

Clermont State High School

Year 9 & 10 Subject Selection

2022

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Welcome to Years 9 & 10

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

Some things to consider when making subject selection choices:

Achievement

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

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

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

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

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

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

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

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

OPPORTUNITIES IN YEAR 9

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

Subject Choice

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

Compulsory Curriculum Subjects

LINE 1 English

LINE 2 Mathematics

LINE 3 Science

LINE 4 Health & Physical Education

LINE 5 Humanities (History/Geography)

Compulsory Non-Curriculum Subjects

Social and Emotional Wellbeing (SEW)

Skills Improvement (SKI)

Elective Subjects

THE ARTS

Visual Arts

Media Arts

Drama

DDESIGN & TECHNOLOGIES

Materials & Technologies Specialisation

Food and Fibre Production

Food Specialisation

Engineering Principles & Systems

OPPORTUNITIES IN YEAR 10

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

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

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

Subject Choice

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

Compulsory Curriculum Subjects

LINE 1 English Modified English combined with Literacy Short Course*	LINE 3 Science
LINE 2 Mathematics Mathematics Extension*	LINE 4 Health & Physical Education
	LINE 5 Humanities (History/Geography)

Compulsory Non-Curriculum/ Short Course Subjects

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

Elective Subjects

THE ARTS

Visual Arts
Media Arts

VET

Certificate I in Agrifood
Operations
Certificate I in Workplace
Skills**
Certificate II in Autonomous
Technologies ***
Certificate III in Aviation* **

DESIGN & TECHNOLOGIES

Materials & Technologies
Specialisation
Food and Fibre Production
Food Specialisation
Engineering Principles &
Systems
Microcredentials

*Courses offered for selected students only

** Course conducted via an external RTO

*** meets both criteria above

The School Week

Our school week is organised into blocks of 70 minute periods. Core and elective subjects each are given three (3) 70 minute periods a week (a total of 210 minutes per week), while compulsory non-curriculum subjects are allotted one (1) 70 minute period. The following graphic shows the breakdown of the week for students in Year 9 & 10.



Year 9

- HPE
- Science
- Humanities (Geo/Hist.)
- Mathematics
- English
- Elective
- Skills improvement (Literacy and numeracy focus)



Year 10

- HPE
- Science
- Humanities (Geo/Hist.)
- *Mathematics or Mathematics Ext.
- *English or Literacy Short Course
- Elective
- Career Education

Senior Assessment and Tertiary Entrance System

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

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 Certificate of Education (QCE)

For students completing Year 12 from 2020







About the QCE

- The QCE is Queensland's senior secondary schooling qualification.
- Students can choose from a wide range of learning options to suit their interests and career goals.
- To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

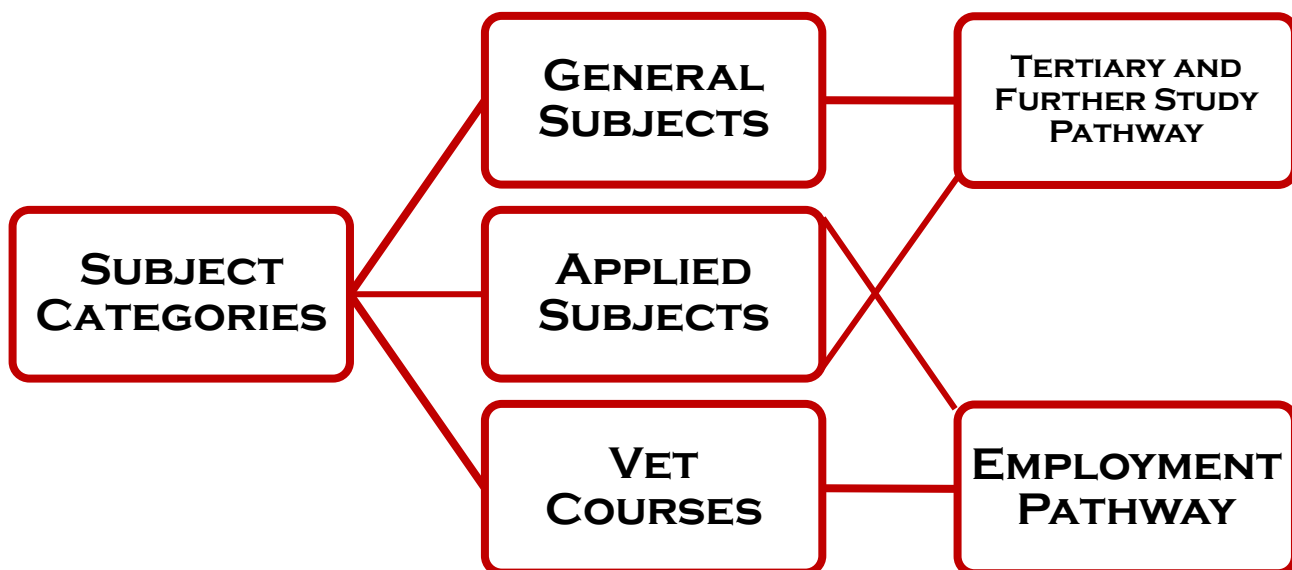


QCE requirements

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

More information




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



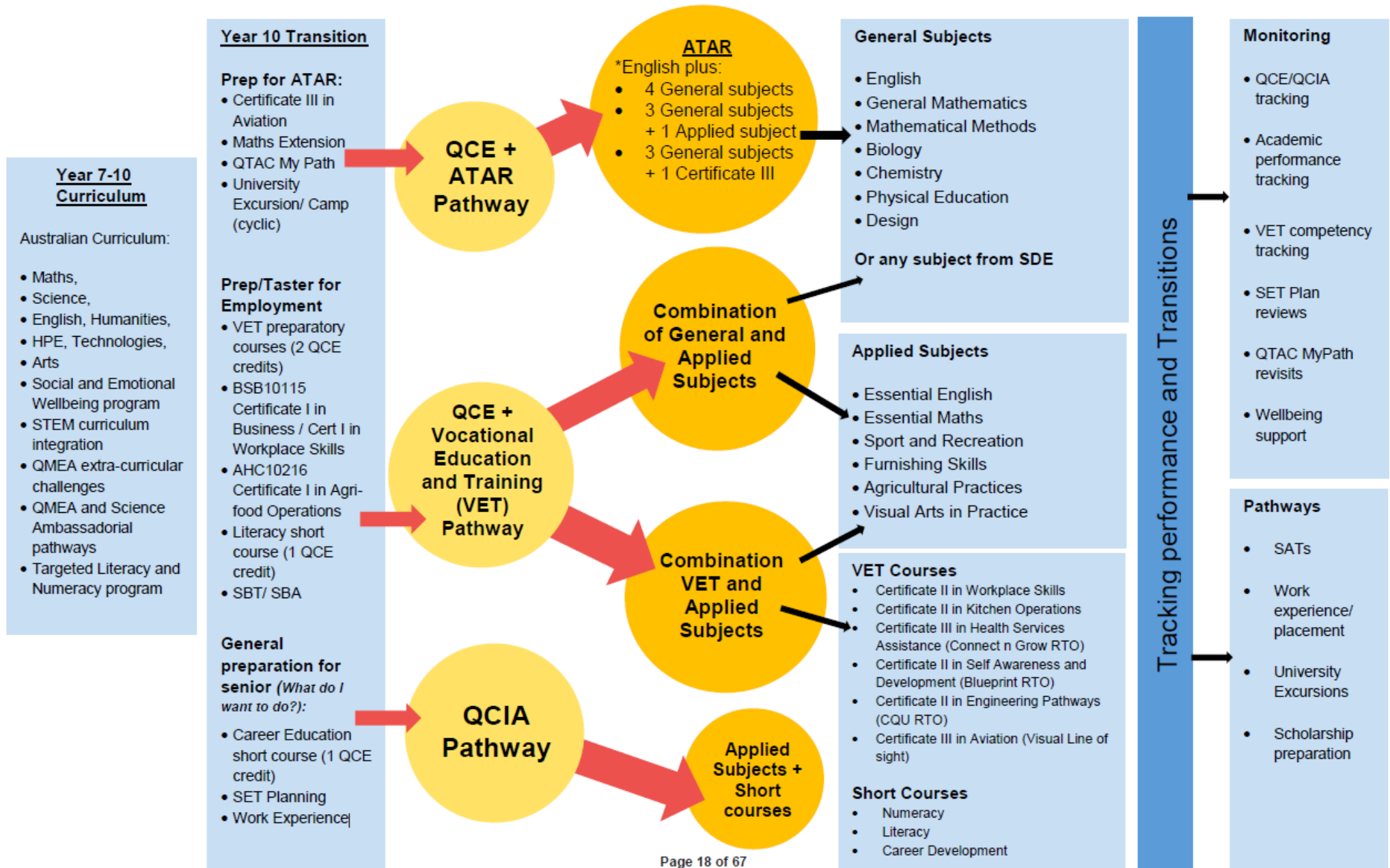
PATHWAY KEY

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

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

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

CSHS Senior Phase of Learning Strategy 2021 - 2022



CURRICULUM OFFERINGS

2022

Non-Curriculum Subjects

Social Emotional Wellbeing

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

Skills Improvement – Year 9

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

Short Courses

Short Course in Career Education – Year 10

Career Education is a one-unit course, that focuses on the development of knowledge, processes, skills, attributes and attitudes that will assist students to make informed decisions about their options and enable effective participation in their future study, working life and career.

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

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

Pathways

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

Short Course in Career Education Objectives

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

- Demonstrate knowledge and understanding of self, work practices and career development processes.
- Select, analyse and apply information related to work and career development.
- Use oral and written language to communicate information.
- Plan, implement and adjust processes to achieve learning outcomes.
- Apply learning.

Structure and Assessment

Schools develop two assessment instruments to determine the students' exit result.

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

QCE Credits – 1 credit for a C or higher result

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

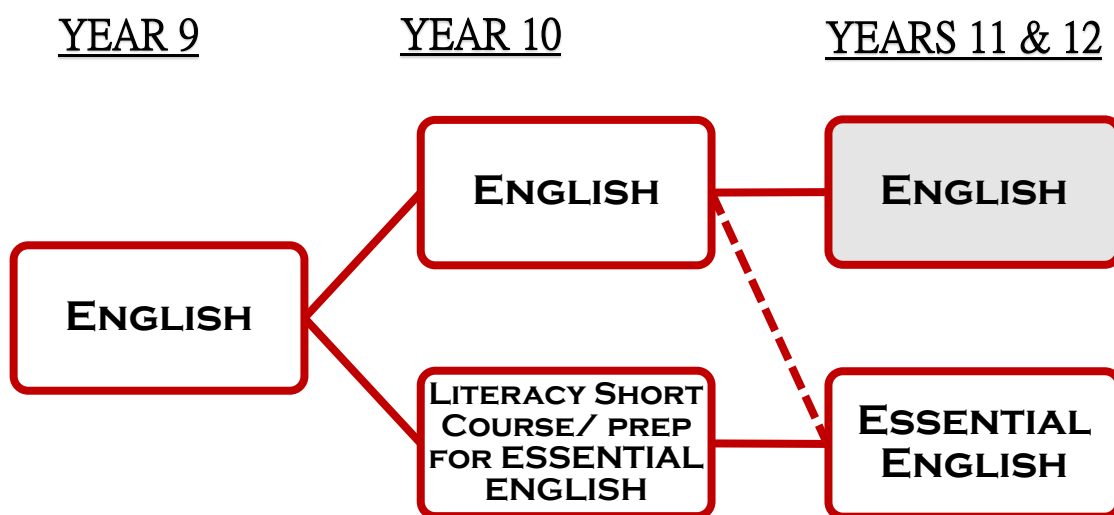
ENGLISH

Description of Years 9 and 10

In English in Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment and they interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students also develop a critical understanding of the contemporary media, and the differences between media texts.

PATHWAYS



Course Structure – Year 9/10 English

Content

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

Assessment Types

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

ENGLISH

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

A short course in literacy will be offered to selected Year 10 students. This will run over the Semester One of 2020. Completion of this course will contribute towards students' QCE (or equivalent).

Units and assessments will be constructed around the following assessment dimensions and aspects of communication:

DIMENSIONS

Reading and Writing
Oral Communication
Learning

ASPECTS OF COMMUNICATION

Personal (expressing identity)
Cooperative (interacting in groups)
Procedural (performing tasks)
Technical (using tools and technology)
Systems (interacting in organisations)
Public (interacting in the wider community)

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

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

MATHEMATICS

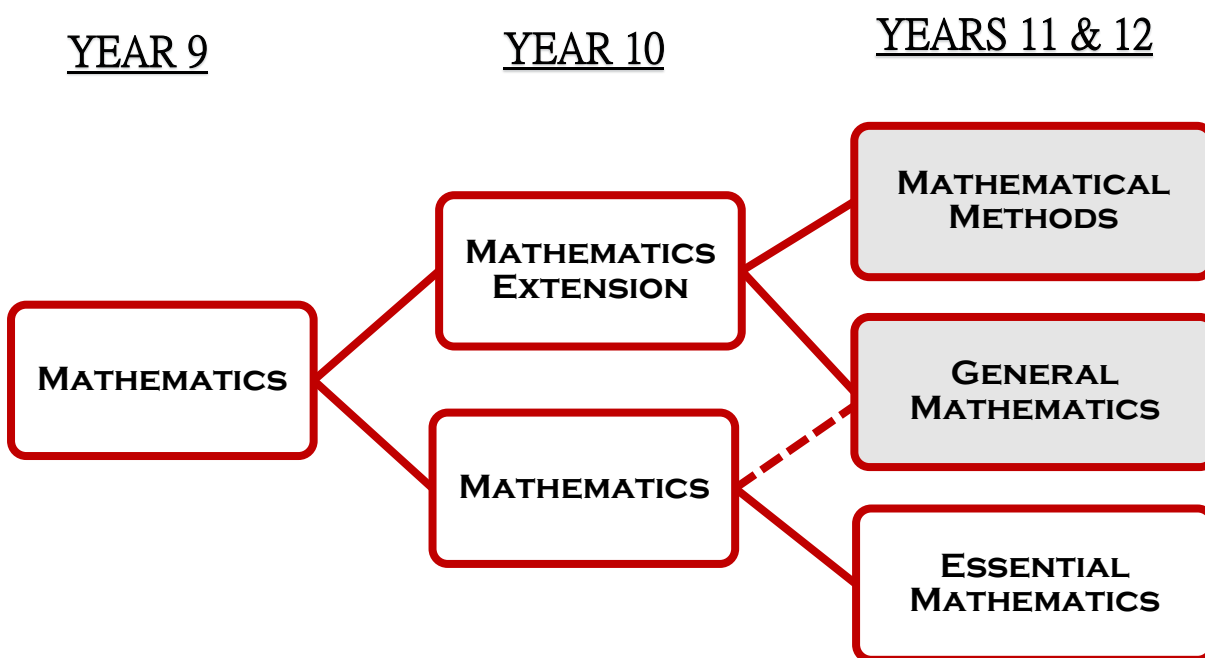
Description of Years 9 and 10

In Mathematics in Years 9 and 10, the proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

In Year 9, students describe the relationship between graphs and equations, simplify a range of algebraic expressions, explain the use of relative frequencies to estimate probabilities, and use of the trigonometric ratios for right-angle triangles. They apply the index laws to expressions with integer indices, expressing numbers in scientific notation, list outcomes for experiments and develop familiarity with calculations involving the Cartesian plane, areas of shapes and surface areas of prisms. Students also formulate, and model practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, and collecting data from secondary sources to investigate an issue. They follow mathematical arguments, evaluate media reports and use statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

In Year 10, students apply the four operations to algebraic fractions, find unknowns in formulas after substitution, making the connection between equations of relations and their graphs, compare simple and compound interest in financial contexts and determine probabilities of two and three step experiments. They factorise and expand algebraic expressions, use a range of strategies to solve equations and use calculations to investigate the shape of data sets. Students also calculate the surface area and volume of a diverse range of prisms to solve practical problems, find unknown lengths and angles using applications of trigonometry, use algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigate independence of events. They formulate geometric proofs involving congruence and similarity, interpret and evaluate media statements and interpret and compare data sets.

PATHWAYS



MATHEMATICS

Course Structure – Year 9 Mathematics

Unit 1: Solving analytical geometry problems

Assessment: Short Answer Questions

Investigating area and volume problem solutions

Assessment: Assignment/Project

Unit 2: Connecting and applying trigonometry, similarity and algebraic concepts

Assessment: Short Answer Questions

Unit 3: Investigating Secondary Data

Assessment: Assignment/Project

Applying index laws and simple interest formula

Assessment: Short Answer Questions

Unit 4: Calculating probability and using timescales

Assessment: Short answer questions

Course Structure - Year 10 Mathematics

Unit 1: Using trigonometry to calculate unknown angles and distances

Assessment: Short Answer Questions

Investigating probability in a design situation

Assessment: Assignment/Project

Unit 2: Applying algebraic concepts to relationships

Assessment: Short Answer Questions

Unit 3: Evaluating media reports

Assessment: Supervised Assessment

Applying volume, surface area and geometric reasoning

Assessment: Short Answer Questions

Unit 4: Determining compound interest and inequalities

Assessment: Short Answer Questions

Course Structure - Year 10 Mathematics Extension

Mathematics Extension will be offered to students who have performed strongly in Mathematics in the Junior Years. This subject will follow the same course structure as Year 10 Mathematics but will incorporate more complex concepts that provide a foundations for students intending to study Maths Methods.

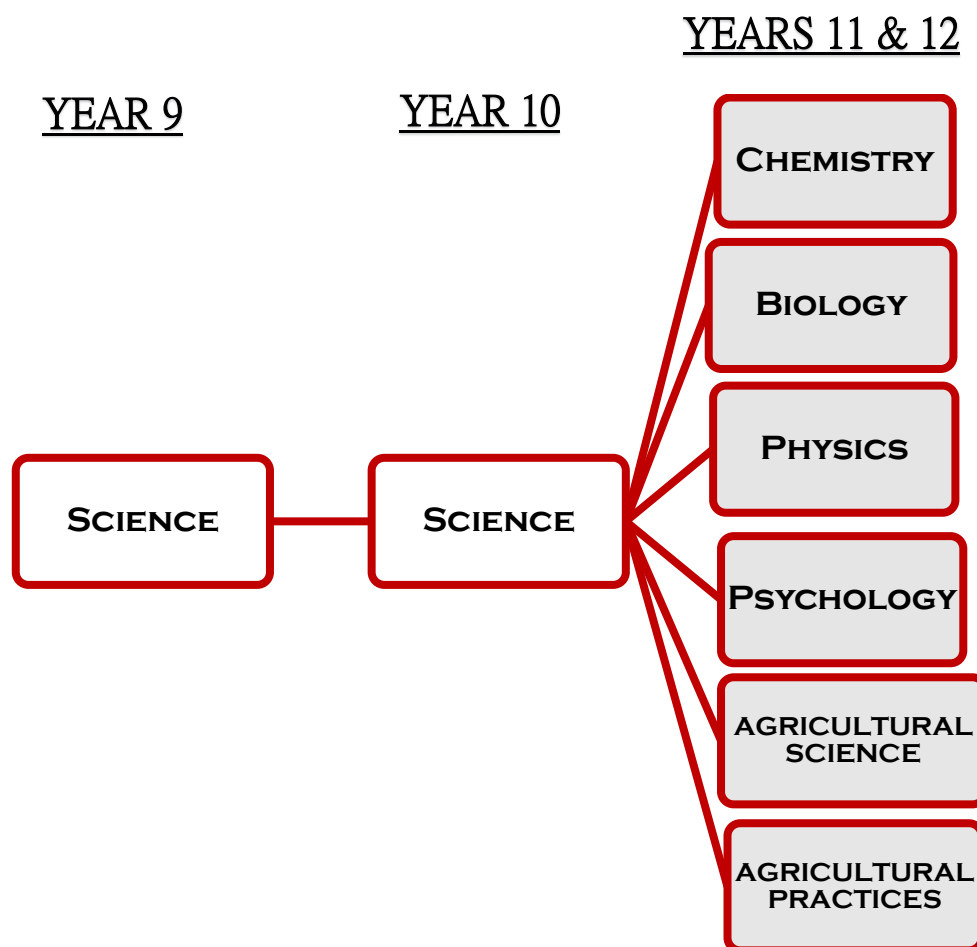
SCIENCE

Description of Years 9 and 10

In Year 9 Science, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. Students also learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

In the Year 10 curriculum, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

PATHWAYS



SCIENCE

Course Structure – Year 9 Science

Unit 1: Energy on the move

Assessment: Experimental Investigation

Unit 2: Making waves

Assessment: Exam

Unit 3: It's elementary

Assessment: Assignment

Unit 4: Changing Earth

Assessment: Exam

Unit 5: My life in balance

Assessment: Exam

Unit 6: Responding to change

Assessment: Research Task

Unit 7: Chemical patterns

Assessment: There is no summative assessment of student learning in this unit.

Unit 8: Heat and eat

Assessment: Experimental Investigation

Course Structure - Year 10 Science

Unit 1: Life blueprints

Assessment: Exam

Unit 2: Life evolves

Assessment: Research Task

Unit 3: Chemistry isn't magic

Assessment: Exam

Unit 4: Chemical reactions matter

Assessment: Experimental Investigation

Unit 5: Global systems

Assessment: Exam

Unit 6: The universe

Assessment: Exam

Unit 7: Moving along

Assessment: There is no summative assessment of student learning in this unit. Concepts are assessed in Unit 8.

Unit 8: Energy of motion

Assessment: Experimental Investigation

NB: Units for this subject may run in non-sequential order.

Health & Physical Education

Description of Years 9 and 10

The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Years 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

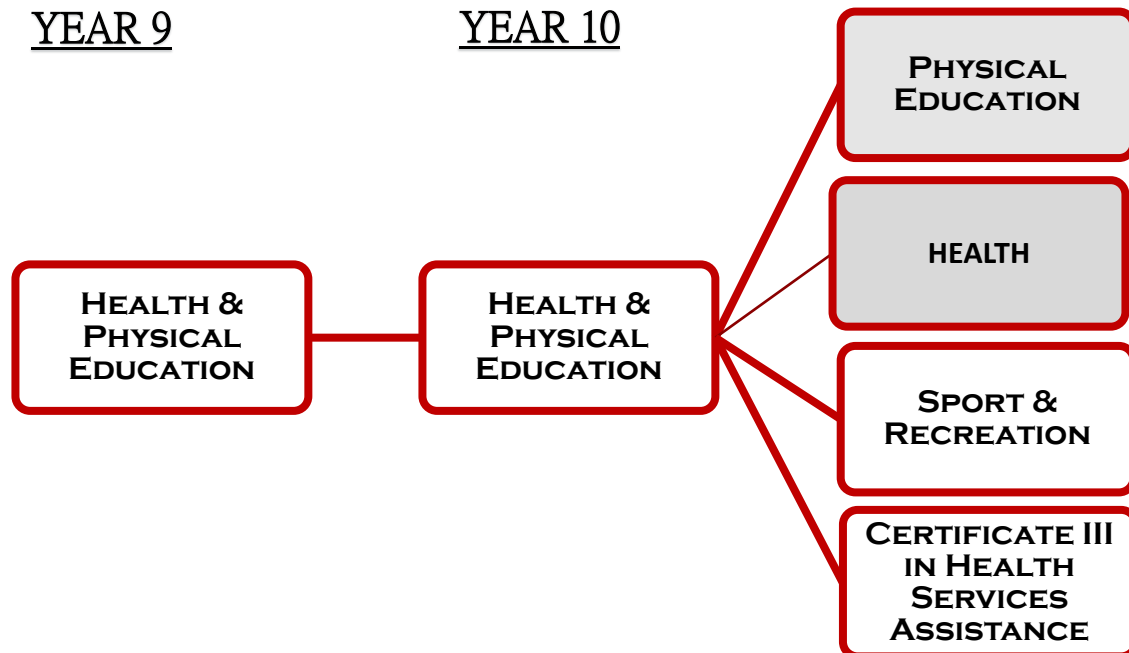
In Year 10, students may be given the choice of focus areas within HPE to study each semester.

Focus areas to be addressed in Years 9 and 10 include:

- Alcohol and other drugs (AD)
- Food and nutrition (FN)
- Health benefits of physical activity (HBPA)
- Mental health and wellbeing (MH)
- Relationships and sexuality (RS)
- Safety (S)
- Challenge and adventure activities (CA)
- Games and sports (GS)
- Lifelong physical activities (LLPA)
- Rhythmic and expressive activities (RE).
- Coaching and organising physical activities
- Fitness
- Biomechanics and Motor Learning

PATHWAYS

YEARS 11 & 12



Health & Physical Education

Course Structure – Year 9 Health & Physical Education

PERSONAL, SOCIAL & COMMUNITY HEALTH

Unit 1: Willing and Able

Assessment: Project Folio

Unit 2: Fitness

Assessment: Multimodal Presentation

Unit 3: Respectful Relationships & Sexual Health

Assessment: Exam

Unit 4: Cultural Influences on physical activity

Assessment: Project Folio

MOVEMENT & PHYSICAL ACTIVITY

Unit 1: Space Invaders (invasion game contexts)

Assessment: Performance

Unit 2: Fitness Session

Assessment: Project Folio

Unit 3: Strike Out or Be the Quarterback

Assessment: Performance

Unit 4: Indigenous Games

Assessment: Project Folio

Course Structure - Year 10 Health & Physical Education

PERSONAL, SOCIAL & COMMUNITY HEALTH

Unit 1: Coaching

Assessment: Performance

Unit 2: Fitness and Training

Assessment: Exam

Unit 3: Excellence in Health

Assessment: Research Project Folio

Unit 4: Biomechanics

Assessment: Research Assignment

MOVEMENT & PHYSICAL ACTIVITY

Unit 1: Spirit of the Disc (Ultimate Disc)

Assessment: Performance

Unit 3: Clear the Net

Assessment: Performance

Unit 4: Realise Your Potential

(Negotiated physical activity)

Assessment: Performance evaluation

NB: Units for this subject may run in non-sequential order.

Humanities

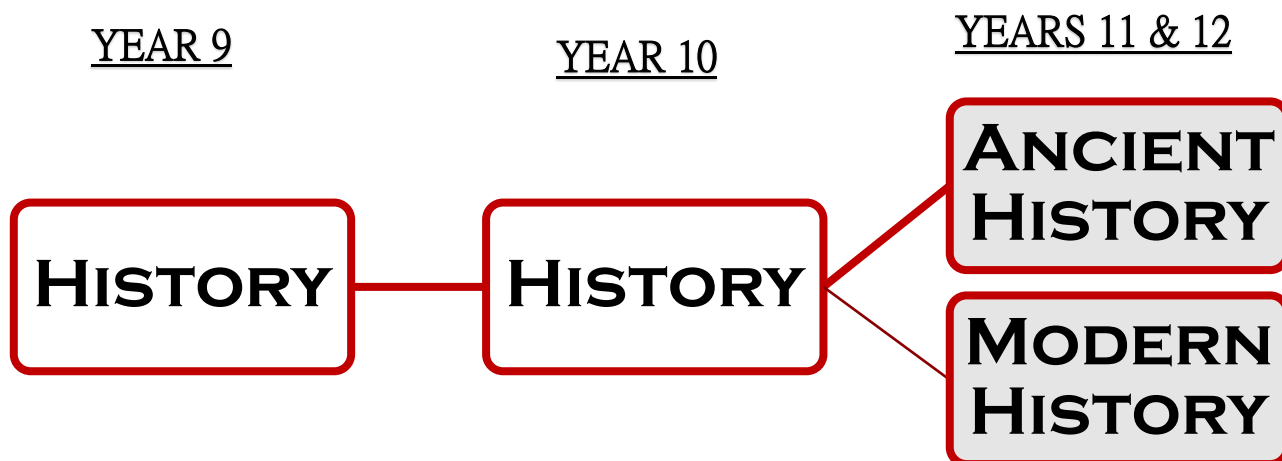
HISTORY - Description of Years 9 and 10

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

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

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

PATHWAYS



Course Structure – Year 9 History

Unit 1: Making a better world? – The Industrial Revolution (1750-1914)
Assessment: Research – Multimodal Presentation

Unit 2: Australia and Asia – Making a nation
Assessment: Supervised assessment (Short response exam)

Unit 3: World War I (1914-1918)
Assessment: Supervised Assessment

Course Structure - Year 10 History

Unit 1: World War II (1939 – 1945)
Assessment: Supervised Assessment

Unit 2: Rights and freedoms (1945 – the present)
Assessment: Supervised Assessment

Unit 3: The globalising world – Migration experiences (1945 – the present)
Assessment: Research – Multimodal Presentation

Humanities

GEOGRAPHY - Description of Years 9 and 10

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

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

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

PATHWAYS

YEAR 9

YEAR 10

YEARS 11 & 12



Course Structure – Year 9 Geography

Unit 1: Biomes and food security

Assessment: Supervised Assessment -Short response

Assessment: Supervised Assessment -Response to stimulus

Unit 2: Geographies of interconnections

Assessment: Research Multimodal

Course Structure - Year 10 Geography

Unit 1: Environmental change and management

Assessment: Research Multimodal

Unit 2: Geographies of Human wellbeing

Assessment: Supervised assessment – short response

Assessment: Supervised assessment – response to stimulus

THE ARTS

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

The following Arts subjects may be on offer to students in 2022:

- Drama
- Media Arts
- Visual Arts

Drama - Description of Year 9

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

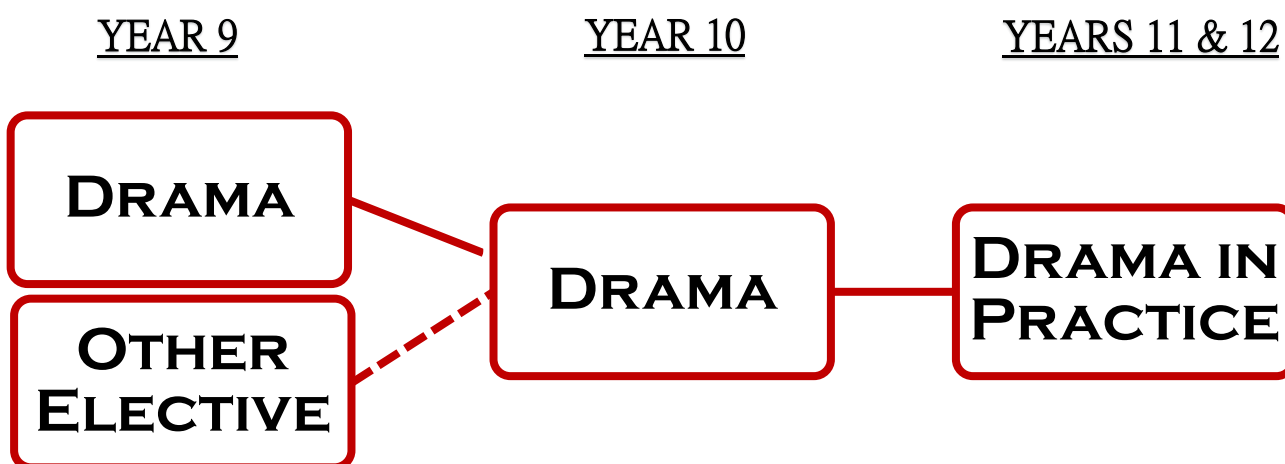
Students refine and extend their understanding and use of role, character, relationships and situation, and the use of voice and movement to sustain belief in character. They maintain focus and experiment with mood and atmosphere, using varied devices and production elements to suit different audiences.

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

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

NB: There is an additional levy for this subject.

PATHWAYS



THE ARTS

Visual Arts & Media Art - Description of Years 9 and 10

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

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

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

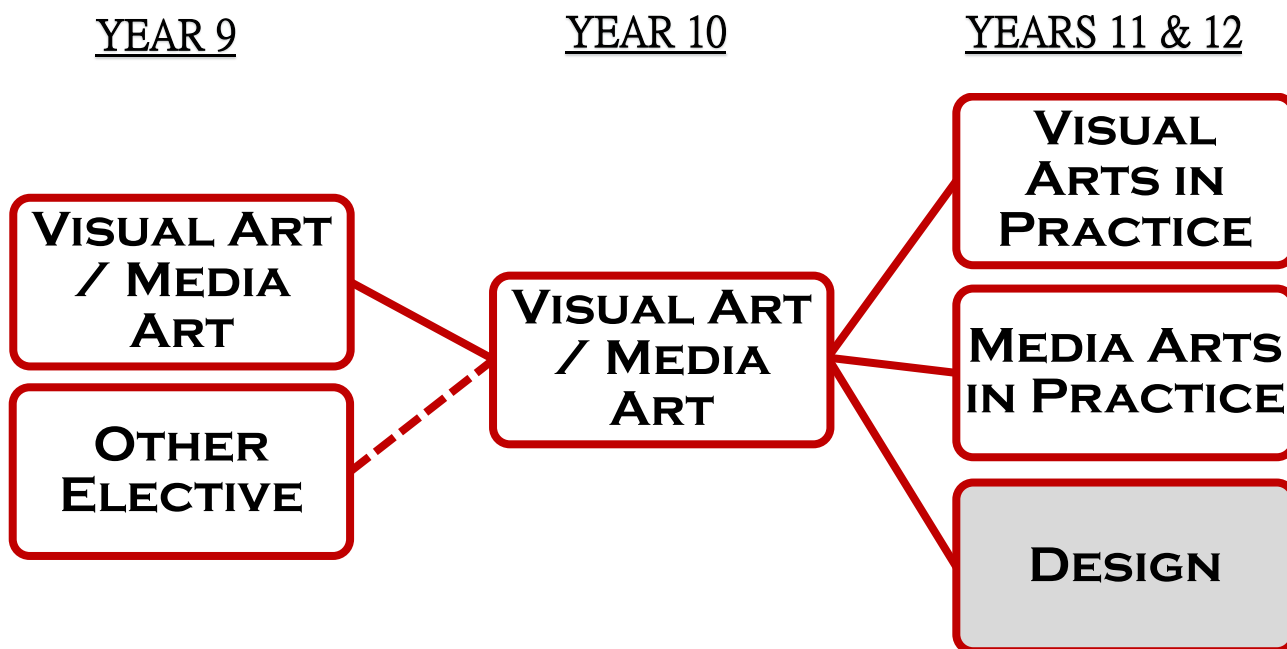
Both subjects involve students making and responding to works independently and in small groups, and with their teachers and communities.

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

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

NB: There is an additional levy for these subjects.

PATHWAYS



DESIGN & TECHNOLOGIES

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop their ability to innovate through the design of products, services and environments.

Through the practical application of technologies, students develop dexterity and coordination through experiential activities. Design and Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work. Students will have opportunities to design and produce designed solutions for one or more of the following technologies contexts (subject to change):

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

NB: There is an additional levy for this subject.

Engineering Principles and Systems -Description of Years 9 and 10

Engineering principles and systems is focused on how forces can be used to create light, sound, heat, movement, control or support in systems. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions. Students need to understand how sustainable engineered products, services and environments can be designed and produced as resources diminish. Students will progressively develop knowledge and understanding of how forces and the properties of materials affect the behaviour and performance of designed engineering solutions.

Food and Fibre Production - Description of Years 9 and 10

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

Food Specialisation - Description of Years 9 and 10

Food specialisations includes the application of nutrition principles (as described in Health and Physical Education) and knowledge about the characteristics and properties of food to food selection and preparation; and contemporary technology-related food issues. There are increasing community concerns about food issues, including the nutritional quality of food and the environmental impact of food manufacturing processes. Students need to understand the importance of a variety of foods, sound nutrition principles and food preparation skills when making food decisions to help better prepare them for their future lives. Students will progressively develop knowledge and understanding about the nature of food and food safety, and how to make informed and appropriate food preparation choices when experimenting with and preparing food in a sustainable manner.

Materials and Technologies Specialisations - Description of Years 9 and 10

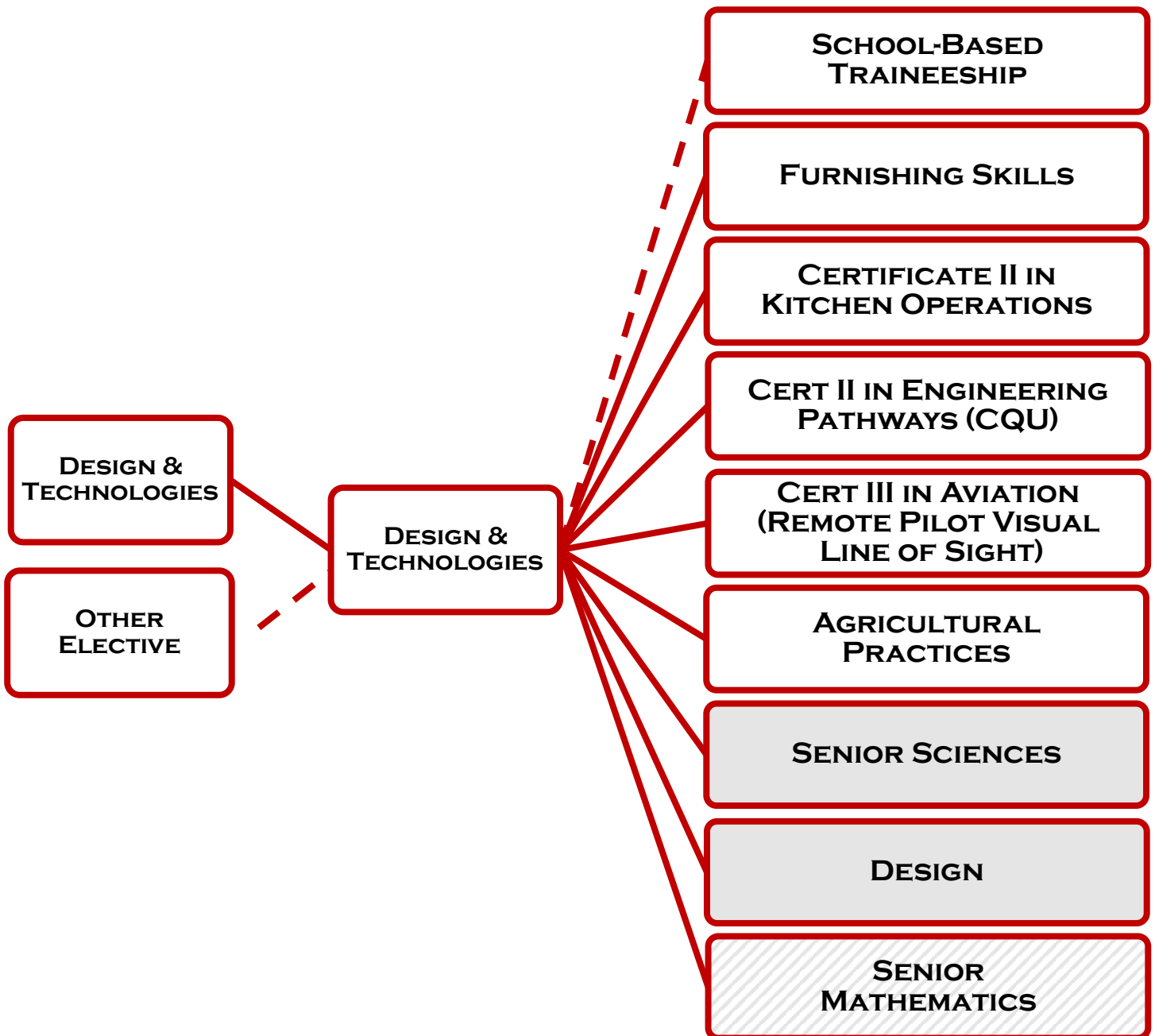
Materials and technologies specialisations is focused on a broad range of traditional, contemporary and emerging materials and specialist areas that typically involve extensive use of technologies. We live in and depend on the human-made environment for communication, housing, employment, medicine, recreation and transport; however, we also face increasing concerns related to sustainability. Students need to develop the confidence to make ethical and sustainable decisions about solutions and the processes used to make them. They can do this by learning about and working with materials and production processes. Students will progressively develop knowledge and understanding of the characteristics and properties of a range of materials either discretely in the development of products or through producing designed solutions for a technologies specialisation; for example, architecture, electronics, graphics technologies or fashion.

PATHWAYS

YEAR 9

YEAR 10

YEARS 11 & 12



Vocational Education & Training

VET Course	Year level offered	Provider	Funding	Course Duration
Certificate I in Agrifood Operations	10	Clermont SHS	Subject levy	1 semester
Certificate I in Workplace Skills	10	Capricornia School of DE	Subject Levy	1 semester
Certificate II in Self Awareness and Development	10,11,12	Blueprint Career Development	\$350 course fee* students may be eligible for a subsidy	1 semester *
Certificate II in Autonomous Technologies	10/11 *EOI application	Queensland Future Skills Partnership	No course fee in 2022 (Covered by DESBT)	1 day a week for 18 months – may require travel
Certificate III in Aviation	10,11,12 *suitable applicants	UAVAIR	Uses VETiS Funding + gap funding by Clermont business and community group Or \$6000 ~	1 day a fortnight for 1 year

Year 11 and 12 VET Offerings

VET Course	Year level offered	Provider	Funding	Course Duration
Certificate II in Engineering Pathways	11/12	Central QLD University (CQU)	Uses VETiS funding OR \$5200 ~ course fee	1 week per term for 2 years
Certificate III in Health Services Assistance	11/12	Connect n Grow in partnership with Clermont SHS	Uses VETiS funding OR \$800 ~ course fee	2 years



Clermont State High School

RTO Number - 30262

AHC10216 Certificate I in Agrifood Operations



Qualification Description

AHC10216 is an entry-level qualification aimed at individuals entering the agriculture, horticulture and conservation and land management industries. It allows individuals to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited. This course is suited to students with no previous connection to the agriculture, horticulture or conservation and land management industries or relevant employment history.

Entry Requirements

There are no entry requirements for this qualification.

Duration and Location

This is a 1 semester course delivered in Year 10 on site at Clermont State High School, including excursions to industry locations.

Course Units

To attain a AHC10216 Certificate I in Agrifood Operations, 2 core and 4 elective units of competency must be achieved:

Unit Code and Title

AHCWHS101 Work Safely	AHCLSK101 Support extensive livestock work
AHCWRK101 Maintain the workplace	AHCCHM101 Follow basic chemical safety rules
AHCPGD101 Support gardening work	AHCMOM203 Operate basic machinery and equipment

Delivery Modes

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

These include:

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

Fees

A subject levy exists for this subject.

Work Placement

Work placement is not mandatory, however encouraged.

Assessment

Assessment is competency based and completed in simulated agrifood workplace environments.

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

Assessment techniques include:

- Observation
- Folios of work
- Questioning
- Projects

RTO Obligation

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

Students who are deemed competent in all 6 units of competency will be awarded a Qualification and a record of results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment

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

Pathways

This qualification may articulate into:

- Agriculture and Horticulture subjects in Senior
- Work within the agriculture or horticulture industries

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

BSB10120 CERTIFICATE I IN WORKPLACE SKILLS



Qualification Description

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

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

External RTO

This course is delivered and assessed by external RTO – Capricornia School of Distance Education RTO Code – 30951.

Entry Requirements

There are no entry requirements for this qualification.

Duration and Location

This is a 1 semester course delivered online by Capricornia School of Distance Education. Students selecting this course may be offered access to computers to access this course while at Clermont SHS.

Course Units

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

Unit Code and Title

BSBOPS101 - Use business resources

BSBPEF101 - Plan and prepare for work readiness

BSBTEC101 - Operate digital devices

BSBTWK201 - Work effectively with others

FSKWGTG001 - Complete personal details on extremely simple and short workplace forms

CPPCMN2002 - Participate in workplace safety arrangements

Delivery Modes

This course will be delivered online through CSDE.

Online training and assessing may take forms such as:

Work-based learning

Guided learning

Online training

Fees

A subject levy may exist for this subject.

Work Placement

Work placement is not mandatory, however encouraged.

Assessment

Assessment is competency based and completed in simulated agrifood workplace environments.

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

Assessment techniques include:

Observation

Folios of work

Questioning

Projects

RTO Obligation

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

Students who are deemed competent in all 6 units of competency will be awarded a Qualification and a record of results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment

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

Pathways

This qualification may articulate into industry skill sets such as:

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

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

10935NAT CERTIFICATE II IN AUTONOMOUS TECHNOLOGIES



Develop foundation skills in new technologies required to work in autonomous environments. This qualification will provide you with further education pathways across a range technical, engineering, trade and information communication technology, and related industries.

Prepare yourself to work in with Autonomous Technologies and related industries with this new qualification. Throughout the course, you will develop a broad range of skills driven by the introduction of new technologies as a result of industry 4.0. Employers will increasingly need workers to be equipped with skills in software, hardware and supporting systems required for autonomous environments.

During this course you will develop innovative thinking and problem-solving skills and develop foundational skills in information communication technologies including networking, programming and Internet of Things (IoT) and autonomy and robotics including electrical control circuits, fluid power, Programmable Logic Controller (PLC) and schematics and systems documentation.

Core Units (14)

- NAT10935001 Work effectively in autonomous environments
- NAT10935002 Handle technical communication in autonomous environments
- NAT10935003 Design basic fluid power logic diagrams for autonomous systems
- NAT10935004 Design basic logic ladder diagrams for autonomous electric control circuits
- NAT10935005 Produce a documentation suite for autonomous systems
- NAT10935006 Configure autonomous embedded systems
- NAT10935007 Prepare basic programs for programmable logic controllers (PLCs) for autonomous applications
- NAT10935008 Use basic positioning technology
- NAT10935009 Conduct a basic autonomous technology project
- VU22338 Configure and program a basic robotic system
- VU22324 Build a simple network and establish end to end connectivity
- MSMWHS200 Work safely
- MSMSUP390 Use structured problem-solving tools
- ICTPRG302 Apply introductory programming techniques

Electives (select 2)

- MSMWHS201 Conduct hazard analysis
- ICTNWK308 Determine and action network problems
- ICTSAS304 Provide basic system administration
- ICTSAS309 Maintain and repair ICT equipment and software
- VU22825 Perform basic computer system and network maintenance and upgrades
- RIIRIS201E Conduct local risk control

On completion of this course, you will have a solid foundation to advance your career by continuing with further study and training. Successful completion of this course may qualify you for entry-level roles in the Mining and related MET's industries.

QCE points: 4

Information is current at time of publishing, to confirm the QCE points for your course please speak to your high school guidance counsellor or careers advisor, or visit the Queensland Curriculum & Assessment Authority (QCAA) website.



AVI30419 Certificate III in Aviation (Remote Pilot Visual line of Sight)



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 - Visual Line of Sight) 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 at Clermont State High School in partnership with BASAIR Aviation College – UVAIR RTO Code: 1327. This qualification will be delivered, assessed and awarded by UVAIR; however, training and assessment will occur at Clermont SHS's premises or Moranbah SHS or Emerald.

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 1.5 years. 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 SHS or Emerald to undertake this course.

Course units

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

AVIF0021	Manage human factors in remote pilot aircraft systems operations	Core
AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations	Core
AVIH0006	Navigate remote pilot aircraft systems	Core
AVIW0028	Operate and manage remote pilot aircraft systems	Core
AVIY0052	Control remote pilot aircraft systems on the ground	Core
AVIY0023	Launch, control and recover a remotely piloted aircraft	Core
AVIY0053	Manage remote pilot aircraft systems energy source requirements	Core
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations	Core
AVIW0004	Perform operational inspections on remote operated systems	Core
AVIZ0004	Maintain security awareness and vigilance in an aviation workplace	Elective
AVIY0027	Operate multi-rotor remote pilot aircraft systems	Elective
AVIW0008	Conduct aerial search using remote piloted aircraft	Elective
AVIW3037	Operate remote pilot aircraft systems extended visual line of sight (EVLOS)	Elective
AVIZ0003	Operate aeronautical radio	Elective

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

Pathways:

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

- Environment assessment and monitoring
- Agricultural measurement and monitoring
- Photogrammetry
- 3D imaging
- Bushfire monitoring and risk assessment
- Occupational health and safety monitoring
- First response Emergency deployment
- Real Estate Photography
- Wedding and Event photography
- News Images
- Asset inspection
- Powerline Inspection and Monitoring
- Surveying and mapping
- Environmental surveying

Certificate II in Self Awareness and Development 10939NAT

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 course is delivered in multiple 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	Title
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
- written and practical tasks
- presentations

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.

Participant fee: \$20

Course Levy: \$350*

Students may be able to access funding to help subsidise the cost of this course. Contact the HOD or DP if you would like to enquire about this.

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.

How to enter subject selections from home or school

1. Type into your web browser – oslp.eq.edu.au
2. Use your school login details just like you would when logging on to a school computer
3. Click on “My education plan” at the top left hand side of the page in Oneschool

The screenshot shows the OneSchool website interface. At the top left, the 'My Education Plan' link is circled in red. A green arrow points to it with the text 'Select My Education Plan'. Other green arrows point to 'Messages to Students display', 'Your details', 'Print your SET Plan report, Course Planner or Weekly timetable.', 'Student References request display if configured', and 'Available Student Resources - click the iconlink to view'. The page content includes a 'Welcome' message, a 'Messages (1)' section with a 'Subject Selections' message, a 'Student References' table, and 'Student Resources' sections for 'Documents' and 'Internet Resources'.

Assign	Profile Name	Assigned To	Notes
	2013	Gabriella Griffin	
Total found: 1			

Open	Name
	Education Plans Student Guide.pdf
	Subject Handbook.doc
Total found: 2 1 to 2 displayed	
Pages: 1	

Internet Resources

Google
<http://www.google.com.au>

Yahoo!
<http://www.yahoo.com>

Total found: 2 | 1 to 2 displayed

4. Select the subject selection tab

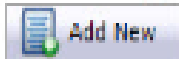
The screenshot shows the 'Subject Selection' tab selected in the navigation menu. Below the menu, there is a message: 'Please choose one subject from each line below. To be eligible for an ATAR, a student must have: satisfactorily completed an English subject, completed five general subjects, or four general subjects plus one applied subject or VET course at AQF certificate III or above, accumulated their subject results within a five-year period.' Below this, there are three sections: 'Line 1' with radio buttons for English (General), English Communication (Applied), and Accounting (General); 'Line 2' with radio buttons for Mathematics A (General) and Mathematics B (General); and 'Line 3' with radio buttons for Aquatic Practices (Applied), Chemistry (General), and Biology (General). Each section has a 'Clear line' link.

5. Click in the spaces against the subjects you want to study. Make sure you have read your handbook, and the instructions and/or conditions involved with subject selections.
6. Order your preference of electives by adding your elective choices in the section named “subject selection rank order” and placing your no 1 preference as the first subject and so on.













External Subject/Course

No External Subjects or Courses have been added

Delete	Subject/Course	Type
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Subject Selection Rank Order

Subject	Sort Order
English	 
Mathematics B	 
Chemistry	 
Biology	 
Economics	 
Accounting	 

7. Preferences – this is where you select your next 2 elective subjects you would like to study if any of your first choice electives cannot be studied. This occurs in situations when a subject doesn't run next year or if the subject is already full. In these situations, we then go to your next elective preference. Use the drop-down to select 2 alternative subjects.

Preferences

 Please choose 2 subject preference(s).

Delete	Preference
	<input type="text" value="Select a Preference to add...."/>

8. Notes – type in any notes you wish to provide.
9. Click save to keep your selections.
10. Click edit to change your selections, then click save again.

Clermont State High School

Subject Selection Structure - Year 9, 2022

Number of Lines: **9**

Additional Preferences: **2**

Mandatory KLAs:

Student Instructions:

Please select one subject per line. Line 1 and 9 list all the elective options and each elective can only be selected once. Line 1 contains semester 1 elective options and Line 9 contains semester 2 elective options. In the "preferences" section, add your next 2 elective subject preferences you would like to study if your first preference on Line 1 and 9 cannot be studied.

Line 1	<input type="checkbox"/> Drama	<input type="checkbox"/> Engineering Principles and Systems	<input type="checkbox"/> Food and Fibre Production
	<input type="checkbox"/> Food Specialisations	<input type="checkbox"/> Materials and Technologies Specialisations	<input type="checkbox"/> Media Arts
	<input type="checkbox"/> Visual Arts	<input type="checkbox"/>	<input type="checkbox"/>
Line 2	<input type="checkbox"/> Health and Physical Education		
Line 3	<input type="checkbox"/> Science		
Line 4	<input type="checkbox"/> Mathematics		
Line 5	<input type="checkbox"/> History		
Line 6	<input type="checkbox"/> English		
Line 7	<input type="checkbox"/> Instrumental Music - Brass	<input type="checkbox"/> Instrumental Music - Percussion	<input type="checkbox"/> Instrumental Music - Strings
	<input type="checkbox"/> Instrumental Music - Woodwind	<input type="checkbox"/> Social and Emotional Wellbeing	<input type="checkbox"/>
Line 8	<input type="checkbox"/> Skills Improvement		
Line 9	<input type="checkbox"/> Drama	<input type="checkbox"/> Engineering Principles and Systems	<input type="checkbox"/> Food Specialisations
	<input type="checkbox"/> Materials and Technologies Specialisations	<input type="checkbox"/> Media Arts	<input type="checkbox"/> Visual Arts

Please note: If filling this in via paper, In Line 1 & 9, please rank elective preferences from 1-3, in the event that your first preference is unavailable.

DUE: Friday 29th October to the school office

Student Name: _____ Signature: _____

Parent Signature: _____ Date: _____

Office Use – Date Received: _____ Received by: _____

Clermont State High School

Subject Selection Structure - Year 10, 2022

Number of Lines: 8

Additional Preferences: 2

Mandatory KLAs:

Student Instructions:

Please select one subject per line. Line 6 and 7 list the elective options. 1 elective needs to be selected on line 6 and 7 and you can only select and elective once. In the "preferences" section, add your next 2 elective subject preferences you would like to study if your first preference on Line 6 and 7 cannot be studied.

Line 1	<input type="checkbox"/> English	<input type="checkbox"/> Modified English	
Line 2	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Mathematics Extension	
Line 3	<input type="checkbox"/> Science		
Line 4	<input type="checkbox"/> History		
Line 5	<input type="checkbox"/> Health and Physical Education		
Line 6	<input type="checkbox"/> Certificate I in Workplace Skills <input type="checkbox"/> Engineering Principles and Systems <input type="checkbox"/> Materials and Technologies Specialisations	<input type="checkbox"/> Certificate II in Autonomous Technologies <input type="checkbox"/> Food and Fibre Production <input type="checkbox"/> Media Arts	<input type="checkbox"/> Certificate III in Aviation (Remote Pilot) <input type="checkbox"/> Food Specialisations <input type="checkbox"/> Visual Arts
Line 7	<input type="checkbox"/> Certificate I in Agrifood Operations <input type="checkbox"/> Certificate III in Aviation (Remote Pilot) <input type="checkbox"/> Materials and Technologies Specialisations	<input type="checkbox"/> Certificate I in Workplace Skills <input type="checkbox"/> Engineering Principles and Systems <input type="checkbox"/> Media Arts	<input type="checkbox"/> Certificate II in Autonomous Technologies <input type="checkbox"/> Food Specialisations <input type="checkbox"/> Visual Arts
Line 8	<input type="checkbox"/> Certificate II in Self Awareness and Development <input type="checkbox"/> Instrumental Music - Strings <input type="checkbox"/> Social and Emotional Wellbeing	<input type="checkbox"/> Instrumental Music - Brass <input type="checkbox"/> Instrumental Music - Woodwind <input type="checkbox"/>	<input type="checkbox"/> Instrumental Music - Percussion <input type="checkbox"/> Short Course in Career Education <input type="checkbox"/>

Please note: If filling this in via paper, In Line 6&7, please rank elective preferences from 1-3, in the event that your first preference is unavailable.

DUE: Friday 29th October to the school office

Student Name: _____ Signature: _____

Parent Signature: _____ Date: _____

Office Use – Date Received: _____ Received by: _____