure the continuity of life. They appreciate how energy drives the Earth system and how climate models simulate the flow of energy and matter within and between Earth's spheres. Students develop a more sophisticated understanding of atomic theory to understand patterns and relationships within the periodic table. They understand that motion and forces are related by applying physical laws and can be modelled mathematically. Students analyse and synthesise data from systems at multiple scales to develop evidence-based explanations for phenomena. They learn that all models involve assumptions and approximations, and that this can limit the reliability of predictions based on those models.

PATHWAYS YEAR 9 YEAR 10 YEARS 11 & 12



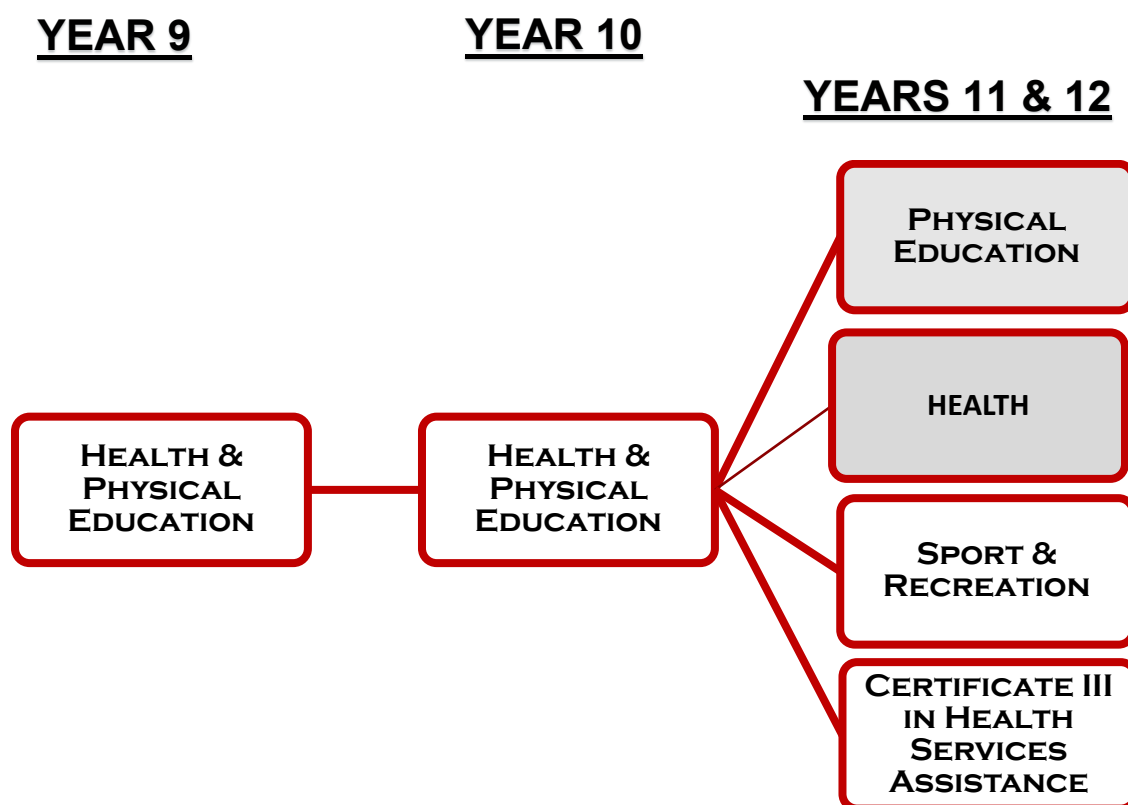
Health & Physical Education

Description of Years 9 and 10

Students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives. Students explore practical and creative actions that promote their own health and wellbeing and that of their wider community, such as designing spaces promoting physical activity, active transport options and sustainable strategies for selecting food sources.

Students explore how societal attitudes and values can reinforce stereotypes and role expectations. They investigate how these can impact young people's choices in relation to health behaviours, healthcare options, help-seeking strategies and physical activity participation. Students investigate a range of health issues relevant to young people, including mental health, sexual health, healthy eating, personal and relationship safety, body image and behaviours associated with substance use. As they do so, students further refine their help-seeking strategies, assertive behaviours, conflict resolution and negotiation. Students have opportunities to explore the nature and benefits of respectful relationships. They further develop skills to manage their relationships as they change over time. They have opportunities to explore empathy, ethical decision-making, respect and consent, and analyse the role they play in establishing and maintaining respectful relationships.

PATHWAYS



Humanities

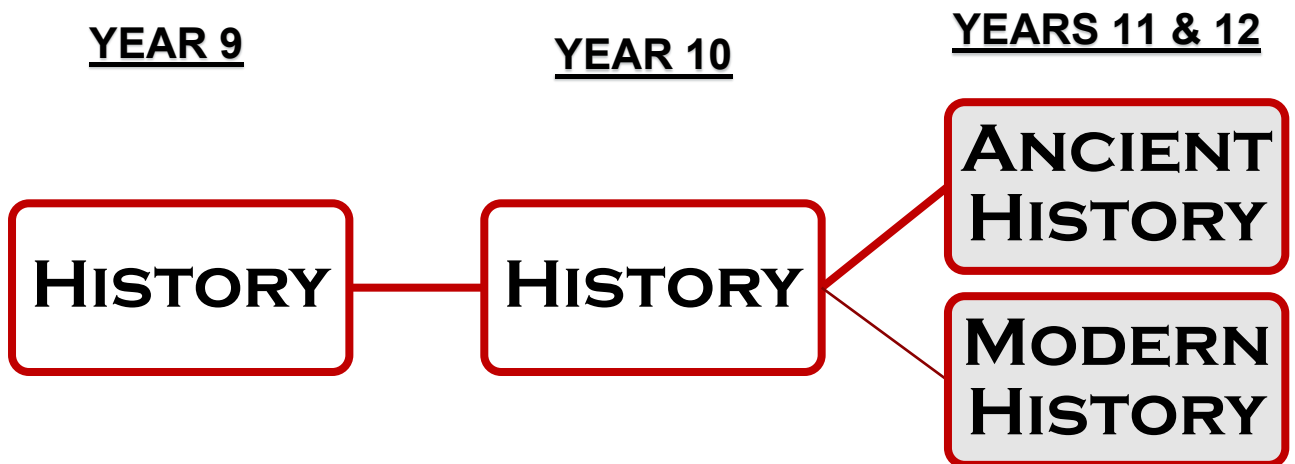
HISTORY – Description of Years 9 and 10

In the Year 9 and 10 History curriculum, students are provided with opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within particular historical contexts to facilitate an understanding of the past and to provide a focus for historical inquiries.

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in World War I (1914 -1918), the 'war to end all wars'.

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australian development, its place within the Asia-Pacific region, and its global standing, and the demands for rights and recognition by First Nations Australians.

PATHWAYS



Humanities

GEOGRAPHY – Description of Years 9 and 10

Geography uses an inquiry approach to assist students to make meaning of their world. Geographical skills are the techniques that geographers use in their investigations, both in fieldwork and in the classroom. Specific geographical skills in Years 7–10 emphasise analysing and interpreting geographical data and information, using spatial technologies and other digital techniques, and developing reasoned arguments based on evidence to support conclusions.

There are two units of study in the Year 9 curriculum for Geography are: *Biomes and food security* and *Geographies of interconnections*.

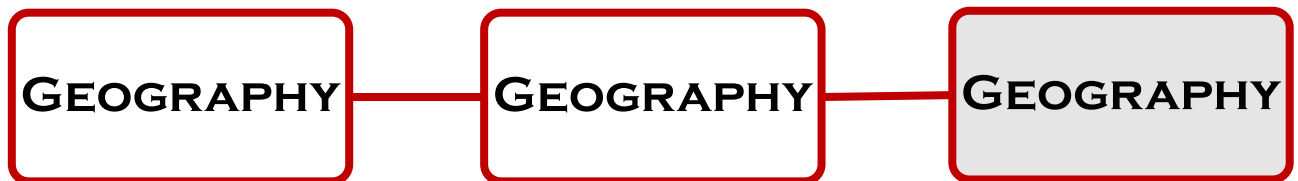
In Year 10, the two areas of study are: *Environmental change and management* and *Geographies of human wellbeing*.

PATHWAYS

YEAR 9

YEAR 10

YEARS 11 & 12



THE ARTS

In the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

The following Arts subjects may be on offer to students in 2024:

- Drama
- Media Arts
- Visual Arts

Drama – Description of Year 9

In Year 9, learning in Drama involves students making and responding to drama independently and in small groups, and with their teachers and communities. They explore drama as an art form through improvisation, scripted drama, rehearsal and performance.

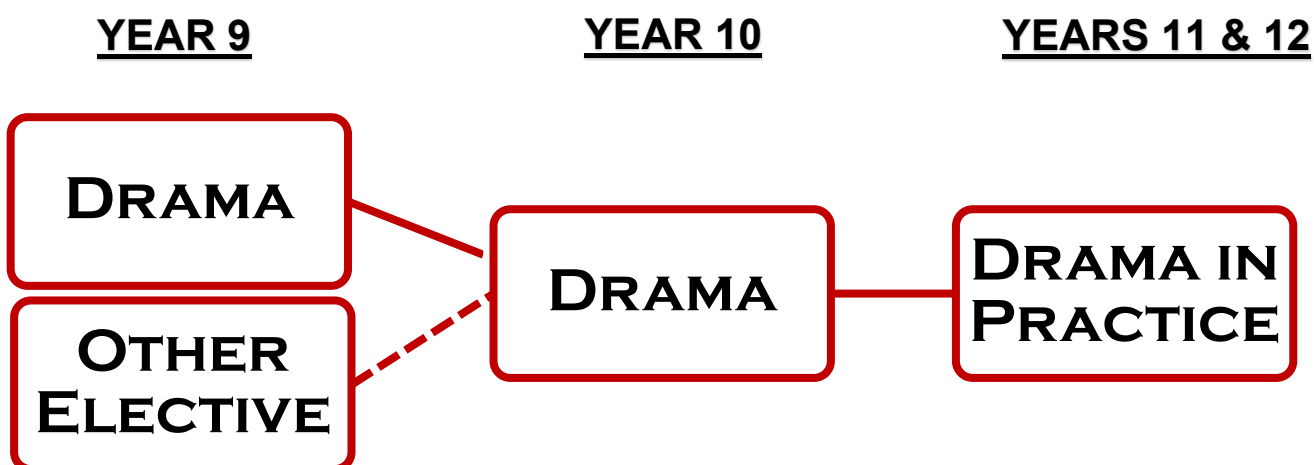
Students refine and extend their understanding and use of role, character, relationships and situation, and the use of voice and movement to sustain belief in character. They maintain focus and experiment with mood and atmosphere, using varied devices and production elements to suit different audiences.

Students explore social, cultural and historical influences of drama, evaluating actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform.

As they experience drama, students draw on styles from a range of cultures, times and locations including the influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region.

NB: There is an additional levy for this subject.

PATHWAYS



THE ARTS

Visual Arts & Media Arts – Description of Years 9 and 10

Year 9 and 10 students have the opportunity to choose Visual Art and/or Media Arts as electives.

The **Visual Arts** encompass all art forms created primarily for visual perception.

The **Media Arts** comprise a range of art forms that have in common their composition and transmission through film, television, radio, print, gaming and web-based media.

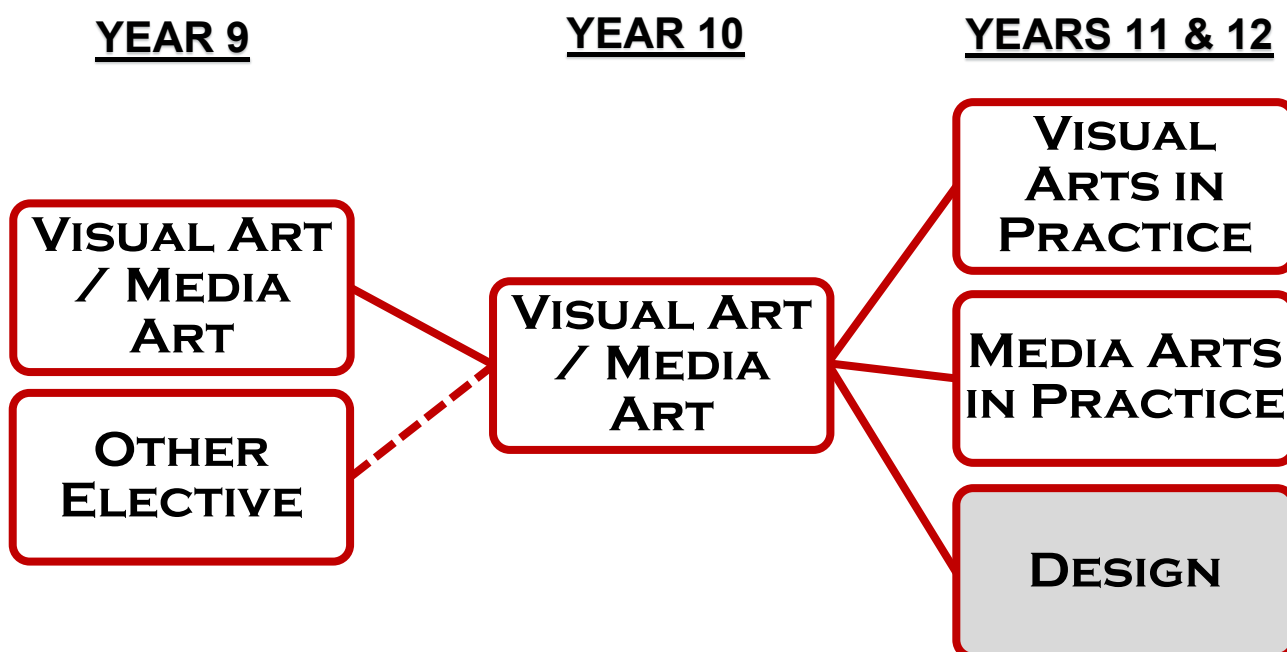
Both subjects involve students making and responding to works independently and in small groups, and with their teachers and communities.

Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visuals. They refine their approach through working and responding perceptively and conceptually as an artist. They identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints. They research and analyse with materials, technologies and processes across a range of forms and styles. Students adapt, manipulate, deconstruct and reinvent styles to make visual artworks that are cross-media or cross-form.

As they make and respond to visual artworks, they adapt ideas, representations and practices from selected artists and use them to inform their own personal making.

NB: There is an additional levy for these subjects.

PATHWAYS



DESIGN & DIGITAL TECHNOLOGIES

Design & Digital Technologies actively engages students in creating quality-designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop their ability to innovate through the design of products, services and environments. Through the practical application of technologies, students develop dexterity and coordination through experiential activities. Design & Digital Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

Students will have opportunities to design and produce designed solutions for one or more of the following technologies contexts (subject to change):

- Engineering Principles and Systems
- Food & Fibre Production
- Food Specialisation
- Materials and Technologies Specialisations
- Digital Technologies

NB: There is an additional levy for these subjects.

Engineering Principles & Systems – Description of Years 9 and 10

Engineering Principles and Systems is focused on how forces can be used to create light, sound, heat, movement in products or systems. Engineering provides opportunities for students to make sense of and integrate scientific and mathematical principles and concepts through the application of engineering design processes and practical skills enabling the design and production of sustainable engineered solutions.

Food & Fibre Production – Description of Years 9 and 10

Food and Fibre are the human-produced or harvested resources used to sustain life, and are produced in managed environments such as farms, gardens and plantations or harvested from wild populations. Challenges for world food and fibre production include an increasing world population, an uncertain climate and competition for resources such as land and water. Students have the opportunity to engage in these challenges by understanding the processes of food and fibre production and by investigating innovative and sustainable ways of supplying agriculturally-produced raw materials. Students will progressively develop knowledge and understanding about the managed systems that produce food and fibre through creating designed solutions.

Food Specialisation – Description of Years 9 and 10

Food Specialisations includes the application of nutrition principles (as described in Health & Physical Education), knowledge about the characteristics and properties of food to food selection and preparation, and contemporary technology-related food issues. Community awareness of and interest in accessing quality nutritious food from ethical and sustainable food systems is increasing. Individuals and communities should be empowered to make informed food selection and preparation choices to meet their needs. Students have the opportunity to appreciate the importance of having access to and eating a

variety of foods, and a sound knowledge of nutrition principles. Students progressively develop knowledge and understanding about food, food systems and technologies, and how to make informed and appropriate food preparation choices when experimenting with and preparing food.

Materials & Technologies Specialisations – Description of Years 9 and 10

Materials and Technologies Specialisations is focused on a broad range of traditional, contemporary and emerging materials and specialist areas that typically involve extensive use of technologies. We depend on designed products, services and environments for communication, housing, employment, medicine, recreation and transport; however, we also face increasing concerns related to sustainability. Students develop the confidence to make ethical and sustainable decisions about solutions and the processes used to make them, by learning about and working with materials and production processes. Students will progressively develop knowledge and understanding of the characteristics and properties of a range of materials either discretely in the development of products or through producing designed solutions for a technologies specialisation (such as architecture, product design, electronics, graphics technologies or fashion).

Digital Technologies – Description of Years 9 and 10

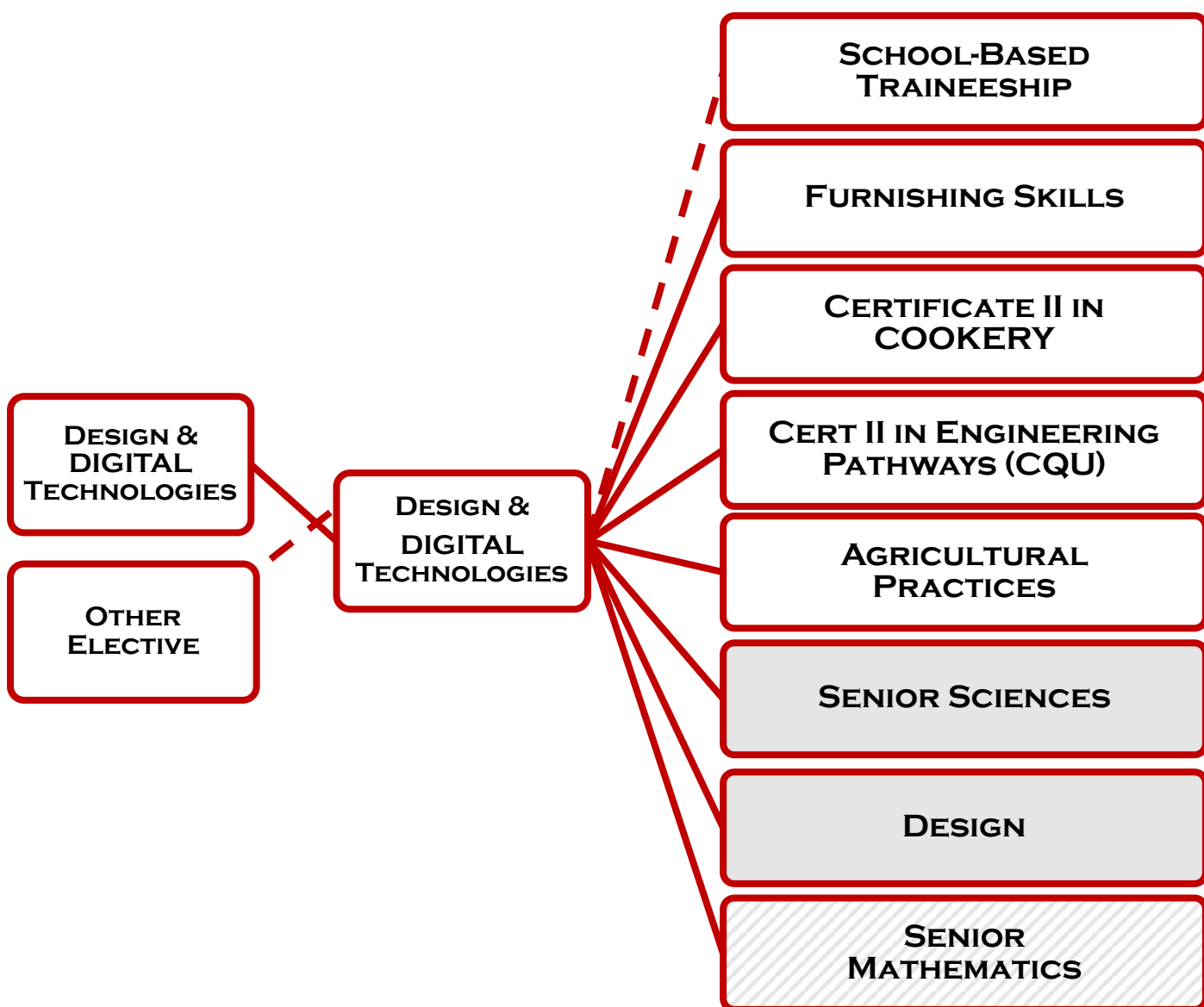
Digital Technologies considers how human interaction with networked systems. They investigate and interrogate security practices and techniques used to compress data and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes. Over the course of study, students become more skilled in planning solutions, developing detailed plans that are mindful of risks and sustainability requirements. They create solutions both individually and collaboratively which respect the ownership of information when creating interactive solutions for sharing in an online worlds.

PATHWAYS

YEAR 9

YEAR 10



YEARS 11 & 12



Vocational Education & Training Offerings 2025 for Year 10

VET Course	Year level offered	Provider	Funding	Course Duration
Certificate I in Workplace Skills	10	Clermont SHS	Subject Levy	1 semester
Certificate I in Financial Literacy	10	North Rockhampton SHS	Subject Levy	1 semester

QUALIFICATION: Certificate I in Workplace Skills – BSB10120

REGISTERED TRAINING ORGANISATION	Clermont State High School RTO Code: 30262		
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Qualification Description

BSB10120 is an entry-level qualification that allows individuals across a variety of industry sectors to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. They will cover a limited range of technical skills and knowledge. This course provides an entry-level qualification to support development in preparing for work within a business.

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 1 semester course delivered in Year 10 onsite at Clermont State High School.

Course Units

To attain a BSB10120 Certificate I in Workplace Skills, 6 units of competency must be achieved:

Competencies	
BSBOPS101	Use business resources
BSBPEF101	Plan and prepare for work readiness
BSBCMM211	Apply communication skills
FSKDIG002	Use digital technology for routine and simple workplace tasks
BSBTEC203	Research using the internet
FSKOCM006	Use oral communication skills to participate in workplace teams

Delivery Modes

A range of delivery modes will be used during the teaching and learning of this qualification.

These include:

Face to face instruction
Work-based learning
Guided learning

Fees

A subject levy may exist for this subject.

Work Placement

Work placement is not mandatory, however encouraged.

Assessment

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

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

Assessment techniques include:

Observation
Folios of Work
Questioning
Projects

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 6 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: 2 QCE credits can be achieved through successful completion of this certificate.

Pathways

This qualification may lead into industry skill sets such as:

- Data entry, customer service, accommodation and food services, clerical and administrative work, health industry, etc

NB: This course is subject to the availability of a suitably qualified teacher. The information provided is accurate at time of publication.

QUALIFICATION: Certificate I in Basic Financial Literacy – FNS10120

REGISTERED TRAINING ORGANISATION	North Rockhampton State High School RTO Code: 30144		
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Qualification Description

This qualification is designed to facilitate an understanding of the Australian financial services marketplace and personal financial situations to address the need of increased nationwide financial literacy. The qualification provides learners with the basic skills and knowledge to pursue further learning in a variety of sectors in the financial services industry. It has wide application and may be used in workplaces, schools, adult and community learning organisations or registered training organisations to build the financial literacy of learners. It may also be used as part of pre-vocational or new apprenticeship programs, or as part of services provided by counselling or advisory organisations

Entry Requirements

There are no entry requirements for this qualification.

Duration and Location

This is a 1 semester course delivered in Year 10 onsite at Clermont State High School.

Course Units

To attain a FNS10120 Certificate I in Basic Financial Literacy, 6 units of competency must be achieved:

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

QCE Credits: 2 QCE credits can be achieved through successful completion of this certificate.

Subject Selection Process

- 1. Complete the correct subject selection form at the back of this booklet by numbering your preference of electives.**
- 2. Hand the form to the office. Keep the booklet for your reference.**

**DUE: Tuesday 25TH November to the
office**

Please see Ms Anderson if you require assistance with this online process.

Subject Selection Structure - Year 9 for 2025



Student Name: _____

Thank-you for participating in the Subject Selection Form. This is your opportunity to select electives that you will study in 2025.

Year 9 students will study a total of seven (7) subjects over the year. This consists of: **English, Mathematics, Science, Humanities & HPE + 2 electives.**

**PLEASE NUMBER YOUR FIRST PREFERENCE WITH THE NUMBER 1.
NUMBER YOUR NEXT TWO CHOICES WITH THE NUMBERS 2 AND 3.**

Elective 1 (Please number from 1-3 in order of preference)	<input type="checkbox"/> Digital Technology <input type="checkbox"/> Food Specialisation - Technology <input type="checkbox"/> Drama
Elective 2 (Please number from 1-3 in order of preference)	<input type="checkbox"/> Materials & Technologies <input type="checkbox"/> Media Arts <input type="checkbox"/> Visual Art

Please return this form to the office before **3pm Tuesday 25 November**. All returned forms will be date and time stamped to allow for equity of placement in chosen electives.

Student Signature _____

Subject Selection Structure - Year 10 for 2025



Student Name: _____

Thank-you for participating in the Subject Selection Form. This is your opportunity to select electives that you will study in 2025.

Year 9 students will study a total of seven (7) subjects over the year. This consists of: **English, Mathematics, Science, Humanities & HPE + 2 electives.**

**PLEASE NUMBER YOUR FIRST PREFERENCE WITH THE NUMBER 1.
NUMBER YOUR NEXT TWO CHOICES WITH THE NUMBERS 2 AND 3.**

Semester 1 (Please number from 1-3 in order of preference)	<input type="checkbox"/> Digital Technology <input type="checkbox"/> Materials Technology <input type="checkbox"/> Media Art
Semester 2 (Please number from 1-2 in order of preference – two different electives to be selected)	<input type="checkbox"/> Certificate 1 Financial Literacy OR <input type="checkbox"/> Certificate 1 Workplace Skills
	<input type="checkbox"/> Technology – Food and fibre OR <input type="checkbox"/> GEO

Please return this form to the office before **3pm Tuesday 25 November**. All returned forms will be date and time stamped to allow for equity of placement in chosen electives.

Student Signature _____