



# 2017 Year 10 Subject Handbook



AUSTRALIAN  
NATIONAL TRAINING  
AUTHORITY

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# Introduction

Year Ten is a year of transition into the Senior Years Curriculum at Assisi Catholic College. This booklet offers details of our Senior Subject offerings for Year Ten in 2017.

## Update on new Queensland Education system

During the past two years, the Queensland Curriculum and Assessment Authority (QCAA) has laid the groundwork for a new system of senior assessment and tertiary entrance. Our achievements include:

- conducting two rounds of public consultation on 35 draft syllabuses
- trialling external assessments in seven subjects with more than 20,000 students
- developing and trialling new processes for strengthening school-based assessment
- launching School Portal and commencing redevelopment of existing ICT systems
- engaging thousands of teachers and other education partners in the change process

Although there has been significant progress, some transition activities will require more time to complete than originally planned. In particular, this means the redevelopment of senior syllabuses and the delivery of nearly 700 professional development workshops to about 17,000 teachers.

The Queensland Government has, therefore, decided to introduce the new system with Year 11 students in 2019 instead of 2018. The first graduates will finish Year 12 in 2020. The government's final position can be viewed on the Department of Education and Training website at <https://det.qld.gov.au/programs-initiatives/education/queensland-senior-assessment-and-tertiary-entrance-systems>.

The extension will ensure that teachers have sufficient support to become completely familiar with the new system. It will also allow QCAA to analyse the findings of assessment trials and consult further with our education partners. A change of this magnitude cannot be rushed if it is to be successful for students and schools.

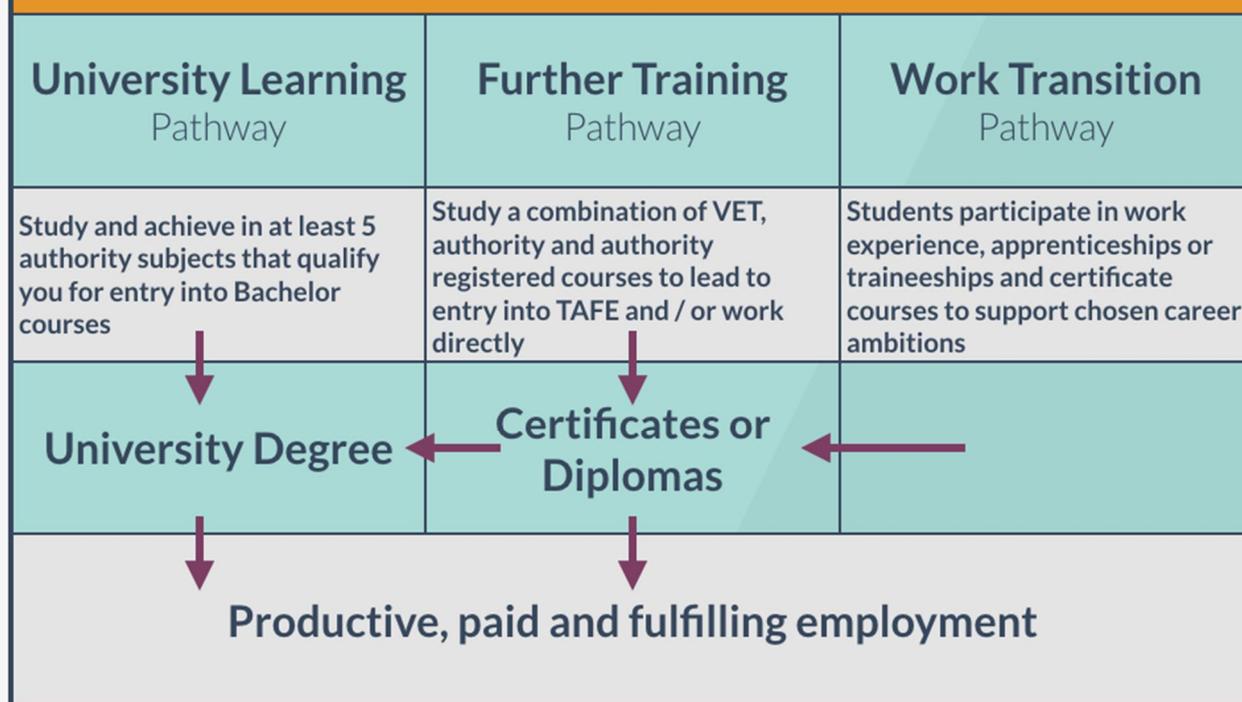
## Students in Year 10 2017

Year 10 offers a taste of Yr 11 and 12. It is important that students begin to choose a pathway at the end of Year 9 which is decided based on what they enjoy and what they are good at. It is never too early to begin looking at career possibilities.

There are prerequisites in Year 10 which aim to guide students into subject areas where they will find success. If a student has not passed a subject in Yr 9, it may not be advisable for them to continue it into Yr 10. It is important, at this stage, to gauge what students are good at and what they enjoy.

The following table shows pathways available for students at the end of Yr 12. Students should begin considering which pathway suits them.

# Multiple Pathways



## How to choose subjects in Year 10:

In selecting subjects, it is important that students consider:

- Areas that are of interest
- Ability
- Career aim
- Pathway after school - university, TAFE, work and prerequisites associated with these
- Job requirements
- Subject prerequisites – have these been met?
- Keeping options open and having a back-up plan
- If you would like to go to university, ensure that there are **at least five** Authority Subjects.
- **Students should not choose a subject** based on
  - Friends taking it
  - The teacher who has taken it in the past
  - Possibility of an excursion
  - They've heard it's easy
  - They have heard they *need* to do it even though you hate it and haven't passed it previously

## Year Ten Senior School Curriculum Offerings

Within Senior Schooling, students are striving to attain the Queensland Certificate of Education (QCE). There are many pathways students can take to lead them to the attainment of the QCE.

The curriculum structure that we are offering to Year Ten students exposes them to a range of pathways to the achievement of the QCE. Students are required to study a subject in: Religious Education, English, Maths, Science, History and PE as well as two electives.

They will then choose their remaining two subjects from the electives available. As with all subject selection processes, we cannot guarantee that students will receive their first preference, or that the subject will actually run and this will depend on numbers electing to do the subject.

## How can parents help?

- Encouraging students in their learning and in sound study techniques
- Providing a supportive learning environment in the home showing a daily interest in what students are doing
- Encouraging participation in subject activities
- Being aware of the school's expectations and assessment programs
- Helping children with their time management and encouraging them to begin planning for assessment as soon as it is handed out
- Enquiring about the school's course of study
- Discussing the topics studied
- Encouraging their children to read widely
- Providing access to news and current affairs which will assist students to consider a world view and a variety of opinions on current situations
- Taking opportunities to meet the teacher to discuss their child's progress
- Encouraging participation in extra-curricular activities
- Supporting school excursions

## Timeline

**Term 3 Week 2** - Subject information session with students

**Term 3 Week 3 Wednesday 27 July** – 2017 Yr. 11 subject selection evening

**Term 3 Beginning of Week 4** – All subject selections due to be uploaded on SSO

**Term 3 Week 4 - Week 6** – Subject selection interviews for all 2017 Yr.11 students

**Term 4** – Students are informed of allocated electives

# Year 10 Subjects offered in 2017

## Year 10 Subjects and Prerequisites

	Authority Subjects (Recommended if planning on gaining an ATAR)	Authority Registered Subjects	VET Certificate
	Prerequisite		
1	Religion	Religion and Ethics	
2	English C- in Yr. 9 English	Essential English – English Communication	
3	General Mathematics – Mathematics A C in Yr.9 Maths	Essential Mathematics – Pre-Vocational Mathematics	
	Mathematical Methods – Mathematics B B in Yr.9 Maths		
4	History		
5	Science	Science for Life	
6	Health and Physical Education		
Choose 2 of: 6 7	Advanced Health and Physical Education Business Dance Digital Technology Drama Food and Nutrition – Home Economics Film, Television and New Media Graphics Italian Legal Studies Music Production Technology Textile Design Technology Visual Art	Futsal	Certificate II in Hospitality  Certificate II in Kitchens Operations  Certificate III in Early Childhood and Care  Certificate III in Fitness (to complete a Cert IV in 2019)

# Study of Religion

## What is Religion?

The subject of Religion looks at the place of religion in human affairs generally, as well as at specific religions. It is designed to be suitable for all students, whatever their views on religion. It can be taught in state, church and independent schools.

In Year 10, the Religion course focuses mainly upon Christianity whilst in Years 11 and 12 the study of world religions becomes more important.

## What approach is taken?

The course is primarily educational in approach. This means that those teaching it are required to show openness towards varied opinions and understandings. It does, however, acknowledge that those involved as teachers and learners will have ideas and commitments in relation to religion. Religion provides students with an opportunity to reflect on those patterns of belief for the sake of personal understanding, while providing an appreciation of the specific religious traditions that are studied.

## How do students benefit?

Religion offers a broad knowledge and appreciation of diverse religious beliefs and practices, providing insight into peoples and cultures, both past and present. It assists students to become mature, constructive members of society and also provides knowledge and research skills useful for tertiary study.

## How do students learn?

The course caters for diverse abilities and interests. As well as library and audio-visual resources, students are encouraged to use other ways of gathering information. These include conducting interviews, participating in group discussions, visiting sacred places and/or religious communities, and attending religious rituals.

By regarding religion as a human activity expressed in the lives of individuals and the functioning of societies, the course helps students to see the local community as a rich resource. The usual approach is to start with local expressions of religion and with present-day examples. From there the study can be extended to other situations and to the past.

## How is student work assessed?

Religion is primarily an educational program. Assessment is based on criteria similar to those used in other subjects, not on levels of commitment or involvement in religious activities. Assessment continues throughout the course to provide the updating of information on student achievement. A range of tasks is used for this purpose, such as case studies, interviews, oral presentations, essays, research assignments and written tests.

# Religion and Ethics

## Focus of study area

Religion and Ethics helps students to know and understand the influence that values, belief systems or religious traditions have on their own and other people's behaviour. A search for meaning helps students from various cultural, social, linguistic and economic backgrounds to learn about and reflect on the richness of religious and ethical worldviews.

Religion and Ethics encourages students to develop ethical attitudes and behaviours required for effective participation in the community and to think critically, creatively and constructively about their future role in it.

The study-area core of Religion and Ethics focuses on the areas of ethics and meaning in life, incorporating personal, relational and spiritual dimensions of religious experience.

Students investigate these using an inquiry approach and relate them to their own life situations through a number of topics and a variety of learning experiences.

## Opportunities for students

The program, beginning from a Catholic context, assists students to develop ethical attitudes and behaviours that encourage effective participation in the community and to think critically, creatively and constructively about their future role in it. Students should be involved in using the community as a resource for their learning and have opportunity to gain knowledge and skills they can use in life outside school.

Through a range of activities, students should develop positive attitudes and strategies for engaging as reflective learners in lifelong learning. Students will be involved in learning experiences that require creative and critical thinking, problem solving, networking, and planning and organising resources for presentations and projects that may incorporate collaborative and cooperative behaviours.

Activities may include:

- Working as a member of a group to collect, organise and record data to create a presentation using community resources through surveys, interviews, excursions and invitations to guest speakers
- Accessing and using computer databases
- Creating and participating in performance presentations such as drama, music and audio-visual presentations, seminars and debates
- Publishing a pamphlet, local paper or brochure
- Preparing a folio of items that demonstrate a special interest
- Developing a booklet for younger students in a variety of forms such as a comic book or a photographic essay, that depicts a particular theme.

## Nature of assessment

Assessment in Religion and Ethics is designed to enable students to demonstrate achievement in their knowledge and understanding, processing skills and communication skills.

To determine a student's level of achievement a wide range of tasks is used. Assessment techniques may include: response to stimulus materials (written or oral), presentations such as artistic, non-written or other forms of presentations including collages of images, preparing and presenting a class or school ritual/event or religious service, objective and short-answer tests. Tasks such as journals, project outcomes or oral or visual presentations could be the result of a field study.

## Why study English?

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them.

English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future. English contributes to nation building and to internationalisation.

English offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. English helps students to engage imaginatively and critically with literature to expand the scope of their experience.

## What do students study?

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts.

The range of literary texts for Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature.

## What do students learn?

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- The skills to communicate effectively in Standard Australian English for a range of social and cultural purposes and audiences
- The skills to make choices about generic structures, language, textual features and technologies to best convey meaning
- Enjoyment and appreciation of literary and non-literary texts and the aesthetic use of language
- Creative thinking and imagination by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter worlds of others
- Exploration of ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences
- An empathy for others and appreciation of different perspectives through a study of a range of texts from varied cultures and periods.

## How are students assessed?

Students will be assessed according to Australian Curriculum Achievement Standards. A Year 10 English assessment folio includes student responses that demonstrate achievement in a range and balance of assessments designed to assess the identified knowledge, understandings and skills in the achievement standard. The achievement standards include both receptive modes (listening, reading and viewing) and productive modes (speaking, writing and creating).

# Essential English – English Communication

## Why study Essential English?

The subject Essential English develops and refines students' language, literature and literacy skills which enable them to interact confidently and effectively with others in everyday, community, social and applied learning contexts. The study of Essential English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of the society.

## What do students study?

In Essential English, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts. Students engage with a variety of texts. Literary texts that support and extend students as independent readers are drawn from a range of genres. These texts explore themes of human experiences and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives.

## What do students learn?

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- The skills to communicate effectively in Standard Australian English in a variety of contemporary contexts and social situations, including: everyday, community, social, further education, training and workplace contexts
- The skills to make choices about generic structures, language, textual features and technologies to best convey meaning
- Creative thinking and imagination by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter worlds of others
- Enjoyment and appreciation of literary and non-literary texts
- An empathy for others and appreciation of different perspectives through a study of a range of texts from varied cultures, including Australian texts by Indigenous and non-Indigenous writers.

## How are students assessed?

Students will be assessed according to Australian Curriculum Achievement Standards. A Year 10 English assessment folio includes student responses that demonstrate achievement in a range and balance of assessments designed to assess the identified knowledge, understandings and skills in the achievement standard. The achievement standards include both receptive modes (listening, reading and viewing) and productive modes (speaking, writing and creating).

# General Mathematics – Mathematics A

## Why study General Mathematics?

General Mathematics is designed for students who want to extend their mathematical skills but whose future studies or employment pathways do not require knowledge of calculus; including trades, and further educational training or university courses in areas such as economics, psychology, business and the arts.

General Mathematics should be selected by students who have obtained at least a C in Year 9 Mathematics.

## What do students study?

The major themes of General Mathematics are life-related and practical applications of number and algebra, geometry and measurement, and probability and statistics, building on the content of what they have previously learnt.

## What do students learn?

Learning reinforces prior knowledge and further develops key mathematical ideas including rates and percentages, concepts from financial mathematics, linear and non-linear expressions to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real world phenomena in statistics and probability. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms.

They will see the role of mathematics in their daily lives, their communities and their cultural backgrounds. They will develop the ability to understand, analyse, and take action regarding social issues in their world. When students gain experience and confidence, and when they understand the content and evaluate their success by whether they can use and transfer their knowledge, they develop a mathematical mindset.

# Mathematical Methods – Mathematics B

## Why study Mathematical Methods?

Mathematics Methods is designed for students whose future pathways may involve the application of mathematics and statistics in a range of disciplines at the tertiary level including natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, Nano science and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), and computer science (including electronics and software design). Students who undertake Mathematics Methods will see the connections between mathematics and other areas of the curriculum. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

Mathematics Methods should be selected by students who have gained at least a B standard in Year 9 Mathematics.

## What do students study?

The major themes of Mathematics Methods are life-related and abstract applications of functions, rates of change and statistics. Topics are developed systematically, with increasing levels of sophistication and complexity, and build on algebra, functions and their graphs, and probability, from the P-9 Australian Curriculum. Rates of change is essential for developing an understanding of the physical world. Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

## What do students learn?

The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematics Methods. Effective and confident participation in the community and economy requires the development of a broad set of skills that reflect the demands of the 21st century. Acquiring these skills during senior schooling is critical to students' success in further education and life. Students undertaking Mathematics Methods will develop their critical and creative thinking, oral and written communication, Information and Communication Technology (ICT) capability, ability to collaborate, and sense of personal and social responsibility. They will become lifelong learners who are knowledge creators, technology savvy, problem solvers, innovators and effective communicators who share ideas with others, respond positively to change and are confident in pursuing their passions.

# Essential Mathematics – Pre-Vocational Mathematics

## Why study Essential Mathematics?

Essential Mathematics is designed for students with a wide range of needs and aspirations. It provides students with access to authentic trade, industry and business environments and community connections. The benefit of Essential Mathematics goes beyond traditional ideas of numeracy, requiring greater emphasis on estimation, problem solving and reasoning, with the aim of developing thinking citizens who interpret the world mathematically, and use mathematics to make informed predictions and decisions about personal and financial priorities.

Students will see mathematics as applicable to their employability and lifestyles, developing leadership skills through self-direction and productivity. They will show curiosity and imagination and appreciate the benefits of technology. Through this learning, students will gain an appreciation that there is rarely one way of doing things and that real world mathematics requires adaptability and flexibility.

Students who have had difficulty in Yr. 9 Mathematics should select Essential Mathematics.

## What do students study?

The major themes of Essential Mathematics are every day, life-related and practical applications of number, algebra, geometry, measurement, financial mathematics, probability and statistics. Teaching and learning builds on the proficiency strands of the P–9 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

## What do students learn?

Teaching and learning in Essential Mathematics ranges from practising familiar questions through to investigating and solving problems, allowing students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. Students achieve procedural fluency through practice, when they carry out procedures flexibly, accurately and efficiently, and when factual knowledge and concepts come to mind readily. This frees up working memory for more complex utilisation of knowledge, allowing students to successfully formulate, represent and solve mathematical problems. Problem solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students who undertake Essential Mathematics should develop confidence and experience success in their use of mathematics. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

# History

## Why study History?

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding others and ourselves. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

## How do students benefit?

History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

## How do students learn?

History, as a discipline, has its own methods and procedures that make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values. Students learn to look at significant events from different perspectives and develop empathy.

## What do we cover?

In Semester One, students look at the events that occurred in the lead up to World War I; including the Treaty of Versailles, The Roaring 20s and the Great Depression. They then move on to an inquiry about the Australian involvement in World War II. In Semester Two we explore the rights and freedoms of the Indigenous peoples of Australia and investigate the experiences of African Americans. For our final unit, we look at the rise of Pop Culture since the invention of the television.

## How is student work assessed?

Students will be assessed in a variety of ways including; creating a documentary, examinations with both seen and unseen sources and a source evaluation essay. In all non-examination assessments, referencing and bibliographies are an integral skill that will be assessed so students can prove the authenticity of their work.

# Science

Science has three main components – Biology, Chemistry and Physics

## Biology

Biology is the study of the natural systems of the living world. It is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge. It encompasses studies of the origin, development, functioning and evolution of living systems and the consequences of intervention in those systems. Understandings are developed in terms of concepts inherent in the principles of biology, which are:

- **Survival** of species is dependent on individuals staying alive long enough to **reproduce**.
- At every level of organisation in the living world **structure and function** are interrelated. Each level of organisation in the living world has its own unique aspects and there is continual interaction of structure and function between these levels
- **Continuity and change** occurs at all organisational levels in the living world. Changes may be cyclical or directional. The continuity of life is a balance between all the change processes

## Chemistry

Chemistry provides an understanding of the materials around us and why they behave as they do. Being central to understanding the phenomena of the reactions of matter in our material universe, it also bridges links with other branches of natural science. Students should come to understand that no real distinction can be made between 'chemicals' and matter. During the course, students should acquire knowledge of the following core topics:

- Materials Properties, Bonding and Structure
- Reacting Quantities and Chemical Analysis
- Oxidation and Reduction
- Organic Chemistry, Chemical Periodicity
- Gases and the Atmosphere
- Energy and Rates of Chemical Reactions
- Chemical Equilibrium

Students will learn about the applications of chemistry and their industrial and economic importance. They will be exposed to chemical issues relating to society and to recent developments and discoveries in chemistry.

## Physics

Physics is the fundamental science in that its principles are used to varying extents in other science disciplines. It is more mathematical than other sciences and so students of Physics can expect to use concepts from mathematics subjects. **Physics** is the study of motion, forces and electricity. Core topics found in Physics are:

- Physical Quantities and Measurement Optics
- Forces and Motion Electricity and Electronics
- Energy and Momentum Magnetism and Electromagnetism
- Thermal Physics Atomic and Nuclear Physics
- Wave Motion

## How is student work assessed?

The assessment program will be based on the fullest and latest information about student performance. Formal examinations are common but a wide variety of other forms of assessment instruments (including research assignments, practical projects, laboratory investigations, and reports) will also be used, depending on the work program of the school.

Performance in the dimensions of **knowledge**, **scientific processes** and **complex reasoning processes**, as outlined in the syllabus, will be used to determine the achievement level awarded to each student on exit from the course.

# Science for Life

## Why study Science for Life?

The Australian Curriculum now provides opportunities for all students, regardless of their post-school pathways, to continue to develop valuable science understanding and skills in Year 10. Science for Life is a more practical version of Year 10 Science that emphasises topics that are more immediately related to pathways in vocational education and training, such as Construction, Child Care and Hospitality. Science for Life will assist students to develop the communication and problem-solving skills required for a large number of vocational pathways.

This development is encouraged by incorporating topics and applications that affect students' everyday lives, and by using an approach that involves working systematically and logically to solve problems using scientific methods. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science or health-related careers.

Students are encouraged to challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this "scientific literacy" are well established, including helping students to foresee the consequences for the living world of their own and society's activities. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the world both now and in the future.

## What do students study?

Students apply scientific methods to solve real-world problems in familiar contexts like kitchen chemistry and road safety. They explore the role of DNA as the blueprint for controlling the characteristics of organisms. Students create models and diagrams to represent the relationship between DNA, genes and chromosomes. They investigate how genetic information is passed on to offspring from both parents by meiosis. Students also study the causes and inheritance of genetic mutations in DNA or chromosomes.

They research how genetics can strongly influence the development of different diseases and consider how emerging technology may provide human beings with new ways of managing their own health in the future. Students analyse everyday motions produced by forces, such as measurements of distance and time, speed, force, mass and acceleration.

They explore Newton's laws and the physics of energy changes in the context of road safety. Using a physics perspective students study how excessive speed, distractions such as mobile phone use and driving whilst under the influence of alcohol and drugs lead to a greatly increased risk of vehicle accidents.

## What do students learn?

During hands-on practical activities and structured research students learn to examine collected data, suggest hypotheses that explain observations, and design and conduct experiments. When analysing data, selecting evidence and developing and justifying conclusions they identify alternative explanations for findings and explain any sources of uncertainty. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

## How are students assessed?

The assessment program will include a variety of assessment techniques that are closely integrated with the learning experiences. Students have substantial opportunities to progress their assessments in class as assessment tasks are designed to incorporate key learning experiences. Hands-on model building and experiments using scientific methods as well as highly structured writing tasks are key components of assessment.

# Health and Physical Education

## Focus of study area

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

By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

## What do we cover?

Term 1: The focus area is on Choices we make. We look at a range of situations and propose, practice and evaluate responses in situations where external influences may impact on our ability to make healthy and safe choices. Students will investigate how their choices may create a range of outcomes for themselves and others. Students will participate in the Love Bites program at the end of the term.

Term 2: Our focus is on examining the role of physical activity, outdoor recreation and sport play in the lives of Australians. We investigate how this has changed over time and look at facilities we have in our local community and propose new and creative interventions.

Term 3: Students undertake a First Aid course. In class time, we work through the course and then are assessed by Surf Lifesaving Queensland at the end of the term for competency in Basic First Aid and CPR.

Term 4: The focus area is to participate in physical activities that develop health-related and skill-related fitness components.

## How are students assessed?

Assessment criteria will reflect the achievement standards of the Australian National curriculum for Health and Physical Education and include:

- Short responses/Extended written responses
- Non-written presentations
- Research assignments
- External Assessment for the First Aid to obtain a certificate in:  
Provide First Aid HLTAID001  
Provide Cardiopulmonary Resuscitation HLTAID003

# Advanced Health and Physical Education

## Why study Advanced Health and Physical Education?

Health and Physical Education involves students learning in, about and through physical activity. Health and Physical Education focuses on the complex inter-relationships between motor learning, psychological and other factors that influence individual and team physical performances. The course also focuses on the wider social attitudes to and understandings of physical activity. This subject is for students who are looking at doing Health and Physical Education in Yr. 11 and 12.

Learning in, about and through physical activity will enable students to acquire knowledge, skills and understandings directly and indirectly as they participate in and study physical activity. To allow students to develop as intelligent performers the thinking skills associated with the cognitive processes are part of the learning in Health and Physical Education.

Students make meaning of complex understandings by providing connections with their real-life contexts. From this basis of understanding students can apply these experiences to increasingly diverse and less familiar circumstances. In this subject students learn to make judgments regarding their involvement in physical activity in a variety of roles, such as participant, spectator, official or observer.

These aspects of the subject will be demonstrated as students become involved in processes which could include planning psychological strategies for pre-match preparation, examining the impact of gender stereotypes on participation in physical activity, increasing their own physical fitness and developing an aesthetic appreciation of performance.

## What do students learn?

Students study four physical activities over the course with equal time and emphasis given to each activity. These could be selected from activities as diverse as basketball, soccer, judo, touch, gym, badminton, golf, volleyball and artistic gymnastics. Subject matter is drawn from four focus areas, which are:

- Learning physical skills related to the activities-Skill Acquisition
- Processes and effects of training and exercise including physiology of exercise, training and program development and how these can improve team and individual performance.
- Event Programming
- Energy Systems

## How do students learn?

At least 50 percent of timetabled time involves students engaging in physical activity. Students will be involved in a variety of written, oral and physical learning experiences that are focused on the study of the four physical activities. Learning experiences could include activities such as designing a training program for an individual or team, analysing popular beliefs about physical activity and debating current sporting issues.

## How is student work assessed?

A wide range of assessment techniques can be used including physical, oral and written activities. A school assessment program could include such tasks as the demonstration of skills in a particular physical activity, a research report which analyses a training program for a team, or a series of interviews focusing on strategies used in a physical activity. The achievement level awarded to each student on exit from the course will be based on information about student performance in the assessable exit criteria of the course as outlined in the syllabus.

These criteria are:

- Acquiring
- Applying
- Evaluating

# Business

## Why study Business?

In the ever-changing world in which business and government agencies operate, it is important that students entering the workplace acquire knowledge, investigation skills and attitudes necessary for efficient functioning in a variety of business contexts, both local and global.

Students in this course study a number of disciplines in the business domain including Economics, Accounting and Entrepreneurship and explore some of the links between them.

Business is designed to equip students with the ability to communicate effectively and to interact confidently through and within a business environment and to use a range of business information and technologies relevant to both the private and public Administration concepts. Students will also be able to analyse and evaluate a range of business-related and financial situations in order to make recommendations. Further, students will be able to handle a variety of business transactions, including financial statements. These skills are critical to developing the effective work team, personal and interpersonal communication skills essential for good staff and customer relations, and, ultimately the successful operation of a business. This subject aims to give students a broad overview of the business discipline and an understanding of the varied factors that influence business decision-making.

## What is studied?

The introductory Business course covers:

- Basic principles of Economics – needs and wants, scarcity, demand and supply, the circular flow model and the government's role in managing the economy
- Basic principles of Accounting – source documents, analysis of profit and loss statements and balance sheets
- Enterprise skills – communication, negotiating, planning, problem solving, risk taking
- Entrepreneurship and teamwork
- Ethical responsibility as producers and consumers

## How do students learn?

In Business, students develop the knowledge, processes and skills associated with this course through a contextual approach. This approach exposes students to a variety of learning experiences commensurate with the needs of different private sector business offices and public administrative situations.

## How are students assessed?

Assessment criteria will reflect the senior syllabi in Business Economics, and Accounting, and include:

- Short response tests
- Extended written response tests
- Non-written presentations
- Research assignments

# Dance

## Why study Dance?

Dance is a human activity of ancient tradition and an evolving form of expression. Different cultures throughout history have refined and manipulated movement to communicate meaning through the symbol systems of dance. Dance involves structuring gesture and motion to capture and convey ideas, images and feelings, and uses the human body as the instrument of communication. Dance fulfills various functions in society. In this syllabus, the major focus is on dance as art while also promoting an understanding of the social and ritual functions.

## What do students learn?

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

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

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

## How do students learn?

Students learn choreography by exploring, selecting and manipulating dance components and skills as well as seeing live and videoed performances. Performance is learned as the student employs the technical and expressive skills of dance to communicate an interpretation of intent.

When critiquing dance and dance works, students build their knowledge and understanding of dance in its contexts and learn the skills of analysis, interpretation, evaluation and research necessary for appreciation.

## How is student work assessed?

Students will be assessed in the three areas of choreography, performance and appreciation.

# Digital Technology

Digital Technology is a practical discipline that prepares students to respond to emerging technologies and information technology (IT) trends. Students develop the knowledge of, and skills in, the systems supporting IT. Systems range from those supporting the development of information, such as documents or websites, to those supporting technology, such as computers or networks.

Information Technology Systems prepares students to cope with, and harness to their advantage, the changes and significant opportunities associated with IT. This subject may lead to employment in such areas as IT support, graphic and multimedia manipulation, or university study in the fields of multimedia design, games design, website design and animation.

## What is studied?

Subject matter in Digital Technology is organised in five interwoven elements:

- Theory and techniques
- Problem-solving process
- Project management
- Client relationships
- Social and ethical issues

Contexts provide a focus for developing the subject matter into units of work. They include:

- Animation
- Game design
- Graphic design
- Interactive media
- Mobile technology
- Multimedia
- Networking
- Video production
- Web design

## How do students learn?

Students of Digital Technology engage in a variety of practical learning experiences in a mostly project-based course of study. Students will: Retrieve information from databases; Design, implement, test, evaluate and write documentation for information systems and other computer programs; Participate in class discussions, role- plays, dilemmas and scenarios; Install and maintain a variety of software applications and operating systems; Design, develop and evaluate software or hardware to meet client requirements; Generate helpdesk materials; Develop websites; Design, develop and evaluate games and other multimedia products; and, Undertake case studies to solve real IT problems.

## How are students assessed?

Students are assessed against standards described in terms of:  
Knowledge and communication, Design and development and Implementation and evaluation

# Drama

## Why study Drama?

Drama is one of the oldest art forms known. It is the making and communicating of meaning involving performers and audiences, engaging people in a suspension of disbelief in order for them to enter a fictional world. Drama provides a medium for exploration, social criticism, celebration and entertainment and is explored through the dimensions of *forming*, *presenting*, and *responding*. Students who study Drama are actively participating in an experiential mode of learning that blends intellectual and emotional experience and offers a unique means of enquiry that contributes to knowing and understanding themselves and the world.

## What do students study?

To make dramatic meaning, students study core components and fields of study. The core components consist of the elements of drama and dramatic conventions. Dramatic conventions are accepted techniques and strategies associated with dramatic forms and styles and depend on the elements of drama (or building blocks).

For example, some dramatic conventions associated with 'realism' include performance of scripted text with Stanislavski's acting techniques using elements of drama such as roles, mood and tension some conventions of 'process drama' (which takes place without an audience), include exploration of issues through techniques of improvisation and teacher-in-role using elements of drama such as focus, space, symbol and language.

The three fields of study are student-devised drama, Australian drama, and World drama. In student-devised drama, students create their own work from concept to performance while in the latter two fields of study students investigate particular play texts, performance texts, artists and their work, and the theatre industry.

## What do students do?

Students are involved in:

- Collaborating in groups to manage tasks
- Working as artist in the making of creative work (*forming*), e.g. improvisation, role-play, devising, dramaturgy (shaping of text for performance), play-building, playwriting, script writing, directing, designing
- Rehearsing, polishing and performing dramatic action(*presenting*), e.g. dialogue, dramatic monologues, student-devised drama work, collage drama, documentary drama, physical theatre, visual theatre, a complete short scene, a one-act play, a one-person show, a recognised play-text
- Communicating from a position outside or after the drama(*responding*), e.g. seminar, evaluation/reflection, discussion, tutorial, forum, interview, dramaturgy, extended writing

## How are students assessed?

Schools use a wide range of assessment techniques to judge student achievement. These include: dramatic exploration (improvisation, workshop, practical demonstration), creative writing (scriptwriting, dramatic treatment), design (design concept), performance of scripted drama or student-devised drama, oral (seminar), extended writing (critical essay, play-text analysis). Achievement in Drama is judged by matching a student's achievement in the assessment tasks with the exit criteria of the subject. These criteria are: Forming, Presenting and Responding.

# Food and Nutrition – Home Economics

## What is food and nutrition?

Food and Nutrition involves the study of food and its relation to health. It enables the students to develop their knowledge and skills in an area that is relevant to their own lives and also through understanding where food and nutrition fit in the modern changing, multi-cultural society. Students will be exposed to the main aspects of food science, nutrition, safety practical practices, purchasing, planning, preparing, storing and serving of food.

## Why study Food and Nutrition?

The study of Food and Nutrition provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It focuses on improving one's health and evaluating healthy food choices. It addresses the importance of hygiene and safe working practices and legislation in the production and manufacturing of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

Students also develop practical skills weekly in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

Career opportunities are available in both community and education agencies such as health, food critic, chef, environmental health officer, dietician, nurse, consumer scientist, food technologist, health officer, fitness trainer, nutritionist, health worker, marketing, food taster.

## What do students learn?

Food and Nutrition uses an inquiry approach to investigate health issues and design challenges that are related to individual and family well-being in the context of maintaining healthy and sustainable local and global communities.

Students will develop their reasoning skills through thinking critically and creatively by analysing, synthesising, evaluating and justifying the issue or design challenge relevant to the wellbeing of individuals, families and communities. In a design practical food challenges students will use the processes of planning and managing resources, exploring, using, developing and refining skills to create a product that meets the intended purpose.

Throughout the design process students will explore the role of nutrition in contributing to the health of the individual and society.

## How are students assessed?

Assessment in Food and Nutrition will include a variety of assessment techniques that are closely integrated with their learning experiences. Many assessment techniques and instruments are used, including process journals with supporting food products, research report, examination, visual presentations, practical products and assignment

# Film, Television & New Media

## Why study Film, Television and New Media?

For most of us, 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. The "information" and "creative" industries are already among the largest employers and drivers of the economy in many countries. Their significance in our lives seems set only to increase, given that moving-image media will play an increasingly prominent part in our work and leisure.

Investigating "new" media is more than just investigating changes in technology and the ways it is used — it deals with existing technologies and developments in formats, genres and ways of representing the world. It also involves examining the "new" ways in which local and global communities interact with and through the media as well as "new" issues associated with access, ownership, control and regulation.

## What do students study?

Students study the *design*, *production* and *critique* of products by using five key concepts that operate in the contexts of production and use.

These key concepts are:

- **Technologies:** the tools and associated processes that are used to create meaning in moving-image media production and use
- **Representations:** constructions of people, places, events, ideas, and emotions that are applied to create meaning in moving-image media production and use
- **Audiences:** individuals and groups of people for whom moving-image products are made, and who make meanings when they use these products
- **Institutions:** the organisations and people whose operational processes and practices enable or constrain moving-image media production and use
- **Languages:** systems of signs and symbols organised through codes and conventions to create meaning in moving-image media production and use

## What do students learn?

Students may:

- Explore a range of products and contexts such as historical and contemporary, Australian and international, commercial and non-commercial, independent and mainstream, established media and new media
- Make productions for real audiences, such as a local or school audience, an audience associated with a film festival or competition, or an online audience for their products
- Interact with guest speakers from industry or online
- Take part in excursions to cinemas, film, TV and animation studios
- Discuss, analyse and evaluate concepts and ideas
- Complete a storyboard based on a film script/screenplay identifying different shots, angles, composition, timing and transitions
- Design a product for two different audiences, e.g. alternative, mainstream, fringe, resistant, niche, minority, youth, local, global
- Investigate how community standards, decisions about public funding, and political decisions affect production and use
- Compare the social and cultural conventions used in creating meaning in products made in two different countries
- use editing technologies to manipulate and juxtapose images produced by others to create various meanings and critique these

## How are students assessed?

Students are assessed on the criteria of design, production and critique.

# Futsal

Students interested in a career in the Sports Industry can gain valuable 'hands-on' experience in this course as well as certification in a number of useful areas. Futsal has both theoretical and practical components.

## Theoretical Element

The theoretical element of the course focuses on 4 different selected term units covering six different aspects relevant to any sport or recreational activity with an emphasis on the aspects' application to the sport of Futsal.

### *Aspect 1: Physiological Units*

These units will see students focused on:

- an understanding of Physical Conditioning
- an awareness of Nutrition, Health and Drugs
- the completion of a recognised Senior First Aid Course (including CPR)

### *Aspect 2: Coaching Units*

These units will see students focused on completing / conducting:

- devising and conducting Coaching Clinics for primary students
- completing a recognised Coaching Licence
- undertaking Pre-tournament training and Tournament Coaching of primary students

### *Aspect 3: Refereeing Units*

These units will see students focused on:

- completing a recognised Referee's Licence;
- undertaking practical experience in Tournament refereeing;

### *Aspect 4: Event Management Units*

These students will see students focused on the 'management skills' needed to:

- Conduct Coaching Clinics for primary school students
- Conduct a Tournament for the local community

### *Aspect 5: Information Technology Units*

These units will see students focused on:

- Using I.T to analyse the playing, coaching and refereeing of Futsal
- Using I.T to create Futsal resources

### *Aspect 6: Psychological Units*

These units will see students focused on:

- Psychological elements of Sport, especially Futsal Coaching

## The Practical Element

The practical element of the course involves academy-style training and participation in tournaments all year round. The **Training and Playing Units** will focus on players acquiring knowledge of the skills and tactics of the game and applying these skills in simple, complex and game situations.

# Graphics

## What is Graphics?

Graphics is a course that develops skills in interpreting, generating and creating graphical communication. Students experience a journey from planning to production in simulated real-world contexts. The course engages students in making judgments and justifying decisions to achieve clear communication and compliance with standards and conventions that make graphics an international language. These principles are developed through contextual units, which typically focus on Production Graphics, Business Graphics and Built Environment. Graphics is a challenging subject that promotes students' personal pride and esteem.

## Why study Graphics?

The ability to communicate effectively is an essential requirement in every field of endeavour. Graphics contributes to the development of technological literacy and develops the communication and problem-solving skills required for a large number of educational and vocational aspirations. Graphics provides the opportunity to express simple and complex information through visual imagery and representations, encouraging clearer and more efficient communication. It provides a solid foundation to careers in industrial design, graphic design, architecture, drafting and web design. The study has developed from technical drawing through art and animation into 3D modelling and video, which are vital components in many professions and vocations.

Graphical occupations include: architectural designer, builder, cartographer, commercial artist, design/project engineer, electronic media/illustrator, environmental designer, fashions/textile designer, fine artist/illustrator, geological drafting technician, graphic designer (publishing/advertising), industrial designer, interior designer, landscape designer, mechanical/electrical designer, technical illustrator, technology teacher, town planner.

## What do students learn?

Students learn about the efficiency and effectiveness of graphical communication and its ever-increasing impact on our technological society. Through the structured medium of visual imagery, students learn the ability to communicate and express information with clarity and precision.

Students are encouraged to be imaginative and creative through problem solving and designing, whether working individually or as part of a team. They develop real-life skills for visualising, investigating, analysing, synthesising and evaluating technical problems, and learn how to manipulate mechanical and computer drafting equipment effectively as a vehicle for conveying the outcomes of their research in a visually appealing form.

Students produce graphical representations in two-dimensional and three-dimensional formats. With three-dimensional modelling now a major tool in graphical design and communication, the focus of student learning in graphics has changed. Students now require a high level of spatial awareness and skill to be able to separate complex drawings into primitive components.

## How do students learn?

Students are exposed to a variety of intellectual challenges involving visual stimuli, analysis and problem solving while developing a range of practical communication and presentation skills. Students explore graphical communication through studies in real-life contexts developed across the contextual areas of Production graphics, Business graphics and Built environment.

## How are students assessed?

Assessment in Graphics is designed to enable students to demonstrate a broad range of achievement in data research, drawing, reasoning, communication and presentation. Many assessment techniques and instruments are used, including folios of graphical responses to tasks, visual presentations, tests and assignments.

# Italian

## Why study Italian?

Italian is an international as well as an Australian community language, second only to English. Italians and people of Italian descent make up approximately 30 per cent of the modern Australian population. Since Italian and English are related languages, Italian is one of the easiest languages for English speakers to learn. It has the least linguistic distance from English of other languages taught in Australian schools. Knowledge of Italian facilitates access to other languages.

Information and communication technologies (ICTs), trade and commerce have brought Australians into closer relationships and more frequent interactions with people of other cultures, countries and communities. In such an environment, learning another language takes on a sense of necessity and urgency. A study of Italian provides learners of both Italian and non-Italian origin the opportunity to develop a knowledge of the Italian language and to deepen their understanding of the cultural traditions of the country. Let us not forget that Italy is also a very popular destination for Australian travellers! The ability to communicate in Italian enriches the travel experience and provides practical benefits for all travellers.

## What are the advantages of studying a foreign language?

Learning an additional language helps students to live and learn as part of our global community. It gives them insights into other cultures, as well as the language and communication skills to interact with members of local and international communities. The ability to speak an additional language can be essential in areas such as tourism and hospitality, business, international relations and diplomacy, education and communications. This ability also opens up opportunities to study abroad, and to travel and live in parts of the world that would not have been possible without the local language.

## What will the students study in Year 10 Italian?

Learning a language involves learning about people and culture. Students will study a wide variety of topics drawn from four key themes:

- Family and community
- Leisure, recreation and human creativity
- School and post-school options
- Social issues

## How will the work be assessed?

Students will be assessed on their ability to communicate in Italian. They will need to show that they can comprehend and convey meaning in the spoken and written language.

Students will be assessed regularly on the four key macro skills: listening, speaking, reading and writing. They may be assessed by:

- Answering questions about spoken and written texts in Italian
- Engaging in conversations and interviews
- Writing letters emails and articles.

# Legal Studies

## Why study Legal Studies?

Many significant legal and social issues face individuals and groups in Australian society. To deal with these issues, people need to be informed of their legal positions, rights and responsibilities. They need to be able to investigate and understand the Australian legal system and how it affects their basic rights, obligations and responsibilities. Informed citizens are better able to constructively question and contribute to improvement of laws and legal processes.

Legal Studies is principally intended to help students develop knowledge, skills and attitudes to enhance their ability to participate as informed, proactive and critical members of society. Students are encouraged to understand the impact of the law, legal system and legal processes in their daily lives. The immediate relevance of the course to students' lives should promote and motivate students to make constructive assessments and informed commentaries on the law, its system and processes, from practical and constructively critical social perspectives.

## What is studied?

The introductory Legal Studies course covers:

- An introduction to the legal system
- Types of legal personnel
- The adversarial system
- Court proceedings
- Criminal law
- Law and minors

## How do students learn?

In Legal Studies, students will discuss and debate common legal and social issues, providing convincing arguments to support definite and detailed opinions. They will be exposed to a wide range of current legal issues and will be expected to evaluate laws as well as examine social attitudes and avenues for settling legal conflict.

## How are students assessed?

In Legal Studies, assessment takes the form of objective/short answer tests, essay tests, project/practical work, essays, orals and research assignments.

In both subjects, the college will use an extensive range of assessment techniques and learning experiences. These include objective and short written response items, extended written responses, response to stimulus material, research and integrated project work, non-written presentations and the procedural applications associated with the recording of business procedures and financial transactions.

# Music

## Music involves:

- Performing - playing and singing in groups and individually
- Composing - composing and arranging music such as popular song, band arrangements, music for traditional ensembles etc.
- Analysing Repertoire - becoming more aware and informed listeners, being able to discern qualities of pieces from scores and recordings and being able to discuss musical ideas.

## The units for study in Year 10

### • SEMESTER 1 UNIT:

#### **Rock On! – “The History of Rock and Pop”**

Students will learn about the origins of “Rock” and it’s evolution since the 1950s. They will investigate many styles from past century through to modern times. Students will experience singing, playing instruments, listening to various musical styles and examples, improvising and composing. Students will study and manipulate the music elements to express ideas, considering specific audiences and specific purposes, through sound.

### • SEMESTER 2 UNIT:

#### **Going Global – “Music from different cultures and from around the world”**

During this course, students will explore the many types and styles of music from around our globe. Students will discover music and listening through a variety of traditional, classical, popular, and intercultural music from regions including Africa, the Middle East, Central Asia, India, Indonesia, Japan, China, Eastern Europe, and Latin America. Students will experience singing, playing instruments, listening to various musical styles and examples, improvising and composing. Students will study and manipulate the music elements to express ideas, considering specific audiences and specific purposes, through sound.

## Preferred Pre-Requisites

Students should have demonstrated an interest in music. It is beneficial for students to be able to read music and to play at least one musical instrument. It is strongly recommended that students have participated in Year 9 Music.

Year 10 Music is a strongly recommended choice for students wishing to study Year 11 and 12 Music.

# Production Technology

## Why study Production Technology?

The Production Technology course is structured to give students an introduction to possible areas of study for years 11 and 12. Such subject areas include both Authority and Authority Registered including Technology Studies and Certificate I in Construction. Students will develop and practice their knowledge and skills in the areas of Technology Studies, Construction, Engineering Technology and Industrial Technology.

It is anticipated that introducing students to a variety of different areas within the Technology learning area, students will develop an appreciation for the diversity of the Technology areas and therefore enable them to choose wisely their area of study for years 11 and 12.

## What do students study?

**Technology Studies-** Students build knowledge and understanding that enables them to develop solutions to design challenges by applying their knowledge of resources, and of relevant techniques and tools, with appropriate consideration of the impacts and consequences of their solutions.

**Construction-** Students are introduced to the Construction Industry, developing their knowledge and understanding of the scope of the industry through reading and interpreting plans, planning and organizing work and using a range of construction tools and equipment.

**Engineering Technology-** Students build knowledge and understanding of engineering processes from a practical perspective via introduction to a range of different tools, machines and materials focusing on non-portable, power driven manufacturing machinery and systems used to perform specific operations on man-made materials to produce durable goods or components.

**Industrial Technology-** Students will develop knowledge and understanding of Industrial Technology techniques and practices investigating a range of different polymers and composite materials used in an industrial context.

## What do students learn?

Students of Production Technology will participate in a wide range of practical and design based activities exposing them to a variety of technology areas as described above. Learning will focus on:

- **Foundations of Technology** requiring students to understand the impact of technology, industry, society and sustainability on product design.
- **Safety** is incorporated into all activities associated with the design and development of a product and students are encouraged to transfer the need for safety into real-life situations.
- **Manufacturing Resources** requires students to understand and apply the expanding development of resources used in manufacturing and industry. Students learn about materials, tools, processes and systems.

## How are students Assessed?

Assessment in Production Technology is designed to enable students to demonstrate a broad range of achievement in product design, development and production. Many assessment techniques are used including design folios, practical task assessment, visual presentations, tests and assignments.

# Textile Design Technology

## Why study Textile Design Technology?

Textile Design Technology aims to develop confidence and proficiency in the design, production and evaluation of textile items. Students are actively engaged in learning about the properties and performance of textiles, elements of design and the role designers play in our society. Students will also develop written skills in creative documentation, communication and presentation of design ideas through a production journal.

Career opportunities are available in both community and education agencies such as fashion designers, fashion co-ordinator, set designer, costume designer, interior decorator, textile designer, visual merchandiser, retailer buyer, lab technician, consumer scientist, and town planners.

## What do students study?

Students study three focus areas – apparel (clothing), furnishing (quilt or furnishing item) and non-appeal (free-hand embroidery box) over the year with equal time and emphasis given to each focus area. Each unit of work includes a practical project where students develop a professional textile item with supporting documentation in the form of a production journal.

## What do students learn?

Textile Design Technology uses an inquiry approach to investigate design challenges.

Students will develop their reasoning skills through thinking critically and creatively by analysing, synthesising, evaluating and justifying the issue or design challenge relevant to the wellbeing of individuals, families and/or communities. In a design practical textile challenge students will use the processes of planning and managing resources, exploring, using, developing and refining skills to create a product that meets the intended purpose.

Throughout the design process students will be exposed to both traditional and modern fabric manufacturing and decoration techniques. They will also develop skills in fashion illustration.

## How are Students Assessed?

Assessment in Textile Design Technology will include a variety of assessment techniques that are closely integrated with their learning experiences. Many assessment techniques and instruments are used, including process journals with supporting textile products, research report, examination, visual presentations, practical products and assignment. Textile Products will enable students to demonstrate a broad range of production textile techniques.

### **Please note:**

Students will be required to purchase some textile resources over the year such as fabric, one commercial pattern etc. to complete their assessment tasks.

# Visual Art

## Why study Visual Art?

Visual Art involves the production of artworks (*making*) and the appreciation of artworks (*appraising*) through the processes of *researching*, *developing* and *resolving*.

When students study this subject they make visible ideas, thoughts, feelings and observations of their world through display and exhibition of made images and objects. As students define, communicate and discern meanings, they come to understand the purposes and intents of visual artworks in various cultures and societies. They develop the capacity to critically reflect on and challenge representations of cultural values, beliefs and customs and to make informed judgments when ascribing aesthetic value to visual artworks.

In a world of proliferating communication technologies and of increasing published, Internet-transmitted, and digitised visual information, a knowledge and understanding of how meanings are constructed and 'read' is essential in becoming a critical consumer and/or producer of images and objects, whether for leisure or work.

## What do students study?

Using the processes of *researching*, *developing* and *resolving*, students explore concepts through a study of a range of media areas. Media areas are overviews of knowledge, skills, techniques and processes, with each area not restricted to preconceived understandings of the visual art discipline. Students are encouraged to work across the media areas.

The media areas are: ceramics, costume and stage design, drawing, electronic imaging, environmental design, fibre arts, graphic design, installation, painting, performance art, photographic arts, printmaking, product design, sculpture, video and film

Students also study a diverse range of artworks, visual art styles and philosophies from a variety of social, cultural and historical contexts. Over a course of study, students communicate their own personal style and expression through their individualised responses to concepts when they make and appraise images and/or objects.

## What do students learn?

In *making* artworks, students define and solve visual problems by using visual language (including visual elements, principles of composition, sign and symbolism) and contexts.

This involves students in:

- Observing, collecting, compiling and recording visual, verbal and sensory information and ideas from specific sources and contexts
- Selecting, exploring, manipulating and exploiting materials, techniques, processes and technologies in particular media areas to communicate meanings
- Translating and interpreting ideas through media manipulation to invent images and objects
- In *appraising* artworks, students determine and communicate meanings. This involves them in:
- Demonstrating knowledge and understanding of artworks in contexts that relate to concepts and media
- Analysing, synthesising and evaluating sensory information to discern meanings
- Making informed judgments
- Justifying positions when determining the aesthetic value of artworks
- Using suitable terminology, language and referencing conventions

## How are students assessed?

Schools use a wide range of assessment techniques to judge student achievement. These include: teacher observation and student-teacher consultation in relation to art making folios and/or visual journals, focused analysis, short response writing such as objective tests, and extended writing such as essays and critiques.

# SIT20316 Certificate II in Hospitality

Delivered by Assisi Catholic College under delegation Smartskill Pty Ltd. Results will be issued by Smartskill Pty Ltd.	Smartskill Pty Ltd	RTO Number 5710
	Website	www.smartskill.com.au
	Phone	(07) 3386 1236

## Course Details

This qualification aims to develop in students the ability to select, prepare, present and serve foods and beverages as well as the knowledge, understanding, attitudes and skills related to: occupational fields involved in planning, preparation and service of food and beverages, management and decision-making in the provision of food for home, institutional and commercial purposes and problem solving through analysis, research, evaluation and creativity providing food to suit the occasion. Depending on the setting, students may work under direct supervision or autonomously. To undertake this course, students will need to be comfortable working with foods and beverages, have good team work skills and have the ability to “think on their feet”, as well as a good work ethic and commitment to completing work requirements. Students may be required to attend Hospitality functions outside of normal school hours.

<b>Student Selection</b>	Persons with the language, literacy and numeracy skills to fulfil their job role		
<b>Student Intake</b>	January 2017 – December 2018		
<b>Delivery Mode</b>	Class based	<b>Course Duration:</b> 4 semesters over 2 years (Year 10 and 11)	
<b>Fees and Refund Policy</b>	<b>SATS:</b> N/A	<b>VETiS</b>	<b>Course Fee:</b> Nil <b>Industry student contribution fee:</b> \$60 per term Fees will be charged per term on the school fee account.
<b>Resources</b>	Learning and assessment resources supplied		<b>Industry placement:</b> 12 service shifts in a Hospitality aligned workplace
<b>Outcome</b>	SIT20316 Certificate II in Hospitality		<b>QCE Points:</b> 4
<b>Pathway</b>	SIT30616 Certificate III in Hospitality		
<b>Job Role</b>	This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Possible job titles include: bar attendant, bottle shop attendant, café attendant, catering assistant, food and beverage attendant, front office assistant, gaming attendant, porter, room attendant.		
<b>Delivery</b>	Access to a variety of theory and practical learning opportunities, which equips students with the necessary skills to secure employment and further career choices.		
<b>Recognition of Prior Learning</b>	Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified		
<b>Credit Transfer</b>	Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment		
<b>Learning Support</b>	Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and learning support coordinator		

## 12 Units (6 Core units plus 6 Elective units)

Unit Code	Unit Title	
SITHIND002	Source and use information on the hospitality industry	Core
SITHIND003	Use hospitality skills effectively	Core
BSBWOR203	Work effectively with others	Core
SITXWHS001	Participate in safe work practices	Core
SITXCCS003	Interact with customers	Core
SITXCOM002	Show cultural and cultural sensitivity	Core
SITHIND001	Use hygienic practices for hospitality services	Elective
BSBSUS201	Participate in environmentally sustainable work practices	Elective
SITHFAB004	Prepare and serve non-alcoholic beverages	Elective
SITHFAB005	Prepare and serve espresso coffee	Elective
BSBSUS201	Participate in environmentally sustainable work practices	Elective
SITHFAB007	Serve food and beverage	Elective

Under the PQS System, funding follows the eligible student to their chosen PQS and is paid directly to the PQS on submission of the student's validated training data. VETiS funded by the VET investment budget is fee-free for students (course fee only).

The VET investment budget will only fund one employment stream qualification. This means if a student has previously enrolled in a VETiS funded qualification prior to enrolling in a new VETiS-funded Certificate, then this student would only be able to enrol into the second Certificate as a 'fee for service' arrangement.

Please refer to the Queensland Government's student fact sheet developed specifically for VETiS program:

<http://www.training.qld.gov.au/training-organisations/funded-programs/vetis.html>

*Marketing of this course does not guarantee successful completion of the course or an employment outcome.*

# SIT20416 Certificate II in Kitchen Operations

Delivered by Assisi Catholic College under delegation of Queensland Curriculum and Assessment Authority (QCAA) Results will be issued by QCAA.	Assisi Catholic College	RTO Number 31429
	Website	www.assisi.qld.edu.au
	Phone	(07) 5656 7100

## Course Details

Certificate II in Kitchen Operations will provide you with the skills and knowledge to work in a fast-paced restaurant environment. You will study basic food preparation and cooking skills, preparing sandwiches, appetisers, salads and desserts to begin your career in the hospitality industry. You will also learn practical and theoretical skills to work in a commercial kitchen including hygiene, health and safety.

<b>Student Selection</b>	Persons with the language, literacy and numeracy skills to fulfil their job role.		
<b>Student Intake</b>	January 2017 – December 2018		
<b>Delivery Mode</b>	Class based	<b>Course Duration:</b> 4 semesters over 2 years (Year 10 and 11)	
<b>Fees and Refund Policy</b>	<b>SATS:</b> N/A	<b>Fee for Service</b>	<b>Course Fee:</b> \$130 per term Fees will be charged per term on the school fee account.
<b>Resources</b>	Learning and assessment resources supplied		<b>Industry placement:</b> 12 service shifts in a hospitality aligned workplace
<b>Outcome</b>	SIT20416 Certificate II in Kitchen Operations		<b>QCE Points:</b> 4
<b>Pathway</b>	Certificate III in Commercial Cookery		
<b>Job Role</b>	This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops as an apprentice or kitchen hand.		
<b>Delivery</b>	Access to a variety of theory and practical learning opportunities, which equips students with the necessary skills to secure employment and further career choices.		
<b>Recognition of Prior Learning</b>	Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified		
<b>Credit Transfer</b>	Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment		
<b>Learning Support</b>	Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and learning support coordinator		

**13 Units (8 Core units plus 5 Elective units).**

Unit Code	Unit Title	
BSBWOR203	Work effectively with others	Core
SITXWHS001	Participate in safe work practices	Core
SITXFSA001*	Use hygienic practices for food safety	Core
SITHCCC001	Use food preparation equipment	Core
SITHCCC005	Produce dishes using basic methods of cookery	Core
SITHCCC011	Use cookery skills effectively	Core
SITHKOP001	Clean kitchen premises and equipment	Core
SITXINV002	Maintain the quality of perishable items	Core
SITHPAT006	Produce desserts	Elective
SITHCCC006	Produce appetisers and salads	Elective
SITHCCC004	Package prepared foodstuffs	Elective
SITHCCC003	Prepare and present sandwiches	Elective
SITHCCC007	Prepare stocks, sauces & soups	Elective

*\*SITXFSA001 Use hygienic practices for food safety is a pre-requisite for these units of competency*

# CHC30113 Certificate III in Early Childhood Education and Care

Delivered through a partnership between Assisi Catholic College and Cairns Training Academy. Results will be issued by Cairns Training Academy.	Cairns Training Academy	RTO Number 30857
	Website	www.cta.qld.edu.au
	Phone	(07) 4054 5511

## Course Details

This qualification reflects the role of workers in a range of early childhood education and care settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children's wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously

<b>Student Selection</b>	Persons with the language, literacy and numeracy skills to fulfil their job role		
<b>Student Intake</b>	January 2017 – December 2019		
<b>Delivery Mode</b>	Class and workplace	<b>Course Duration:</b> Minimum of 4 semesters (Year 10 – 12)	
<b>Fees and Refund Policy</b>	<b>SATS:</b> Nil	<b>Fee for Service</b>	<b>Course Fee:</b> <b>Term 1:</b> \$165 (incl. enrol fee) <b>Term 2-8:</b> \$80 per term <b>First Aid Cost:</b> \$50 - \$100 CTA does not refund fees paid by students due to heavy discount. Fees will be charged per term on the school fees account.
<b>Resources</b>	Learning and assessment resources supplied		<b>Industry placement:</b> 120 hours (minimum)
<b>Outcome</b>	CHC30113 Certificate III in Early Childhood Education and Care		<b>QCE Points:</b> 8
<b>Pathway</b>	CHCCHC50113 Diploma of Early Childhood Education and Care		
<b>Job Role</b>	Early Childhood Educator working in an Early Childhood Education and Care setting		
<b>Delivery</b>	Access to a variety of theory and practical learning opportunities, including industry placement, which equips students with the necessary skills to secure employment and further career choices.		
<b>Recognition of Prior Learning</b>	Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified		
<b>Credit Transfer</b>	Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment		
<b>Learning Support</b>	Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and learning support coordinator		

## Units (15 Core units plus 3 Elective units)

Unit Code	Unit Title	
CHCLEG001	Work legally and ethically	Core
CHCECE001	Develop cultural competence	Core
CHCECE002	Ensure the health and safety of children	Core
CHCECE003	Provide care for children	Core
CHCECE004	Promote and provide healthy food and drinks	Core
CHCECE005	Provide care for babies and toddlers	Core
CHCECE007	Develop positive and respectful relationships with children	Core
CHCECE009	Use an approved learning framework to guide practice	Core
CHCECE010	Support the holistic development of children in early childhood	Core
CHCECE011	Provide experiences to support children's play and learning	Core
CHCECE013	Use information about children to inform practice	Core
CHCPRT001	Identify and respond to children and young people at risk	Core
HLTAID004**	Provide an emergency first aid response in an education and care setting	Core
HLTWHS001	Participate in work health and safety	Core
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	Core
CHCECE006	Support behaviour of children and young people	Elective
CHCECE012	Support children to connect with their world	Elective
CHCDIV001	Work with diverse people	Elective

*\*As per training package rules, listed units reflect industry choices provided by Cairns Training Academy*

*\*\* HLTAID004 training and Statement of Attainment is provided by an external Provider*

*Marketing of this course does not guarantee successful completion of the course or an employment outcome.*

# SIS30315 Certificate III in Fitness

Delivered through a partnership between Assisi Catholic College and Australian Institute of Personal Trainers.	AIPT	RTO Number 32363
	Website	www.aipt.edu.au
	Phone	(07) 3292 4101

## Course Details

This qualification will enable students to work with Fitness Professionals whilst planning and providing advice on fitness and gym programs.

<b>Student Selection</b>	Persons with the language, literacy and numeracy skills to fulfil their job role		
<b>Student Intake</b>	January 2017 – December 2018		
<b>Delivery Mode</b>	Class and workplace	<b>Course Duration:</b> Minimum of 4 semesters	
<b>Fees and Refund Policy</b>	<b>SATS:</b> Nil	<b>Fee for Service</b>	<b>Course &amp; Admin Fee:</b> \$20 per term <b>First Aid Cost:</b> \$50 - \$100 Fees will be charged per term on the school fees account.
<b>Resources</b>	Learning and assessment resources supplied		<b>Industry placement:</b> 30
<b>Outcome</b>	SIS30315 Certificate III in Fitness		<b>QCE Points:</b> 8
<b>Pathway</b>	SIS40215 Certificate IV in Fitness		
<b>Job Role</b>	At the completion of the course students may find employment in gyms or fitness centres.		
<b>Delivery</b>	Access to a variety of theory and practical learning opportunities, including industry placement, which equips students with the necessary skills to secure employment and further career choices.		
<b>Recognition of Prior Learning</b>	Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified		
<b>Credit Transfer</b>	Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment		
<b>Learning Support</b>	Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and learning support coordinator		

Unit Code	Unit Title
SISFFIT001	Provide health screening and fitness orientation
SISFFIT002	Recognise and apply exercise considerations for specific populations
SSFFIT003	Instruct fitness programs
SSFFIT004	Incorporate anatomy and physiology principles into fitness programming
SSFFIT005	Provide healthy eating information
SSFFIT014	Instruct exercise to older clients
SISXCCS001	Provide quality service
SISXFAC001	Maintain equipment for activities
SISXIND001	Work effectively in sport, fitness and recreation environments
SISFFIT006	Conduct fitness appraisals
HLTWHS001	Participate in workplace health and safety
BSBRSK401	Identify risk and apply risk management processes
HLTAID003*	Provide first aid
SISFFIT007	Instruct group exercise sessions
SISFFIT011	Instruct approved community fitness programs
SISFFIT012	Instruct movement programs to children aged 5 to 12 years

*\* HLTAID003 Provide first aid to be completed by an external provider*

# TAFE in Schools Program – 2017

## Gold Coast Institute of TAFE

### Subject Possibilities for Senior Students

Gold Coast Institute of TAFE is a registered training organisation offering training to both schools and the profession, throughout the Gold Coast region. Students from Assisi Catholic College and other local high schools are able to study various courses through the TAFE in Schools model.

### What do students study and what does it cost?

Students will have the opportunity to complete a selection of highly regarded, nationally recognised industry certificates, studying core competencies and competencies from a range of training packages.

Trainers from GCIT will deliver these qualifications on the days indicated. More information can be found on the following link:

<http://tafegoldcoast.edu.au/study-with-us/school-students/tafe-at-school/index.html#.U87oBRY1elo>

All of the certificate courses contribute credits towards a QCE.

### What do students do?

Students will study the course **one day a week** at GCIT, completing both theoretical and practical components of this study.

In order for the College to allow students to access these opportunities, both students and parents will be required to complete an Alternate Pathways contract. This contract acknowledges that students accept ALL responsibility for catching up on any missed work at school. As they will be at TAFE one day a week, it is imperative that they see their teachers either the day before or the day after their absence in order to organize to catch up any missed work. (If the TAFE day is a Friday, then the student must approach the staff member on a Thursday in order to be able to complete work over the weekend). If students find the missed work difficult to understand, they are to speak with their teacher and arrange to meet at an appropriate time and the teacher will assist where necessary.

### How are students assessed?

Competency-based assessment is a process of collecting evidence and making judgements about student ability to **consistently demonstrate knowledge and skills** and **apply these to the standard of performance expected in the workplace**.

Assessment may include:

- Written tests, assignment, reports
- Oral presentations
- Audio-visual presentations
- On-line competency assessment
- Practical performance

## Who should choose this course?

- You must be at least fifteen years of age at the commencement of your qualification.
- Students with an **interest** in the certificate areas
- Students who wish to pursue these areas as a **career**
- Students who wish to undertake **further studies** at a tertiary level (TAFE, University)
- Students who wish to receive a **nationally accredited industry** recognised qualification
- Students who wish to secure a **part-time job** in the relevant industry while studying other tertiary courses

## How do you apply?

As indicated, the TAFE in Schools programs are highly sought after as they are offered to all Gold Coast High School students and places are limited. Places are offered on a merit basis and students must apply via the Gold Coast TAFE website. 2017 Program opens early August, however; click on the link below to peruse the 2016 program.

Website: <http://tafegoldcoast.edu.au/study-with-us/school-students/tafe-at-school/#.V9socJ1-8qJ>

Students are usually advised of the outcome by October or November. If a place is offered, GCIT will post enrolment forms directly to your home with advice on the procedure for fee payment.

**If you intend to apply for a place in a TAFE in Schools certificate course, please indicate this on your subject selection form.**

