YEAR 10

SUBJECT SELECTION

This book details the subjects on offer for year 10 students. Please note that the availability of subjects on offer may vary due to staffing and subject enrolment numbers.
Welcome to the next phase of your schooling

Our Year 10 curriculum framework offers our students a launch-pad into their senior pathways offerings, bridging the learning undertaken in the Junior Secondary Years and preparing students for the final years of schooling. The framework aligns closely to the nation-wide changes to curriculum and its impact on the Senior Learning Phase. Through a strong focus on our performance and achievement agenda we provide our students with world-class educational, personal, ethical and social skills that prepare them for their dynamic future pathways.

The Year 10 program is driven by two main goals; firstly, to create an educational framework that offers the best preparation for every student for engaging in the compulsory participation phase and secondly to provide multiple, flexible, and individualised pathway options that enable each individual student to find challenge, success and fulfilment within their learning pathway.

Meridan State College offers students a broad range of pathway options for students to undertake throughout the Senior phase of learning. The subjects students will study in Year 10 will prepare students for the range of options offered in Year 11 and 12 including:

- Authority and Authority Registered subjects as per syllabus documents set out by the Queensland Curriculum Assessment Authority (QCAA) previously known as Queensland Studies Authority (QSA).
- Certificate I, II and III courses delivered on campus
- School based apprenticeships or traineeships (SAT)
- Technical and Further Education (TAFE) and external Registered Training Organisations (RTO) offerings - Certificate II, III and IV and Diplomas
- University courses (e.g. University of the Sunshine Coast (USC) - Headstart)

To maximise opportunities for students to achieve success in their desired pathways, we have broadened the scope of subject selection options in Year 10 to best support student performance, enabling each individual student to find challenge, success and fulfilment within their performance pathway.

Students are provided with advice and guidance to carefully select a suite of subjects that best fit their learning and future needs. This reflects that sub school’s philosophy of ensuring students are undertaking the right subjects within the right pathways, and the valuing of both academic and vocational curriculums.

We welcome each family to this exciting and challenging Senior Phase of Learning. We look forward to supporting students in this next phase of their learning journey.

Fiona Free
Principal
Secondary School
# YEAR 10 PATHWAY OFFERINGS

## CHOOSING A PERFORMANCE PATHWAY IN YEAR 10

## SUBJECT OFFERINGS IN THE SENIOR SCHOOL

## SUBJECT FEES

## SUBJECT STATIONERY LISTS

## BRING YOUR OWN DEVICE PROGRAM (BYOX)

## CURRENT LEGISLATION

## PROPOSED SUBJECT OFFERINGS YEAR 10 (WITH PREREQUISITES)

## CORE SUBJECTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Pathway</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>Mathematics</td>
<td>11</td>
</tr>
<tr>
<td><strong>MATHEMATICS EXTENSION</strong></td>
<td>Mathematics</td>
<td>12</td>
</tr>
<tr>
<td><strong>ELECTIVE SUBJECTS</strong></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td><strong>BIOLOGY</strong></td>
<td>Science</td>
<td>14</td>
</tr>
<tr>
<td><strong>CHEMISTRY</strong></td>
<td>Science</td>
<td>15</td>
</tr>
<tr>
<td><strong>GEOGRAPHY</strong></td>
<td>Humanities</td>
<td>16</td>
</tr>
<tr>
<td><strong>HISTORY</strong></td>
<td>Humanities</td>
<td>17</td>
</tr>
<tr>
<td><strong>MARINE SCIENCE</strong></td>
<td>Science</td>
<td>18</td>
</tr>
<tr>
<td><strong>PHYSICS</strong></td>
<td>Science</td>
<td>19</td>
</tr>
<tr>
<td><strong>ART</strong></td>
<td>The Arts</td>
<td>20</td>
</tr>
<tr>
<td><strong>BUSINESS STUDIES</strong></td>
<td>Business &amp; Technologies</td>
<td>21</td>
</tr>
<tr>
<td><strong>CERTIFICATE I IN HOSPITALITY</strong></td>
<td>Creative Design</td>
<td>22</td>
</tr>
<tr>
<td><strong>DANCE</strong></td>
<td>The Arts</td>
<td>23</td>
</tr>
<tr>
<td><strong>DRAMA</strong></td>
<td>The Arts</td>
<td>24</td>
</tr>
<tr>
<td><strong>GRAPHICS &amp; DESIGN</strong></td>
<td>Business &amp; Technologies</td>
<td>25</td>
</tr>
<tr>
<td><strong>INDONESIAN</strong></td>
<td>Humanities</td>
<td>26</td>
</tr>
<tr>
<td><strong>INDUSTRIAL METAL ENGINEERING</strong></td>
<td>Business &amp; Technologies</td>
<td>27</td>
</tr>
<tr>
<td><strong>INDUSTRIAL TECHNOLOGY MANUFACTURING</strong></td>
<td>Business &amp; Technologies</td>
<td>28</td>
</tr>
<tr>
<td><strong>INDUSTRIAL GRAPHICS SKILLS</strong></td>
<td>Business &amp; Technologies</td>
<td>29</td>
</tr>
<tr>
<td><strong>INFORMATION &amp; COMMUNICATION TECHNOLOGIES</strong></td>
<td>Business &amp; Technologies</td>
<td>30</td>
</tr>
<tr>
<td><strong>ITALIAN</strong></td>
<td>Humanities/LOTE</td>
<td>31</td>
</tr>
<tr>
<td>Subject</td>
<td>Category</td>
<td>Page</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------</td>
<td>------</td>
</tr>
<tr>
<td>MEDIA STUDIES</td>
<td>THE ARTS</td>
<td>32</td>
</tr>
<tr>
<td>MUSIC</td>
<td>THE ARTS</td>
<td>33</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>HPE</td>
<td>34</td>
</tr>
<tr>
<td>COMPULSORY SUBJECTS</td>
<td>COMPULSORY SUBJECT</td>
<td>35</td>
</tr>
<tr>
<td>CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS</td>
<td>COMPULSORY SUBJECT</td>
<td>36</td>
</tr>
<tr>
<td>PATHWAYS TO SUCCESS</td>
<td>COMPULSORY SUBJECT</td>
<td>37</td>
</tr>
</tbody>
</table>
Year 10 Pathway Offerings

As students move through the senior years they each move along a learning journey carefully constructed to ensure they are best prepared for their future direction. Each student’s learning journey consists of three strands that are focused on ensuring each student’s individual success. These strands are the:

- Personal Development Strand
- Performance Strand and
- Career Readiness Strand.

The Personal Development Pathway is delivered through the Pathways to Success Program and encompasses the skills students in need be active and well-rounded citizens. Within the context of supporting student wellbeing and learning, students explore the topics of leadership, team skills, interpersonal skills, decision making, personal health and self-awareness and responsibility.

The Performance Pathway refers to the suite of curriculum subjects students have selected to undertake involving academic and vocational studies that will provide the prerequisite skills and knowledge to achieve in their chose area. This pathway involves significant focus on ensuring each student achievements high standards in their learning.

Finally the Career Readiness Pathway focused on supporting students through the decision-making process of selecting and preparing for postsecondary destinations.

<table>
<thead>
<tr>
<th>Year</th>
<th>Personal Development Pathway</th>
<th>Performance Pathway</th>
<th>Career Readiness Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10</td>
<td>Year 9 to 10 Transition Program</td>
<td>Year 10 Subjects</td>
<td>Certificate II in Skills for Work and Vocational Pathways</td>
</tr>
<tr>
<td></td>
<td>Pathways to Success</td>
<td>- Core</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Elective</td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>Pathways to Success</td>
<td>Year 11/12 Subjects</td>
<td>QCS Preparation Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- OP Pathway (OPP)</td>
<td>Certificate II in Vocational and Education Training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Alternate Tertiary Pathway (ATP)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Vocational Pathway (VETP)</td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>Pathways to Success</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Choosing a performance pathway in Year 10

The Year 10 senior school curriculum structure allows students to maximise their performance in their chosen pathway. This involves:

- Ensuring students select a suite of subjects that promotes the best possible outcomes for students.
- Ensuring the subjects on offer in Year 10 have a direct link to subjects and pathways offered in Year 10 and 12 and best prepare students for success in these subjects.
- Engaging students in a rigorous and personalised career and education and planning process which align subject selections and pathway choices.
- Supporting student wellbeing and personal development through the Pathways to Success Program.

In determining subject choices students:

1. Must meet the required pre-requisites for study as identified in this booklet or have consulted with the Head of Department regarding approval to undertake the subject.

2. Must study an English subject and a Mathematics subject (Core Subject Requirement). The choice of English and Mathematics subjects will be determined by Year 9 results and students will be allocated to the subject that best meets their individual needs by the English and Mathematics Heads of Department in consultation with parents and the student where appropriate. These placements will be monitored over the year and class allocations may change from time to time.

3. Will also be able to choose subjects from the other key learning areas. These subjects combined with the core subjects selected, will provide students with the breadth and depth of learning needed to support them in determining their Year 11/12 Performance Pathway and in being prepared with the knowledge and skills to achieve success in the final years of schooling.

4. Will have the opportunity during Semester 2, to work with the school administration to explore degrees of flexibility within the timetable to initiate workplace learning options and extended study options. Students will be able to begin negotiating Work Experience, Traineeships/Apprenticeships, Headstart (University) study options and TAFE options as per their individual needs in anticipation for the move into Year 11/12. Sourcing these options will require both the school and student to work together to source these placements and opportunities.

5. Will undertake the Certificate II Workplace Practices course and the Pathways to Success Program.

When choosing Year 10 Subjects:

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

Choose subjects you enjoy

- We usually put more effort into a subject or activity we enjoy.
- Choose subjects that hold your interest.

Continue subjects you have done well in before

- Previous success in a subject usually gives you a head start in tackling work at a more advanced level. Build on your strengths.

Choose subjects that keep your career options open and will help you reach career goals

- Seek guidance from parents, staff or the Guidance Officer.

Don’t look for easy options...

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

2
Subject Offerings in the Senior School

Details about all subjects and pre-requisites can be found on the College website. Vocational subjects flagged with an* are delivered in partnership with an external Registered Training Organisation RTO.

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Core /Compulsory</th>
<th>Elective Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ English</td>
<td>□ Biology</td>
<td>□ Art</td>
</tr>
<tr>
<td>□ Mathematics</td>
<td>□ Chemistry</td>
<td>□ Business Studies</td>
</tr>
<tr>
<td>□ Mathematics Extension</td>
<td>□ Geography</td>
<td>□ Certificate I in Hospitality</td>
</tr>
<tr>
<td></td>
<td>□ History</td>
<td>□ Dance</td>
</tr>
<tr>
<td></td>
<td>□ Marine Science</td>
<td>□ Dance Extension</td>
</tr>
<tr>
<td></td>
<td>□ Physics</td>
<td>□ Drama</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Graphics &amp; Design</td>
</tr>
<tr>
<td>Compulsory Subjects</td>
<td></td>
<td>□ Indonesian</td>
</tr>
<tr>
<td>□ Certificate II in Skills for Work and Vocational Pathways</td>
<td></td>
<td>□ Industrial Technology Engineering</td>
</tr>
<tr>
<td>□ Pathways to Success</td>
<td></td>
<td>□ Industrial Technology Manufacturing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Industrial Metal Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Industrial Graphic Skills</td>
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<tr>
<td></td>
<td></td>
<td>□ Information Communication Technology</td>
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<td></td>
<td></td>
<td>□ Italian</td>
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<tr>
<td></td>
<td></td>
<td>□ Media Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Music</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Physical Education</td>
</tr>
</tbody>
</table>

Alternate Learning Options - Students can choose to enrich their core program with a range of alternate learning options delivered in partnership with our College. Please discuss with administration.
**Subject Offerings in the Senior School**

This framework will continue to evolve and extend into 2017 and beyond.

<table>
<thead>
<tr>
<th>Authority Subjects</th>
<th>Authority-Registered Subjects</th>
<th>Vocational Education &amp; Training Certificate Courses offered within the College RTO</th>
<th>Vocational Education &amp; Training Certificate Courses offered within the College by external providers and are fee-for-service courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Ancient History</td>
<td>☐ Information Technology Systems</td>
<td>☐ Aquatic Practices</td>
<td>☐ Certificate II in Business</td>
</tr>
<tr>
<td>☐ Biology</td>
<td>☐ Italian</td>
<td>☐ English Communication</td>
<td>☐ Certificate III Dance**</td>
</tr>
<tr>
<td>☐ Business</td>
<td>☐ Legal Studies</td>
<td>☐ Industrial Technology Skills</td>
<td>☐ Certificate I in Furnishing</td>
</tr>
<tr>
<td>Communication and</td>
<td>☐ Marine Science</td>
<td>☐ Pre-Vocational Mathematics</td>
<td>☐ Certificate II in Hospitality</td>
</tr>
<tr>
<td>Technology</td>
<td>☐ Mathematics A</td>
<td>☐ Recreation</td>
<td>☐ Certificate II in Information, Digital Media and Technology</td>
</tr>
<tr>
<td>☐ Drama</td>
<td>☐ Mathematics B</td>
<td></td>
<td>☐ Certificate III in Information, Digital Media and Technology</td>
</tr>
<tr>
<td>☐ English</td>
<td>☐ Mathematics C</td>
<td></td>
<td>☐ Certificate II in Skills for Work and Future pathways</td>
</tr>
<tr>
<td>☐ Film, Television</td>
<td>☐ Modern History</td>
<td></td>
<td>☐ Certificate II in Tourism</td>
</tr>
<tr>
<td>&amp; New Media</td>
<td>☐ Music</td>
<td></td>
<td>☐ Certificate II Visual Arts**</td>
</tr>
<tr>
<td>☐ Geography</td>
<td>☐ Physical Education</td>
<td></td>
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</tr>
<tr>
<td>☐ Graphics</td>
<td>☐ Visual Art</td>
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<tr>
<td>☐ Health Education</td>
<td>☐ Physics</td>
<td></td>
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<tr>
<td>☐ Indonesian</td>
<td>☐ Technology Studies</td>
<td></td>
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<tr>
<td>☐ Information</td>
<td>☐ Visual Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Processing and</td>
<td>☐ Visual Art</td>
<td></td>
<td></td>
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<tr>
<td>Technology</td>
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</tbody>
</table>
Subject Fees

Some subjects require extra funding to operate in addition to that provided by the Student Resource Scheme (SRS) and Government Grants. It is College policy for such fees to be paid by the due date. Subject fees and Excursion costs not covered by SRS will be invoiced. Subject fees and the SRS Scheme will be made available to parents/carers in Term 4.

External Provider fees associated with some Certificate courses must be paid to the College on enrolment into the course and prior to commencing the course. Costs will be confirmed by Providers at the beginning of the year. Subject fees for students who undertake a VET Certificate in partnership with an external provider will not be refunded once the transfer of funds has occurred from the College to the external provider.

Subject Stationery Lists

Subject stationery lists will be available on the College website from Term 4. Two options for purchase will be available:

- individually, or
- school process

Bring Your Own Device Program (BYOx)

The BYOx Program at Meridan State College is a new concept which is being offered to students in Years 7 to 12 from the beginning of 2016, due to the phasing out and completion of the National Secondary Schools Computer Fund (NSSCF). This approach to technology in classrooms is going to further allow students to have more individualised learning, using the software they like, as well as access to their own device whenever they need to or wish to do school work.

In 2015 our Year 7 students participated in a trial program that saw over 200 students bringing their own device into the classroom. As a result of this trial a number of enhancements to our network are taking place to allow for an efficient and effective transition to the BYOx.

To participate in this program students must complete the BYOx charter and application form. This outlines both student’s and parent’s responsibilities regarding owning and bringing a device to school. As the device is owned by the student/parent there are limitations to the service and support that is given by our school technicians. These technicians can assist with connecting the device to the network, assist with the installation of software and troubleshoot if there are network connection problems. They cannot repair or service the devices as this would impact upon warranties claims.

To participate in this program for a 12 month period there is a cost of $60. This cost includes:

- Licence cost for the connection to our network
- Licence costs for particular software that may be required for curriculum delivery
- Technician support for network connection and software installation.

If students and parents do not want to participate in this program the 1:1 laptop program will continue for another 12 months. This is the same 1:1 program that has been in place for a number of years and will provide a tablet device to students. In previous years however these devices had an internet connection included. This connection will not be available next year as the contract with the service provider has expired. The cost for this program will be $150.

We are very excited at the future potential outcomes that BYOx can provide students at Meridan State College, with individualised learning for each student, allowing them to learn the way that best suits them.
Subject Selection - Year 10

Current Legislation

Compulsory leaving:

✓ must complete Year 10 or turn 16, whichever is first

Students then:

✓ complete 2 further years of education or training; or
✓ achieve a QCE; or
✓ a Certificate III; or
✓ turn 17

An exemption will apply for those engaged in full-time employment (25+ hours per week)

Every young Queenslander MUST BE REGISTERED with the Queensland Curriculum Assessment Authority (QCAA) once they turn 15 years of age. This happens automatically once the student enrols in Year 10 in Queensland schools.

Every young student studying a Vocational, Education & Training Course MUST REGISTER for a Unique Student Identifier (USI). Students can do this by Google Searching - USI Creator.
## Proposed Subject Offerings Year 10 (with prerequisites)

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>RECOMMENDED YEAR 9 LEVEL OF ACHIEVEMENT/COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE</strong></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>No pre-requisites required</td>
</tr>
<tr>
<td>Mathematics</td>
<td>No pre-requisites required</td>
</tr>
<tr>
<td>Mathematics Extension</td>
<td>At least a B in Year 9 Mathematics</td>
</tr>
<tr>
<td><strong>ELECTIVES (Science &amp; Humanities)</strong></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>At least a C in Year 9 Science</td>
</tr>
<tr>
<td>Chemistry</td>
<td>At least a B in Year 9 Science</td>
</tr>
<tr>
<td>Marine Science</td>
<td>At least a C in Year 9 Science</td>
</tr>
<tr>
<td>Physics</td>
<td>At least a B in Year 9 Science</td>
</tr>
<tr>
<td><strong>ELECTIVES</strong></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>No pre-requisites required</td>
</tr>
<tr>
<td>Business Studies</td>
<td>No pre-requisites required</td>
</tr>
<tr>
<td>Cert I Hospitality</td>
<td>No pre-requisites required, but is committed to theory and practice.</td>
</tr>
<tr>
<td>Dance</td>
<td>No pre-requisites required</td>
</tr>
<tr>
<td>Drama</td>
<td>No pre-requisites required</td>
</tr>
<tr>
<td>Geography</td>
<td>At least a B in Year 9 Humanities or a C in Year 9 Humanities and a B in Year 9 English</td>
</tr>
<tr>
<td>Graphics &amp; Design</td>
<td>No pre-requisites required</td>
</tr>
<tr>
<td>History</td>
<td>At least a B in Year 9 Humanities or a C in Year 9 Humanities and a B in Year 9 English</td>
</tr>
<tr>
<td>Indonesian</td>
<td>At least a B in Year 9 Indonesian</td>
</tr>
<tr>
<td>Industrial Technology Engineering</td>
<td>No pre-requisites required</td>
</tr>
<tr>
<td>Industrial Technology Manufacturing</td>
<td>No pre-requisites required</td>
</tr>
<tr>
<td>Industrial Graphic Skills</td>
<td>No pre-requisites required</td>
</tr>
<tr>
<td>Information Communication Technology</td>
<td>No pre-requisites required</td>
</tr>
<tr>
<td>Italian</td>
<td>At least a B in Year 9 Italian</td>
</tr>
<tr>
<td>Media Studies</td>
<td>No pre-requisites required</td>
</tr>
<tr>
<td>Music</td>
<td>No pre-requisites required, but study of an instrument and/or vocal skills is preferred</td>
</tr>
<tr>
<td>Physical Education</td>
<td>At least a C in Year 9 Health and Physical Education and is committed to theory and practice.</td>
</tr>
<tr>
<td>Textiles</td>
<td>No pre-requisites required</td>
</tr>
</tbody>
</table>
CORE SUBJECTS
### English

<table>
<thead>
<tr>
<th>STATUS:</th>
<th><strong>CORE:</strong> Teachers will advise on most appropriate English Option</th>
</tr>
</thead>
</table>
| **COURSE OVERVIEW:** | In Year 10, students will learn about the language contexts through listening and speaking, reading and viewing, writing and designing. Their knowledge of language and texts will be used to effectively, creatively, reflectively and critically:  
  - Interpret and analyse texts composed for a range of purposes and audiences in a variety of contexts through listening, reading and viewing.  
  - Compose texts for a range of purposes and audiences in a variety of contexts through speaking, writing and designing.  
This course is designed to provide students with the prerequisite skills required for Senior Authority English. |
| **COURSE OUTLINE:** | In Year 10, students will have opportunities to learn through authentic, lifelike learning contexts connected to their future pathways. The course will consider students’ diverse backgrounds, learning needs, possible senior English subject and pathways beyond school. |
| **COURSE ASSESSMENT:** | In Year 10, students will participate in a range of assessment tasks. These assessment instruments will offer students opportunities to demonstrate their learning across:  
  - The Standards of Assessment  
  - An appropriate number of assessment instruments (6 across the year)  
  - Genres, modes (written and spoken) and mediums  
  - Responses to literary texts (e.g. reports, essays, feature articles) |
| **STUDY REQUIREMENTS:** | 30 minutes homework per night  
Personal reading  
Key Assessment Task work |
| **SPECIAL REQUIREMENTS:** | N/A |
| **POSSIBLE CAREER PATHWAYS:** |  
- Actor  
- Broadcaster  
- Speech Writer  
- Teacher  
- Librarian  
- Archivist  
- Diplomat  
- Interpreter  
- Publisher  
- Editor  
- Author  
- Advertising  
- Journalist  
- Travel Consultant  
- Administrator  
- Public Relations  
- Teacher Aide  
- Receptionist  
- Telephonist  
- Lawyer  
- Communications  
- Critic  
- Paralegal  
- Researcher  
- HR Management  
- Local, State, Federal Govt |
| **PARENT/CARER SUPPORT:** | Encourage children to read widely.  
Discuss current events and affairs as a family.  
Monitor completion of key assessment tasks. |
## MATHEMATICS

### STATUS:
CORE: Students will be allocated to Mathematics or Mathematics Extension based on year 9 data including achievement levels. Parents should contact the HOD if a subject change is required.

### COURSE OVERVIEW:
Students undertaking this course will develop their mathematical knowledge and skills in the strands of:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

The aim of this course is to enable students to study Mathematics A or Prevocational Mathematics in Year 11 and 12.

Students must attain a B or higher in this subject in order to study Mathematics A in Years 11 and 12.

### COURSE OUTLINE:
Content Strands:
- Number and Algebra - Real Numbers, Financial Mathematics, Patterns and Algebra, Linear and Non-Linear Relationships
- Measurement and Geometry - Units of Measurement, Geometric Reasoning, Pythagoras and Trigonometry
- Statistics and Probability - Chance, Data Representation and Interpretation

Proficiency Strands:
- Understanding
- Fluency
- Problem Solving
- Reasoning

### COURSE ASSESSMENT:
Students will be assessed by formal examinations, assignments and investigation reports.

### STUDY REQUIREMENTS:
30 min homework per night
Completion of key assessment task work

### SPECIAL REQUIREMENTS:
Students must have a scientific calculator (Casio fx82AU) to complete this course successfully.

### POSSIBLE CAREER PATHWAYS:
- Fitter and Turner
- Beauty Therapist
- Primary School Teacher
- Secondary School Teacher
- Credit Manager
- Bookkeeper
- Hairdresser
- Hospitality/Tourism
- Computer Operator
- Bank Officer
- Labourer
- Receptionist

### PARENT/CARER SUPPORT:
Use opportunities to promote basic numeracy - calculating costs, measuring volumes, reading graphs in media reports.
Monitor the completion of homework and assessment tasks.
### MATHEMATICS EXTENSION

**STATUS:**

**CORE:** Students will be allocated to Mathematics or Extension Mathematics based on year 9 data including achievement levels. Parents should contact the HOD if a subject change is required.

**COURSE OVERVIEW:**

Students undertaking this course will develop their mathematical knowledge and skills in the strands of:

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

Students must attain a B or higher in this subject in order to proceed into Mathematics B (and Mathematics C) in Year 11 and 12.

**COURSE OUTLINE:**

Content Strands:

- Number and Algebra - Real Numbers, Financial Mathematics, Patterns and Algebra, Linear and Non-Linear Relationships
- Measurement and Geometry - Units of Measurement, Geometric Reasoning, Pythagoras and Trigonometry
- Statistics and Probability - Chance, Data Representation and Interpretation

Proficiency Strands:

- Understanding
- Fluency
- Problem Solving
- Reasoning

**COURSE ASSESSMENT:**

Students will be assessed by formal examinations, assignments and investigation reports.

**STUDY REQUIREMENTS:**

30 min homework per night

Completion of key assessment task work

**SPECIAL REQUIREMENTS:**

Students must have a scientific calculator (Casio fx82AU) to complete this course successfully.

**POSSIBLE CAREER PATHWAYS:**

- Architect
- Surveyor
- Electrician
- Industrial Chemist
- Economist
- Primary School Teacher
- Secondary School Teacher
- Credit Manager
- Mathematician
- Accountant
- Computer Operator
- Tax Assessor
- Bank Officer
- Bookkeeper
- Engineer
- Statistician
- Geologist

**PARENT/CARER SUPPORT:**

Use opportunities to promote basic numeracy - calculating costs, measuring volumes, reading graphs in media reports.

Monitor the completion of homework and assessment tasks.
ELECTIVE SUBJECTS
<table>
<thead>
<tr>
<th>STATUS:</th>
<th>ELECTIVE</th>
</tr>
</thead>
</table>
| COURSE OVERVIEW: | This subject has three main objectives  
- To prepare students to think critically about the impact of Biology and Biology based Technology on their current and future lives  
- To improve student understanding of Biological processes in the laboratory  
- To prepare students for Senior Biology by introducing them to the core skills and key concepts required in Year 11 and 12. |
| COURSE OUTLINE: | The curriculum will be based on The Australian National Curriculum  
- DNA, genetics and the theories of Evolution and Natural Selection.  
- Plant and animal cells.  
- The processes of photosynthesis and respiration.  
- Development of skills to conduct and write Extended Experimental Investigations and Extended research tasks |
| COURSE ASSESSMENT: | Assessment will be differentiated  
- Extended experimental investigations - students will follow scientific method to design and execute and report on an investigation to solve a problem  
- Written Response - examination or response to stimulus  
- Extended Response - field report or research report |
| STUDY REQUIREMENTS: | 30 mins homework per night  
Completion of key assessment task work |
| SPECIAL REQUIREMENTS: | Participation in possible excursions and field studies |
| POSSIBLE CAREER PATHWAYS: |  
- Agronomist  
- Biologist  
- Oceanographer  
- Microbiologist  
- Zoologist  
- Ecologist  
- Hydrologist  
- Taxidermist  
- Forest Ranger  
- Pathologist  
- Botanist  
- Bacteriologist  
- Agricultural Scientist  
- Environmental Health  
- Doctor  
- Optometrist  
- Physiotherapist  
- Dentist  
- Nurse  
- Veterinarian |
| PARENT/CARER SUPPORT: | Encourage an interest in scientific and environmental issues  
Encourage an interest in Biological issues  
Monitor the completion of key assessment tasks |
## CHEMISTRY

<table>
<thead>
<tr>
<th>STATUS:</th>
<th>ELECTIVE</th>
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</thead>
</table>

### COURSE OVERVIEW:

This subject has three main objectives
- To prepare students to think critically about the impact of Chemistry and Chemistry based Technology on their current and future lives.
- To improve student understanding of scientific process.
- To prepare students for Senior Chemistry by introducing them to the core skills and key concepts required in Year 11 and 12.

### COURSE OUTLINE:

The curriculum will be based on The Australian National Curriculum
- Atomic structure and the Periodic Table.
- Chemical reactions: Types, writing and balancing chemical equations.
- Introduction to Stoichiometry (Quantitative Analysis in Chemistry).
- Development of Investigative processes to plan, conduct and report on an Extended Experimental Investigation.

### COURSE ASSESSMENT:

Assessment will be differentiated
- Extended experimental investigations - students will follow scientific method to design and execute and report on an investigation to solve a problem
- Written Response - examination or response to stimulus
- Extended Response - research report

### STUDY REQUIREMENTS:

30 mins homework per night
Completion of key assessment task work

### SPECIAL REQUIREMENTS:

Participation in possible excursions.

### POSSIBLE CAREER PATHWAYS:

- Agronomist
- Electrician
- Radio Technician
- Doctor
- Analytical chemist
- Chemical engineer
- Biochemist
- Environmental Health
- Oceanographer
- Veterinarian
- Healthcare scientist
- Clinical biochemistry
- Forensic Scientist
- Pathologist
- Radiographer
- Optometrist
- Bacteriologist
- Pharmacologist
- Research scientist
- Toxicologist

### PARENT/Carer SUPPORT:

Encourage an interest in scientific and environmental issues
Encourage an interest in Chemistry based issues
Monitor the completion of key assessment tasks
## GEOGRAPHY

<table>
<thead>
<tr>
<th>STATUS: Geography is an academically rigorous subject that will prepare OP students for Year 11 and Year 12. Teachers will advise if this option is suitable.</th>
</tr>
</thead>
</table>
| COURSE OVERVIEW: Geography is the study of the human and physical characteristics of places and the interactions between them. It is a rich and complex discipline, which includes two vital dimensions:  
- The special dimension (where things are and why they are there)  
- The ecological dimension (how humans interact with environments)  
Geographers develop and design plans that can enhance the spatial arrangements or management of places in socially just, democratic and peaceful ways. In geography students will:  
- Understand Australia’s geography  
- Gain a sense of Australia’s national identity and place in the world  
- Develop an understanding of the questions, issues and problems arising from human perceptions and use of the earth’s resources  
- Become proficient in the process of geographical investigation and the appropriate organization of information  
- Develop a concern for the sustainability of the environment and the quality of human life |
| COURSE OUTLINE: In Year 10 Geography at Meridan, via the four units chosen, students develop the ability to analyse and explain increasingly complex spatial associations and interactions of systems and human activities in Australia and in other parts of the world. In Semester One, students will study the units River Basin and Spatial Inequalities. Second semester units will consist of Coastal Erosion and Australia’s role in Global Well Being. Geography is a year-long course. Geography is an excellent subject to choose for preparation for year 11 and 12 due to is comprehensive development of QCS test thinking skills. Students will participate in a field trip in term 3. |
| COURSE ASSESSMENT: Students will complete assessment tasks under a variety of conditions including but not limited to exams, assignments, orals, reports, essays and group work. There is a particularly emphasis on using I.T. in relation to spatial technology. |
| STUDY REQUIREMENTS: 20 minutes homework per night  
Key Assessment Task work |
| SPECIAL REQUIREMENTS: N/A |
| POSSIBLE CAREER PATHWAYS:  
- Town Planning  
- Environmental Officer / Consultant Mining  
- Law  
- Education  
- Government/Politics  
- Business  
- Research  
- Park Ranger |
| PARENT/CARER SUPPORT: Encourage children to read widely  
Discuss current events and affairs as a family  
Monitor homework and study habits |
## Subject Selection - Year 10

### HISTORY

<table>
<thead>
<tr>
<th>STATUS:</th>
<th>ELECTIVE: History is an academically rigorous subject that will prepare OP students for Year 11 and Year 12. Teachers will advise if this option is suitable.</th>
</tr>
</thead>
</table>
| COURSE OVERVIEW: | History is the study of humanity’s past, from ancient times to the late 20th century. It is also a study of people, societies, cultures, events and ideas of this time period.  

The ‘Historical Method’ taught in Year 10 is a process that uses sources and other evidence to test hypotheses, develop interpretations and draw conclusions. Thus it provides a basis for the thinking skills sought after and used in many professional working environments.  

Students study four units of history, two of which are from the National Curriculum and two of which are Ancient History based. Students will attend the Abbey Museum in Term One.  

History at Meridan allows students to enquire into more specialised historical topics based on the “big ideas” of history. It places student inquiry at the centre of the learning used to investigate these topics and makes students aware that they can create their own views and make their own decisions about people, societies, cultures, events and ideas. |
| COURSE OUTLINE: | In Year 10 students will study units which will provide grounding for those wishing to continue with either Modern or Ancient History in year 11 and 12. The focus for these units will start with Archaeology, Modern History units on World War II and Civil Rights will follow. Finally a focus on an Ancient Civilisation from Ancient History will conclude this study. These units will engage and challenge students to develop research, decision-making, teamwork and presentation skills and facilitate their development as active and informed citizens of a democracy. Class and assessment tasks will incorporate ICTs wherever possible. History is a yearlong course. It has been proven as ideal preparation for success in the senior years including the QCS test and University preparation. |
| COURSE ASSESSMENT: | Students will complete assessment tasks under a variety of conditions including but not limited to exams, assignments, orals, reports, essays, multi-modal presentations and group work. |
| STUDY REQUIREMENTS: | 20 minutes homework per night  
Key Assessment Task work |
| SPECIAL REQUIREMENTS: | N/A |
| POSSIBLE CAREER PATHWAYS: | ▪ Journalism  
▪ Law  
▪ Anthropology  
▪ Archaeology  
▪ Education  
▪ Government/Politics  
▪ Business  
▪ Research  
▪ Park Ranger |
| PARENT/CARER SUPPORT: | Encourage children to read widely  
Discuss current events and affairs as a family  
Monitor homework and study habits |
# MARINE SCIENCE

<table>
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<tr>
<th>STATUS:</th>
<th>ELECTIVE</th>
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</table>

## COURSE OVERVIEW:

The Year 10 Marine Science course is designed to provide students with the essential skills necessary to cope with the rigour of the senior science course. Students who successfully complete the course requirements, will have the option to select either Marine Science or Biology as part of their senior science subjects. They will have a familiarity with the scientific language used in Marine Science, experimental and field based techniques used and the capacity to build excel spreadsheets for statistical analysis of data.

This subject has three main objectives:
- To prepare students to think critically about the impact of Science and Technology on their current and future lives
- To improve student understanding of scientific process
- To prepare students for Senior Marine Science by teaching the skills and content background knowledge required.

## COURSE OUTLINE:

- Oceanography essentials and skills development (Exam)
- Ecology essentials with field based scientific report (Report)
- Laboratory skills development to conduct and write an Extended Experimental Investigation (EEI)
- Investigation development and production of a field based experiment (EMI)

## COURSE ASSESSMENT:

Assessment will be differentiated
- Extended experimental investigations - students will follow scientific method to design and execute and report on an investigation to solve a problem
- Written Response - examination or response to stimulus
- Extended Response - field report or research report

## STUDY REQUIREMENTS:

- 30 mins homework per night
- Completion of key assessment task work

## SPECIAL REQUIREMENTS:

- Mandatory participation in all field excursions

## POSSIBLE CAREER PATHWAYS:

- Marine biologists
- Marine Parks Officer
- Biologist
- Oceanographer
- Tourism officer
- Fisheries officer
- Microbiologist
- Ecologist
- Hydrologist
- Environmental Health
- Biostatistics
- Ecological modelling
- Ocean engineering
- Shipping
- Environmental scientist
- Maritime Safety
- Coastal engineering
- Tropical ecosystem conservation
- Climate modelling
- Environmental Law

## PARENT/CARER SUPPORT:

Encourage an interest in scientific and environmental issues relating to the local environment. Monitor the completion of key assessment tasks
<table>
<thead>
<tr>
<th>PHYSICS</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STATUS:</strong></td>
<td>ELECTIVE</td>
</tr>
</tbody>
</table>
| **COURSE OVERVIEW:** | This subject has three main objectives  
- To prepare students to think critically about the impact of Science and Technology on their current and future lives  
- To improve student understanding of scientific process  
- To prepare students for Senior Physics by introducing them to the core skills and key concepts required in Year 11 and 12. |
| **COURSE OUTLINE:** | The curriculum will be based on The Australian National Curriculum  
- Physical sciences - Energy conservation and science of motion.  
- The Universe.  
- Optics and light.  
- Development of investigative processes to plan, conduct and report on an Extended Experimental Investigation. |
| **COURSE ASSESSMENT:** | Assessment will be differentiated  
- Extended experimental investigations - students will follow scientific method to design and execute and report on an investigation to solve a problem  
- Written Response - examination or response to stimulus  
- Extended Response - research report |
| **STUDY REQUIREMENTS:** | 30 mins homework per night  
Completion of key assessment task work |
| **SPECIAL REQUIREMENTS:** | Participation in possible excursions and field studies |
| **POSSIBLE CAREER PATHWAYS:** | Agronomist  
Electrician  
Medicine  
Biotechnology  
Biomechanics  
Hydrologist  
Architect  
Engineer  
Meteorology  
Astronomy  
Surveyor  
Dentist  
Radiographer  
Radio Technician  
Physiotherapy  
Electronics  
Pathology  
Optometry |
| **PARENT/CARER SUPPORT:** | Encourage an interest in scientific and environmental issues  
Monitor the completion of key assessment task |
<table>
<thead>
<tr>
<th>STATUS:</th>
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</tr>
</thead>
</table>
| COURSE OVERVIEW: | The study of Art allows students to develop an expressive language with which to represent their observations and feelings about the world. Students will explore the expressive elements of Visual Art to:  
  ▪ Create and present art works to communicate meaning  
  ▪ Respond to and interpret art works with an understanding of their form and purpose and  
  ▪ Reflect on the creative process that they and others have used. |
| COURSE OUTLINE:  | Overview of Semesters 1 and 2 Learning  
  Students may elect to study Visual Art in Semester 1 or 2 or both.  
  The Learning in each Semester is organised around a concept or theme.  
  Students will explore ideas such as realism, abstraction, appropriation, symbolism, design and function, indigenous issues and gender issues.  
  In Semester 1 students will study the following units:  
  Images of Youth -  
  Students analyse Pop Art images and appropriation and objects related and respond in 2D forms such as drawing, painting, printmaking, collage and graphic design  
  Keeping It Real -  
  Students analyse and explore styles and techniques of realism. Students will engage in a range of materials including drawing, design, clay, sculpture and photography.  
  Masters of the Undergrowth -  
  Students analyse objects and functional design, printmaking and respond in 3D form such as sculpture and installation  
  Individual body of work (Teacher chosen theme):  
  Students will have opportunity to explore a range of media, materials, technologies and processes. This includes 2D media such as drawing, painting, printmaking, collage; 3D media such as ceramics, sculpture installation; Time-based media such as photography, video, and animation.  
  Students study contemporary and historical artists and art forms. They will analyse, interpret, evaluate and critique artworks. This study will inform a students’ own art making practice.  
  Students will engage with artist practitioners, designers and gallery environments. This can take the form of workshops in the classroom as well as off site. There will be opportunity for a whole day immersion in Visual Art making.  
  They come to learn about the values of Visual Art to the individual and to society; they learn about people who work within diverse Visual Art fields. They learn about how to continue to make art in their lives beyond school. |
| COURSE ASSESSMENT: | Practical work/Folio  
  Examinations and written assessment tasks |
| STUDY REQUIREMENTS: | Commitment to spending time out of class to complete art works |
| SPECIAL REQUIREMENTS: | N/A |
| POSSIBLE CAREER PATHWAYS: | Artist  
  Framer  
  Curator  
  Sculptor  
  Painter  
  Potter  
  Art Critic  
  Collector  
  Graphic Designer  
  Interior Decorator  
  Clothing Designer  
  Photographer |
| PARENT/CARER SUPPORT: | Encourage student to visit galleries. |
**Business Studies**

<table>
<thead>
<tr>
<th>STATUS:</th>
<th>ELECTIVE SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE OVERVIEW:</td>
<td>Year 10 Business exposes students to real life learning in business experiences. As part of the course students participate in meaningful real or simulated workplace settings. This subject also prepares students for Year 11 and 12 subjects of Business and ICT faculties. Areas of study include:</td>
</tr>
</tbody>
</table>
| | • IT  
| | • Marketing & Promotion  
| | • Event Management  
| | • Accounting  
| | • Legal Studies  
| | • Budgeting and Financial Management  |
| | Students will participate in various business ventures to study these topics in context. |
| COURSE OUTLINE: | Semester 1:  
| | General Business & Marketing - What's Business  
| | Accounting & Event Management - Show me the Money  
| | Semester 2:  
| | Legal Practices Event Planning - Planning for competitive advantage  
| | Stock Market Finance & Promotion - Living the good life  |
| COURSE ASSESSMENT: | Students will be assessed through a variety of tasks. These include practical exercises, short and extended response exams, multimodal presentations and business reports. |
| STUDY REQUIREMENTS: | • Group and/or individual completion of tasks  
| | • 1-2 hours homework / study per week. |
| SPECIAL REQUIREMENTS: | A dedicated USB (min 4gb) for this subject is required. |
| POSSIBLE CAREER PATHWAYS: | Entrepreneur, Independent Contractor, Junior Bookkeeper, Small Business Operator, Law and Justice Studies, Law Enforcement, Paralegal Officer, Book Keeper, Data Administrator.  
| | Year 11 & 12 Pathways include - Business Communication & Technology (BCT), Legal Studies (LEG), Information Technology Systems (ITN), Information Processing and Technology (IPT) and Certificate II in Information, Digital Media & Technology, and Certificate II in Business. |
| PARENT/CARER SUPPORT: | Monitor completion of key assessment tasks and ongoing homework support. |
## Certificate I in Hospitality

<table>
<thead>
<tr>
<th>STATUS:</th>
<th>ELECTIVE SUBJECT</th>
<th>CONTRIBUTES POSSIBLE 2 QCE CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SAS VET SUB ECT</td>
<td>OFFERS A CERTIFICATE</td>
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### COURSE OUTLINE:

The course aims to:
- Provide students with opportunities to collect, analyse, organise and evaluate the quality and validity of information pertaining to hospitality.
- Create opportunities to plan and organise activities such as functions.
- Provide students with a range of interpersonal skills with general application in personal and working life.
- Enhance and develop student’s understanding of workplace cultures and practices.
- Equip students with the skills that they will require to work in the hospitality industry.

- **BSBWOR203B** Work effectively with others
- **SITHCCC101** Use food preparation equipment
- **SITHCCC102** Prepare simple dishes
- **SITXCSS101** Provide information and assistance
- **SITXPSA101** Use hygienic practices for food safety
- **SITXWHS101** Participate in safe work practices

**Practical topics:**
- Basic cooking methods
- Knife skills
- Entrees/appetizers
- Coffee shop food and beverages

### ASSESSMENT:

Students will be assessed using tasks and real life demonstrations within the industry. Upon successful completion of Hospitality, students will receive a Certificate I in Hospitality. If however, they do not complete all requirements successfully only the competencies satisfactorily completed will be awarded with a Statement of Attainment.

### STUDY REQUIREMENTS:

This is a stand-alone VET subject, and as such, requires a commitment to complete modules to a competent standard. Time per week: 2 hours

Revision of study material prior to submission of tasks.

### SPECIAL REQUIREMENTS:

Students are required to attend Industry site visits to complete assessment to industry standards. Students are also expected to complete assessment in Industry or work environment scenarios. Students must wear uniform provided for practical work, and are assessed on practical work weekly.

### POSSIBLE CAREER PATHWAYS:

Chef, Barista, Management, Events coordinator, owner/operator, bar and cellar, receptionist, food technologist, nutritionist, dietician and workplace health and safety officer.
**DANCE**

**STATUS:** ELECTIVE SUBJECT

**COURSE OVERVIEW:** Year 10 Dance is a one year course which offers experiences in performance, choreography and appreciation of Dance. Through both practical and theoretical tasks students will explore the elements of Dance and study the genres of Musical Theatre, Contemporary and Popular Dance. Dance heightens awareness of, and develops respect for, the body and increases the quality of a student’s physical wellbeing and self-confidence. Safe dance skills including mental and physical health will be touched on during the course. Creative and problem-solving abilities will be fostered both individually and in group situations, and students will also gain an appreciation and awareness of global issues and develop skills to creatively express ideas.

**COURSE OUTLINE:**
- Objects in Space - other art mediums - Contemporary Dance, Choreographing with props, Non-traditional dance space, dance analysis.
- Cheer/Aerobics - Performance and choreographic skills.
- Pop Culture- A study of the impact popular media is having on the Dance industry and Hip Hop performance skills.
- Children’s Theatre Production- Dance and Drama collaboration, student devised live production

**COURSE ASSESSMENT:**
- Contemporary choreography using props and non-traditional dance space, Dance Analysis assignment.
- Cheer Performance and Choreography.
- Popular Dance performance, Dance review.
- Children’s Theatre Production Choreography and Performance.

**STUDY REQUIREMENTS:**
- 30 minutes written / practical work per night
- Out of class rehearsals (breaks, before school)

**SPECIAL REQUIREMENTS:**
- Ability to perform in front of a live audience.
- Students will be required to supply basic costumes and exam attire.
- Students who wish to further develop their performance skills may audition for the Impact Dance Performance Team.

**POSSIBLE CAREER PATHWAYS:**
- Dance can provide future opportunities for careers in Dance and the Arts. These may include:
  - Professional performer
  - Teacher
  - Dance writer/critic
  - Choreographer
  - Artistic Director
  - Dance Management
  - Dance Company work
  - Public Relations
  - Dance Therapy

**PARENT/CARER SUPPORT:**
- Parents/Carers may be required to transport students to and from rehearsals and performances.
### Subject Selection - Year 10

<table>
<thead>
<tr>
<th>STATUS:</th>
<th>ELECTIVE SUBJECT</th>
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</thead>
</table>

| COURSE OVERVIEW: | Drama encourages students to develop confidence and to be creative through their exposure to a variety of genres and dramatic styles from around the world. In this subject, through both practical and theoretical tasks, students will analyse and create pieces of Ritualistic, Comedy and Scripted Drama while manipulating, investigating and synthesizing the elements of Drama. Students will learn how to analyse human relationships. They will also learn how to work in different groups to create and perform scenarios within real world contexts. Drama helps develop a variety of different skills and techniques that are used in many artistic and non-artistic situations and occupations. Drama encourages student to analyse and judge the world around them. |

| COURSE OUTLINE: | In Drama, students will study units of work relating to:  
- Improvisation: manipulation of the elements, a drama, using four stimulus  
- Mask and Physical Drama - cultural drama styles, movement, voice, staging, Elements of Drama, mask work  
- Clowning - clowning skills, elements of comedy, stock characters, effective props  
- Script production - Script reading and analysis, performance analysis, group performance, characterization, actors’ notes, staging, Directing  
- Children’s Theatre - A collaborative unit between Drama and Dance. A student devised, rehearsed, driven and performed piece for primary students. |

| COURSE ASSESSMENT: |  
- Group performance  
- Improvisation  
- Written essay  
- Script performance & actor’s notes |

| STUDY REQUIREMENTS: |  
- 20 minutes written work/study twice a week  
- Out of class rehearsals (lunch, before school)  
- Key assessment task work |

| SPECIAL REQUIREMENTS: | Commitment to perform in front of a live audience. |

| POSSIBLE CAREER PATHWAYS: |  
- Actor  
- Teacher  
- Writer  
- Radio Announcer  
- Director  
- Journalist  
- Theatre Technician  
- Advertising  
- Theatre design  
- Critic  
- Speech writer  
- Public Relations  
- Politician  
- Communications  
- HR Management  
- Early Childhood teacher |

| PARENT/CARER SUPPORT: | Transport students to and from rehearsals and performances  
- Provide materials for performance costumes |
### COURSE OVERVIEW:
Graphics & Design exposes students to a variety of formal and informal graphical communication styles that relate to corporate, industrial and consumer audiences. The course integrates the study of:
- 2 Dimensional Viewing Systems (Orthographic)
- 3 Dimensional Viewing Systems (3D Modelling - CAD)

Through investigating:
- Presentation Techniques
- Graphical Representations, and
- Principles of Design and Elements of Design
- A dedicated USB (min 4 GB) for this subject is required.

### COURSE OUTLINE:
Students will study 3 contextual units throughout the semester.

**Product Design**
Product Design gives real life experiences to students, by exploring drawings that are used by companies from the initial stages of product development.

**Built Environment**
The Built Environment unit gives students the fundamental knowledge required for the production of architectural drawings.

**Business Graphics**
Business Graphics introduces students to the process of designing, drawing and modelling logos, product packaging, and signage. Students engage in using their graphic design skills to develop images that need client needs and address target markets.

Opportunities to integrate new technologies will be offered to students throughout the course.

### COURSE ASSESSMENT:
Students will be assessed through contextual unit portfolios and classwork/homework.

### STUDY REQUIREMENTS:
Approximately 1-2 hours per week
Key assessment task work

### SPECIAL REQUIREMENTS:
Access to a home computer would be an advantage. Students enrolled at College are eligible to receive free AutoCAD software for use at school and at home.

### POSSIBLE CAREER PATHWAYS:
- Advertising
- Architectural Drafting
- Building Design
- Cartography
- Engineering
- Regional and Town Planning
- Graphic Design
- Industrial Design
- Landscape Architecture
- Surveying

### PARENT/CARER SUPPORT:
Monitor completion of key assessment tasks and ongoing homework support.
# Indonesian

<table>
<thead>
<tr>
<th>STATUS:</th>
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</table>

## COURSE OVERVIEW:
The study of a language enables students to investigate how a language sounds and looks in different contexts compared to their own culture and language. During the course students will:

- develop intercultural competence and engage meaningfully through the use of the Indonesian language and an awareness of the Indonesian culture
- develop a wider linguistic competence and appreciation of literacy
- understand the role of the Indonesian language in shaping perspectives and expressing personal and cultural identity
- expand their participation and acceptance of their role in a global community
- develop the skills to think critically about cultural and social perspectives and the use of language in relation to these and
- the study of Indonesian in particular enriches knowledge of our nearest Asian neighbour who is emerging as a major regional power.

## COURSE OUTLINE:
Students undertaking this course will engage in units of study that assist them in using the Indonesian language more confidently in a range of contexts including arguments, opinions and explanations. Students will learn Indonesian language and grammatical structures through units such as the following examples:

**Year 10**

- Berapa Harganya (What does it Cost)? In Term 3 where students:
  - Delve into the world of “haggling” in markets in Indonesia.
  - Learn the relative cost of goods and services in Indonesia as compared to Australia, including basic necessities for daily life.

The aim is that students will increase their intercultural competence and knowledge of how cultures and languages work together to create different ways of experiencing and viewing the world.

## COURSE ASSESSMENT:
- Oral assessments
- Auditory assessments
- Written assessments
- Reading assessments

## STUDY REQUIREMENTS:
- Daily Indonesian conversation
- Written work/ study twice a week

## SPECIAL REQUIREMENTS:
N/A

## POSSIBLE CAREER PATHWAYS:
- Travel Agent
- Flight Attendant
- Tour Guide
- Reporter
- Sports Trainer
- International business
- Interpreter
- International Trade
- Diplomat
- Anthropologist

## PARENT/CARER SUPPORT:
Encourage interest in International Affairs (e.g., watch the Indonesian news on SBS or surf Indonesian web-sites or web-conference ‘pen-pals’ or attend Indonesian cultural events).
Consider hosting an International student.
Become involved in Indonesian events in the wider community, especially those at the University of Sunshine Coast.
## Subject Selection - Year 10

### INDUSTRIAL METAL ENGINEERING

<table>
<thead>
<tr>
<th>STATUS:</th>
<th>ELECTIVE SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE OVERVIEW:</td>
<td>Industrial Metal Engineering provides a range of learning experiences for students pursuing either a vocational or professional career in the engineering industry. This subject provides a sound basis for further vocational studies such as Certificate I in Engineering in Years 11 and 12 or similar pre-vocational courses.</td>
</tr>
<tr>
<td>COURSE OUTLINE:</td>
<td>Students study sheet metalworking, fitting, metal machining and light fabrication. Students will learn to use hand and power tools plus a variety of engineering machines and equipment. Throughout the course students learn about the safe use of appropriate fabrication, finishing and maintenance methods. Practical work is supplemented by the study of underlying principles of tools and equipment and the properties and characteristics of materials. Opportunities to integrate new technologies will be offered to students throughout the course.</td>
</tr>
<tr>
<td>- Unit 1 - Sheet Metalworking (Tool Box Project and OH&amp;S Theory)</td>
<td></td>
</tr>
<tr>
<td>- Unit 2 - Fitting and Fabrication (Can Crusher Project and Hand and Power Tools Theory)</td>
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</tr>
<tr>
<td>- Unit 3 - Metal Machining (BBQ Tool Project and Metalwork Machines Theory)</td>
<td></td>
</tr>
<tr>
<td>- Unit 4 - Light Fabrication (Fabrication Project and Jobs in Engineering Assignment)</td>
<td></td>
</tr>
<tr>
<td>COURSE ASSESSMENT:</td>
<td>Students will be assessed through a variety of assessment tasks. These include practical projects, student workbooks, theory tests and assignment. Students will be required to perform online assessment.</td>
</tr>
<tr>
<td>STUDY REQUIREMENTS:</td>
<td>Approximately 1-2 hours per week</td>
</tr>
<tr>
<td>- This subject requires a commitment by students to complete all tasks to a satisfactory standard to continue with Engineering in year 11 and 12.</td>
<td></td>
</tr>
<tr>
<td>- Research of safety induction of tools and equipment and completion of online “On-Guard” Software.</td>
<td></td>
</tr>
<tr>
<td>- Completion of all workshop projects and theory within the nominated timeframe.</td>
<td></td>
</tr>
<tr>
<td>- Regular attendance at tutorials.</td>
<td></td>
</tr>
<tr>
<td>SPECIAL REQUIREMENTS:</td>
<td>Due to OH&amp;S requirements ALL students participating in this subject are required to wear enclosed leather upper shoes, safety glasses at all times, and long hair must be restrained.</td>
</tr>
<tr>
<td>- Note: Students undergo a routine safety program and throughout the course will be instructed in various safety procedures. Students MUST comply with all safety requirements and procedures to remain in this subject.</td>
<td></td>
</tr>
<tr>
<td>POSSIBLE CAREER PATHWAYS:</td>
<td>This subject leads to the Engineering Industry such as Fitter, Machinist, Diesel Fitter, Welder, Boiler Maker, Mechanic, Tool Maker etc.</td>
</tr>
</tbody>
</table>
### INDUSTRIAL TECHNOLOGY MANUFACTURING

**STATUS:** ELECTIVE SUBJECT

**COURSE OVERVIEW:**
Industrial Technology Manufacturing provides practical experience for students pursuing either a vocational or professional career in the construction and furnishing industry. It provides a sound basis for vocational studies such as Certificate I Construction and Certificate I Furnishing or similar pre-vocational courses.

**COURSE OUTLINE:**
Students study timber, timber products (plywoods, hardboards and particle boards), along with appropriate woodworking, concreting and other construction methods. As well as learning to use hand and power tools students will also learn how to operate plant and equipment and a variety of machines used in the Furnishing and Construction industries. Opportunities to use hand and power tools, operate plant and equipment and a variety of machines used within the industry are also given.

Students learn about various construction and assembly methods used by the Furnishing and Construction industry. This includes the safe handling of timber materials, storage of paints, varnishes and construction materials. Practical work is supplemented by the study of underlying principles of tools and equipment, fastening methods and the properties and characteristics of materials. Opportunities to integrate new technologies will be offered to students throughout the course.

**TERM 1 - Basic Construction**
- OH&S Theory
- White Card
- Timber project

**TERM 2 - Joinery**
- Hand and Power Tools (Theory)
- Timber Project

**TERM 3 - Outdoor Construction**
- Plant & Equipment (Theory)
- Group Construction (Project)

**TERM 4 - Furniture Construction**
- Timber Project
- Jobs in Construction/Furnishing Assignment

**COURSE ASSESSMENT:**
Students will be assessed through a variety of assessment tasks. These will include practical projects, student workbooks, theory tests and assignment. Students will be required to perform online assessment.

**STUDY REQUIREMENTS:**
Approximately 2 hours per week

This subject requires a commitment by students to complete all tasks to a satisfactory standard to continue with Construction and/or Furnishing in years 11 & 12.

Research of safety induction of tools and equipment and completion of online “On-Guard” Software.

Completion of all workshop projects and theory within the nominated timeframe.

Regular attendance at tutorials.

**SPECIAL REQUIREMENT:**
Due to OH&S requirements ALL students participating in this subject are required to wear enclosed leather upper shoes, safety glasses at all times, and long hair must be restrained.

**Note:** Students undergo a routine safety program and throughout the course will be instructed in various safety procedures. Students MUST comply with all safety requirements and procedures to remain in this subject.

**POSSIBLE CAREER PATHWAYS:**
Leads to trades in Furnishing and Engineering Industry such as Cabinet Maker, Shop Fitter, Furniture Maker, Carpenter, Electrician, Concreter, Brick Layer, Painter, Tiler, Plumber and Plaster etc.
## INDUSTRIAL GRAPHICS SKILLS

### STATUS:
- ELECTIVE SUBJECT

### COURSE OVERVIEW:
Industrial Graphics Skills exposes students to a variety of formal and informal graphical communication styles that relate to corporate, industrial and consumer audiences. The course integrates the study of:
- 2 Dimensional Viewing Systems (Orthographic)
- 3 Dimensional Viewing Systems (3D Modelling - CAD)

Through investigating:
- Presentation Techniques
- Graphical Representations, and
- Principles of Design and Elements of Design

- A dedicated USB (min 4 GB) for this subject is required.

### COURSE OUTLINE:
Students will study 3 contextual units throughout the semester.

**Product Design**
Product Design gives real life experiences to students, by exploring drawings that are used by companies from the initial stages of product development.

**Built Environment**
The Built Environment unit gives students the fundamental knowledge required for the production of architectural drawings.

**Business Graphics**
Business Graphics introduces students to the process of designing, drawing and modelling logos, product packaging, and signage. Students engage in using their graphic design skills to develop images that need client needs and address target markets.

Opportunities to integrate new technologies will be offered to students throughout the course.

### COURSE ASSESSMENT:
Students will be assessed through contextual unit portfolios and classwork/homework.

### STUDY REQUIREMENTS:
- Approximately 1-2 hours per week
- Key assessment task work

### SPECIAL REQUIREMENTS:
Access to a home computer would be an advantage. Students enrolled at College are eligible to receive free AutoCAD software for use at school and at home.

### POSSIBLE CAREER PATHWAYS:
- Advertising
- Architectural Drafting
- Building Design
- Cartography
- Engineering

- Regional and Town Planning
- Graphic Design
- Industrial Design
- Landscape Architecture
- Surveying

### PARENT/CARER SUPPORT:
Monitor completion of key assessment tasks and ongoing homework support.
<table>
<thead>
<tr>
<th>STATUS:</th>
<th>ELECTIVE SUBJECT</th>
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</thead>
</table>

**COURSE OVERVIEW:**
The subject Information Communication Technology is concerned with using information and communications technologies (ICTs) to provide practical solutions to real life or simulated real-life problems. Its student-centered approach promotes confident, competent and self-motivated users and consumers of ICTs. This is important if students are to be successful in the next phase of their life, whether it is to pursue a career with ICTs, undertake further study, or gain employment. Students should also be able to keep pace with new technologies and be responsible users of ICTs, aware of the social, environmental and legal impacts of their actions.

The approach to this subject is task-oriented rather than tool-oriented with the emphasis on using ICTs to solve problems or complete tasks. Tasks are authentic or credible simulations of real tasks. The course is flexible to accommodate new and emerging technologies, and the wide range of interests and abilities of the students who study it.

Student will gain experience using both PC and MAC operating platforms, and will work on tasks in response to client needs using a variety of technologies including desktops, laptops, iPads, video equipment and still camera technology.

**COURSE OUTLINE:**
Student will be tasked to complete a number of projects for clients based internally and externally to the College. In each term, students will focus on one particular project, working both in teams and individually to solve problems. The core study areas students will specialise in include:
- Multi-media Design
- Graphic Design
- Web Design
- Animation
- App Development
- Game Design

**COURSE ASSESSMENT:**
The assessment in this subject will be undertaken through a series of projects. These projects could include multimedia or single media presentations; product design, development and construction projects; case study reports; research projects; and simulations.

**STUDY REQUIREMENTS:**
Complete group and individual assessment tasks as required

**SPECIAL REQUIREMENTS:**
Access to a home computer would be an advantage. Students without access to this hardware at home can utilize the College computer labs at lunch times when needed and the ICT Resource Centre before and after school.

**POSSIBLE CAREER PATHWAYS:**
ICT Network Administrator, Programmer, Animator, Website designer, Graphic Artist, Data Analyst, Software Designer.

Year 11 & 12 Pathway includes Information Technology Systems (ITN), Information Processing & Technology (IPT), and Certificate II in Information, Digital Media and Technology (ICA20111).

**PARENT/CARER SUPPORT:**
Monitor completion of key assessment tasks
<table>
<thead>
<tr>
<th>STATUS:</th>
<th>ELECTIVE SUBJECT -</th>
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</thead>
</table>
| COURSE OUTLINE: | Learning Italian extends, diversifies and enriches learners’ cognitive, social and linguistic development. The study of Italian provides opportunities for developing the key competencies in context that arise naturally from the content and the investigative bases of the subject. The course aims to:  
- Enhance their capacity to communicate and interact effectively within and across languages and cultures,  
- Appreciate the interrelationship of language and culture and the importance of intercultural competence,  
- Extend their awareness and understanding of the nature of the language through analyzing the linguistic systems of Italian,  
- Acquire languages- learning strategies that can be applied in other studies,  
- Recognise and appreciate cultural, linguistic and racial diversity both within Australia and globally,  
- Increase awareness and appreciation of their own language and culture as a result of learning about an additional language and culture,  
- Expand their post-school options and meet the growing needs of business and industry for language skills and intercultural understanding.  
All students will study and participate in the following Theme based Inquiry topics.  
- My Space - all about me, my friends, family life in Australia and in Italy  
- Feeling bored? Free-time, entertainment, music, films, cinema, television  
- Adolescence, love and romance  
- Welcoming Italian exchange students; engaging with them, highlighting cultural and lifestyle differences and similarities  
- The environment, environmental issues in Australia and Italy  
- The Italians - festivals, celebrations, special occasions, cultural values and beliefs; Italian society today  
- The travel bug: Planning a holiday to Italy, investigating using internet places to visit, holiday activities, accommodation, hopping, means of transport and costs |
| ASSESSMENT: | Italian selects from a range of four (4) different modes of assessment:  
- Listening  
- Speaking  
- Reading  
- Writing |
<p>| STUDY REQUIREMENTS: | Time per week: 5 hours/week should be devoted to course work study and revision of material. |
| PREREQUISITE YEAR 10 SUBJECT | Students wishing to take Senior Italian must have achieved at least a Sound Achievement in either Year 9 Italian and completed the year 10 Italian tutorials. Sound Achievement is equivalent to a C standard. |
| SPECIAL REQUIREMENTS: | Students must have access to the internet at home or at a local library. Students must also be able to borrow texts from the school library at all times. |
| POSSIBLE CAREER PATHWAYS: | Possible careers include: Teacher, Translator, Writer, Photographer, Journalist, Publisher, Business, Film &amp; Television Producer, Lawyer, Travel Consultant, and Tour Guide. |</p>
<table>
<thead>
<tr>
<th>STATUS:</th>
<th>ELECTIVE SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE OVERVIEW:</td>
<td>Film, Television &amp; New Media introduces students to the world of audio-visual media. Students will study society’s existing media and the institutions responsible for it as well as designing and producing their own short films across a range of genres. The course provides practical experience in the operation of camera equipment and film editing software while also teaching the fundamentals of scripting, storyboarding and critiquing. It develops skills in creativity, communication, teamwork and technological exploration, essential in the rapidly evolving industries of entertainment, marketing and media.</td>
</tr>
</tbody>
</table>
| COURSE OUTLINE:         | Film, Television & New Media combines knowledge and skills in cinematography with an emphasis on pre-production planning, written expression, responsible use of equipment and self-directed projects. Specific topics of study include:  
  - The codes and conventions of film including shot types and angles, costumes and settings, audio lighting and editing.  
  - Documentary traditions and techniques.  
  - New media and the link between the Internet and traditional broadcasting. |
| COURSE ASSESSMENT:      | Assessment in this course reflects the senior syllabus for Film, Television and New Media, with tasks divided into the areas of design, production and critique. A mixture of group and individual assessment tasks will involve the creation of storyboards, scripts and short films as well as written critique and oral presentation. Students are graded on their understandings in relation to film technologies, representations, audiences, institutions and languages. |
| STUDY REQUIREMENTS:     | Complete homework, group and individual assessment tasks as required. |
| SPECIAL REQUIREMENTS:   | Access to a home computer would be an advantage. Students without access to this hardware at home can utilize the College computer lab at lunch times when needed. |
| POSSIBLE CAREER PATHWAYS: | This course leads to career opportunities in Film, Television and New Media industries including scriptwriting, animating, camera operation, film and audio editing, public relations, marketing, broadcasting, journalism and visual arts. |
| PARENT/CARER SUPPORT:   | Monitor completion of key assessment tasks. |
# Subject Selection – Year 10

## MUSIC

<table>
<thead>
<tr>
<th>STATUS:</th>
<th>ELECTIVE SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE OVERVIEW:</td>
<td>The study of Music allows students to express and communicate what is important to them while exploring and analysing the meaning communicated in others’ musical compositions. Students will develop the skills and knowledge to:</td>
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<tr>
<td></td>
<td>- Create musical works to communicate meaning</td>
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<td>- Respond to and interpret musical works from different cultural and social groups and the impact of these works on society and</td>
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<tr>
<td></td>
<td>- Reflect on the creative processes used to play and produce music.</td>
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<tr>
<td>COURSE OUTLINE:</td>
<td>Big Bangs:</td>
</tr>
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<td></td>
<td>Students will investigate some of the music history’s most influential composers and their most defining works so as to understand how the elements of music are combined and manipulated to <em>create</em> music in a variety of styles/genres. This unit allows students to investigate the techniques used in: recording and producing original musical works; and live performances.</td>
</tr>
<tr>
<td>COURSE ASSESSMENT:</td>
<td>- Practical performances</td>
</tr>
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<td></td>
<td>- Aural examinations</td>
</tr>
<tr>
<td></td>
<td>- Written assignments</td>
</tr>
<tr>
<td>STUDY REQUIREMENTS:</td>
<td>30 minutes written work/study three times / week</td>
</tr>
<tr>
<td></td>
<td>Out of class rehearsals (lunch, before school)</td>
</tr>
<tr>
<td></td>
<td>Key Assessment Task Work</td>
</tr>
<tr>
<td>SPECIAL REQUIREMENTS:</td>
<td>Must be an instrumentalist / vocalist</td>
</tr>
<tr>
<td></td>
<td>Commitment to perform in front of a live audience</td>
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<tr>
<td></td>
<td>Preferred participation in choir, rock band or instrumental music program</td>
</tr>
<tr>
<td>POSSIBLE CAREER PATHWAYS:</td>
<td>- Conductor</td>
</tr>
<tr>
<td></td>
<td>- Singer</td>
</tr>
<tr>
<td></td>
<td>- Musician</td>
</tr>
<tr>
<td></td>
<td>- Sound Technician</td>
</tr>
<tr>
<td></td>
<td>- Sound Recorder</td>
</tr>
<tr>
<td></td>
<td>- Music Teacher</td>
</tr>
<tr>
<td></td>
<td>- Music Therapist</td>
</tr>
<tr>
<td></td>
<td>- Composer</td>
</tr>
<tr>
<td>PARENT/CARER SUPPORT:</td>
<td>Transport students to and from rehearsals and performances</td>
</tr>
<tr>
<td></td>
<td>Provide materials for performance costumes</td>
</tr>
</tbody>
</table>
# Physical Education

**STATUS:** ELECTIVE SUBJECT  

**COURSE OVERVIEW:** In Physical Education, physical activity serves as source of study. PE is not concerned with providing time for students to train, developing elite athletes or ‘playing’ games, but works to develop an intellectual performer. A student that studies and ‘analyses’ performance like a well-rounded and knowledgeable elite coach, searching for the keys to improve performance. Time is split approximately 50-50 between learning in the classroom and in the performance environment.

Students develop knowledge in concepts, such as movement learning, psychology, biomechanics, physiology and sociology and apply this knowledge to enhance their performance of the chosen four physical activities.

**COURSE OUTLINE:** Students will be involved in designing their own yearlong course. Through negotiation with the teacher, the class will select one physical activity in Term 2, 3 & 4 and study the associated content.

<table>
<thead>
<tr>
<th>TERM</th>
<th>Activity</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Water Rescue (all study)</td>
<td>Water safety &amp; promotion</td>
</tr>
<tr>
<td>2</td>
<td>Aussie Rules, OZ tag, Soccer, Indoor/Outdoor Hockey OR Netball</td>
<td>Sports-specific testing</td>
</tr>
<tr>
<td>3</td>
<td>Softball, Table Tennis OR Volleyball</td>
<td>Biomechanics</td>
</tr>
<tr>
<td>4</td>
<td>Badminton, Basketball, Ultimate Disc OR Touch</td>
<td>Commercialism, codes of behaviour &amp; sporting role models</td>
</tr>
</tbody>
</table>

**COURSE ASSESSMENT:** 50% of student results are based on physical performance, while 50% is based on written or spoken assessment tasks. All assessment must be submitted electronically and significant work must be done independently to successfully complete these tasks; this includes work at home, submitting drafts and seeking teacher assistance outside of class time.

Assessment items include: a folio of items (700 words), a report: (700 words), an essay exam (450-700 words, 120 minutes) and a short response exam (70 minutes).

**STUDY REQUIREMENT:** Ongoing reflection on class work should be undertaken weekly, and assessment items will require ongoing work across 3-4 weeks. 30 minutes homework per night after each lesson would be a guide, with more undertaken when assessment items are being completed. High levels of enthusiasm and aptitude for physical activity are expected when undertaking this elective subject.

**SPECIAL REQUIREMENT:** Due to the high use of technology within the classroom and for assessment items, it would be recommended that students consider joining the school laptop or BYO program.

- Term 1 unit will require students to leave on excursions during breaks once a week for the entire term. Students should not undertake this subject if this is not something they can commit to.
- Term 1 unit will require lessons of continuous swimming and/or running. Students do not have to be a great ‘swimmer’ or ‘runner’, but you do have to participate so that these skills can be developed. Students should not undertake this subject if this is not something they can commit to.

Appropriate equipment/clothing for aquatics activities is required during term 1.

**POSSIBLE CAREER PATHWAYS:**

- Sports Marketing & Sales
- Sport Development
- Physical Activity Policy Development
- Sport Journalism
- Department of Sport & Recreation
- Professional Sportsperson
- Sports Coaching
- Sports Psychologist
- Life-style Coach
- Fitness Instructing
- Personal Trainer
- Leisure management
- Medicine
- Physiotherapy
- Government Health Agencies
- Health Promotion
- Teaching

**PARENT/CARER SUPPORT:** Assist students with time management and planning to successfully complete large assessment items. Support students in being prepared for weekly excursions during Term 1. Encourage children to engage in high level physical activity or sports.
COMPULSORY SUBJECTS
**FSK20113 - Certificate II in Skills for Work and Vocational Pathways**

**STATUS:** Certificate Subject - Contributes to QCE

<table>
<thead>
<tr>
<th>STATUS:</th>
<th>Certificate Subject - Contributes to QCE</th>
<th>Possible QCE: 4 Credits</th>
</tr>
</thead>
</table>

**COURSE OUTLINE:**

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. It is suitable for individuals who require:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan

### 8 Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Description</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSKDIG03</td>
<td>Use digital technology for routine workplace tasks</td>
<td>Core</td>
</tr>
<tr>
<td>FSKLRG09</td>
<td>Use strategies to respond to routine workplace problems</td>
<td>Core</td>
</tr>
<tr>
<td>FSKLRG11</td>
<td>Use routine strategies for work-related learning</td>
<td>Core</td>
</tr>
<tr>
<td>FSKNUM14</td>
<td>Calculate with whole numbers and familiar fractions, decimals and percentages for work</td>
<td>Core</td>
</tr>
<tr>
<td>FSKNUM15</td>
<td>Estimate, measure and calculate with routine metric measurements for work</td>
<td>Core</td>
</tr>
<tr>
<td>FSKOCM07</td>
<td>Interact effectively with others at work</td>
<td>Core</td>
</tr>
<tr>
<td>FSKRDG10</td>
<td>Read and respond to routine workplace information</td>
<td>Core</td>
</tr>
<tr>
<td>FSKWTG09</td>
<td>Write routine workplace texts</td>
<td>Core</td>
</tr>
</tbody>
</table>

### 6 Elective Units

- Two elective units must be vocational units from other training packages.
- Up to 4 vocational units from other training packages, and their prerequisite units where applicable
- Up to 4 units from the Foundation Skills Training Package
- Up to 3 units from accredited courses.

**ASSESSMENT:**

Modes of assessment include:

- Completion of competencies by theory book work, simulated work activities, individual and group projects. One week of structured work experience is a compulsory requirement of this certificate

**STUDY REQUIREMENTS:**

This is a stand-alone VET subject and as such requires a commitment to complete modules to a competent standard and participate in all group tasks and projects.

**SPECIAL REQUIREMENTS:**

Participation in the BYOx scheme is recommended for ease of access to resources and assessment. Students who do not complete all competencies successfully will receive a Statement of Attainment listing the completed competencies.

**POSSIBLE CAREER PATHWAYS:**

Designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

<table>
<thead>
<tr>
<th>University Study</th>
<th>TAFE Study</th>
<th>Employment</th>
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<tbody>
<tr>
<td>Pathway to vocational training by developing individualised vocational training plans.</td>
<td>Prepares students for employment by developing entry level digital literacy and employability skills and individualised employment plans.</td>
<td></td>
</tr>
</tbody>
</table>

Further Information can be found at: [http://training.gov.au](http://training.gov.au)
<table>
<thead>
<tr>
<th>SUBJECT CODE:</th>
<th>PTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATUS:</td>
<td>COMPULSORY</td>
</tr>
<tr>
<td>COURSE OVERVIEW:</td>
<td>Pathways to Success is a compulsory subject delivered one session per week, for all Senior Secondary students. Participation in the course assists the students with developing personal responsibility towards their learning, setting goals and working towards reaching them. The course provides students with strategies to develop resilience, self-worth and personal safety.</td>
</tr>
<tr>
<td>COURSE OUTLINE:</td>
<td>Pathways to Success includes, but is not limited to:</td>
</tr>
<tr>
<td></td>
<td>- Goal Setting</td>
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<td>- Study approaches and techniques</td>
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<td>- Social and Emotional well being</td>
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<td>- Youth Issues program</td>
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<td>- Life Skills</td>
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<td></td>
<td>- Driver Awareness</td>
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<td></td>
<td>- Sexual Health</td>
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<td></td>
<td>- Drug and Alcohol Awareness</td>
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<td></td>
<td>- Career and Education Planning.</td>
</tr>
<tr>
<td>STUDY REQUIREMENTS:</td>
<td>Approximately 30 minutes per week revisiting goals and organising study timetable</td>
</tr>
<tr>
<td>SPECIAL REQUIREMENTS:</td>
<td>Compulsory participation in special event days, and Year 11 Camp. Students complete their Senior Education and Training (SET) plan in this subject.</td>
</tr>
<tr>
<td>POSSIBLE CAREER PATHWAYS:</td>
<td>Apply skills and good habits to all career pathways.</td>
</tr>
</tbody>
</table>