

Care

Courtesy

Cooperation

Challenge

Commitment



the best we can be

Subject Selection Handbook

Year 10 - 2008

Resilience

Relevance

Reflection

Relationships

Rigour



Welcome to Our Senior School

Our Year 10 framework offers our students a transition year to the “senior phase of learning”. The framework we have developed aligns closely to positive state-wide changes to the senior learning phase, with a view to providing students with educational, personal, ethical and social skills that prepare them for their dynamic future pathways.

The Year 10 program has been driven by two main goals. Firstly, to create an educational framework that offers the best preparation for every student for their future. Courses are delivered within the Queensland Studies Authority (QSA) guidelines for accreditation, assessment and reporting. Our second and equally important goal is to provide multiple and flexible pathway options that enable each individual student to find challenge, success and fulfilment, with exiting qualifications that give every individual positive options within Tertiary Study, TAFE, further training or full time work.

Chancellor State College’s part in the educational precinct has created productive and evolving relationships with the University of the Sunshine Coast (USC), a strong developing relationship with the Sunshine Coast Institute or TAFE and positive links with local P-12 schools within this precinct. These partnerships will provide real life opportunities and experiences for our students.

We welcome each family to this exciting and challenging Senior Phase of Learning. We are confident that the integrated curriculum framework that is provided through the primary years to the completion of our middle years at Chancellor is creating independent, responsible and dynamic learners. We have aligned our teaching to the Smart State Agenda and are confident that the professionalism of our teachers, combined with the professional development framework available at Chancellor, provides students with a sophisticated teaching and learning process that accelerates the achievement of the goals of the Smart State Agenda. Quality teaching will underpin our curriculum framework as an essential ingredient of our planned success for students.

In our innovative and future focused curriculum framework we aim to integrate ICT into all learnings and explore the emerging opportunities for online and flexible learning that such technology promises. Virtual Schooling is a component of every student’s course of instruction before they complete this phase of their education. Our partnership with the ICT Centre, within the University and our role as one of Education Queensland’s six “Gateway to the ICT” Industry Schools will be integral to this innovation. Further as Australia’s only Microsoft Innovative School (one of sixteen worldwide), laptops for teachers and extensive training for teachers in ICT we aim to deliver best practise teaching through the medium of ICT.

Throughout this handbook you will find the subject offerings to students organised into Five Academies that we have designed to ensure our curriculum framework remains connected to the real world, challenging and engaging for students.

Staff are trained to assist in this process and look forward to working with families. Throughout study in our middle school students have participated in “My Journey” where they have engaged in the process of looking forward to understand how to further study, training or careers are linked to the choices they make during these Senior Years. We are committed to our partnership with you during this complex and dynamic phase.

You and your child are invited to use this handbook as a guide to assist subject selection for Year 10. We have planned this year of study to be an accelerated bridge between our integrated Middle School and the traditional two years of Senior Learning. During Semester one we expect students will find this blend of Core Studies and Electives a challenging introduction to the rigour required in the Senior School.

We look Forward to supporting your student to the “Best They Can Be” at Chancellor State College.

John Lockhart
Executive Principal

Leanne Jensen-Steele
Secondary Campus Principal

Barry Dittman
Deputy Principal
Senior School

Table of Contents

PAGE	CONTENTS
4	Building the Future
5	Year 10 Curriculum Structure 2007
6	Choosing Year 10 Subjects
7	E.L.O. Pathways to Senior
8	Future Academy Offerings in the Senior School
9	Process of Subject Selection
10	Thinking about your Career Path
11	Senior Education and Training Plans
13	Recommendations for Year 11 and 12 Subjects
15	Introducing the Queensland Certificate of Education
16	SUMMARY OF COURSES – CORE SUBJECTS
17	World & Change - English
18	Pathways for English Education
19	Extension English
20	English
21	English for Life
22	World & Change - Humanities
23	Pathways for Humanities Education
24	Humanities – Community Studies
25	Prep Humanities
26	Research & Discovery - Mathematics
27	Pathways for Maths Education
28	Prep Mathematics A
29	Prep Mathematics B
30	Prep Maths for Life
31	Research & Discovery - Science
32	Pathways for Science Education
33	Science
34	Extension Science
35	SUMMARY OF COURSES - ELECTIVE SUBJECTS
36	Art
37	Business Enterprise Studies
38	Drama
39	Health and Physical Education
40	Introductory Hospitality
41	Industrial Skills
42	Information Technology
43	Japanese
44	Music
45	Technology and Design

BUILDING THE FUTURE

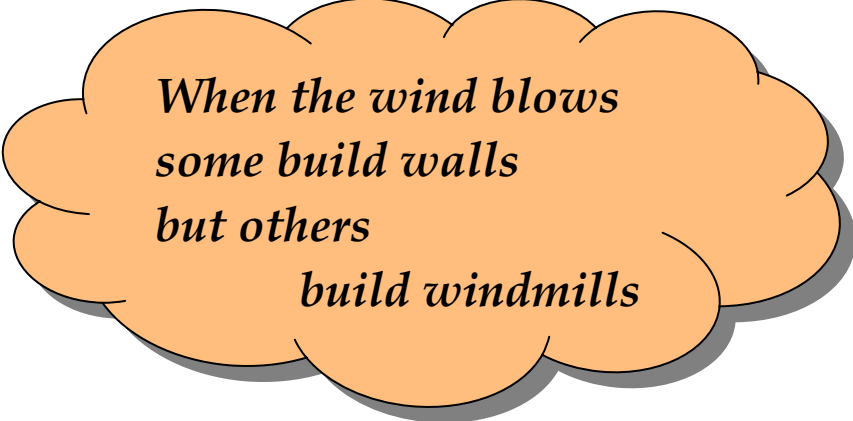
The world our students are entering is one based on constant change. Preparing students for their futures requires a curriculum and cultural commitment to exit outcomes based on the National Goals of Schooling. This commitment ensures our students are resilient and excited participants within our global community and should feel confident in making a contribution to the world in which they live.

We want our students to be –

- futures oriented with positive pathways for life
- independent, motivated and enthusiastic lifelong learners
- active and informed world citizens
- confident, creative and productive users of technology
- environmentally aware and responsible
- innovative and organised thinkers
- problem solvers
- ethical and responsible
- adaptable to change
- team players
- inquisitive about their world
- effective communicators
- committed to establishing and maintaining healthy lifestyles

To support students in their pathways we have designed a Senior Curriculum Framework based on –

- Flexible pathway opportunities
- Connectedness to real world futures
- Academic rigour
- Integrated technologies
- Innovation
- Lifelong learning



*When the wind blows
some build walls
but others
build windmills*

YR 10 CURRICULUM STRUCTURE 2007

1. All students will study English and Maths for the year. The choice of English and Maths strands will be determined by Year 9 results to best suit individual student needs. These placements will be monitored over the year and class allocation may change from time to time to best meet student needs.

2. All students will study Science and Humanities for the year. Each of these subject areas will offer slightly different strands to meet different student needs. Please refer to subject information for details. Suggestions will be made as to which strand would be the most appropriate for a student to study.

In Humanities the students can choose from:

Humanities – Community Studies

- Community Studies
- The World of Work
- Consumer and Business Studies

Preparatory Humanities

- Geography
- Economics
- Ancient History
- Modern History - Asian Studies

In Science all students will study a common core in Semester One which includes units on Biology, Health Science, and Chemistry. At the completion of this semester suggestions will be made to encourage students to explore either:

Science

- Biology
- Multi-Strand Science

Extension Science

- Physics
- Extension Chemistry

3. Students will then choose two (2) electives to be studied for the year. Changes at the end of the term may be negotiated depending on educational rationale and availability of placement. Students need to carefully consider prerequisite status with the Guidance Officer, Administration and/or parents when considering electives and any changes to electives. Subject choice is provided, within the limitations of school staff, facility resourcing and student demand. The school administration in consultation with students and parents may consider alternate learning arrangements though Distance Education, Virtual Schooling or other educational providers depending on negotiated student needs.

4. During Semester 2, the school administration will work with students to provide degrees of flexibility within the timetable to initiate workplace learning options. Students will be able begin negotiating Work Experience, Traineeships / Apprenticeships as per their individual needs. It is anticipated that this flexibility will be expanded in Yr 11 and 12 when students have defined their pathways more clearly. All students will visit the Sunshine Coast Institute of TAFE SunSkills Expo and they take part in a one week block of Work Experience during Semester 2 as part of the processes for developing their Senior Education and Training Plan.

5. All students will experience the learnings associated with “Health and Well Being” (HWB) within the Health Education Unit of Science. This is an extension of the HWB program in the Middle school which focuses on healthy lifestyles, effective choices, and personal growth/development.

6. “My Journey” will continue as a feature into the Senior School. This time allocation will enable students to explore future pathway options, skilling and information relevant to full time and part time work and/or study. It will involve the extended development of QCS test skilling. It will be an opportunity for students to be guided and mentored in studying their future pathways (Senior Education and Training Plans – SET Plans). It will also facilitate personal growth and understanding. Developing a SET Plan is compulsory for all Year 10 students in Queensland.

7. Students will meet with their form group or as a Year 10 cohort daily. They will participate in Preparation Days each term to allow for team building activities, support / networking and mentoring opportunities. This connectedness and support structure will enhance our philosophy that ensures “care” for development of the “whole person”.

CHOOSING YEAR 10 SUBJECTS

During the Middle Schooling years students have experienced specialisation through ELO electives based on interest, abilities and future career goals.

WHEN CHOOSING YR 10 SUBJECTS...

Make a decision about a combination of subjects that suits your future requirements, abilities and interest.

- **Choose subjects you enjoy!**
We usually put more effort into a subject or activity we enjoy. Choose subjects that hold your interest.
- **Continue subjects you have done well in before**
Previous success in a subject usually gives you a head start in tackling work at a more advanced level. Build on your strengths!
- **Choose subjects that keep your career options open and will help you reach career goals**
(Seek guidance from parents, teachers or Guidance Officer).
- **Choose as broad a range of subjects as possible**
A wide subject choice will give you a sound, all round education. It also develops interests in many areas some of which you may like to specialise in later, and it helps to keep your options more flexible.

DON'T LOOK FOR EASY OPTIONS...

*Don't choose a subject just to stay with a friend.
Don't choose a subject because its name sounds good.
Don't choose a subject just because someone else suggested doing it.
Don't choose a subject because "All the boys or girls tend to take the subject".*

ALL SUBJECTS HAVE VALUE FOR BOTH MALES AND FEMALES!

*The quality of a person's life is in direct proportion
to their commitment to excellence,
regardless of their chosen field of endeavour*

ELO Pathways to Senior School Subjects

<i>Senior School Academies Strands</i>	<i>WORLD & CHANGE</i>	<i>RESEARCH & DISCOVERY</i>	<i>ARTS & DESIGN</i>	<i>TECHNOLOGY & INNOVATION</i>	<i>BUSINESS ENTERPRISE</i>
<i>ELO SUBJECTS YEAR 7/8 (2007)</i>	Magazine Madness A picture paints a 1000 Words Dabble in Debating All the World's a Stage Family Ties What a Wonderful World EnviroAbility Philosophy The Renaissance	Chemistry Investigations Microscopic Investigations Young Scientists Marine Biology Sun, Surf, Survival Sports Strategies Circus Acts Coaching Principles The World Game Basic Exercise Principles Touch Down Surf the Safe Way	Optiminds Rhythm Section Shake your Groove Guitar Whiz Masks, Movement & Culture Geometric Art Just Imagine Earthworks Mad Hatter's Tea Party Drawing for Design	Too Fast Too Furious In the Workshop Animated Short Film Electronics PhotoPro Look at Me I'm on TV Rockets Dragon's Den Robotics	Future of Fashion Fortune Fantastic Catering Capers Cooking for Life
<i>ELO SUBJECTS YEAR 9 (2007)</i>	Tour of Italy School Magazine Aussie Bytes Guns, Germs & Steel World Religion The Holocaust & Human Rights	Myth Busters Faster, Higher, Stronger Sports Coach	Drama World of Dance Musical Performer Out of the Garage Art Express Photography – Capturing Artistic Form	Computer-aided Drawing & Design Mechanical Toys Robotics Electronics	The Young Entrepreneurs Club My Restaurant Rules
<i>SENIOR SCHOOL YEAR 10 OFFERINGS</i>	English English Extension Japanese English for Life Prep Humanities	Science Science Extension Prep Maths A & B Mathematics for Life Health & Physical Education	Art Drama Music	Technology and Design ITS Industrial Skills	Business Enterprise Studies Hospitality

FUTURE ACADEMY OFFERINGS IN THE SENIOR SCHOOL

This framework will continue to evolve and extend into 2009/10 and beyond, as our student cohort indicate subjects and pathway preferences.

ARTS & DESIGN	WORLD & CHANGE	RESEARCH & DISCOVERY	TECHNOLOGY & INNOVATION	BUSINESS & ENTERPRISE
<p>Authority Subjects</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visual Art <input type="checkbox"/> Drama <input type="checkbox"/> Music 	<p>Authority Subjects</p> <ul style="list-style-type: none"> <input type="checkbox"/> English <input type="checkbox"/> Modern History <input type="checkbox"/> Ancient History <input type="checkbox"/> Geography <input type="checkbox"/> Japanese <input type="checkbox"/> Economics 	<p>Authority Subjects</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physics <input type="checkbox"/> Chemistry <input type="checkbox"/> Biology <input type="checkbox"/> Multi-Strand Science <input type="checkbox"/> Maths A/B/C <input type="checkbox"/> Health Education <input type="checkbox"/> Physical Education 	<p>Authority Subjects</p> <ul style="list-style-type: none"> <input type="checkbox"/> Graphics <input type="checkbox"/> Technology Studies <input type="checkbox"/> IPT <input type="checkbox"/> ITS 	<p>Authority Subjects</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accounting <input type="checkbox"/> Business Communication & Technology <input type="checkbox"/> Legal Studies
<p>Authority Registered Subjects</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creative Arts 	<p>Authority Registered Subjects</p> <ul style="list-style-type: none"> <input type="checkbox"/> English Communication 	<p>Authority Registered Subjects</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recreation <input type="checkbox"/> Pre-Vocational Mathematics 	<p>Authority Registered Subjects</p> <ul style="list-style-type: none"> <input type="checkbox"/> Industrial Technology 	
			<p>Vocational Education & Training</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cert III in Information Technology 	<p>Vocational Education & Training</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cert II in Business <input type="checkbox"/> Cert III in Hospitality

IN YEAR 11 & 12

Students will also have the opportunity to select courses of study from our Gateway to ICT programs and the University of Sunshine Coast Headstart Program.

PROCESS OF SUBJECT SELECTION

1. Parents and students will be invited to an Information Evening.
2. Students will receive a Subject Selection Booklet. Form teachers and Administration members will guide students through the contents.
3. Students will be issued with a Subject Selection Form. This will be completed at home and signed by the parent/guardian.
4. Students may seek counselling from form teachers, Administration members and our Guidance Officer to ensure they create a “balanced” program of study that maximises future options.
5. The subject selection form must be returned by the due date indicated on the form to the Administration office. These forms will be numbered and signed upon receipt at the office.

(Placements will be considered on the number allocation of individual returns.)

6. Course availability will depend on the balance of student demand, teacher availability and resource availability.

*Please Ask for Assistance if you are
unsure*

*Life is not a question of chance,
it is a question of choice*

THINKING ABOUT YOUR CAREER PATH

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions throughout Year 10. Talk to our Guidance Officer, members of Administration, or teachers.

Job Guide available in all High Schools or <http://jobguide.dest.gov.au>

Refer to your notes made during the Unit that you studied in Term 2, Year 9 “How do my choices today affect my tomorrow?”

Other Career information:
*OZJAC computer program available at Chancellor State College, Centrelink offices, or Career Reference Centres.
*www.jobsearch.gov.au/careersearch.asp
*www.jobsearch.gov.au/joboutlook
www.smartfuture.qld.gov.au

Other career information such as literature from industry groups (which show the pathways to jobs in these industries), training groups, and various websites

National developed Career Information - “My future” at www.myfuture.edu.au

The QTAC Guide – Tertiary Courses 2007 for careers requiring university study and Tertiary Prerequisites 2009 or www.qtac.edu.au

**QUEENSLAND STUDIES
AUTHORITY
(QSA WEBSITE)
WWW.QSA.QLD.EDU.AU**

SET PLAN

SENIOR EDUCATION AND TRAINING PLAN

Helping students plan for their futures

The Queensland Government introduced new laws, effective from 2006, which require young people to be learning or earning. All young people will be required to complete Year 10 at school and go on to undertake a further two years education and/or training, or until they achieve a Queensland Certificate of Education (QCE) or Certificate III vocational qualification or turn 17, whichever comes first. Young people will be exempt from these requirements if they gain full-time employment. The aim is to encourage as many young people as possible to complete 12 years of schooling or equivalent.

The SET Plan is designed to map individual learning pathways through the Senior Phase of Learning. Schools and other learning providers will work with students to develop and then implement the SET Plan. The involvement of parents/carers in helping young people make important decisions about their future education, training and employment is vital to the success of the plan.

The SET Plan process is designed to assist young people to make good choices. Their SET Plan helps them to build on unique strengths and to work towards the Queensland Certificate of Education (QCE), a Certificate III level vocational qualification and/or a viable work option.

The My Journey (MYJ) program and allocated time/sessions, will support students in developing their plan.

The S.E.T. Plan

- Provides the young person with a clearly thought out set of achievable goals, a learning plan and a cohesive transition across education sectors (our Yr 9's started this in their Term 2 Unit of Excellence).
- Provides education and training providers with a starting point to monitor students' progress as they move towards achieving a QCE or Certificate III vocational qualification or full time employment.
- Serves as a starting point and reference point for the student's pathway through Senior Education.
- Is completed during Year 10.
- Promotes on-going dialogue between an individual student, parent/carer and teachers.
- Promotes learning that is aligned with students' aspirations.

Students will receive a range of support to complete the SET PLAN depending on the individual needs of the student. At the very least, it will involve a teacher, the student and their parents/carers.

The SET PLAN, while negotiated and completed at the school, will outline all learning leading to the award of a QCE or Certificate III vocational qualification, even if the bulk of that learning occurs outside the school.

HOW IS THE SET PLAN ACHIEVED?

A key goal of the SET PLAN is to enable students to plan individual pathways through the Senior Phase of Learning with personal commitment, individualised incentives and achievable goals. *Each student is ultimately responsible for, and owns their SET Plan.*

The SET PLAN is a written document that involves:

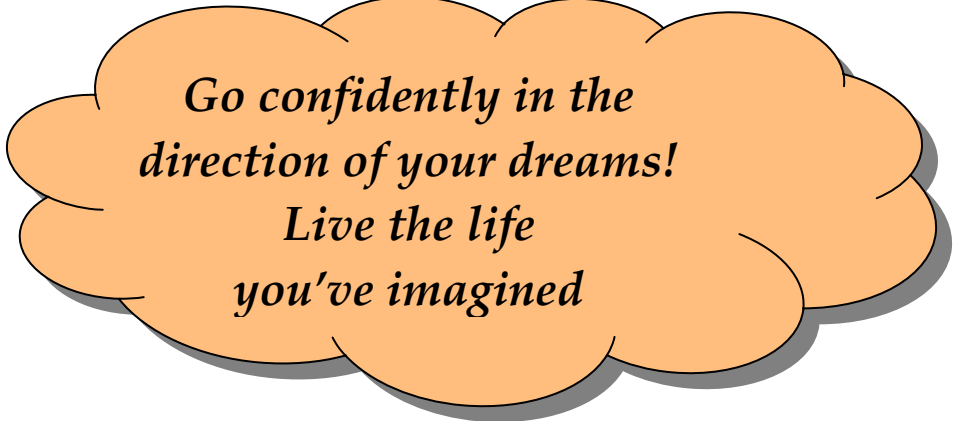
- Reviewing past achievements
- Building on individual strengths and interests
- Identifying areas where more development is needed
- Exploring available options for education, training or employment

In developing SET PLANS, teachers and other staff will work with Year 10 students to develop their skills and capacity to set goals about what they want to achieve in the Senior Phase of Learning and beyond.

By the time students are ready to commit to their SET PLAN, they will need to have a detailed understanding of:

- Their personal goals and aspirations
- Education and training requirements to achieve their goals
- Areas of strength and areas requiring further attention
- Contingencies that allow for changed circumstances
- The full range of career options
- Opportunities for community/civic involvement.

Throughout their Senior Schooling, every student's SET Plan will be formally reviewed and used as a compass to help provide direction.



*Go confidently in the
direction of your dreams!
Live the life
you've imagined*

RECOMMENDATIONS FOR YR 11 AND 12 SENIOR SUBJECTS

Prerequisite study is an indicator of future success in a particular field of study. The table provides a guideline for recommended Year 10 Subjects and required levels of achievement to support successful studies in Year 11 and 12 subjects.

YEAR 11 & 12 SUBJECT	RECOMMENDED YR 10 SUBJECT AND MINIMUM LEVEL OF ACHIEVEMENT
ACCOUNTING	At least a Sound Level of Achievement in Year 10 Maths and English
ANCIENT HISTORY	At least a Sound Level of Achievement in Year 10 English
ARTS IN PRACTICE (CREATIVE ARTS)	At least a Sound Level of Achievement in Year 10 Arts and/or a genuine commitment to arts practice
BIOLOGICAL SCIENCE	At least a Sound Level of Achievement in Year 10 Science
BUSINESS COMMUNICATION AND TECHNOLOGIES	At least a Sound Level of Achievement in Year 10 Business Enterprise
CERTIFICATE II BUSINESS	At least a Sound Level of Achievement in Year English
CHEMISTRY	At least a Sound Level of Achievement in Year 10 Extension Science and a Sound Level of Achievement in Prep Maths A or B
DRAMA	At least a Sound Level of Achievement in Year 10 Drama and/or English
ECONOMICS	At least a Sound Level of Achievement in Year 10 English
ENGLISH	At least a Sound Level of Achievement in Year 10 English
ENGLISH COMMUNICATION	Nil
GEOGRAPHY	At least a Sound Level of Achievement in Year 10 English
GRAPHICS	At least a Sound Level of Achievement in Year 10 Technology and Design (Graphics section)
HEALTH EDUCATION	At least a Sound Level of Achievement in Year 10 English
CERTIFICATE III HOSPITALITY (OPERATIONS)	At least a Sound Level in Year 10 English (and a commitment to practice and theory)
INDUSTRIAL DESIGN	Successful completion of Industrial Skills in Year 10
INFORMATION PROCESSING AND TECHNOLOGY	At least a High Level of Achievement in Year 10 English and a Sound Level of Achievement in Prep Maths B
INFORMATION TECHNOLOGY SYSTEMS	At least a Sound Level of Achievement in Year 10 Prep Maths A and a Sound in Year 10 English
JAPANESE	At least a Sound Level of Achievement in Year 10 Japanese
LEGAL STUDIES	At least a Sound Level of Achievement in Year 10 English
MATHS A	At least a Sound Level of Achievement in Year 10 Prep Maths A
MATHS B	At least a Sound Level of Achievement in Year 10 Prep Maths B
MATHS C	At least a High Level of Achievement in Year 10 Prep Maths B
MODERN HISTORY	At least a Sound Level of Achievement in Year 10 English
MULTI-STRAND SCIENCE	At least a Sound Level of Achievement in Year 10 Science

YEAR 11 & 12 SUBJECT	RECOMMENDED YR 10 SUBJECT AND LEVEL OF ACHIEVEMENT
MUSIC	At least a Sound Level of Achievement in Year 10 Music and study of music outside of school or Instrumental Music Program
PHYSICAL EDUCATION	At least a Sound Level of Achievement in Year 10 Health and Physical Education and Year 10 English
PREVOCATIONAL MATHS	No prerequisite required
RECREATION	A commitment to working in BOTH practical and theoretical aspects of the course
PHYSICS	At least a Sound Level of Achievement in Year 10 Extension Science and a Sound Level of Achievement in Prep Maths B
TECHNOLOGY STUDIES	Students require at least a Sound in Year 10 English (preferable success in Yr 10 TST)
VISUAL ART	At least a Sound Level of Achievement in Year 10 Art

These recommendations are important for Year 9 students selecting Year 10 subjects. You must choose the subjects that are required for your course of study in Year 11 and 12. Success in Year 10 will provide more options for Year 11 and 12 study.

What should you be doing now?

- Have in mind several career options/pathways
- Be aware of the post-secondary study requirements/commitments
- Be aware of any prerequisites subjects to gain entry into post-schooling courses
- Be aware of the recommended requirements in Year 10 to study these subjects in Year 11 and 12
- Be working towards meeting these recommendations NOW. Choose the subjects in Year 10 that are required for your course of study in Year 11 and 12

INTRODUCING THE QLD CERTIFICATE OF EDUCATION

The QCE is a passport for students to move confidently from school to work, training, and further education. In turn, employers, educational institutions and training providers will be guaranteed that students have achieved a high standard of education and training.

The QCE will raise the standard of senior education. It requires students to achieve a significant amount of learning at a set standard, and to meet requirements in literacy and numeracy.

The QCE is a new qualification of great flexibility, scope and high standards.

New Senior Statement

The Senior Statement builds on the strong tradition of the Senior Certificate by maintaining all the conditions of the Senior Certificate and recording all the learning achievements a young person banks in their Learning Account. The Senior Statement complements the QCE. The statement details:

- what, where and when a student learns
- the standard a student achieves

Senior Schooling remains a central part of the transition from school to the adult world. And the QCE bolsters that transition by providing great flexibility in education – it encompasses a wide range of learning options from learning providers

CORE SUBJECTS

- English*
- Humanities*
- Maths*
- Science*

*All doors are hard to unlock
until you have the key*

World & Change

Within this Academy you may study



ENGLISH

ENGLISH

ENGLISH EXTENSION

ENGLISH FOR LIFE

Possible Careers in English:

Actor

Teacher

Diplomat

Editor

Journalist

Public Relations

Telephonist

Critic

HR Management

Broadcaster

Librarian

Interpreter

Author

Travel Consultant

Teacher Aide

Lawyer

Paralegal

Local, State, Federal Govt

Speech Writer

Archivist

Publisher

Advertising

Administrator

Receptionist

Communications

Researcher

Further Study Opportunities:

TAFE:

English is a prerequisite for most areas of further study and entry to a range of careers.

UNIVERSITY:

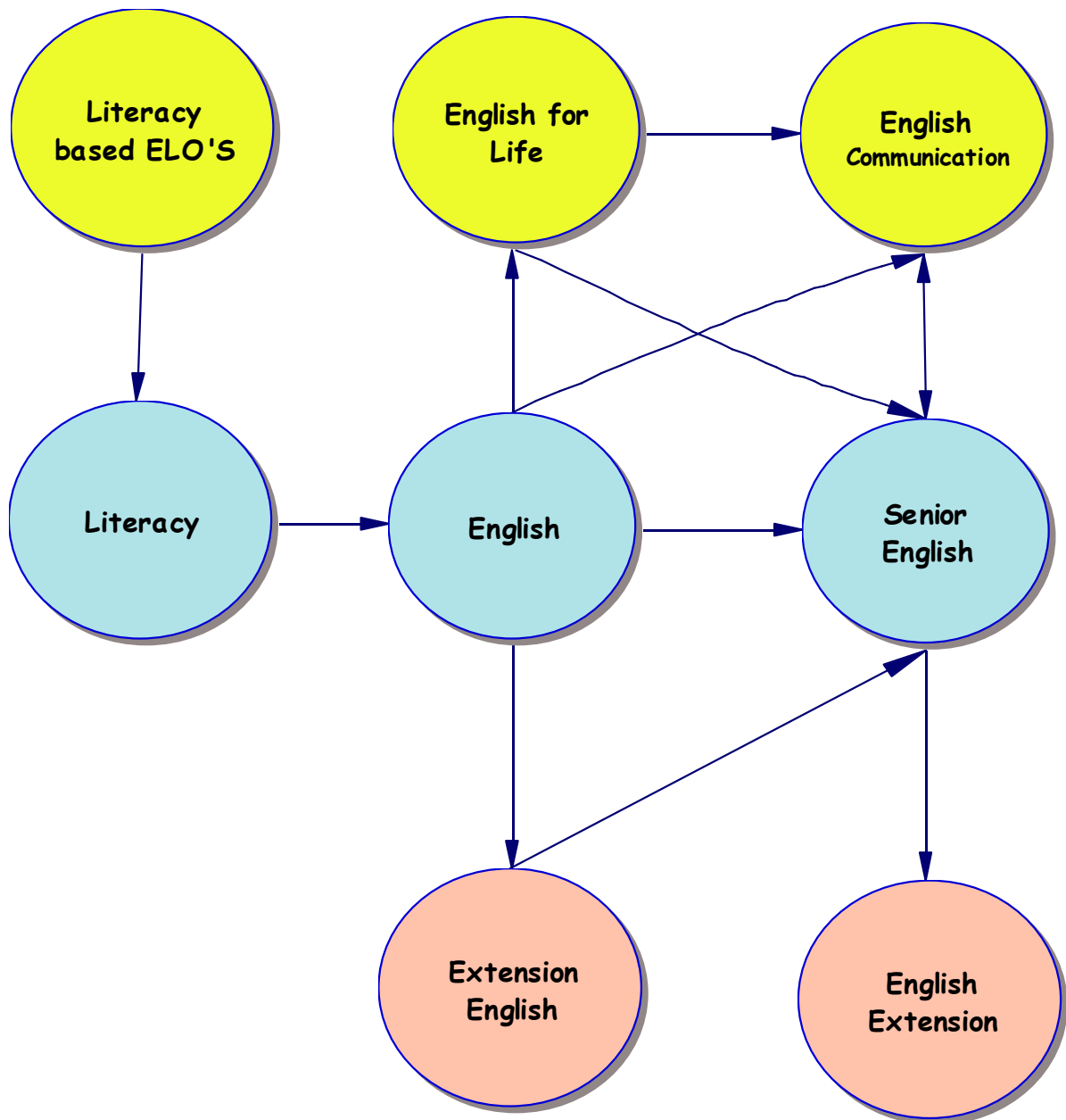
English provides the basis for all areas of employment and further study. Literacy outcomes are required for the Year 12 Queensland Certificate of Education.

Pathways for English Education

Middle School

Year 10

Year 11 & 12



SUBJECT

ENGLISH EXTENSION

ACADEMY: WORLD & CHANGE

STATUS: CORE SUBJECT

COST: NIL (If a member of Student Resource Scheme)

COURSE OVERVIEW: The Extension English Program is designed to provide students with literacy skills necessary for their future lives and career pathways and is designed to introduce students to Senior English concepts and genres. The program recognises the multi-literate world that students are entering and develops their practical and critical abilities to engage with this world. Students who choose this option have demonstrated high levels of literacy skills and are interested in extending their skills in subject English. The Extension English is one of the options within the English Program that provide them with the prerequisite skills for Senior Schooling pathways. The extension course gives students the opportunity to extend and enhance their English skills of reading, writing, speaking and listening by engaging with a variety of challenging texts contexts and concepts.

COURSE OUTLINE:

- Novel study – reconstructing text
- Media studies - critical analysis of news texts
- Poetry analysis – social justice issues
- Drama – Shakespeare play study and performance
- Response to stimulus – transforming ideas into subverted and traditional narratives.
- Reading, writing and viewing practices.
- Film study – analysis of film techniques

Course pathways: These pathways will be offered within a block of time with an option of negotiating movement based on performance and resourcing.

- Extension English
- English
- English for Life

ASSESSMENT TECHNIQUES:

- Oral tasks
- Written tasks
- Written exam

SPECIAL REQUIREMENTS: Students will be given professional advice based on their reports to support appropriate placement within the English options.

SUBJECT

ENGLISH FOR LIFE

ACADEMY: WORLD & CHANGE

STATUS: CORE SUBJECT

COST: NIL (If a member of Student Resource Scheme)

COURSE OVERVIEW: The English for Life Program is designed to provide students with literacy skills necessary for their future lives and career pathways. The program recognises the multi-literate world that students are entering and develops their practical and critical abilities to engage with this world. Students who chose this option are interested in improving and consolidating their literacy skills and have experienced difficulty with English. English for Life is one of the options within the English Program that provide them with the prerequisite skills for Senior Schooling and vocational pathways. This course gives students the opportunity to develop their English skills by engaging with a variety of texts and contexts while developing their reading, writing, speaking and listening skills offering scaffolded support in a small class environment.

COURSE OUTLINE:

- Novel study – reconstructing text
- Media studies - critical analysis of news texts
- Poetry analysis – social / community issues
- Drama – play study and performance
- Response to stimulus – transforming ideas into stories
- Film study – analysis of film techniques
- Reading, writing and viewing practices

Course pathways: These pathways will be offered within a block of time with an option of negotiating movement based on performance and resourcing.

- Extension English
- English
- English for Life

ASSESSMENT TECHNIQUES:

- Oral tasks
- Written tasks
- Written exam

SPECIAL REQUIREMENTS: Students will be given professional advice based on their reports to support appropriate placement within the English options.

World & Change

Within this Academy you may study

HUMANITIES

HUMANITIES – COMMUNITY STUDIES

PREP HUMANITIES

Possible Careers in Humanities:

Law

Business

Meteorology

Education

Research

Journalism

Government / Politics

Environmental

Town Planning

Further Study Opportunities:

TAFE:

Tourism

Business

UNIVERSITY:

Planning & Environment

International Business / Economics

Education

Economics / Commerce

Public Relations / Media

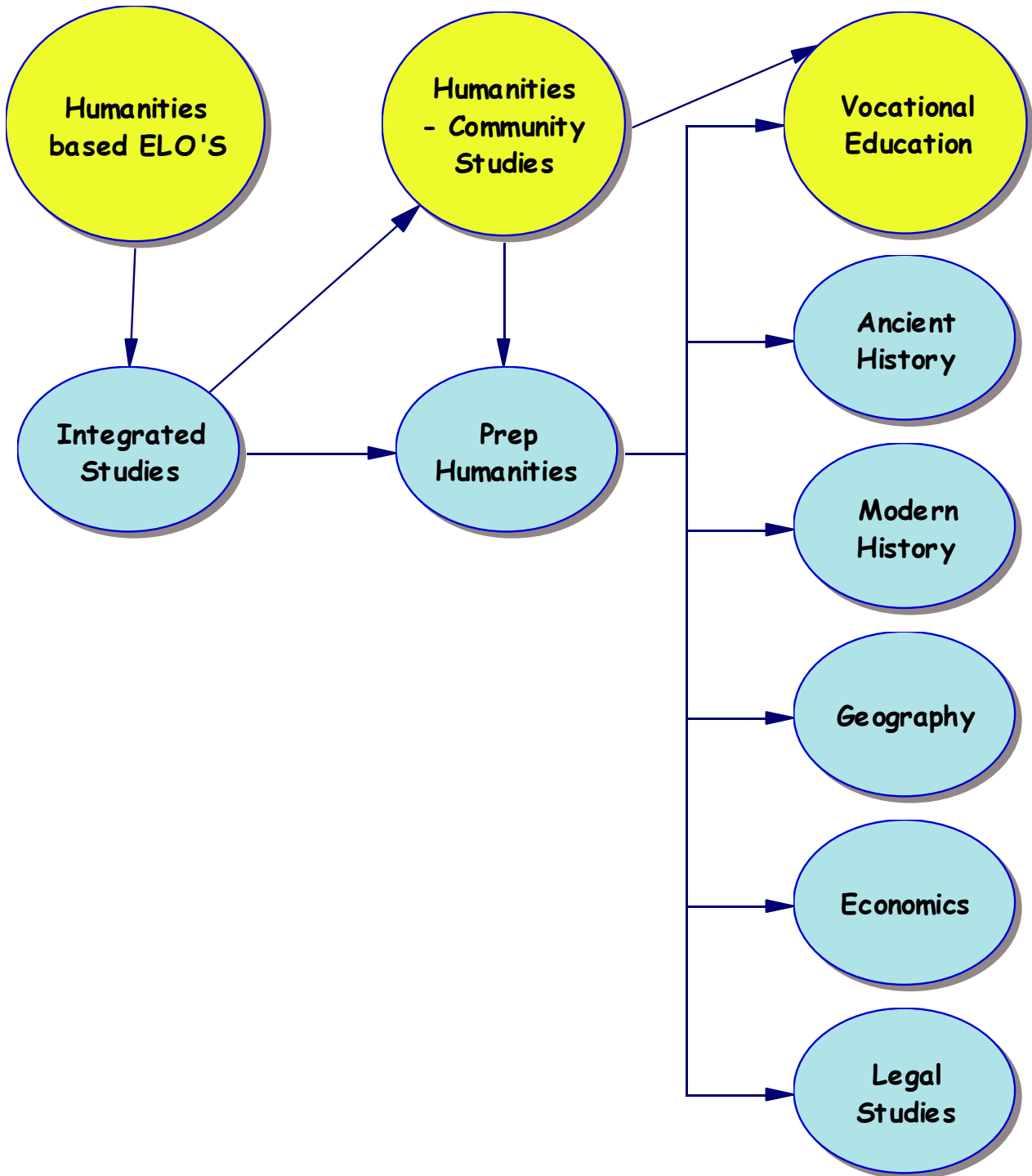
Arts / Humanities

Pathways for Humanities Education

Middle School

Year 10

Year 11 & 12



SUBJECT HUMANITIES - COMMUNITY STUDIES

ACADEMY:	WORLD & CHANGE
STATUS:	CORE SUBJECT
COST:	NIL (If a member of Student Resource Scheme)
COURSE OVERVIEW:	<p>The Community Studies Program is designed to provide students with the opportunity to investigate the way people interact with each other and with environments. This area encourages young people to be active participants in their world. Students develop abilities to reflect on the rights and responsibilities associated with being a world citizen and making decisions about issues related to societies and environments. Community Studies provides students with the opportunity to explore the world of work and the personal implications of this world. This course is designed for students who are wanting to engage with a practical program with a focus on vocational education pathways.</p>
COURSE OUTLINE:	<p>Community Studies:</p> <ul style="list-style-type: none">▪ The World of Work – Getting and keeping a job; Working out at work; Resumes; mock interview▪ World citizenship – Knowing the world; Responsible citizenship – rights and responsibilities▪ Consumer studies – Consumer, the law and legal protection; managing money▪ Business education – Understanding the business world; Business innovation.
ASSESSMENT TECHNIQUES:	<ul style="list-style-type: none">▪ Oral tasks▪ Written tasks
SPECIAL REQUIREMENTS:	Excursions and workplace learning are a component of this program

SUBJECT

PREP HUMANITIES

ACADEMY:

WORLD & CHANGE

STATUS:

CORE SUBJECT

COST:

NIL (If a member of Student Resource Scheme)

COURSE OVERVIEW:

The Humanities Prep Program is designed to provide students with the opportunity to investigate the way people interact with each other and with the world and designed to introduce students to the basic concepts of the four senior Syllabus subject areas. The study of Humanities encourages young people to be active participants in their world and explore a range of current and historical events that are impacting and have impacted on the world we live in. Students develop abilities to reflect on the values of the democratic process, social justice, economic and ecological sustainability and cultural differences to make decisions about issues related to societies and environments. Students will have the opportunity to experience 4 Elective areas during the course of the year. These electives will be in the areas of -

- Geography
- Economics
- Modern History
- Ancient History

These electives will be offered on a term basis.

COURSE OUTLINE:

Geography:

- Human/environmental relationships – living and working in Australia.

Economics:

- The local and global economy – the rich and the poor; product design for community enhancement; Personal economics – making the links.

Modern History

- Asian Studies – traditions, key figures and religions across cultures.

Ancient History

- The Ancient World – archaeology, Ancient Pompei and here.

**ASSESSMENT
TECHNIQUES:**

- Oral tasks
- Written tasks
- Short answer and multiple choice exam
- Power-point presentation

SPECIAL REQUIREMENTS:

Excursions are a component of this program and will therefore incur associated costs

Research & Discovery

Within this Academy you may study

MATHEMATICS

PREP MATHEMATICS A

PREP MATHEMATICS B

PREP MATHS FOR LIFE



Possible Careers in Mathematics:

Electrician

Quantify Surveyor

Geologist

Credit Manager

Statistician

Economist

Fitter and Turner

Surveyor

Primary School Teacher

Bookkeeper

Computer Operator

Tax Assessor

Architect

Industrial Chemist

Secondary School Teacher

Mathematician

Accountant

Bank Officer

Further Study Opportunities:

TAFE:

■ *Certificate/Diploma:*

Engineering

Pharmacy Assistant

Business & Accountancy

Horticulture

Animal Care

Information Technology

Sports Principles

Vet Nurse

Graphic Design

Nursing

UNIVERSITY:

■ *Degrees*

Science

Occupational Therapy

Business Administration

Information Technology

Primary Education

Environmental Science

Communication

Nursing

Education

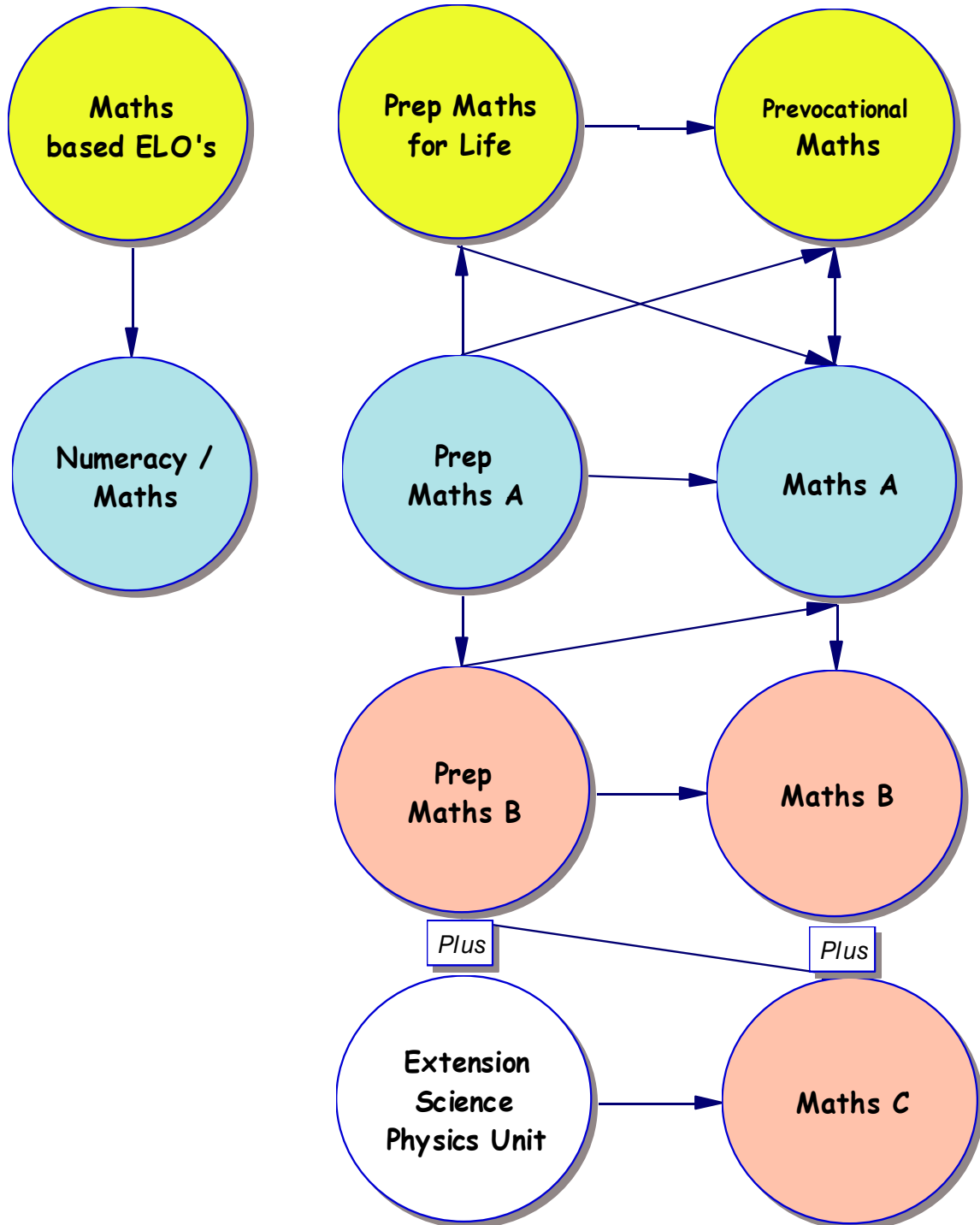
Public Relations

Pathways for Maths Education

Middle School

Year 10
Maths

Year 11 &12



SUBJECT

PREP MATHEMATICS A

ACADEMY:	RESEARCH & DISCOVERY
STATUS:	CORE SUBJECT
COST:	NIL (If a member of Student Resource Scheme)
COURSE OVERVIEW:	<p>Prep Maths A course is designed to enable students to develop and extend their basic mathematical concepts so that they can move to Maths A in Year 11 and 12. (Students who excel in this course may be able to complete Maths B in Yr 11 and 12.)</p> <p>All maths courses have a focus on thinking, reasoning and working mathematically. Prep Maths A has the additional focus of enhancing real life numeracy skills, whilst overlapping with both Prep Maths B and Prep Maths for Life.</p> <p>Prep Maths A is suitable for students who have a majority of C levels of achievement in Year 9 Maths and/or are working in the Year 9 focus groups that cater for outcomes from Level 5 from the P – 10 Maths Syllabus.</p>
COURSE OUTLINE:	<p>Focus on the 5 strands and 11 topics and the P – 10 maths syllabus</p> <ul style="list-style-type: none">▪ Number – number concepts, addition, subtraction, multiplication and division▪ Patterns and Algebra – patterns and functions, equivalence and equations▪ Measurement – length, mass, area, volume and time▪ Chance and Data – probability and statistics▪ Space – shape and line, location, direction and measurement
Course pathways:	<p>These pathways will be offered within a block of time with an option of negotiating movement based on performance and resourcing.</p> <ul style="list-style-type: none">▪ Prep Mathematics A▪ Prep Mathematics B▪ Prep Maths for Life
ASSESSMENT TECHNIQUES:	<ul style="list-style-type: none">▪ Numeracy KAT (Key Assessment Tasks) projects▪ Problem solving exercises▪ Written tests
SPECIAL REQUIREMENTS:	<p>Students must have a scientific calculator.</p> <p>There may be some degree of flexibility to enable students to move to different levels of maths through administration consultation and placement availability.</p>

SUBJECT

PREP MATHEMATICS B

ACADEMY:	RESEARCH & DISCOVERY
STATUS:	CORE SUBJECTS
COST:	NIL (If a member of Student Resource Scheme)
COURSE OVERVIEW:	<p>The Prep Maths B course is designed to encourage students exploring mathematical concepts which are further developed in Maths B & C. All maths courses have a focus on thinking, reasoning and working mathematically. Prep Maths B has the additional focus of enhancing real life numeracy skills.</p> <p>Prep Maths B is suitable for students who have a majority of B or A levels of achievement in Year 9 maths <u>and/or</u> are working in the Year 9 focus groups that cater for maths outcomes from Level 6 in the P – 10 Maths Syllabus.</p>
COURSE OUTLINE:	<p>Focus on the 5 strands and 11 topics of the P – 10 maths syllabus</p> <ul style="list-style-type: none">▪ Number – number concepts, addition, subtraction, multiplication and division▪ Patterns and algebra – patterns and functions, equivalence and equations▪ Measurement – length, mass, area, volume and time▪ Probability and Statistics▪ Space – shape and line, location, direction and measurement▪ With a further focus on: trigonometry, deductive geometry, coordinates and analytical geometry, calculus and statistics. <p>Early start to Maths B or C possibilities exist in Semester 2 Year 10 depending on student performance.</p>
Course pathways:	<p>These pathways will be offered within a block of time with an option of negotiating movement based on performance and resourcing.</p> <ul style="list-style-type: none">▪ Prep Mathematics A▪ Prep Mathematics B▪ Prep Maths for Life
ASSESSMENT TECHNIQUES:	<ul style="list-style-type: none">▪ Numeracy KAT (Key Assessment Tasks) projects▪ Problem solving exercises▪ Written tests
SPECIAL REQUIREMENTS:	<p>Students must have a scientific calculator.</p> <p>There may be some degree of flexibility to enable students to move to different levels of maths through administration consultation and placement availability.</p>

SUBJECT**PREP MATHEMATICS FOR LIFE**

ACADEMY: RESEARCH & DISCOVERY

STATUS: CORE SUBJECT

COST: NIL (If a member of Student Resource Scheme)

COURSE OVERVIEW: The Prep Maths course is designed to assist students in obtaining essential maths skills for use in the real world. All maths courses have a focus of working, thinking and reasoning mathematically. Prep for Life Maths has the additional focus of developing real life numeracy skills.

Prep for Life Maths is suitable for students who have a majority have C or lower levels of achievement in Year 9 Maths **and/or** are currently working in the Year 9 focus groups catering for Level 3/4 outcomes from the P – 10 Maths syllabus.

This course is suitable for students who need support in their maths learning.

COURSE OUTLINE: Revision and consolidation of

- Mental calculation
- Measurement
- Operations of addition, subtraction, multiplication and division
- Data collection and interpretation
- Using maps, grids and references
- Money and percentages

Course pathways: These pathways will be offered within a block of time with an option of negotiating movement based on performance and resourcing.

- Prep Mathematics A
- Prep Mathematics B
- Prep Maths for Life

ASSESSMENT TECHNIQUES:

- Numeracy KAT (Key Assessment Tasks) projects
- Problem solving exercises
- Written tests

SPECIAL REQUIREMENTS: Students must have a scientific calculator. There may be some degree of flexibility to enable students to move to different levels of maths through administration consultation and placement availability.

Research & Discovery

Within this Academy you may study



SCIENCE

SCIENCE

EXTENSION SCIENCE

Possible Careers in Science:

<i>Human Movement</i>	<i>Sound Engineer</i>	<i>Agronomist</i>	<i>Marine Engineer/Surveyor</i>
<i>Agricultural Engineer</i>	<i>Plant Engineer</i>	<i>Biologist</i>	<i>Oceanographer</i>
<i>Electrician</i>	<i>Radio Technician</i>	<i>Architect</i>	<i>Environmental Health Officer</i>
<i>Hydrologist</i>	<i>Biochemist</i>	<i>Microbiologist</i>	<i>Veterinary Scientist</i>
<i>Mineralogist</i>	<i>Physicist</i>	<i>Ecologist</i>	<i>Chemical Laboratory Technician</i>
<i>Dentist</i>	<i>Optometrist</i>	<i>General Practitioner</i>	<i>Audiologist</i>
<i>Agricultural Scientist</i>	<i>Chemical Engineer</i>	<i>Taxidermist</i>	<i>Industrial Chemist</i>
<i>Industrial Metallurgist</i>	<i>Microbiologist</i>	<i>Industrial Engineer</i>	<i>Analytical Chemist</i>
<i>Sugar Chemist</i>	<i>Forensic Scientist</i>	<i>Forest Ranger</i>	<i>Environmental Scientist</i>
<i>Pathologist</i>	<i>Botanist</i>	<i>Radiographer</i>	<i>Marine Scientist</i>
<i>Bacteriologist</i>	<i>Dietitian</i>	<i>Zoologist</i>	<i>Animal Technician</i>
<i>Pharmacologist</i>			

Further Study Opportunities:

TAFE:

■ *Certificate/Diploma:*

<i>Laboratory Techniques</i>	<i>Engineering</i>	<i>Animal Care</i>
<i>Vet Nurse</i>	<i>Pharmacy Assistant</i>	<i>Nursing</i>
<i>Health Service</i>	<i>Horticulture</i>	

UNIVERSITY:

■ *Degrees*

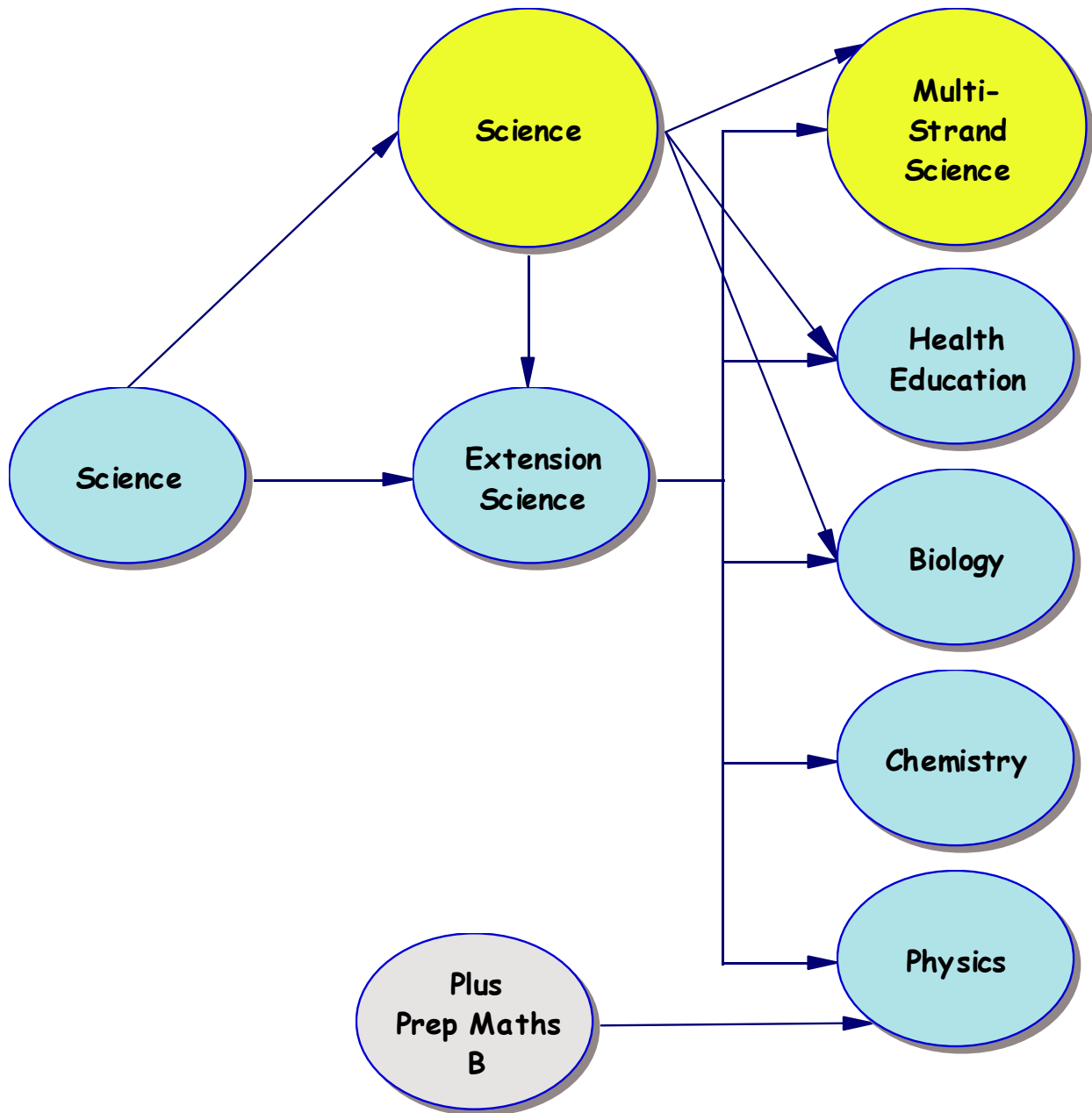
<i>Science</i>	<i>Primary Education</i>	<i>Nursing</i>
<i>Occupational Therapies</i>	<i>Veterinary Science</i>	<i>Environmental Science</i>
<i>Education</i>		

Pathways for Science Education

Year 10
Semester 1

Year 10
Semester 2

Year 11 and
12



SUBJECT

SCIENCE

ACADEMY:	RESEARCH & DISCOVERY
STATUS:	CORE SUBJECT
COST:	NIL (If a member of Student Resource Scheme)
COURSE OVERVIEW:	<p>The Science course is for students who may not pursue science beyond Year 10, but contains essential life long learning that comes from working and thinking scientifically. All students will be required to complete at least 4 units of Science with the possibility of also engaging in Extension Science. Science is appropriate for students who achieved C or less in the Year 9 Units “Does Matter, Matter?” and “How do living things ensure their survival?” Sound Achievement (or less), in the first semester of Year 10 science. All Science courses will have an emphasis on working scientifically.</p>
COURSE OUTLINE:	<p>Term Units will be based around level 5 and 6 outcomes from the P-10 Science syllabus. The units will have links to Senior Subjects.</p> <p>Units will include</p> <ul style="list-style-type: none">▪ Life and Living and Health of Individuals and Communities – Biology and Health Science▪ Natural and Processed Materials – Chemistry▪ Life and Living, Earth and Beyond – Biology and Environmental Science▪ Science and Society and Energy and Change – Science History and Futures
Course Pathways:	<p>These pathways will be offered within a block of time with an option of negotiating movement based on performance and resourcing.</p> <ul style="list-style-type: none">▪ Science▪ Extension Science
ASSESSMENT TECHNIQUES:	<ul style="list-style-type: none">▪ EEL’s– Extended Experimental Investigations/Assignments▪ Written tests▪ Practical tests
SPECIAL REQUIREMENTS:	<p>This course will involve excursions that will incur different costs.</p>

SUBJECT

EXTENSION SCIENCE

ACADEMY:	RESEARCH & DISCOVERY
STATUS:	CORE SUBJECT
COST:	NIL (If a member of Student Resource Scheme)
COURSE OVERVIEW:	<p>Extension Science will be available for students who are interested in and have an aptitude for science. The course will aim to extend and challenge students in the more rigorous sciences of Biology, Chemistry and Physics and give students an insight into the Senior courses of study (preparing).</p> <p>Extension Science is for students who have a majority of B or A levels of achievement in the Year 9 Unit “Does Matter, Matter?” and “How do living things ensure their survival?” and/or at least a sound but preferably a high or very high achievement in the first semester of year 10 science. These students may have benefited from engaging in the ELO’s: Change Horticulture, Science in our Society, Mad Scientist, Electronics. All Science courses will have an emphasis on working scientifically.</p>
COURSE OUTLINE:	<p>Units will be based around:</p> <ul style="list-style-type: none">▪ Life and Living, Health of Individuals and Communities and Earth and Beyond – <u>Biology and Health Sciences</u>▪ Natural and Processed Materials (Structure and Behaviour of Matter) – <u>Chemistry</u>▪ Energy and Change – <u>Physics</u> (a prerequisite for Maths C)▪ Natural and Processes Materials with Science in Society - <u>Extended Experimental Investigations</u> (reactions between chemicals, predict and controlling experiments) - Chemistry
COURSE PATHWAYS:	<p>These pathways will be offered within a block of time with an option of negotiating movement based on performance and resourcing.</p> <ul style="list-style-type: none">▪ Science▪ Extension Science
ASSESSMENT TECHNIQUES:	<ul style="list-style-type: none">▪ EEI’s – Extended Experimental Investigations/Assignments▪ Written tests▪ Practical tests▪ Report Writing
SPECIAL REQUIREMENTS:	<p>Scientific calculator essential. Excursions will be part of this course, and hence, incur associated costs.</p> <p>There may be some degree of flexibility to enable students to move “Sciences”. This will need to be negotiated with administration and depend on placement availability.</p>

ELECTIVE SUBJECTS

- *Art*
- *Business Enterprise Studies*
- *Drama*
- *Health and Physical Education*
- *Introductory Hospitality*
- *Industrial Skills*
- *Information Technology*
- *Japanese*
- *Music*
- *Technology and Design*

These elective offerings will be delivered provided there is the student demand.

*Life is not measured by the number of breaths we take but by
the number of moments that take our breath away*

SUBJECT

ART

ACADEMY:

ARTS & DESIGN

STATUS:

ELECTIVE SUBJECT

COST:

\$60.00

COURSE OVERVIEW:

Art Studies in Year 10 are predominantly practical in focus. The emphasis is on “Making” Tasks comprising of developmental and experimental works in a range of Media areas. The course aims to provide students with a broad range of artistic experiences and an appreciation of Art in all its forms. This course comprises theoretical and practical work

COURSE OUTLINE:

Students can expect to gain experience in some of the following areas:

- Drawing
- Painting
- Printmaking
- Sculpture
- Ceramics
- Mixed media
- Appraising artworks
- Media experiments
- Mounting
- Electronic imaging
- Fibre arts
- Products design
- Graphic design

ASSESSMENT TECHNIQUES:

Each Term Unit students will be required to submit Making Folios which will contain selection of Artworks and Visual Journal. Assessment tasks may include – written assignment, oral presentation and/or exam, artwork.

POSSIBLE CAREER PATHWAYS/OPTIONS:

Further Study Opportunities

TAFE

- Certificate in Ceramics, Painting, Fine Arts Production, Sculpture, Graphic Design etc

Universities

Degrees:

- Fine Art, Art Production
- Applied Arts/Design
- Animation, Commercial Art, Website Design, etc

SPECIAL REQUIREMENTS:

Suggested Art Folio carrying case available from P & C uniform shop

SUBJECT BUSINESS ENTERPRISE STUDIES

ACADEMY: BUSINESS & ENTERPRISE

STATUS: ELECTIVE SUBJECT

COST: \$40.00

COURSE OVERVIEW: This Year 10 subject will offer students the opportunity to experience Year 11 and 12 subjects of Business Communications Technology, Accounting, Legal studies and Certificate II in Business.

COURSE OUTLINE: It is anticipated that each of the listed experiences will be delivered on an independent unit (subject) basis. This course will offer students a range of skills eg -

- Financial record keeping
- Knowledge of business markets
- Business plans
- Database management
- Spreadsheets
- Organisational procedures
- Computer operations and word processing
- Business environments and skills
- Business meetings, management systems
- Concepts of accounting and computerised accounting
- Introduction to the legal system and processes

ASSESSMENT TECHNIQUES: Practical demonstrations, assignments, exams, Computer assignments, Case study reports.

POSSIBLE CAREER PATHWAYS/OPTIONS: **Further Study Opportunities**

TAFE

- Certificate in Business
- Diploma in Business

Universities

Degrees:

- Commerce
- Business (Communication)
- Economics
- Law
- International Business

Graduate Certificate:

- Business Administration
- Communication

SPECIAL REQUIREMENTS: Access to computer technology at home is not vital but would support student learning experiences.

SUBJECT

DRAMA

ACADEMY:

ARTS & DESIGN

STATUS:

ELECTIVE SUBJECT

COST:

\$40.00

COURSE OVERVIEW:

Drama offers a wide range of experiences such that students have the opportunity to develop skills in communication, voice, movement and character interpretation.

Drama is a creative subject that focuses on creating, performing and analysing/evaluating drama.

COURSE OUTLINE:

Will include a selection of the following:

- Realism
- Ritual
- Comedy
- Greek Drama
- Australian Drama
- World Theatre
- Community Theatre
- Public Performance

**ASSESSMENT
TECHNIQUES:**

Live performance, assignments, critique exams, practical scriptwriting tasks, group performances.

**POSSIBLE CAREER
PATHWAYS/OPTIONS:**

Further Study Opportunities

TAFE

- Diploma in Performing Arts, Theatre Acting, Screen NIDA, The Actor's Workshop

Universities

- Degrees in Performing Arts, Applied Theatre, Creative Industries (Drama/Education), Fine Arts (Acting), Theatre Arts, Theatre
- Certificate in Theatre Production

SPECIAL REQUIREMENTS:

Due to the practical nature of drama, students may be required to attend live performances in and out of school. Students will therefore be required to meet the costs of these performances or visiting artists.

SUBJECT**HEALTH & PHYSICAL EDUCATION**

ACADEMY: RESEARCH & DISCOVERY

STATUS: ELECTIVE SUBJECT

COST: \$25.00

COURSE OVERVIEW: This course will provide an opportunity for students to experience the Yr11/12 subjects of Health Education & Physical Education. The course is recommended to students who are interested in Health Science Education, combined with a focus on physical activity. Health Education focuses particularly on the role of healthy lifestyle, whilst Physical Education focuses on learning, viewing and engaging in practical experiences.

COURSE OUTLINE: Students will experience skill acquisition in specific sports – including psychology of learning physical skills, skills, drills, game play. They will look at training, physical performances, sport for leisure, media, body/energy and physical activity. Further, they will study elements of social health, issues of health, attitudes and choices (eg drug use). Students will look at individual, family, work and social health issues

ASSESSMENT TECHNIQUES: Research assignments, oral representations, stimulus responses, exams, physical/skill testing.

POSSIBLE CAREER PATHWAYS/OPTIONS: **Further Study Opportunities**

TAFE

- Certificate III in Health Services
- Certificate II in Recreational Practices
- Diploma in Fitness, Recreation, Nursing

Universities

- Arts (Sports Studies)
- Science
- Applied Science
- Nursing
- Therapists
- Health Studies

SPECIAL REQUIREMENTS: Students need to be committed to physical involvement in this course of instruction

SUBJECT

INTRODUCTORY HOSPITALITY



ACADEMY:	BUSINESS & ENTERPRISE
STATUS:	ELECTIVE SUBJECT
COST:	\$60.00 \$20.00 (additional charge for Knife Skills course) (Term 1)
COURSE OVERVIEW:	<p>Hospitality is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life, as well as with specific knowledge and skills related to employment within the industry. The hospitality industry has become increasingly important in Australian society as a source of expanding employment opportunities.</p> <p>Students will learn to understand the industry's workplace culture and practices, whilst developing skills, processes and attitudes crucial for making valid decisions about future career paths.</p>
COURSE OUTLINE:	<p>Year 10 develops the students' practical skills. Knife Skills, "Appetisers and Sandwiches", "Bakery Products" and "Meals to Go".</p> <p>In Semester 2 students will commence Certificate II in Hospitality (Operations) to be completed by the end of Year 11. The course will be conducted in partnership with Sunshine Coast TAFE. Additional information will be available. Two core modules will be included.</p> <p>THHCO01B Develop and update hospitality industry knowledge THHGHS01B Follow workplace hygiene procedures</p>
ASSESSMENT TECHNIQUES:	<p>The course of study area includes assessment in practical skills and application (practical cookery tasks), group function work. There is a knowledge test and regular research tasks.</p>
POSSIBLE CAREER PATHWAYS/OPTIONS:	<p>Further Study Opportunities</p> <p>TAFE</p> <ul style="list-style-type: none">▪ Certificate III in Hospitality (Year 11/12)▪ Diploma in e.g. Tourism/Management <p>Universities</p> <p>Degrees eg</p> <ul style="list-style-type: none">▪ Hospitality▪ Management▪ Business
SPECIAL REQUIREMENTS:	<ul style="list-style-type: none">▪ For practical food preparation, students will be required to supply cookery requirements (ingredients)▪ Outside industry specialist providers may incur additional costs▪ Hair covering – chef's hat/bandana and chef's jacket available from School Uniform Shop

SUBJECT

INDUSTRIAL SKILLS

ACADEMY:	TECHNOLOGY & INNOVATION
STATUS:	ELECTIVE SUBJECT
COST:	\$60.00 \$30.00 (additional charge for optional woodskills fieldtrip)
COURSE OVERVIEW:	This course aims to provide students with the opportunity to develop a knowledge, understanding and appreciation of materials, equipment, processes and work methods relating to Industrial Technology and skills. This subject will lead into a Senior course where modules of learning are nationally recognised at a TAFE institution, thus giving students recognition of prior learning (RPL).
COURSE OUTLINE:	Industrial Concepts will be particularly <u>skilled</u> based through project delivery. Students will work through Vocational competencies as they move to Certificate level qualifications. In Year 10, the course will umbrella products such as plastics, timber, metal (sheet and higher gauge). Integrated within this study will be units on <ul style="list-style-type: none">▪ Safety▪ Workshop technology▪ Project planning and design
ASSESSMENT TECHNIQUES:	Presentation of practical tasks, observation of workshop skills (eg safety), completion of workbooks and written tasks.
POSSIBLE CAREER PATHWAYS/OPTIONS:	Further Study Opportunities Certificate Courses in <ul style="list-style-type: none">▪ Building and construction▪ Furnishing▪ Apprenticeships
SPECIAL REQUIREMENTS:	SAFETY: Because of workshop safety requirements, students MUST wear the following items: safety glasses, leather shoes, apron, cap or hair net and, when necessary, a dust mask and ear protection. Students MUST also make a commitment to safe working practices.

SUBJECT

INFORMATION TECHNOLOGY

ACADEMY:

TECHNOLOGY & INNOVATION

STATUS:

ELECTIVE SUBJECT

COST:

\$40.00

COURSE OVERVIEW:

This course will introduce students to elements of the Senior curriculum in Information Processing Technology (Authority Subject) and Information Technology Studies (Authority Subject). It will further link to Gateway to ICT Industry opportunities.

COURSE OUTLINE:

This course will expose students to ICT at an introductory level such that informed choices can be made for Year 11/12. It covers units from:

- IPT, where students will look at the creation, manipulation, storage, retrieval and communication of information using a range of technical devices. Data analysis and problem solving with computer tools are also addressed.
- ITS, a client based multi-media course, looking at application, learning and implementing IT solutions in client linked settings.

**ASSESSMENT
TECHNIQUES:**

- Project work
- Written tasks
- Examination and competency assessment

**POSSIBLE CAREER
PATHWAYS/OPTIONS:**

Further Study Opportunities

TAFE

- Certificate IV IT (Administration)
- Software development
- Certificate IV Multi-media
- Diploma Graphic design

Universities

Degrees

- IT systems
- Science
- IT Learning/Management
- IT/Law
- IT/Business
- Internet Computing
- Digital Design
- Fines Arts
- Arts (computer based)
- Interactive entertainment

SPECIAL REQUIREMENTS:

Strongly recommended access to computer technology at home or outside of school as some curriculum is delivered online.

SUBJECT

JAPANESE

ACADEMY:	WORLD & CHANGE
STATUS:	ELECTIVE SUBJECT
COST:	NIL (unless offered through Distance Education or Virtual Schooling).
COURSE OVERVIEW:	The Japanese course offers exciting and varied opportunities. It builds upon and consolidates literacy skills addressed in Yr 9 Japanese ELO'Ss. The course aims not only to deliver practical knowledge of the Japanese language, but also an appreciation of culture and customs of Japanese native speakers.
COURSE OUTLINE:	The course is centred around topics such as: <ul style="list-style-type: none">▪ People around me▪ Living in Japan▪ Holiday plans/leisure activities▪ Tourism – travel and holiday▪ The consumer▪ Current affairs▪ Healthy and fitness▪ Social issues▪ School and social work
ASSESSMENT TECHNIQUES:	Listening, speaking, writing and reading test/assignment instruments.
POSSIBLE CAREER PATHWAYS/OPTIONS:	Further Study Opportunities Universities <ul style="list-style-type: none">▪ Linguistics▪ International Business▪ International Business/Law▪ Commerce/Economics
SPECIAL REQUIREMENTS:	Students require a prerequisite of Year 9 Japanese or some previous exposure to Japanese.

SUBJECT

MUSIC

ACADEMY:

ARTS & DESIGN

STATUS:

ELECTIVE SUBJECT

COST:

\$30.00

COURSE OVERVIEW:

Music is an Authority subject and as such can contribute to a student's entry requirement for tertiary study. Music is a sequential course – with listening, performing and composing experiences. It is essential that students are studying music externally (or through our Instrumental Music Program) and are able to read and write music notations.

COURSE OUTLINE:

Students will be exposed to some of the following learning experiences –

- Arranging listening and analysis skills
- Improvising and conducting
- Score reading and analysis
- Sight playing/singing
- Arrangement design
- Performances eg Solo/ensemble
- Critiquing live performance
- History of Music

**ASSESSMENT
TECHNIQUES:**

Aural exams, composing tasks, performances, sight reading, conducting, and aural and visual analysis exams.

**POSSIBLE CAREER
PATHWAYS/OPTIONS:**

Further Study Opportunities

TAFE

- Certificate in Audio Engineering

Universities

Degrees

- Music, Music Studies, Music (Performing Arts), Music Theatre, Music Technology, Popular Music, Contemporary Music, Music/Education, Music/Law, Music/Arts, Music (Therapy)

SPECIAL REQUIREMENTS:

Students require access to their own instrument/s beyond those available from school.

SUBJECT

TECHNOLOGY & DESIGN

ACADEMY: TECHNOLOGY & INNOVATION

STATUS: ELECTIVE

COST: \$60.00

COURSE OVERVIEW: Technology and Design is an introduction to the Senior course of Technical Studies that is an Authority Subject. Technology and Design provides students with opportunities to develop skills in manufacture and construction. The skills are used in the skill stream fields of industrial design, built environment, engineering and manufacturing. To design products requires knowledge and understanding of the materials, construction techniques, finishing, machining and manufacturing processes that contribute to a given output. The student's studies in Technology and Design will translate into the application of practical outcomes.

COURSE OUTLINE: Students will engage in the design and manufacture of products. For example:

- Working with different products
- Machining processes

Further students will be exposed to learning experiences linked to the Senior course of Graphics. These will be contextualised units, eg Production Graphics.

ASSESSMENT TECHNIQUES: Theory tests, project folios, assignment tasks.

POSSIBLE CAREER PATHWAYS/OPTIONS:

Further Study Opportunities
TAFE

- Associate Diploma in Engineering/
- Architectural Construction
- Trades (Metal and Construction)
- Design Courses
- Cabinet Making
- Pattern Maker

Universities

- Architecture
- Engineering
- Teaching
- Built Environment
- Pre Vocational Courses

SPECIAL REQUIREMENTS: **SAFETY:** Because of workshop safety requirements, students **MUST** wear the following items: safety glasses, leather shoes, apron, cap or hair net and, when necessary, a dust mask and ear protection. Students **MUST** also make a commitment to safe working practices.

