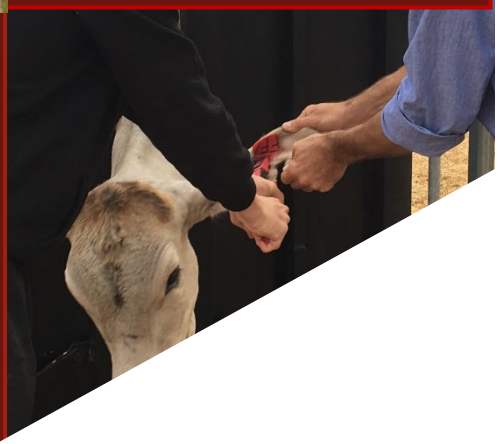
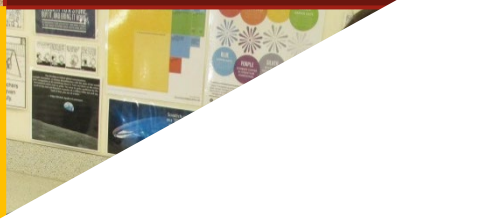




2025

CLERMONT
LEARNING FOR LIFE
STATE HIGH SCHOOL

Senior Subject Guide

Clermont State High School

Contents

Introduction

As you embark on the journey of your senior years at Clermont State High School, we are excited to present to you our comprehensive Senior Subject Selection Handbook. This handbook serves as your guide to explore the vast array of opportunities that await you as you take the next steps into further education and employment. Here, you will find a treasure trove of information about the diverse range of subjects and qualifications we offer, each designed to equip you with the skills, knowledge, and experiences that will prepare you for the future.

At Clermont State High School, we recognise that the senior years are a critical juncture in your education. It is a time when you begin to carve your path towards higher education, vocational pursuits, or direct entry into the workforce. This is why our curriculum has been thoughtfully designed to provide you with an array of subject choices, ensuring that you have the flexibility to tailor your studies to your individual interests, strengths, and aspirations.

The subjects outlined within these pages are not merely courses you take; they are pathways to unlocking your potential and realising your dreams. Regardless of where your passion lies, our curriculum offers something for everyone. Beyond academic excellence, our focus extends to fostering critical thinking, creativity, collaboration, and adaptability – essential skills that will serve you well in an ever-evolving world.

Furthermore, our commitment to your success extends to the variety of qualifications we offer. From traditional academic pathways to vocational certifications, we understand that your journey is unique. Our aim is to empower you with the tools necessary to embark on whichever pathway matches your goals. We firmly believe that education is not a one-size-fits-all endeavour, and by providing a range of qualifications, we ensure that every student's potential is realised.

Remember that your senior subject selections are more than checkboxes on a form – they are the foundation upon which you will build your future. We encourage you to explore the possibilities, engage with your teachers and peers, and make informed decisions that align with your passions and aspirations.

The Senior Subject Selection Handbook contains a decision-making process to assist you in planning your pathway. We are honoured to join you on this journey and look forward to witnessing the incredible accomplishments that lie ahead.

Regards

Mrs 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

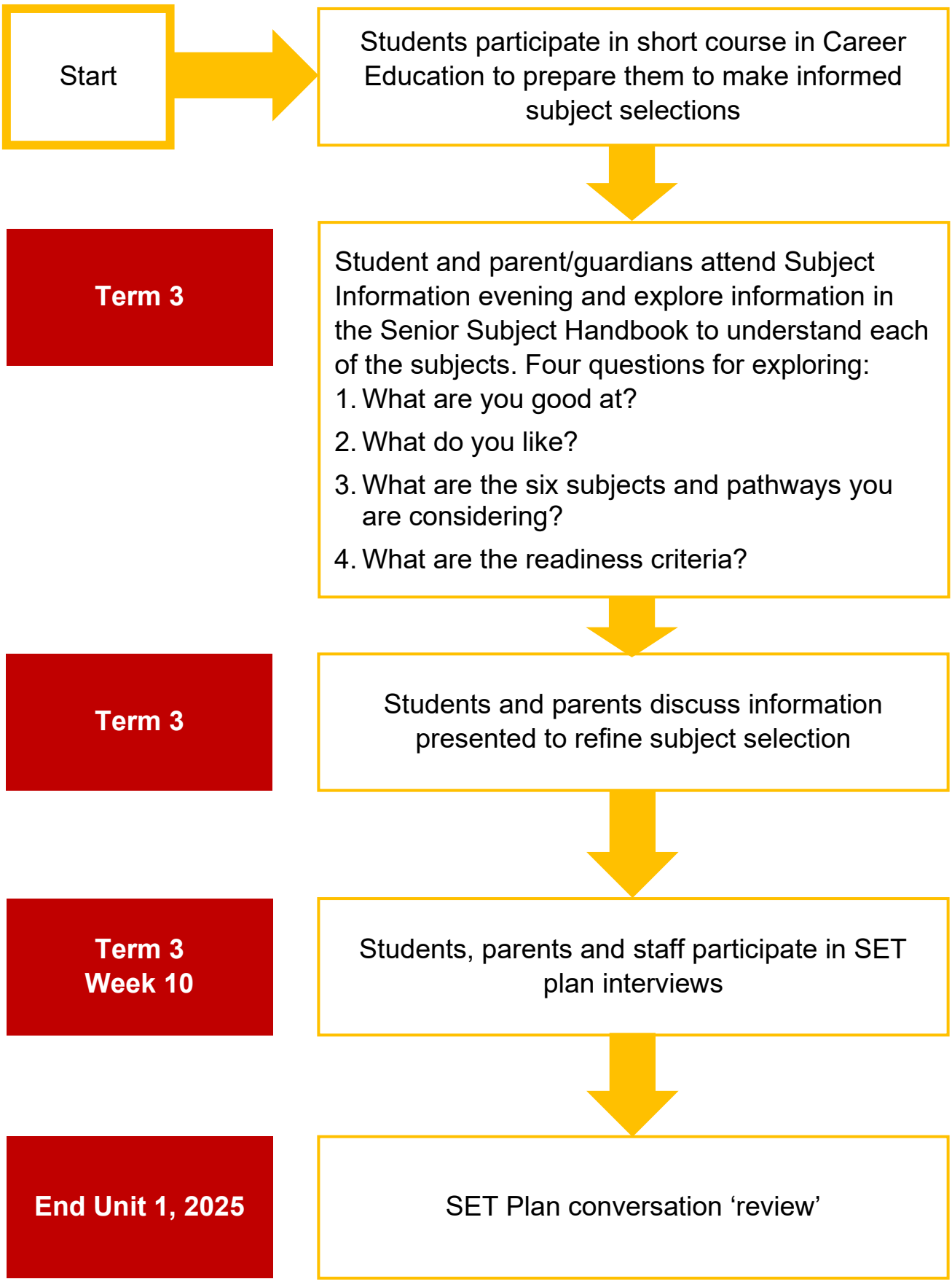
ICT skills

- operations and concepts
- accessing and analysing information
- being productive users of technology
- digital citizenship (being safe, positive and responsible online)

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

For all Queensland schools

Subject selection decision making process



Senior Education Profile

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

- Senior Statement
- 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.

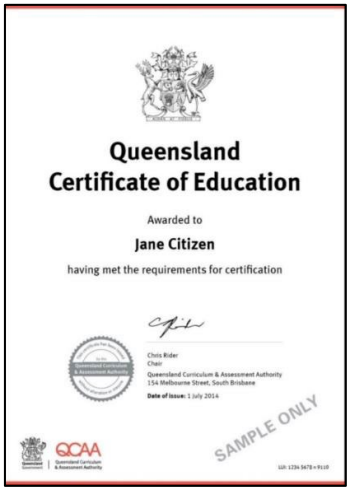
Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

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 Education

Awarded to

Jane Citizen

having met the requirements for certification

Chris Rider
Chair
Queensland Curriculum & Assessment Authority
154 Melbourne Street, South Brisbane
Date of issue: 1 July 2014

QCAA

SAMPLE ONLY

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.


Queensland Certificate of
Individual Achievement

This is to certify that

Jane Citizen

has achieved the results reported on this statement

Statement of Achievement

Statement of Participation

Chris Rider
Chair
Queensland Curriculum & Assessment Authority
154 Melbourne Street, South Brisbane
Date of issue: 13 December 2014

QCAA

SAMPLE ONLY

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.

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

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

Literacy & numeracy

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.

Set pattern

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

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

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

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	1
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

QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	1
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

Literacy Requirements and Numeracy Requirements

Literacy & numeracy

The literacy and numeracy requirements can be met through a range of options, including satisfactory completion of Unit 1 or Unit 2 of an English subject (literacy) and a Maths subject (numeracy).

Literacy Options	Numeracy Options
• QCAA General or Applied English subjects • QCAA Short Course in Literacy	• QCAA General or Applied Mathematics subjects • QCAA Short Course in Numeracy

Completed Core requirements (set pattern)

Completion of Unit 1 and Unit 2 are each recorded as ‘satisfactory’ or ‘unsatisfactory’. Units 3 and 4 are graded together as a pair at the end of the course, using A–E grades.

To count a subject towards completed core, you must achieve a C or above for the Units 3–4 pair. Credit only accrues for each of Units 1 and 2 if there is ‘satisfactory’ completion.

Examples of completed core requirements:

Subject	Results Units 1 & 2: Satisfactory (S)/ Unsatisfactory (U) Units 3&4: A to E grades			QCE Credits	Contributes to completed core?
	Unit 1	**Unit 2**	**Unit 3 & 4**		
English	S	S	A	4	Yes
General Maths	S	Changed to Essential Maths		1	Yes changes between English and Maths subjects count towards completed core
Essential Maths		S	A	3	Yes changes between English and Maths subjects count towards completed core
Physical Education	S	S	B	4	Yes
Chemistry	S	S	D	2	No Has not achieved C or above for Units 3&4
Certificate II in Cookery	100% completion – successful			4	Yes
ICT	S	Changed to Ag		2	No All 4 units have not been completed
Agricultural Practices		S	B	3	No All 4 units have not been completed

QCE Eligibility for the above case study:

QCE Requirement	Eligibility
Literacy and Numeracy	**Yes** – literacy – passed at least 1 unit of English **Yes** – Numeracy – passed at least 1 unit of Essential Maths/ General Maths
Completed Core	**Yes** – 12 credits are required and 16 have been achieved Subjects contributing to core are: • English, Physical Education, Cert II in Cookery (4 credits each) • General Maths (1) and Essential Maths (3) = 4 credits
Total Credits	**Yes** – minimum 20 credits are required and this person has achieved 23

Australian Tertiary Admission Rank (ATAR) eligibility

ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. The ATAR is expressed as a number between 99.95 (highest) down to 0 (lowest). ATARs below 30 are expressed as '30.00 or less'.

Students aiming to undertake university studies post-school should work towards an ATAR. Although, studying an ATAR pathway does not mean students have to pursue university studies.

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

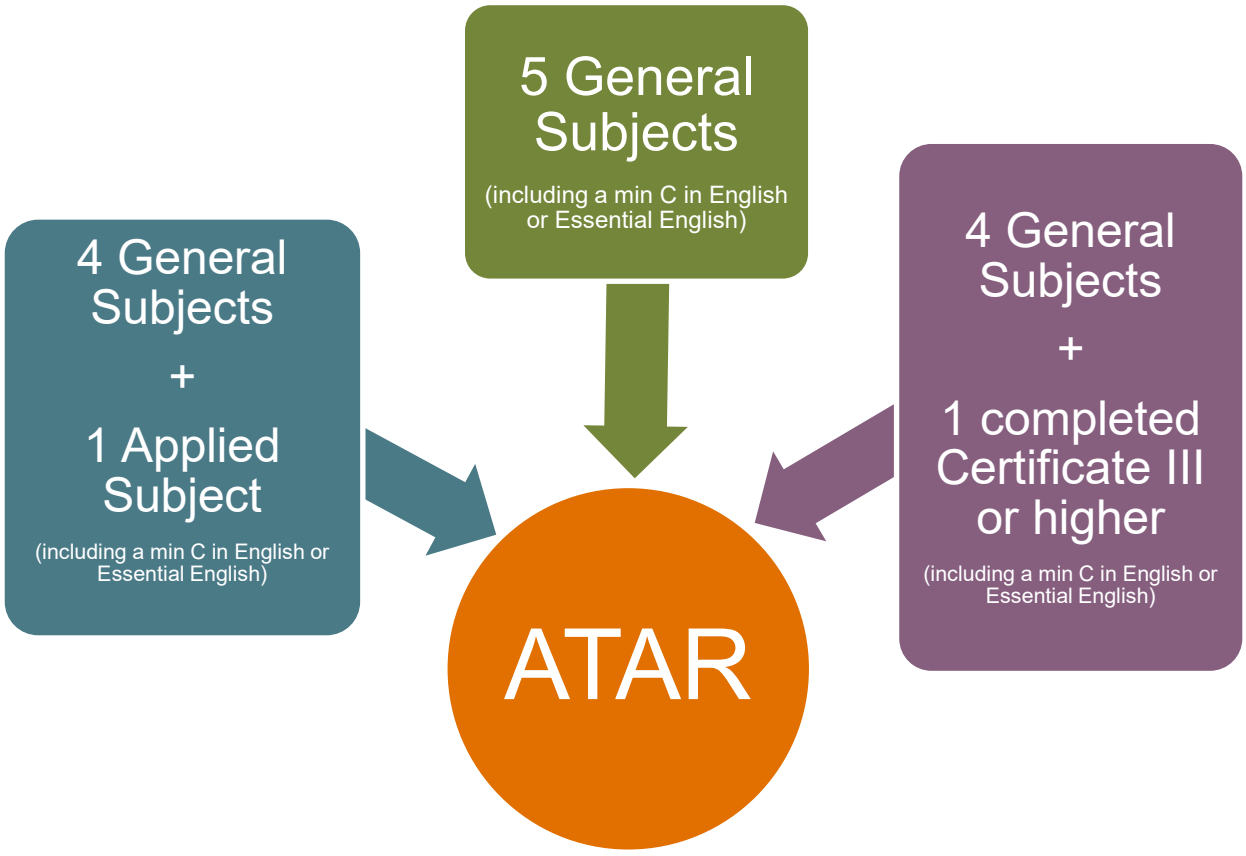
- best five scaled General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

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

ATAR Requirements

To be eligible for an ATAR, students must:

- Achieve a C or above in a QCAA English subject
- Complete an ATAR pathway by studying 5 general subjects; or four general subjects and one applied subject; or four general subjects and one certificate III or higher qualification. See image below:



QCE and ATAR Summary

Satisfactory = Achieved a C standard or higher

Unsatisfactory = Achieved below a C standard

General Subjects	Unit 1	Unit 2	Unit 3 and 4
Contribution to QCE	1 credit if satisfactory	1 credit if satisfactory	2 credits if grade is C or higher
Contribution to ATAR	None	None	Results contribute to ATAR calculation

Applied Subjects/ Short Courses	Short Courses	Unit 1	Unit 2	Unit 3 and 4
Contribution to QCE	1 credit if satisfactory *maximum of 4 credits from preparatory courses	1 credit if satisfactory	1 credit if satisfactory	2 credits if grade is C or higher
Contribution to ATAR	None	None	None	A maximum of one Applied subject result can contribute to an ATAR

VET Certificates	Certificate I	Certificate II	Certificate III
Contribution to QCE	2 credits if satisfactory *maximum of 4 credits from preparatory courses	Up to 4 credits (depending on length)	Up to 8 credits (depending on the course)
Contribution to ATAR	None	None	A maximum of one Certificate III or higher can contribute to an ATAR

Senior subjects

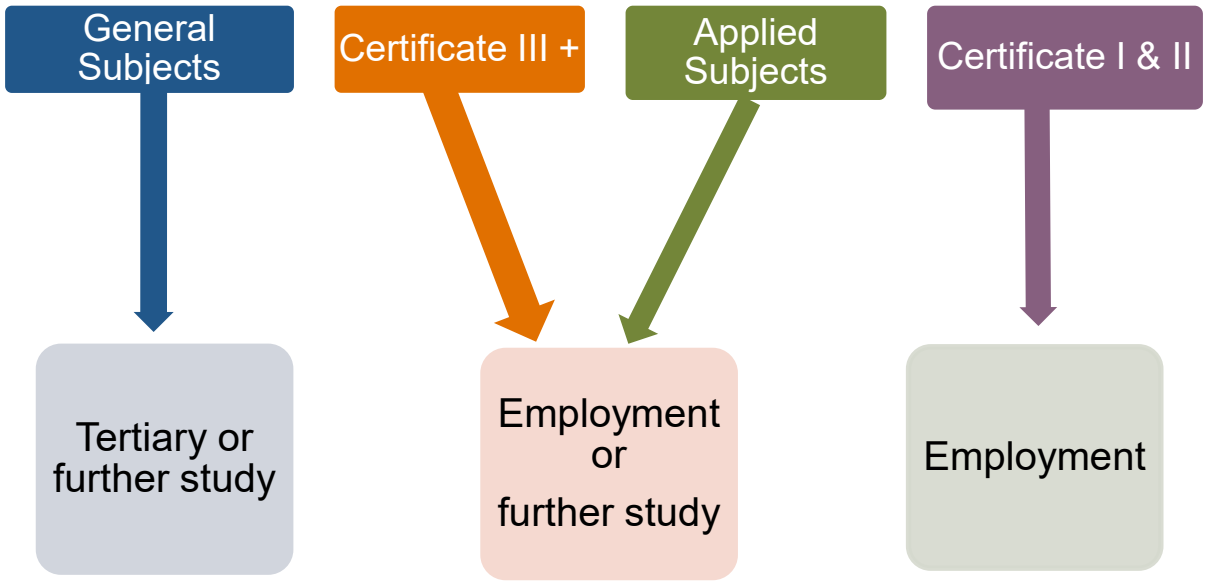
Clermont SHS offers three types of senior syllabuses developed by the Queensland Curriculum and Assessment Authority (QCAA) — Applied, General and Short Course syllabuses. Results in Applied and General subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Typically, it is expected that most students will complete these courses across Years 11 and 12, however some students in Year 10 may complete at least one of our short courses. All subjects build on the P–10 Australian Curriculum.

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/senior-subjects.

In addition, we also offer a range of Vocational Education and Training (VET) courses. Clermont SHS is a registered training organisation (30262) and deliver course offerings which are registered on our scope of registration with the QCAA. Clermont SHS also has third party arrangements with other RTOs to deliver a range of other courses.

Subject Category Intentions:



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. These syllabuses are underpinned by the 21st Century Skills to prepare them for a complex and rapidly changing world. Approximately 1.5 – 2 hours of study per general subject per week is recommended for success.

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. Units 3 and 4 consolidate student learning.

Assessment

Units 1 and 2 assessments

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools develop up to *four* assessments for Units 1 and 2.

Clermont SHS reports satisfactory completion of Units 1 and 2 to the QCAA, and reports levels of achievement to students and parents/carers using grades.

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.

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.

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 and Applied (Essential) 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. These subjects incorporate applied learning through acquiring and applying knowledge, understanding and skills in real-world or lifelike contexts. The develop awareness and understanding of community connections and knowledge and understanding, including non-technical skills that underpin successful participation in work. Approximately 1 – 1.5 hours of study per applied subject per week is recommended for success.

Course structure

Applied and Applied (Essential) syllabuses are four-unit courses of study.

The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Curriculum

Applied syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Schools have autonomy to decide:

- which four units they will deliver
- how and when the subject matter of the units will be delivered
- how, when and why learning experiences are developed, and the context in which the learning will occur
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills such as literacy, numeracy and 21st century skills
- how the subject-specific information found in this section of the syllabus is enlivened through the course of study.

Assessment

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Schools have autonomy to decide:

- specific assessment task details within the parameters mandated in the syllabus
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

More information about assessment in Applied senior syllabuses is available in Section 7.3.1 of the *QCE and QCIA policy and procedures handbook*.

Essential English and Essential Mathematics — Common internal assessment

For the two Applied (Essential) syllabuses, 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 of these subjects 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

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.

Short Courses are one-unit courses of study. Results contribute to the award of a QCE but not ATAR calculations.

Clermont SHS offers Short Courses in:

- Career Education
- Literacy

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives.

Vocational Education and Training (VET)

Nationally recognised Certificates allow students to demonstrate competency in a range of industry recognised units. Students can study VET programs through external providers and also through undertaking school-based apprenticeships and traineeships.

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 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. You will be required to uphold the responsibilities of senior students and study commitments required by your chosen subjects, along with your apprenticeship/traineeship requirements.

A school-based apprenticeship or traineeship must have an impact on your school timetable. That means some of your training and/or work will 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 Deputy Principal or the Industry Liaison 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.

Year 11 & 12 CSHS Subject Offerings Overview

Category	Subject	Pre-requisite	QCE Credits	Fees
General subjects	English	Min B Yr 10 English	Max 4	
	General Mathematics	Min C Yr 10 Maths	Max 4	
	Biology	Min B Yr 10 Science	Max 4	
	Chemistry	Min B Yr 10 Science	Max 4	
	Physical Education	Min C Yr 10 English Min B Yr 10 HPE	Max 4	Subject Levy
Applied Subjects	Agricultural Practices	Nil	Max 4	Subject Levy
	Essential English	Nil	Max 4	
	Essential Maths	Nil	Max 4	
	Furnishing Skills	Nil	Max 4	Subject Levy
	Social & Community Studies	Nil	Max 4	Subject Levy
	Sport and Recreation	Nil	Max 4	Subject Levy
	Visual Arts in Practice	Nil	Max 4	Subject Levy
Vet Courses	Certificate II in Cookery	Nil	Max 4	$350 per year
	*Certificate III in Health Services Assistance	Nil	Max 8	Vetis Eligible - $499 Vetis ineligible - $998
	*Certificate III in Aviation	Min C Yr 10 Maths Min C Yr 10 English	Max 6	Vetis Eligible - $200 approx Vetis ineligible - approx $6000
	*Certificate II in Self-awareness and development	Nil	Max 4	$350
	*Certificate II in Engineering Pathways	Nil	Max 4	Vetis Eligible - $500 per yr Vetis ineligible - $5500 approx
VET Courses through NRSHS	*Certificate II in Workplace Skills	Nil	Max 4	
	*Certificate II in Active Volunteering	Nil	Max 4	
	*Certificate III in School-based Education Support	Nil	Max 8	Subject levy

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

CSHS Senior Phase of Learning Strategy 2023 - 2025

Year 7-10 Curriculum

Australian Curriculum:

- Maths,
- Science,
- English, Humanities,
- HPE, Technologies,
- Arts
- Social and Emotional Wellbeing program
- STEM curriculum integration
- QMEA extra-curricular challenges
- QMEA and Science Ambassadorial pathways
- Targeted Literacy and Numeracy program

Year 10 Transition

Prep for ATAR:
- Certificate III in Aviation
- Maths Extension
- QTAC My Path
- University Excursion/ Camp (cyclic)

Prep/Taster for Employment
- VET preparatory courses (2 QCE credits)
- BSB10120 Cert I in Workplace Skills
- AHC10216 Cert I in Agriculture
- FNS10120 Cert I in Basic Financial Literacy
- Literacy short course (1 QCE credit)
- SBT/ SBA

General preparation for senior *(What do I want to do?):*
- Career Education short course (1 QCE credit)
- SET Planning
- Work Experience

QCE + ATAR Pathway

ATAR
*English plus:
- 4 General subjects
- 3 General subjects + 1 Applied subject
- 3 General subjects + 1 Certificate III

QCE + Vocational Education and Training (VET) Pathway

Combination of General and Applied Subjects

Combination VET and Applied Subjects

QCIA Pathway

Applied Subjects + Short courses

General Subjects
- English
- General Mathematics
- Biology
- Chemistry
- Physical Education

Or any subject from SDE

Applied Subjects
- Essential English
- Essential Maths
- Sport and Recreation
- Furnishing Skills
- Agricultural Practices
- Visual Arts in Practice
- Social & Community Studies

VET Courses
- Certificate II in Cookery
- Certificate III in Health Services Assistance (Connect n Grow RTO)
- Certificate II in Self Awareness and Development (Blueprint RTO)
- Certificate II in Engineering Pathways (CQU RTO)

Through NRSHS:
- Certificate II in Workplace Skills
- Certificate II in Active Volunteering
- Certificate III in School-based Education Support

Short Courses
- Numeracy
- Literacy
- Career Development

Tracking performance and Transitions

Monitoring
- QCE/QCIA tracking
- Academic performance tracking
- VET competency tracking
- SET Plan reviews
- QTAC MyPath revisits
- Wellbeing support

Pathways
- SATs
- Work experience/ placement
- University Excursions
- Scholarship preparation

CSHS Senior Phase Sample Pathways 2024 – 2026

Key: * = on application or EOI only G = General Subject A = Applied subject DE = Distance education or online delivery

	Health and Nutrition		Innovation or Mining	Agriculture/ Agribusiness	*Alternative-paced QCE	
	University	**Direct Employment**	**University or Entrepreneurship**	**Direct Employment**	**Part-time/ combination with SBA/SBT**	**Accelerated (graduate early)**
Year 10	Certificate III in Aviation	Food Specialisation	Certificate III in Aviation	Certificate I in Agriculture Geography	At least 1 of • Certificate III in Aviation • Certificate I in Agriculture • Certificate I in Workplace Skills • SBA/ SBT	• Certificate III in Aviation And At least 1 of • Certificate I in Agriculture • Certificate I in Workplace Skills
Yr 11 & 12	Certificate III in Health Services Assistance	Certificate III in Health Services Assistance	Design (G)	Agricultural Practices (A) And/ or Agricultural Science via DE (G)	Certificate III in Aviation	Certificate II in Self Awareness & Development
	English (G)	Essential English (A) or English (G)	Any English	Any English	Certificate II in Engineering Pathways	Certificate II in Skills for Work and Vocational pathways via DE Or Certificate II in Financial Services via DE
	General Maths (G) Or Math Methods (G)	General Maths (G) or Essential Maths (A)	Any Maths	Any Maths	SBA/ SBT or Certificate III in Health Services	Yr 11 Essential English (A)
	Biology (G) and/ or Chemistry (G)	Sport and Recreation (A)	Visual Arts in Practice (A) Or Certificate II in Engineering Pathways	Furnishing Skills (A)	Essential English (A)	Yr 11 Essential Maths (A)
	Physical Education (G)	Certificate II in Kitchen Operations	Certificate II in Applied Digital Technologies via DE OR *Certificate II in Electrotechnology via DE	Certificate II in Engineering Pathways OR Certificate III in Aviation	Essential Maths (A)	
	Health (G) via DE	Social & Community Studies (A)	Certificate III in Aviation (if not completed in Year 10)	Business (G)/ Economics via DE OR Certificate II in Workplace Skills		

CSHS Proposed Senior Schooling Study Calendar 2024-2025

	Year 11				Year 12			
Subject	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 1**	**Term 2**	**Term 3**	**Term 4**
General Subjects								
General Maths	Unit 1	Unit 2	Unit 3		Unit 4			External Exams
Chemistry	Unit 1	Unit 2	Unit 3		Unit 4			External Exams
Biology *AS	Unit 1	Unit 2	Unit 3		Unit 4			External Exams
English	Unit 1	Unit 2	Unit 3		Unit 4			External Exams
Physical Education *AS	Unit 1	Unit 2	Unit 3		Unit 4			External Exams
Applied Subjects								
Essential Maths	Unit 1	Unit 2	Unit 3		Unit 4			Assignment completion
Essential English	Unit 1	Unit 2	Unit 3		Unit 4			Assignment completion
Furnishing Skills	Unit 1	Unit 2	Unit 3		Unit 4			Assignment completion
Agricultural Practices	Unit 1	Unit 2	Unit 3		Unit 4			Assignment completion
Social and Community Studies	Unit 1	Unit 2	Unit 3		Unit 4			Assignment completion
Sport and Recreation	Unit 1	Unit 2	Unit 3		Unit 4			Assignment completion
Visual Arts in Practice	Unit 1	Unit 2	Unit 3		Unit 4			Assignment completion
VET Courses								
Cert II in Cookery	3 x 70mins a week across 4 terms (12 service periods also required)							
Cert III in Health Services Assistance	3 x 70mins a week across 8 terms (20 hours of work placement encouraged)							
Cert II in Engineering Pathways	1 week per term across 7 terms							
Cert III in Aviation	1 day a fortnight for 1 year * TBA							

General Subjects

General Mathematics

General senior subject

General

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops 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.

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. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

Pathways

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

Objectives

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

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems

Structure

• Unit 1	• Unit 2	• Unit 3	• Unit 4
Money, measurement, algebra and linear equations • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs	**Applications of linear equations and trigonometry, matrices and univariate data analysis** • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2	**Bivariate data and time series analysis, sequences and Earth geometry** • Bivariate data analysis 1 • Bivariate data analysis 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments and annuities 1 • Loans, investments and annuities 2 • Graphs and networks • Networks and decision mathematics 1 • Networks and decision mathematics 2

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 20% Problem-solving and modelling task			
Summative internal assessment 2 (IA2): • Examination — short response	15%	Summative internal assessment 3 (IA3): Examination — short response	15%
Summative external assessment (EA): 50% • Examination — combination response			

- **Pre-requisites:** Minimum C for Year 10 Mathematics
- **QCE Credits** – 1 credit for every satisfactory result (or higher) of a unit. Maximum 4 credits.
- **Duration** – 2 years

English

General

The 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 have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts
- skills to 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
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

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/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

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Texts and culture** • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Textual connections** • Conversations about issues in texts • Conversations about concepts in texts.	**Close study of literary texts** • Creative responses to literary texts • Critical responses to literary texts

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Spoken persuasive response	25%	Summative internal assessment 3 (IA3): • Examination — extended response	25%
Summative internal assessment 2 (IA2): • Written response for a public audience	25%	Summative external assessment (EA): • Examination — extended response	25%

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

Physical Education *Alternative Sequence

General

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students 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 and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

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

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy and biomechanics in physical activity • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity	**Sport psychology and equity in physical activity** • Sport psychology in physical activity • Equity — barriers and enablers	**Tactical awareness and ethics in physical activity** • Tactical awareness in physical activity • Ethics and integrity in physical activity	**Energy, fitness and training in physical activity** • Energy, fitness and training integrated in physical activity

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Investigation — report	25%	Summative external assessment (EA): • Examination — combination response	25%

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

QCE Credits – 1 credit for every satisfactory result (or higher) of Units 1 & 2. Up to 2 credits for Units 3+4. Maximum 4 credits.

Duration – 2 years

Fees: There is a subject levy associated with this course

Biology - *Alternative Sequence

General

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to 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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

Unit 3	Unit 4	Unit 1	Unit 2
Biodiversity and the interconnectedness of life • Describing biodiversity and populations • Functioning ecosystems and succession	**Heredity and continuity of life** • Genetics and heredity Continuity of life on Earth	**Cells and multicellular organisms** • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** • Homeostasis — thermoregulation and osmoregulation • Infectious disease and epidemiology

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination — combination response			

Pre-requisites: B for Year 10 Science

QCE Credits – 1 credit for every satisfactory result (or higher) of Units 1 & 2. Up to 2 credits for Units 3+4. Maximum 4 credits.

Duration – 2 years

Chemistry

General

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Pathways

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

Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination — combination response			

Pre-requisites: B for Year 10 Science and Maths, very good effort.

QCE Credits – 1 credit for every satisfactory result (or higher) of Units 1 & 2. Up to 2 credits for Units 3+4. Maximum 4 credits.

Duration – 2 years

Applied Subjects

Essential Mathematics

Applied

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs • Fundamental topic: Calculations • Number • Representing data • Managing money	**Data and travel** • Fundamental topic: Calculations • Data collection • Graphs • Time and motion	**Measurement, scales and chance** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Probability and relative frequencies	**Graphs, data and loans** • Fundamental topic: Calculations • Bivariate graphs • Summarising and comparing data • Loans and compound interest

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. 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

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination — short response

Pre-requisites: Preferably a C for Year 10 Mathematics

QCE Credits – 1 credit for every satisfactory result (or higher) of Units 1 & 2. Up to 2 credits for Units 3+4. Maximum 4 credits.

Duration – 2 years

Essential English

Applied

The subject 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. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences 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
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

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 suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- 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 language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to texts • Creating texts	**Texts and human experiences** • Responding to texts • Creating texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Spoken response	Summative internal assessment 3 (IA3): • Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Written response

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

QCE Credits – 1 credit for every satisfactory result (or higher) of Units 1 & 2. Up to 2 credits for Units 3+4. Maximum 4 credits.

Duration – 2 years

Furnishing Skills

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other 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:

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures.
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and procedures.

Structure

Furnishing Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Furniture-making
Unit option B	Cabinet-making
Unit option C	Interior furnishing
Unit option D	Production in the domestic furniture industry
Unit option E	Production in the commercial furniture industry
Unit option F	Production in the bespoke furniture industry

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Furnishing Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a product and document the manufacturing process.	**Product** Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Pre-requisites: Nil

QCE Credits – 1 credit for every satisfactory result (or higher) of Units 1 & 2. Up to 2 credits for Units 3+4. Maximum 4 credits.

Duration – 2 years

Fees: There is a subject levy associated with this course

Sport & Recreation

Applied

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

Pathways

A course of study in Sport & Recreation 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:

- Investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes.

Structure

Sport & Recreation is a four-unit course of study. This syllabus contains 12 QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Aquatic recreation
Unit option B	Athlete development and wellbeing
Unit option C	Challenge in the outdoors
Unit option D	Coaching and officiating
Unit option E	Community recreation
Unit option F	Emerging trends in sport, fitness and recreation
Unit option G	Event management
Unit option H	Fitness for sport and recreation
Unit option I	Marketing and communication in sport and recreation
Unit option J	Optimising performance
Unit option K	Outdoor leadership
Unit option L	Sustainable outdoor recreation

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Sport & Recreation are:

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Performance** Performance: up to 4 minutes **Planning and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Investigation and session plan** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words **Performance** Performance: up to 4 minutes

		Evaluation One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Suggested pre-requisites: C for Year 10 HPE

QCE Credits – 1 credit for every satisfactory result (or higher) of Units 1 & 2. Up to 2 credits for Units 3+4. Maximum 4 credits.

Duration – 2 years

Fees: There is a subject levy associated with this course

Agricultural Practices

Applied

Agricultural Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in agricultural science, workplaces and other settings. Learning in Agricultural Practices involves creative and critical reasoning; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Agricultural Practices students apply scientific knowledge and skills in situations to produce outcomes. Students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

Projects and investigations are key features of Agricultural Practices. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike agricultural contexts.

By studying Agricultural Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical agricultural situations.

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:

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

Structure

Agricultural Practices is a four-unit course of study. This syllabus contains eight QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Animal industries
Unit option B	Plant industries
Unit option C	Land-based animal production
Unit option D	Water-based animal production
Unit option E	Land-based plant production
Unit option F	Water-based plant production
Unit option G	Animal agribusiness
Unit option H	Plant agribusiness

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Agricultural Practices are:

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: • Product: 1 • Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Pre-requisites: Nil

QCE Credits – 1 credit for every satisfactory result (or higher) of Units 1 & 2. Up to 2 credits for Units 3+4. Maximum 4 credits.

Duration – 2 years

Fees: There is a subject levy associated with this course

Visual Arts in Practice

Applied

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.

Objectives

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate influences
- justify viewpoints
- experiment in response to stimulus

- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects	**Art as code** • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions	**Art as knowledge** • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed	**Art as alternate** • Concept: evolving alternate representations and meaning • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation — inquiry phase 1</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — inquiry phase 3</td><td rowspan="2">30%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Pre-requisites: Nil

QCE Credits – 1 credit for every satisfactory result (or higher) of Units 1 & 2. Up to 2 credits for Units 3+4. Maximum 4 credits.

Duration – 2 years

Fees: There is a subject levy associated with this course

Social & Community Studies

Applied

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

Pathways

A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

Objectives

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

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.

Structure

Social & Community Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option B	Healthy choices for mind and body
Unit option C	Relationships and work environments
Unit option D	Legal and digital citizenship
Unit option E	Australia and its place in the world
Unit option F	Arts and identity

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Social & Community Studies are:

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	**Item of communication** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Vocational Education and Training (VET Courses)

Clermont State High School

RTO Number: 30262

Vocational Education and Training - VET

Elective lines delivered at CSHS on scope

VET

QUALIFICATION: Certificate II in Cookery - SIT20421

REGISTERED TRAINING ORGANISATION	Clermont State High School RTO Code: 30262

Certificate II in Cookery is a nationally recognised Vocational Education and Training (VET) course that 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. This qualification does not meet the requirements for trade recognition as a cook, but can provide a pathway towards achieving that. 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 across Year 11 and 12. The course will be delivered on site at Clermont State High School, while work placement will be conducted off site at various hospitality establishments.

Course Units
To attain a SIT20421 Certificate II in Cookery, 13 units of competency must be achieved:

Core Competencies	
SITHCCC023	Use food preparation equipment
SITHCCC027	Prepare dishes using basic methods of cookery
SITHCCC034	Work effectively in a commercial kitchen (12 service periods - work placement)
SITHKOP009	Clean kitchen premises and equipment
SITXFSA005*	Use hygienic practices for food safety (Pre-requisite)
SITXINV006	Receive, store and maintain stock
SITXWHS005	Participate in safe work practices

Elective Competencies	
SITHCCC024	Prepare and present simple dishes
SITHCCC025	Prepare and present sandwiches
SITCCCC026	Package prepared foodstuffs
SITHCCC028	Prepare appetisers and salads
SITHCCC030	Prepare vegetable, fruit, eggs and farinaceous dishes
SITXCCS001	Interact with customers

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

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

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
Fees are subject to change. At present, course fees are approximately $350 per year and is payable prior to the commencement of the course.

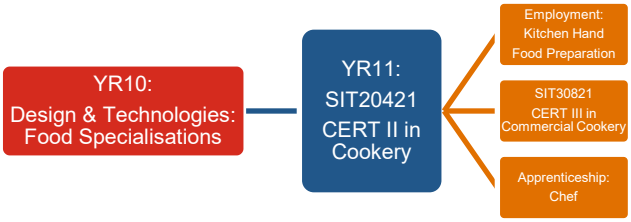
Work Placement
Students are required to complete twelve (12) service periods working within industry completing a variety of service types (breakfast, lunch, dinner and catering). Service periods are compulsory for completion of SIT20421 and arranged through the VET Coordinator.

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 provides a pathway to work in cookery within organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, and coffee shops; and institutions such as aged care facilities, hospitals, prisons, and schools. It can also lead towards further training in: SIT30821 Certificate III in Commercial Cookery.



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

Vocational Education and Training - VET

Elective lines delivered at CSHS

VET

QUALIFICATION: Certificate II in Engineering Pathways – MEM20413

REGISTERED TRAINING ORGANISATION	Central Queensland University RTO Code: 40939

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 pre-requisite 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.

Competencies	
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

*Subject to change

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
This course comes under the VETiS eligibility scheme. For VETiS eligible students, the course materials fee will be approximately $500 per year. For VETiS ineligible students, the full course fee and materials fee is required – please see CQU for current fees. Fees are payable prior to the commencement of the course.

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.

Vocational Education and Training - VET

Elective lines delivered at CSHS

VET

QUALIFICATION: Certificate III in Aviation – AVI30419 (Remote Pilot)

REGISTERED TRAINING ORGANISATION	**BASAIR** **RTO Code: 1327**	BASAIR AVIATION COLLEGE	NATIONALLY RECOGNISED TRAINING

Qualification description

Developed by leaders in the industry, BASAIR's Certificate III in Aviation course has been designed to give students the skills needed to operate multi-rotor UAVs to the highest standards. Our AVI30419 Certificate III in Aviation (Remote Pilot) plus the successful completions of the CASA RePIL (Remote Pilot Licence exam) provides all the training and qualifications students need to fly drones in an industry environment.

External RTO

The AVI30419 Certificate III in Aviation will be delivered and assessed by 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 or another school within CH.

Entry requirements

Students in Year 10 wishing to undertake this course, will be required to demonstrate capability to meet AQF level 3 skill sets to enter this course in Year 10. Students not able to meet this standard, will be provided an opportunity to study this course in Year 11 or 12.

Duration and Location

This course is delivered over the duration of one day a fortnight for approximately 1 year. It is delivered to students in Year 10, 11 or 12. The location is dependent on student numbers. If sufficient numbers from Clermont SHS enrol in this course, it will be delivered at Clermont SHS. If insufficient numbers, then students may need to travel to Moranbah, Middlemount or Emerald to undertake the practical face to face course.

Course units

To attain an AVI30419 Certificate III in Aviation (Remote Pilot), 14 units of competency must be achieved.

Core Competencies	
AVIG0003	Work effectively in the aviation industry
AVIW0028	Operate and manage remote pilot aircraft systems
AVIW0004	Perform operational inspections on remote operated systems
AVIY0053	Manage remote pilot aircraft systems energy source requirements
AVIY0052	Control remote pilot aircraft systems on the ground
AVIY0023	Launch, control and recover a remotely piloted aircraft
AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations
AVIF0021	Manage human factors in remote pilot aircraft systems operations
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations
AVIH0006	Navigate remote pilot aircraft systems

Elective Competencies

AVIY0027	Operate multi-rotor remote pilot aircraft systems
AVIE0003	Operate aeronautical radio
AVIH0008	Operate remote pilot aircraft systems extended visual line of sight (EVLOS)
AVIW0008	Conduct aerial search using remote piloted aircraft

Delivery Modes: via a blended delivery model involving virtual learning, online training and face-to-face.

Assessment: Assessment is competency based and includes:

- 240 indicative hours of unmanned aerial vehicle training
- Written tasks
- Questioning
- Flying hours
- Minimum 5 hours instructed piloting of a UAV
- Simulated training and mastering of a micro 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 6 QCE credits depending on their percentage of completion.

Fee: This course is able to be funded by VETiS for eligible students. If students are not eligible for VETiS funding, then the full fee for this course is required and payable at the commencement of the course. If you are to be a full-fee paying student, please contact RTO manager for costs.
Course Materials: Approximately $200
Optional extra- Remote Pilot Licence - $400

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

NB: This course's delivery at Clermont SHS is dependent on meeting the minimum number of enrolments. The information provided is accurate at time of publication

Vocational Education and Training - VET

Elective lines delivered at CSHS

VET

QUALIFICATION: Certificate III in Health Services Assistance HLT33115

(including Certificate II in Health Support Services HLT23215)

REGISTERED TRAINING ORGANISATION	**Connect 'n' Grow** **RTO Code: 40518**	Connect 'n' Grow	Nationally Recognised Training

Qualification Description

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.
Refer to training.gov.au for specific information about the qualification.

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 qualifications will be awarded by Connect 'n' Grow.

Entry Requirements

There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework.

International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

Duration and Location

This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow.

Course Units Year 1 (Certificate II units)	
CHCCOM005	Communicate and work in health or community services
CHCCOM005	Communicate and work in health or community services
HLTWHS001	Participate in workplace health and safety
CHCDIV001	Work with diverse people
HLTINF006	Apply basic principles and practices of infection prevention and control
CHCCCS010	Maintain a high standard of service
HLTHSS011	Maintain stock inventory

Course Units Year 2 (Certificate III units)	
HLTAAP001	Recognise Healthy body systems

CHCCOM005	Communicate and work in health or community services
HLTWHS001	Participate in workplace health and safety
CHCDIV001	Work with diverse people
HLTINF006	Apply basic principles and practices of infection prevention and control
CHCCCS010	Maintain a high standard of service
HLTHSS011	Maintain stock inventory

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

- face-to-face training
- practicals and scenarios
- online learning

Assessment
Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questionnaires
- written and practical tasks

Work experience
Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability. Connect ‘n’ Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

Obligation
Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the 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
Maximum 8 (up to 4 points for completion of the Certificate II and up to a further 4 points for completion of the Certificate III).

Fees
The total Fee For Service cost of these courses (Cert II and Cert III) is $998 and is payable at the commencement of the course.

Pathways
Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B.Nursing)
- Entry level employment within the health industry.

Vocational Education and Training - VET

Elective lines delivered at CSHS

VET

QUALIFICATION: Certificate II in Self Awareness & Development – 10939NAT

REGISTERED TRAINING ORGANISATION	**Blueprint Career Development** **RTO Code: 30978**	Blueprint Career Development	Nationally Recognised Training

Qualification Description
This course is about individuals reaching their full potential through self-awareness and using their understanding to prepare themselves for success. This program integrates socio-cultural learning with practical exercises, coaching and problem-solving. It enables participants to overcome significant barriers to develop personal commitment and confidence. Participants can expect to be challenged, confronted and occasionally surprised as their prevailing personal beliefs and behaviours are re-aligned with the hallmarks of success.

External RTO
This course is being delivered in partnership with the external RTO Blueprint Career Development, RTO Code: 30978. Training and assessment will occur through Clermont SHS (RTO Code 30262). The qualifications will be awarded by Blueprint Career Development.

Entry Requirements
There are no formal entry requirements.

Duration and Location
This is course is delivered in multiples methods and is dependent on the cohort of students undertaking the course. One delivery method is a half-day block once a week for 2 terms, while the second delivery method is a full 10-day course with 2 additional check-in days. This training and assessment will occur at Clermont SHS or Clermont SS depending on the number of participants.

Course Units

Unit Code	
NAT10939001	Transform thinking habits
NAT10936002	Identify learning styles and personality profiles to communicate effectively
NAT10936003	Make choices that develop self-esteem
NAT10936004	Develop empowering beliefs and habits
NAT10936005	Deal with fears and challenges
NAT10936006	Cultivate creative thinking
NAT10936007	Create personal vision and opportunities
NAT10936008	Clarify purpose and overcome obstacles
NAT10936009	Define, monitor and reward goals
NAT10936010	Manage time with balance and self-discipline
NAT10936011	Build positive relationships
NAT10936012	Present with positive praise and critique

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

- face-to-face training
- practicals and scenarios

Assessment
Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questionnaires/ interviews/ presentations
- written and practical tasks

Obligation
Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Blueprint Career Development. 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. Maximum 4 QCE credits can be obtained from this course.

Fees
Participant fee includes materials and equipment to support the delivery of the course, while Course Levy is the cost to enrol in the course. Fees are payable prior to the commencement of the course.
Participant fee: $20
Course Levy: $350*

Refund
Students that withdraw from the program prior to the commencement of the course do not incur the participant fee and will be entitled to a full refund of the participant fee but there is no refund for the course levy, once enrolment has been completed.

Vocational Education and Training - VET

Offered by North Rockhampton State High School

VET

QUALIFICATION: Certificate II in Active Volunteering – CHC24015

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

This certificate provides students and schools with ability to engage with their local school and wider community. The program enables learning to be provided in an environment, which reflects the working circumstance of volunteers in our community under direct supervision.

This program is perfect for students and schools that are looking to incorporate their existing community partnerships and further strengthen student links to the community. Students will explore the varied dimensions of volunteering, basic emergency life support-skills, communication and organisational skills to effectively equip themselves moving into the workforce post-secondary schooling. Involves 20 hours of volunteer placement.

QCE Credits = Successful completion of the Certificate II in Active Volunteering contributes four (4) credits towards a student's QCE.

Program Length = One year

Core Competencies	
CHCDIV001	Work with diverse people
CHCVOL001	Be an effective volunteer
HLTWHS001	Participate in workplace health and safety
BSBCMM201	Communicate in the workplace

Elective Competencies	
CHCCOM001	Provide first point of contact
HLTAID011	Provide first aid
FSKDIG003	Use digital technology for routine workplace tasks

Vocational Education and Training - VET

Offered by North Rockhampton State High School

1. VET

QUALIFICATION: Certificate II in Workplace Skills - BSB20120

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

Certificate II in Workplace Skills, as an area of study, helps students to develop the necessary skills in preparation for work. Students will carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They will perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision. This qualification prepares students for a variety of entry-level Business Services job roles.

QCE Credits

Successful completion of the Certificate II in Workplace Skills contributes a maximum of four (4) credits towards a student's QCE. Each student must gain competency across 10 units, consisting of 5 core units plus 5 elective units to attain the full certificate.

Program Length

2 years

Core Competencies	
BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBWHS211	Contribute to the health and safety of self and others

Elective Competencies	
BSBCRT201	Develop and apply thinking and problem-solving skills
BSBFIN301	Process financial transactions
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTWK201	Work effectively with others

Course Overview

Certificate II in Workplace Skills meets the needs of students in the post compulsory years of schooling. In particular, it is designed to assist students to develop:

1. A knowledge and understanding of the business industry;
2. The skills and/or vocational competencies required as citizens for effective participation in the work force in general and the business community in particular;
3. An awareness and appreciation of the importance of communication in the business world and the ability to communicate effectively in a workplace environment, using the language of business appropriately;
4. The ability to effectively utilise a range of business technologies to enable them to take their places in a rapidly changing business and technological society;
5. An awareness of their individual abilities, to foster personal growth, self-reliance and a sense of personal worth and esteem within the framework of social responsibility;
6. An awareness of moral, ethical and social responsibility within all roles related to the business industry;
7. The knowledge, skills and attitudes necessary to participate as valued members of society and that enhance employability, enjoyment of life, preparedness for further studies and lifelong learning.

Vocational Education and Training - VET

Offered by North Rockhampton State High School

VET

QUALIFICATION: Certificate III in School Based Education Support - CHC30221

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

Do you want a career in Education? Are you looking to make a difference and play a role in shaping the next generation? Education is an in-demand industry. This qualification will provide;

- Potential job opportunities as a Teacher Aide while studying further in education
- Potential RPL opportunities when studying further in education

This qualification reflects the role of workers who assist teachers and support student learning in a range of classroom settings. They complete general administrative as well as operational tasks to support students with learning under the guidance of a teacher or other educational professional. Work requires use of discretion and judgement within the boundaries of established policies and procedures.

Education support workers work mainly with students in classroom settings in primary or secondary schools. To achieve this qualification, the individual must have completed a total of least 100 hours of work in a classroom environment catering to primary or secondary school students.

Program Length

- This program takes 2 years to complete. Duration may vary,
- 100 hours of work placement is involved - in a classroom environment catering to primary or secondary students.

QCE Credits

Successful completion of the Certificate III in School based Education Support contributes a maximum potential of eight (8) credits towards a student's QCE.

The Course consists of 15 competencies, 10 core and 5 electives.

Core Units	
CHCDIV001	Work with diverse people
CHCEDS033	Meet legal and ethical obligations in an education support environment
CHCEDS034	Contribute to the planning and implementation of educational programs
CHCEDS035	Contribute to student education in all developmental domains
CHCEDS036	Support the development of literacy and oral language skills
CHCEDS037	Support the development of numeracy skills
CHCEDS057	Support students with additional needs in the classroom

CHCEDS059	Contribute to the health, safety and wellbeing of students
CHCEDS060	Work effectively with students and colleagues
CHCEDS061	Support responsible student behaviour
Elective Competencies – 5 of the competencies below will be completed. Some competencies completed by all students; some are student choice.	
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
CHCEDS039	Work effectively as an Aboriginal and/or Torres Strait Islander education worker
CHCEDS040	Search and access online information
CHCEDS043	Support students with English as an additional language
CHCEDS048	Work with students in need of additional learning support
CHCEDS050	Support Aboriginal and/or Torres Strait Islander education
CHCEDS056	Provide support to students with autism spectrum disorder
CHCPRT001	Identify and respond to children and young people at risk
HLTAID012	Provide First Aid in an education and care setting

Entry Requirements

There are no prerequisites to enter Certificate III in School based Education Support CHC30221, however, students must undertake a Language, Literacy & Numeracy (LLN) test & must be able to undertake practical placement.

VET Certification Courses

All courses invoiced prior to or upon commencement.

Code	Cert Qualification		Registered Training Org (RTO)	RTO Registered #	Subsidised Fee with VETiS funding	Full Fee without VETiS funding
SIT20421	Cert II Cookery	^^	Clermont SHS	30262	NA	$350 per year
MEM20413	Cert II Engineering	*	CQU University	40939	$500 per year	Approx. $5,000 total
AVI30419	Cert III Aviation	*	Basair Aviation College	1327	$200 per year	Approx. $3,500 total
HLT33115	Cert III Health Services Assistance	*	Connect 'n' Grow	40518	$1,050 total	Approx. $3,800 total
10939NAT	Cert II Self-Awareness	^^	Blueprint Career Development	30978	NA	$370 total
CHC24015	Cert II Active Volunteering	^^	North Rockhampton SHS	30144	NA	Nil
BSB20120	Cert II Workplace Skills	^^	North Rockhampton SHS	30144	NA	Nil
CHC30221	Cert III School-based Education Support	^^	North Rockhampton SHS	30144	NA	TBA

* VET Certification course fees are dependent on service providers and are subject to change without notice

VETiS	Vocational Education & Training Schools VETiS Funding – selected courses within the VETiS stream are subsidised by QLD Government, students are only eligible for one course under the VETiS system
*	VETiS subsidised course (please note students can only be subsidised for one course under the VETiS funding guidelines)
^^	This is NOT a VETiS course – No VETiS funding available

Brisbane School of Distance Education (TBA)

Years 11–12 Subject Guide Information

for School-based students

2024 Subject lists

Disclaimer

Subject offerings are dependent upon enrolment numbers. Enrolment requests for subjects with high demand will be wait-listed in order of date received.

QCAA Subjects	General
English	Literature
Mathematics	Mathematical Methods
	Specialist Mathematics
Science	Biology
	Chemistry
	Physics
	Psychology
Humanities and Social Sciences	Accounting
	Ancient History
	Economics
	Geography
	Legal Studies
	Modern History
	Philosophy and Reason
The Arts	Dance
	Music
	Music Extension (Units 3 and 4 only)
	Visual Art
Technologies	Design
	Digital Solutions
Health and Physical Education	Health
Languages	Chinese
	Chinese Extension (Units 3 and 4 only)
	French
	German
	Japanese
	Spanish

Vocational Education and Training (VET) courses:	
Financial Services (FNS)	FNS20120 Certificate II in Financial Services (one year)
Information and Communications Technology (ICT)	ICT20120 Certificate II in Applied Digital Technologies (two years)
Community Services (CHC)	CHC30221 Certificate III in School Based Education Support (two years)
Foundation Skills (FSK)	FSK10119 Certificate I in Access to Vocational Pathways (Special Schools only by request)
	FSK20119 Certificate II in Skills for Work and Vocational Pathways (two years)

Note: Study abroad students will not be accepted into VET subjects.

Clermont SHS Subject Selection Structure 2025 (Draft)

Students select 1 subject on each line. Each subject can only be selected once.

Clermont State High School

Subject Selection Structure - Year 11, 2025

Number of Lines: **7** Additional Preferences: **2**

Mandatory KLAs: **English, Mathematics**

Student Instructions:
Select 1 subject per line.
If you wish to study a subject via Brisbane or Capricornia SDE, please enter the subject in "external subjects"

Line 1	☐ English	☐ Essential English	
Line 2	☐ Essential Mathematics	☐ General Mathematics	
Line 3	☐ Certificate II in Engineering Pathways	☐ Certificate III in Aviation (Remote Pilot)	☐ Physical Education
	☐ Sport and Recreation	☐ Visual Arts in Practice	☐
Line 4	☐ Certificate II in Engineering Pathways	☐ Certificate III in Aviation (Remote Pilot)	☐ Certificate III in Health Services Assistance
	☐ Chemistry	☐ Furnishing Skills	☐
Line 5	☐ Biology	☐ Certificate II in Engineering Pathways	☐ Certificate III in Aviation (Remote Pilot)
	☐ Certificate III in School Based Education Support	☐ Social and Community Studies	☐
Line 6	☐ Agricultural Practices	☐ Certificate II in Cookery	☐ Certificate II in Engineering Pathways
	☐ Certificate III in Aviation (Remote Pilot)	☐	☐
Line 7	☐ Certificate II in Active Volunteering	☐ Certificate II in Engineering Pathways	☐ Certificate II in Self Awareness and Development
	☐ Certificate II in Workplace Skills	☐ Certificate III in Aviation (Remote Pilot)	☐

Capricornia School of Distance Education (draft line structure)

YEAR 11 2024	LINE 1 M1 T3 W2	LINE 2 M2 T4 W1	LINE 3 M3 W3 F2	LINE 4 M4 TH1 F3	LINE 5 T2 TH4 F1	LINE 6 T1 TH3 F4	LINE 7 T1A TH2 W4
GENERAL SUBJECTS	GENERAL ENGLISH	MATHEMATICAL METHODS	BIOLOGY	CHEMISTRY	PHYSICS	SPECIALIST MATHS	
	MATHEMATICAL METHODS	GENERAL MATHEMATICS	MODERN HISTORY	LEGAL STUDIES	GEOGRAPHY	ANCIENT HISTORY	
	GENERAL MATHEMATICS	GENERAL ENGLISH	ACCOUNTING	AGRICULTURAL SCIENCE	BUSINESS	ECONOMICS	
						JAPANESE	
APPLIED SUBJECTS	ESSENTIAL ENGLISH	ESSENTIAL MATHEMATICS	SCIENCE IN PRACTICE	AGRICULTURAL PRACTICES	VISUAL ARTS IN PRACTICE	SOCIAL AND COMMUNITY STUDIES	
	ESSENTIAL MATHEMATICS	ESSENTIAL ENGLISH	EARLY CHILDHOOD STUDIES		AQUATIC PRACTICES		
VOCATIONAL EDUCATION AND TRAINING (VET) SUBJECTS				Certificate II in SKILLS FOR WORK AND VOCATIONAL PATHWAYS	Certificate II in APPLIED DIGITAL TECHNOLOGIES	Certificate II in WORKPLACE SKILLS	
				Certificate II in WORKPLACE SKILLS	Certificate I in Basic Financial Literacy	Certificate II in SKILLS FOR WORK AND VOCATIONAL PATHWAYS	
				Certificate II in Self Awareness and Development			