

2022

Senior Subject Guide

Clermont State High School

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Introduction

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

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

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

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

Our Year 10 curriculum is designed to provide our students with a solid base to develop the skills needed for senior subjects. This, along with our thorough Student Education and Training Pathway (SETP) planning process, helps our students succeed in Years 11 and 12. At Clermont State High School, the Senior Curriculum Course Guide provides a summary of all courses offered in Year 11 and 12 to assist you in planning your pathway. To help, we have designed a Subject Selection Decision Making Process for parents and students to engage with. This process will assist in making an informed decision around your future pathways and subject choices. The key aspects of this process are captured on page 6.

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

Leigh Dyer

Principal

Clermont State High School

21st Century Skills

Preparing students for a changing world



Young Queenslanders in the 21st century need to be

Innovators



Entrepreneurs



Lifelong learners



Responsible global citizens



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

Critical thinking



- analytical thinking
- problem-solving
- decision-making
- reasoning
- reflecting and evaluating
- intellectual flexibility

Creative thinking



- innovation
- initiative and enterprise
- curiosity and imagination
- creativity
- generating and applying new ideas
- identifying alternatives
- seeing or making new links

Communication



- effective oral and written communication
- using language, symbols and texts
- communicating ideas effectively with diverse audiences

Collaboration and teamwork



- relating to others (interacting with others)
- recognising and using diverse perspectives
- participating and contributing
- community connections

Personal and social skills



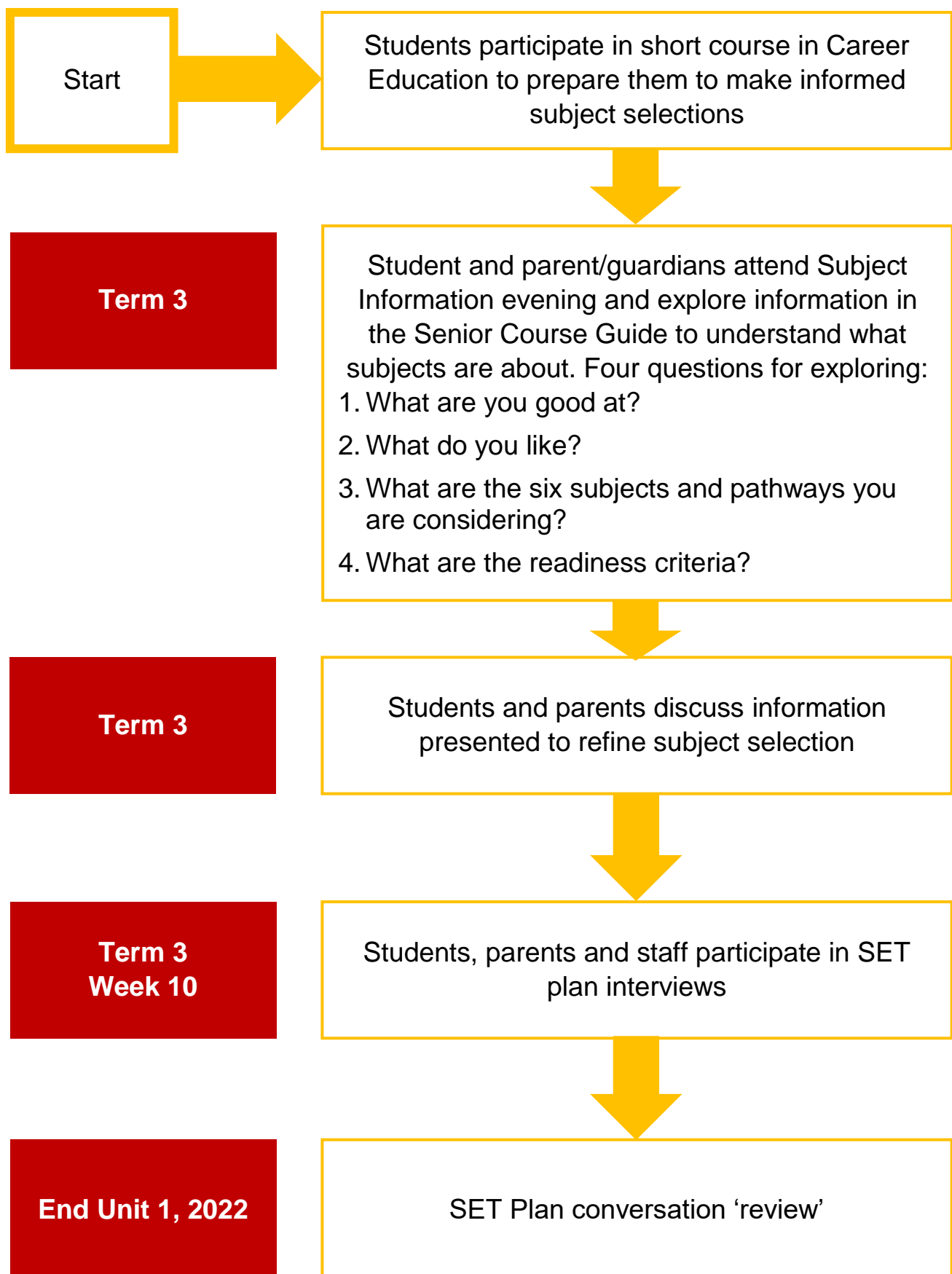
- adaptability/flexibility
- management (self, career, time, planning and organising)
- character (resilience, mindfulness, open- and fair-mindedness, self-awareness)
- leadership
- citizenship
- cultural awareness
- ethical (and moral) understanding

ICT skills



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

Subject selection decision making process



Senior Education Profile

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

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

For more information about the SEP see:

www.qcaa.qld.edu.au/senior/certificates-qualifications/sep.

Statement of results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

About the QCE

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

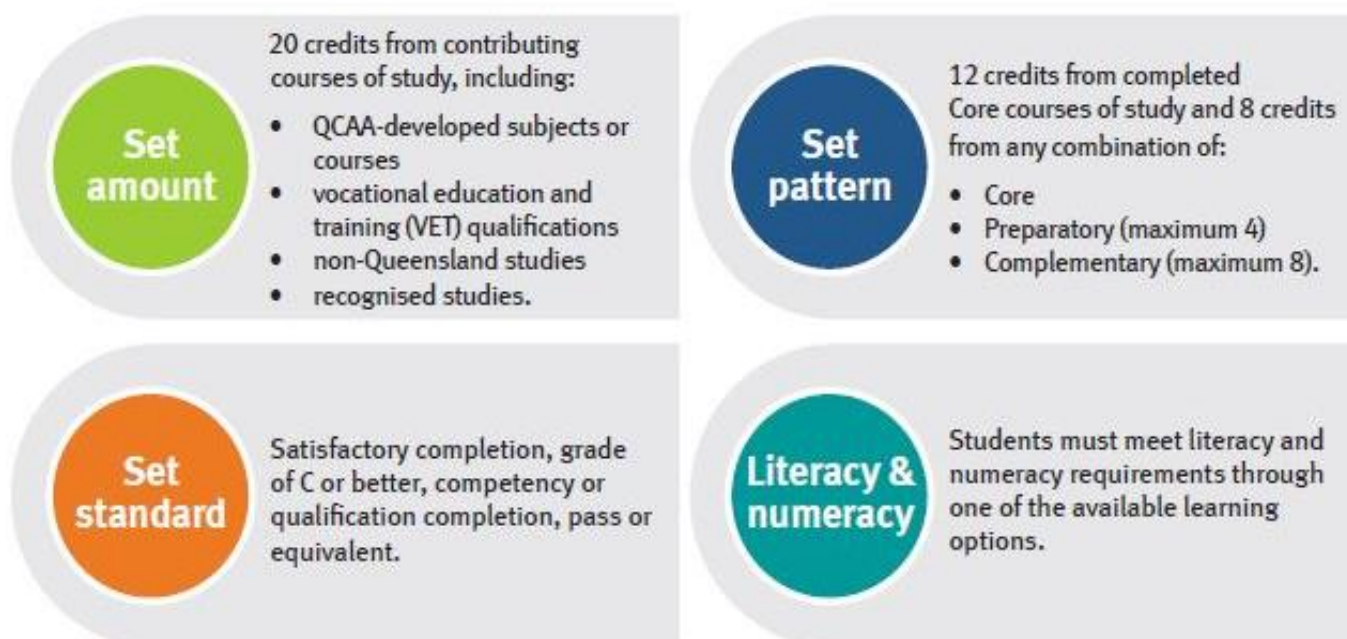
The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning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

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



QCE requirements

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



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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

● Literacy

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

● Numeracy

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

Senior subjects

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course.

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

General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects. Approximately 1.5 – 2 hours of study per general subject per week is recommended for success.

Applied syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. These subjects incorporate applied learning through acquiring and applying knowledge, understanding and skills in real-world or lifelike contexts. They 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.

Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3. Approximately 1 – 1.5 hours of study per short course per week is recommended for success.

For more information about the ACSF see: [Australian Core Skills Framework | Department of Education, Skills and Employment](#).

Vocational Education and Training (VET)

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 partners with other RTOs to deliver a range of other courses. 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 Senior Schooling Head of Department or the Vocational 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.

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

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

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

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

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

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit.

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

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

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

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

External assessment

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

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

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

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment

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

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

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

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

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions

- marked by the school according to a common marking scheme developed by the QCAA.

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

Summative internal assessment — instrument-specific standards

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

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

Short Courses

Course overview

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

Short Courses are available in:

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

Assessment

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

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

Keeping up to date with the QCE

Student Portal: <https://myqce.qcaa.qld.edu.au>

New QCE System: <https://www.qcaa.qld.edu.au/senior/senior-qce>

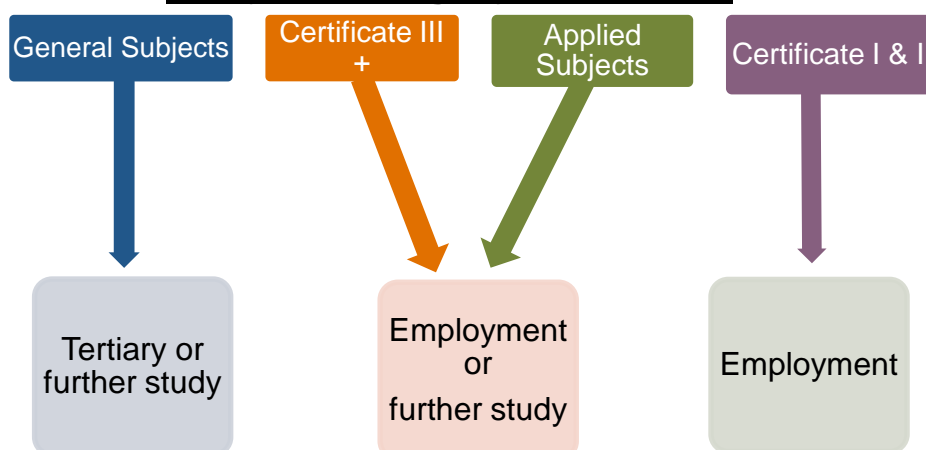
QCE and QCIA handbook: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>

Year 11 & 12 CSHS Subject Offerings

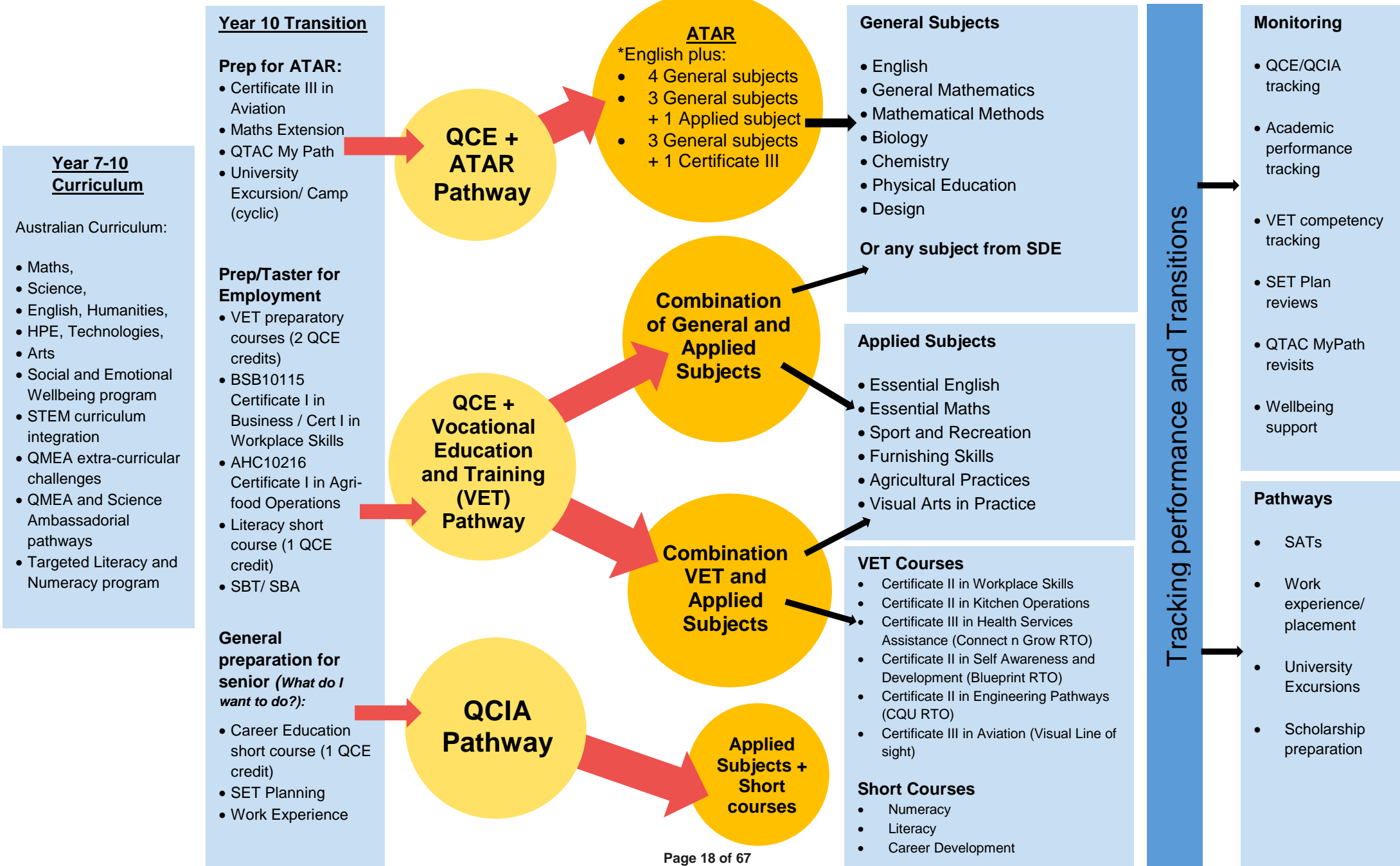
Category	Subject	Pre-requisite	QCE Credits	Fee?
General subjects	English	Min B Yr 10 English	Max 4	
	General Mathematics	Min C Yr 10 Maths	Max 4	
	Biology	Min B Yr 10 Science	Max 4	
	Chemistry	Min B Yr 10 Science	Max 4	
	Physical Education	Min C Yr 10 English Min B Yr 10 HPE	Max 4	Subject Levy
	Design	Nil	Max 4	
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
	Sport and Recreation	Nil	Max 4	Subject Levy
	Visual Arts in Practice	Nil	Max 4	Subject Levy
Vet Courses	Certificate II in Kitchen Operations	Nil	Max 4	Subject Levy
	*Certificate III in Health Services Assistance	Nil	Max 8	Vetis Eligible - \$350 Vetis ineligible - \$800
	*Certificate III in Aviation	Min C Yr 10 Maths Min C Yr 10 English	Max 6	Vetis Eligible - \$70 approx Vetis ineligible - \$3000 or \$6000
	*Certificate II in Self awareness and development	Nil	Max 4	\$350
	*Certificate II in Engineering Pathways	Nil	Max 4	Vetis Eligible - \$70 approx per yr Vetis ineligible - \$5000 approx
	*Certificate II in Autonomous Technologies	Min C Science *EOI required	Max 4	VETiS Eligible

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

Subject Category Intentions



CSHS Senior Phase of Learning Strategy 2021 - 2022



CSHS Senior Phase Sample Pathways 2021 – 2022

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 Agrifood Operations Geography	At least 1 of <ul style="list-style-type: none"> • Certificate III in Aviation • Certificate I in Agrifood Ops • Certificate I in Business/ Workplace Skills • SBA/ SBT 	<ul style="list-style-type: none"> • Certificate III in Aviation And At least 1 of • Certificate I in Agrifood Ops • Certificate I in Business/ Workplace Skills
Yr 11 & 12	Certificate III in Health Services Assistance	Certificate III in Health Services Assistance	Design (G)	Agricultural Practices (A) 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
	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 Autonomous Technologies via DE	Certificate II in Engineering Pathways OR Certificate III in Aviation	Essential Maths (A)	
	Health (G) via DE	Social & Community Studies (A) via DE	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 2022-2023

Subject	Year 11				Year 12				
	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 3	Unit 4		Unit 1		Unit 2		External Exams	
Design *AS	Unit 3	Unit 4		Unit 1		Unit 2		External Exams	
English	Unit 1	Unit 2		Unit 3		Unit 4		External Exams	
Physical Education *AS	Unit 3	Unit 4		Unit 1		Unit 2		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 3		Unit 4		Unit 1		Unit 2	Assignment completion	
Agricultural Practices	Unit 3		Unit 4		Unit 1		Unit 2	Assignment completion	
Sport and Recreation	Unit 3		Unit 4		Unit 1		Unit 2	Assignment completion	
Visual Arts in Practice	Unit 3		Unit 4		Unit 1		Unit 2	Assignment completion	
VET Courses									
Cert II in Kitchen Operations	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								

General Subjects

General Mathematics

General senior subject

General

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum. General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations <ul style="list-style-type: none"> • Consumer arithmetic • Shape and measurement • Linear equations and their graphs 	Applied trigonometry, algebra, matrices and univariate data <ul style="list-style-type: none"> • Applications of trigonometry • Algebra and matrices • Univariate data analysis 	Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none"> • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones 	Investing and networking <ul style="list-style-type: none"> • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

Assessment

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

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

Summative assessments

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

Pre-requisites: Minimum C for Year 10 Mathematics or Mathematics Extension

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

Duration – 2 years

Mathematical Methods

General senior subject

General

Mathematical Methods' major domains are Algebra, Functions, Relations and their graphs, Calculus and Statistics.

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, Relations and their graphs, Calculus and Statistics.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions <ul style="list-style-type: none"> • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences 	Calculus and further functions <ul style="list-style-type: none"> • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1 	Further calculus <ul style="list-style-type: none"> • The logarithmic function 2 • Further differentiation and applications 2 • Integrals 	Further functions and statistics <ul style="list-style-type: none"> • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

Assessment

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

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

Summative assessments

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

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

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

Duration – 2 years

English

General senior subject

General

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts 	Texts and culture <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts 	Textual connections <ul style="list-style-type: none"> Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts 	Close study of literary texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Extended response — written response for a public audience 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Examination — imaginative written response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Extended response — persuasive spoken response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — analytical written 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

Design - *Alternative Sequence

General senior subject

General

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

Pathways

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

Objectives

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure – Alternative Sequence *

Unit 3	Unit 4	Unit 1	Unit 2
Human-centred design <ul style="list-style-type: none">• Designing with empathy	Sustainable design <ul style="list-style-type: none">• Explore — sustainable design opportunities• Develop — redesign	Design in practice <ul style="list-style-type: none">• Experiencing design• Design process• Design styles	Commercial design <ul style="list-style-type: none">• Explore — client needs and wants• Develop — collaborative design

Assessment

In Units 3 and 4, students complete 4 formative assessments with an overall subject result (A-E).

In Units 1 and 2 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): <ul style="list-style-type: none">• Examination — design challenge	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Project	35%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — design challenge	25%

Pre-requisites: Nil

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

Duration – 2 years

Fees: There may be a subject levy associated with this course

Physical Education *Alternative Sequence

General senior subject

General

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure - * Alternative Sequence

Unit 3	Unit 4	Unit 1	Unit 2
<p>Tactical awareness, ethics and integrity and physical activity</p> <ul style="list-style-type: none"> Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity Ethics and integrity 	<p>Energy, fitness and training and physical activity</p> <ul style="list-style-type: none"> Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity 	<p>Sport psychology, equity and physical activity</p> <ul style="list-style-type: none"> Sport psychology integrated with a selected physical activity <p>Equity — barriers and enablers</p>	<p>Motor learning, functional anatomy, biomechanics and physical activity</p> <ul style="list-style-type: none"> Functional anatomy and biomechanics integrated with a selected physical activity Motor learning integrated with a selected physical activity

Assessment

In Units 3 and 4, students complete 4 formative assessments with an overall subject result (A-E).

In Units 1 and 2 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	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	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 a unit. Maximum 4 credits.

Duration – 2 years

Fees: There is a subject levy associated with this course

Biology - *Alternative Sequence

General senior subject

General

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure - * Alternative Sequence

Unit 3	Unit 4	Unit 1	Unit 2
Biodiversity and the interconnectedness of life <ul style="list-style-type: none">• Describing biodiversity• Ecosystem dynamics	Heredity and continuity of life <ul style="list-style-type: none">• DNA, genes and the continuity of life• Continuity of life on Earth	Cells and multicellular organisms <ul style="list-style-type: none">• Cells as the basis of life• Multicellular organisms	Maintaining the internal environment <ul style="list-style-type: none">• Homeostasis• Infectious diseases

Assessment

In Units 3 and 4, students complete 4 formative assessments with an overall subject result (A-E).

In Units 1 and 2 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			

Pre-requisites: B for Year 10 Science

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

Duration – 2 years

Chemistry

General senior subject

General

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

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions <ul style="list-style-type: none"> • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change 	Molecular interactions and reactions <ul style="list-style-type: none"> • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions 	Equilibrium, acids and redox reactions <ul style="list-style-type: none"> • Chemical equilibrium systems • Oxidation and reduction 	Structure, synthesis and design <ul style="list-style-type: none"> • Properties and structure of organic materials • Chemical synthesis and design

Assessment

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

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

Summative assessments

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			

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

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

Duration – 2 years

Applied Subjects

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

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none">• Fundamental topic: Calculations• Number• Representing data• Graphs	Money, travel and data <ul style="list-style-type: none">• Fundamental topic: Calculations• Managing money• Time and motion• Data collection	Measurement, scales and data <ul style="list-style-type: none">• Fundamental topic: Calculations• Measurement• Scales, plans and models• Summarising and comparing data	Graphs, chance and loans <ul style="list-style-type: none">• Fundamental topic: Calculations• Bivariate graphs• Probability and relative frequencies• Loans and compound interest

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Common internal assessment (CIA)	Summative internal assessment (IA4): <ul style="list-style-type: none">• Examination

Pre-requisites: Preferably a C for Year 10 Mathematics

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

Duration – 2 years

Essential English

Applied senior subject

Applied

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Extended response — spoken/signed response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response — Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) — short response examination 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Extended response — 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 a unit. Maximum 4 credits.

Duration – 2 years

Furnishing Skills

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Core topics	Elective topics
<ul style="list-style-type: none">• Industry practices• Production processes	<ul style="list-style-type: none">• Cabinet-making• Furniture finishing• Furniture-making• Glazing and framing• Upholstery

Modules of Study:

Unit 3	Unit 4	Unit 1	Unit 2
<p>Module 4: The Furnishing Industry - Introduction and enhancing workplace health and safety. Assessment: Examination</p> <p>Module 5: Furnishing and cabinetmaking Assessment: Project – Butcher’s Block</p>	<p>Module 6: Manufacturing Enterprise - Furniture for the outdoors Assessment: Practical demonstration – upholstering outdoor furniture Project – Outdoor furniture</p>	<p>Module 1: The Furnishing Industry - Introduction to safety Assessment: Examination</p> <p>Module 2: The Furnishing Industry – production processes and quality products Assessment: Project – Coffee table</p>	<p>Module 3: Communication and teamwork in furnishing enterprises Assessment: Practical demonstration – upholstering bedside cabinet Project – Bedside cabinet</p>

Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3-6 minutes • product: continuous class time. 	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Pre-requisites: Nil

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

Duration – 2 years

Fees: There is a subject levy associated with this course

Sport & Recreation

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"> • Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities 	<ul style="list-style-type: none"> • Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities

Modules of Study:

Unit 3	Unit 4	Unit 1	Unit 2
<p>Module 5: Sports nutrition Understand the contribution and importance of nutrition to achieve optimum performance. Elective: Aquathlon Assessment: Project</p> <p>Module 6: Expedition planning Understand the processes and procedures involved in planning an expedition. Elective: Orienteering Assessment: Investigation</p>	<p>Module 7: Event management Understand policies and procedures involved in event management and tournament organisation Elective: Touch Football Assessment: Performance</p> <p>Module 8: Sports officiating Understand the general principles and skills of an official Elective: Netball Assessment: Performance</p>	<p>Module 1: Community recreation Understand community recreation opportunities and the importance of alternative physical activity options Elective: Lawn Bowls Assessment: Investigation</p> <p>Module 2: Recreation and fitness industry Understand the social aspects of fitness to encourage participation Elective: Sports aerobics Assessment: Project</p>	<p>Module 3: Training for fitness Understand training principles and program design for achieving strength and conditioning outcomes Elective: Strength and Conditioning Assessment: Performance</p> <p>Module 4: Lifesaving and water safety Understand concepts and skills involved in water safety and lifesaving Elective: Lifesaving Assessment: Performance</p>

Assessment

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

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

Project	Investigation	Extended response	Performance
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or

			conveying meaning or intent.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes.* 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 2–4 minutes*

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

Pre-requisites: C for Year 10 HPE

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

Duration – 2 years

Fees: There is a subject levy associated with this course

Agricultural Practices

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Core topics	Elective topics	
<ul style="list-style-type: none">• Rules, regulations and recommendations• Equipment maintenance and operation• Management practices• An area of study:<ul style="list-style-type: none">– Animal industries– Plant industries– Animal industries and Plant industries	• Operating machinery	
	Animal studies	Plant studies
	<ul style="list-style-type: none">• Infrastructure• Production• Agribusiness	<ul style="list-style-type: none">• Infrastructure• Production• Agribusiness

Modules of Study:

Unit 3	Unit 4	Unit 1	Unit 2
<p>Module 5: Livestock Production Health and Disease Students investigate common livestock diseases, their treatment and prevention. Assessment: Extended response</p> <p>Module 6: Working Safely with Livestock Students investigate livestock behaviour, husbandry and safe animal handling techniques. Assessment: Project</p>	<p>Module 7: Livestock and Crops as a Commodity Students investigate agribusiness as an industry, production chains, the importance of meeting market specifications and methods of live animal assessment. Assessment: Collection of work</p> <p>Module 8: Cropping Processes for Production Students investigate crop production methods focussing on conserving soil moisture and sustainable farming techniques. Assessment: Examination</p>	<p>Module 1: Livestock Production Resources Students will investigate how resources and other factors contribute to livestock production. Assessment: Project</p> <p>Module 2: Livestock Nutrition and Water Requirements Students will investigate ruminant nutritional requirements, feeding strategies and water use. Assessment: Examination</p>	<p>Module 3: Plant Production Resources Students will investigate plant requirements and how resources can be managed to meet plant production targets. Assessment: Collection of work</p> <p>Module 4: Plant Production Health and Disease Students investigate characteristics of healthy plants, factors that contribute to poor plant health and strategies used to overcome these. Assessment: Extended response</p>

Assessment

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

Project	Collection of work	Extended response	Examination
A response to a single task, situation and/or scenario.	A response to a series of tasks relating to a single topic in a module of work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes performance: continuous class time. 	<p>At least three components from the following:</p> <ul style="list-style-type: none"> written: 200–300 words spoken: 1½–2½ minutes multimodal: 2–3 minutes performance: continuous class time. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal: 4-7 minutes. 	<ul style="list-style-type: none"> 60–90 minutes 50–250 words per item

Pre-requisites: Nil

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

Duration – 2 years

Fees: There is a subject levy associated with this course

Visual Arts in Practice

Applied senior subject

Applied

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

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

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

Pathways

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

Objectives

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

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

Structure

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

Core	Electives
<ul style="list-style-type: none">• Visual mediums, technologies, techniques• Visual literacies and contexts• Artwork realisation	<ul style="list-style-type: none">• 2D• 3D• Digital and 4D• Design• Craft

Modules of Study:

Unit 3	Unit 4	Unit 1	Unit 2
<p>Module 5: Scape This module focuses on the concept of contrasting environments (e.g. rural/urban) and the use of visual literacies to make meaning in the form of visual artworks that reflect the context in which they are created. Elective: 3D Assessment: Product</p> <p>Module 6: Marketable Art This module explores the world of art and business, using design processes to target specific audiences. Elective: Design Assessment: Project</p>	<p>Module 7: Consumerism This module explores the concept of consumerism and artists who works to communicate a message about our disposable society. Elective: 2D Assessment: Product</p> <p>Module 8: Belonging This module explores the concept of identity and belonging by using experimental artworks to document the local area, icons, events and/or community. Elective: 2D Assessment: Project</p>	<p>Module 1: Under the Sun This module explores 3D artworks and art for public spaces, focusing on creating sculptural works for a specific outdoor space in the school community. Elective: 3D Assessment: Project</p> <p>Module 2: Pop Culture This module focuses on the context of Popular Culture and the creation of works to suit a particular discourse Elective: Design Assessment: Product</p>	<p>Module 3: Street Art This module focuses on street art, the work of contemporary street artists, and how it is used to connect with the public to comment on a social issue. Elective: 2D Assessment: Project</p> <p>Module 4: Exploring Photography This module focuses on the concept of society in the creation of a folio of photographs. The local area, icons, people, places and events will be the focus of these images with the aim of producing a photo for a local exhibition entitled "My World". Elective: 2D Assessment: Product</p>

Assessment

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

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

Project	Product
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the application of identified skills to the production of artworks.
<p>A project consists of:</p> <ul style="list-style-type: none"> • a product component: variable conditions • at least one different component from the following <ul style="list-style-type: none"> – written: 500–900 words – spoken: 2½–3½ minutes – multimodal <ul style="list-style-type: none"> ▪ non-presentation: 8 A4 pages max (or equivalent) ▪ presentation: 3–6 minutes. 	<ul style="list-style-type: none"> • variable conditions

Pre-requisites: Nil

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

Duration – 2 years

Fees: There is a subject levy associated with this course

Short Courses

Career Education

Short Course

Short
Course

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure and assessment

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

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 lesson a week across Year 10 and 11

Vocational Education and Training (VET Courses)

Clermont State High School

RTO Number: 30262



SIT20416 Certificate II in Kitchen Operations

NATIONALLY RECOGNISED
TRAINING

Qualification Description

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

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

Entry Requirements

There are no entry requirements for this qualification.

Duration and Location

This course will be delivered in a compressed delivery mode in Year 11 across approximately 5 lessons per week. The course will be delivered, on site at Clermont State High School, while work placement will be conducted at the site of respective hospitality service operations.

Course Units

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

Unit Code and Title

SITHCCC001	Use food preparation equipment
SITXFSA001*	Use hygienic practices for food safety (Pre-Requirement)
SITXWHS001	Participate in safe work practices
SITHKOP001	Clean kitchen premises and equipment
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHCCC003	Prepare Sandwiches
SITHCCC006	Produce Appetisers and Salads
SITHCCC008	Prepare Vegetable, Fruit, Egg and Farinaceous Dishes
SITHCCC005	Prepare dishes using basic methods of cookery
SITXINV002	Maintain the quality of perishable supplies
BSBWOR203	Work effectively with others
SITXCCS003	Interact with customers
SITHCCC011+	Use cookery skills effectively (Twelve Service periods)

Delivery Modes

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

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

Assessment

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

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

Assessment techniques include:

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

Fees

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

Fees are subject to change. At present, course fees are approximately \$120. Students who withdraw from this course are eligible for a refund on a pro-rata basis

Work Placement

Students are required to complete twelve (12) service periods working within industry completing a variety of service types (breakfast, lunch, dinner and catering). Service periods are compulsory for completion of SIT20416. For work placement please see VET Liaison Officer.

RTO Obligation

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

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

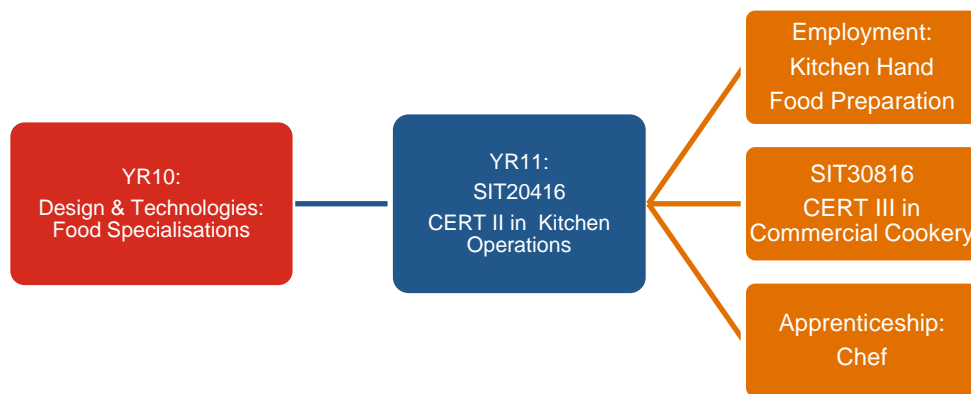
QCE Credits

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

Pathways

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

SIT30816 Certificate III in Commercial Cookery



Outline of Assessment Projects:

Kitchen Fundamentals

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

The Coffee Shop

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

Expanding the Menu

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

Working in the Industry

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

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



NATIONALLY RECOGNISED
TRAINING

MEM20413 Certificate II in Engineering Pathways

Qualification description

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

External RTO

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

Entry requirements

There is no 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.

- 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
- MSAPC1101A Adapt to work in industry
- MEMPE002A Use electric welding machines
- MEMPE005A Develop a career plan for the engineering and manufacturing industry
- MEMPE007A Pull apart and re-assemble engineering mechanisms
- MEMPE001A Use engineering workshop machines
- MEMPE006A Undertake a basic engineering project

Delivery Modes

One week face to face training blocks each term for 2 years

Assessment

Competency based assessment

Projects

Written and practical tasks

Work placement

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

Obligation

Students will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification. Students who are deemed competent in all units will be awarded a Qualification and a record of results by CQ University. Students who achieve at least one unit of competency (but not the full Qualification) will receive a Statement of Attainment.

QCE Credits

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

Fees

Approximately \$180. Refunds for course withdrawal will be provided on a pro-rata basis.

Resource Requirements

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

Pathways

Successful completion of this course enhances your employment opportunities in engineering trades; metal fabrication, fitting and machining, and diesel fitting.



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

Entry requirements

There are no formal entry requirements for students, however students need to demonstrate that their literacy and numeracy skills are ready to access a level 3 course.

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
AVIH0006	Navigate remote pilot aircraft systems	Core
AVIW0028	Operate and manage remote aircraft systems	Core
AVIW0004	Perform operational inspections on remote operated 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
AVIY0031	Apply the principles of air law to remote pilot aircraft system operations	Core
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations	Core
AVIZ0003	Operate aeronautical radio	Elective
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
AVIH0008)	Operate remote pilot aircraft systems extended visual line of sight (EVLOS	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 the 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

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



Certificate III in Health Services Assistance HLT33115 (incorporating Certificate II in Health Support Services HLT23215)

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.

Duration and Location

This is a two-year course, delivered in Years 11 and 12, on-site, in partnership with Connect 'n' Grow, while voluntary work placement will occur off-site.

Course Units

Year 1 (Certificate II units)

Unit code	Title
BSBWOR202	Organise and complete daily work activities
HLTINF001	Comply with infection prevention and control policies and procedures
HLTHSS005	Undertake routine stock maintenance
BSBCUS201	Deliver a service to customers
CHCCCS010	Maintain a high standard of service
CHCDIV001	Work with diverse people
HLTWHS001	Participate in workplace health and safety
BSBINM201	Process and maintain workplace information
HLTHSS003	Perform general cleaning tasks in a clinical setting
CHCCOM005	Communicate and work in health or community services
CHCCOM001	Provide first point of contact
CHCCCS020	Respond effectively to behaviours of concern

Course units Year 2 (Certificate III units)

Unit code	Title
BSBMED301	Interpret and apply medical terminology
BSBWOR301	Organise personal work priorities and development
HLTAID009	Provide cardiopulmonary resuscitation
CHCCCS009	Facilitate responsible behaviour
HLTAAP001	Recognise healthy body systems
CHCCCS015	Provide individualised support
HLTAID011	Provide first aid
BSBMED303	Maintain patient records
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

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

Students will be awarded credits based on their percentage of completion of "new" learning. 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 following fees will apply to these certificate courses. Course levy includes materials and equipment to support the delivery of these courses.

Course Levy: Approximately \$100

Certificate II + III: \$798

Students may be able to access funding to help subsidise the cost of their training. Contact the HOD or Connect 'n' Grow if you would like to explore potential options.

Refund

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

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

Pathways

The Certificate III qualification can articulate into work in many allied health agencies including those catering in aged care, hospital, paramedical, therapeutic occupations and nursing. Potential options may include:

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



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/ 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.

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.

Capricornia School of Distance Education Subject Offerings

Be Different
MAKE A DIFFERENCE!



Available Subjects in Years 11

Please see the Capricornia SDE Website for information about these subjects.

Year 11 and 12 (Subject duration 2 years except Short Courses, Cert II Self-Awareness & Development and Cert II in Music)					
Syllabus	Subject Classification	Subject	Pre-requisites	Subject Status	
English	General	English	SA; Year 10 English	Core (4 QCE credits)	
	Applied	Essential English	Nil	Core (4 QCE credits)	
	Short Course	Short Course in Literacy	Nil	Prep (1 QCE credit)	
	QCIA	QCIA English	Nil	Statement of Participation	
Mathematics	General	General Mathematics	SA; Year 10 Maths	Core (4 QCE credits)	
	General	Mathematical Methods	SA; Year 10 Ex Maths	Core (4 QCE credits)	
	General	Specialist Mathematics	SA; Year 10 Ex Maths	Core (4 QCE credits)	
	Applied	Essential Mathematics	Nil	Core (4 QCE credits)	
	Short Course	Short Course in Numeracy	Nil	Prep (1 QCE credit)	
	QCIA	QCIA Mathematics	Nil	Statement of Participation	
Science	Applied	Agricultural Practices	Nil	Elective (4 QCE credits)	
	General	Agricultural Science	SA; Year 10 English	Elective (4 QCE credits)	
	General	Biology	HA; Year 10 English & Science	Elective (4 QCE credits)	
	General	Chemistry	HA; Year 10 Ex Maths & Science	Elective (4 QCE credits)	
	General	Physics	HA; Year 10 Ex Maths	Elective (4 QCE credits)	
	Applied	Science in Practice	SA; Year 10 Science	Elective (4 QCE credits)	
	Applied	Aquatic Practices	SA; Year 10 Science	Elective (4 QCE credits)	
Humanities and Social Sciences	General	Accounting	HA; Year 10 English	Elective (4 QCE credits)	
	General	Ancient History	SA; Year 10 English	Elective (4 QCE credits)	
	General	Business	HA; Year 10 English & Maths	Elective (4 QCE credits)	
	General	Economics	HA; Year 10 English	Elective (4 QCE credits)	
	General	Geography	SA; Year 10 English	Elective (4 QCE credits)	
	General	Legal Studies	HA; Year 10 English	Elective (4 QCE credits)	
	General	Modern History	SA; Year 10 English	Elective (4 QCE credits)	
	Applied	Social & Community Studies	Nil	Elective (4 QCE credits)	
	Short Course	Career Education	Nil	Prep (1 QCE credit)	
	QCIA	QCIA Work Studies	Nil	Statement of Participation	
	The Arts	Applied	Visual Arts in Practice	Nil	Elective (4 QCE credits)
		QCIA	QCIA Visual Arts	Nil	Statement of Participation
		QCIA Music	QCIA Music	Nil	Statement of Participation
Languages	General	Japanese	SA; Year 10 Japanese	Elective (4 QCE credits)	
Health and Physical Education	Applied	Early Childhood Studies	Nil	Elective (4 QCE credits)	
	QCIA	QCIA Health	Nil	Statement of Participation	
Vocational Education and Training (VET)	VET	FSK20119 Certificate II in Skills for Work and Vocational Pathways	Nil	Elective (4 QCE credits)	
	VET	BSB20120 Certificate II in Workplace Skills	Nil	Elective (4 QCE credits)	
	VET	ICT20120 Certificate II in Applied Digital Technologies	Nil	Elective (4 QCE credits)	
	VET	CUA20620 Certificate II in Music	Nil	Elective (4 QCE credits)	
	VET	ICBSNAT Certificate II Self-Awareness and Development	Nil	Elective (4 QCE credits)	

Brisbane School of Distance Education

Subject Offerings Yr 11-12

2022 Subject lists

Disclaimer

A minimum number of student enrolments for each subject is required for the subject to be offered at BrisbaneSDE.

QCAA Subjects	General	Applied
Mathematics	Mathematical Methods Specialist Mathematics	
Science	Biology Chemistry Physics Psychology	Science in Practice
Humanities and Social Sciences	Aboriginal & Torres Strait Islander Studies Accounting Ancient History Economics Geography Legal Studies Modern History Philosophy and Reason	Business Studies Social and Community Studies Tourism
The Arts	Dance Music Music Extension (Units 3 and 4 only) Visual Art	Media Arts in Practice Music in Practice Visual Arts in Practice
Technologies	Design Digital Solutions	Information & Communication Technology
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.



Draft Clermont SHS Subject Selection Structure 2022

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

Category/ Line	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Line 7
General	ENGLISH	GENERAL MATHS	PHYSICAL EDUCATION	CHEMISTRY	BIOLOGY	DESIGN	
Applied	ESSENTIAL ENGLISH	ESSENTIAL MATHS	SPORT & RECREATION VISUAL ARTS IN PRACTICE	FURNISHING SKILLS		AGRICULTURAL PRACTICES	
VET courses				CERTIFICATE III IN HEALTH SERVICES ASSISTANCE	CERTIFICATE II IN KITCHEN OPERATIONS		CERTIFICATE II IN SELF AWARENESS & DEVELOPMENT
Can be selected on any of these lines (3-6):			CERTIFICATE II IN ENGINEERING PATHWAYS CERTIFICATE III IN AVIATION CERTIFICATE II IN AUTONOMOUS TECHNOLOGIES *EOI ONLY				

Capricornia School of Distance Education subject selection structure (DRAFT)

	LINE 1	LINE 2	LINE 3	LINE 4	LINE 5	LINE 6
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	SOCIAL AND COMMUNITY STUDIES	VISUAL ARTS IN PRACTICE	SOCIAL AND COMMUNITY STUDIES
	ESSENTIAL MATHEMATICS	ESSENTIAL ENGLISH (B)	EARLY CHILDHOOD STUDIES	AGRICULTURAL PRACTICES	AQUATIC PRACTICES	
VOCATIONAL EDUCATION AND TRAINING (VET) SUBJECTS			Certificate II in SELF AWARENESS AND DEVELOPMENT	Certificate II in SKILLS FOR WORK AND VOCATIONAL PATHWAYS	Certificate II in APPLIED DIGITAL TECHNOLOGIES	Certificate II in WORKPLACE SKILLS
	SHORT COURSE LITERACY	SHORT COURSE NUMERACY	Certificate II in MUSIC			Certificate II in SKILLS FOR WORK AND VOCATIONAL PATHWAYS (A)

