Disclaimer: The information in this handbook is subject to change without notice due to human and physical resource allocations.

Some courses identified in this handbook will attract a fee. All subject fees are outlined in the Student Resources Handbook which is available at the office. Cost

There may be additional costs if students participate in any extracurricular activities/competitions.

Students may be asked to pay these fees direct to the school, to the external provider or to the school who will pay the external provider on behalf of the students enrolled.

Fees will be invoiced within the first month of course commencement, invoices will be sent home with payment instructions and due dates. Please note only financial students can stay enrolled in a course to receive a certificate of qualification.

Some courses will only proceed if sufficient numbers of students enrol at the time of SET Plan and Subject Selection process.
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<td>10 Fashion and Design</td>
<td>FAD</td>
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<td>FNT</td>
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<td>10 Health Education Studies</td>
<td>HES</td>
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</tr>
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<tr>
<td>10 History</td>
<td>HIS 37</td>
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<td>10 Japanese</td>
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<td>10 Mathematics Extension</td>
<td>MAT 41</td>
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<td>10 Mathematics Foundation</td>
<td>MAT 43</td>
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<td>10 Music</td>
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<td>10 Physical Education Studies</td>
<td>PES 46</td>
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<td>10 Science</td>
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<td>10 Spanish</td>
<td>SPN 48</td>
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</tr>
<tr>
<td>10 Visual Art</td>
<td>ART 49</td>
<td></td>
</tr>
</tbody>
</table>

**SUBJECT INFORMATION – VET QUALIFICATIONS**

- Certificate I in Agrifood Operations (Yr 10) | VAF 53 |
- Certificate I Hospitality                  | VHP 55 |
- Certificate III in Fitness (Football Excellence) | FEX 56 |

**SUBJECT INFORMATION – ALTERNATE LEARNING PATHWAY**

- Tennis Program of Excellence             | TEX 59 |
PRINCIPAL’S WELCOME

Welcome to the Senior Secondary phase of your education. Corinda State High School prides itself on the ability to provide such a broad ranging curriculum. This is based on the philosophy that students can reach their potential through many and varied pathways. There is not just one way to reach your career goal.

Our school is committed to the pursuit of educational expertise in order to confront the challenge of educating young people in a constantly changing world. The curriculum seeks to reflect both traditional and contemporary aspects and its design takes into account current educational trends and societal issues such as changing employment patterns, skills shortages, technological advances and global influences.

All students at Corinda State High School are encouraged and supported to strive to achieve personal excellence. Our staff work hard to ensure students have a wide range of academic subjects as preparation for tertiary studies as well as embedded and stand-alone certification for Vocational Education and Training pathways.

At Corinda we continue to produce a strong academic record with students being supported through Academic Coaching and a major emphasis on high performance. Corinda State High School continues to be a school of choice for the Sciences and our academic record in this field has always been strong.

We have a wide variety of high quality VET programs to Certificate IV level. Our recently developed partnership with Sarina Russo has allowed us to expand our VET programs to ensure students are able to engage in reputable programs with strong links to industry. Only the best for our students!

Every opportunity is made available for students to prepare themselves for their desired futures while equipping them with highly competitive qualifications. These qualifications are beneficial for both academic and vocationally bound students.

I encourage all students to take up these exciting opportunities through our curriculum offerings as they plan their desired pathways.

Corinda is a school for every student and central to our core business is the belief that all students can succeed and achieve their goals – our job being to steer them on this journey.

Every opportunity – that will ‘Exceed Your Expectations’!

At Corinda you can be what you want to be!

Helen Jamieson
Principal
INTRODUCTION

This booklet has been compiled to assist students and their parents in making informed choices about senior subjects by providing general senior schooling information as well as specific subject descriptors.

It is our goal at Corinda that every student finds enjoyment in ‘learning’ and a pathway suitable to their abilities and interests and we trust this document will give you plenty of guidance to do so.

Entering the Senior Phase of Learning is an exciting time however there is a lot of information for you to take in. If there are any terms or concepts in this handbook that you still are not comfortable with, please ensure you approach any of the Guidance Officers and Senior Schooling staff who will be more than happy to clarify anything.

The Australian National Curriculum (ACARA) is implemented (in English, Maths, Science and History) in Junior Secondary. The year 11/12 subjects will remain as the current Queensland Curriculum based subjects for 2013. Semester 2, year 10 will provide student’s choice of both preparation courses for year 11/12 Authority Registered Subjects as well as several VET (Certificate courses), TAFE Courses and/or School Based Traineeships of Apprenticeships.

To ensure students are equipped for success in years 11 and 12 it is highly recommended that corresponding preparatory subjects (for Authority Registered Subjects) are selected in order to achieve the highest level of achievement possible.

GENERAL INFORMATION FOR SENIOR PHASE LEARNING

As a part of the Queensland Government’s package of education and training reforms (The Youth Participation in Education and Training Act 2003) it mandated that-

Students must stay at school until they finish year 10 or turn 16, whichever comes first. After that, if not working at least 25 hours per week young people need to-

- stay in education or training for 2 or more years, or
- get a Queensland Certificate of Education (QCE), or QCIA
- get a Certificate 3 vocational qualification or higher, or
- turn 17, whichever comes first?

In addition to these guidelines it was mandated that ALL year 10 students must develop a SENIOR EDUCATION AND TRAINING PLAN (Set Plan) that sets outs their intended learning outcomes (ILO) or activities after year ten. This is recorded on their QSA registration.

Students will also receive a Senior Statement and may be eligible to receive a Queensland Certificate of Education (QCE)
WHAT IS A SENIOR STATEMENT?

The Senior Statement is a student’s official record of learning. It records all the learning achievements in a student’s Learning Account.

WHAT IS A LEARNING ACCOUNT?

All year 10 students are individually registered with the Queensland Studies Authority. Their registration generates a LUI (Learner Unique Identification) and opens the students’ learning account. The individual password given to each student in year 10 allows them to visit their learning account and access the Career Information Service. The Learning Account records all learning – what, where and when. As activities or studies are completed, the learning account grows, just like a bank account. Most banking will start in year 11.

The learning account stores information about the different types of learning that a student may undertake. The account records enrolments and achievements in contributing studies that may lead towards:

- a QCE
- a Senior Statement
- a Statement of Results
- a vocational education and training (VET) certificate
- a Queensland Certificate of Individual Achievement (QCIA)
- an Overall Position (OP) and Field Positions (FPs).

WHEN DO STUDENTS RECEIVE THE SENIOR STATEMENT?

The Queensland Studies Authority will issue the Senior Statement if a student: has met the requirements for the Queensland Certificate of Education; or is attending a state or non-state school; and has banked at least one achievement in their Learning Account; and is enrolled at a school until the prescribed date at the end of year 12.

WHAT IS THE QCE?

The QCE is Queensland’s new senior schooling qualification that is now recognised by employers in the workplace. It acknowledges a broader range of learning options offering students flexibility in what, where and when they learn. The Queensland Studies Authority (QSA) will award young people a QCE when they complete the Senior Phase of Learning within certain guidelines.

The QCE attests to:

- a significant amount of quality assured learning
- learning at a set standard of achievement
- literacy and numeracy requirements

To be eligible, students must bank at least 20 credits in their learning account. You will find the table on page 6 useful in further clarifying this. If there are less than 20 credits in a student’s learning account at the end of year 12, it will remain open and the student can continue to bank credits.

Below is a brief overview of the types of learning that can be calculated towards a QCE. They fall under four categories
1. Core Learning
   - Authority Registered Subjects
   - Authority-registered subjects
   - VET Certificate II, III or IV
   - School-based apprenticeships and traineeships
   - tailored training programs

2. Preparatory Learning
   - VET Certificate I
   - employment skills development programs
   - re-engagement programs that form part of the District Youth Achievement Plan and meet the quality criteria

3. Enrichment Learning
   - recognised certificates or awards, for example music, dance, drama, sport and community development
   - negotiated community or self-directed projects
   - 160 hours of structured workplace learning

4. Advanced Learning
   - university subjects
   - higher level VET (diploma and advanced diploma)

**WHAT IS THE DIFFERENCE BETWEEN THE QCE AND THE SENIOR STATEMENT?**

The Senior Statement is a record of all learning achievements banked to a student’s Learning Account. It records the details of where and when the learning took place and the level of achievement. The QCE, on the other hand, is

- Awarded only when a specified study pattern has been achieved.
- This study pattern requires:
  - Completion of at least 20 credits of courses of study
  - A set standard of achievement in these completed courses of study
  - Completion of a literacy and numeracy component

At Corinda our aim is that EVERY STUDENT will graduate with a QCE.

The completion of a SET Plan in year 10 is a perfect platform for this to occur.
QCE PLANNING PATHWAY

To gain a QCE students need an AMOUNT of LEARNING 20 credits at a SET STANDARD Sound Achievement, Pass or equivalent In a SET PATTERN at least 12 credits from completed Core courses of study + an additional 8 credits from a combination of any courses of study + meet literacy and numeracy requirements.

About the QCE

The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification.
- The QCE is awarded to eligible students — usually at the end of Year 12.
- Students can still work towards a QCE after Year 12 or if they leave school.
- Learning options are grouped into four categories (see opposite).
- The QCE offers flexibility in what, where and when learning occurs.

How the QCE works

To achieve a QCE a student needs 20 credits in a set pattern.
- At least 12 credits must come from completed Core courses.
- Additional 8 credits can come from a combination of any courses.
- Students must achieve a Sound, Pass or equivalent to receive QCE credits.
- Literacy and numeracy requirements must be met (see opposite).

Planning a QCE pathway

QCE planning usually starts in Year 10.
- A Senior Education and Training (SET) Plan is developed to map a student’s future education and/or employment goals and their QCE pathway.
- Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects done while at school, recognised workplace learning, certificates and awards.
- Students choose their own QCE pathway — there are hundreds of possible course combinations.

START HERE

Can the literacy requirement be met?
No No QCE

Can the numeracy requirement be met?
No No QCE

Can the completed Core requirement be met?
Yes Can a Mathematics subject change or an English subject change meet the requirement?
Yes No No QCE

Can 20 credits be gained from courses of study?
No Can 18 or 19 credits be gained from courses of study?
No No QCE

Is a subject rated at Limited Achievement after 1 or 2 semesters?
Yes QCE

There are many ways a student can gain a QCE. Use this diagram to plan a pathway towards a QCE and to check eligibility.
For more information visit www.qsa.qld.edu.au

Learning options and credit values

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE</strong></td>
<td>Credit</td>
</tr>
<tr>
<td>Authority or Authority-registered subjects</td>
<td>Per course (4 semesters)</td>
</tr>
<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td>Certificate II</td>
</tr>
<tr>
<td>VET Certificate II, III or IV qualifications (Includes school-based traineeships that incorporate on-the-job training)</td>
<td>Certificate III &amp; IV</td>
</tr>
<tr>
<td>School-based apprenticeships</td>
<td>Certificate III competencies</td>
</tr>
<tr>
<td>Tailored training programs</td>
<td>On-the-job component</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>Per course</td>
</tr>
<tr>
<td><strong>PREPARATORY</strong></td>
<td>Maximum of 6 credits can contribute.</td>
</tr>
<tr>
<td>VET Certificate I vocational qualifications</td>
<td>(Max. of 2 qualifications can count)</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VETE Act 2000</td>
<td>(Max. of 1 program can count)</td>
</tr>
<tr>
<td>Re-engagement programs</td>
<td>(Max. of 1 program can count)</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As determined by QSA</td>
</tr>
<tr>
<td>Short course in literacy or short course in numeracy developed by the QSA</td>
<td>Per course</td>
</tr>
<tr>
<td><strong>ENRICHMENT</strong></td>
<td>Maximum of 8 credits can contribute.</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As determined by QSA</td>
</tr>
<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>As determined by QSA</td>
</tr>
<tr>
<td>Learning projects — workplace, community, self-directed</td>
<td>1</td>
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<tr>
<td>Authority extension subjects, such as English Extension</td>
<td>2</td>
</tr>
<tr>
<td>Career development: A short course senior syllabus</td>
<td>As determined by QSA</td>
</tr>
<tr>
<td>School-based subjects</td>
<td>1</td>
</tr>
</tbody>
</table>

ADVANCED

One- or two-semester university subjects completed while enrolled at a school
- One-semester subject: 2 credits
- Two-semester subject: 4 credits

Competencies contributing to VET diplomas or advanced diplomas while enrolled at a school
- Up to 8 credits (1 credit per competency)

QCE Planning Pathway

Corinda State High School RTO #30464

Year 10 Curriculum Handbook 2017
Publication: 30 August 2016
**WHAT IS A SET PLAN?**

A SET Plain is a ‘Road Map’ to assist young people in achieving their learning goals during the Senior Phase of Learning. It assists young people to examine options across education, training and employment sectors and allows them to communicate with personnel at the school who work collaboratively to achieve their goals.

Students at Corinda SHS are exposed to variety of programs from year 8 which enables them to develop their SET Plan into a dynamic document, of which they have the opportunity to revise and reflect at various stages. SET Plans are now recorded electronically on ‘One school’ so can therefore be accessed at any time by both students and parents.

Below is the process which is followed here at Corinda

<table>
<thead>
<tr>
<th>academic coaching &amp; set plan process</th>
<th>at corinda state high school</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage</strong></td>
<td><strong>Year Level</strong></td>
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<tr>
<td>Learning Pathways Meetings</td>
<td>Year 8/9</td>
</tr>
<tr>
<td>Work Education/ Career Education Program</td>
<td>Year 10 Semester 1</td>
</tr>
<tr>
<td>Work Experience</td>
<td>Year 10 Term1</td>
</tr>
<tr>
<td>My Future Options Day</td>
<td>Year 10 Term 2</td>
</tr>
<tr>
<td>Set Plan Interview and Senior Selection Pathway</td>
<td>Year 10 End of Term 2</td>
</tr>
<tr>
<td>Review and Consultation, and Academic Coaching</td>
<td>Year 11/12</td>
</tr>
</tbody>
</table>

*Corinda State High School RTO #30464*
PLANNING YOUR SUBJECTS

It is important to choose senior subjects carefully as your decisions may affect the types of occupations you can choose in the future. Your choices will also affect your success and the feelings you have about school. Changing subject’s mid-term or semester IS NOT ideal and can often lead to more issues such as ‘playing catch up’ with your new subject. SO CHOOSE CAREFULLY!! Remember... it’s your future.... Not your friends!!

As an overall plan, it is suggested that you choose subjects

- you enjoy
- in which you have achieved good results
- which reflect your interests and abilities,
- which help your career and employment goals
- which will develop skills, knowledge and attitude useful throughout life
- according to the steps on the preference sheets.

As outlined in the SET Planning overview, Corinda students study Careers and Work Education whilst at Corinda SHS. There is however many useful resources that students may use in addition. Some of these are -

- www.myfuture.edu.au – Australia’s National Career Information Service
- www.jobguide.deewr.gov.au – Is where you can find every out about any occupation
- The QTAC Guide is useful for information on tertiary courses offered through QTAC
- The Tertiary Prerequisites 2014 book provided by QTAC to all year 10 students.
- www.qtac.edu.au – Queensland Tertiary Admissions Centre website provides information required for students wishing to further their study after school, and includes information on how students not eligible for an Overall Positions can gain entry into Tertiary courses.
- Brochures from industry groups provide information on various pathways within industry.
- http://www.qsa.qld.edu.au/yrs1to10/whatnext.pdf is a useful publication by QSA that focuses on available pathways for students who are complete year 10.

Things to remember when choosing a PATHWAY

- Your greatest chance of success is choosing a pathway that is suited to your ability levels
- Find out everything you can about your possible career path and ensure you are covering any necessary prerequisites for this career
- Remember that with many occupations there is ‘More than one way in’. Investigate which path is best suited to your abilities. YOU CAN enter many career pathways through Certificate courses in the form of TAFE and/or School Based Traineeships and Apprenticeships.
- Not ALL students are suited to an Authority Registered Subject or OP Pathway.
**PATHWAYS**

Making a choice:

Senior Education and Training (SET) Plan

All students obtain QCE

**OP PATHWAY**

Choose a tertiary oriented program

of

Authority Subjects

to

Receive an overall position (OP)

for

Access to a University course

**VOCATIONAL EDUCATION PATHWAY**

Choose a VET oriented program

Through one or more of:

VET Options
- Traineeship or Apprenticeship
- School based VET qualifications
- External RTO VET qualifications

Can lead to:

Further tertiary training:
- TAFE, other RTO’s, continuing Apprenticeship

Authority Registered Subjects

Access to some University Courses (using TER)
**ADDITIONAL INFO**

**WHAT IS VET?**

Vocational education and training (VET) assists in the learning of practical workplace skills to prepare for employment. VET links hands-on learning with theoretical understanding. In the past ten years Australia has more than doubled the number of people doing VET. Nearly half of all teenage full-time employees are now completing some form of training leading to a recognised qualification.

**WHY DOES VET EXIST?**

- VET exists to give people better skills and more opportunities.
- No matter what type of skills you need or what job you’re interested in, you can get the training you want and deserve.
- VET qualifications are recognised by employers Australia wide. Your qualification proves that you are competent to do the job.
- VET is a great way to build your career in almost any industry you can think of. VET can take place within an Australian Apprenticeship, at school, at a Registered Training Organisation such as a TAFE, or in the workplace.
- VET assists students to develop the personal qualities of independence, initiative and self-determination
- That will benefit them in employment and life.

**WHAT CERTIFICATES CAN I ACCESS?**

Corinda State High School is a registered training organisation (RTO) for the delivery of many vocational courses through the Queensland Studies Authority (QSA). There are three modes of delivery for VET:

1. Corinda State High School *(see faculty maps for details.)*
2. School-based Apprenticeship or Traineeship (SAT) *(see page 13)*
3. External VET offerings *(see next page)*

In addition we have established partnerships with the following training providers who deliver on site at Corinda State High School:

- Sarina Russo Institute
- Electrogroup
- Cairns Training Academy
- Agforce Queensland.
**EXTERNAL VET OFFERINGS**

Vocational Pathways students may find that CSHS’s scope of registration does not cover their particular area of interest, therefore to broaden their options; senior students are given the opportunity to enrol in accredited courses through Bremer TAFE, Metropolitan South Institute of TAFE and Skills Tech.

Students wanting to enrol in these courses must identify these interests in their ‘SET Plan’, as embarking on an external course should not be taking lightly. Time management, under this model, is vital in the successful completion of both school studies (including obtainment of a QCE) and external certificate courses.

**EXPECTATIONS**

Students need to be committed to completing the courses, be prepared to pay tuition and material costs and organise their own transport to and from TAFE. In addition there is also an expectation that students ‘self-manage’ the school work they missed on the day they are at TAFE. (Students who enrol in these courses are usually required to attend TAFE one day a week. In some cases students may be given an option for a study line to compensate for this extra study and to lighten their school load)

Please be aware this list below is of ‘POSSIBLE COURSES’ these institutions may offer in the future (Exact information will be available later in the year and all courses are subject to student enrolments.)

Students must be ‘active’ in reading their emails and listening to student notices in readiness for the enrolment into these courses.

<table>
<thead>
<tr>
<th>TAFE South West</th>
<th>TAFE Brisbane RTO No. 0275 / CRICOS No03020E.</th>
<th>TAFE Skills Tech</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Certificate III in Business (Legal)</td>
<td>• Certificate III in Beauty</td>
<td>• Certificate I Engineering (Diesel Fitting)</td>
</tr>
<tr>
<td>• Certificate III in Design Fundamentals (Graphic Design)</td>
<td>• Units from Certificate IV in Graphic Design</td>
<td>• Certificate I Plumbing Services</td>
</tr>
<tr>
<td>• Certificate III in Financial Services Accounts Administration</td>
<td>• Certificate II in Design Fundamentals (Legal)</td>
<td>• Certificate II in Automotive Electrical</td>
</tr>
<tr>
<td>• Certificate II in Visual Art and New Media</td>
<td>• Cert III in Design Fundamentals (Graphic Design)</td>
<td>• Certificate II in Automotive Mechanical</td>
</tr>
<tr>
<td>• Certificate II in Automotive</td>
<td>• Cert III in Design Fundamentals (Photo Imaging)</td>
<td>• Certificate II in Data and Voice Communication</td>
</tr>
<tr>
<td>• Certificate II in Hairdressing/Certificate II in Retail/ Certificate II in Retail Make-up and Skincare</td>
<td>• Certificate III in Events</td>
<td>• Certificate II in Furniture Making</td>
</tr>
<tr>
<td>• Certificate II in Nail Technology/ Certificate III in Beauty</td>
<td>• Certificate II in Horticulture (Landscape Construction)</td>
<td>• Certificate II in Electro technology (Electrical)</td>
</tr>
<tr>
<td>• Certificate III in Engineering (Fabrication/ Fitting)</td>
<td>• Certificate III in Media (Animation and Motion)</td>
<td>• Computer-Aided Drafting Program</td>
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<tr>
<td></td>
<td>• Certificate III in Media (Image and Apps)</td>
<td>*Certificate I in Engineering (Sheet Metal)</td>
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<tr>
<td></td>
<td>• Certificate III in Media (Film &amp; TV Production)</td>
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<tr>
<td></td>
<td>• Certificate III in Music</td>
<td></td>
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<td></td>
<td>• Certificate II in Retail</td>
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<tr>
<td></td>
<td>• Certificate III in Tourism</td>
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</tbody>
</table>

Note – These courses have not been confirmed. It is a suggestive list only going on previous offerings.
SCHOOL-BASED APPRENTICESHIP OR TRAINEESHIP (SAT)

School-based apprenticeships and traineeships (SATs) allow students at Corinda SHS (Typically year 11 and 12 students) to work with an employer in a real workplace as paid employees while still at school for their senior certificate. Students benefit from hands-on experience without having to leave school. On average, students will spend one day per week in PAID employment. At the same time, students undertake a training qualification with a registered training organisation (like a TAFE) chosen by both the employer and the student to receive nationally recognised vocational training qualifications.

Students gain valuable points towards their Queensland Certificate of Education at the end of year 12, and also train towards a qualification in their chosen career that will be recognised wherever you go in Australia.

Students are paid for the time spent working, including an extra amount to compensate for not receiving recreation and sick leave, but are not paid for the training component delivered by the registered training organisation or RTO.

WHAT IS AN OVERALL POSITION (OP)?

An OP:

- Is the measure most often used to select year 12 students for university entrance
- Indicates a student’s rank order position based on overall achievement in Authority Registered Subjects
- Uses the results of a student’s best 100 weighted semester units in Authority Registered Subjects
- Uses equal weighting for all Authority Registered Subjects
- Involves scaling using group QCS Test results
- Is reported as one of 25 bands from 1(highest) to 25 (lowest).

WHO IS ELIGIBLE FOR AN OP?

To be eligible a student must:

- Study a minimum of 20 semesters of Authority Registered Subjects (the equivalent of studying five subjects for four semesters of year 11 and 12)
- Study at least three (3) subjects for four (4) semesters (i.e. for years 11 and 12)
- Sit for the Queensland Core Skills (QCS) Test.
WHAT ARE FIELD POSITIONS (FP) AND WHO IS ELIGIBLE?

FPs indicate a student’s rank order position on overall achievements in Authority Registered Subject in up to five fields:

- FP A extended written communication
- FP B short written communication
- FP C basic numeracy
- FP D solving complex problems
- FP E practical performance

- All students who are OP eligible will also receive results in up to five fields.
- To find out more about Field Positions and how they can affect your OP click on the link [http://www.qsa.qld.edu.au/630.html#707](http://www.qsa.qld.edu.au/630.html#707).

QUEENSLAND CORE SKILLS TEST (QCS)

What is the QCS Test?

- A common state-wide test for Queensland year 12 students
- An achievement test- not an intelligence test nor an aptitude test
- Grounded in the Queensland senior curriculum
- Accessible to all year 12 students, regardless of individual difference in subject patterns

What does it test?

It tests 49 common curriculum elements (CCEs) of the Queensland senior curriculum. These 49 elements are found on the QSA website [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au). The level of sophistication demanded by the test is appropriate to year 12 students. Particular knowledge of specific senior subjects is not tested. However, the test assumes basic levels of general knowledge and vocabulary, and year 10 knowledge of mathematical operations.

What is the purpose of the test?

The QCS Test provides:

- individual results reported on a five-point scale group results for comparing the achievement of students in different subject groups and different schools in order to calculate Overall Positions (OPs)
- group results for calculating Field Positions (FPs) – up to five per student, depending on subject choice
What is in the test?

The QCS Test consists of four papers – Writing Task (WT), Short Response (SR), and two Multiple Choice (MC) papers.

<table>
<thead>
<tr>
<th></th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>MORNING</td>
<td>PAPER 1</td>
<td>PAPER 3</td>
</tr>
<tr>
<td></td>
<td>Writing Task</td>
<td>Short Response</td>
</tr>
<tr>
<td></td>
<td>2 hours</td>
<td>2 hours</td>
</tr>
<tr>
<td>AFTERNOON</td>
<td>PAPER 2</td>
<td>PAPER 4</td>
</tr>
<tr>
<td></td>
<td>Multiple Choice I</td>
<td>Multiple Choice II</td>
</tr>
<tr>
<td></td>
<td>1 hour 30 minutes</td>
<td>1 hour 30 minutes</td>
</tr>
</tbody>
</table>

In the test, students will be expected to respond to various stimulus materials such as prose passages, poetry, graphs, tables, maps, mathematical and scientific data, cartoons and reproductions of works of art.

- **WRITING TASK** – The WT will test student’s command of the written English language and their expressive and productive skills. Students will be asked to compose an extended piece (about 600 words) of continuous prose in response to the stimulus material provided.

- **SHORT RESPONSE** – Items on the SR paper will ask students to respond in different ways, such as by writing a sentence or paragraph, drawing a diagram, performing a calculation, sketching, etc.

- **MULTIPLE CHOICE** – For each item on the MC papers there are four alternative answers (options). Students will be asked to select the best answer.

**WHAT IS A SELECTION RANK?**

- Is a rank used for students not eligible for an OP to obtain entry into University. (Refer to current QTAC guide for additional information)

- Is a calculated using the student result from Authority/ Authority Registered and VET courses.

- TER are not published automatically by QTAC and students must REQUEST to be advised of their Rank Score

- Students who select this pathway should consider sitting the QCS test as a grade of D or above can contribute towards a higher selection rank.

- For more information on selection rank click on the link provided below.

WHAT ARE THE BONUS RANK SCHEMES?

- Students who successfully complete particular subject nominated by the universities will be granted bonus admission ranks.
- UQ, Griffith and QUT are the universities that run these schemes.
- The scheme is recognition that there are some subjects and studies undertaken by high school students that require a high level of skill and knowledge and that better prepare students for the rigour and diversity of tertiary study.
- Look for this symbol on the subject pages for those which are involved in the scheme
- Each university has different schemes, please click here for specific information: http://www.qtac.edu.au/Applying-SAS/Year12Bonus.html

UNIVERSITY ENTRANCE PROCEDURES

Students become eligible for University entrance by selecting subjects that qualify for an Overall Position (OP) or by using the TER (Tertiary Entrance Rank) system.

Students apply to Queensland Tertiary Admissions Centre (QTAC) for places in tertiary courses in Queensland (and in some cases, northern NSW). Information booklets are distributed through schools and assistance is available from the Guidance Officers at the appropriate time (usually mid year 12).

Students lodge their QTAC preferences directly on line via the web. This electronic lodgement allows students to change or update their preferences more often and more easily than was previously possible. At the time of lodgement, students will not know their OP, FPs or Levels of Achievement in their subjects. However, they are able to change their preferences for a short period after this information becomes available in December of their year 12.

EXTERNAL EXAMS

The QSA offers the Senior External Examination in 21 individual subjects. Results are based solely on examination performance. External exams DO contribute to a student’s QCE and a successful grade will contribute towards the students OP score.

The Senior External Examination is for:

- Year 12 students unable to access particular subjects at CSHS

For more information please visit the QSA website http://www.qsa.qld.edu.au/588.html
SUBJECT INFORMATION - AUTHORITY AND AUTHORITY
REGISTERED SUBJECTS
**10 ADVANCED MATHS AND SCIENCE**

**Brief Description of Subject**

AMS allows students to consistently engage with higher order thinking tasks that are centred on problem based learning. AMS is designed for students who demonstrate high levels of achievement in science and mathematics and nurtures their ability through complex scientific processes, laying the foundation for further study in senior mathematics and science. AMS allows students to participate in activities that are flexible and negotiable whilst fostering academic excellence. As such, the course content may vary according to the scientific interests and academic needs of the individual.

**Brief Course/Assessment Outline:**

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
</table>
| **Term 1** Students learn the science and engineering behind different innovative ideas. Students will learn to work in teams to develop and construct solutions, problem solve and evaluate the effectiveness of design solutions. | During the course, students’ performance will be assessed on two criteria:  
  - Science Understanding  
  - Science Inquiry  
  Assessment items will be integrated into the course of study and include:  
    - written tests  
    - multimodal presentations  
    - extended response tasks and  
    - experimental investigations  
    - design projects  
    - scientific report  
    - technology Project |
| **Term 2** Silver CREST (CSIRO) enables students to experience the exciting world of scientific research and technological development. Students undertake, in consultation with a supervising teacher, a creative and original project that involves experimentation (for science projects) or design, construction and appraisal (for technology projects). Their project must have an application to the everyday world. |                                                         |
| **Term 3** Students are required to develop ideas to solve engineering problems. Students carry out design and construction of a spaghetti bridge to given specifications. Students are taught to apply scientific principles to design solutions. Students are encouraged to develop prototype of design, test, evaluate and modify designs. Students will also engage in qualitative and quantitative chemistry techniques. |                                                         |
| **Term 4** Determining the flight characteristics of a rocket requires an understanding of many complex interactions between components and concepts in mathematics and physics. Students will determine a mathematical model which brings together a number of key factors that will enable them to predict the trajectory of a water rocket. |                                                         |
Future Pathway Opportunities

Junior Secondary

Senior Secondary

Post School

Years 7-9 Core Science
Years 8-9 Science Excellence (optional)
Year 10 Science
10 Adv. Maths and Science (optional)

Physics
Earth Science
Biology
Chemistry

University
- Environmental Sciences
- Medical Sciences
- Nursing
- Pharmacology
- Engineering (Chemical, Mining, Electrical, Civil)
- Medical Physics
- Veterinary Science
- Optometry, Chemist
- Botany; Biochemistry
- Agricultural Studies
- Education

TAFE
- Dental assistant
- Emergency Services
- Mechanic
- Medical receptionist
- Safety inspector
- Automotive electrician
- Civil Engineering
- Drillers, Miners

Work
- Support Services
- Food and Catering Industry
- Sports and Health Services
- Agricultural Industries

Corinda State High School RTO #30464
Brief Description of Subject

Business and civics builds students’ understandings of the important role that business, the economy and citizenship play is shaping our world. Students develop knowledge and understanding of business management and active participation in Australia’s democracy as they explore the main functions of businesses, the economy, political and legal institutions. The shared values of freedom, tolerance, respect, responsibility and inclusion Investigations into our relationships in the Asia Pacific Region acknowledge our regional and global interconnectedness.

Brief Course Assessment / Outline:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td><strong>The Nature of Business and Accounting Principles:</strong></td>
<td>Practical and Short Response Exam</td>
</tr>
<tr>
<td></td>
<td>• Nature of Business</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Finance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Budgeting</td>
<td></td>
</tr>
<tr>
<td>Term 2</td>
<td><strong>The economic problem and global relations:</strong></td>
<td>Essay Report</td>
</tr>
<tr>
<td></td>
<td>• Economic Problem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Our neighbours</td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td><strong>Australia's political and legal system:</strong></td>
<td>Multimodal</td>
</tr>
<tr>
<td></td>
<td>• The Legal System</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The Law</td>
<td></td>
</tr>
<tr>
<td>Term 4</td>
<td><strong>Australian citizenship and the Pacific region:</strong></td>
<td>Debate</td>
</tr>
<tr>
<td></td>
<td>• Citizenship</td>
<td></td>
</tr>
</tbody>
</table>

Future Pathways

- **Junior Secondary**
  - Junior Humanities
  - Economics
  - Business
- **Senior Secondary**
  - University
    - Archaeology
    - Curator
    - Teaching
    - Arts
    - Political Science
    - International Studies
  - TAFE
    - Librarian
    - Diploma or Associate Diploma
- **Post School**
  - Work
    - Qld Public Service
    - Defence Force
    - Tourism
    - Research Assistant
Brief Description of Subject

Students are introduced to the language and culture of China and other nations which speak Mandarin. They use their developing understanding of Mandarin to explore the relationship between language and culture in China and other countries which speak Mandarin. They develop the skills and strategies to acquire and manipulate the verbal, non-verbal and written features of the language.

Students recognise the importance in contemporary society of learning additional languages and using intercultural skills. Thus they expand their understanding and appreciation of the diversity expressed in languages and the influence of language on culture.

Brief Course / Assessment Outline:

<table>
<thead>
<tr>
<th>Sem 1</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Health and Illnesses</td>
<td>Listening Exam</td>
</tr>
<tr>
<td></td>
<td>Food and Nutrition</td>
<td>Speaking Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sem 2</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>House and Neighbourhood</td>
<td>Listening Exam</td>
</tr>
<tr>
<td></td>
<td>Shopping and Bargaining</td>
<td>Speaking Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Exam</td>
</tr>
</tbody>
</table>

Future Pathways

Junior Secondary
Senior Secondary
Post School

University
- Dual Degrees – Law / Business / Engineering / Economics / Science
- Arts Degree
- Communications
- Marketing

Chinese

Chinese

TAFE
- Tourism
- Hospitality
- Marketing

Work
- Language Teacher
- Flight Attendant
- Defence Force Officer
- Tour Guide
- International Aid Officer

Corinda State High School RTO #30464
10 DANCE

Brief Description of Subject

In this subject, students will engage with a range of dance styles and genres from hip hop to contemporary. The study of Dance is enriched by experiences in Choreography, Performance and Appreciation.

Through the creative process of Choreography, students learn how patterns of movement are combined and structured in space with dynamics to create meaning, to express personal or social ideas and to tell stories. The skills of communication, improvisation, personal problem-solving, group decision-making, and planning and organising activities are fostered in this process.

In Performance, unique technical and expressive demands of dance are developed. Students develop their personal expressive power to convey meaning through dance to an audience. They are rewarded by a sense of achievement and satisfaction through the physical expression of a creative idea. Students can build self-confidence and physical capabilities through experiencing a variety of dance techniques.

Appreciation of dance involves understanding how and why dance is made, the techniques used in its design and the stylistic elements that place it in a particular context. The students learn to value their own and others’ aesthetic responses to dance.

Brief Course / Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sem 1</strong></td>
<td></td>
</tr>
<tr>
<td>Hip Hop</td>
<td>Performance</td>
</tr>
<tr>
<td>Dance Tube</td>
<td>Choreography (group)</td>
</tr>
<tr>
<td>Post-Modern Dance</td>
<td>Appreciation (written task)</td>
</tr>
<tr>
<td></td>
<td>Dance Performance</td>
</tr>
<tr>
<td><strong>Sem 2</strong></td>
<td></td>
</tr>
<tr>
<td>Contemporary Dance</td>
<td>Dance Appreciation Exam</td>
</tr>
<tr>
<td>Show Time – Children’s Dance Theatre</td>
<td>Individual Choreography</td>
</tr>
<tr>
<td></td>
<td>Group Performance Project</td>
</tr>
</tbody>
</table>

Future Pathways

- **Junior Secondary**
  - Dance Excellence
  - Dance Studies

- **Senior Secondary**
  - Authority Dance

- **Post School**
  - University
    - Teacher
    - Choreographer
    - Human Movement Studies
    - Cultural Development
  - TAFE
    - Event Management
    - Arts Administration
    - Certificate Courses
    - Diploma or Associate Diploma
  - Work
    - Performer
    - Student teacher

Corinda State High School RTO #30464
**10 ENGINEERING DESIGN & TECHNOLOGY**

**Brief Description of Subject**

EDT offers a variety of challenging tasks and assignments with a strong emphasis on STEM (Science, Technology, Engineering and Mathematics). The subject will lead the students on a journey to Aerospace Studies. The program engages students by responding to real-world problems using a design process. Students examine and investigate design problems through understanding and analysing design factors which include technological knowledge and conceptual understandings. Students apply design factors to develop ideas and produce products along with having exposure to the latest technology such as 3D printers and 3D modelling software. Students will also be exposed to many of the traditional hand skills and processes, which provide students with appropriate foundational knowledge when manipulating materials to produce their ideas. Products are made by students to confirm that their ideas have solved the design problem. Students complete the design process by critically evaluating their ideas and products in response to the original design problem.

**Brief Course / Assessment Outline:**

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sem 1</strong></td>
<td></td>
</tr>
<tr>
<td>Structural Design – Tree House</td>
<td>Design Folio &amp; Practical Product</td>
</tr>
<tr>
<td>Students undertake a study of the clearing of lands for development that has led to the loss of wildlife habitats, loss of native plant life and erosion. Students will design and produce plans and a scale model for a house that hovers above the terrain and minimises intrusion and impact on the chosen site.</td>
<td></td>
</tr>
<tr>
<td><strong>Sem 2</strong></td>
<td></td>
</tr>
<tr>
<td>Interior Design – The Airliner/Space Liner</td>
<td>Design Folio &amp; Practical Product</td>
</tr>
<tr>
<td>Students will design an aircraft or spacecraft interior seating environment, for use mainly by professionals on long haul flights, which balances the needs of both the end user (passenger) and the airline (buyer).</td>
<td></td>
</tr>
</tbody>
</table>

**Future Pathways**

- **Junior Secondary**
- **Senior Secondary**
- **Post School**
  - University
    - Teacher
    - Engineering
    - Civil
    - IT and Electrical
    - Mechanical and Mining
    - Architecture
  - TAFE
    - Engineering
      - Civil
      - Electrical/Electronic
      - Mechanical
      - Engineering Built Environment
  - Work
    - Engineer
      - Civil
      - Electrical and Electronic
      - Mechanical
      - IT
      - Mechanical and Mining
    - Architect
    - Designer
    - Aerospace
    - Teacher

*Corinda State High School RTO #30464*
**Brief Description of Subject**

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others’ stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using elements and conventions of drama and emerging and existing technologies available to them.

Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

**Brief Course / Assessment Outline:**

<table>
<thead>
<tr>
<th>Sem 1</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Physical Theatre:</strong></td>
<td>Directing a scene</td>
</tr>
<tr>
<td></td>
<td>Bogart’s Viewpoints, Suzuki, Butoh, Skills of</td>
<td>Responding to Live performance</td>
</tr>
<tr>
<td></td>
<td>Performance</td>
<td>Whole class performance of Published text</td>
</tr>
<tr>
<td></td>
<td>Analysis of Physical Theatre Conventions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sem 2</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Political Theatre:</strong></td>
<td>Scriptwriting</td>
</tr>
<tr>
<td></td>
<td>Brechtian Theatre: The Birth of Modern</td>
<td>Analysis of Live performance</td>
</tr>
<tr>
<td></td>
<td>Theatre: Political context and conventions</td>
<td>Presenting published text</td>
</tr>
<tr>
<td></td>
<td>Analysis of Brechtian Conventions</td>
<td></td>
</tr>
</tbody>
</table>

**Future Pathways**

- **Junior Secondary**
- **Senior Secondary**
- **Post School**

**University**
- Bachelor of Fine Arts (Drama)
- Bachelor of Creative Industries
- Film & T.V. Degrees
- Education
- Musical Theatre
- Theatre Production
- N.I.D.A.
- VCA
- Festival & Events
- Advertising

**TAFE**
- Diploma of Arts
- Arts – Acting
- Theatre Lighting & Sound
- Production
- Community Theatre

**Work**
- Theatre Professionals
- Media Industry
- Drama Teaching
- Events Coordinator
- Production Assistant
- Lighting & Sound
- Community Theatre
- Critic
- Dramaturgy
10 ENGLISH

**Brief Description of Subject**

The language, literature and literacy strands of the Australian Curriculum: English provide students with the opportunity to:

- understand and use Standard Australian English in its spoken and written forms and in combination with other non-linguistic forms of communication
- develop a sense of the capacity of Standard Australian English to evoke feelings, and to organise and convey information and ideas
- use language to inform, persuade, entertain and argue
- understand, interpret, reflect on and create an increasingly broad repertoire of spoken, written and multimodal texts across a growing range of settings
- develop interest and skill in inquiring into the aesthetic aspects of texts, an informed appreciation of literature, and an understanding of literary criticism, heritage and values
- develop proficiency in the increasingly specialised written and spoken language forms of schooling.

**Brief Course/Assessment Outline:**

<table>
<thead>
<tr>
<th>Term</th>
<th>Year 10 Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Hip Hop vs the Canon – the evolution of the Western literary canon</td>
<td>Formative poetry comprehension assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Persuasive spoken presentation</td>
</tr>
<tr>
<td>Term 2</td>
<td>Novel study – <em>To Kill a Mockingbird</em></td>
<td>Narrative intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analytical essay exam – teacher supported</td>
</tr>
<tr>
<td>Term 3</td>
<td>Drama – <em>Romeo and Juliet</em></td>
<td>Analytical essay exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dramatic performance</td>
</tr>
<tr>
<td>Term 4</td>
<td>Representations in new media Transitions</td>
<td>Spoken presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students to select response task according to selected pathway for Year 11</td>
</tr>
</tbody>
</table>

**Future Pathways**

[Diagram showing pathways from Junior Secondary to Senior Secondary, English, English for ESL Learners, English Communication, University, TAFE, TAFE/Work/Life]
**10 INFORMATION COMMUNICATION AND TECHNOLOGY**

**ICT**

**Brief Description of Subject**

This subject is designed for students who are interested in ICT and wish to extend their learning in the area of Information Technology. Information Communication and Technology draws on the disciplines of a number of areas including computer science, informatics, and communication. Students will be challenged to extend their technological literacy when they:

- design digital technology solutions
- use resources (e.g. data, information)
- apply computational thinking, creativity and innovation to reach digital solutions
- manage digital technological processes
- evaluate the appropriateness of solutions.

This course is designed to prepare students for the senior OP pathway or a high level certificate in Information, Digital Media and Technology.

**Brief Course/Assessment Outline:**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Computer Systems</td>
<td>Extended response – Folio of responses</td>
</tr>
<tr>
<td></td>
<td>Spreadsheets</td>
<td>Supervised written – short response</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 1 hr</td>
</tr>
<tr>
<td>Term 2</td>
<td>Introduction to Software Development</td>
<td>Extended response - Folio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Product – Minor project</td>
</tr>
<tr>
<td>Term 3</td>
<td>Software Development Relational Information Systems Design</td>
<td>Extended response - Folio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Product – Major project</td>
</tr>
<tr>
<td>Term 4</td>
<td>Relational Information Systems Design Social &amp; Ethical Issues</td>
<td>Supervised written – practical &amp; short response</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 1 ½ hrs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Product – Minor project</td>
</tr>
</tbody>
</table>

**Pathways**

Students who are intending to select senior subjects using digital technology. Especially the OP subject Information Processing Technology, Certificate III in Information, Digital Media and Technology, or Business Communication and Technologies should consider studying this subject.
Introduction to Electrotechnology encompasses the whole range of electronic products and services that make up the technological infrastructure of a modern society. Whether at work, home or play, these electronic systems, products and services are at the heart of any aspects of modern life. This course is vital to helping students understand and interact effectively with these systems and apply them in a practical context.

**Brief Course/Assessment Outline:**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Year 10 Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Electrical Safety, Tools required for Electronics, Soldering and De-Soldering, Electricity and the Electron, Voltage and Current</td>
<td>Project 1: Enclosure Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project 1: Enclosure Construction</td>
</tr>
<tr>
<td>Term 2</td>
<td>Circuit Diagrams</td>
<td>Project 1: Circuit Construction</td>
</tr>
<tr>
<td></td>
<td>Circuit Wizard</td>
<td>Project 1: Wiring and assembly</td>
</tr>
<tr>
<td>Term 3</td>
<td>Quantities and Units in Electronics</td>
<td>Project 2: Enclosure Research</td>
</tr>
<tr>
<td></td>
<td>Ohms Law, Circuit Symbols</td>
<td>Project 2: Enclosure Construction</td>
</tr>
<tr>
<td>Term 4</td>
<td>The Breadboard</td>
<td>Project 2: Wiring and assembly</td>
</tr>
</tbody>
</table>

**Future Pathway Opportunities**

- **Junior Secondary**
  - Introduction to Electrotechnology
- **Senior Secondary**
  - Cert II in Electrotechnology
- **University**
  - Engineering
  - Electronics
- **TAFE**
  - Certificates (Engineering)
  - Diploma (Engineering)
  - Advanced Diploma (Engineering)
- **Work**
  - Electrician (licenced)
  - Instrumentation technician
  - Electronics /comm's tech
  - Electrical fitter
  - Machine repair
  - Switchgear and control gear
  - Electronics
  - Telecomm's installation cabler
  - Computer assembler
  - Air conditioning system installer
  - Security system installer
10 INTRODUCTION TO ENGINEERING

Brief Description of Subject

This course is presented to better prepare students for further studies in senior in Engineering. The course is also aimed at providing students with an insight into the skills required to better perform engineering, mechanical industries.

Students will fabricate projects throughout the year which will involve the introduction of thermal heating of steel and MIG welding, requiring a high degree of compliance of Workplace Health and Safety. Students will be exposed to learning experiences modelled on the Senior Engineering Studies course. Along with many contemporary processes, students will be exposed to many of the traditional hand skills which this school maintains have significance in fostering quality workmanship.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Term</th>
<th>Year 10 Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Carry all</td>
<td>Practical Project Work</td>
</tr>
<tr>
<td>Term 2</td>
<td>Cannon</td>
<td>Practical Project Work</td>
</tr>
<tr>
<td>Term 3</td>
<td>Nut Cracker</td>
<td>Practical Project Work</td>
</tr>
<tr>
<td>Term 4</td>
<td>Reciprocating Engine</td>
<td>Practical Project Work</td>
</tr>
</tbody>
</table>

Future Pathway Opportunities

- **University**
  - Project management
  - Quantity surveyor
  - Landscape architecture

- **TAFE**
  - Diploma or Associate Diploma
  - Metals Engineering manufacture
  - Other building paraprofessionals

- **Work**
  - Boilermaker
  - Fitter and Turner
  - Mechanic (auto/diesel)
  - Mining

---

*Corinda State High School RTO #30464*
10 Introduction to Furnishing

Brief Description of Subject

This course is delivered to better prepare students for further studies in senior, in either Furnishing Studies (cabinet making) or Construction Studies, with the long term view to employment in the trade of the student’s choice.

Over the course of the program students will construct projects which will require a high degree of skill and processes necessary to fulfil the requirements of the course. Students will still be exposed to many of the traditional hand skills which this school maintains have significance in the fostering of quality workmanship.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Term</th>
<th>Year 10 Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Carry all</td>
<td>Practical Project Work</td>
</tr>
<tr>
<td></td>
<td>Introduction to biscuit machine, bandsaw and widening techniques</td>
<td></td>
</tr>
<tr>
<td>Term 2</td>
<td>Folding table</td>
<td>Practical Project Work</td>
</tr>
<tr>
<td></td>
<td>Introduction to the use of hinging and laser engraving</td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>Serving tray</td>
<td>Practical Project Work</td>
</tr>
<tr>
<td></td>
<td>Introduction to drop saw, router, drawer making and set out rods</td>
<td></td>
</tr>
<tr>
<td>Term 4</td>
<td>Chess / Coffee table (with drawer)</td>
<td>Practical Project Work</td>
</tr>
</tbody>
</table>

Future Pathway Opportunities

Junior Secondary

Senior Secondary

Post School

University
- Project management
- Quantity surveyor
- Landscape architecture

Furnishing Studies
- Introduction to Furnishing
- Furnishing Studies Yr 11 & 12

TAFE
- Diploma or Associate Diploma
- Carpenter
- Builder
- Bricklayer
- Other building paraprofessionals

Graphics

Work
- Landscape
- Bricklayer
- Painter
- Plumber
- Plasterer

Corinda State High School RTO #30464
10 INTRODUCTION TO MEDIA

Brief Description of Subject

The QCAA: Film, TV and New Media provides opportunities for students to design, produce and critique products and their contexts of production develop higher-order cognitive and critical literacy skills related to moving-image media production and use generate and experiment with ideas by using technologies to express themselves as citizens, consumers, workers and imaginative beings.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Film Language: An introduction to the key concepts of Film and TV focusing on hands-on basic cameral and editing techniques.</td>
<td>During the course, students’ performance will be assessed on three projects: Design, Production, Critic</td>
<td></td>
</tr>
</tbody>
</table>

| Term 2 | Production: Students produce a short film |

| Term 3 | Visual Effects: Students delve into visual effects using new media, that both Film and TV studios use and then produce their own. |

| Term 4 | MTV: Students design and produce their own Music Video/s using the techniques learnt within this course over the year. |

Future Pathways

- Junior Secondary
- Senior Secondary
- Post School

Digital Design Studies

Cert II in Creative Industries

Introduction to Media

University - Bachelor Degree - Animator - Editor - Producer - Graphic Designer - Director - Actor

TAFE - Event Management - Arts Administration - Certificate Courses - Diploma or Associate Diploma

Work - Performer - Director - Event Management - Photographer - Film Assistant - FTV lighting operator - Makeup Artist
**10 FRENCH**

**Brief Description of Subject**

Students use their developing understanding of French to explore the relationship between language and culture in France and Francophile countries. They develop the skills and strategies to acquire and manipulate the verbal, non-verbal and written features of the language.

Students recognise the importance in contemporary society of learning additional languages and using intercultural skills. Thus they expand their understanding and appreciation of the diversity expressed in languages and the influence of language on culture.

**Brief Course / Assessment Outline:**

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sem 1</strong></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>Listening Exam</td>
</tr>
<tr>
<td>Relationships</td>
<td>Speaking Exam</td>
</tr>
<tr>
<td></td>
<td>Reading Exam</td>
</tr>
<tr>
<td></td>
<td>Writing Exam</td>
</tr>
<tr>
<td><strong>Sem 2</strong></td>
<td></td>
</tr>
<tr>
<td>School Routine</td>
<td>Listening Exam</td>
</tr>
<tr>
<td>Film and Media</td>
<td>Speaking Exam</td>
</tr>
<tr>
<td></td>
<td>Reading Exam</td>
</tr>
<tr>
<td></td>
<td>Writing Exam</td>
</tr>
</tbody>
</table>

**Future Pathways**

- **Junior Secondary**
- **Senior Secondary**
- **Post School**

- **French**
- **University**
  - Dual Degrees – Law / Business / Engineering / Economics / Science
  - Arts Degree
  - Communications
  - Marketing
- **TAFE**
  - Tourism
  - Hospitality
  - Marketing
- **Work**
  - Diplomat
  - Language Teacher
  - Interpreter
  - Flight Attendant
  - Foreign Affairs Officer
  - Defence Force Officer
  - Tour Guide
  - Customs Officer
  - International Lawyer/Engineer/
  - Business Person
  - International Aid Officer

Corinda State High School RTO #30464
10 FASHION AND DESIGN

Brief Description of Subject

This course will encourage students to develop their creativity in design work. Students will have the opportunity to develop skills to create modern fashions and other textile products. Investigation and textile experimental work are strong components of this subject and provide the foundations for Senior Fashion and Home Economics.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Sem1</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Back Basics and Fashion Accessories</td>
<td>Folio and practical fashion items</td>
</tr>
<tr>
<td>Sem 2</td>
<td>Fashion history and trends</td>
<td>Folio and practical items</td>
</tr>
</tbody>
</table>

Future Pathways

- Junior Secondary
  - Textiles
  - Food Technology

- Senior Secondary
  - Home Economics
  - Hospitality
  - Fashion

- Post School
  - University
    - Creative industry
    - Fashion and design courses
    - Nutrition and Dietetics
    - Food science and technology
    - Creative industry
    - Applied Public health
    - Psychology
    - Social work
  - TAFE
    - Trade work
    - Diploma or Associate Diploma
    - Trade work
    - Diploma or Associate Diploma
    - Hospitality and tourism
    - laboratory technician
    - counselling
    - health related courses
  - Work
    - Fashion retail
    - Childcare industry
    - hospitality
    - Food testing and analysis
    - Fashion retail
    - Early Education industry
    - Merchandising
**10 FOOD, NUTRITION TECHNOLOGY**

**Brief Description of Subject**

The aim of this subject is to focus on the important roles that Nutrition, Food and related Technology have in our lives. Students will be provided the opportunity to develop a deeper understanding of the impact of decisions, marketing and actions have on individuals and communities in the areas of health and nutrition.

**Brief Course/Assessment Outline:**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem1</td>
<td>Studies in nutrition and health. Food preparation skills and creation of new food options.</td>
<td>Diet analysis and health concern research. Practical investigation and product development. Supervised written exam</td>
</tr>
<tr>
<td>Sem2</td>
<td>Modern food, meal and marketing trends. Ethical food issues.</td>
<td>Modern trends in food production to meet adolescent needs project. Presentation on food related issues. Supervised written exam</td>
</tr>
</tbody>
</table>

**Future Pathways**

- **Junior Secondary**
  - Textiles

- **Senior Secondary**
  - Home Economics
  - Hospitality

- **Post School**
  - University
    - Creative Industry
    - Fashion and design courses
    - Nutrition and Dietetics
    - Food science and technology
    - Creative Industry
    - Applied Public health
    - Psychology
    - Social work
  - TAFE
    - Trade work
    - Diploma or Associate Diploma
    - Trade work
    - Diploma or Associate Diploma
    - Hospitality and tourism
    - laboratory technician
    - counselling
    - health related courses
  - Work
    - Fashion retail
    - Childcare industry
    - hospitality
    - Food testing and analysis
    - Fashion retail
    - Early Education industry
    - Merchandising

*Corinda State High School RTO #30464*
10 Geography

Brief Description of Subject

Among the most important challenges facing human society today include how people interact with the natural environment and how this can be made more sustainable. Geography directly addresses such issues. It is the study of human and natural characteristics of places and the interactions between them.

Geography prepares students for adult life by developing in them an informed perspective, developed across a range of local, regional, national and global scales. Geographically informed citizens understand the many interdependent spheres in which they live, and make informed judgements to improve their community, state, country and the world.

Brief Course Assessment / Outline:

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Environmental change and management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Managing and sustaining environments</td>
<td>Field report</td>
</tr>
<tr>
<td>Term 4</td>
<td>Human well-being and change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Equality and human well-being</td>
<td>Practical exercise</td>
</tr>
</tbody>
</table>

Future Pathways

- Junior Secondary
- Senior Secondary
- Post School

University
- Surveying
- Teaching
- Town Planning
- International Environmentalism
- Design

TAFE
- Parks and environmental studies
- Diploma or Associate Diploma

Work
- Qld Public Service
- Defence Force
- Tourism
- Park ranger

Other Humanities
10 GERMAN

Brief Description of Subject

Students are introduced to the language and culture of Germany, Switzerland and Austria. They use their developing understanding of German to explore the relationship between language and culture in Germany and other German speaking countries. They develop the skills and strategies to acquire and manipulate the verbal, non-verbal and written features of the language.

Students recognise the importance in contemporary society of learning additional languages and using intercultural skills. Thus they expand their understanding and appreciation of the diversity expressed in languages and the influence of language on culture.

Brief Course / Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sem 1</strong></td>
<td></td>
</tr>
<tr>
<td>Family and Relationships school</td>
<td>Listening Exam</td>
</tr>
<tr>
<td></td>
<td>Speaking Exam</td>
</tr>
<tr>
<td></td>
<td>Reading Exam</td>
</tr>
<tr>
<td></td>
<td>Writing Exam</td>
</tr>
<tr>
<td><strong>Sem 2</strong></td>
<td></td>
</tr>
<tr>
<td>Environment Advertising</td>
<td>Listening Exam</td>
</tr>
<tr>
<td></td>
<td>Speaking Exam</td>
</tr>
<tr>
<td></td>
<td>Reading Exam</td>
</tr>
<tr>
<td></td>
<td>Writing Exam</td>
</tr>
</tbody>
</table>

Future Pathways

- **Junior Secondary**
- **Senior Secondary**
- **Post School**

**University**
- Dual Degrees – Law / Business / Engineering / Economics / Science
- Arts Degree
- Communications
- Marketing

**German**

**TAFE**
- Tourism
- Hospitality
- Marketing

**Work**
- Diplomat
- Language Teacher
- Interpreter
- Flight Attendant
- Foreign Affairs Officer
- Defence Force Officer
- Tour Guide
- Customs Officer
- International Lawyer/Engineer/
- Business Person
- International Aid Officer

Corinda State High School RTO #30464
10 GRAPHICS

Brief Description of Subject

Graphics engages students in solving design problems and presenting their ideas and solutions as graphical products. Students explore design problems through the lens of a design process where they identify and explore a need or opportunity of a target audience; research, generate and develop ideas; produce and evaluate solutions. Students communicate solutions in the form of graphical representations using industry conventions where applicable.

Graphics develops students' understanding of design factors and design processes in graphical contexts. Design problems provide settings for units of work where students create graphical representations of design solutions for a range of audiences, including corporate and end-user clients. These design settings are based in the real-world design areas of industrial design, graphic design and built environment design (architecture, landscape architecture and interior design).

Brief Course / Assessment Outline:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td>Industrial Design - Sketching &amp; CAD Fundamentals</td>
<td>Design Folio, Exam</td>
</tr>
<tr>
<td>Sem 2</td>
<td>Built Environment – Architecture</td>
<td>Design Folio</td>
</tr>
</tbody>
</table>

Future Pathways

- Junior Secondary
  - Graphics
  - Design and the Built Environment

- Senior Secondary
  - University
    - Graphic design
    - Industrial design
    - Built environment design
    - Engineering
    - Urban and regional planning
    - Surveying and spatial sciences, Building paraprofessionals
  - TAFE
    - Diploma or Associate Diploma
    - Graphic Design

- Post School
  - Work
    - Architecture
    - Landscape architecture
    - Interior design
    - Engineering

Corinda State High School RTO #30464
10 Health Education Studies

Brief Description of Subject

Health Education Studies is an elective subject that you may choose to study in year 10 for 3 periods per week. Students will develop knowledge, attitudes, values and skills that are needed to promote health and to assist people to reach their health potential.

This course is a recommended pre-study for those who are considering the Senior Authority subject of Health Education. It is also highly recommended for those students considering a future in Nursing, Health Organisations, social welfare or the fast-developing Fitness and Recreation industries. The course is designed for the student who wants in in depth study into health and be involved in research, case studies, listening to guest speakers, collection and interpretations of articles, and group discussion. Students will also access health services within the community to help improve understanding and appreciation of health.

Brief Course / Assessment Outline:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introductory Unit</td>
<td>Journal Presentation</td>
</tr>
<tr>
<td></td>
<td>- Health Campaign</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Personal Health</td>
<td>Unseen Essay Exam</td>
</tr>
<tr>
<td></td>
<td>- Drug Use</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Peer Health</td>
<td>Research Report</td>
</tr>
<tr>
<td></td>
<td>- Bullying</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 4</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Environmental Health</td>
<td>Integrated Task</td>
</tr>
<tr>
<td></td>
<td>- School Environment</td>
<td></td>
</tr>
</tbody>
</table>

Future Pathways

Junior Secondary

Senior Secondary

Post School

University
- Nursing
- Teaching
- Social Worker
- Health Science
- Health Promotion Officer

TAFE
- Diploma or Associate Diploma

Health and Physical Education

Health Education

Work
- Qld Health Service
- Health Promotion Organisations

Corinda State High School RTO #30464
10 HISTORY

Brief Description of Subject

Students explore contemporary historical perspectives of the Modern World. Environmental, cultural, economic and political ideologies and systems across a range of settings and periods of time are investigated. With the implementation of the Australian History Curriculum this subject incorporates the traditional disciplines of History as well as a various elements involving environmental education, global citizenship and civics.

Brief Course Assessment / Outline:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td>World War 2</td>
<td>Response to Stimulus Test</td>
</tr>
<tr>
<td></td>
<td>Rights and Freedoms</td>
<td>Stimulus Essay</td>
</tr>
<tr>
<td>Sem 2</td>
<td>Popular Culture</td>
<td>Independent Research Report</td>
</tr>
</tbody>
</table>

Future Pathways

Junior Secondary

Senior Secondary

Post School

University
- Archaeology
- Curator
- Teaching
- Arts
- Political Science
- International Studies

History

Ancient History

Modern History

TAFE
- Librarian
- Diploma or Associate Diploma

Work
- Qld Public Service
- Defence Force
- Tourism
- Research Assistant

Corinda State High School RTO #30464
10 JAPANESE

Brief Description of Subject

Students are introduced to the language and culture of Japan. They use their developing understanding of Japanese to explore the relationship between language and culture in Japan. They develop the skills and strategies to acquire and manipulate the verbal, non-verbal and written features of the language.

Students recognise the importance in contemporary society of learning additional languages and using intercultural skills. Thus they expand their understanding and appreciation of the diversity expressed in languages and the influence of language on culture.

Brief Course / Assessment Outline:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td>Travel: Directions, Transport Health: Illness and Clothing</td>
<td>Listening Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Exam</td>
</tr>
<tr>
<td>Sem 2</td>
<td>A Trip to Japan: Travel Arrangements Media and Advertising: Opinions, Procedures and Events</td>
<td>Listening Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Exam</td>
</tr>
</tbody>
</table>

Future Pathways

Corinda State High School RTO #30464
MATHEMATICS

Brief Description of Subject / Outline

The Australian Curriculum: Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems.
- recognise connections between the areas of mathematics and other disciplines.

The mathematical content of year 9 mathematics is organised by three content strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability.

The actions in which students can engage when learning and using the content are organised into four proficiency strands describe:

- Understanding
- Fluency
- Problem Solving
- Reasoning

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
</table>
| Term 1 | **Indices** – Index laws including negative indices, scientific notation  
**Algebra** – formulas and substitution, distributive law, binomials  
**Right-angled triangles** – Theorem of Pythagoras, calculating sides, area of irregular shapes | Student progress will be checked / assessed at the completion of each unit of work. Data may be gathered using short tests, activities or worksheets |
| Term 2 | **Trigonometry** – Trigonometric ratios, calculating sides and angles  
**Geometry** - Congruency, similarity and scale factor  
**Linear Equations** - solving equations, problem solving, transposing formulas | |
| Term 3 | **Linear Relationships** – Plotting graphs, finding rules from tables, gradient  
**Coordinate Geometry** – Midpoint, distance between points  
**Proportion** – ratio, direct proportion  
**Surface Area and Volume** – nets, surface area and volume of prisms and cylinders | |
| Term 4 | **Statistics** –Classifying and displaying data, centre and spread, histograms  
**Percentage and Interest** – Percentage calculations, simple interest  
**Probability** – Theoretical and experimental probability, Tree, lattice and Venn diagrams, two-way tables. | |
Future Pathways

- Junior Secondary
- Senior Secondary
- Post School

<table>
<thead>
<tr>
<th>Mathematics Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevocational Mathematics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Engineering</td>
</tr>
<tr>
<td>- Design</td>
</tr>
<tr>
<td>- Teaching</td>
</tr>
<tr>
<td>- Maths</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TAFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Trade work</td>
</tr>
<tr>
<td>- Diploma or Associate Diploma</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Qld Public Service</td>
</tr>
<tr>
<td>- Defence Force</td>
</tr>
<tr>
<td>- Tourism</td>
</tr>
</tbody>
</table>
10 MATHEMATICS EXTENSION

Pre-requisite: Year 9 Mathematics A or High B

Brief Description of Subject / Outline

The Australian Curriculum: Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems.
- recognise connections between the areas of mathematics and other disciplines.

The mathematical content of year 9 mathematics is organised by three content strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability.

The actions in which students can engage when learning and using the content are organised into four proficiency strands describe:

- Understanding
- Fluency
- Problem Solving
- Reasoning

Mathematics Extension caters for the mathematically able student who requires more content to enrich their mathematical study whilst completing the year 10 Core content. It is not intended for all students.

In addition to the Core (see Mathematics Core – Australian Curriculum year 10) students may:

- Define rational and irrational numbers and perform operations with surds and fractional indices.
- Factorise quadratic expressions and solve a wide range of quadratic equations in a variety of contexts.
- Solve problems involving surface area and volume of right pyramids, right cones.
- Prove and apply angle and chord properties of circles.
- Apply Pythagoras’ theorem and trigonometry to solving three-dimensional problems.
- Calculate and interpret the mean and standard deviation of data and use these to compare data sets.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td>During the course, students’ performance will be assessed on two criteria:</td>
</tr>
<tr>
<td>Algebra – Distributive law, solving linear equations, transforming formulae, algebraic fractions</td>
<td>Understanding and Fluency</td>
</tr>
<tr>
<td>Geometry – Congruent and similar triangles, circle properties including chords and tangents, deductive geometry</td>
<td>Problem Solving and Reasoning</td>
</tr>
<tr>
<td>Statistics – Quartiles, 5 number summaries, standard deviation, constructing and interpreting box plots</td>
<td></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td>Written tests occur towards the end of each term. One written assignment is given each semester.</td>
</tr>
<tr>
<td>Measurement – Surface area and volume of prisms, cylinders, pyramids, cones and spheres including the use of Pythagoras</td>
<td></td>
</tr>
<tr>
<td>Algebra - Linear functions, parallel and perpendicular lines, solving simultaneous equations using substitution and elimination, applications</td>
<td></td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td></td>
</tr>
<tr>
<td>Shapes – Properties of 2D and 3D shapes, composite shapes</td>
<td></td>
</tr>
<tr>
<td>Algebra – Vocabulary, simple algebraic problems, substitution for pronumerals, solving problems</td>
<td></td>
</tr>
</tbody>
</table>
Term 4

Algebra – Binomials, perfect squares, difference of two squares, completing the square, indices

Geometry – Trigonometric ratios, angles of elevation and depression, bearings

Algebra – Solving quadratic equations, sketching quadratic functions, logarithms

Future Pathways

Junior Secondary

Senior Secondary

Post School

Mathematics

Mathematics Authority

Prevocational Mathematics

University
- Engineering
- Design
- Teaching
- Maths

TAFE
- Trade work
- Diploma or Associate Diploma

Work
- Qld Public Service
- Defence Force
- Tourism

Corinda State High School RTO #30464
Brief Description of Subject / Outline

The Australian Curriculum: Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
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- Apply Pythagoras’ theorem and trigonometry to solving three-dimensional problems.
- Calculate and interpret the mean and standard deviation of data and use these to compare data sets.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number</strong> – Whole number, large numbers, operations with powers of 10</td>
<td>During the course, students’ performance will be assessed on two criteria:</td>
<td></td>
</tr>
<tr>
<td><strong>Number</strong> – Decimals, order of operations, approximation methods, powers and roots</td>
<td>Understanding and Fluency</td>
<td></td>
</tr>
<tr>
<td><strong>Measurement</strong> – Units of length, perimeter of polygons, circumference of circles, units of area, area of polygons</td>
<td>Problem Solving and Reasoning</td>
<td></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td><strong>Number</strong> – Percentage, percentage of an amount, practical application to money</td>
<td>Assessment items including written tests and activities are integrated into the course of study.</td>
</tr>
<tr>
<td><strong>Measurement</strong> – Units of length, perimeter of polygons, circumference of circles, units of area, area of polygons</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td><strong>Measurement</strong> – 3D shapes, units of volume, volume of prisms</td>
<td></td>
</tr>
<tr>
<td><strong>Statistics</strong> – Gathering and displaying data, types of graphs, probability applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
<td><strong>Number</strong> – Ratio, rate and time, applications in practical contexts</td>
<td></td>
</tr>
<tr>
<td><strong>Number</strong> – Money applications including personal budgets and simple business transactions,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Future Pathways
10 Music

Brief Description of Subject
Students will study musical characteristics of styles including Blues, Jazz and the development of modern popular styles. The historical, cultural and political influences of these styles will be explored as students compose, perform and analyse iconic composers, performers and their contributions to the development of these styles. Students who study this course will be required to:

- Apply audiation skills
- Practice using, creating and composing musical elements and compositional devices
- Refine and rehearse technical and interpretive skills of performance
- Perform, through playing, singing, conducting, improvising
- Aurally and visually analyse musical elements, compositional devices, and performance techniques and skills within contexts, genres and styles
- Reflect on their own learning, apply new understandings and make connections to inform future musical experiences.

Brief Course / Assessment Outline:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Jazz and blues</td>
<td>Composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Musicology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performance</td>
</tr>
<tr>
<td>Term 2</td>
<td>Contemporary Pop Music 1950 - 1990</td>
<td>Composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Musicology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performance</td>
</tr>
<tr>
<td>Term 3</td>
<td>Contemporary Pop Music 1990 - now</td>
<td>Composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Musicology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performance</td>
</tr>
<tr>
<td>Term 4</td>
<td>Vocal Music</td>
<td>Composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Musicology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performance</td>
</tr>
</tbody>
</table>

Future Pathways

Junior Secondary

Senior Secondary

Post School

University
- Music Performance
- Music Composition
- Music Studies
- Music Technology
- Music Production

Certificate II in Music

TAFE
- Diploma in Music
- Certificate/Diploma in Audio Production

Junior Music

Senior Music

Music Extension

Certificate in Music

Work
- Performer
- Composer
- Manager
- Producer
- Sound Engineer
- Music Teacher

Corinda State High School RTO #30464
**10 PHYSICAL EDUCATION STUDIES**

**Brief Description of Subject**

Physical Education, in the senior school, involves studying about physical activity and its effects as well as “doing” physical activity. Physical Education focuses on psychological, biomechanical, physiological and sociological factors which influence individual and team performances. The emphasis is on doing physical activity and understanding why and how we can improve our knowledge of its effects upon the body and society.

**Brief Course/Assessment Outline:**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Theoretical Outline</th>
<th>Practical Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>History of Sport</td>
<td>Volleyball</td>
<td>Multi-modal Presentation Observation of Performance</td>
</tr>
<tr>
<td>Term 2</td>
<td>Biomechanics</td>
<td>Athletics</td>
<td>Unseen Written Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Observation of Performance</td>
</tr>
<tr>
<td>Term 3</td>
<td>Women in Sport</td>
<td>Tennis/Badminton</td>
<td>Persuasive Essay</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Observation of Performance</td>
</tr>
<tr>
<td>Term 4</td>
<td>Energy Systems</td>
<td>Touch/Soccer</td>
<td>Unseen Written Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Observation of Performance</td>
</tr>
</tbody>
</table>

**Future Pathways**

- **Junior Secondary**
  - Health and Physical Education
- **Senior Secondary**
  - Physical Education Studies
  - University
    - Human Movement Studies
    - Teaching
    - Fitness Industry
  - TAFE
    - Diploma or Associate Diploma
- **Post School**
  - Work
    - Qld Health Service
    - Health Promotion Organisations

Corinda State High School RTO #30464
### 10 Science

#### Brief Description of Subject / Outline

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Earth and Space Science</strong>  &lt;br&gt;The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe &lt;br&gt;Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere</td>
<td>During the course, students’ performance will be assessed on two criteria:  &lt;br&gt;• Science Understanding  &lt;br&gt;• Science Inquiry  &lt;br&gt;Assessment items will be integrated into the course of study and include:  &lt;br&gt;• written tests  &lt;br&gt;• multimodal presentations  &lt;br&gt;• extended response tasks and  &lt;br&gt;• experimental investigations</td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td><strong>Chemical Science</strong>  &lt;br&gt;The atomic structure and properties of elements are used to organise them in the Periodic Table  &lt;br&gt;Different types of chemical reactions are used to produce a range of products and can occur at different rates</td>
<td></td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td><strong>Physical Science</strong>  &lt;br&gt;The motion of objects can be described and predicted using the laws of physics  &lt;br&gt;Energy conservation in a system can be explained by describing energy transfers and transformations</td>
<td></td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
<td><strong>Biological Science</strong>  &lt;br&gt;The transmission of heritable characteristics from one generation to the next involves DNA and genes  &lt;br&gt;The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence</td>
<td></td>
</tr>
</tbody>
</table>

#### Future Pathways

- **Junior Secondary**
- **Senior Secondary**
- **Post School**

**University**  <br>- Environmental Sciences  <br>- Medical Sciences  <br>- Nursing  <br>- Pharmacology  <br>- Engineering (Chemical, Mining, Electrical, Civil)  <br>- Medical Physics  <br>- Veterinary Science  <br>- Optometry, Chemist  <br>- Botany; Biochemistry  <br>- Agricultural Studies  <br>- Education

**TAFE**  <br>- Dental assistant  <br>- Emergency Services  <br>- Mechanic  <br>- Medical receptionist  <br>- Safety inspector  <br>- Automotive electrician  <br>- Civil Engineering  <br>- Drillers, Miners

**Work**  <br>- Support Services  <br>- Food and Catering industry  <br>- Sports and Health Services  <br>- Agricultural industries

*Corinda State High School RTO #30464*
10 SPANISH

Brief Description of Subject

Students use their developing understanding of Spanish to explore the relationship between language and culture in Spain. They develop the skills and strategies to acquire and manipulate the verbal, non-verbal and written features of the language.

Students recognise the importance in contemporary society of learning additional languages and using intercultural skills. Thus they expand their understanding and appreciation of the diversity expressed in languages and the influence of language on culture.

Brief Course / Assessment Outline:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td><strong>Holidays</strong>&lt;br&gt;Myself, Friends and Family</td>
<td>Listening Exam&lt;br&gt;Speaking Exam&lt;br&gt;Reading Exam&lt;br&gt;Writing Exam</td>
</tr>
<tr>
<td>Sem 2</td>
<td><strong>School Life</strong>&lt;br&gt;Film and Television</td>
<td>Listening Exam&lt;br&gt;Speaking Exam&lt;br&gt;Reading Exam&lt;br&gt;Writing Exam</td>
</tr>
</tbody>
</table>

Future Pathways

- **Junior Secondary**
- **Senior Secondary**
- **Post School**
- **University**<br>- Dual Degrees – Law / Business / Engineering / Economics / Science<br>- Arts Degree<br>- Communications<br>- Marketing
- **TAFE**<br>- Tourism<br>- Hospitality<br>- Marketing
- **Work**<br>- Diplomat<br>- Language Teacher<br>- Interpreter<br>- Flight Attendant<br>- Foreign Affairs Officer<br>- Defence Force Officer<br>- Tour Guide<br>- Customs Officer<br>- International Lawyer/Engineer/<br>- Business Person<br>- International Aid Officer

Corinda State High School RTO #30464
**10 Visual Art**

**Pre-requisite:** C in Year 9 English

**Brief Description of Subject**

Visual Art introduces students to practical and theoretical practices. Students will gain experience of the varied role of the arts practitioner, including maker, presenter, technician and manager. Exhibiting your work, visiting exhibitions and making art works in different environments is important to the role.

All four units must be completed successfully to gain a pass in this subject. This subject is the foundation for studies in Visual Art in Years 11 and 12. Skills developed in making art extend your creative thinking and problem solving.

This subject also forms the basis of further studies in Visual Arts in the senior school, with the option of one or more subjects in Year 11 and 12: Visual Art, Certificate II in Visual Arts, or Certificate II in Creative Industries (Media).

**Brief Course/Assessment Outline:**

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sem 1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Objects of My Obsession</strong></td>
<td>Drawing Folio</td>
</tr>
<tr>
<td>Drawing techniques / Colour theory /</td>
<td>Mixed Media Collage</td>
</tr>
<tr>
<td>Lino Printing / Abstraction</td>
<td></td>
</tr>
<tr>
<td><strong>Portraiture</strong></td>
<td>Extended written assignment 500-600 words</td>
</tr>
<tr>
<td>Developing a theme through imagery</td>
<td>Series of portraits</td>
</tr>
<tr>
<td>/ Screenprinting / Collage</td>
<td></td>
</tr>
<tr>
<td><strong>Place</strong></td>
<td>Landscape canvas</td>
</tr>
<tr>
<td>Paining techniques / realism</td>
<td></td>
</tr>
<tr>
<td><strong>Sem 2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Place Reimaged</strong></td>
<td>Manipulated digital based on them ‘Place’</td>
</tr>
<tr>
<td>Photoshop techniques</td>
<td></td>
</tr>
<tr>
<td><strong>Match box sculpture</strong></td>
<td>Sculpture presented in a matchbox/series of matchboxes</td>
</tr>
<tr>
<td><strong>Memories</strong></td>
<td></td>
</tr>
<tr>
<td>Concept related unit / Student directed</td>
<td>Artists statements 400 words</td>
</tr>
<tr>
<td>media choice</td>
<td>A resolved work in response to memory concept</td>
</tr>
</tbody>
</table>

**Future Pathways**

- **Junior Secondary**
- **Senior Secondary**
- **Post School**

**University**
- Graphic Designer
- Art Teacher
- Landscape Architect
- Industrial Designer
- Architect
- Interior Design

**TAFE**
- Photography
- Diploma or Associate Diploma of Fine Arts
- Illustrator
- Interior Design
- Costume Design

**Work**
- Product Designer
- Landscaper
- Store window dresser
- Makeup Artist
- Sign writer
- Merchandiser
SUBJECT INFORMATION – VET QUALIFICATIONS
VAF

Year 10 Curriculum Handbook 2017
Publication: 30 August 2016

Certificate I in Agrifood Operations (Yr 10)

ACH10210
VET Certificate Subject
Year 10 only
Corinda State High School (RTO number: 30464)

1 Year Course
QCE Credits 2

Brief Description of Subject

This qualification is designed for individuals who require significant foundation skills support to access a vocational learning pathway and is offered by invitation through the ISS. The qualification is suitable for individuals who require a prevocational pathway to employment and/or vocational training. The course provides an exposure to agricultural skills and practice. This subject is a VET in Schools qualification, and may serve as a basis for workplace entry training for people with a disability seeking agricultural preparation. Vocational skills within this course include:

| Communication          | Listening and understanding |
|                       | Speaking clearly and directly |
|                       | Reading and interpreting workplace related documentation |

| Teamwork               | Working as an individual and a team member |
|                       | Working with diverse individuals and groups |

| Problem-solving        | Solving problems individually or in teams |

| Initiative and enterprise | Adapting to new situations |

| Planning and organising | Collecting analysing and organising information |
|                         | Taking initiative and making decisions within workplace role |
|                         | Participating in continuous improvement and planning |

| Self-management         | Taking responsibility at the appropriate level |

| Learning                | Learning in order to accommodate change |

| Technology              | Using technology and related workplace equipment |
|                         | Using basic technology skills |
|                         | Applying OHS knowledge when using technology |

Brief Course / Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Student Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program overview, and Induction</td>
<td>Written or Oral Response</td>
</tr>
<tr>
<td>• Team building activities</td>
<td></td>
</tr>
<tr>
<td>• Establish code of conduct and expectations</td>
<td></td>
</tr>
<tr>
<td>OHS and environmentally sustainable work practices</td>
<td>Role Play</td>
</tr>
<tr>
<td>• Working safely</td>
<td></td>
</tr>
<tr>
<td>• Risk Assessments</td>
<td></td>
</tr>
<tr>
<td>• Maintaining the work site, tools and equipment</td>
<td></td>
</tr>
<tr>
<td>• Accessing relevant emergency services, evacuation and fire safety</td>
<td></td>
</tr>
<tr>
<td>• Manual handling and PPE, emergency signals, safety signs</td>
<td></td>
</tr>
<tr>
<td>• Site hazards and procedures including environmental hazards and risks.</td>
<td></td>
</tr>
<tr>
<td>• Accessing legislation, codes and national standards</td>
<td></td>
</tr>
<tr>
<td>• Employment terms and conditions</td>
<td></td>
</tr>
</tbody>
</table>

Sem 1

Gardening - Students use plants raised in the nursery environment to plant into a particular area of the school
| • Practice various gardening skills such as soil improvement, weed control, watering, fertilising, mulching as required. |
| • Using appropriate tools in a safe and sustainable manner |

Introduction to growing plants - Basic plant physiology
| • Potting up plants |
| • Tending the nursery |
| • Basic propagation |

Corinda State High School RTO #30464
**Sem 2**

<table>
<thead>
<tr>
<th>Ongoing OHS and environmentally sustainable work practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ongoing Risk assessments</td>
</tr>
<tr>
<td>• PPE</td>
</tr>
<tr>
<td>• Safe and Environmentally Sustainable work practices</td>
</tr>
</tbody>
</table>

**Growing plants**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Basic plant physiology</td>
</tr>
<tr>
<td>• Potting up plants</td>
</tr>
<tr>
<td>• Tending the nursery</td>
</tr>
<tr>
<td>• Basic propagation - Gardening</td>
</tr>
</tbody>
</table>

**Students use plants raised in the nursery environment to plant into a particular area of the school**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Practice various gardening skills such as soil improvement, weed control, watering, fertilising, mulching as required.</td>
</tr>
<tr>
<td>• Using appropriate tools in a safe and sustainable manner</td>
</tr>
</tbody>
</table>

**Units of Competency**

The following competencies are required to complete the Certificate I in Access to Vocational Pathways course:

- **AHCOHS101A** Work Safely  Core
- **AHCWRK101A** Maintain the Workplace  Core
- **AHCNSY101A** Support Nursery Work  Elective
- **AHCNSY201A** Pot up Plants  Elective
- **AHCPGD101A** Support Gardening Work  Elective
- **MEM18001C** Use Hand Tools  Elective

**Future Pathway Opportunities**

- **Junior Secondary**
  - Certificate I in Agrifood Operations Yr 10

- **Senior Secondary**
  - Certificate II in Agriculture Yrs 11 & 12
  - Certificate II in Business Yrs 11 & 12
  - Certificate II in Sampling and Measurement Yrs 11 & 12

- **Post School**
  - Certificate III or IV Land Management and Landscaping
  - Certificate III or IV Sports Turf Management and Retail Nursery
  - Certificate III or IV Arboriculture

**Cost**

Full qualification cost $80.00.

**Required Course Materials:**

Students will be required to have a plastic wallet, a large ruled notebook, pens, pencils, ruler, eraser, calculator, glue stick, highlighters and manila student folder for collation of assessment evidence.

Garden beds, first aid kit, sun protection and hat provided.
Certificate I Hospitality

CPC10111
VET Certificate Subject

1 Year Course
QCE Credits 2

Brief Description of Subject

This course offers the SIT10213 Certificate I Hospitality and students will need to be competent in the four core units and two electives to achieve the certificate.

The core units are knowledge based and are aimed at providing students with an awareness of key areas within the hospitality and tourism industry so that they can make more informed decisions regarding areas of further study or employment. This course is aimed as the service area and beverage production.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXFSA101 Use hygienic practices for food safety</td>
<td>Folio and project work</td>
</tr>
<tr>
<td>SITXWHS101 Participate in safe work practices</td>
<td>Practical and observation checklists</td>
</tr>
<tr>
<td>BSBWOR203B Work effectively with others</td>
<td></td>
</tr>
<tr>
<td>SITXFSA101 Use hygienic practices for food safety</td>
<td>Folio and project work</td>
</tr>
<tr>
<td>SITXWHS101 Participate in safe work practices</td>
<td>Practical and observation checklists</td>
</tr>
<tr>
<td>SITHFAB203 Prepare and serve non-alcoholic beverages</td>
<td>Practical coffee skills</td>
</tr>
<tr>
<td>SITHFAB204 Prepare and serve espresso coffee</td>
<td>Beverage venture.</td>
</tr>
</tbody>
</table>

The competencies to be studied are:

- BSBWOR203B Work effectively with others
- SITXCCS101 Provide information and assistance
- SITXFSA101 Use hygienic practices for food safety
- SITXWHS101 Participate in safe work practices
- SITHFAB203 Prepare and serve non-alcoholic beverages
- SITHFAB204 Prepare and serve espresso coffee

Students need to be aware that the competencies are very knowledge and understanding based and though they will participate in a range of activities to achieve the competencies the practical opportunities will be fortnightly.
CERTIFICATE III IN FITNESS (FOOTBALL EXCELLENCE)  

**SIS30310**  
2 Year Course  

**Pre-requisite**: C in year 10 English  

**QCE Credits**: 8  

**Qualification offered by external RTO**: Binnacle Training (RTO number: 31319)  

ADMISSION INTO THIS SUBJECT IS BY APPLICATION ONLY (PLEASE SEE HOD OF HPE)  

**Brief Description of Subject:**  

The Football Program of Excellence is an elective subject that may be studied by Year 10 students who have displayed an aptitude and commitment to improve their Football skills. Students will complete the Certificate III in Fitness, while the practical units will focus on developing the knowledge and skills associated with football (soccer).  

The course aims to prepare graduates to lead clients through fitness training and programming. It develops interpersonal skills and group leadership through planning single and a series of group sessions whether it be in a gym setting or an outdoor setting. The registered training organisation supporting the delivery of this course is Binnacle Training.  

**Brief Course/Assessment Outline:**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Student Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sem 1</strong></td>
<td></td>
</tr>
<tr>
<td>HLTWH5001</td>
<td>Participate in workplace health and safety</td>
</tr>
<tr>
<td>SISXIND001</td>
<td>Work effectively in sport, fitness and recreation environments</td>
</tr>
<tr>
<td>SISXCS001</td>
<td>Provide quality service</td>
</tr>
<tr>
<td>SISXFAC001</td>
<td>Maintain equipment for activities</td>
</tr>
<tr>
<td>SISSSPT303A</td>
<td>Conduct basic warm-up and cool-down programs</td>
</tr>
<tr>
<td>SISFFIT004</td>
<td>Incorporate anatomy and physiology principles into fitness programming</td>
</tr>
<tr>
<td>SISFFIT011</td>
<td>Instruct approved community fitness programs</td>
</tr>
<tr>
<td>BSBRSK401</td>
<td>Identify risk and apply risk management processes</td>
</tr>
<tr>
<td><strong>Sem 4</strong></td>
<td></td>
</tr>
<tr>
<td>SISFFIT001</td>
<td>Provide health screening and fitness orientation</td>
</tr>
<tr>
<td>SISFFIT006</td>
<td>Conduct fitness appraisals</td>
</tr>
<tr>
<td>SISFFIT003</td>
<td>Instruct fitness programs</td>
</tr>
<tr>
<td>SISFFIT005</td>
<td>Provide healthy eating information</td>
</tr>
<tr>
<td>SISFFIT002</td>
<td>Recognise and apply exercise considerations for specific populations</td>
</tr>
<tr>
<td>SISFFIT014</td>
<td>Instruct exercise to older clients</td>
</tr>
<tr>
<td>HLTAIN003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>HLTAIN001</td>
<td>Perform cardiopulmonary resuscitation</td>
</tr>
</tbody>
</table>

**IMPORTANT Program Disclosure Statement (PDS)**  

This document is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the ‘Partner School’ (i.e. the delivery of training and assessment services).  


_Corinda State High School RTO #30464_
The following competencies of the Certificate III in Fitness training package (SIS10) are covered in this course:

- SISFFIT001 Provide health screening and fitness orientation  
- SISFFIT002 Recognise and apply exercise considerations for specific populations  
- SISFFIT003 Instruct fitness programs  
- SISFFIT004 Incorporate anatomy and physiology principles into fitness programming  
- SISFFIT005 Provide healthy eating information  
- SISFFIT014 Instruct exercise to older clients  
- SISXCCS001 Provide quality service  
- SISXFAC001 Maintain equipment for activities  
- SISXIND001 Work effectively in sport, fitness and recreation environments  
- BSBRSK401 Identify risk and apply risk management processes  
- HLTAID003 Provide first aid  
- HLTWHS001 Participate in workplace health and safety  
- SISFFIT006 Conduct fitness appraisals  
- SISFFIT011 Instruct approved community fitness programs  
- SISSSPT303A Conduct basic warm-up and cool-down programs  
- HLTAID001 Perform cardiopulmonary resuscitation

**Future Pathway Opportunities**

**Junior Secondary**  
**Senior Secondary**  
**Post School**  
**University**  
- Work towards entry into  
  - Bachelor of Science - Human Movement Studies

**TAFE**  
- Certificate IV in Fitness

**Health and Physical Education**  
- Certificate II in Fitness

**Work**  
- Group Trainer  
- Sports Development Officer

**Cost**

Those students eligible for inclusion in the Certificate III in Fitness (Football Excellence) course will be required to meet course fees of $350.00, payable $175.00 per year. This fee includes first aid qualification.

**Required Course Materials:**

Students will be required to have two ruled exercise books.

Pens, pencils, ruler, eraser, student folder are required for collation of assessment evidence.
SUBJECT INFORMATION – ALTERNATE LEARNING PATHWAY
**TENNIS PROGRAM OF EXCELLENCE**

**Brief Description of Subject / Outline**

The Tennis Program of Excellence is an elective subject that may be studied by students in Year 7 through to Year 12, who have displayed an aptitude and commitment to improve their Tennis skills. The Tennis Program of Excellence provides eligible students with an alternative school based learning experience that supports students at an elite level.

In partnership with Pure Tennis Academy, students will be exposed to coaching of the highest quality to support exceptional Tennis performance.

To be eligible for participation in the Tennis Program of Excellence, applicants must be of an acceptable standard across academic and Tennis achievements, and behaviour. An ideal applicant for this program will possess:

- a high standard of Tennis skills and ability;
- the ability to work productively in a positive team environment;
- the ability to achieve a satisfactory standard in other academic subjects at Corinda State High School;
- an exemplary record of attitude, industry and behaviour within a school community;
- the capacity to cover course costs; and
- a passion to pursue Tennis excellence and promote Tennis in all of its facets
- a desire to demonstrate cooperation, courtesy and commitment at all times.

The Senior School Tennis Program of Excellence will support students pursue a career in Tennis and to achieve the twenty (20) credit points required to achieve a QCE by the end of their schooling journey.

Senior students will participate in three (3) lines of Tennis within a 6 line timetable. An additional lesson during Academy will be allocated to the Tennis Program so that students have ten (10) dedicated Tennis sessions each week.

Students will develop a personalised curriculum program that will support students to achieve their QCE and attain industry qualifications. In addition to enrolling in Maths and English, which contribute four (4) credit points each, students, will be required to enrol in a Certificate III or IV course which will contribute eight (8) credit points towards their QCE. The final four (4) points will be achieved through enrolment in Certificate II in Active Volunteering which is the centre piece of our school wide Student Leadership Program.

Previous experience is required and acceptance is dependent upon performance at trials.

**Future Pathways**

- **Junior Secondary**
- **Senior Secondary**
- **Post School**

**Health and Physical Education**
- Physical Education
- Health Education
- Certificate II in Community Activities
- Certificate III in Fitness

**University**
- Human Movement Studies
- Teaching
- Health Sciences

**TAFE**
- Diploma or Associate Diploma

**Work**
- Qld Health Service
- Health Promotion Organisations
- Coaching

*Corinda State High School RTO #30464*