Principal’s Message

There is clear legislation governing students’ participation in schooling. One piece of legislation places restrictions on the number of hours of part-time work that can be completed while enrolled at school. Another significant legislative requirement affecting students currently in year 10 or younger grades is the requirement to complete schooling to year 12, or be engaged in some other recognised training program until at least age 16.

At Proserpine SHS we assist students to complete their secondary education by helping them to plan their future. This plan is developed as part of the subject selection process. Plans developed in year 10 are called the Senior Education and Training (SET) Plan. These plans will take into account legislation such as listed above.

The process of planning becomes more formalised for students in year 10. Each student in year 10 is registered with the Queensland Curriculum and Assessment Authority (QCAA). Once a student is registered with QCAA, they have a Learning Account which records their progress towards a Queensland Certificate of Education (QCE), a Senior Statement and/or VET Certificates. Students will be able to view their learning accounts online.

Individual subject teachers are available to give information and help in choosing subjects. We urge parents to talk with teachers at parent-teacher interviews, and to make an appointment with staff if the need for further consultation arises. For students with identified ‘learning difficulties’ an appointment with the Literacy/Numeracy Co-ordinator is needed to ensure the curriculum choices meet student needs. In the same way, students with diagnosed disabilities will need to meet with the case management teacher from Special Education Services to plan their curriculum program.

During Semester two, students will be asked to nominate the subjects they hope to study in the following year. From this information, blocking lists are compiled so that the greatest number of students will have the opportunity to study their chosen subjects. It is not always possible for all of an individual student’s first choices to be accommodated. Insufficient student interest in certain subjects may mean that one or more subjects will not be offered.

We ask both parents and students to remember that the school will do its best to accommodate subject preferences but that all preferences may not be able to be provided. Course availability will depend on the balance of student demand, teacher availability and resource availability.

Our senior school curriculum program has been developed to consider our students’ future goals in a number of ways. By providing numerous alternative pathways at Proserpine State High School, we meet the various needs of students wishing to access the full variety of opportunities in tertiary study and the workplace.

As well as undertaking the academic program, each student is encouraged to make the most of their abilities in sport or in any other co-curricular area. To ensure a balanced development of the individual, it is hoped that all students will participate in at least one co-curricular area and assume some community responsibilities.

I look forward to seeing each student develop their potential and achieve to the best of their ability.

Don McDermid
Principal

Note: The information provided in this booklet is accurate at the time of production. Some details may change as circumstances dictate.
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INTRODUCTION

This Year 10 Curriculum Booklet is for parents and students who will complete Year 10 in 2017. The Year 10 Curriculum Booklet will provide you with important information regarding this next phase of your secondary schooling including legislative requirements regarding senior secondary schooling, expected qualifications, careers education and subject selection.

Taking time to familiarise yourself with the Year 10 Curriculum Booklet is an important first step in planning your senior education. Subject selection should align to possible career pathways and any tertiary entrance requirements where applicable. You will need to base your career considerations on a good understanding of yourself, as well as on what you hope to gain from your desired pathway.

The subjects you study in Years 10, 11 and 12 will provide one of the bases for your career and study directions after you leave school. During Year 10 you will have the opportunity to sample some of the subjects available in Years 11 and 12. The purpose of this preparation year is to assist you in deciding on what subjects you would most like to pursue in your final two years. The information provided in this book will help you in making this decision. Some questions you may ask yourself now and over the next year include:

- What are my short and long term goals in life?
- Do I know what job I would like to have? If not, how can I keep my options open?
- Which Year 11 and 12 subjects will I need as prerequisites for any tertiary courses I am interested in?
- Are my grades in Year 10 good enough for me to be able to cope with the work in my chosen Year 11 and 12 subjects?

Education and Training Reforms for the Future (ETRF)

Queensland legislation (Youth Participation in Education and Training Act 2003) requires every young Queenslander to be registered with the Queensland Curriculum and Assessment Authority (QCAA) in Year 10 or in the year before they turn 16. Young people must stay at school until they finish Year 10 or turn 16, whichever comes first. After this time, young people are expected to be learning or earning. Learning means staying in education or training for a further 2 years, attaining a Queensland Certificate of Education, attaining a minimum Certificate III qualification or turning 17 whichever comes first. If young people are not learning then they must be earning (earning means working a minimum of 25 hours per week).

Senior Education and Training Plan (SETP)

The Queensland Government requires every student in Year 10 to complete a Senior Education and Training Plan (SETP). The purpose of the SET Plan is to assist students in structuring their senior phase of learning around their abilities, interests and ambitions. As part of the planning process, students think about their future, consider their abilities and investigate their options for careers and further education. The SET plan then helps students plan their pathway from schooling to tertiary study or employment. The importance of this process cannot be underestimated and is crucial in aiding students to make good choices about what, where and when to study and so ensuring a foundation for success throughout the senior phase. More information on the SET planning process can be found at: http://www.qcaa.qld.edu.au/downloads/senior/year10_guide_learning_options.pdf.

INTRODUCTING QUEENSLAND'S NEW SENIOR ASSESSMENT SYSTEM

Syllabus to Subject Results

Queensland's system of senior assessment is set to change, commencing with Year 11 students in 2018. There will be:

- new processes to strengthen the quality and comparability of school-based assessment
- an external assessment introduced in most subjects
- a move away from the Overall Position (OP) rank to an Australian Tertiary Admissions Rank (ATAR).

These changes will improve the validity and reliability of subject assessments and increase confidence in the Queensland Certificate of Education (QCE).

The curriculum development and assessment processes described here are primarily for senior subjects that include an external component. Subjects developed from Subject Area Syllabuses will remain a feature of senior schooling from 2018. These subjects will have an alternative assessment program and are likely to contribute differently towards tertiary entrance.
Key Changes
When the changes are in place, students will complete a total of four assessments that count towards their final grade in each subject. Three school-based assessment instruments will be endorsed by QCAA before they are used in schools. Students’ results in these assessments will be externally confirmed by independent teacher assessors trained and accredited by the QCAA.

These results will be combined with one external assessment developed and marked by QCAA. The external assessment results will contribute 25% towards a student’s result in most subjects. In mathematics and science subjects, it will generally contribute 50%.

The school-based assessments will not be scaled by the results of the external assessment when calculating a student’s subject result. The Queensland Tertiary Admissions Centre (QTAC) will calculate tertiary entrance ranks by comparing student results through a process of inter-subject scaling.

In making the transition to more rigorous quality assurance processes, we will be keeping some important features of our current system:
- QCAA will continue its close partnership with school and education stakeholders
- teachers will continue to play an important role in developing assessments, making judgments about student achievement, and independently reviewing the work of their colleagues
- students will be assessed using a variety of assessment techniques.

QCAA Syllabuses
New syllabuses will be developed for use from 2018. The new syllabuses will:
- define course content, which will be organised into four units (units 1 and 2 developmentally less complex than units 3 and 4)
- inform teaching
- outline assessment requirements
- include instrument specific marking guides for each school-based assessment.

Writing teams of subject experts and practising teachers, in partnership with Learning Area Reference Groups, are developing syllabuses to reflect contemporary practice and research. Draft syllabuses are being released for public feedback before final syllabuses are approved by the QCAA Board.

Syllabuses will be accompanied by supporting resources, including exemplar assessment instruments and samples of student work to show how they represent different standards of achievement. Teachers will have access to comprehensive professional development in 2017.

School–based Assessment
Based on syllabus requirements, schools will devise three school-based assessment instruments for each senior subject. The three school-based assessment instruments will be based on the learning described in units 3 and 4 of the syllabus.

The validity and reliability of these three school-based assessments will rely on two important quality assurance processes — endorsement and confirmation — and the involvement of over 1000 accredited assessors. Accreditation will involve formal structured professional learning to ensure all assessors have a consistent understanding of quality assessment and high-level skills in judging the qualities of student work.

Endorsement
School-based assessment instruments will be endorsed by QCAA’s trained expert assessors before they can be used in schools. This will involve scrutiny of around 30,000 individual assessment instruments submitted to QCAA annually using an online application.

The process of endorsement will ensure that school-based assessment instruments are comparable across schools and provide sufficient opportunities for students to demonstrate the syllabus requirements.

Feedback from the endorsement process will build teachers’ capacity to design quality assessment.

Confirmation
To maximise public confidence in the reliability of the grades awarded by teachers, QCAA will independently review a representative sample of assessments in every subject in every school. Approximately 1400 QCAA-trained reviewers will confirm the grades assigned by schools for around 200 000 assessments.
We know that teachers are best able to judge the qualities of student work when they have received specialist training immediately prior to confirming or reviewing teachers’ judgments. For this reason, QCAA’s reviewers will participate in calibration activities designed to fine-tune their capacity to make judgments about how well students have achieved against the standards prescribed in the syllabus. Their work during confirmation will be monitored and sampled for review by highly accomplished assessors who will check that the assessors’ judgments are accurate.

QCAA will review a sample of each school’s assessment instruments. The number of samples will depend on the number of students studying the subject at a school. More than the usual sample may be requested for a subject in a particular school if QCAA considers there is reason to do so. Sampled assessments will be uploaded to QCAA’s online system to enable confirmation to be completed as efficiently as possible.

QCAA will adjudicate when there are discrepancies between the grades awarded by schools and the independent reviewers.

**External Assessment**

While schools are implementing their three school-based assessments, they will also be preparing students for the external assessment. External assessment will be:

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

The external assessment will not be privileged over the school-based assessment. It will be a mechanism for adding equally valuable but different evidence of achievement to a student’s profile.

The external assessments will be developed by a team of discipline experts, including school-based and university experts. Draft external assessments will be subject to scrutiny by additional panels of experts.

Markers will be engaged by QCAA and will receive special training. Most will mark online and will be subject to monitoring and review by QCAA to ensure consistency and reliability.

**Ratification of Subject Results**

After confirmation and external assessment marking have been completed, QCAA will determine the final subject result for each student.

This process of ratification will involve identification and resolution of anomalies, and consultation and liaison with schools.

Subject results will be calculated by combining the school-based assessment marks with the external assessment mark. The final subject result will be expressed as a numerical value.

Students will be able to access their results in their learning account. Subject results and other learning, such as vocational education and training qualifications, will be reported during the annual certification process.

Eligible students will receive a QCE.

Subject results and other learning that can contribute towards tertiary entrance will be provided to QTAC so it may be scaled to calculate ATARs for ranking purposes.

**Transition to the New System**

QCAA has commenced a number of activities to support schools and students with the transition:

- Syllabuses will be redeveloped in 2016 and introduced to schools in 2017. Drafts will be made available for consultation and feedback on three occasions as the syllabuses take shape.
- Professional development will be delivered to senior teachers during 2017.
- Trials of external assessment, endorsement and calibration processes, and assessor accreditation will occur in 2016 and 2017.
- New policies and procedures will be developed to support the changed assessment processes.
- New information and communication technology systems will be developed to support the new system.

QTAC will develop new tertiary entrance procedures during 2016 and 2017.
There are many opportunities for teachers to participate in the important foundation activities for the new system. These include participating in syllabus writing teams or commenting on drafts of redeveloped syllabuses, being involved in the accreditation, endorsement and calibration trials, and marking trial external assessments.

**UNDERSTANDING REQUIREMENTS FOR SENIOR STUDENT EDUCATION**

**Queensland Certificate of Education (QCE)**

A senior schooling qualification called a **Queensland Certificate of Education (QCE)** will be awarded to eligible students by the Queensland Curriculum and Assessment Authority (QCAA).

Proserpine State High School expects all students completing Year 12 to attain a QCE as a minimum qualification standard.

The QCE offers flexibility in what, where and when students learn. This means that not all learning needs to take place at school. The QCE recognizes broad learning options – academic, vocational education, workplace learning and university subjects. Different types of learning attract different numbers of credits. Students must:

- have at least **20 credits** to be awarded a QCE
- meet literacy and numeracy requirements and
- reach a set standard in their learning

The set standard is a Sound Achievement (SA), competent, a pass or equivalent. Students must undertake a minimum of 12 points from completed core courses. Additional credits can be taken from a combination of core, preparatory, enrichment and advanced courses of study. For full details of the requirements of a QCE please see page 9.

**NOTE:** The Queensland Certificate of Individual Achievement (QCIA) is available to verify the achievements for students with disabilities on individualised learning programs in replace of the QCE.

**Vocational Pathways (VET)**

The flexibility of the Queensland Certificate of Education allows students to embrace a number of different pathways to education and training while still attending school. For example students can:

- undertake a school based traineeship or apprenticeship
- attend a course at TAFE or with a Private Provider to begin or even complete a Certificate I – IV or Diploma course
- enrol in one or two subjects at university

**The Australian Qualifications Framework**

<table>
<thead>
<tr>
<th>Schools Sector</th>
<th>Vocational Education &amp; Training Sector</th>
<th>Higher Education Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctoral Degree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master's Degree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate Diploma</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate Certificate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor's Degree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Diploma</td>
<td>Advanced Diploma</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>Diploma</td>
</tr>
<tr>
<td>Senior Secondary</td>
<td>Certificate IV</td>
<td></td>
</tr>
<tr>
<td>Certificate of Education</td>
<td>Certificate III</td>
<td></td>
</tr>
<tr>
<td>(e.g. QCE, Senior Statement)</td>
<td>Certificate II</td>
<td></td>
</tr>
<tr>
<td>Certificate I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Vocational Education offers students the opportunity to complete full qualifications alongside their secondary schooling and is a great study option for students seeking work, TAFE or university entrance beyond Year 12. The benefits of completing vocational study as a part of your senior secondary education are many:

- Students can gain valuable points towards their Queensland Certificate of Education (completed Certificate III Courses generally contribute 8 points towards the 20 points required for a QCE).
- Students will be better prepared for tertiary study having experienced the requirements of this level of study within a supported environment.
- Students will receive a foundation of study that is both experiential and practical.
- Students will be provided with a qualification that would allow direct entry into the workforce in most instances.
- Students may be able to reduce the time taken to complete a university degree.
- Vocational Education qualifications can provide an excellent foundation of knowledge for further university study and are often considered favourably by many receiving organisations.

Students electing to complete a vocational qualification will still complete an additional five subjects to study at Proserpine SHS as a part of their senior secondary curriculum.
## QCE Requirements

Students can track their progress towards a QCE in their Learning Account on the Student Connect website – [www.studentconnect.qcaa.qld.edu.au](http://www.studentconnect.qcaa.qld.edu.au)

To gain a QCE, students need:

<table>
<thead>
<tr>
<th>AMOUNT of LEARNING</th>
<th>SET STANDARD</th>
<th>SET PATTERN</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 credits</td>
<td>Sound achievement, Pass or equivalent</td>
<td>At least 12 credits from completed CORE + An additional 8 credits from a combination of any courses of study + Meet literacy and numeracy requirements</td>
</tr>
</tbody>
</table>

### LEARNING OPTIONS AND CREDIT VALUES:

<table>
<thead>
<tr>
<th>COURSE OF STUDY</th>
<th>CREDIT</th>
<th>PREPARATORY</th>
<th>ENRICHMENT</th>
<th>ADVANCED</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority subjects and Authority registered subjects</td>
<td>4 per course (4 semesters)</td>
<td>Certificate 1 vocational qualification – maximum of 2 can count</td>
<td>2 or 3</td>
<td>A level of a recognised certificate or award in areas such as music, dance, drama, sport and community development.</td>
<td>1</td>
</tr>
<tr>
<td>A Senior External Examination</td>
<td>4</td>
<td></td>
<td></td>
<td>A one semester university subject undertaken while at school</td>
<td>2</td>
</tr>
<tr>
<td>VET Certificate II</td>
<td>4</td>
<td>Employment skills development program – only 1 can count</td>
<td>2</td>
<td>A negotiated community or self-directed project</td>
<td>1</td>
</tr>
<tr>
<td>VET Certificate III – IV</td>
<td>5,6,7 or 8</td>
<td></td>
<td></td>
<td>A two semester university subject undertaken while at school</td>
<td>4</td>
</tr>
<tr>
<td>Tailored training program</td>
<td>4</td>
<td>Re-engagement program – only 1 can count</td>
<td>2</td>
<td>Competencies in a diploma or advanced diploma over at least a semester (or its equivalent).</td>
<td>2</td>
</tr>
<tr>
<td>International learning program</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-based apprenticeships and traineeships</td>
<td>2</td>
<td>Short course in literacy or numeracy developed by the QCAA</td>
<td>1 per course Authority extension subjects (e.g. English Extension)</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>On-the-job component</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ACHIEVE THE REQUIRED STANDARD...

<table>
<thead>
<tr>
<th>COURSE OF STUDY</th>
<th>SET STANDARD</th>
<th>LITERACY</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority subjects and Authority registered subjects</td>
<td>at least a Sound Level of Achievement</td>
<td>at least a Sound Level of Achievement in a semester of an Authority registered English subject: or</td>
<td>at least a Sound Level of Achievement in a semester of an Authority registered mathematics subject: or</td>
</tr>
<tr>
<td>Vocational education and training</td>
<td>competence</td>
<td>competence in VET modules LIT 204 or LIT 205: or</td>
<td>competence in VET modules NUM 204 or NUM 205: or</td>
</tr>
<tr>
<td>University courses/subjects/units undertaken while still at school</td>
<td>at least a pass as defined by the course</td>
<td>a pass in a literacy course recognised by the QCAA (NRS Level 3 or above): or</td>
<td>a pass in a numeracy course recognised by the QCAA (NRS Level 3 or above): or</td>
</tr>
<tr>
<td>International learning course of study</td>
<td>at least a pass as defined by the course</td>
<td>at least a Sound Level of Achievement in the Literacy strand of Authority registered Literacy and Numeracy: or</td>
<td>at least a Sound Level of Achievement in the Numeracy strand of Authority registered Literacy and Numeracy: or</td>
</tr>
<tr>
<td>Recognised awards and certificates Workplace, community and self-directed</td>
<td>awarded</td>
<td>at least a C on the Queensland Core Skills Test</td>
<td>at least a C on the Queensland Core Skills Test</td>
</tr>
</tbody>
</table>

*Some Certificate IIIs and VI are exempt and will attract less than 8 credits

*Students studying a program consisting of only Authority-registered subjects must achieve at least a sound in 18 of the required 20 credits. Up to 2 from part-complete subjects may be Limited Achievement (Semester 1 or 2 only)
MAKING CAREER DECISIONS

Step 1 Understand the basic concepts
- Career decision making is not magic.
- No one else can make the decision for you.
- You must be actively involved in the process.
- It is never too late to start.
- There is not one ‘ideal’ occupation for you. There may be several occupations that will give you the satisfaction you want from work.
- In all likelihood you will have several occupations during your working lifetime. The career decision you are making now is not necessarily a lifetime decision.

Step 2 Look inwards – develop a profile of yourself
What do you want from a job? Think about it. Do you want to?
- Work with other people or by yourself
- Work outdoors or indoors
- Sit at a desk or be physically active
- Work with ideas or apply ideas (hands on) or do both
- Help people in some way
- Make a lot of money
- Be always learning on the job
- Have lots of variety and activity
- Have a structured, predictable workday
- Feel that the job you have is a secure job
- Work intensely on a project and see it through to the end
- Feel you are contributing to the community
- Work with particular things or people e.g. engines, animals, children, the elderly, etc.

What do you do best? What are your strengths? Are they in?
- Humanities, mathematics, science
- Working with ideas, words, things
- Working with people
- Working with your hands
- Working with computers or machines

What other things influence your decision? Perhaps:
- The opinions of family and friends?
- The availability of employment?
- Your age?
- Staying in the local area?
- A physical or medical condition?

What occupational ideas have you already thought of? You can add to these ideas by completing a career questionnaire from one of the following websites.
- myfuture – My guide www.myfuture.edu.au

Step 3 Look outwards – gather information
Read about the jobs in your occupational ideas list. The following resources will help you and explore the Guidance Officer website for more information.
- myfuture – The facts www.myfuture.edu.au
- jobguide book – all Year 10s will receive a copy
- Tertiary Prerequisites – all Year 10s in Term 3 receive a copy

Evaluate the information you are reading. Does it fit with the profile you have developed of yourself in Step 2? Your eventual aim is to come up with three or four possible occupations that will give you satisfaction and will use your strengths.
Next you need to talk to people who are already employed in the occupations on your list. Do not be afraid to do this, as most people are prepared to help you with your career research if you are polite, prepared with questions, and do not waste their time. Use your own networks (parents’, friends, your friends, parents, neighbours, etc.) and the Yellow Pages to contact people in jobs you are interested in. Develop questions to ask them. Some possible questions are:

- What do you do in a typical work day?
- What do you like about the job?
- What do you dislike about the job?
- What is the recommended training to prepare for the job?
- Are there alternative training pathways?
- Are there people in the same occupation who do different things from you?
- Is there someone else you think I should speak to?
- Where do you go from here in this job?

It is helpful to discuss your findings with a friend or relative who knows you well and you feel comfortable talking with. Other peoples’ insights can sometimes help us clarify our thinking. Talk to people – the Guidance Officers, teachers, relatives and friends. Attend University Open Days and the Tertiary Studies Expo.

Step 4 Prioritise the jobs
By this time you should be able to put the jobs you have selected in order of your preference.

Step 5 Plan a training pathway
Because of your research, you will already know the various pathways to obtaining your occupational goal. Select the pathway that best suits you. This information will now make it easier for you to start completing your Senior Education Training Plan (SETP).

Step 6 Act on your plan
Seek assistance from your Guidance Officers if you need help with this process.

Work Experience opportunities:
Students have the opportunity to participate in work experience and work placement programs in industry areas of their interest. Work experience is an excellent way to start, if students are uncertain about specific careers. Students can then convert to a school-based apprenticeship or traineeship, once they are certain about their career direction or utilise the experience to assist in career goal setting.

Work Experience
Our school is committed to the provision of Work Experience for students as part of their education. It is designed to assist them to develop appropriate knowledge, skills and attitudes concerning both paid and unpaid work. Industry plays a key role in developing the specific skills required in the work place.

Structured Work Placement
Work placement is a component of a specific school subject. It is linked to outcomes. In Work Placements, you perform tasks and hands on duties in the work place. Structured Work Placement is available to students in years 11 & 12 who are enrolled in vocational subjects.

Benefits to you:
- You can get the feel of a work environment
- You will learn work skills to help you make decisions about your future career
- You will gain industry and social skills
- Your competencies can be credited to Traineeships and Apprenticeships
- You can develop a network with local employers

When and how can I apply?
Work Placement will be offered to you throughout the year, depending on your subjects. You can find out more, by visiting the Student Advisory Centre.
Work Experience
Work experience has the similar benefits as Structured Work Placement. Work Experience covers all industry areas and gives insight into particular career choices, but is not linked to a particular school subject. Work Experience is available to students in years 10, 11 & 12.

When and how can I apply?
Work Experience will be offered to you in the Easter, June and September school holidays. Alternatively students can complete work experience in the two week period of finishing the school year (while school is still in operation for our junior students). Contact the Senior Schooling and Industry Liaison Officer in B04 at the school for further details.

School Based Apprenticeships and Traineeships
How could I benefit from a school-based apprenticeship or traineeship?
- I can gain an industry recognised certificate as well as a Senior Statement and maybe a Tertiary Entrance Statement. I will also gain credits towards the QCE.
- I will receive training with a registered training organisation.
- I will be able to move more easily from school life into work.
- I will have a head start in the job market.
- I will gain firsthand experience in the industry.
- I will be paid for the time I spend at work.
- I can use my vocational qualification to get into tertiary education, such as diploma courses.

What do I do if I’m interested in a school-based apprenticeship or traineeship?
- Find out what school-based apprenticeships and traineeships there are to choose from. There are many new ones!
- Talk to people working in different jobs. Find out what skills they use and where they work.
- Talk with people in your school who can help with advice, such as the Senior Schooling HOD, Guidance Counsellor or Senior Schooling Liaison Officer.
- Get experience in the areas you are interested in through volunteer, part time or holiday jobs or through work experience or structured work placement.

Things for you to think about if you want a school based apprenticeship or traineeship:
- You can achieve a QCE and do a school-based apprenticeship or traineeship.
- A school-based apprenticeship or traineeship requires a training agreement to be signed. This contract commits you and your employer to the apprenticeship or traineeship.
- You will be studying a vocational certificate course in addition to your school subjects, so be prepared for an extra workload.
- A school-based apprenticeship or traineeship has to impact your school timetable, meaning that paid employment and possibly training will be undertaken during normal school hours. It is your responsibility to catch up on the school work missed while at work.
- You may be completing your traineeship/apprenticeship after you have finished school.
- It is important that you are very sure about your goals and career plans before signing up.
- Selecting subjects that will help you with your traineeship or apprenticeship or that you need for further study after school.
- Transport to work and/or to training in and out of school hours may be an added cost.
- Sometimes the work involved will require you to get to different job sites.

When and how can I apply?
You can apply through your school until July of Year 12. Visit the Senior Schooling and Industry Liaison Officer in B04 to find out more information.

If you start early in Year 11, you may complete a school-based traineeship by the end of Year 12. If you have not finished by the end of Year 12, you must continue with your traineeship or apprenticeship until it is completed.

For more information on school-based traineeships and apprenticeships visit: www.apprenticeshipsinfo.qld.gov.au/school-based/index.html
SUBJECT SELECTIONS

Year 10

During Year 10, students will be provided with subject options that are designed to aid in preparing students for specific subject choices in Year 11 and 12. Year 10 provides the unique opportunity of sampling Year 11 and 12 subjects in order to aid in Year 11 and 12 subject choices and completion. The subjects mandated in Year 10 are English, Mathematics, Science (a minimum of one semester), Humanities (a minimum of one semester) and Health and Physical Education. Students are recommended to select a number of semester unit subjects to give them an insight into the path ahead. It should be noted that there are prerequisites for subjects in Year 11. Students wanting to study a particular course in Years 11 and 12 should familiarise themselves with these prerequisites and the standards required.

From Year 10 to Year 11/12 Subject Choice

Within this document a number of mechanisms have been included to help you choose the most appropriate subject. These include:

- A subject specific flowchart that gives a suggested progression from Year 10 to Year 12. The flowchart is designed to help students examine a suggested pathway from subjects in Year 10 to final Year 11 and 12 subject choices. The flowchart does not show all possible pathways but gives students an outline of the suggested path.
- A brief outline for each subject available for study in Year 10.
- An outline of the Year 11 and 12 subjects available for study at Proserpine State High School. These descriptors contain a much greater depth of information.

Students should examine the subjects they enjoyed in Year 8 and Year 9 within each department. After reading the Year 10 descriptors, students can get an initial indication if this is a subject they would like to explore. If they decide it may be for them they should also read the Year 11 and 12 subject/subjects for which it is designed as a preparatory course.

Recommendations for Success in Year 11/12 Subjects

Prerequisites are requirements from each faculty for the successful completion of the subject. The school strongly recommends that students use them as minimum requirements for the required subject outcomes to be achieved.

These recommendations are important for Year 9 students selecting Year 10 subjects. You should 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.

<table>
<thead>
<tr>
<th>AUTHORITY SUBJECTS</th>
<th>Prerequisites with Year 10 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11/12 Subject</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>C achievement in English and Mathematics</td>
</tr>
<tr>
<td>Biology</td>
<td>C achievement in Biology and English</td>
</tr>
<tr>
<td>Business</td>
<td>C achievement in English and Mathematics</td>
</tr>
<tr>
<td>Chemistry</td>
<td>C achievement in Chemistry and English. It is also suggested that students undertake Mathematics B in Senior.</td>
</tr>
<tr>
<td>Design</td>
<td>C achievement in Graphics</td>
</tr>
<tr>
<td>Digital Technology</td>
<td>C achievement in English and Mathematics</td>
</tr>
<tr>
<td>Drama</td>
<td>C achievement in English and preferably Year 10 Drama</td>
</tr>
<tr>
<td>Economics</td>
<td>C achievement in English and Humanities subject</td>
</tr>
<tr>
<td>English</td>
<td>C achievement in English or English Extension</td>
</tr>
<tr>
<td>Film, Television and New Media</td>
<td>C achievement in English and preferably Year 10 Media Arts</td>
</tr>
<tr>
<td>Geography</td>
<td>C achievement in English and Humanities subject</td>
</tr>
<tr>
<td>Health Education</td>
<td>C achievement in English</td>
</tr>
<tr>
<td>Japanese</td>
<td>C achievement in Japanese</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>C achievement in English and Humanities subject</td>
</tr>
<tr>
<td>Marine Science</td>
<td>C achievement in English.</td>
</tr>
<tr>
<td>Mathematics Essentials</td>
<td>No prerequisite</td>
</tr>
<tr>
<td>Mathematics General</td>
<td>C achievement in Mathematics or Mathematics Extension</td>
</tr>
<tr>
<td>Mathematics Methods</td>
<td>B achievement in Mathematics Extension or teacher recommendation.</td>
</tr>
<tr>
<td>Mathematics Specialist</td>
<td>B achievement in Mathematics Extension or teacher recommendation.</td>
</tr>
<tr>
<td>Modern History</td>
<td>C achievement in English and History</td>
</tr>
</tbody>
</table>
### Music
C achievement in English and preferably Year 9 and 10 Music or Grade 4 AMEB in practical and theory components

### Physical Education
C achievement in English and Physical Education Extension

### Physics
C achievement in Physics and English. Students must also undertake Mathematics Method in Senior.

### Visual Art
C achievement in English and preferably Year 9 and 10 Art

### AUTHORITY-REGISTERED SUBJECTS

<table>
<thead>
<tr>
<th>Year 11/12 Subject</th>
<th>Highly Recommended Year 10 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aquatic Practices</td>
<td>No recommendations</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>No recommendations. Work placement is mandatory. Year 10 introductory units would be an advantage.</td>
</tr>
<tr>
<td>English Communication</td>
<td>No recommendations</td>
</tr>
<tr>
<td>Engineering Skills</td>
<td>C achievement in Metal Technology (Shop B)</td>
</tr>
<tr>
<td>Building and construction Skills</td>
<td>C achievement in Wood Technology (Shop A)</td>
</tr>
<tr>
<td>Prevocational Mathematics</td>
<td>No recommendations</td>
</tr>
<tr>
<td>Recreational Studies</td>
<td>No recommendations</td>
</tr>
<tr>
<td>Science in Practice</td>
<td>No recommendations</td>
</tr>
<tr>
<td>Social and Community Studies</td>
<td>No recommendations</td>
</tr>
<tr>
<td>Visual Art Studies</td>
<td>No recommendations</td>
</tr>
</tbody>
</table>

### VET SUBJECTS

<table>
<thead>
<tr>
<th>Year 11/12 Subject</th>
<th>Highly Recommended Year 10 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II in Business (BSB20115)</td>
<td>No recommendations</td>
</tr>
<tr>
<td>Certificate II/III in Hospitality (SIT20212)</td>
<td>Recommend involvement in prior hospitality/home economics subjects. There needs to be a commitment to working in BOTH theoretical &amp; practical (work placement of 12+ functions) aspects of the course. (NOTE: externally provided so additional costs – see subject description for further information)</td>
</tr>
<tr>
<td>Certificate II in Information, Digital Media and Technology (ICT20115)</td>
<td>No recommendations</td>
</tr>
<tr>
<td>Certificate II in Diesel Fitting (MEM20105)</td>
<td>Merit selection via application – minimum of a B achievement in Metal Technology or teacher recommendation. There needs to be a commitment to working in BOTH theoretical &amp; practical (work placement) aspects of the course</td>
</tr>
<tr>
<td>Certificate II in Work and Vocational Pathways (30627QLD)</td>
<td>No recommendations but there needs to be a commitment to working in BOTH theoretical &amp; practical (work placement of 80 hours or equivalent experience) aspects of the course.</td>
</tr>
<tr>
<td>Certificate III in Early Childhood Education and Care (CHC30113)</td>
<td>C in English and Year 10 Early Childhood would be an advantage. Requires 2 subject lines of study. There needs to be a commitment to working in BOTH theoretical &amp; practical (work placement of 120+ hours) aspects of the course. (NOTE: externally provided so additional costs – see subject description for further information)</td>
</tr>
<tr>
<td>Certificate III in Fitness</td>
<td>C achievement in English and B achievement in Health &amp; Physical Education or Physical Education Extension</td>
</tr>
</tbody>
</table>
Process of Subject Selection

1. Students will receive a Subject Selection Flyer and key information.
2. Students will be issued with a Subject Selection Form. This will be completed online through their OneSchool account. Subject Selection Handbooks will be available from the school website.
3. Students may seek counselling from teachers, Administration members and our Guidance Officer to ensure they create a “balanced” program of study that maximises future options.
4. The subject selection form must be entered into OneSchool by the due date. (Placements will be considered on the number allocation of individual returns.)
5. Course availability will depend on the balance of student demand, teacher availability and resource availability.

Key contacts for any queries regarding subject selection are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Don McDermid</td>
<td>Principal – Senior School</td>
</tr>
<tr>
<td>Mrs Sharon Rudinski</td>
<td>Guidance Officer</td>
</tr>
<tr>
<td>Ms Kellie Klupfel</td>
<td>Head of Department – Senior Schooling, Home Economics</td>
</tr>
<tr>
<td>Mrs Nicole Jolley</td>
<td>School Based Traineeships/Apprenticeships/Work Experience (Senior Schooling and Industry Liaison Officer)/Distance Education Coordinator</td>
</tr>
<tr>
<td>Mrs Corinne Raiteri</td>
<td>Head of Department – English and LOTE (Japanese)</td>
</tr>
<tr>
<td>Mr Rod Wecker</td>
<td>Head of Department – Mathematics</td>
</tr>
<tr>
<td>Ms Michelle Wild</td>
<td>Acting Head of Department – Science/Marine</td>
</tr>
<tr>
<td>Mrs Glynis Nicolson</td>
<td>Head of Department – Humanities &amp; Social Sciences</td>
</tr>
<tr>
<td>Mr Andrew Cox</td>
<td>Head of Department – Health &amp; Physical Education</td>
</tr>
<tr>
<td>Mr Ben Whybird</td>
<td>Head of Department – Industrial, Technology &amp; Design/Agriculture</td>
</tr>
<tr>
<td>Mrs Deb Brown</td>
<td>Head of Department – Business and Technology</td>
</tr>
<tr>
<td>Mrs Jenny Napier</td>
<td>Head of Department – The Arts</td>
</tr>
<tr>
<td>Ms Marijke Kuypers</td>
<td>Head of Department – Quality Teaching and Learning</td>
</tr>
<tr>
<td>Ms Rosin Connelly</td>
<td>Head of Special Education</td>
</tr>
</tbody>
</table>
CURRICULUM ORGANISATION

Courses offered in Year 11 and 12 are currently in draft at time of publishing. Updates will be made accordingly on finalisation by QCAA.

Transition into the Senior Phase of Learning begins in Year 10 and includes the two years after Year 10. Year 10 is considered as part of Senior Secondary schooling and is a ‘preparation for the Senior Years of 11 and 12. This sets Year 10 as an important juncture in young people’s schooling life.

Year 8 and 9 curriculum is set with a Junior Secondary teaching context.
Year 10, 11 and 12 curriculum is set for students to work towards a Queensland Certificate of Education (QCE)
Subjects offered in Year 11 and 12 are a combination of:
- **Authority subjects** based on syllabuses that have been approved and issued by the QCAA.
- **Authority-registered subjects** are developed from Study Area specifications (SASs) and generally include substantial vocational and practical components.
- **VET courses**: these subjects offer Nationally Recognised Qualifications

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<table>
<thead>
<tr>
<th>YEAR 8 SUBJECTS</th>
<th>YEAR 9 SUBJECTS</th>
<th>YEAR 10 SUBJECTS</th>
<th>YEAR 11 &amp; 12 SUBJECTS</th>
<th>YEAR 10 – 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>English</td>
<td>English</td>
<td>Essential English</td>
<td>Authority Subjects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English Extension</td>
<td>English</td>
<td>Authority Registered Subjects</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics Essential</td>
<td>VET courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics Extension</td>
<td>Mathematics General</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mathematics Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mathematics Specialist</td>
<td></td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>Science</td>
<td>Biology</td>
<td>Biology</td>
<td>Science in Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemistry</td>
<td>Chemistry</td>
<td>Aquatic Practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physics</td>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science in Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HUMANITIES AND SOCIAL SCIENCES</strong></td>
<td>History and Geography</td>
<td>History and Geography</td>
<td>Economics and Business</td>
<td>Social and Community Studies</td>
</tr>
<tr>
<td></td>
<td>Civics and Citizenship</td>
<td>Civics and Citizenship</td>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Economics and Business</td>
<td>Economics and Business</td>
<td>History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Civics and Citizenship</td>
<td>Civics and Citizenship</td>
<td>Legal Studies</td>
<td></td>
</tr>
<tr>
<td><strong>HPE</strong></td>
<td>HPE</td>
<td>Physical Education Extension</td>
<td>Physical Education Extension</td>
<td>Recreation</td>
</tr>
<tr>
<td><strong>LOTE</strong></td>
<td>Japanese</td>
<td>Japanese</td>
<td>Japanese</td>
<td>Certificate III in Fitness</td>
</tr>
<tr>
<td><strong>THE ARTS</strong></td>
<td>Art</td>
<td>Drama</td>
<td>Drama</td>
<td>Certificate II in Diesel Fitting (limited entry and application)</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>Music</td>
<td>Music</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>Drama</td>
<td>Drama</td>
<td>Certificate II in Hospitality (11/12 only) Certificate III in Early Childhood Education and Care (11/12 only)</td>
</tr>
<tr>
<td><strong>TECHNOLOGIES</strong></td>
<td>Wood Technology</td>
<td>Wood Technology</td>
<td>Design</td>
<td>Certificate II in Information, Digital Media &amp; Technology Certificate II in Business</td>
</tr>
<tr>
<td></td>
<td>Graphics</td>
<td>Metal Technology (Shop A)</td>
<td>Graphics</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Metal Technology (Shop B)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Food Technology</td>
<td>Food Technology</td>
<td>Hospitality</td>
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<tr>
<td></td>
<td>Texitile Technology</td>
<td>Texitile Technology</td>
<td>Home Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health and Nutrition</td>
<td>Health and Nutrition</td>
<td>Early Childhood</td>
<td></td>
</tr>
<tr>
<td><strong>OTHER</strong></td>
<td>Business Studies</td>
<td>Business Studies</td>
<td>Business Studies</td>
<td>Certificate II in Information, Digital Media &amp; Technology Certificate II in Business</td>
</tr>
<tr>
<td></td>
<td>Digital Technologies</td>
<td>Digital Technologies</td>
<td>Digital Technologies</td>
<td>Certificate II in Information, Digital Media and Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate I in Information Digital Media and Technology</td>
<td>Certificate II in Information, Digital Media and Technology</td>
<td>Certificate II in Business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate II in Agrifood Operations</td>
<td>Certificate II in Skills for Work and Vocational Pathways Certificate II in Rural Operations (11/12 only)</td>
<td>Available through external trainers – see Guidance Officer or appropriate Head of Department</td>
</tr>
</tbody>
</table>
Additional Learning Pathways

School Of Distance Education
With ever increasing demands on our schools curriculum it is not possible to meet all the subject choices of students. To bridge this shortfall Education Queensland offers an increasing range of subjects via computers through the Schools of Distance Education. The subjects are the same standard as offered at our school with a range of Authority, Authority Registered, School and VET subjects. Distance Education will charge students school fees for subjects undertaken.

Who could benefit from eLearning method?
- Students who need a subject for their career path that is not offered at our school.
- Students who have a clash of subjects on their timetable.
- Students must be self-disciplined and independent learners who can work with a minimum of close supervision.

Traineeships & Apprenticeships:
A school-based apprenticeship is an excellent way for vocationally directed students to complete a traineeship or get a head-start on a full-time apprenticeship. Students are paid a training wage while working and completing their senior education. A partnership exists between the student, the school, the Apprenticeship Centre, the workplace and a Registered Training provider to assist the student to complete the available training. Students choosing this type of training need to be available in the workplace at least one day each week. Students must also complete 50 days of work each school year. Arrangement of lessons at school allows students to work with teachers to ensure any lessons missed are caught up. Access to the courses is by application through our Senior Schooling and Industry Liaison Officer and may only begin once all the formal processes are completed. Parents are responsible for any transport arrangements.

Other External Courses:
Students may choose to enroll in an externally provided course. This is a good option if you are a self-directed learner and wish to undertake a Certificate course not provided at the school. The student is responsible for any enrolment fees and approval must be gained from the school if you wish for this course to be included as one of your subjects.

Tertiary Subjects in Year 12:
Students are able to study a university course in Year 11 and 12 through a number of Queensland universities. The universities have their own individual programs with unique entry requirements, time frames, course (subjects) offerings and pathway outcomes. Most universities require students to be achieving at a B standard or above and require support from the school.

Some advantages:
- Students may receive guaranteed entry to the university program on successful completion of the course (this is not at all universities or relevant for all university programs).
- Focused learning in an area that you are really interested in.
- Receive a bonus point towards your Queensland Certificate of Education.

Some of the challenges:
- Finding the extra time in your week to study for and complete, university subjects on top of your school academic and co-curricular commitments.
- Meeting university deadlines with no reminding by teachers.
- Not successfully completing the university course and being disappointed with your results.

See the Guidance Officer for more information on courses and the application process.
Year 10 Subject Information

Year 10 is a time when students make choices about post-compulsory schooling options. Students are expected to embrace the work ethic and study patterns of senior secondary education. During Year 10, students begin to think seriously about career pathways and work and study options. They begin to form understandings about their strengths, weaknesses, aptitudes, interests and abilities. The Senior Phase of Learning is designed to meet the different needs of students.

Subjects offered at Proserpine State High School are:

**Mandatory subjects**
- These subjects are required to be studied by all students;
- English for the entire year (3 x 70 minute lessons)
- Mathematics for the entire year (but a choice in two levels) (3 x 70 minute lessons)
- Science for at least one semester (3 x 70 minute lessons)
- Humanities for at least one semester (3 x 70 minute lessons)
- Health and Physical Education for the entire year (2 x 70 minute lessons)

**Elective subjects**
- These subjects are chosen by students for each semester of year 10. An elective subject can only be taken for one semester. (3 x 70 minute lessons)

**VET Certificates**
- Successful completion of selected certificates will contribute towards a student's QCE.
  - Certificate I 2 Credits
  - Certificate II 4 Credits

Students need to thoroughly read the descriptions of all subject offerings before completing the subject selection form. Particular note should be taken of the year 11/12 subject recommendations at the bottom of each subject description and as listed in section regarding ‘Subject Selections’.

<table>
<thead>
<tr>
<th>SUBJECTS OFFERED</th>
<th>Mandatory Subjects</th>
<th>Elective Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English – choose:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>Certificate I in Agrifood Operations</td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td>Physical Education Extension</td>
</tr>
<tr>
<td>English Extension</td>
<td></td>
<td>Recreational Studies</td>
</tr>
<tr>
<td>Mathematics – choose:</td>
<td></td>
<td>Japanese</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>Drama</td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td>Media Arts</td>
</tr>
<tr>
<td>Mathematics Extension</td>
<td></td>
<td>Music</td>
</tr>
<tr>
<td>Science – choose one or more of:</td>
<td></td>
<td>Graphics</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td>Metal Technology (Shop B)</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>Wood Technology (Shop A)</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td>Early Childhood</td>
</tr>
<tr>
<td>Science in Practice</td>
<td></td>
<td>Home Economics</td>
</tr>
<tr>
<td>Humanities – choose one or more of:</td>
<td></td>
<td>Hospitality</td>
</tr>
<tr>
<td>Economics and Business</td>
<td></td>
<td>Business Studies</td>
</tr>
<tr>
<td>Legal Studies</td>
<td></td>
<td>Certificate I in Information Digital Media and Technology</td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td>Certificate I in Business</td>
</tr>
<tr>
<td>History: Modern and Ancient</td>
<td></td>
<td>Digital Technologies</td>
</tr>
<tr>
<td>Social and Community Studies</td>
<td></td>
<td>Visual Art</td>
</tr>
<tr>
<td>Health &amp; Physical Education (HPE)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Biological Sciences

#### Subject Description
Biology is the study of life and its processes. This course is designed to prepare students for studying senior Biology. Content and assessment will be based on the senior Biology syllabus and the course will explicitly teach students the numeracy, literacy and practical skills required to succeed in their senior studies.

#### Course Content
Students will cover content linked to Unit 1 of the senior Biology syllabus. In particular the concept of cells & cell processes will be the focus.

Scientific skills will also be a major focus of the subject:
- Scientific research & writing
- Experimental design & evaluation
- Collecting, presenting and interpreting data

#### Assessment Summary
Assessment in year 10 Biology will be based on the senior Biology syllabus. Types of assessment may include:
- Examination
- Student experiment
- Research investigation

#### Homework Requirements
Students will have set activities related to classwork and assessment to complete.

#### Resources/Stationery Requirements
See Resource/Stationery Requirement List
Laptop needed for assessment and classwork

#### Career Paths/Employment Opportunities
A course of study in Biological Sciences can establish a basis for further education and employment in the fields of nursing, teaching, marine biology, environmental and conservation studies, pathology, medical, veterinary-agricultural studies, and pharmacy.

#### Prerequisites
Pass (C) in Year 9 Science

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### Business Studies

#### Subject Description
By the end of the semester, students will be involved in conducting their own small business enterprise, ultimately selling a product and making a profit. Students will cover a range of concepts relating the running of business including setup running and close down of a business with specific focus of financial management. This unit will also cover basic accounting concepts including accounts classification, recording transactions from General Journal to Trial Balance. Financial records will also be revised.

#### Course Content
In this unit students will cover:
- Business Enterprise - Business plans, product promotion, working within a department and creating annual reports.
- Introduction to Accounting - Accounting concepts include: account classification, transactions journals, ledgers, trial balance and financial statements.

#### Assessment Summary
Students will complete practical tasks and theory assessments in this unit

#### Homework Requirements
Some of the practical aspects of this course will require work at home.

#### Resources/Stationery Requirements
External drive (i.e. USB/HDD), Document Wallet
Access to a computer at school and home is required

#### Career Paths/Employment Opportunities
This unit covers preliminary concepts of the current Year 11 Business Communication and Technology and Accounting courses.
Career paths from this course include – Accounting, Consulting, Small Business, Finance, Human Resources, Marketing, Real Estate, Retail and Sales.

#### Prerequisites
At least 1 year 8/9 business unit is advisable.
## Cert I in Agrifoods Operations (AHC10210)

### Subject Description
This course will teach students a range of practical skills involved in modern farming. Based both at school and at the school farm, students will learn to propagate and grow seedlings for use in a market garden, in both garden beds and using aquaponics. Students will also have the opportunity to rear and work with chickens, sheep and pigs, and larger scale horticulture such as sugar cane. This course has a practical basis and so requires regular trips to the School Farm and Community Nursery, both on Kelsey Creek Road. We will generally use the school bus and occasionally use other bus companies. Any excursions which go outside our normal class times will require a permission form to be signed.

### Course Content
- AHC0HS101A – Work safety
- AHCWRK101A – Maintain the Workplace
- MEM18001C – Use hand tools
- AHCNSY101A – Support Nursery Work
- AHC1GD101A – Support Gardening Work
- AHC1SLK102A – Support Intensive Livestock
- AHC1BAC101A – Support Agricultural Work

### Assessment Summary
- Competency based assessment, workbook completion, assignments, observation checklists, log/diary, project/portfolio, exams.

### Resources/Stationery Requirements
- General Stationary
- Full brim hat
- Sunglasses
- Laptop needed for assessment and classwork

### Career Paths/Employment Opportunities
Further training pathways from this qualification include Certificate II in Agriculture, Certificate II in Horticulture, Certificate II in Production Horticulture and Certificate II in Rural Operations.

### Homemork Requirements
Varies with modules being taught

### Prerequisites
Nil

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*Offered subject to approval being granted by QCAA

## Cert I in Business (BSB10115)

### Subject Description
The Certificate I in Business qualification offers students introductory skills relevant to administration and clerical roles in a variety of industry settings. This course prepares students for life in a business environment or can be used as a foundation for further studies in business. Certificate I in Business will provide students with introductory level skills in core competencies such as computer operations and keyboard skills, using business equipment, applying basic communication and workplace, health and safety procedures.

### Course Content
This self-paced course allows students to develop the skills and knowledge to function at a basic level of business competency.

**One Core Unit**
- BSBWHS201 Contribute to health and safety of self and others

**Five Elective Units (possible offerings)**
- BSBADM101 Use business equipment and resources
- BSBIND201 Work effectively in a business environment
- BSB1MM101 Apply basic communication skills
- BSBITU101 Operate a personal computer
- BSBITU201 Develop keyboard skills
- BSBITU200 Produce simple word processed document
- BSBITU202 Create and use spreadsheets
- BSBLED101 Plan skills development
- BSBUS1201 Participate in environmentally sustainable work practices
- BSBWOR202 Organise and complete daily work activities

### Assessment Summary
- Competency based assessment – 6 units required (1 core and 5 electives).
- The completion of Certificate I in Business may provide two credit points towards a student’s Queensland Certificate of Education.

### Resources/Stationery Requirements
- External drive (eg USB/HDD)
- Access to a computer in school is essential.
- Access to the internet and a computer at home may be required.

### Prerequisites
Nil

### Homework Requirements
Parts of the course may be completed at home

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*Students choosing not to supply a USI will not receive AQF certification and will not have their results appear and be accessible through the Commonwealth USI Registry.*
## Cert I in Information Digital Media and Technology (ICT10115)  
RTO No. 30338

### Subject Description
This self-paced course allows students to develop the skills and knowledge to function at a basic level of ICT competency in an IDMT environment. It will enable a student to undertake basic ICT functions using a personal computer and to engage in fundamental online activities. Students should gain skills which could assist them in working in a small business organisation. It provides the basic computer skills necessary for working across many industries.

### Course Content
Four Core Units:
- ICTICT101 Operate a personal computer
- ICTICT102 Operate a word processing application
- ICTICT103 Use, communicate and search securely on the Internet
- ICTICT104 Use digital devices

Select Two Elective Units: either
- ICTICT105 Operate a spreadsheet application
- ICTICT106 Operate a presentation package
- BSBWHS201 Contribute to the health and safety of self and others
- BSBUSUS201 Participate in environmentally sustainable work practices

### Assessment Summary
Competency based assessment – 6 units required (4 core and 2 elective)
The completion of Certificate I in IDMT may provide two credit points towards a student’s Queensland Certificate of Education.

### Resources/Stationery Requirements
External drive (i.e. USB/HDD).
Access to a computer in school is essential. Access to the internet and a computer at home may be required.

### Career Paths/Employment Opportunities
Further training pathways from this qualification include Certificate II in Information Digital Media and Technology.
Employability skills include: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology.

### Prerequisites
Nil

### Homework Requirements
Parts of the course material must be competed at home.

**Students choosing not to supply a USI will not receive AQF certification and will not have their results appear and be accessible through the Commonwealth USI Registry.**

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## Chemistry

### Subject Description
Chemistry is the study of matter and its reactions. This course is designed to prepare students for studying senior Chemistry. Content and assessment will be based on the senior Chemistry syllabus and the course will explicitly teach students the numeracy, literacy and practical skills required to succeed in their senior studies.

### Course Content
Students will cover content linked to Unit 1 of the senior Chemistry syllabus. In particular Foundation Chemistry concepts will be the focus.
Scientific skills will also be a major focus of the subject:
- Scientific research & writing
- Experimental design & evaluation
- Collecting, presenting and interpreting data

### Assessment Summary
Assessment in year 10 Chemistry will be based on the senior Chemistry syllabus. Types of assessment may include:
- Examination
- Student experiment
- Research investigation

### Resources/Stationery Requirements
See Resource/Stationery Requirement List
Laptop needed for assessment and classwork

### Career Paths/Employment Opportunities
Careers include science, pharmacy, environmental science, medicine, vet science, biochemistry.

### Prerequisites
Pass (C) in year 9 Science
### Digital Technologies

#### Subject Description
This course is based on the Australian Curriculum in the Digital Technologies strand and replaces the former course ‘Computer Education’.

In this course, students will develop their ability to define, design, implement and evaluate a computer-based project. Projects will involve developing an object-oriented application involving database concepts. This includes use of a programming or scripting language, problem-solving methodology, security implications, data collaboration, and use of collaborative and iterative processes.

#### Course Content
In this unit, students will:
- Model how the data is related, identifying any risks, including privacy or security considerations.
- Collaborate with others to create and manage a project plan.
- Define security requirements and cryptography strategies.
- Design encryption and decryption algorithms for secure data transmission.
- Implement an object-oriented prototype for a back-end cryptosystem.
- Evaluate the security and sustainability of solutions.

Software used within this unit will be a combination of:
- An object-oriented programming language
- Database software

#### Assessment Summary
Students collaborate to complete a crypto-challenge, create a prototype security system and design an object-oriented database. These tasks will be in the form of a project journal and project folio.

#### Homework Requirements
Students will be required to complete homework and unfinished tasks outside of class time. Some assessment tasks will require additional time at home in order for the student to succeed.

#### Resources/Stationery Requirements
- External drive (eg USB/HDD)
- Access to a computer in school is essential. Access to the internet and a computer at home will be required

#### Career Paths/Employment Opportunities
This course leads into Year 11 and 12 Information Technology Systems subject.

Career paths from this course include – information technology, information systems, software engineer, computer science, computer systems engineering and media design.

#### Prerequisites
Year 9 Computer Education is highly advisable. A ‘C’ standard or better in maths is required.
### Drama

**Subject Description**

Drama has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. Drama provides opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

In drama students acquire knowledge, skills and understanding and develop critical understanding that informs decision-making and aesthetic choices. Drama entertains, challenges, provokes responses and enriches our knowledge of self, communities, world cultures and histories. Drama contributes to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in drama is based on cognitive, affective and sensory/kinesthetic response to drama practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication across their years of learning.

<table>
<thead>
<tr>
<th>Course Content</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td></td>
</tr>
<tr>
<td>1. Creating Dramatic Environments Using the skills of transforming objects, materials, lights, sound and themselves, students will create environments in which to perform drama.</td>
<td><strong>Term 1</strong></td>
</tr>
<tr>
<td>2. Epic Theatre Studying the work of famous playwrights and directors, Brecht and Boal in order to write and perform a piece of theatre with a strong social message. This involves both scriptwriting, acting and designing skills.</td>
<td>1. (MAKING) Performance of a play use the skills of transformation to create the dramatic environment.</td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td>2. (RESPONDING) Analysing and evaluating a live performance of “Hoods” where a director and designer have used transformation techniques to create the dramatic environment.</td>
</tr>
<tr>
<td>2. Epic Theatre Studying the work of famous playwrights and directors, Brecht and Boal in order to write and perform a piece of theatre with a strong social message. This involves both scriptwriting, acting and designing skills.</td>
<td><strong>Term 2</strong></td>
</tr>
<tr>
<td>3. (MAKING) Students are to write and perform a play based on a social issue.</td>
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</tr>
<tr>
<td>4. (RESPONDING) Review which students analyse and evaluate a live performance of the play “Black Diggers” in terms of the conventions of the epic style.</td>
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</tr>
</tbody>
</table>

**Homework Requirements**

- Research
- Collaborative script writing online
- Designing
- Learning lines
- Collection of props and costumes
- Assignment work

**Resources/Stationery Requirements**

Theatre Black clothes.

1* Document Wallet

**Career Paths/Employment Opportunities**

Playwright, theatre entertainment/ events administrator, director, actor, drama teacher, theatre technician in set design, live sound engineer/designer/editor, lighting designer / technician, front of house management, theatre management, producer.

**Prerequisites**

It is recommended that students are achieving a minimum of a sound level of achievement in Grade 9/10 English to be successful in drama.

### Early Childhood

**Subject Description**

The focus of this subject is to promote the wellbeing of young children and a greater awareness of the importance of quality practices in the wider community. Throughout the course, students are encouraged to develop knowledge and understanding including human development, the needs and rights of children, the value of play, concepts of childhood, the role of parents, the importance of families and workplace health and safety.

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<tr>
<td>This unit functions as an introduction to Early Childhood and Certificate III in Early Childcare &amp; Education (CHC30113) in years 11 and 12. The first focus of this unit is Planned Parenting from Contraception to Conception to Birth and the physical care of the new born. Topics include: bathing, feeding, sleeping routines, safety and nappies. The second focus of this unit is food and nutritional needs of children from 2 years onwards. Involves practical food preparation, the theory of nutrition and child development.</td>
<td>Assignment</td>
</tr>
<tr>
<td>Written test/s</td>
<td>Practical food task</td>
</tr>
</tbody>
</table>

**Homework Requirements**

Set activities related to classwork and assessment

**Resources/Stationery Requirements**

See Resource/Stationery Requirement List

**Career Paths/Employment Opportunities**

Nanny, Childcare worker, family day care, nursing, early childhood teacher, children’s services.

**Prerequisites**

Studies in Home Economics subjects in years 9 strongly recommended, building knowledge and skill base.
### Economics and Business

#### Subject Description
The Economics and Business introduces students to the importance of business and the economy in protecting Australia's high standard of living and therefore the importance of managing both well.

#### Course Content
**Economics and Business - Australia's economic performance and standard of living.**

**Unit 1: Managing economic performance and standard of living**
- Are we the 'Lucky Country'?
- How do we know how we are going?
- What do we do about improving our lot?

This topic will enable students to explain economic performance indicators and relate their understanding to Australia. It explains the ways that governments manage the economy to improve economic performance and living standards.

**Unit 2: Improving business productivity**
- How involved should our Government be?
- To change or not to change, that is the question

This unit will enable students to analyse the factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions. It explains the ways businesses organise themselves to improve productivity, including the ways they manage their workforce and how they respond to changing economic conditions.

#### Assessment Summary
- Response to stimulus test
- Report
- Non-written presentation – in pairs

#### Homework Requirements
Moderate

#### Resources/Stationery Requirements
- Notebook
- Computer use regular. Essential for assignments.

#### Career Paths/Employment Opportunities
This subject are relevant to a wide range of careers; however they are of interest in any career. Links to specific careers include: business, law, police force, accounting, tourism, politics, journalism, management, banking and finance, public service.

#### Prerequisites
- At least a C(or better) in history
- Not mandatory for year 11/12 Economics or Legal Studies but recommended.

### English

#### Subject Description
This standard English subject focusses on preparing students for English Communications in Years 11 and 12. It will develop their understanding of the key role texts play in exploring issues and preparing students for the world, developing their ability to understand texts and communicate with a variety of audiences.

#### Course Content

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
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<td>Novel</td>
<td>Shakespeare</td>
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<tr>
<td>Poetry</td>
<td>Satire</td>
</tr>
<tr>
<td>Media - Documentaries</td>
<td></td>
</tr>
</tbody>
</table>

#### Assessment Summary
- Four written assessment items – two assignments and two exams
- Two spoken assessment items – both assignments which are to be presented in front of the class.

#### Homework Requirements
Homework as required

#### Resources/Stationery Requirements
- A4 lined exercise book with sections to store handouts
- Laptop – moderate use (particularly for assessment work, internet access and resource access)

#### Career Paths/Employment Opportunities
English is essential for any career. This subject will help build the communication skills required for most general jobs trades and certificate courses. This subject leads to English Communications in Years 11 and 12.

#### Prerequisites
None
## English Extension

### Subject Description
This high level English subject focusses on honing knowledge and skills developed during junior English to prepare students for English in Years 11 and 12. As well as developing their understanding of the key role texts play in exploring issues, students deepen their knowledge of language and textual structures and critical literacy, enhancing their ability to creatively and critically apply these skills across a range of texts and genres to communicate with a variety of audiences.

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<tr>
<td></td>
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</tr>
</tbody>
</table>

### Homework Requirements
Homework as required

### Resources/Stationery Requirements
A4 lined exercise book with sections to store handouts
Laptop – moderate use (particularly for assessment work, internet access and resource access)

### Career Paths/Employment Opportunities
English is essential for any career. This subject is a pre-requisite for English in Years 11 and 12.

### Prerequisites
It is recommended that students are achieving a minimum of a sound (C) level of achievement in Year 9 English.

## Geography

### Subject Description
Geography is the study of places and patterns on Earth. Through its use of field, the environment, maps, images and spatial data (e.g. Google Earth) it gives students a “big picture” view of the planet making us aware of the way we shape our world and how it shapes us. In an increasingly globalized world it is important to understand the connections between society and the environment – this is the place of geography. The course content is determined by the Australian National Curriculum.

### Course Content

**Unit 1: Geographies of human wellbeing** focuses on global, national and local differences in human wellbeing between places.

- What makes a good life?
- Population and wellbeing
- Is life the same everywhere?
- Conflict-flight or flee?

**Unit 2: Environmental change and management** focuses on investigating environmental geography through an in-depth study of a specific environment in Australia and one other country.

- Introducing environmental change and management
- Land: environments under threat
  - Inland water: dammed, diverted and drained
- Coasts: managing change
- Marine: are we trashng our oceans?
- Built: sustaining built environments

### Assessment Summary
Supervised assessment – test conditions
Multi-modal presentation
Report

### Homework Requirements
Moderate requirements

### Resources/Stationery Requirements
A4 notebook, computer

### Career Paths/Employment Opportunities
Geography has direct links to many career paths. Examples are: agriculture, architecture and engineering, land care and conservation, resource and land management, environmental science, geology and earth sciences, mining, journalism, local government and town planning, meteorology, politics, public service, public relations, spatial information (Geographic Information Systems), surveying and land development, real estate, tourism and hospitality, teaching.

### Prerequisites
A pass result in Year 9 history is highly recommended.
Not mandatory for taking Geography in year 11, but recommended.
## Graphics

### Subject Description
Graphics aims to: Equip students with the necessary basic skills to study graphics at a higher level; motivate students interested in a range of vocations involving graphics; develop the ability to communicate graphically; expose students to a range of Computer Aided Drafting (CAD) programs including: Auto CAD, Inventor and Revit; and promote an appreciation for quality.

### Course Content
The course of study consists of: Introductory Unit, Foundation Studies and three contextual units chosen from Product Design, Business Graphics and the Built Environment. By completing this course, students will develop a basic understanding in the areas of:
- Australian drawing standards
- Principles of third angle projection
- Translating from pictorial to orthographic views
- More complex multi-view working drawings
- Assembly drawings
- Sectional views
- Open and in line for assembly

### Assessment Summary
- Classwork folios
- Assignments
- Formal Exams

### Homework Requirements
Assignment tasks and research

### Resources/Stationery Requirements
- 2H Pencil, Eraser
- A dedicated Graphics room (latest CAD programs is provided)

### Career Paths/Employment Opportunities
Architect, Graphic Designer, Builder, Draftsperson, Town Planner, Advertising

### Prerequisites
Nil

## Health and Physical Education

### Subject Description
HPE is a core area of study and is compulsory until the end of Year 10. The course consists of both practical and theoretical units. The aim of HPE is to develop healthy physical, mental, social and emotional behaviours in students, which will benefit them throughout their life.

### Course Content
Students will select experience and develop skills in a wide variety of sports and physical activities. They will examine a variety of health issues, related to adolescence and acquire knowledge and skills to make decisions about their own health and well-being.

### Assessment Summary
- Assignment
- Practical assessment

### Homework Requirements
Students will have set activities related to classwork and assessment to complete in theory units.

### Resources/Stationery Requirements
See Resource/Stationery Requirement List

### Career Paths/Employment Opportunities
HPE – many career paths including massage therapist, fitness instructor, defence force, police officer, recreation officer, coach, referee, sports trainer, sports psychologist, physical education teacher, nurse, physiotherapist, facility manager, sports medicine.

### Prerequisites
Nil
## History – Modern and Ancient

### Subject Description
This history is compulsory for all students.

History is the study of past changes and continuities which have shaped all societies. It is a discipline which not only studies facts about the past, it also questions the accuracy of those facts and the way writers of history interpret events from a specific perspective. An important skill of any historian is to analyse and evaluate primary and secondary sources to try to gain an accurate account of the period of history under investigation. This course combines elements of the Australian national curriculum and preparation for senior modern history.

### Course Content
There are three units within this semester of study:
- Australia and the War in the Pacific – World War Two
- Rights and Freedoms of First People
- Student Directed Inquiry - Ancient or Medieval History

### Assessment Summary
- Test – analysis and evaluation of sources
- Essay
- Multimodal Presentation

### Homework Requirements
Moderate requirements

### Career Paths/Employment Opportunities
A knowledge of history develops students’ understanding of and tolerance for others and therefore is applicable to all career paths. The skills of historical method of inquiry translate to any career where self-direction, logical organisation and research are required. Specific career paths include: journalism, creative writing, law, public service, armed forces, jobs related to community work, communications, teaching.

### Prerequisites
A C standard in Year 9 History

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## Home Economics

### Subject Description
The central focus of home economics is the wellbeing of people within their personal, family, community and work roles. Home economics encourages personal independence and effective living within wider society, and promotes preferred futures for self and others. Home economics draws on the fields of nutrition, textiles and fashion, the built environment, human development, relationships and behaviour.

### Course Content
This unit will incorporate a number of areas within Home Economics including health and nutrition, textiles and fashion and the environment. Participation in practical tasks and experiments for both cooking and textiles.

### Assessment Summary
- Practical tasks
- Written Assignment/Journaling
- Tests

### Homework Requirements
Set activities related to classwork and assessment. Preparation of ingredients/materials and equipment

### Resources/Stationery Requirements
See Resource/Stationery Requirement List

### Career Paths/Employment Opportunities

- **Level 1:** Kitchenhand, sewing machinist, costume making/designing, cook, weight loss counsellor
- **Level 2:** Milliner, textile fabricator, food processing, dietary aide, caterer, dress maker
- **Level 3:** Interior decorator, fashion designer, crafts person, food services
- **Level 4:** Home Economics teacher, nutritionist, designer, consumer sciences

### Prerequisites
Studies in Years 9/10 Foods/Textiles subjects are strongly recommended to build knowledge and skill base.
### Hospitality

**Subject Description**
This subject is designed to provide an understanding of the hospitality industry and enables students to investigate hospitality as a possible future career and to develop an awareness of ethical and responsible attitudes in the work environment. Hospitality provides opportunities for students to use their creativity and derive satisfaction from working with resources as they prepare for future employment and personal activities.

**Course Content**
Skills implicit include working in teams, demonstrating effective communication, and organisational and interpersonal skills. Learning experiences will be conducted within hospitality events creating opportunities for the practice of skills and procedures. Learning experiences may include:
- participating in workshops using hygienic, safe and efficient work methods to practise food production techniques
- evaluating the suitability of a range of foods for different situations and customers
- planning menus within the constraints of kitchen equipment, utensils, dining area and staff skill levels
- developing menus and completing cost analyses to meet profit requirements for functions
- designing a product and its image
- interacting with guest speakers
- completing requisitions and order forms
- purchasing commodities
- planning and evaluating hospitality ventures and events

**Assessment Summary**
- Continuous practical work
- Functions
- Reports/Non-written assignment
- Tests

Participation in at least 1 “Espresso to Excellence” Coffee Van function is mandatory and may include weekend and evening functions at or outside school and during or after school hours. Students need own transportation to and from these functions and are expected to organise their schedules to work in with these functions.

**Homework Requirements**
Students will have set activities related to classwork and assessment to complete. Preparation of ingredients for cookery lessons.

**Career Paths/Employment Opportunities**
Hospitality learning involves a range of experiences that provide knowledge, processes and skills contributing to vocational pathways and their role as active informed citizens. Provides and introduction to the Certificate II and III Hospitality/Events courses offered by TAFE.

**Japanese**

**Subject Description**
During the course of study students will engage in a range of topics that allow them to interact in the language both verbally and tackle the written scripts including Kanji & Katakana. Learning pathways are flexible as students may negotiate partial content, namely selecting topics of interest.

**Course Content**
- Japan Language and Culture
- The J-World
- Chill Out – Japan Style

**Assessment Summary**
- Reading test
- Listening test
- Writing test
- Speaking test

**Homework Requirements**
Homework as required

**Resources/Stationery Requirements**
- A4 lined exercise book with sections to store handouts
- Headphones
- Laptop (light use)

**Career Paths/Employment Opportunities**
Working in Japan in areas such as hospitality, tourism (e.g. ski fields) and teaching English. The latter requires a completed Bachelor of Arts degree. Japanese will also be of benefit to other careers such as business and finance.

**Prerequisites**
- Year 9 Japanese
## Legal Studies

### Subject Description
This course is a combination of two National Curriculum learning area Civics and Citizenship, replacing the former course Economics and Legal Studies. The Civics and Citizenship unit links with these units showing how Australia’s political and legal system also protects and sustains our way of life.

### Course Content

#### Sustaining Australia’s democracy
In this unit, students compare Australia’s system of government with another system of government in the Asian region. They examine Australia’s roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

#### Introduction to Senior Legal Studies
Students will undertake depth studies in specific aspects of criminal and civil law. They will visit the local Magistrate’s Court to observe law in action. Students will also investigate an actual law and role play a case in court regarding this law.

### Assessment Summary
- Research assignment
- Short response/response to stimulus test
- Presentation of a case

### Homework Requirements
Moderate

### Resources/Stationery Requirements
Notebook
Computer use regular. Essential for assignments.

### Career Paths/Employment Opportunities
These subjects are relevant to a wide range of careers; however they are of interest in any career. Links to specific careers include: business, law, police force, accounting, tourism, politics, journalism, management, banking and finance, public service.

### Prerequisites
At least a C(or better) in history
Not mandatory for Legal Studies but recommended.

## Mathematics

### Subject Description
This standard mathematics subject prepares students for senior Mathematics A and Prevocational Maths.

### Course Content
Measurement, probability, statistics, finance, algebra trigonometry.

### Assessment Summary
Approximately three written exams and three assignments each year.

### Homework Requirements
Regular homework is advisable in addition to two assignments each year.

### Resources/Stationery Requirements
Calculator
Limited computer use when required

### Career Paths/Employment Opportunities
Suitable for most general jobs and trades; however some trades such as fitters, boiler makers and electro technology (electricians) are looking for Year 11 and 12 mathematics A or B.

### Prerequisites
none
## Mathematics Extension

### Subject Description
This high-level mathematics subject prepares students for Year 11 and 12 Mathematics B Mathematics C.

### Course Content
- Measurement, probability, statistics, finance, algebra trigonometry; but to a greater depth than the standard course.

### Assessment Summary
Approximately three written exams and three assignments each year.

### Homework Requirements
Regular homework is advisable in addition to two assignments each year.

### Resources/Stationery Requirements
- Calculator
- Limited computer use when required

### Career Paths/Employment Opportunities
This course prepares students for years 11 and 12 Mathematics B and C, and is suitable for most general jobs and trades; however some trades such as fitters, boiler makers and electro technology (electricians) are looking for Year 11 and 12 mathematics A or B.

## Media Arts

### Subject Description
Film, television and new media are our primary sources of information and entertainment. They are important channels for education and cultural exchange. Moving-image media enable us to understand and express ourselves as Australian and global citizens, consumers, workers and imaginative beings. Students of Media Arts will critically analyse and evaluate media products, and use industry standard pre-production formats to design and later produce moving-image products. In order to make and respond to media, students will study how media concepts are used to express ideas in a variety of media contexts, genres and styles.

### Course Content

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
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| 1. Film Artists in Training  
(Animation, animation styles, international animation institutions, contemporary and historical animation, technical and symbolic elements, representations, animation audiences, discourse)  
Camera and editing basics, selection and manipulation, production process, design basics – treatment and storyboards, promotion, marketing, advertising, challenging representations and stereotypes, moving-image media codes and conventions, software – Adobe Premiere Pro, digital video production basics – computer storage, exporting, file formats etc., workplace health and safety and security) | 2. Cartoonin’ Around  
(Animation, animation styles, international animation institutions, contemporary and historical animation, technical and symbolic elements, representations, animation audiences, discourse) |

### Assessment Summary

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
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<tr>
<td>5. (MAKING) Advertisement</td>
<td>6. (RESPONDING) Analytical Exposition</td>
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### Homework Requirements
Primarily revision and assessment

### Resources/Stationery Requirements
- Minimum 16GB USB Drive
- 1* Document Wallet

### Career Paths/Employment Opportunities
Film and Video design and production including direction, editing, cinematography, scriptwriting, sound design, sound recording and editing, digital compositing, lighting, digital screen production, screen distribution and exhibition, camera operation, Animation, Print and Corporate design, Advertising and marketing, Web design and production, Games design and production, Interactive media development, Public relations, Media advisor, Media and cultural policy developer, Motion Graphics etc.

### Prerequisites
- It is recommended that students are achieving a minimum of a sound level of achievement in Grade 9/10 English to cope with Film, Television and New Media.
## Metal Technology (Shop B)

### Subject Description
Metal Technology investigates the use of sheet metal and methods of folding and joining. Units of engineering are also explored with units that may include machining, welding, and mechanics. Students will be encouraged to learn and problem solve through the use of models, the making of projects and research.

After completing this unit, students should:
- Be aware of safety issues
- Demonstrate an understanding of the design process
- Demonstrate knowledge and understanding of basic mechanical principles
- Uses and application of appropriate mechanical devices
- Correctly demonstrate a number of joining and edging methods
- Promote appreciation for quality

### Course Content
During the semester students will be exposed to:
- Sheet metal in various forms
- Introduction to fitting and fabrication
- Metal turning
- Art metal form

Students will have the opportunity to produce articles in the above areas and study theory in each area.

### Assessment Summary
**Classwork:**
- Projects
- Project work booklets
- Machine and personal safety

**Exams:**
- Practical
- Theory

### Homework Requirements
Nil

### Resources/Stationery Requirements
Pen for theory work
Requires the use of a computer

### Career Paths/Employment Opportunities
- Engineering Industries
- Manufacturing Industries

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## Music

### Subject Description
The year 10 Music program has been designed to give students an overview of what is expected of them in year 11 and 12 music. The course will provide a comprehensive program including composing and performing to a higher standard than the junior program, and learning the skills required to analyse music of all styles and genres from different historical eras.

### Course Content
The units studied will include:
- Sing, Sing, Sing - Vocal Unit
- Tinkling the Ivories – Keyboard Unit
- And All That Jazz – Jazz Unit
- Australia All Over – Australian Music Unit

### Assessment Summary
- Knowledge & Aural Exams – theory, aural and knowledge content learned throughout the term will be examined
- Performing – Playing or singing for an audience.
- Composing – arranging/creating music

### Homework Requirements
Homework includes:
- rehearsing for performances
- working on assignments/studying for exams
- any activities set during the term

### Resources/Stationery Requirements
A4 Manuscript book
Note book, Pencil and eraser, Ruler, Document wallet

### Career Paths/Employment Opportunities
Careers in music are many and varied. Listed below are just a few: Composition, Performance, Music Therapy, Music Education, Music Production, Music Retail, Arts Administration

**Prerequisites**
Students must be able to play an instrument or sing.

It is essential that students have completed the Junior music course (8 or 9) or have participated in private music study to at least an elementary level, including music theory.
## Physical Education Extension (HPX)

**Subject Description**
The units within this course will prepare students for Physical Education and Recreation Studies in year 11/12.

**Course Content**
The focus of these units is on exercise physiology, how muscles move, energy systems of the body and how food is used to produce energy for physical activity. Students will study a selection of individual and team sports. Approximately 2/3 of time allocation is practical and 1/3 is theory.

**Assessment Summary**
- Written exams/ tests
- Assignments
- Practical assessment

**Homework Requirements**
- Revision of theory notes
- Set homework tasks.
- Assignment and exam preparation (1 hour/week)

**Career Paths/Employment Opportunities**
- Physiotherapy, Sports psychology, Dietician/ nutritionist, Ambulance officer, Fitness instructor, Defence Force, Recreation officer, Fitness Manager, Nursing, PE teacher

**Resources/Stationery Requirements**
- See Resource/Stationery Requirement List
- Computer will assist

**Prerequisites**
- Year 8/9 HPX recommended

## Physics

**Subject Description**
Physics is the study of forces, motion and energy. This course is designed to prepare students for studying senior Physics. Content and assessment will be based on the senior Physics syllabus and the course will explicitly teach students the numeracy, literacy and practical skills required to succeed in their senior studies.

**Course Content**
Students will cover content linked to Unit 1 of the senior Physics syllabus. In particular the concepts of Energy & Motion will be the focus. Scientific skills will also be a major focus of the subject:
- Scientific research & writing
- Experimental design & evaluation
- Collecting, presenting and interpreting data

**Assessment Summary**
Assessment in year 10 Physics will be based on the senior Physics syllabus. Types of assessment may include:
- Examination
- Student experiment
- Research investigation

**Homework Requirements**
Students will have set activities related to classwork and assessment to complete.

**Career Paths/Employment Opportunities**
Careers include science, engineering, physiotherapy, medicine, radiology, optometry, vet science, astrophysics.

**Prerequisites**
- Pass (C) in year 9 Science

**Resources/Stationery Requirements**
- See Resource/Stationery Requirement List
- Laptop needed for assessment and classwork
## Recreation Studies

### Subject Description
The units within this course will prepare students for Recreation Studies in Senior. Sport and Recreation is more for students who want to organise and play sport rather than analysis of movement/skills and theoretical requirements are less than HPX.

### Course Content
The focus of these units is on sportsmanship, ethics and participation in sport and physical activity. It will examine factors that influence participation and enjoyment of being active and the place of leisure in a balanced life. Students will select and study various individual and team sports. Approximately ¾ of time allocation is practical and ¼ theory.

### Assessment Summary
- Written exams/ tests
- Assignments
- Practical assessment

### Homework Requirements
- Revision of theory notes
- Set homework tasks.
- Assignment and exam preparation (less than 1 hour/week)

### Career Paths/Employment Opportunities
- Fitness Instructor, Fitness centre staff/management, Coach, Recreational activities officer

### Prerequisites
Nil

## Science in Practice

### Subject Description
This course is designed for students who wish to engage more with the practical aspects Science and are not intending on studying Biology, Chemistry or Physics in senior.

Topics studied will have a ‘real-life’ focus and may include contexts such as energy efficient housing & forensic science.

### Course Content
'Real life contexts’ such as:
- Energy efficient housing
- Forensics

### Assessment Summary
Types of assessment may include:
- Investigation
- Collection of work

### Homework Requirements
Homework will be based on the in class assignments that students complete in the course of the semester.

### Resources/Stationery Requirements
See Resource/Stationery Requirement List
Laptop needed for assessment and classwork

### Career Paths/Employment Opportunities
This course prepares students for Science In Practice in senior, and also shows students how science can be applied in everyday life situations.

### Prerequisites
Nil
## Social and Community Studies

### Subject Description
The course content is designed to prepare students for the world beyond school. It is a **life skills subject** which incorporates personal management, relationships, resources management and citizenship. As an introduction to senior Social and Community Studies, this semester course looks at what the future might hold for students soon to leave school.

### Course Content
**Unit 1 Towards Independence.** This unit looks at the considerations you will have to make when they leave school and become independent – moving out of home, buying a car, establishing relationships with others.

**Unit 2 The Future World.** This unit seeks to answer the question, “What are the predictions for the future and what can we do in our own lives to be prepared for challenges ahead such as global warming, scarce resources, living longer, and robots?” Involves resources management and citizenship as students carry out a design project.

### Assessment Summary
- Folio of forms to rent a property
- Design project

### Homework Requirements
Nil

### Resources/Stationery Requirements
Notebook

### Career Paths/Employment Opportunities
This subject is relevant to all career paths due to the life skills incorporated into the course.

### Prerequisites
For students who would normally struggle with mainstream subjects.

## Visual Art

### Subject Description
Visual art involves visual, sensory and cognitive learning that allows students to develop additional modes of thinking. This course provides fundamental knowledge and skills in visual art media areas that will assist students in finding creative ways to express themselves using various themes for stimulus to make learning meaningful. Students will be exposed to three key media areas, artists and artworks of relevance and how to respond effectively to works and themes in a practical and theoretical manner.

### Course Content
**Digital Art and Painting**
(digital photography and painting)
Students will explore the photographic rules of composition and how to take digital photographs by responding to a theme of their choice. With their photographs they will learn how to present them in the form of a portfolio and use them as a stimulus to create a cubist inspired composition. Students will explore painting techniques and skills to develop their cubist painting that was inspired from their photography experiences. Artists and art periods will be studied and assessed in the form of a short response exam.

**Transforming 2D to 3D**
(printmaking and folio boxes)
Students will explore the art of printmaking creating a self-portrait box containing various types of prints; lino print, dry point etching, embossing, mono print, collagraph and how they can extend and layer the 2 dimensional image. They will use printmaking techniques as well as basic box construction techniques to create a personal narrative of their own life. Artists and art periods will be studied and assessed in the form of a short response exam.

### Assessment Summary
- **Resolved Artworks:** created using practiced media area.
- **Practical Portfolios:** which demonstrate experiments, decision making, reflection with an artist statement. Linked to resolved artwork.
- **Short Response Exams**

### Homework Requirements
- Collating of portfolios, reflections/ artist statements, theory homework, revision for exams when required.

### Resources/Stationery Requirements
- RHS paid
- Visual Diary
- Ruler
- Lead pencil
- Eraser
- Glue
- Digital camera or access to one for approximately 4 weeks

### Career Paths/Employment Opportunities
Maker, technician, presenter, artist, graphic designer, printmaker, photographer, designer.

### Prerequisites
Completion of at least one junior art (8/9) course.
# Wood Technology (Shop A)

## Subject Description
Wood Technology aims to:
- Develop an understanding of materials and processes
- Promote an appreciation for quality
- Develop problem solving skills through the Design Process
- Develop hand skills
- Develop safe work practices

## Course Content
- Woodworking: The study of timber, its properties, joining methods and finishes.
- Plastics: Students will look at the different types and properties of plastics and produce simple articles.
- Product Design and Workshop Safety: Students will be exposed to reading plans, solving problems through design and applying safe work practices.

## Assessment Summary
### Classwork:
- Projects
- Project work booklets
- Machine and personal safety

### Exams:
- Practical
- Theory

## Homework Requirements
Nil

## Resources/Stationery Requirements
Pencil, Pen, Eraser, limited use of a computer

## Career Paths/Employment Opportunities
- Construction Industries
- Manufacturing Industries

## Prerequisites
Nil