



**2023**

**Year 10**

**SUBJECT GUIDE**

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# Becoming a senior at Aldridge SHS

We would like to welcome you to the Senior School of Aldridge State High School. We hope that the next three years prove to be a successful and happy time.

To help you make a smooth move into Year Ten we will let you develop own personalised Year Nine Junior Education and Training plan (JET plan).

You will use your JET plan to

- ✓ Focus on developing your own career goals,
- ✓ Select the mix of subjects or courses you need,
- ✓ Concentrate on your own pathway and
- ✓ Achieve your dreams.

There are really two successful outcomes that can come from senior schooling:

1. Completing the requirements for a Queensland Certificate of Individual Achievement (QCIA) or Queensland Certificate of Education (QCE).
2. Follow your chosen pathway to either:
  - University studies,
  - Trade / Vocational training,
  - Full time work.

## Gaining a QCE or QCIA

Once a student completes year 10 or turns 16, legislation now makes it compulsory to stay in education or training until they:

- Reach 17 years; OR
- Gain a QCE; OR
- Gain a vocational certificate III; OR
- Obtain full time employment (at least 25 hours per week).

## Pathway options

### University

In Years 11 and 12 you are supported to gain entry to University by either:

- Gaining the required ATAR rank (all Universities)
- Gaining direct entry to a specific university. (USQ, USC, CQU and UNE depending on your plan)
- Completing a Tertiary Preparation Programs (TPP).

### Training

In Senior students not intending to go to university, or be engaged in full time employment, are expected to study towards a vocational qualification. Students can gain subsidised Certificate qualifications in areas of skill shortage.

### Workforce

Employment of at least 25 hours per week.

## Expectations

For all students there are certain standards of behaviour and performance that your school expects of you, including:

**Attendance:** At or above 95%

**Attitude to study:** To submit assignments on time and completed to best of your ability  
Active participation in class activities

**Time management:** Appropriate use of allocated study/spare lessons

## Queensland Certificate of individual Achievement (QCIA)

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

## Queensland Certificate of Education (QCE)

### What is the Queensland Certificate of Education (QCE)?

The QCE is Queensland's Senior Schooling Qualification. The QCE is a school-based qualification awarded to young people at the completion of the senior phase of learning, usually at the end of Year 12.

The QCE confirms a student's achievement of:

- a significant amount of learning
- a set standard of achievement
- meeting literacy and numeracy requirements

### How does the QCE work?

The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs. Different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE. Students must have at least 20 credits to be awarded a QCE.

### Planning for a successful senior

Your Year 9 JET planning and subject selection process aims to help you to plan how to use your education to achieve your career goals. All students in Year 10 will develop a Senior Education and Training (SET) plan. The SET plan helps each student structure their learning around their goals, interests and abilities. This plan maps out what, where and how a student will achieve their in Years 11, 12 and beyond.

### Related links

Youth Participation in Education and Training Act 2003 -

<http://education.qld.gov.au/etrf/pdf/ypet2004.pdf>

Education (General Provisions) act 1989

[www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenProva89.pdf](http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenProva89.pdf)

# General Subjects

(Preparing for SATE studies)

# Accounting

## INTRODUCTION

Accounting is about managing money and the financial resources of businesses and individuals. Students interested in studying a Business or Commerce qualification at university are strongly encouraged to study Accounting as every course has Accounting as a first year subject. Studying this subject at school greatly improves the ability to perform well at university.

Accounting is for students with a special interest in business, commerce, entrepreneurship, investment options and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students. Problem-solving provides opportunity for students to develop an understanding of the ethical attitudes and values required to participate more effectively and responsibly in a changing business environment.

## PATHWAYS

Accounting is suited to students interested in pathways beyond school that lead to tertiary studies, vocational education or work. Accounting provides a basis in the fields of accounting, business, management, banking, finance, law, economics and commerce. As the universal language of business, Accounting provides students with a variety of future opportunities, enabling a competitive advantage in entrepreneurship and business management in many types of industries.

## COURSE STRUCTURE

The year 10 Accounting course includes foundation studies in two topics in two units. The units are:

### **Unit 1: Real World Accounting**

Topic 1: Accounting for a service business – cash, accounts receivable, accounts payable and no GST

Topic 2: End-of-month reporting for a service business

### **Unit 2: Management Effectiveness**

Topic 1: Accounting for a trading GST business

Topic 2: End-of-year reporting for a trading GST business

## ASSESSMENT

Three pieces of school developed formative assessment will be completed. The assessment will be in the form of two exams and a project.

# Ancient History

## INTRODUCTION

Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of the diversity of humanity, past and present. Ancient History explores the development of distinctive features of the modern world, such as social organisation, systems of law, government and religion. Ancient History highlights how the world has changed and continues to change. Through Ancient History, students acquire an intellectual toolkit consisting of 21st century skills. This ensures students of Ancient History gain a range of transferable skills that will help them forge their own pathways to personal and professional success. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

## PATHWAYS

Ancient History opens the door for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, museum work and curating, tourism, academia and research. The study of Ancient History is useful in everyday life — including work — to understand situations, place them in perspective, identify causes and consequences, evaluate the validity of evidence and opinions, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions. The study of Ancient History concentrates on the development of research skills and formulating logical, evidence-based arguments, these skills are invaluable to anyone continuing their study at tertiary institutions such as University. There are few professions where those involved do not acknowledge the importance of a person understanding their own cultural and historical heritage.

## COURSE STRUCTURE

This subject is currently being redeveloped to align with the new Ancient History Syllabus implemented with year 11 students in 2019. Students will participate in a variety of activities designed to develop skills and processes required to succeed in Senior Ancient History.

It is anticipated that the students will study four topics from the selection below:

### **Unit 1: Investigating the Ancient World**

Topic 1: Digging up the past – Archaeology / early Humans

Topic 2: Ancient Societies: beliefs, rituals and funerary practices. – Ancient Egypt

Topic 3: Ancient Societies: Warfare – the Spartans and Vikings

### **Unit 2: Personalities in their times**

Topic 1: Influential Individuals of the Ancient World - Personalities of the Norman Conquest of Britain

Topic 2: Women in Power – Boudicca

Topic 3: Own Choice Personalities

## ASSESSMENT

Assessment styles will reflect those used in years 11 and 12 and will aim to develop student skills in evaluation and analysis. Students will complete one assessment item per term. This may include exams, essays and research assignments.

# Biology

## INTRODUCTION

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

## PATHWAYS

Biology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

## RECOMMENDATIONS

An interest in biology, the proven ability to write assignments and previous success (at least a ‘B’) in Year 9 mainstream Science and English is recommended. A student who is prepared to work hard and seek assistance should experience success rather than failure in Biological Science.

## COURSE STRUCTURE

In Year 10 the emphasis is on the “Cell biology, Human anatomy and Physiology, Ecology, Genetics and evolution”.

## ASSESSMENT

This is done through research investigations, student experiments and examinations.

# **Business**

## **INTRODUCTION**

Business is a subject representing every aspect of society including individuals, community and government. A study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. The knowledge and skills developed in Business will allow students to contribute to society, the workforce and the marketplace. This will prepare students as potential employees, employers, leaders, managers and entrepreneurs of the future.

The study of Business provides opportunities for students to pursue entrepreneurial pathways and a wide range of careers. Business develops student confidence and ability to participate as members or leaders in the workforce through the integration of the 21<sup>st</sup> century skills. Business allows students to engage with the business world, the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

## **PATHWAYS**

Business is a subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. Business provides a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resource management, and business information systems.

## **COURSE STRUCTURE**

The Business course consists of a number of topics. The topics are:

### **Unit 1: Business Creation**

- Topic 1: Fundamentals of business
- Topic 2: Creation of business ideas

### **Unit 2: Business Growth**

- Topic 1: Establishment of a business
- Topic 2: Entering markets

## **ASSESSMENT**

Four pieces of school developed assessment will be completed. The assessment will be in the form of two exams, an investigation and a feasibility report.

# Chemistry

## INTRODUCTION

Chemistry aims to develop students' :

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making

## PATHWAYS

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

## RECOMMENDATIONS

An interest in Chemistry and previous success (at least a 'B') in Year 9 mainstream Science and Mathematics is recommended. A student who is prepared to work hard and seek assistance should experience success rather than failure in Chemistry.

## COURSE STRUCTURE

### **Unit 1: Chemical Fundamentals — Structure, Properties and Reactions**

In Unit 1, students relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced. The properties of a material depend on, and can be explained by, the material's structure. A range of models at the atomic and molecular scale enable explanation and prediction of the structure of materials, and how this structure influences properties and reactions.

### **Unit 2: Molecular Interactions and Reactions**

In Unit 2, students develop their understanding of the physical and chemical properties of materials including gases, water, aqueous solutions, acids and bases. Students explore the characteristic properties of water that make it essential for physical, chemical and biological processes on Earth, including the properties of aqueous solutions.

## ASSESSMENT

Student Experiment, Data Test, Research Task and Mock External Exam.

# Dance

## INTRODUCTION

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. It is a means by which cultural heritage is preserved and translated through time.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject.

## PATHWAYS

Dance is a subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions.

The demand for creativity in employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of dance develop transferable 21st century skills essential for many areas of employment. Diverse pathways may include fields such as psychology, social work, counselling, law, journalism and human relations.

## COURSE STRUCTURE

The Year 10 Dance course covers a variety of topics and styles over the four units. These units are:

## Unit 1: Moving Bodies

**Genre:** Contemporary + one other      **Focus:** Performance and Responding

## Unit 2: Iconic Music Artist

Genre: Commercial / Jazz / Hip Hop Focus: Project

## **Unit 3: Movement To Impress**

Genre: Contemporary / Commercial / Jazz / Hip Hop Focus: Performance and Responding

## **Unit 4: Movement With Meaning**

Genre: Contemporary Focus: Choreography

## ASSESSMENT

Assessment will all be school based formative assessment, consisting of performance, choreography and responding as well as one integrated project.

# Design

## INTRODUCTION

Technologies have been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life. Technologies have an impact on people and societies by transforming, restoring and sustaining the world in which we live. Australia needs enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies. When developing technologies, these individuals need to be able to work independently and collaboratively to solve complex, open-ended problems.

The Design subject focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved.

## PATHWAYS

Design is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Design can lead to further education and employment in the fields of architecture, digital media, fashion, graphic, industrial and interior design.

## COURSE STRUCTURE

The Design course consists of establishing fundamental skills such as sketching for communication, as well as aspects of design such as how thinking can help us arrive at solutions and, the use of presentation techniques. These fundamentals will be taught along with the following topics that will prepare the student for senior school study in Design.

- **Design in Practice**
- **Commercial Design**
- **Human – Centred Design**
- **Sustainable Design**

## ASSESSMENT

The structure of assessment items in Year 10 is similar to the assessment items in the Year 11 and 12. Modelling assessment on the senior Design course will enable students to be familiar with senior assessment techniques, and therefore facilitating a successful transition into Year 11.

Assessment will be based on units of work based on the topics above.

### Assessment – Units 1 and 2

Semester 1 - Two pieces of school developed formative assessment will be completed for Units 1 and 2.

### Assessment – Units 3 and 4

Semester 2 - Two pieces of school developed formative assessment will be completed for Units 3 and 4.

# Digital Solutions

## INTRODUCTION

Technologies have been an integral part of society for as long as humans have had the desire to create solutions to problems. People are impacted by technologies that are used to transform, restore and sustain the world in which we live. Australia needs enterprising and innovative individuals with the ability to make decisions concerning the development, use and impacts of technologies. When developing technologies, these individuals need to be able to work independently and collaboratively to solve complex, open-ended problems.

In Digital Solutions, students learn about algorithms, code, and user interfaces through generating digital solutions to problems. They engage with data, information and applications to create digital solutions that present data in efficient ways whilst understanding the need to encrypt and protect data and confidential online records. Students develop creative problem-solving, critical thinking, effective communication skills and collaborative techniques. They understand the personal, local and global impact of computing and the issues associated with the integration of technology into our daily lives.

## PATHWAYS

Digital Solutions is a general subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

## COURSE STRUCTURE

Digital Solutions consists of units covering describing and explaining digital concepts, analysing data and problems, generating and evaluating digital solutions and communicating information, processes and solutions. The units are:

**Unit 1: Creating with Code** - understand digital problems, user experiences and interfaces, algorithms and programming techniques, programmed solutions

**Unit 2: Application and Data Solutions** - data driven problems and solution requirements, data and programming techniques, prototype data solutions

## ASSESSMENT

Four pieces of school developed assessment will be completed. The assessment will be in the form of an investigation, two projects and an exam.

# Drama

## INTRODUCTION

Drama examines human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. Drama engages students in imaginative meaning-making processes and involves using a range of artistic skills in making and responding to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, collaborate and appreciate different perspectives.

## PATHWAYS

Any student interested in a career path that involves social interaction, innovation and creative thinking would benefit from Drama. This subject is strongly recommended for students interested in pursuing a career in the Arts and/or Media industries.

## PREREQUISITES

A **Sound Achievement (SA)** in mainstream English is required. There are written assessments in Drama that require a satisfactory level of literacy.

## COURSE STRUCTURE:

The Drama course consists of four units, covering a variety of genres and performance styles. Subject matter, learning experiences and assessment increase in complexity as students develop greater independence as learners.

## ASSESSMENT

Time Allocation	Unit	Assessment
UNIT 1- Term 1	Australian Voices	Performance and annotated script
UNIT 2- Term 2	Verbatim Drama	Dramatic concept
UNIT 3- Term 3	Realism	Extended analytical response
UNIT 4 –Term 4	Magical Realism and Gothic Drama	Practice led project

# Economics

## INTRODUCTION

Economics is the study of how to use scarce resources in the best way possible. Households, businesses and governments are confronted with the economic problem of alternative uses of their limited resources. This course of study stresses the desirability of understanding the significance of economic events as well as the implications of individual, business and economic decision making. The emphasis is on the application of economic skills and concepts to the problems and issues facing Australian society.

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

## PATHWAYS

Economics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. The study of Economics concentrates on the development of research skills and formulating logical, evidence-based arguments, these skills are invaluable to anyone continuing their study a tertiary institution such as University.

## COURSE STRUCTURE

This subject is currently being redeveloped to align with the new Economics Syllabus implemented with year 11 students in 2019. Economics consists of two units, each of which consists of a number of topics.

The possible topics include:

### **Unit 1: Markets and Models**

Topic 1: The Basic Economic Problem

Topic 2: Economic Flows

Topic3: Market Forces

### **Unit 2: Modified Markets**

Topic 1: Market and Efficiency

Topic 2: Case options of market measures and strategies

## ASSESSMENT

Four pieces of formative assessment are to be completed for units 1 and 2. This may include exams, essays and inquiry reports.

# English (General)

## INTRODUCTION

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

## PATHWAYS

English is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

## COURSE STRUCTURE

The year 10 English course consists of three term-long units. (Unit 1 for yr 11 commences in term 4.)

### **Unit 1: Power and Obsession**

Students will explore the nature of power through a close study of Shakespeare's Macbeth. In analysing the play, they will examine how perspectives and representations of concepts, identities and/or groups are constructed through textual choices such as language, medium, style and text structures, and explore how meaning is shaped through the relationships between language, text, purpose, context and audience. In a written feature article, they will comment on the relationship between power and obsession, using Macbeth's experience as an example.

### **Unit 2: Rights and Racism**

Students will examine the civil rights movement of 1960s in both Australia and America through an exploration of non-literary and film texts. Students will examine the cultural assumptions, attitudes, values and beliefs underpinning these texts and the ways in which language choices position audiences. In response, they will create a persuasive speech that invites an audience to take action against injustice.

### **Unit 3: Morality and maturation**

Students will study an Australian literary text that offers representations of Australian culture during the 1960s. In doing so, students will examine the effect of textual choices and the ways in which these choices position audiences for particular purposes, revealing attitudes, values and beliefs. They will respond to an analytical essay question under examination conditions.

## ASSESSMENT

### **Unit 1:**

Written feature article

### **Unit 2:**

Spoken persuasive speech

### **Unit 3:**

Analytical exposition exam

# English (Literature)

## INTRODUCTION

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

The literature course is aimed at those students who enjoy reading and writing and love to create and experiment with writing. It is designed to offer students the opportunity to learn about the craft of writing, to understand and practice it by examining a range of literary texts.

## PATHWAYS

Literature is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

## COURSE STRUCTURE

The year 10 Literature course consists of two semester-long units and mirrors the year 11 units 1 & 2, in terms of structure and focus, (although texts will differ).

### **Unit 1: Introduction to Literary Studies - Reading and responding**

Students develop knowledge and understanding of the ways literary styles and structures shape how texts are received and responded to by individual readers and audiences. In the study of texts from different contexts, including fairy tales, short stories, poems and plays, as well as the close study of a literary novel, they will consider how textual choices engage readers imaginatively, emotionally and critically. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature, and an appreciation of the various ways literary texts are crafted.

They will respond imaginatively to the examination of traditional fairy tale texts in producing their own fractured fairy tale in a digital story format. Students develop an awareness of how the views and values of readers may influence the interpretation through the examination of a literary novel. They develop an understanding of how more studied and critical responses to texts can enhance their own initial personal responses. Students learn to select and discuss aspects of literary texts that support their interpretation and to respond to an examination question.

### **Unit 2: Intertextuality - Gothic fiction**

Students develop knowledge and understanding of the way literary texts connect with each other through the study of gothic fiction texts (that are related in terms of genre, theme, and/or context). They compare and contrast the ideas, style and structure of different texts to explore the way in which texts interact with and build on each other to offer varied representations and perspectives. Students engaged with critical reading and imaginative adaptations of literary texts to enhance and develop their own interpretations and responses. They will respond imaginatively through the construction of their own short story adaptations and analytically in the interpretation of a literary text.

## ASSESSMENT

### **Unit 1:**

- Digital story (imaginative written, visual and spoken)
- Analytical exposition (written exam)

### **Unit 2:**

- Short story (imaginative written)
- Analytical exposition (written exam)

# Film, Television and New Media

## INTRODUCTION

Technology skills, teamwork and creativity are now the most sought after skills in job applicants outside their knowledge area. FTVNM is one of the few subjects that teaches creativity and critical thinking explicitly, while meeting all the 21<sup>st</sup> century skills. Don't be misled by the name of the subject - Media skills are important in almost all careers and the skills taught in this subject can be taken into many areas. Outside of the obvious Media, Film or TV choices are careers such as Commerce, Law, Defence, Communications, Business, Education, Screen Studies, I.T., Animation, Virtual Reality and Game development etc.

Students will gain a solid foundation of knowledge and skills that would enable them to pursue further studies. Students also develop leadership, communication, self-discipline and organisational skills. The skills developed throughout the course of are all transferable to a range of subjects, work options, further study options and life paths.

## PATHWAYS

Students have a multitude of options available to them due to the nature of the Media Industry. They can use their skills in almost any 21<sup>st</sup> century job, but the explicit courses are as follows:

- **Tertiary study** options include University courses such as Bachelor Degrees in Film & TV, Communications, I.T., Digital Screen Studies, Journalism, Animation, Creative Industries, Public Relations, Advertising and Gaming.
- Students can also go into **Vocational courses** (Certificates & Diplomas) such as Interactive Media, Creative Industries, Screen and Media, Design and Communications.
- Students can enter the industry straight out of school through local studios, radio, TV stations or go straight into social media and promotions. They can also forge their own career as a freelance videographer, editor, photographer or in event recording and distribution. This is unique, as most industries require further study however high school graduates can be quite successful if they are willing to work hard.

## ACADEMIC RECOMMENDATIONS

- A Sound Achievement (SA) in mainstream English.

## COURSE STRUCTURE:

Film & TV consists of 4 Units which combine the 3 elements of Media – Design, Production and Critique. As the year progresses we develop more sophisticated assessment and techniques.

## ASSESSMENT

Time Allocation	Unit	ASSESSMENT
UNIT 1- Term 1	Camera Licence – Instructionals	Youtube style video project
UNIT 2- Term 2	Ratings & Special Effects	Vodcast and VFX effects REEL
UNIT 3- Term 3	Advertising	Multi-modal advertising project
UNIT 4 –Term 4	Non-Linear Storytelling	Stylistic short film project

# Health

## INTRODUCTION

The Health syllabus provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum. Embedded in Health is the Health inquiry model that provides the conceptual framework for this syllabus.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

## ACADEMIC RECOMMENDATIONS

It is recommended that students choosing this subject have a (C) standard for Year 9 HPE Theoretical components and (C) standard for year 9 General English.

## PATHWAYS

Health is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

## YEAR 10 COURSE STRUCTURE

The Health Course consists of 2 units designed to supplement the leanings required for year 11 and 12. Subject matter, learning experiences and assessment increase in complexity as students develop greater independence as learners.

## YEAR 10 ASSESSMENT

Time Allocation	Unit Name	ASSESSMENT
UNIT 1 (15 weeks)	Resilience as a personal health resource	1. Investigation: Analytical Exposition 2. Examination: Extended Response
UNIT 2 (15 weeks)	Peers and family as resource for healthy living: BODY IMAGE/ALCOHOL	1. Examination: Extended Response

# Japanese

## INTRODUCTION

The need to communicate is the foundation for all language development. People use language to communicate every day — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for learning a new language is communication. Students do not simply learn to speak a new language — they participate in a range of activities that require them to become actively involved in understanding and creating written, spoken and visual texts.

## PATHWAYS

Japanese can establish a base for further education and employment in many professions and industries. Many industries value the knowledge of an additional language and the intercultural understanding, these include but are not limited to; tourism, business, hospitality, law, science, technology, sociology and education.

## COURSE STRUCTURE

The Japanese Year 10 course consists of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners. Completion of all four units is essential for a smooth transition into Year 11 Japanese. The units are:

**Unit 1: Let's Go Shopping!**: This unit provides learners with the opportunity to develop vocabulary, grammar and cultural customs that are used whilst shopping in Japan. Students will imagine and create an authentic Japanese shopping experience. On completion of this unit, students will communicate on a satisfactory level with respect to shopping terms, description of items, foods, souvenirs, shops, etc... They will also become aware of the cultural differences in shopping and consumerism between Australia and Japan.

**Unit 2: Let's Party!**: Gift giving and celebrations are an intrinsic part of Japanese culture, and as such it is important that students gain a broader understanding of why gifts are exchanged, when they are given and also why type of gifts are appropriate on various occasions. Students will analyse Japanese and Australian Christmas, New Year and other holiday celebrations/festivals and express giving and receiving of gifts and doing favours.

**Unit 3: Let's Travel to Japan!**: Students will learn how to communicate in Japanese in travel and tourism situations, which could be used both here in Australia and in Japan. They will be able to communicate in Japanese about travel plans, using a variety of vocabulary and language features when both composing and comprehending. Students will also discover more about the many wonderful places in Japan, which will help prepare them for a visit to the country.

**Unit 4: Let's Discuss Our Future!**: What do you want to be when you grow up? This unit examines choices for students and their future ambitions. Exploring a range of vocabulary and language features, students will develop increased confidence and fluency in Japanese, communicating about their future plans and aspirations.

## ASSESSMENT

The structure of assessment items in Year 10 is similar to the assessment items in the Year 11 and 12 Japanese course. Modelling assessment on the Senior Japanese course will enable students to be familiar with senior assessment techniques, and therefore facilitating a successful transition into Year 11.

# Legal Studies

## INTRODUCTION

The legal processes and the interaction between law and society are important to Australians as a developed society. Legal studies enables students to appreciate the relevance of law to themselves and their community. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change in Australia.

A knowledge of the law enables students to have confidence in approaching and accessing the legal system. It empowers students to make judgements and commentaries on the law and its processes. Students examine and justify viewpoints involved in legal issues, and cultivate respect for diversity. The subject satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

## PATHWAYS

Legal studies opens a door to further education and employment in the fields of law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics. There are also further study opportunities at training organisations to complete diplomas and advanced diplomas in Justice and Business. Specific careers that relate to legal studies include: articled clerk, legal practitioner, legal officer, social worker, police officer, corporate lawyer, youth worker and teacher.

## COURSE STRUCTURE

The Legal Studies course consists of a number of topics. The topics are:

### **Unit 1: Beyond Reasonable Doubt**

- Topic 1: Legal foundations
- Topic 2: Criminal investigation process
- Topic 3: Criminal trial process
- Topic 4: Punishment and sentencing

### **Unit 2: Balance of Probabilities**

- Topic 1: Civil law foundations
- Topic 2: Contractual obligations
- Topic 3: Negligence and the duty of care

## ASSESSMENT

Four pieces of school developed assessment will be completed. The assessment will include two exams, an argumentative essay and an inquiry report.

# **Mathematics (General)**

## **INTRODUCTION**

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world.

## **PATHWAYS**

General Mathematics is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

## **COURSE STRUCTURE**

General Mathematics is a course of study consisting of four units. Subject matter, learning experiences, assessment increase in complexity as students develop greater independence as learners.

Topics include:

1. Algebra and linear modelling
2. Algebra and non-linear modelling
3. Chance and Probability
4. Data representation and statistical measures
5. Financial Mathematics, simple and compound interest
6. Pythagoras Theorem and contextualised Trigonometry

## **ASSESSMENT**

Students will be assessed using three criteria:

1. Simple Familiar Questions
2. Complex Familiar Questions
3. Complex Unfamiliar Questions

The assessment instruments may include:

- supervised exams
- practical assignments.

# **Mathematical Methods**

## **INTRODUCTION**

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

## **PATHWAYS**

Mathematical Methods is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

## **COURSE STRUCTURE**

Mathematical Methods is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity as students develop greater independence as learners.

## **COURSE CONTENT:**

Topics include:

1. Algebra and linear modelling
2. Geometric reasoning extending to Circles
3. Algebra and non-linear modelling extending to Quadratics and Exponential Functions
4. Chance including evaluations
5. Data interpretation including Standard Deviation
6. Financial Mathematics incorporating Logarithmic and Exponential function
7. Pythagoras Theorem and further Trigonometry, investigating periodicity.

## **ASSESSMENT**

Students will be assessed using three criteria:

1. Simple Familiar Questions
2. Complex Familiar Questions
3. Complex Unfamiliar Questions

The assessment instruments may include:

- supervised exams
- practical assignments

# Modern History

## INTRODUCTION

Through Modern History students examine humanity's recent past so they may form their own views about the Modern World. Students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between the past, present and possible futures.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

## PATHWAYS

Modern History is a General Subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis. The skills developed in Modern History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions. The study of Modern History concentrates on the development of research skills and formulating logical, evidence-based arguments, these skills are invaluable to anyone continuing their study at a tertiary institution such as University.

## COURSE STRUCTURE

This subject is currently being redeveloped to align with the new Modern History Syllabus implemented with year 11 students in 2019. Students will participate in a variety of activities designed to develop skills and processes required to succeed in Senior Modern History.

During the course, it is anticipated students will study:

### **Unit 1 – Ideas in the Modern World**

Topic 1: American Revolution, 1763–1783

Topic 2: The French Revolution, 1789–1799

### **Unit 2: Movements in the Modern World**

Topic 1: May Fourth Movement in China, 1919

Topic 2: African American Civil rights Movements 1954 – 1968

## ASSESSMENT

Students complete four pieces of formative assessment are to be completed for units 1 and 2. This may include exams, essays and research assignments.

# Music

## INTRODUCTION

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles. The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music (integrated projects).

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to conveying meaning and/or emotion to an audience. Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience. In musicology, students explain the use of music elements and concepts, analysing music in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint. A study of music provides students with opportunities to develop their intellect and personal growth and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences. Studying music provides the basis for rich, lifelong learning.

## PATHWAYS

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment including arts administration and management; for example, artist manager, arts administrator, booking agent, copyright/royalties manager, music accountant, orchestra manager, production music manager, record producer, studio manager, tour manager and venue manager. Educational pathways include arts educator, instrumental teacher, studio teacher and university music academic. Finally, it links well to science fields including technology experiences in music therapy, music video clip director, new media artist, producer, programmer and sound designer.

## ACADEMIC RECOMMENDATIONS

We strongly recommend a (B) from 1 Semester of Year 9 Music. The language and terminology will be extended in Senior Music and students will need some instrumental or vocal experience. The ability to read music makes up some requirements of the course structure but can be picked up via dedication to learning a new language.

## COURSE STRUCTURE

The Music course consists of 3 units, each of which consists of a number of topics. Subject matter, learning experiences and assessment increase in complexity from Units 1- 3 as students develop greater independence as learners. The units are suited to all musicians whether they be vocalist or instrumental.

## ASSESSMENT

Time Allocation	Unit	ASSESSMENT	TYPE
UNIT 1- Term 1	Designs	Jazz and Song writing	Composition Performance (Impro Option)
UNIT 2- Term 2 & 3	Innovations	Innovations + Music Evo (ATAR Trial)	Integrated Research Task Performance+ Composition

# Physical Education

## INTRODUCTION

The knowledge, understanding and skills taught through Health and Physical Education enable students to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making. Students develop the capacity for working independently and collaboratively, reflecting on authentic theories, skills and strategies to become capable and critical participants in, about and through physical activity.

## PATHWAYS

Physical Education is a General subject suited to students who are interested in pathways that lead to tertiary studies, vocational education or work. A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching. This course will be suited to a learner who has an interest in pathways regarding excellence and participation in physical activity.

## ACADEMIC RECOMMENDATIONS

It is recommended that students choosing this subject have a (C) standard for Year 9 HPE Theoretical and Practical components and (C) standard for year 9 General English.

## COURSE STRUCTURE

The Physical Education course in year 10 consists of 4 of topics. Subject matter, learning experiences and assessment increase in complexity as students develop greater independence as learners. The year 10 course is designed to supplement the learnings required for year 11 and 12 Physical Education.

## ASSESSMENT

Time Allocation	Unit	Assessment
Topic 1 - 7 Weeks	Motor Learning and Volleyball	Written Assignment
Topic 2 - 8 Weeks	Biomechanics and Badminton	Multimodal
Topic 3 - 7 Weeks	Sport Psychology and Touch Football	Multimodal
Topic 4 - 8 Weeks	Sociology and Netball	Written Assessment

# **Physics**

## **INTRODUCTION**

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects.

## **PATHWAYS**

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

## **RECOMMENDATIONS**

Students should have at least a high 'B' in Science and a 'B' in Mathematics. An interest in Physical Sciences and the ability to work consistently and seek assistance are major factors leading to success.

The relevance of the subject matter chosen for this course is to:

- a) Give students a working knowledge of basic laws and principles as preparation for further study.
- b) Develop familiarity with some physical principles which have applications at home, industry and in commerce.
- c) Enable students to better understand modern technologies.

## **COURSE STRUCTURE**

Physical quantities and measurement; forces and motion; energy and momentum; electronics; wave motion and optics.

## **ASSESSMENT**

This is done through research investigations, experiments and examinations.

# Psychology

## INTRODUCTION

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

## PATHWAYS

A course of study in Psychology can establish a basis for further education and employment in the fields of health, law, business and education.

## RECOMMENDATIONS

It is recommended that a student choosing Psychology is successful (at least a 'B') in Year 9 mainstream Science and English. Students will succeed if they have a proven ability as an essay writer.

## COURSE STRUCTURE

### Unit 1: Cognitive Development

This unit has been developed from elements of the Senior Psychology syllabus.

- understand that infancy and adolescence are periods of rapid development and changes in brain structure and function, with reference to myelin, synaptic pruning and the forebrain (frontal lobe)
- communicate the nature of neural plasticity with reference to brain development and brain damage
- consider timing of experiences on psychological development with reference to sensitive and critical periods
- summarise the role of attachment in psychological development with reference to the work of Lorenz, Harlow, Bowlby and Ainsworth
- understand that early abuse or deprivation can have detrimental effects on cognitive development

### Unit 2: Emotion & Motivation

- compare the two-factor (Schachter & Singer) and appraisal (Lazarus) theories of emotion
- Mandatory practical: Using an experimental research method, investigate the effect of watching scary (e.g. a scary movie) versus informative (e.g. an advertisement for toothpaste) stimuli on emotional responses (measured as changes in heart rate)
- explain the biological nature of cognitive appraisal.
- describe and assess factors that influence happiness
- explain mindfulness, with reference to attention and acceptance
- analyse the positive consequences of the flow (Nakamura & Csikzentmihalyi 2002) experience, with reference to enhancing positive affect, life satisfaction, performance and learning
- evaluate the achievement goal, cognitive evaluation and self-efficacy.
- (outcome expectations and efficacy expectations) theories of motivation
- describe the role of goal-setting in motivation (Locke et al. 1981).

## ASSESSMENT

This will comprise of a research investigations, experimental data analysis and a semester exam.

# Visual Arts

## INTRODUCTION

The arts are an intellectually engaging intersection of lateral thought and practice. They interrogate the human experience and challenge our understandings by encouraging and provoking alternative ways of seeing, thinking and doing. They enable us to know and observe our world collectively and as individuals. They reveal a sense of who we are and might become as we make connections and new meaning of the world around us and our place in it.

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

## PATHWAYS

Visual Art studies is a study pathway for students to undertake Senior Visual Art in Year 11. This subject seeks to prepare students through developing an understanding of visual analysis through appraising artworks and developing skills to solve visual problems. Assessment tasks in Year 10 also prepare students for future study. Visual Art is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject.

## ACADEMIC RECOMMENDATIONS

A C level in English, or a B in Essential English is recommended.

## COURSE STRUCTURE

The Visual Art course consists of four units, each of which consists of a number of topics. The units are:

**Unit 1: Still Life: Inanimate Objects**

**Unit 2: Artist Book**

**Unit 3: Steampunk**

**Unit 4: Self Portrait**

Each unit comprises of four areas of study: Developing, Researching, Reflecting and Resolving.

## OTHER INFORMATION:

This unit is recommended for those students wishing to undertake Senior Visual Art. It has a deliberate academic focus that will prepare students for Senior Art.

Students will need to purchase the following materials to complete classroom activities: Visual Diary with blank paper (A4 preferred).

Time Allocation	Unit	ASSESSMENT
UNIT 1- Term 1	Still Life: Inanimate objects	Making: Resolved artwork through a visual diary. Appraising: Essays and exams.
UNIT 2- Term 2	Artist Book	Making: Resolved artwork through a visual diary. Appraising: Essays and exams.
UNIT 3- Term 3	Steampunk	Making: Resolved artwork through a visual diary. Appraising: Essays and exams.
UNIT 4 –Term 4	Self Portrait	Making: Resolved artwork through a visual diary. Appraising: essays and exams.

# **Applied Subjects**

**(in Years 11 and 12 one may contribute to ATAR)**

# Agricultural Practices

## INTRODUCTION

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings. Through these learning experiences, students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

These practices include skills needed to work effectively as an individual and as part of a team, to build relationships, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time. These skills are valued in all settings where people work together, and therefore position students for successful transition to work, training and other collaborative environments.

## PATHWAYS

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

## COURSE STRUCTURE

Agricultural practices is currently a six month course with interested students transitioning to study of a Certificate 2 in rural operations at the beginning of Term 3.

- **Animal studies:** Cattle husbandry and production
- **Plant Studies:** Vegetable production
- **Safety and Management Practices:** Embedded in the above courses of work for terms one and two.

## ASSESSMENT

Students will complete one piece of assessment per term in line with the school's assessment policy.

# Construction

## INTRODUCTION

In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by the Australian building and construction industry to create structures. The building and construction industry transforms raw materials into buildings and structures. This adds value for both enterprises and consumers. Australia, as one of the most developed economies in the world, has a strong building and construction industry that provides employment for many people.

The Construction subject focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

## PATHWAYS

A course of study in Construction can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

## COURSE STRUCTURE

In Construction, students will learn the practical knowledge and skills needed when working with materials, tools and machinery. Learning will be shaped around core and elective knowledge, understanding and skills. Students will study two core topics: **Industry Practices** and **Construction Processes**, and will have opportunities to explore these topics through the following elective contexts:

- **Safety**
- **Carpentry**
- **Tiling**
- **Workshop graphics**
- **Concreting**
- **Paving**
- **Bricklaying**
- **Planning and design**
- **Surface finishing**
- **Surveying**

## ASSESSMENT

The structure of assessment items in Year 10 is based on units of work that can have a duration of between 10 and 15 weeks and are designed to allow transition to the senior Building and Construction Skills course in Year 11 and 12. These units will be skills based on the electives above with a focus on processes, materials, tools and safety. Projects or practical demonstrations will be the assessment techniques employed.

# Early Childhood Studies

## INTRODUCTION

In Early Childhood Studies, you will learn concepts and ideas through the core topics:

- *Fundamentals of early childhood* (growth and development, relationships and identity, connectedness, well-being, policies and pathways) and
- *Practices in early childhood* (play-based learning, responsiveness, active learning environments and observations).

The fundamentals underpin the practices in early childhood learning. These core topics are embedded into the four of the following electives:

- *Health and Physical Wellbeing*
- *Being in a Safe Place*

Activities in class may include:

- Games and Activities; Working with Dolls
- Role Play/Scenarios/Discussion; Team Work and Individual work presentations

Students considering Early Childhood as a stepping stone to a future career in the domains of health, community services or education should look at doing work experience in the field of child care to gain an insight into the world of working with children, parents and adults.

## PATHWAYS

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Depending on qualifications, opportunities exist as early childhood educators or teacher's aides or assistants in early childhood settings, childcare facilities, kindergartens and early learning centres.

## COURSE STRUCTURE

Semester A/B Outline:

- Parenting philosophy, mums, dads and “you shaped” families
- Behaviour, discipline and temper tantrums; toddler taming
- Grown up things – toilet training
- Early learning between the ages of birth and three years

Semester A/B Outline:

- Pregnancy and the ‘baby bump’
- The first twelve months; the ‘diaper diaries’
- Growth, nutrition; breast feeding, formula and solid foods

Wellbeing and safety; childhood illness, bumps and bruises

## ASSESSMENT

Assessment in Early Childhood Studies allows you to demonstrate knowledge and understanding, analysing and applying, and planning, justifying and evaluating early childhood learning in a range of contexts and through play-based learning activities.

In Early Childhood Studies, assessment instruments may include:

- *Projects* – involving play-based learning activities responsive to children’s needs; response includes at least two assessable components of either a product or a written, spoken or multi-model performance
- *Investigations* – researching a specific question following an inquiry approach; response will be a specified format such as observation, speech or presentation.

# Engineering

## INTRODUCTION

In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to create products. The engineering manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia, as one of the most developed economies in the world, has strong manufacturing industries that provide employment for many people.

The Engineering subject focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

## PATHWAYS

A course of study in Engineering can establish a basis for further education and employment. With additional training and experience, potential employment opportunities may be found in engineering trades as, for example, a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

## COURSE STRUCTURE

In Engineering, students will learn the practical knowledge and skills needed to work safely with materials, tools and machinery. Learning will be shaped around core and elective knowledge, understanding and skills. Students will study two core topics: **Industry Practices** and **Production Processes** and will have opportunities to explore these topics through at least three of the following elective contexts:

- **Fitting and Machining** — Fitting and machining refers to the manufacture, maintenance and repair of mechanical plant machinery and equipment to operational standards. Precision measuring instruments are used to check parts for accuracy and fit
- **Sheet Metal Working**— Sheet metal working refers to the cutting, forming and joining of sheet metal to manufacture products.
- **Welding and Fabrication** — Welding and fabrication refers to the shaping, joining and repair of metal products and components using heat or electrical current.

## ASSESSMENT

The structure of assessment items in Year 10 is based on units of work that can have a duration of between 10 and 15 weeks and are designed to allow transition to the senior Engineering Skills course in Year 11 and 12. These units will be skills based on the electives above with a focus on processes, materials, tools and safety. Projects or practical demonstrations will be the assessment techniques employed.

# Essential English

## INTRODUCTION

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

## PATHWAYS

Essential English is an applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

## COURSE STRUCTURE

The year 10 Essential English course consists of three term-long units. (They will begin Unit 1 year 11 in term 4.)

## COURSE CONTENT

**Unit 1: Social Issues:** Students will research and examine a range of social issues within the local region that impact youth. They will examine the structure and language of persuasive speeches and write and perform a speech designed to inform a local audience about these issues and encourage them to take positive future action.

**Unit 2: Everyday Heroes:** Students will explore various representations of heroes (including sports heroes, war heroes and everyday heroes), identifying those qualities that distinguish the heroic. They will analyse visual/film and written texts, identifying the language features used to construct representations of the heroic. They will respond to both written and visual/film stimulus in a short response examination.

**Unit 3: At the movies:** Students will view and discuss a popular film text, examining the way in which viewers are invited to respond to the representations of identities, places, events and concepts, in particular, individuals or groups who have been socially disadvantaged. They will respond by constructing a film review that explains these representations to a local audience and offers recommendations for viewing.

## ASSESSMENT

### **Unit 1:**

Spoken campaign speech

### **Unit 2:**

Written examination response

### **Unit 3:**

Written film review

# Essential Mathematics

## INTRODUCTION

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 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.

## PATHWAYS

Essential Mathematics is an applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students 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.

## COURSE STRUCTURE

Essential Mathematics is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

### **Unit 1: Number, data and graphs**

Topic 1: Number

Topic 2: Representing data

Topic 3: Graphs

### **Unit 2: Money, travel and data**

Topic 1: Managing money

Topic 2: Time and motion

Topic 3: Data collection

### **Unit 3: Measurement, scales and data**

Topic 1: Measurement

Topic 2: Scales, plans and models

Topic 3: Summarising and comparing data

### **Unit 4: Graphs, chance and loans**

Topic 1: Bivariate graphs

Topic 2: Probability and relative frequencies

Topic 3: Loans and compound interest

## ASSESSMENT

### **Formative assessment – units 1 and 2**

Two to four pieces of school developed formative assessment will be completed for units 1 and 2. The assessment will be in the form of exams and problem solving tasks.

### **Summative assessment – units 3 and 4**

Essential Mathematics is an applied subject and the results from units 3 and 4 can contribute to an ATAR calculation. Students will complete a total of four summative assessments, one of which has an external component.

# Fashion

## INTRODUCTION

The subject Fashion explores what underpins fashion culture, technology and design. It incorporates the study of three core topics — ‘Fashion culture’, ‘Fashion technologies’ and ‘Fashion design’. Fashion culture explores fashion history, trends and fashion careers. Fashion technologies examine textiles and materials and the technical skills required for garment, accessory and adornment construction. ‘Fashion design’ focuses on the design process and visual literacies.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Fashion has a practical focus where students learn through doing as they engage in a design process to plan, generate and produce fashion items. Students investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices.

Through the design process students engage in design challenges while meeting the needs of clients, or develop products to suit design opportunities. Students investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

## PATHWAYS

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

## COURSE STRUCTURE

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

- Identify and interpret fashion fundamentals
- Explain design briefs
- Demonstrate elements and principles of fashion design and technical skills in fashion contexts.

## ASSESSMENT

Students will complete one piece of assessment per term, each worth 25%. The assessment will be comprised of two (2) written assessments and a two (2) projects. Each assessment will include a practical component to be completed. The exams may include multiple choice items or short response sentences/paragraphs and interpretive questions. The written assessments will consist of a research task and an informative report. There will be a project focussing on developing a solution to a given problem; this will be completed under both supervised and unsupervised conditions. The school will supply equipment and some fabrics and notions for development of skills. But students will need to supply fabrics and some notions for major projects.

# Furnishing

## INTRODUCTION

In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to create products. The furnishing manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers.

The Furnishing Skills subject focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities. The furnishing industry comprises a wide range of fields, including soft furnishing, commercial and household furniture-making, cabinet-making and upholstering. Furnishing products can be manufactured from a range of materials such as textiles, timber, polymers, composites and metals. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

## PATHWAYS

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

## COURSE STRUCTURE

In Furnishing students will learn the practical knowledge and skills needed when working with materials, tools and machinery. Learning will be shaped around core and elective knowledge, understanding and skills. Students will study two core topics: **Industry Practices** and **Production Processes** and will have opportunities to explore these topics through the following elective contexts:

- **Furniture Making**— Furniture-making refers to making or repairing individual pieces of furniture such as chairs, lounges, tables, dining suites, bedroom suites and dressers.
- **Furniture Finishing**— Furniture finishing refers to preparing surfaces and applying stains, coatings and finishes to furniture in manufacture or repair.

## ASSESSMENT

The structure of assessment items in Year 10 is based on units of work that can have a duration of between 10 and 15 weeks and are designed to allow transition to the senior Furnishing Skills course in Year 11 and 12. These units will be skills based on the electives above with a focus on processes, materials, tools and safety. Projects or practical demonstrations will be the assessment techniques employed.

# Hospitality Practices

## INTRODUCTION

The hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers, and it consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders. Hospitality enables students to develop knowledge, understanding and skills of the hospitality industry and to consider a diverse range of post school employment options.

## PATHWAYS

A course of study in Hospitality can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

## COURSE STRUCTURE

While the following units of work will be covered during the course, the order and timing of these may vary depending on the prior knowledge and skills of the students.

- Multicultural – Project consisting of a written folio and actual event showcasing a different culture.
- Celebrations – Project consisting of a written folio and actual event to celebrate a birthday or similar celebration.
- Slice of Life – Project consisting of a written folio and actual event where slices etc will be available for purchase.
- Mocktail Party – Project consisting of a written folio and actual mocktail party event.

## ASSESSMENT

Assessment in Hospitality allows you to demonstrate knowledge and understanding, examining and applying, and planning and evaluating in hospitality contexts from the food and beverage sector in a range of contexts and through actual events.

## FEES AND CHARGES

There are no additional fees and charges in this course. Student may need to be available outside of school hours to be assessed for certain functions and events. The school supplies the majority of ingredients need for this subject.

# Industrial Graphics Skills

## INTRODUCTION

Technology has been an integral part of society for as long as humans have had the desire to create products to improve their quality of life. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by the Australian building and construction industry to create structures. The building and construction industry transforms raw materials into buildings and structures. This adds value for both enterprises and consumers. Australia, as one of the most developed economies in the world, has a strong building and construction industry that provides employment for many people.

The Industrial Graphics Skills subject focuses on the underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills.

## PATHWAYS

A course of study in Graphics can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

## COURSE STRUCTURE

In Graphics students will learn the practical knowledge and skills needed when working with materials, tools and equipment to produce industry-specific technical drawings. Learning will be shaped around fundamental skill such as measuring, sketching, drafting and modelling programs. This will form the core and elective knowledge, understanding and skills that will prepare the student for senior school study in Industrial Graphics Skills. Students will study two core topics: **Industry Practices** and **Drafting Processes** and will have opportunities to explore these topics through the following elective contexts:

- **Building and Construction**
- **Engineering Drafting**
- **Furnishing**

## ASSESSMENT

The structure of assessment items in Year 10 is based on units of work that can have a duration of between 10 and 15 weeks and are designed to allow transition to the senior Industrial Graphics Skills course in Year 11 and 12. Projects, practical demonstrations or exams may be the assessment techniques employed.

# Information and Communication Technology

## INTRODUCTION

Information and Communication Technology (ICT) is central to life in today's technologically advanced world. Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government education and leisure contexts.

## PATHWAYS

A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields especially the fields of ICT operations, game development, audio and video production, networking and the esports industry.

## COURSE STRUCTURE

In ICT students will learn the practical knowledge and skills needed when working with ICTs. Learning will be shaped around core and elective knowledge, understanding and skills. Students will study three core topics: **Hardware, Software and ICT in society** and will have opportunities to explore these topics through at least three of the following elective contexts:

- **Game animation** — production of 2D or 3D animated characters for use in game applications and casting esports gameplay.
- **Audio and video production** — capture, create and edit audio and video content to demonstrate esports games, skills and opportunities.
- **Game coding** — design and develop 2D or 3D game applications that could be used in an esports competition.

## ASSESSMENT

Four pieces of school developed assessment will be completed. The assessment will include three projects and one extended response.

# Social & Community Studies

## INTRODUCTION

People interact in a variety of social, cultural, economic and environmental contexts. It is therefore important for students to understand how their identities are shaped by factors such as culture, gender, race, class, belief systems and economic status. The Social and Community Studies Applied syllabus deals with the skills students need to function efficiently, effectively and positively in current and future life roles. It encourages them to recognise that emotional and social wellbeing are significant to individuals, families, the community and society as a whole.

Students investigate life skills through a variety of electives dealing with topics such as personal finances and consumerism, legal issues, the world of work, workplace relations, the Arts and the community, food and nutrition, health, recreation and leisure, relationships and gender issues, and science and technology

## PATHWAYS

A course of study in Social and Community Studies can establish a basis for further education and employment, as it helps students develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It allows them to manage change, to be resilient and adaptive, and to develop strategies so that they can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers.

## COURSE STRUCTURE

Social and Community Studies is a two unit course of study.

Social and Community Studies focuses on the study of three core life skills areas — personal, interpersonal and citizenship. Each of the three areas of life skills must be covered within every elective topic selected, and be integrated throughout the course.

Electives are to be chosen from the following list:

- Elective 1: The Arts and the community
- Elective 2: Australia's place in the world
- Elective 3: Gender and identity
- Elective 4: Health — food and nutrition
- Elective 5: Health — recreation and leisure
- Elective 6: Into relationships
- Elective 7: Legally, it could be you
- Elective 8: Money management
- Elective 9: Science and technology
- Elective 10: Today's society
- Elective 11: The world of work.

## ASSESSMENT

Consists of four pieces of assessments are to be completed across the year, these will include a variety of instruments including - research reports, individual investigations, short response tests and extended writing tasks.

# Sport & Recreation

## INTRODUCTION

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. Sport and recreation activities are a part of the fabric of Australian life and represent growth industries in Australian society. Sport and recreation activities can include things such as social and competitive sport, fitness programs and outdoor activities. These activities are a part of Australian culture and for many people, form a large part of their leisure time. Participation in sport and recreation can also provide employment opportunities and guide people to making future positive health choices.

Participation in sport and recreation activities provides a unique opportunity for students to experience the challenge and fun of participation in physical activity while developing career, life and physical skills. The skills developed in Sport and Recreation may be directed towards work, personal fitness, or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value involvement in sporting and recreational activities.

## PATHWAYS

Studying Sport and Recreation can link to careers or future study in fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

## COURSE STRUCTURE

Sport and Recreation is a four-unit course of study.

Four core topics are embedded in the learning through the learning of all units. The core topics are; **Sport and recreation in the community, Sport, recreation and healthy living, Health and safety in sport and recreation activities and Personal and interpersonal skills in sport and recreation activities. These Core topics are covered through the study of;**

Unit 1		Unit 2	
Module 1: Coach your team	Module 2: Indigenous games	Module 3: Sport Officiating	Module 4: Sport Nutrition
Unit 3		Unit 4	
Module 5: Water Safety & Lifesaving	Module 6: Sports Medicine and First Aid	Module 7: Event Management – Tournement organisation	Module 8 : Sport, Recreation and the fitness industry

## ASSESSMENT

Unit 1		Unit 2	
Module 1: Project	Module 2: Performance (Practical)	Module 3: Performance (Practical)	Module 4: Investigation
Unit 3		Unit 4	
Module 5: Performance (Practical)	Module 6: Investigation	Module 7: Project	Module 8 : Performance (Practical)

# Visual Art in Practice

## INTRODUCTION

The field of visual arts is expansive, encompassing art forms created primarily for visual perception. How meaning is constructed and read from visual texts is a fundamental skill developed through visual arts. Visual artworks are created for a purpose and in response to individual, group or community needs in one or many contexts, including socio-cultural, economic, educational, geographical and historical. Visual artworks use and push the limits of technologies, are responses to and expressions of time and place, and are limited only by circumstance and imagination.

Visual Arts in Practice foregrounds the role visual arts plays in the community and how students may become involved in community arts activities. This subject focuses on students engaging in art-making processes and making virtual or physical visual artworks for a purpose. This occurs in two to four of the following areas — 2D, 3D, digital and 4D, design, and craft. Students may create images, objects, environments or events to communicate aesthetic meaning.

## PATHWAYS

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

## COURSE STRUCTURE

When studying Visual Arts in Practice students learning will be shaped around core and elective topics. In each area of study they undertake, students of Visual Arts in Practice develop and apply knowledge, understanding and skills from three core topics — ‘Visual mediums, technologies and techniques’, ‘Visual literacies and contexts’ and ‘Artwork realisation’. Students will have the opportunity to explore these topics through at least two to four of the following elective contexts:

- **2D** - 2D refers to only having the dimensions of height and width, and in visual arts this means having elements organised in terms of a flat surface,
- **3D** - 3D refers to having, or relating to, three dimensions. In an artwork this means occupying three-dimensional space.
- **Digital and 4D** - Digital refers to being available in electronic form. 4D refers to the inclusion of the fourth dimension of time and most often refers to film.
- **Design** - Design refers to the conceptual development of an idea guided through a design process rather than the production of the actual artwork.
- **Craft** - Craft refers to those areas traditionally seen as separate to fine arts.

## ASSESSMENT

Four pieces of school developed formative assessment will be completed across the year. The assessment may include a project, a product, an investigation and one extended response.

# VET Certificates

(Vocational Education and Training)

RTO: Aldridge SHS

RTO No: 30208

Multiple VET courses can be studied

# **BSB20120 Certificate II in Workplace Skills**

## **INTRODUCTION**

Certificate II in Workplace Skills is part of the Business Services training package which caters for those students who wish to gain vocational education certification in the Business field, while remaining at school. This certificate is nationally recognised and has the potential of providing better opportunities for the student to gain employment in an office situation after leaving school.

Certificate II in Workplace Skills is designed to equip students with the ability to communicate effectively and to interact confidently through and within a business environment. They will use a range of business information and technologies.

## **PATHWAYS**

Certificate II in Workplace Skills graduates have access to a variety of employment opportunities in a range of industries including: Public Administration, Legal, Banking, Retail, Tourism and Hospitality, Insurance, Health Care and Travel. Further study at TAFE or University is also possible.

## **COURSE STRUCTURE**

The following 10 units of competency, 5 core and 5 electives, must be successfully completed over the two-year course to achieve the certificate.

BSBCMM211	Apply communication skills (Core)
BSBOPS201	Work effectively in business environments (Core)
BSBPEF202	Plan and apply time management (Core)
BSBSUS211	Participate in sustainable work practices (Core)
BSBWHS211	Contribute to Health and Safety of Self and Others (Core)
BSBPEF201	Support personal wellbeing in the workplace (Elective)
BSBTEC201	Use business software applications (Elective)
BSBTEC202	Use digital technologies to communicate in a work environment (Elective)
BSBPEF101	Plan and prepare for work readiness (Elective)
BSBTWK201	Work effectively with others (Elective)

## **ASSESSMENT**

There are no A – E results attained in this course; the student will either be deemed competent or not yet competent at completing various tasks within the 10 Units of Competency. As a result the student will not receive a Level of Achievement. Completion of the 10 units contained within the Certificate II will contribute four (4) credits towards the Queensland Certificate of Education (QCE) and the student will be issued with the Certificate I within 21 days of completing the course. Assessment may consist of the following techniques: folios of work, computer applications, teacher observation checklists, oral presentations, practical simulations, scenarios and case studies.

## **FEES AND CHARGES**

There are no additional fees or charges for this course apart from the Work Placement Fee. Work Placement is not mandatory, but it is highly recommended for this course. Participation in Work Placement will incur an annual \$40.00 placement fee.

**RTO:** Aldridge State High School, Provider No: 30208.

**PUBLICATION DATE:** 27 July 2021 – This information is correct at time of publication but subject to change.

# SIT10222 Certificate I in Hospitality

## INTRODUCTION

The hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers, and it consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders. Certificate 1 in Hospitality enables students to develop knowledge, understanding and skills of the hospitality industry and to consider a diverse range of post school employment options.

## PATHWAYS

A course of study in Hospitality can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

## COURSE STRUCTURE

While the following units of competency will be covered during the course, the order and timing of these may vary depending on the prior knowledge and skills of the students.

To complete Certificate I in Hospitality, 6 units of competency, 3 core and 3 electives, must be successfully completed.

The following units will be offered:

BSBTWK201 Work effectively with others

SITXCCS001 Provide customer information and assistance

SITXCCS009 Participate in safe work practices

SITXFSA005 Use hygienic practices for food safety

SITHCCC023 Use food preparation equipment

SITHCCC024 Prepare and present simple dishes

School provides ingredients for most practical tasks. This subject will be a great introduction to the Hospitality Courses offered in Year 11 and 12. Also valuable knowledge and skills for part time work in local hospitality establishments will be gained.

## ASSESSMENT

There are no A – E results attained in this course; the student will either be deemed competent or not yet competent at completing various tasks within Units of Competency. As a result, the student will not receive a Level of Achievement.

## FEES AND CHARGES

There are no additional fees and charges in this course. Student may need to be available outside of school hours to be assessed for units of competency at certain functions and events.

**RTO:** Aldridge State High School, Provider No: 30208.

**PUBLICATION DATE:** 25 January 2024 – This information is correct at time of publication but subject to change.

# **FSK20119 Certificate II in Skills for Work and Vocational Pathways**

## **INTRODUCTION**

Certificate II in Skills for Work and Vocational Pathways is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. This certificate is nationally recognised and has the potential of providing better opportunities for the student continue to study or to gain employment in a range of situations after leaving school.

Certificate II in Skills for Work and Vocational Pathways is designed to equip students with the ability to gain a pathway to employment or vocational training, advance their reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3 and develop entry level digital literacy and employability skills and create a vocational training and employment plan.

## **PATHWAYS**

Certificate II in Skills for Work and Vocational Pathways graduates have access to a variety of employment opportunities in a range of industries including: Public Administration, Retail, Tourism and Hospitality, Health Care and Travel. Further study at TAFE or University is also possible.

## **PREREQUISITES**

There are no prerequisites and no entry requirements for this course.

## **COURSE STRUCTURE**

The following 14 units of competency, 1 core, 4 group A, 6 group B and 3 electives, must be successfully completed over the two-year course to achieve the certificate.

FSKLRG011	Use routine strategies for work-related learning (Core)
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work (Group A)
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work (Group A)
FSKNUM019	Interpret routine tables, graphs and charts and use information and data for work (Group A)
FSKNUM030	Use common functions of a scientific calculator for work (Group A)
FSKDIG003	Use digital technologies for non-routine workplace tasks (Group B)
FSKLRG009	Use strategies to respond to routine workplace problems (Group B)
FSKLRG010	Use routine strategies for career planning (Group B)
FSKOCM007	Interact effectively with others at work (Group B)
FSKRDG010	Read and respond to routine workplace information (Group B)
FSKWTG009	Write routine workplace texts (Group B)
BSBOPS101	Use business resources (Elective)
BSBTEC101	Operate digital devices (Elective)
BSBTEC203	Research using the internet (Elective)

## **ASSESSMENT**

There are no A – E results attained in this course; the student will either be deemed competent or not yet competent at completing various tasks within the 14 Units of Competency. As a result, the student will not receive a Level of Achievement. Completion of the 14 units contained within the Certificate II will contribute four (4) credits towards the Queensland Certificate of Education (QCE). Assessment may consist of the following techniques: folios of work, computer applications, teacher observations, practical simulations, scenarios and case studies.

## **FEES AND CHARGES**

There are no additional fees or charges for this course apart from the Work Placement Fee. Work Placement is not mandatory, but it is highly recommended for this course. Participation in Work Placement will incur an annual \$40.00 placement fee.

**RTO:** Aldridge State High School, Provider No: 30208

**PUBLICATION DATE:** 03 December 2021 – This information is correct at time of publication but subject to change.

# SIS20419 Certificate II in Outdoor Recreation

## INTRODUCTION

Certificate II in Outdoor Recreation includes a range of outdoor pursuits that help to develop students into future outdoor leaders. It will give students the skills and knowledge to work, under supervision, as part of a team in a range of activities including bushwalking, rock climbing, abseiling, snorkelling and more.

## PATHWAYS

Certificate II in Outdoor Recreation is aimed at young people wishing to start their career in the Outdoor Recreation industry as an Assistant Guide/ Leader/ Instructor, or for those who want to gain foundation skills in the area of Outdoor Recreation.

## PREREQUISITES

There are no prerequisites or entry requirements for this course.

## COURSE STRUCTURE

While the following units of competency will be covered during the course, the order and timing of these may vary depending on the prior knowledge and skills of the students.

UNIT CODE	NAME OF UNIT OF COMPETENCY	CORE/ELECTIVE
HLTAID003	Provide first aid	Elective B
SISOFLD001	Assist in conducting recreation sessions	Core
SISOFLD002	Minimise environmental impact	Core
HLTWHS001	Participate in workplace health and safety	Core
SISOBWG001	Bushwalk in tracked environments	Elective A
SISOFLD006	Navigate in tracked environments	Elective A
SISOFLD003	Select, set up and operate a temporary or overnight site	Elective
SISXIND002	Maintain sport, fitness and recreation industry knowledge	Core
SITXFSA001	Use hygienic practices for food safety	Elective B
SISOABS001	Abseil single pitches using fundamental skills	Elective A
SISOSNK001	Snorkel	Elective A

## ASSESSMENT

There are no A – E results attained in the course; the student will be deemed competent or not yet competent at completing various tasks within the 11 Units of Competency. Completion of the 11 units contained within the Certificate II will contribute to four (4) towards the Queensland Certificate of Education. Assessment consist of the following techniques: Folios of work, teacher observation, practical simulations, scenarios and bookwork.

Students will undertake assessment tasks at:

- Great Keppel Island
- Aldershot Scout Camp
- Cooloola National Park
- Brooyar State Forest
- Various school and district sporting events
- School Leadership camps

## FEES AND CHARGES

This course attracts a \$800 course fee over two (2) years, and when delivered outside of Aldridge State High School the course exceeds \$2 300. Course fee includes all travel, accommodation, external provider fees and equipment hire.

## THIRD PARTY ARRANGEMENT

The unit HLTAID003 Provide first aid, or its successor, will be delivered by an Aldridge staff member through Royal Life Saving Society Queensland Inc (RLSSQ), [www.rlssq.com.au](http://www.rlssq.com.au). RLSSQ will issue a Statement of Attainment upon successful completion of this unit. This will be recorded as a credit transfer on the student's record.

**RTO:** Aldridge State High School, Provider No: 30208

**PUBLICATION DATE:** 3 December 2021 – This information is correct at time of publication but subject to change.

# LEC Subjects

## LEC General Information

Students with disabilities have various options for the pathway they choose to follow in year 10. There are two (2) dominant choices – these are the taster subjects for a QCE pathway and the QCIA pathway.

### **QCE Subjects**

The QCE Pathway provides the opportunity for students to complete subjects that will expose students to the type of content and rigour that is required to successfully gain a QCE in years 11 and 12. To achieve this, students must show evidence of a breadth and depth of knowledge across at least five (5) subjects. Further, students must meet set literacy and numeracy standards.

For Students with Disabilities who wish to engage in this pathway, students must undertake the following subjects:

- Essential English
- Essential Mathematics or Short Course in Numeracy
- Elective subjects

### **QCIA/Modified Subjects**

The QCIA Pathway has been designed for students who aim to attain a Queensland Certificate of Individual Achievement at the completion of their senior schooling. The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on *individualised learning programs*. The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers.

This pathway will consist of subjects, which have been designed to develop life skills and establish links into the community for post school transition. This type of program depends on the student cohort, their ability level, the size of the cohort and the type of program staff believe the student should be following.

The subjects offered in this pathway are as follows (please note, not all subjects will run every year – depends on staffing and cohort):

- Functional English
- Functional Maths
- Functional Recreation Studies (FRT)
- Personal & Living Dimensions (PLD)
- Vocational and Transition Activities (VTA)
- Community, Citizenship and the Environment (CCE)
- QCIA Preparation

These subjects are further described on the following pages.

# Functional English

## INTRODUCTION

This subject does not count towards a QCE.

Functional English is a course offered by the Learning Enhancement Centre in consultation with Deputy Principal (Special Education) and HOD English. It caters for students with special needs, including students with disabilities and/or students with low literacy skills. It provides emphasis on practical literacy experiences for students and allows for programs of study based on a flexible combination of literacy topics.

## LEARNING EXPERIENCES

The learning experiences in this subject will be activity based and life related as much as possible. They will be designed to allow students to present topics in practical and oral forms and, as much as possible, the learning environment will emphasise group work and presentation. The learning experiences will cater for individual differences in ability, learning styles and interests that actively encourage participation and reward effort.

## COURSE STRUCTURE

The course will be a mixture of practical and in class work related to the following topics:

### Unit 1:

- Everyday Texts
- Presenting a Professional Image x 2
- Reading Links

### Unit 2:

- Everyday Procedures x 2
- At the Movies
- Reading Links

### Unit 3:

- Healthy Living x 2
- Time to Travel
- Reading Links

### Unit 4:

- Getting that Job – Letter of Application, Resume, Mock Job Interview
- Reading Links

## ASSESSMENT

Assessment for this program of study will be predominately oral work and/or practical with an emphasis on participation. It will evolve from learning experiences that reflect real life situations. Traditional examinations will be kept to a minimum. Where possible, assessment will be through oral presentations and work folios.

# Functional Mathematics

## INTRODUCTION

This subject does not count towards a QCE.

Functional Mathematics is a course offered by the Learning Enhancement Centre in consultation with Deputy Principal (Special Education) and HOD Mathematics. It caters for students with special needs, including students with disabilities and/or students with low numeracy skills. It provides emphasis on practical numeracy experiences for students and allows for programs of study based on a flexible combination of numeracy topics.

## LEARNING EXPERIENCES

The learning experiences in this subject will be actively based and life related as much as possible. They will be designed to allow students to present topics in practical and oral forms and, as much as possible, the learning environment with emphasis on group work and presentation. The learning experiences will cater for individual differences in ability, learning styles and interests that actively encourage participation and reward effort.

## COURSE STRUCTURE

The course will be a mixture of practical and in class work related to the following topics:

- Number – Fractions, Budgeting and Money
- Data
- Location & Time – Travelling
- Measurement

Year 1	Year 2
Unit 1: <ul style="list-style-type: none"><li>• Money</li><li>• Purchase calculations</li></ul>	Unit 1: <ul style="list-style-type: none"><li>• Making Money</li></ul>
Unit 2: <ul style="list-style-type: none"><li>• Time &amp; travel</li></ul>	Unit2: <ul style="list-style-type: none"><li>• Graphing &amp; Data</li></ul>
Unit 3: <ul style="list-style-type: none"><li>• Perimeter &amp; Area</li><li>• Budgeting &amp; Percentages</li></ul>	Unit 3: <ul style="list-style-type: none"><li>• Shapes &amp; Solids</li></ul>
Unit 4: <ul style="list-style-type: none"><li>• Fractions &amp; Ratios</li></ul>	Unit 4: <ul style="list-style-type: none"><li>• Renting a house</li></ul>

## ASSESSMENT

Assessment for this program of study will be related to practical activities with the emphasis on participation. It will evolve from learning experiences that reflect real life situation. It will evolve from learning experiences that reflect real life situations. Where possible, presentation of assessment pieces will be through projects, folios and investigation. Traditional examinations will be kept to a minimum.

# Personal and Living Dimensions

## INTRODUCTION

This subject does not count towards a QCE.

Personal and Living Dimensions (PLD), previously called In the Kitchen, is a two (2) year course which will provide students with the theoretical knowledge and practical skills they need to produce food and beverages at home. There are four (4) major themes covered in this course. Many of these will be taught concurrently over the two (2) years. These topics are:

- Kitchen Health and Safety
- Food and Beverage Production and Presentation
- Serving Food and Beverages
- Planning a Menu for an Event

Health and Wellbeing:

- Engage in mealtime routines
- Explore healthy mealtime options
- Engage in the preparation of healthy mealtime options
- Show awareness of and identify health information and messages presented in the media, including online materials
- Explore and practice daily habits that promote own and others' health
- Explore health information and messages presented in the media and how they relate to health decisions and behaviours
- Identify appropriate dress requirements for a range of activities and environments
- Contribute collaboratively to groups and teams
- Explore ways to approach and complete tasks while maintaining personal safety

**NB: this is a developmental course and will be adjusted according to the needs of the students in the class.**

## COURSE STRUCTURE

<p>Unit 1:</p> <ul style="list-style-type: none"><li>• Kitchen safety (household chores, cooking healthy snacks)</li><li>• Sugar film – healthy eating</li><li>• Menu planning/Budgeting</li></ul> <p>Unit 2:</p> <ul style="list-style-type: none"><li>• Cooking lunches</li><li>• Life skills</li></ul>	<p>Unit 3:</p> <ul style="list-style-type: none"><li>• International cooking and nutrition</li><li>• Planning for events</li></ul> <p>Unit 4:</p> <ul style="list-style-type: none"><li>• Every day living</li><li>• Life skills</li></ul>
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## ASSESSMENT

Students will be assessed using a variety of methods including (but not exclusive to) observation of their skills, record-keeping, portfolio presentation and in-class mini-tests.

# Vocational and Transition Skills

## INTRODUCTION

This subject does not count towards a QCE.

Vocational and Transition Skills (VTA), previously called Farm Skills, is a two (2) year course which will provide students with the theoretical knowledge and practical skills they will need to maintain a garden and provide basic care for some animals. There are four (4) main topics in this course. Many of these will be taught concurrently over the two (2) years. These topics are: Farm Maintenance, Animal Care, Small Crop Production and Fencing. In this subject, students will:

- Participate in different vocational and transition options, such as volunteering, supported employment, community participation, simulated work environments
- Show awareness of local and community resources
- Identify abilities, talents and interests as a learner
- Reflect on feelings as a learner and how efforts affect skills and achievements
- Identify learning strategies to assist with strengths and weaknesses
- Follow set routines for learning work and life
- Work safely in different environments, such as home, school, local community, work
- Attempt tasks with support or assistance
- Prioritise steps or stages for completing task
- Work independently on routine tasks

**NB: this is a developmental course and will be adjusted according to the needs of the students in the class.**

## COURSE STRUCTURE

### Unit 1: Farm Maintenance

- Machine maintenance
- Mowing, whipper snipping
- Weeding
- Shed cleaning

### Unit 2: Animal Care

- Egg production
- Chicken feeding & husbandry
- Beef cattle husbandry
- Cattle handling

### Unit 3: Crop Production

- Soil preparation
- Planting
- Growing small crops & harvesting

### Unit 4: Fencing

- Fence repairs
- Planning a new fence
- Constructing a fence

## ASSESSMENT

Students will be assessed using a variety of methods including (but not exclusive to) observation of their skills, record-keeping, portfolios of work and in-class mini-tests.

# **Community, Citizenship and the Environment**

## **INTRODUCTION**

This subject does not count towards a QCE.

This subject is offered by the Learning Enhancement Centre in consultation with the Deputy Principal (Special Education). It caters for students with disabilities. It provides an emphasis on practical experience and skills.

The world of work includes not just paid employment, but unpaid work and volunteering. To be successful in a workplace, a number of skills are necessary. This subject aims to develop those skills.

## **COURSE STRUCTURE**

Topics to be covered will include:

- Workplace Health and Safety
- Presenting a Positive Image in the Workplace
- Developing Job search and Interview Skills
- Effective Communication in the Workplace
- Using Office Equipment
- Working with Others
- Effective Volunteering

Students undertaking this subject will be encouraged to undertake work experience in both business and volunteer organisation settings.

# Functional Recreation Studies

## INTRODUCTION

This subject does not count towards a QCE.

Functional Recreation Studies is a course offered by the Learning Enhancement Centre in consultation with the Deputy Principal (Special Education) and cooperation with the HOD HPE. It is developed for students with special needs, including physical and cognitive disabilities and disorders, encouraging them to maintain active lifestyles, enhance physical wellbeing and self-esteem, and promote participation in activities with both physical and social benefits.

## LEARNING EXPERIENCES

Emphasis throughout the course is on active participation and cooperation with classmates. The course has a practical focus, but with weekly theory lessons based around the specific units which promote an understanding of the rules, skills and science associated with that unit. Students are encouraged to experiment with new skills and improve existing abilities, within an accepting and predominantly low stress environment.

## COURSE STRUCTURE

Content will be impacted to some degree on whether the course can function independently, based on sufficient participant numbers, or needs to be incorporated with another LEC year level (which has been successfully trialled). If the course runs independently, the topics will include:

- Swimming – Recreational Water sports
- Fitness and Training for Self-Improvement
- Track and Field Athletics
- Individual Ball Sports – Table Tennis/Golf/Squash
- Team Sports – Basketball/Volleyball/Touch Football

## ASSESSMENT

Assessment for the course will occur at the end of each term or unit, and will be focused on participation linked to skill mastery in the various sport units studied, with consideration made for individual differences and disabilities. Theory content will be assessed via open book exams or short assignments, with additional support and scaffolding provided where necessary.

## NOTE

The offering of this subject is dependent on the cohort and having sufficient numbers to make it viable.