



# **ST JOHN'S COLLEGE NAMBOUR**

# **JUNIOR CURRICULUM HANDBOOK**

# **2019**

**(Version 2.1)**

# Junior Curriculum Handbook 2019 (Published August 2018)

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## SUBJECT SELECTION

### General Information about subject selections in Junior Years at St. John's College:

#### In choosing subjects, we recommend that students:

- Choose subjects that they are good at;
- Choose subjects that they like;
- Be realistic in making choices according to their ability, including taking into account recommendations made by teachers and Curriculum Leaders.
- Choose subjects which they wish to study – DO NOT choose subjects simply to be with friends or because you like the teacher!
- Choose a broad range of subjects;
- Consider a long term approach to choosing subjects – look at what is available in Semester 1 and Semester 2, choose subjects you are interested in, but also topics which you are keen to study.
- Choose subjects which lead into areas of study in Years 11 and 12 that students might be interested in pursuing;
- Choose subjects that are prerequisites for courses that they wish to do after Year 12 (for example, at TAFE or University level) – ***THIS IS PARTICULARLY IMPORTANT IN THE AREAS OF ENGLISH, MATHEMATICS, SCIENCE, HISTORY AND THE ARTS.***

#### For the different year levels, we recommend:

- **Years 8 and 9 students** should try a range of electives so that they keep their options open for the future. Students should not be afraid to try something new in these year levels if they think that they may be interested in studying it further in the future. It is important for these students to consider all alternatives so that they get a number of different experiences during these years.
- **Year 10 students** should be seriously choosing subjects which lead into areas which they are interested in studying in Years 11 and 12. Many subjects will be introducing concepts which will be re-visited in the Senior Years, so studying those courses in Year 10 could be helpful in gaining a better insight into what to expect in Senior. Students select year-long subjects and have to apply to change subjects throughout the year.
- Alternatively, **Year 10 students** should also consider subjects which will assist them in obtaining valuable skills to enable them to gain employment after leaving school. Some student will not be looking at returning for Years 11 and 12, and these students should ensure they keep as many options open as they possibly can through these choices.

#### What will students study:

YEAR 8	YEAR 9	YEAR 10
Religious Education (whole year) English (whole year) Mathematics (whole year) Humanities (whole year) Science (whole year) Health & Physical Education (whole year)  <b>4 Student Selected (Elective) subjects – 2 per semester</b>	Religious Education (whole year) English (whole year) Mathematics (whole year) Humanities (whole year) Science (whole year) Health & Physical Education (whole year)  <b>6 Student Selected (Elective) subjects – 3 per semester</b>	Religious Education (whole year) English (whole year) Mathematics (whole year)  <b>4 Student Selected (Elective) subjects – Whole of year subjects – students must apply to do any changes throughout the year and such changes will be limited.</b>

## Getting started:

Whilst many students in all year levels do not know exactly what career to pursue, they should try to determine the areas of future employment they might enjoy. Much can be learned from re-visiting their My Career Match Profile, exploring career websites and quizzes e.g. myfuture - <http://www.myfuture.edu.au/> ; Job Outlook - <http://joboutlook.gov.au/careerquiz.aspx> ; Career Quest - <http://www.careers.govt.nz/tools/> ; studying the Job Guide and talking to people who work in areas of interest to you.

If you are struggling to find a career path or direction, a really great place to start is the **Student Connect website**. <http://www.studentconnect.qcaa.qld.edu.au>. The Student Connect website is designed, maintained and provided for by the Queensland Government in conjunction with educational authorities.

It is ideal for families to use and provides a starting point for discussion:

- ✓ identifying interests and abilities through actual exercises
- ✓ exploring suitable career paths
- ✓ decision making and planning

The College's Careers Department also operates a website:

<http://www.stjohnscollegecareers.com/>.

This is a valuable resource for students and families to utilise as much of the research has already been completed. Students should register in the Secure Student Area to access many career planning quizzes and resources.

## Changes to Senior Secondary Schooling processes from 2019

The system of Senior Secondary Schooling will be changing in 2019. These changes will impact on the Year 11 students in 2019 (the current Year 10 student cohort). Important changes include the introduction of subject based external assessment pieces for many subjects and the replacing of the OP Score with ATAR results.

Students, Parents and Carers will be provided with additional information in regards to these changes and how they are implemented at St John's College in the lead up to subject selections for the Senior Years.

General information relating to Senior education in Queensland is available at [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au).

## Where to get advice:

At St John's College, almost anyone can be a source of information about subjects. In particular, you could talk to:

- ❖ Curriculum Middle Leaders and teachers to gain information about their particular subjects.
- ❖ Years 10 – 12 Pastoral Middle Leaders about transition issues from Junior to Senior years.
- ❖ The Pathways Team – particularly for those students who are interested in traineeships and apprenticeships in future years.
- ❖ Members of the College Leadership Team.
- ❖ Students who are currently studying those subjects which you are interested in.

## This Handbook:

We encourage you to take the time to read this handbook so that you can make wise and informed choices. It is set out in department areas so that you can see what subjects are available in each department in each semester. Level 1 units are generally studied in Year 7, Level 2 in Year 8, Level 3 in Year 9 and Level 4 in Year 10.

This will take some time to work through, but we believe it is time that is well invested for you to achieve successful future outcomes.

In particular, you should consider:

- Which topics are being studied in each semester of these subjects and pick areas which you are most interested in;
- What subjects do you most want to study? These should be your first preferences to give yourself the best chance of receiving these choices.
- Look to plan your ideal program across Years 8 to 10 so that you can see a pathway emerging of what subjects you might like to study in Years 11 and 12. The table below can assist with this.

YEAR 8 SEMESTER 1	YEAR 8 SEMESTER 2	YEAR 9 SEMESTER 1	YEAR 9 SEMESTER 2	YEAR 10 SEMESTER 1	YEAR 10 SEMESTER 2
RE English Mathematics Humanities Science Health & Physical Education	RE English Mathematics Humanities Science Health & Physical Education	RE English Mathematics Humanities Science Health & Physical Education	RE English Mathematics Humanities Science Health & Physical Education	RE English Mathematics  NOTE: Students will be required to select at least one Science subject in their preferences unless they have applied and been approved to be exempt from this.	
ELECTIVE 1	ELECTIVE 1	ELECTIVE 1	ELECTIVE 1	ELECTIVE 1	
ELECTIVE 2	ELECTIVE 2	ELECTIVE 2	ELECTIVE 2	ELECTIVE 2	
		ELECTIVE 3	ELECTIVE 3	ELECTIVE 3	
				ELECTIVE 4	

# **RELIGIOUS EDUCATION**

# **AVAILABLE SUBJECTS**

<b>LEVEL 1 CORE SUBJECT (studied in Year 7)</b>		
<b>Contact Person: Fiona Baker</b>		
<b>Code: 07RE11</b>	<b>Subject Name – Religious Education 1-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b>Time Travel</b>                  In Year 7, Term 1, students learn about the beliefs, values and practices of Christian communities, past and present, including early Church communities (c.6 BCE – c. 650CE) and the communities of religious men and women. They explore cultural and historical influences on these communities and change and continuity over time.</p> <p>Students learn about the common beginnings of faith shared by the monotheistic religions (Christianity, Judaism and Islam) through the stories of patriarchs, Moses and the prophets. They explore ways in which communities of believers, past and present, express their understanding of God and God's relationship with human persons. Students explore contextual information about sacred texts, using a range of Biblical tools, to gain a deeper awareness of these texts and how they influence communities of believers.</p> <p><b>Power of Words</b>                  In Year 7, Term 2, students learn about the beliefs, values and practices of Christian communities, past and present, including early Church communities (c.6 BCE – c. 650CE), communities of religious men and women and Australian Catholic Church communities. They explore ways in which communities of believers, past and present, express their understanding of God and God's relationship with human persons.</p> <p>In particular, students they develop their understanding of the Decalogue. They examine Church teaching and basic principles of Christian morality that influence the way Christians live out their faith, individually and communally.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	Term 1: <ul style="list-style-type: none"> <li>• The ancient world</li> <li>• Festivals and Passover</li> <li>• Context of Old Testament</li> <li>• Patriarchs</li> <li>• Liturgical seasons.</li> </ul>

	<p>Term 2:</p> <ul style="list-style-type: none"><li>• 10 Commandments and Exodus</li><li>• Morality</li><li>• Writings of Key Messages of Founders</li><li>• Structure of the Church in Australia</li><li>• Meditative Prayer</li></ul> <p>Skills: recognise, explain, describe, suggest</p>
<b>Assessment:</b>	<p>Term 1: Museum display or artefact</p> <p>Term 2: Booklet and oral presentation</p>
<b>Pathways to Levels 2, 3 and 4</b>	<p>Students must continue to study Religious Education throughout Years 8 to 12.</p>
<b>Additional fees and charges</b>	<p>NIL</p>
<b>Additional information</b>	<p>This subject is studied by all students in Year 7 during Semester 1.</p>



<b>LEVEL 1 CORE SUBJECT (studied in Year 7)</b>		
<b>Contact Person: Fiona Baker</b>		
<b>Code: 07RE12</b>	<b>Subject Name – Religious Education 1-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b>Jesus Christ Superstar</b>                  In Year 7, Term 3, students learn about the beliefs, values and practices of Christian communities, past and present, including early Church communities (c.6 BCE – c. 650CE), communities of religious men and women and Australian Catholic Church communities. They explore cultural and historical influences on these communities and change and continuity over time.</p> <p>Students explore contextual information about sacred texts, using a range of Biblical tools, to gain a deeper awareness of these texts and how they influence communities of believers. They examine Church teaching and basic principles of Christian morality that influence the way Christians live out their faith, individually and communally.</p> <p><b>Values and Beliefs</b>                  In Year 7, Term 4, students learn about the beliefs, values and practices of Christian communities, past and present, including early Church communities (c.6 BCE – c. 650CE), communities of religious men and women and Australian Catholic Church communities. They explore ways in which communities of believers, past and present, express their understanding of God and God's relationship with human persons.</p> <p>In particular, they develop their understanding of the Apostles Creed and Nicene Creed. Student examine Church teaching and basic principles of Christian morality that influence the way Christians live out their faith, individually and communally.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Subject specific content knowledge and skills acquired in Semester 1
<b>Topics Studied:</b>	Term 3: <ul style="list-style-type: none"> <li>• Context of the Gospels</li> <li>• Images of Jesus</li> <li>• Early Church Community</li> <li>• Praying with Icons</li> </ul>

	<p>Term 4:</p> <ul style="list-style-type: none"><li>• Creeds early Church history,</li><li>• Sacraments</li><li>• Common Good and Prayer</li></ul> <p>Skills: recognise, explain, investigate, participate, describe</p>
<b>Assessment:</b>	<p>Term 3: Book Review</p> <p>Term 4: Blog Paragraph</p>
<b>Pathways to Levels 2, 3 and 4</b>	<p>Students must continue to study Religious Education throughout Years 8 to 12.</p>
<b>Additional fees and charges</b>	<p>NIL</p>
<b>Additional information</b>	<p>This subject is studied by all students in Year 7 during Semester 2.</p>

<b>LEVEL 2 CORE SUBJECT (studied in Year 8)</b>		
<b>Contact Person: Fiona Baker</b>		
<b>Code: 08RE21</b>	<b>Subject Name – Religious Education 2-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b>Wisdom Hunters</b></p> <p>In Year 8, Term 1, students explore the Christian belief in God's saving plan for all creation and ways in which believers past and present are part of God's saving plan through their faith and action in the world. They are introduced to the significant challenges and changes in the Church from c.650 CE - c.1750 CE and the influence of significant people, groups and ideas at that time.</p> <p>Students continue to develop their understanding of prayer in the Christian tradition through an exploration of meditative prayer, including praying with scripture; and meditative prayer practices, including centred breathing and attending to posture.</p> <p><b>Identity, Diversity and Unity</b></p> <p>In Year 8, Term 2, students are introduced to the theme of covenant, as unique relationship between God and God's people, through an exploration of the actions and messages of some Old Testament prophets. They develop their understanding of the many ways in which the Church is present and active in the world today, including participation in liturgy and other personal and communal prayer experiences; and witness to the ecumenical spirit through praying and working for Christian unity.</p> <p>Students continue to develop their understanding of prayer in the Christian tradition through an exploration of The Liturgy of the Hours. They learn about the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Subject specific content knowledge and skills acquired in Year 7
<b>Topics Studied:</b>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>• Meditative Prayer</li> <li>• Words of Wisdom</li> <li>• God's Saving Plan</li> <li>• The Movers and Shakers of the Church.</li> </ul>

	<p>Term 2:</p> <ul style="list-style-type: none"><li>• Holy Spirit</li><li>• Baptism</li><li>• Abrahamic birth rituals</li><li>• Liturgy of the Hours</li><li>• Covenant.</li></ul> <p>Skills: select evidence, recognise and explain, analyse, participate, interpret</p>
<b>Assessment:</b>	<p>Term 1: Analytical paragraph and creative component</p> <p>Term 2: PowerPoint Presentation</p>
<b>Pathways to Levels 3 and 4</b>	<p>Students must continue to study Religious Education throughout Years 9 to 12.</p>
<b>Additional fees and charges</b>	<p>NIL</p>
<b>Additional information</b>	<p>This subject is studied by all students in Year 8 during Semester 1.</p>

<b>LEVEL 2 CORE SUBJECT (studied in Year 8)</b>		
<b>Contact Person: Fiona Baker</b>		
<b>Code: 08RE22</b>	<b>Subject Name – Religious Education 2-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b>Continuing the Mission</b>                  In Year 8, Term 3, students engage with a variety of images and words that express the mystery of the Trinity, the fundamental Christian belief that God is relational in nature. They learn about the preaching, achievements and challenges of the earliest followers of Jesus, as described in The Acts of the Apostles.</p> <p>Students develop their understanding of the many ways in which the Church is present and active in the world today, informed response to emerging moral questions; and witness to the ecumenical spirit through praying and working for Christian unity.</p> <p><b>Call to Goodness</b>                  In Year 8, Term 4 students explore the Christian belief in God's saving plan for all creation and ways in which believers past and present are part of God's saving plan through their faith and action in the world. They develop their understanding of the many ways in which the Church is present and active in the world today, informed response to emerging moral questions; practice of cardinal virtues.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Subject specific content knowledge and skills acquired in Semester 1
<b>Topics Studied:</b>	<p>Term 3:</p> <ul style="list-style-type: none"> <li>• Jew or Jesus Follower</li> <li>• Christian Belief in the Trinity</li> <li>• Action of Liturgy</li> <li>• History of Church</li> <li>• Mission of Jesus.</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• Church Morality</li> <li>• Cardinal Virtues and Ecumenicalism</li> </ul> <p>Skills: explain, select evidence, analyse, participate</p>

<b>Assessment:</b>	Term 3: Multimodal Presentation Term 4: Magazine Article/Letter
<b>Pathways to Levels 3 and 4</b>	Students must continue to study Religious Education throughout Years 8 to 12.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 8 during Semester 2.

<b>LEVEL 3 CORE SUBJECT (studied in Year 9)</b>		
<b>Contact Person: Fiona Baker</b>		
<b>Code: 09RE31</b>	<b>Subject Name – Religious Education 3-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b>Lighting up the World</b></p> <p>In Year 9, Term 1 students develop their understanding of the experience of sin throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE - 1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work.</p> <p>Students consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching.</p> <p><b>Exploring the Sacred</b></p> <p>In Year 9, Term 2, students consider sources of inspiration, strength and guidance for believers today, including the three forms of penance (prayer, fasting and almsgiving), Scripture, celebration of the Sacraments of Healing (Penance and Anointing of the Sick), and personal and communal prayer experiences. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing, Christian Meditation and meditative prayer practices, including praying with labyrinths.</p> <p>Students learn about the divergent understandings of God (Allah, God, G*d) in the monotheistic religions (Islam, Christianity, Judaism).</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Subject specific content knowledge and skills acquired in Year 8
<b>Topics Studied:</b>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>• Human Dignity</li> <li>• Christian Vocation</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• God's Grace</li> <li>• Prayer</li> <li>• Abrahamic Religions</li> </ul>

	Skills: Interpret, refer to examples, explain, evaluate, examine
<b>Assessment:</b>	Term 1: Analytical and Evaluative Paragraph Term 2: Research Booklet
<b>Pathways to Level 4</b>	Students must continue to study Religious Education throughout Years 9 to 12.
<b>Career Pathways</b>	
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 9 during Semester 1.



<b>LEVEL 3 CORE SUBJECT (studied in Year 9)</b>		
<b>Contact Person: Fiona Baker</b>		
<b>Code: 09RE32</b>	<b>Subject Name – Religious Education 3-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b>Scripture Detectives</b></p> <p>In Year 9, Term 3, students are introduced to two forms of Biblical criticism, namely form criticism and narrative criticism, and develop the ability to apply these to help their understanding, interpretation and use of a range of Biblical texts.</p> <p>They develop their understanding of three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers.</p> <p><b>The Future is in my Hands</b></p> <p>In Year 9, Term 4, students develop their understanding of the experience of sin throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE - 1918 CE).</p> <p>They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Subject specific content knowledge and skills acquired in Semester 1.
<b>Topics Studied:</b>	<p>Term 3:</p> <ul style="list-style-type: none"> <li>• Genesis</li> <li>• Writings of the Messiah</li> <li>• Jesus: the Man</li> <li>• the Spirit and the Father.</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• Ethics and Social Justice</li> </ul> <p>Skills: demonstrate, interpret, examine, draw conclusion, refer to examples, make judgements, analyse evaluate</p>

<b>Assessment:</b>	Term 3: Research Booklet and creation of a children's book Term 4: Analytical and Evaluative Paragraphs
<b>Pathways to Level 4</b>	Students must continue to study Religious Education throughout Years 9 to 12.
<b>Career Pathways</b>	
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 9 during Semester 2.

<b>LEVEL 4 CORE SUBJECT (studied in Year 10)</b>		
<b>Contact Person: Fiona Baker</b>		
<b>Code: 10RE41</b>	<b>Subject Name – Religious Education 4-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b>OMG – Oh My God</b></p> <p>In Year 10, Term 1, students learn about various ways in which humans have understanding of the mystery of God or the 'Other', which is ultimately beyond human language, concepts and stories. These include the human experience of the created world; the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and practices; the different representations of God in Old Testament and New Testament texts by various human authors in different historical, social and cultural contexts; Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history; and participation in personal and communal prayer that can lead believers to contemplation (the simple awareness of the presence of God).</p> <p>Students continue to develop their understanding of prayer in the Christian tradition through an exploration of Centreing Prayer; and meditative prayer practices, including praying with the help of nature.</p> <p><b>Social Justice</b></p> <p>In Year 10, Term 2, students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australian and the Modern World (c.1918 to the present) from science, technology, materialism, consumerism and political ideologies. They develop critical understanding of the various sources that guide the Church's action in the world today, including the teaching of Jesus and the early Church, the principles of Catholic social teaching and the reasoned judgements of conscience, carefully formed and examined.</p> <p>Students examine the Eucharist as the primary and indispensable source of nourishment for the spiritual life of believers, who carry on Jesus' mission in the world. They continue to develop their understanding of prayer in the Christian tradition through an exploration of; prayers for justice, peace and the environment, including the Prayer of St Francis.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Subject specific content knowledge and skills acquired in Year 9

<p><b>Topics Studied:</b></p>	<p>Term 1:</p> <ul style="list-style-type: none"> <li>• Mystery of God</li> <li>• World Religions</li> <li>• Cultural Contexts</li> <li>• Representations of God</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• Moral conscience</li> <li>• Authority of Church Teachings</li> <li>• Eucharist</li> <li>• Social Justice and Human Dignity</li> <li>• Prayer</li> </ul> <p>Skills: explain, analyse, use evidence, evaluate, critically analyse, develop and justify, participate</p>
<p><b>Assessment:</b></p>	<p>Term 1: Creative Work and Evaluative Paragraph/ Analytical Paragraphs</p> <p>Term 2: Feature Article/Analytical Essay</p>
<p><b>Pathways to Senior Schooling</b></p>	<p>Students will be required to obtain a C+ level grade or higher to select the subject Study of Religion in Years 11 and 12.</p> <p>All students are eligible to select Religion and Ethics in Years 11 and 12.</p> <p>Either Study of Religion or Religion and Ethics must be studied at St John's College throughout Years 11 and 12. This is documented in the Student Agreement which is signed in Year 10 and is a compulsory element of attending a Brisbane Catholic Education run school.</p>
<p><b>Career Pathways</b></p>	<p>This course will be a good starting point for further study after leaving school. It could also lead to employment in the areas of hospitality and service industries; government, foreign service and the Peace Corps; Museums and the arts; Non-profit or non-governmental organisations and some forms of publishing. Additional tertiary study in Religious Education areas could lead to careers in Counselling, Social Work, Education, Journalism, Sociology or Psychology</p>
<p><b>Additional fees and charges</b></p>	<p>NIL</p>
<p><b>Additional information</b></p>	<p>This subject is studied by all students in Year 10 during Semester 1.</p>

<b>LEVEL 4 CORE SUBJECT (studied in Year 10)</b>		
<b>Contact Person: Fiona Baker</b>		
<b>Code: 10RE42</b>	<b>Subject Name – Religious Education 4-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b>Morality – Love and Sin</b></p> <p>In Year 10, Term 3, students learn about the different representations of God in Old Testament and New Testament texts by various human authors in different historical, social and cultural contexts. Students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australian and the Modern World (c.1918 to the present) from science, technology, materialism, consumerism and political ideologies.</p> <p>They develop critical understanding of the various sources that guide the Church's action in the world today, including the teaching of Jesus and the early Church, the principles of Catholic social teaching and the reasoned judgements of conscience, carefully formed and examined.</p> <p><b>From Chaos to Calm: the Christian Way</b></p> <p>In Year 10, Term 4, students learn about various ways in which humans understand the mystery of God or the 'Other', which is ultimately beyond human language, concepts and stories. These include the human experience of the created world; the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and practices; Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history; and participation in personal and communal prayer that can lead believers to contemplation (the simple awareness of the presence of God).</p> <p>Students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australian and the Modern World (c.1918 to the present) from science, technology, materialism, consumerism and political ideologies.</p> <p>They develop critical understanding of the various sources that guide the Church's action in the world today, including the teaching of Jesus and the early Church, the principles of Catholic social teaching and the reasoned judgements of conscience, carefully formed and examined. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the Magnificat and the Canticle of Creation.</p>
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<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p>Subject specific content knowledge and skills acquired in Semester 1</p>
<p><b>Topics Studied:</b></p>	<p>Term 3:</p> <ul style="list-style-type: none"> <li>• Biblical Criticism</li> <li>• Moral Conscience Formation</li> <li>• Church Teachings</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• Magnificat and the Canticle of Creation</li> <li>• Church Teachings</li> <li>• Church History</li> </ul> <p>Skills: develop and justify, explain use evidence, evaluate, analyse, critically analyse</p>
<p><b>Assessment:</b></p>	<p>Term 3: Analytical Essay</p> <p>Term 4: PowerPoint/Movie</p>
<p><b>Pathways to Senior Schooling</b></p>	<p>Students will be required to obtain a C+ level grade or higher to select the subject, Study of Religion in Years 11 and 12.</p> <p>All students are eligible to select Religion and Ethics in Years 11 and 12.</p> <p>Either Study of Religion or Religion and Ethics must be studied at St John's College throughout Years 11 and 12. This is documented in the Student Agreement which is signed in Year 10 and is a compulsory element of attending a Brisbane Catholic Education run school.</p>
<p><b>Career Pathways</b></p>	<p>This course will be a good starting point for further study after leaving school. It could also lead to employment in the areas of hospitality and service industries; government, foreign service and the Peace Corps; Museums and the arts; Non-profit or non-governmental organisations and some forms of publishing. Additional tertiary study in Religious Education areas could lead to careers in Counselling, Social Work, Education, Journalism, Sociology or Psychology</p>
<p><b>Additional fees and charges</b></p>	<p>NIL</p>
<p><b>Additional information</b></p>	<p>This subject is studied by all students in Year 10 during Semester 2.</p>

# **ENGLISH**

# **AVAILABLE SUBJECTS**

<b>LEVEL 1 CORE SUBJECT (studied in Year 7)</b>		
<b>Contact Person: Maree Anning</b>		
<b>Code: 07ENG11</b>	<b>Subject Name – English 1-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b><i>Writing Unit (Grammar Skills; Imaginative and Analytical Writing)</i></b>                  All students, regardless of which class they are in, study the same units and complete the same Formative and Summative assessment. Teachers facilitate the learning within the English classes and students study the units at a level of complexity and depth suitable to their individual language and literacy needs. The focus for this unit in Semester 1 English centres on improving students' writing skills. This unit is divided into three sections:</p> <ul style="list-style-type: none"> <li>- Explicit teaching of Grammar;</li> <li>- Imaginative Writing in creating a new world with setting and character</li> <li>- Analytical Writing in response to a selected film</li> </ul>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	It is assumed that students entering this unit have some prior knowledge of written and spoken skills.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Improving Writing Skills</li> <li>• Imaginative Writing</li> <li>• Analytical Writing</li> </ul>
<b>Assessment:</b>	Imaginative Writing Assignment  Analytical Writing Examination
<b>Pathways to Levels 2, 3 and 4</b>	Students complete English units in Years 8, 9 and 10.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 7 during Semester 1.



<b>LEVEL 1 CORE SUBJECT (studied in Year 7)</b>		
<b>Contact Person: Maree Anning</b>		
<b>Code: 07ENG12</b>	<b>Subject Name – English 1-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p>This semester, English is divided into two units of work:</p> <p><b>Poetry Alive</b> This unit immerses students in poetry texts and figurative language using the student Workbook <i>Simply Poetry</i>. Students read, listen to, write and perform poetry, as well as learn to interpret, annotate and analyse poetry texts.</p> <p><b>Clear Cut Characters</b> This unit introduces students to a novel study where they will identify and explore ideas and viewpoints about events, issues and characters represented in the specific text. They will explore character development in the novel text to reflect on ideas and opinions about characters, settings and events; and compare ways language and images are used to create the characters.</p> <p>Such novels include: <i>Wolfbrother, Private Peaceful, Gracey, Pavana and Inside Out and Back Again.</i></p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	It is assumed that students entering this course have some knowledge of correct written Grammatical Structures, as well as Imaginative and Analytical Writing skills.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Poetry Performance and Analysis</li> <li>• Novel Characterisation</li> </ul>
<b>Assessment:</b>	<p>Individual Poetry Collage Performance</p> <p>Poetry Analysis Assignment</p> <p>Written Character Monologue Examination</p>
<b>Pathways to Levels 2, 3 and 4</b>	Students complete English units in Years 8, 9 and 10

<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 7 during Semester 2.

<b>LEVEL 2 CORE SUBJECT (studied in Year 8)</b>		
<b>Contact Person: Maree Anning</b>		
<b>Code: 08ENG21</b>	<b>Subject Name – English 2-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b><i>Writing Unit (Grammar Skills; Imaginative and Analytical Writing)</i></b></p> <p>All students, regardless of which class they are in, study the same units and complete the same Formative and Summative assessment. Teachers facilitate the learning within the English classes and students study the units at a level of complexity and depth suitable to their individual language and literacy needs. The focus for this unit in Semester 1 English centres on improving students' writing skills. This unit is divided into three sections:</p> <ul style="list-style-type: none"> <li>- Explicit teaching of Grammar;</li> <li>- Imaginative Writing creating a narrative with setting and character</li> <li>- Analytical Writing in response to a Picture Book</li> </ul>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	It is assumed that students entering this course have some knowledge of correct written Grammatical Structures, Imaginative and Analytical Writing skills, as well as some prior study of poetry and novel texts.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Improving Writing Skills</li> <li>• Imaginative Writing</li> <li>• Analytical Writing</li> </ul>
<b>Assessment:</b>	<p>Imaginative Writing Assignment</p> <p>Analytical Writing Examination</p>
<b>Pathways to Levels 3 and 4</b>	Students complete English units in Years 9 and 10.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 8 during Semester 1.

<b>LEVEL 2 CORE SUBJECT (studied in Year 8)</b>		
<b>Contact Person: Maree Anning</b>		
<b>Code: 08ENG22</b>	<b>Subject Name – English 2-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p>This semester, English is divided into two units of work:</p> <p><b><i>Heroes, Pilgrims and Lovers: English through the Ages</i></b>                  This unit introduces students to the origins of the English Language and review of persuasive techniques in written and spoken texts, formal and informal contexts. Students are immersed in close literary analysis of texts from the periods, including <i>Beowulf</i>, <i>The Canterbury Tales</i> and <i>Much Ado About Nothing</i>; character studies and cultural and historical contexts with imaginative creation and manipulation of language for specific effect.</p> <p><b><i>The Author's Purpose</i></b>                  This unit, students explore the role of language in creating setting, characters, themes and ideas, tension and atmosphere in selected novels, such as. <i>Tomorrow When The War Began</i>, <i>Nanberry</i>, <i>Trash</i>, <i>A New Kind of Dreaming</i>, <i>The Old Man and The Sea</i> and <i>The Divine Wind</i>. This unit will also extend students' prior knowledge of analytical written skills and structure.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<p>It is assumed that students entering this course have prior knowledge of correct written Grammatical Structures, Imaginative and Analytical Writing skills, as well as poetry and novel texts.</p>
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Persuasive Techniques</li> <li>• Origins and Evolution of English</li> <li>• Old English; Middle English</li> <li>• Renaissance English</li> <li>• Novel Study</li> <li>• Analytical Paragraph Writing.</li> </ul>
<b>Assessment:</b>	<p>Individual Persuasive Monologue Speech</p> <p>Persuasive Letter Assignment</p> <p>Analytical Response to a Novel Examination</p>

<b>Pathways to Levels 3 and 4</b>	Students complete English units in Years 9 and 10.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 8 during Semester 2.

<b>LEVEL 3 CORE SUBJECT (studied in Year 9)</b>		
<b>Contact Person: Maree Anning</b>		
<b>Code: 09ENG31</b>	<b>Subject Name – English 3-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b><i>Writing Unit (Grammar Skills; Imaginative and Analytical Writing)</i></b></p> <p>All students, regardless of which class they are in, study the same units and complete the same Formative and Summative assessment. Teachers facilitate the learning within the English classes and students study the units at a level of complexity and depth suitable to their individual language and literacy needs. The focus for this unit in Semester 1 English centres on improving students' writing skills. This unit is divided into three sections:</p> <ul style="list-style-type: none"> <li>- Explicit teaching of Grammar;</li> <li>- Imaginative Writing creating a Gothic Story</li> <li>- Analytical Writing in response to Australian Poetry</li> </ul>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	It is assumed that students entering this course have some knowledge of Imaginative, Analytical and Persuasive language skills, as well as knowledge of the changes in English Language through the ages; and prior study of poetry, play and novel texts.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Improving Writing Skills</li> <li>• Imaginative Writing</li> <li>• Analytical Writing</li> </ul>
<b>Assessment:</b>	<p>Imaginative Writing Assignment</p> <p>Analytical Writing Examination</p>
<b>Pathways to Level 4</b>	Students complete English units in Years 10
<b>Career Pathways</b>	Students will be required to obtain a C- level grade or higher in an English subject in Years 11 and 12 in order to obtain an ATAR or QCE. Additionally, many university courses require a C- level grade or higher in Senior English subjects to gain entry to the course.
<b>Additional fees and charges</b>	NIL

**Additional  
information**

This subject is studied by all students in Year 9 during Semester 1.

<b>LEVEL 3 CORE SUBJECT (studied in Year 9)</b>		
<b>Contact Person: Maree Anning</b>		
<b>Code: 09ENG32</b>	<b>Subject Name – English 3-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p>This semester, English is divided into two units of work:</p> <p><b><i>Responding to Novel Texts</i></b>                      This unit extends students' prior knowledge of analytical written skills and structure. The focus is to develop students' understanding of analysing a novel text; and to introduce students to the analytical essay structure. Selected novels could include: <i>Artemis Fowl</i>, <i>Don't Call Me Ishmael</i>, <i>To Kill a Mockingbird</i>, <i>Northern Lights</i>, <i>The Gathering</i>, <i>Looking for Alibrandi</i>.</p> <p><b><i>Responding to Shakespearean Play Texts</i></b>                      This unit extends students' prior knowledge of Shakespearean language in reading and deconstructing a Shakespearean play, such as <i>Romeo and Juliet</i>. The main characters will be explored, along with the plot, themes and language of the text.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<p>It is assumed that students have prior knowledge of Imaginative, Analytical and Persuasive language skills; knowledge of the changes in English Language; and prior study of poetry, play and novel texts.</p>
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Analysing language in a Novel and Shakespearean Play Text</li> <li>• Analytical Essay Structure</li> <li>• Monologue writing and performance skills.</li> </ul>
<b>Assessment:</b>	<p>Analytical Essay Examination</p> <p>Individual Spoken Monologue Performance</p>
<b>Pathways to Level 4</b>	<p>Students complete English units in Years 10.</p>
<b>Career Pathways</b>	<p>Students will be required to obtain a C- level grade or higher in an English subject in Years 11 and 12 in order to obtain an ATAR or QCE. Additionally, many university courses require a C- level grade or higher in Senior English subjects to gain entry to the course.</p>



<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 9 during Semester 2.

<b>LEVEL 4 CORE SUBJECT (studied in Year 10)</b>		
<b>Contact Person: Maree Anning</b>		
<b>Code: 10ENG41</b>	<b>Subject Name – English 4-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b><i>Interpretation of Culture and Identity in Texts</i></b></p> <p>This unit extends students' knowledge of culture, identity and issues in a variety of literary and non-literary texts. The focus is to develop students' understanding of examining, analysing, interpreting and presenting perspectives and representations in texts through written and spoken persuasive responses for public audiences. Literary and non-literary texts include: political and social print cartoons, films, poetry, Shakespearean play, short stories and popular culture texts.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<p>It is assumed that students have prior knowledge of Analytical and Persuasive language skills; and prior study of poetry, play and non-literary texts.</p>
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Interpretation of political and social print cartoons</li> <li>• Analysis of film, poetry and popular culture texts</li> <li>• Interpretation of the message within various texts</li> <li>• Persuasive language techniques in written and spoken texts.</li> </ul>
<b>Assessment:</b>	<p>Spoken Multimodal Presentation</p> <p>Feature Article Assignment</p> <p>Individual Persuasive Speech</p>
<b>Pathways to Senior Schooling</b>	<p>This subject prepares students for any of the three English subjects in Semester 2 and Senior School: English, Literature and Essential English.</p>
<b>Career Pathways</b>	<p>Students will be required to obtain a C- level grade or higher in an English subject in Years 11 and 12 in order to obtain an ATAR or QCE. Additionally, many university courses require a C- level grade or higher in Senior English subjects to gain entry to the course.</p>

<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 10 during Semester 1.

<b>LEVEL 4 CORE SUBJECT (studied in Year 10)</b>		
<b>Contact Person: Maree Anning</b>		
<b>Code: 10ENG42</b>	<b>Subject Name – English 4-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b><i>Consolidating Analysis of Novel Texts</i></b></p> <p>This unit extends students' prior knowledge of analytical written skills and structure from previous years in English. The focus is to develop students' understanding and maturity of analysing a novel text from a selection of cultural contexts and authors. Students will also be extended with regard to their prior knowledge of Descriptive Writing techniques.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Students will be required to obtain a C- level grade or higher in 10ENG41 in Semester 1 to enter this subject in Semester 2 without an interview with the English Curriculum Middle Leader and/or AP Curriculum.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Novel deconstruction and analysis</li> <li>• Use of language to create representations, characterisation, setting, symbolism and meaning in novel texts</li> <li>• Using language to position readers.</li> </ul>
<b>Assessment:</b>	<p>Written Analytical Essay</p> <p>Written Descriptive Writing</p>
<b>Pathways to Senior Schooling</b>	This unit prepares students for either English or Literature in the Senior School.
<b>Career Pathways</b>	Students will be required to obtain a C- level grade or higher in an English subject in Years 11 and 12 in order to obtain an ATAR or QCE. Additionally, many university courses require a C- level grade or higher in Senior English subjects to gain entry to the course.
<b>Additional fees and charges</b>	NIL

**Additional  
information**

At least one English subject is studied by all students in Year 10 during Semester 2. Students may study 2 English subjects in Year 10 Semester 2: English - 10ENG42 and Literature – 10ENG44.

<b>LEVEL 4 CORE SUBJECT (studied in Year 10)</b>		
<b>Contact Person: Maree Anning</b>		
<b>Code: 10ENG44</b>	<b>Subject Name – Essential English 4-3</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b><i>THIS SUBJECT WILL ONLY BE OFFERED IN SEMESTER 2</i></b></p> <p><b><i>Writing and Speaking for Work, Leisure and Community</i></b></p> <p>This subject focuses on preparing students for the workplace. Students will be engaged in real life contexts with employment agencies, the employer and the school leaver as the audiences. This course will also involve outside courses, providing students with a possible QCE point on successful completion of the course. As well as work related topics, students will also be engaged in reading and viewing for leisure.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	It is assumed that students have prior knowledge of written and spoken language skills in response to a variety of literary and non-literary texts.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Reading and Viewing for Leisure</li> <li>• Workplace Communication</li> <li>• Written and Spoken skills used in the real-life workplace</li> <li>• communication with the employer and employment agencies.</li> </ul>
<b>Assessment:</b>	<p>Competency based assessment ongoing through the semester course</p> <p>Spoken multimodal presentation</p>
<b>Pathways to Senior Schooling</b>	Students studying this subject will only study one English subject in Semester 2 and will be considering entering Essential English in Senior School.
<b>Career Pathways</b>	Students will be required to obtain a C- level grade or higher in an English subject in Years 11 and 12 in order to obtain an ATAR or QCE. Additionally, many university courses require a C- level grade or higher in Senior English subjects to gain entry to the course.

<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	<p>At least one English subject is studied by all students in Year 10 during Semester 2.</p> <p>Students studying this subject will only study one English subject in Semester 2.</p> <p>Other students may choose to study 2 English subjects in Year 10 Semester 2: English - 10ENG42 and Literature – 10ENG44.</p>

<b>LEVEL 4 ELECTIVE SUBJECT (studied in Year 10)</b>		
<b>Contact Person: Maree Anning</b>		
<b>Code: 10ENG44</b>	<b>Subject Name – Literature 4-4</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b><i>THIS SUBJECT WILL ONLY BE OFFERED IN SEMESTER 2</i></b></p> <p><b><i>Creating Analytical and Imaginative Texts</i></b></p> <p>This subject focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language and interpretations through the analysis and creation of varied texts. In this unit, students explore the relationship between language, culture and identity in literary texts. Students also experiment with the power of language to represent ideas, events and people; the use of aesthetic features to craft perspectives; along with examining and analysing analytical and imaginative texts to produce appropriately sequenced and coherent texts.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<p>Students will be required to obtain a C- level grade or higher in 10ENG41 in Semester 1 to enter this subject.</p>
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Power of language</li> <li>• Aesthetic use and effect of language</li> <li>• Relationship between language, culture and identity</li> <li>• Analysis of literary texts; imaginative writing in response to literary texts.</li> </ul>
<b>Assessment:</b>	<p>Analytical Essay in response to a literary text.</p> <p>Imaginative Writing in response to a literary text.</p>
<b>Pathways to Senior Schooling</b>	<p>This subject introduces students to Literature which is one of the English subjects available for student choice in the Senior School. This subject also prepares students for either English or Literature in the Senior School.</p>



<b>Career Pathways</b>	Students will be required to obtain a C- level grade or higher in an English subject in Years 11 and 12 in order to obtain an ATAR or QCE. Additionally, many university courses require a C- level grade or higher in Senior English subjects to gain entry to the course.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	<p>At least one English subject is studied by all students in Year 10 during Semester 2. Students may study 2 English subjects in Year 10 Semester 2: English - 10ENG42 and Literature – 10ENG44.</p> <p>It is strongly recommended that students who are considering studying the Literature subject in Years 11 and 12 undertake this course in Semester 2 of Year 10</p>

**LEVEL 1 ELECTIVE SUBJECT (studied in Year 7)**

**Contact Person: Maree Anning**

**Code: 07LANG1**

**Subject Name - Languages 1**

**Length: 1 Term**

<p><b>Overview</b></p>	<p>Indonesian — or <i>Bahasa Indonesia</i> as it is known— is spoken by approximately 230 million people throughout Indonesian. The ties between Australia and Indonesia continue to develop, with an increasing number of Australians travelling to Indonesia, for leisure, business and education purposes. Indonesia currently has Australia's largest overseas diplomatic presence.</p> <p><b>Why learn a second language?</b></p> <p>Indonesian is a valuable language for Australians to learn. It enhances:</p> <ul style="list-style-type: none"> <li>• Cognitive and problem solving skills, increased social skills, Insights into another culture, career paths and opportunities</li> </ul> <p>Students will learn appropriate etiquette to enable them to greet and introduce themselves to others.</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p>NIL</p>
<p><b>Topics Studied:</b></p>	<p>Let's Celebrate Getting to Know Each Other</p>
<p><b>Assessment:</b></p>	<p>Portfolio of Tasks including one sample of Speaking, Reading, Listening and Writing Skills.</p>
<p><b>Pathways to Levels 2, 3 and 4</b></p>	<p>Level 2 – Indonesian 2</p>
<p><b>Additional fees and charges</b></p>	<p>NIL</p>
<p><b>Additional information</b></p>	<p>This subject is one of 8 subjects which will be studied in rotation throughout Year 7. Students will study two of these rotation subjects each term.</p>

**LEVEL 2 ELECTIVE SUBJECT (generally studied in Year 8)**

**Contact Person: Maree Anning**

**Code: 08IND2**

**Subject Name - Indonesian 2**

**Length: 1 Semester**

<p><b>Overview</b></p>	<p>Indonesian — or <i>Bahasa Indonesia</i> as it is known— is spoken by approximately 230 million people throughout Indonesian. The ties between Australia and Indonesia continue to develop, with an increasing number of Australians travelling to Indonesia, for leisure, business and education purposes. Indonesia currently has Australia's largest overseas diplomatic presence.</p> <p><b>Why learn a second language?</b></p> <p>Indonesian is a valuable language for Australians to learn. It enhances:</p> <ul style="list-style-type: none"> <li>• Cognitive and problem solving skills, increased social skills, Insights into another culture, career paths and opportunities</li> </ul> <p>This semester, Indonesian is divided into two units of work:</p> <p><b>Family and Friends</b> This unit allows students to gain a cultural understanding of family units in Indonesia. They learn to interact and build a conversation around family, friends and daily structures.</p> <p><b>Sports and Hobbies</b> Students learn to describe their degree of like regarding various sports and hobbies. They also acquire the vocabulary and sentence structures to describe the frequency, location and who they participate with in sports or hobbies.</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p>Recommended satisfactory completion of Level 1 – Indonesian Language</p>
<p><b>Topics Studied:</b></p>	<p><b>Family and Friends</b> Focusing on family structures and daily activities.</p> <p><b>Sport and Hobbies</b> Focusing on talking about your favourite sports &amp; hobbies.</p>
<p><b>Assessment:</b></p>	<p>Portfolio of Tasks including one sample of Speaking, Reading, Listening and Writing Skills.</p>

<b>Pathways to Levels 3 and 4</b>	Level 3-1 Indonesian
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

**LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**

**Contact Person: Maree Anning**

**Code: 09IND31**

**Subject Name - Indonesian 3-1**

**Length: 1 Semester**

<p><b>Overview</b></p>	<p>Indonesian — or <i>Bahasa Indonesia</i> as it is known— is spoken by approximately 230 million people throughout Indonesian. The ties between Australia and Indonesia continue to develop, with an increasing number of Australians travelling to Indonesia, for leisure, business and education purposes. Indonesia currently has Australia's largest overseas diplomatic presence.</p> <p><b>Why learn a second language?</b></p> <p>Indonesian is a valuable language for Australians to learn. It enhances:</p> <ul style="list-style-type: none"> <li>• cognitive and problem solving skills</li> <li>• increased social skills</li> <li>• insights into another culture</li> <li>• career paths and opportunities</li> </ul> <p>At this level, students bring to their learning prior knowledge of Indonesian language and culture, and a range of language learning strategies by participating individually and in groups such conversing with Indonesian peers, reviewing a video clip or planning an excursion. Students acquire skills in analysing and translating texts, such as emails, itineraries, articles and songs. They use modelled language to write; such as journal entries, emails, blogs and scripts.</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p>Recommended satisfactory completion of Level 2 Indonesian</p>
<p><b>Topics Studied:</b></p>	<p><b>Famous Personalities and Entertainment</b> Describing favourite personalities and discussing types of entertainment.</p> <p><b>Travelling around Bali.</b> Focussing on transportation, directions and places to visit in Bali.</p>
<p><b>Assessment:</b></p>	<p>Portfolio of Tasks including one sample of Speaking, Reading, Listening and Writing Skills.</p>

<b>Pathways to Level 4</b>	Level 3-2 Indonesian
<b>Career Pathways</b>	Linguist/Interpreter, Travel and Tourism, International Relations, International Business, Flight Attendant, Foreign Correspondent, Teacher, Defence, Journalism
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

**LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**

**Contact Person: Maree Anning**

**Code: 09IND32**

**Subject Name – Indonesian 3-2**

**Length: 1 Semester**

<p><b>Overview</b></p>	<p>Indonesian — or <i>Bahasa Indonesia</i> as it is known— is spoken by approximately 230 million people throughout Indonesian. The ties between Australia and Indonesia continue to develop, with an increasing number of Australians travelling to Indonesia, for leisure, business and education purposes. Indonesia currently has Australia's largest overseas diplomatic presence.</p> <p><b>Why learn a second language?</b></p> <p>Indonesian is a valuable language for Australians to learn. It enhances:</p> <ul style="list-style-type: none"> <li>• cognitive and problem solving skills</li> <li>• increased social skills</li> <li>• insights into another culture</li> <li>• career paths and opportunities</li> </ul> <p>Learning experiences include performing a role play attending the markets and bargaining for price. Using cultural realia to read a food menu and place a meal order. Students designing an advertising campaign related to current environmental issues. Students acquire skills in analysing and translating increasingly complex texts, such as emails, recipes to prepare and Indonesian dish, poems, articles and songs. They use modelled language to write for personal and public purposes, such as journal entries, emails, blogs, scripts, and notes for a speech or debate.</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p>Recommended satisfactory completion of Level 2 Indonesian</p>
<p><b>Topics Studied</b></p>	<p><b>Shopping and Eating Out</b> Bargaining at the Markets, Ordering and Paying for food</p> <p><b>Master Chef Indonesian Style</b></p> <p><b>Ceremonies and Celebrations</b> Weddings, Birthdays, Rituals and Parties.</p>

<b>Assessment:</b>	Portfolio of Tasks including one sample of Speaking, Reading, Listening and Writing Skills.
<b>Pathways to Level 4</b>	Level 3-2 Indonesian
<b>Career Pathways</b>	Linguist/Interpreter, Travel and Tourism, International Relations, International Business, Flight Attendant, Foreign Correspondent, Teacher, Defence, Journalism
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL



<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Maree Anning</b>		
<b>Code: 10IND41</b>	<b>Subject Name –Indonesian 4-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p>Indonesian — or <i>Bahasa Indonesia</i> as it is known— is spoken by approximately 230 million people throughout Indonesian. The ties between Australia and Indonesia continue to develop, with an increasing number of Australians travelling to Indonesia, for leisure, business and education purposes. Indonesia currently has Australia's largest overseas diplomatic presence.</p> <p><b>Why learn a second language?</b></p> <p>Indonesian is a valuable language for Australians to learn. It enhances:</p> <ul style="list-style-type: none"> <li>• cognitive and problem solving skills</li> <li>• increased social skills</li> <li>• insights into another culture</li> <li>• career paths and opportunities</li> </ul> <p>Students become increasingly aware of cultural practices in Ceremonies and celebrations. They participate in conversations, speeches and interviews, sometimes with preparation and sometimes spontaneously. They use modelled language to write, student exchange applications, news articles, journal entries, emails, blogs, or notes for a speech or debate as an exchange student.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Recommended satisfactory completion of Level 3 Indonesian
<b>Topics Studied:</b>	<p><b>Doctor, Doctor</b> Staying healthy.</p> <p><b>Students Exchange</b> Studying in Indonesia</p>
<b>Assessment:</b>	Portfolio of Tasks including one sample of Speaking, Reading, Listening and Writing Skills.
<b>Pathways to Senior Schooling</b>	Level 4-1 Indonesian

<b>Career Pathways</b>	Linguist/Interpreter, Travel and Tourism, International Relations, International Business, Flight Attendant, Foreign Correspondent, Teacher, Defence, Journalism
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Maree Anning</b>		
<b>Code: 10IND42</b>	<b>Subject Name – Indonesian 4-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p>Indonesian — or <i>Bahasa Indonesia</i> as it is known— is spoken by approximately 230 million people throughout Indonesian. The ties between Australia and Indonesia continue to develop, with an increasing number of Australians travelling to Indonesia, for leisure, business and education purposes. Indonesia currently has Australia's largest overseas diplomatic presence.</p> <p><b>Why learn a second language?</b></p> <p>Indonesian is a valuable language for Australians to learn. It enhances:</p> <ul style="list-style-type: none"> <li>• cognitive and problem solving skills</li> <li>• increased social skills</li> <li>• insights into another culture</li> <li>• career paths and opportunities</li> </ul> <p>At this level, students bring to their learning prior knowledge of Indonesian language and culture, and a range of language learning strategies by participating individually and in groups.</p> <p>They require guidance in learning Indonesian; however, they are increasingly independent and capable of analysis and reflection, including in relation to intercultural experiences.</p> <p>They participate individually and in groups in tasks and experiences, such as roles plays going to the doctor or attending hospital. They participate in lifestyle presentations, debating life in the village compared to city life. They use modelled language to write for personal and public purposes, such as journal entries, emails, blogs, scripts, and notes for a speech or debate.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Recommended satisfactory completion of Level 3 Indonesian
<b>Topics Studied:</b>	<p><b>All about the Entertainment</b></p> <p><b>Homestay in the Village</b></p>

<b>Assessment:</b>	Portfolio of Tasks including one sample of Speaking, Reading, Listening and Writing Skills.
<b>Pathways to Senior Schooling</b>	Senior Indonesian (External) Headstart at USC
<b>Career Pathways</b>	Linguist, Interpreter, Travel and Tourism, International Relations, International Business, Flight Attendant, Foreign Correspondent, Teacher.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

# **MATHEMATICS**

## **AVAILABLE SUBJECTS**

<b>LEVEL 1 CORE SUBJECT (studied in Year 7)</b>		
<b>Contact Person: Tegan Stewart</b>		
<b>Code: 07MAT11</b>	<b>Subject Name – Mathematics 1-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p>Students study Mathematics across the three content strands: number and algebra; measurement and geometry; and statistics and probability. They will be assessed according to the proficiency strands: understanding and fluency; and problem-solving and reasoning. These proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. By the end of Semester 1, students should have the following proficiencies: Understanding; describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, laws and properties of numbers to algebraic terms and expressions. Fluency; calculating accurately with integers, representing fractions and decimals in various ways. Problem-solving: formulating and solving authentic problems using numbers. Reasoning: applying the number laws to calculations and applying an understanding of ratio.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<p>Assumed Knowledge: Successful completion of Year 6 Mathematics.</p>
<b>Topics Studied:</b>	<p>Students will undertake studies in the following ACARA topics throughout the duration of Semester 1:</p> <ul style="list-style-type: none"> <li>• Whole Numbers</li> <li>• Integers</li> <li>• Fractions</li> <li>• Decimals, Percentages and Ratios</li> <li>• Algebra</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Students will complete 4 Formative assessment pieces.</li> <li>• Students will complete 2 Summative assessment pieces.</li> </ul>
<b>Pathways to Levels 2, 3 and 4</b>	<p>Students complete Mathematics units in Years 8, 9 and 10.</p>

<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	<p>This subject is studied by all students in Year 7 during Semester 1.</p> <p>Formative assessment is used to inform teachers and students how to modify their teaching/learning activities to improve student achievement.</p> <p>The purpose of summative assessment is to compare students to ACARA standards, which is then reported on.</p>

<b>LEVEL 1 CORE SUBJECT (studied in Year 7)</b>		
<b>Contact Person: Tegan Stewart</b>		
<b>Code: 07MAT12</b>	<b>Subject Name – Mathematics 1-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	By the end of Semester 2, students should have the following proficiencies: Understanding: plotting points on the Cartesian plane, and identifying angles formed by a transversal crossing a pair of lines. Fluency: investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms. Problem-solving: formulating and solving authentic problems using measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments. Reasoning: applying known geometric facts to draw conclusions about shapes, and interpreting data displays.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Assumed Knowledge: Successful completion of Year 6 Mathematics.
<b>Topics Studied:</b>	Students will undertake studies in the following ACARA topics throughout the duration of Semester 2: <ul style="list-style-type: none"> <li>• Measurement</li> <li>• Linear Equations</li> <li>• Angles and Shapes</li> <li>• Statistics and Probability</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Students will complete 4 Formative assessment pieces.</li> <li>• Students will complete 2 Summative assessment pieces.</li> </ul>
<b>Pathways to Levels 2, 3 and 4</b>	Students complete Mathematics units in Years 8, 9 and 10.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 7 during Semester 2.



<b>LEVEL 2 CORE SUBJECT (studied in Year 8)</b>		
<b>Contact Person: Tegan Stewart</b>		
<b>Code: 08MAT21</b>	<b>Subject Name – Mathematics 2-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	Students study Mathematics across the three content strands: number and algebra; measurement and geometry; and statistics and probability. They will be assessed according to the proficiency strands: understanding and fluency; and problem-solving and reasoning. These proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. By the end of Semester 1, students should have the following proficiencies: understanding: describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs. Fluency: calculating accurately with simple decimals, indices and integers; recognising equivalence of common decimals and fractions including recurring decimals; factorising and simplifying basic algebraic expressions. Problem-solving: formulating and modelling practical situations involving ratios. Reasoning: justifying the result of a calculation or estimation as reasonable.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Assumed Knowledge: Successful completion of Year 7 Mathematics.
<b>Topics Studied:</b>	Students will undertake studies in the following ACARA topics throughout the duration of Semester 1: <ul style="list-style-type: none"> <li>• Integers and Indices</li> <li>• Fractions, Decimals and Percentages</li> <li>• Ratio and Rate</li> <li>• Linear Graphs</li> <li>• Linear Equations</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Students will complete 4 Formative assessment pieces.</li> <li>• Students will complete 2 Summative assessment pieces.</li> </ul>
<b>Pathways to Levels 3 and 4</b>	Students complete Mathematics units in Years 9 and 10.

<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 8 during Semester 1.

<b>LEVEL 2 CORE SUBJECT (studied in Year 8)</b>		
<b>Contact Person: Tegan Stewart</b>		
<b>Code: 08MAT22</b>	<b>Subject Name – Mathematics 2-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	By the end of Semester 2, students should have the following proficiencies: Understanding: simplifying a range of algebraic expressions, trigonometric ratios for right-angle triangles, explaining measurements of perimeter and area. Fluency: factorising and simplifying basic algebraic expressions and evaluating perimeters and areas of common shapes and volumes of three-dimensional objects. Problem-solving: profit and loss, formulating and modelling practical situations involving surface areas and volumes of prisms, solving problems involving right-angle Triangles (Pythagoras' Theorem). Reasoning includes justifying the result of a calculation or estimation as reasonable, using congruence to deduce properties of triangles.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Assumed Knowledge: Successful completion of Year 7 Mathematics.
<b>Topics Studied:</b>	Students will undertake studies in the following ACARA topics throughout the duration of Semester 2: <ul style="list-style-type: none"> <li>• Financial Mathematics</li> <li>• Pythagoras' Theorem</li> <li>• Algebra</li> <li>• Measurement</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Students will be required to complete 4 Formative assessment pieces.</li> <li>• Students will be required to complete 2 Summative assessment pieces.</li> </ul>
<b>Pathways to Levels 3 and 4</b>	Students complete Mathematics units in Years 9 and 10.
<b>Additional fees and charges</b>	NIL

**Additional  
information**

This subject is studied by all students in Year 8 during Semester 2.

<b>LEVEL 3 CORE SUBJECT (studied in Year 9)</b>		
<b>Contact Person: Tegan Stewart</b>		
<b>Code: 09MAT31</b>	<b>Subject Name – Mathematics 3-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p>By the end of Semester 1, students should have the following proficiencies: Understanding: describing the relationship between graphs and equations, explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles. Fluency: listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane. Problem-solving: applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, using two-way tables and Venn diagrams to calculate probabilities and collecting data from secondary sources to investigate an issue. Reasoning: following mathematical arguments, finding estimates of means and proportions of populations, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<p>Assumed Knowledge: Successful completion of Year 8 Mathematics.</p>
<b>Topics Studied:</b>	<p>Students will undertake studies in the following ACARA topics:</p> <ul style="list-style-type: none"> <li>• Linear Relationships</li> <li>• Geometric Reasoning</li> <li>• Trigonometry</li> <li>• Statistics and Probability</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Students will complete 4 Formative assessment pieces.</li> <li>• Students will complete 2 Summative assessment pieces.</li> </ul>
<b>Pathways to Level 4</b>	<p>Students complete Mathematics units in Year 10.</p>
<b>Career Pathways</b>	<p>Students will be required to obtain a C- level grade or higher in a Mathematics subject in Years 11 and 12 to obtain a QCE. Additionally, many university courses require a C- level grade or higher in General Senior Mathematics subjects to gain entry to the course.</p>

<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	At the end of Semester 1, Year 9 students' results are analysed, to determine new class groups for Semester 2. The classes are designed to best prepare students in their senior studies of the following QCAA Mathematics subjects; Essential Mathematics, General Mathematics, Methods and Specialists.

<b>LEVEL 3 CORE SUBJECT (studied in Year 9)</b>		
<b>Contact Person: Tegan Stewart</b>		
<b>Code: 09MAT32</b>	<b>Subject Name – Mathematics 3-2 - Core</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p>By the end of Semester 2, students should have the following proficiencies: Understanding: applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining. Fluency: factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets. Problem-solving: calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities. Reasoning: following mathematical arguments.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Assumed Knowledge: Successful completion of Year 8 Mathematics.
<b>Topics Studied:</b>	<p>Students will undertake studies in the following ACARA topics:</p> <ul style="list-style-type: none"> <li>• Linear Relationships</li> <li>• Algebra</li> <li>• Measurement</li> <li>• Financial Mathematics</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Students will complete 4 Formative assessment pieces.</li> <li>• Students will complete 2 Summative assessment pieces.</li> </ul>
<b>Pathways to Level 4</b>	Students complete Mathematics units in Year 10, Mathematics 4-3 – Core.
<b>Career Pathways</b>	Students will be required to obtain a C- level grade or higher in a Mathematics subject in Years 11 and 12 to obtain a QCE. Additionally, many university courses require a C- level grade or higher in General Senior Mathematics subjects to gain entry to the course.

<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 9 during Semester 2. Class groups may change slightly throughout Semester 2, to best prepare students in their future senior studies of QCAA Mathematics subjects.



<b>LEVEL 3 CORE SUBJECT (studied in Year 9)</b>		
<b>Contact Person: Tegan Stewart</b>		
<b>Code: 09MAT32</b>	<b>Subject Name – Mathematics 3-2 – Extension</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	By the end of Semester 2, students should have the following proficiencies: Understanding: describing the relationship between graphs and equations, simplifying a range of simple and complex algebraic expressions. Fluency: factorising and expanding algebraic expressions, and using a range of strategies to solve equations trigonometric ratios for complex triangles. Problem-solving: solving simple and complex problems involving right-angle and non-right-angle trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations. Reasoning: developing strategies in investigating similarity and sketching linear graphs.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Assumed Knowledge: Successful completion of Year 8 Mathematics.
<b>Topics Studied:</b>	Students will undertake studies in the following ACARA topics: <ul style="list-style-type: none"> <li>• Linear Relationships</li> <li>• Algebra</li> <li>• Trigonometry</li> <li>• Advanced Trigonometry</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Students will complete 4 Formative assessment pieces.</li> <li>• Students will complete 2 Summative assessment pieces.</li> </ul>
<b>Pathways to Level 4</b>	Students complete Mathematics units in Year 10, Mathematics 4-3 – Extension.
<b>Career Pathways</b>	Students will be required to obtain a C- level grade or higher in a Mathematics subject in Years 11 and 12 to obtain a QCE. Additionally, many university courses require a C- level grade or higher in General Senior Mathematics subjects to gain entry to the course.

<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 9 during Semester 2. Class groups may change slightly throughout Semester 2, to best prepare students in their future senior studies of QCAA Mathematics subjects.

<b>LEVEL 4 CORE SUBJECT (studied in Year 10)</b>		
<b>Contact Person: Tegan Stewart</b>		
<b>Code: 10MAT41</b>	<b>Subject Name – Mathematics 4-1 - Core</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	By the end of Semester 1, students should have the following proficiencies: Understanding: determining probabilities of two- and three-step experiments. Fluency: using calculations to investigate the shape of data sets. Problem-solving: finding unknown lengths and angles using applications of trigonometry, and investigating independence of events Reasoning: includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Assumed Knowledge: Successful completion of Year 9 Core or Extension Mathematics.
<b>Topics Studied:</b>	Students will undertake studies in the following ACARA topics: <ul style="list-style-type: none"> <li>• Statistics</li> <li>• Trigonometry</li> <li>• Geometry</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Students will complete 4 Formative assessment pieces.</li> <li>• Students will complete 2 Summative assessment pieces.</li> </ul>
<b>Pathways to Senior Schooling</b>	General Mathematics
<b>Career Pathways</b>	Students will be required to obtain a C- level grade or higher in a Mathematics subject in Years 11 and 12 to obtain a QCE. Additionally, many university courses require a C- level grade or higher in General Senior Mathematics subjects to gain entry to the course.
<b>Additional fees and charges</b>	NIL

**Additional  
information**

At least one Mathematics subject is studied by all students in Year 10 during Semester 1.

<b>LEVEL 4 CORE SUBJECT (studied in Year 10)</b>		
<b>Contact Person: Tegan Stewart</b>		
<b>Code: 10MAT42</b>	<b>Subject Name – Mathematics 4-2 – ESSENTIAL MATHEMATICS – UNIT 1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	The subject matter of the three topics: number, representing data and graphs; are applied in contexts that are meaningful and of interest to students. A variety of approaches are used to achieve this engagement. Two possible contexts that may be used are: 'Mathematics of foods' and 'Mathematics of sports'. Suitable contexts, relevant to the student cohort, are offered.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Assumed Knowledge: Successful completion of Year 9 Core Mathematics.
<b>Topics Studied:</b>	Students will undertake studies in the following QCAA topics: <ul style="list-style-type: none"> <li>• Ratios</li> <li>• Rates</li> <li>• Percentages</li> <li>• Classifying data</li> <li>• Data presentation and interpretation</li> <li>• Reading and interpreting graphs</li> <li>• Drawing graphs</li> <li>• Using graphs</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Students will complete 4 Formative assessment pieces.</li> <li>• Students will complete 2 Summative assessment pieces.</li> </ul>
<b>Pathways to Senior Schooling</b>	<p>This subject covers the elements of Unit 1 in the Essential Mathematics Course. This is the first of 4 units which are studied as part of this course. Essential Mathematics is a QCAA Applied subject</p> <p>Satisfactory completion of this Unit 1 course can contribute credit towards the Queensland Certificate of Education.</p>

<b>LEVEL 4 CORE SUBJECT (studied in Year 10)</b>		
<b>Contact Person: Tegan Stewart</b>		
<b>Code: 10MAT43</b>	<b>Subject Name – Mathematics 4-3 – GENERAL MATHEMATICS – UNIT 1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	Consumer arithmetic reviews the concepts of rate and percentage change in the context of earning and managing money, and provides a fertile ground for the use of spreadsheets. Shape and measurement builds on the concept of similarity and problems involving simple and compound geometric shapes. Students apply these skills in a range of practical contexts, including those involving three-dimensional shapes. Linear equations and their graphs uses linear equations and straight-line graphs, as well as piece-wise linear graphs and step graphs, to model and analyse practical situations.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Assumed Knowledge: Successful completion of Year 9 Core Mathematics.
<b>Topics Studied:</b>	<p>Students will undertake studies in the following QCAA topics:</p> <ul style="list-style-type: none"> <li>• Applications of rates, percentages and use of spreadsheets</li> <li>• Pythagoras' theorem</li> <li>• Mensuration, Similar figures and scale factors</li> <li>• Linear equations</li> <li>• Straight-line graphs and their applications</li> <li>• Simultaneous linear equations and their applications</li> <li>• Piece-wise linear graphs and step graphs</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Students will complete 4 Formative assessment pieces.</li> <li>• Students will complete 2 Summative assessment pieces.</li> </ul>
<b>Pathways to Senior Schooling</b>	<p>This subject covers the elements of Unit 1 in the General Mathematics Course. This is the first of 4 units which are studied as part of this course. General Mathematics is a QCAA General Course which can contribute to an ATAR at the end of Year 12 if Units 2, 3 and 4 are completed throughout the Senior years of schooling and the internal and external assessment requirements are met.</p> <p>Satisfactory completion of this Unit 1 course can contribute credit towards the Queensland Certificate of Education.</p>

<b>Career Pathways</b>	<p>Students will be required to obtain a C- level grade or higher in a Mathematics subject in Years 11 and 12 to obtain a QCE. Additionally, many university courses require a C- level grade or higher in General Senior Mathematics subjects to gain entry to the course.</p> <p>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.</p>
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	

<b>LEVEL 4 CORE SUBJECT (studied in Year 10)</b>		
<b>Contact Person: Tegan Stewart</b>		
<b>Code: 10MAT44</b>	<b>Subject Name – Mathematics 4-4 - Extension</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	By the end of Semester 1, students should have the following proficiencies: Understanding: Describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions, use the definition of a logarithm to establish and apply the laws of logarithms, and their transformations, determine probabilities of two- and three-step experiments and compare data sets. Fluency: perform operations with surds and fractional indices, solve simple exponential equations, using calculations to investigate the shape of data sets. Problem-solving: sketch and describe a range of curves, investigating independence of events Reasoning: Define rational and irrational numbers and perform operations with surds and fractional indices.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Assumed Knowledge: Successful completion of Year 9 Extension Mathematics.
<b>Topics Studied:</b>	Students will undertake studies in the following ACARA topics: <ul style="list-style-type: none"> <li>• Polynomials</li> <li>• Surds and Logarithms</li> <li>• Geometry</li> <li>• Statistics</li> <li>• Probability</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Students will complete 4 Formative assessment pieces.</li> <li>• Students will complete 2 Summative assessment pieces.</li> </ul>
<b>Pathways to Senior Schooling</b>	Mathematical Methods
<b>Career Pathways</b>	Students will be required to obtain a C- level grade or higher in a Mathematics subject in Years 11 and 12 to obtain a QCE. Additionally, many university courses require a C- level grade or higher in General Senior Mathematics subjects to gain entry to the course.



<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	At least one Mathematics subject is studied by all students in Year 10 during Semester 1.

<b>LEVEL 4 CORE SUBJECT (studied in Year 10)</b>		
<b>Contact Person: Tegan Stewart</b>		
<b>Code: 10MAT45</b>	<b>Subject Name – Mathematics 4-5 - MATHEMATICAL METHODS – UNIT 1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	Arithmetic and geometric sequences are introduced and their applications are studied. Simple relationships between variable quantities are reviewed and these are used to introduce the key concepts of a function and its graph. Quadratic functions and index rules are revised. The study of inferential statistics begins in this unit with a review of the fundamentals of probability and the introduction of the concepts of conditional probability and independence. The algebraic expansion of powers of a binomial are found using the binomial theorem.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Assumed Knowledge: Successful completion of Year 9 Extension Mathematics.
<b>Topics Studied:</b>	Students will undertake studies in the following QCAA topics: <ul style="list-style-type: none"> <li>• Arithmetic sequences</li> <li>• Functions</li> <li>• Review of quadratic relationships</li> <li>• Inverse proportions</li> <li>• Powers, polynomials, and graphs of relations</li> <li>• Language of events and sets</li> <li>• Review of probability, Conditional probability and independence</li> <li>• Binomial expansion, indices and the index laws</li> <li>• Arithmetic and geometric sequences and series</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Students will complete 4 Formative assessment pieces.</li> <li>• Students will complete 2 Summative assessment pieces.</li> </ul>

<b>Pathways to Senior Schooling</b>	<p>This subject covers the elements of Unit 1 in the Mathematical Methods Course. This is the first of 4 units which are studied as part of this course. Mathematical Methods is a QCAA General Course which can contribute to an ATAR at the end of Year 12 if Units 2, 3 and 4 are completed throughout the Senior years of schooling and the internal and external assessment requirements are met.</p> <p>Satisfactory completion of this Unit 1 course can contribute credit towards the Queensland Certificate of Education.</p>
<b>Career Pathways</b>	<p>Students will be required to obtain a C- level grade or higher in a Mathematics subject in Years 11 and 12 to obtain a QCE. Additionally, many university courses require a C- level grade or higher in General Senior Mathematics subjects to gain entry to the course.</p> <p>A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences, mathematics and science education, medical and health sciences, engineering, computer science, psychology and business.</p>
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

<b>LEVEL 4 ELECTIVE SUBJECT (studied in Year 10)</b>		
<b>Contact Person: Tegan Stewart</b>		
<b>Code: 10MAT46</b>	<b>Subject Name – Mathematics 4-6 – SPECIALIST MATHEMATICS – UNIT 1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	Combinatorics provides techniques that are useful in many areas of mathematics, including probability and algebra. Vectors in a plane provides new perspectives for working with two-dimensional space, and serves as an introduction to techniques that will extend to three-dimensional space in Unit 3. Introduction to proof provides the opportunity to summarise and extend students' studies in deductive Euclidean geometry, and is of great benefit in the study of other topics in the course, including vectors and complex numbers.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Assumed Knowledge: Successful completion of Year 9 Extension Mathematics.
<b>Topics Studied:</b>	<p>Students will undertake studies in the following QCAA topics:</p> <ul style="list-style-type: none"> <li>• The inclusion–exclusion principle for the union of two sets and three sets</li> <li>• Permutations (ordered arrangements), combinations (unordered selections) and the pigeon-hole principle</li> <li>• Representing vectors in the plane by directed line segments</li> <li>• Algebra of vectors in the plane</li> <li>• The nature of proof</li> <li>• Rational and irrational numbers</li> <li>• Circle properties and their proofs, and geometric proofs using vectors</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Students will complete 4 Formative assessment pieces.</li> <li>• Students will complete 2 Summative assessment pieces.</li> </ul>

<p><b>Pathways to Senior Schooling</b></p>	<p>This subject covers the elements of Unit 1 in the Specialist Mathematics Course. This is the first of 4 units which are studied as part of this course. Specialist Mathematics is a QCAA General Course which can contribute to an ATAR at the end of Year 12 if Units 2, 3 and 4 are completed throughout the Senior years of schooling and the internal and external assessment requirements are met.</p> <p>Satisfactory completion of this Unit 1 course can contribute credit towards the Queensland Certificate of Education.</p>
<p><b>Career Pathways</b></p>	<p>Students will be required to obtain a C- level grade or higher in a Mathematics subject in Years 11 and 12 to obtain a QCE. Additionally, many university courses require a C- level grade or higher in General Senior Mathematics subjects to gain entry to the course.</p> <p>A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.</p>
<p><b>Additional fees and charges</b></p>	<p>NIL</p>
<p><b>Additional information</b></p>	<p>NIL</p>

# **HUMANITIES**

# **AVAILABLE SUBJECTS**

<b>LEVEL 1 CORE SUBJECT (studied in Year 7)</b>		
<b>Contact Person: Steven Crawley</b>		
<b>Code: 07GEO12</b>	<b>Subject Name – Geography 1-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b>GEOGRAPHY:</b> The course introduces the key concepts to develop geographical understanding; place, space, environment, interconnection, change, sustainability and scale.</p> <p>A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.</p> <p><b>CIVICS:</b> The students finish the semester with a unit on citizenship, which examines Australia's diverse society forming a democratic federation.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Water in the world as an example of a renewable environmental resource.</li> <li>• Weather</li> <li>• Place and Liveability</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Map Licence</li> <li>• Maroochy River -Field Report</li> <li>• Liveability of the local area- Multimodal presentation</li> </ul>
<b>Pathways to Levels 2, 3 and 4</b>	<p>Geography</p> <p>Legal Studies</p>
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 7.

<b>LEVEL 1 CORE SUBJECT (studied in Year 7)</b>		
<b>Contact Person: Steven Crawley</b>		
<b>Code: 07HIS11</b>	<b>Subject Name – History 1-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b>HISTORY</b> aims to ensure that students develop:</p> <ul style="list-style-type: none"> <li>• interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens</li> <li>• knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society</li> <li>• understanding and use of historical concepts such as evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability</li> <li>• capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.</li> </ul> <p><b>CIVICS</b> – How is Australia's system of democratic government shaped by the Constitution? The process for constitutional change through a referendum.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	<p>The Ancient World:</p> <ul style="list-style-type: none"> <li>• How do we know about the ancient past? Mungo Man.</li> <li>• Why and where did they develop? Ancient India</li> <li>• Defining characteristics and legacy- Ancient Rome</li> </ul>
<b>Assessment:</b>	<p>History Mysteries -Inquiry- guided essay</p> <p>Ancient Rome -Multimodal Presentation</p>
<b>Pathways to Levels 2, 3 and 4</b>	<p>History</p> <p>Legal Studies</p>
<b>Additional fees and charges</b>	NIL



<b>Additional information</b>	This subject is studied by all students in Year 7.
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<b>LEVEL 2 CORE SUBJECT (studied in Year 8)</b>		
<b>Contact Person: Steven Crawley</b>		
<b>Code: 08GEO22</b>	<b>Subject Name – Geography 2-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b>GEOGRAPHY:</b> The course focuses on the key concepts to develop geographical understanding; place, space, environment, interconnection, change, sustainability and scale. A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data</p> <p><b>CIVICS:</b> How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	It is assumed that students have prior knowledge of the inquiry and spatial skills from the year 7 course.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Landforms and Landscapes</li> <li>• Changing Nations</li> </ul>
<b>Assessment:</b>	<p>Cotton Tree Beach- field inquiry</p> <p>Urbanisation- examination</p>
<b>Pathways to Levels 3 and 4</b>	<p>Geography</p> <p>Legal Studies</p>
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 8.

<b>LEVEL 2 CORE SUBJECT (studied in Year 8)</b>		
<b>Contact Person: Steven Crawley</b>		
<b>Code: 08HIS21</b>	<b>Subject Name – History 2-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b>HISTORY</b> is organised into two interrelated strands: historical knowledge and understanding and historical inquiry and skills. The first strand includes personal, family, local, state or territory, national, regional and world history.</p> <p>The second strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Within this strand there is an increasing emphasis on historical interpretation and the use of evidence.</p> <p><b>CIVICS</b> - What are the freedoms and responsibilities of citizens in Australia's democracy?</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	It is assumed students have prior knowledge of historical inquiry and skills from the Year 7 course.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• The ancient to the modern world, from the end of the Roman Empire to the Renaissance</li> <li>• Vikings, Medieval Society, The Black Death, Renaissance</li> </ul>
<b>Assessment:</b>	Comparison of Medieval England to Medieval Japan - Multimodal Renaissance -Examination Essay
<b>Pathways to Levels 3 and 4</b>	History Legal Studies
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 8.

**LEVEL 2 ELECTIVE SUBJECT (generally studied in Year 8)**

**Contact Person: Steven Crawley**

**Code: 08ECBUS1**

**Subject Name - Business 2-1**

**Length: 1 Semester**

<p><b>Overview</b></p>	<p align="center"><b>SEMETER 1 COURSE WORK REPEATS IN SEMESTER 2</b></p> <p><b>BUSINESS</b> provides students with opportunities to develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime. Through real learning opportunities including running a business venture. Students develop enterprising skills such as flexibility, ability to be innovative; team work; initiative and leadership.</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p>NIL</p>
<p><b>Topics Studied:</b></p>	<ul style="list-style-type: none"> <li>• Show me the money</li> <li>• Business Venture</li> <li>• Working for a Living</li> </ul>
<p><b>Assessment:</b></p>	<p>Combination Examination</p> <p>Business Venture Investigation</p> <p>Portfolio</p>
<p><b>Pathways to Levels 3 and 4</b></p>	<p>Level 2</p>
<p><b>Additional fees and charges</b></p>	<p>NIL</p>
<p><b>Additional information</b></p>	<p>NIL</p>

<b>LEVEL 3 CORE SUBJECT (studied in Year 9)</b>		
<b>Contact Person: Steven Crawley</b>		
<b>Code: 09GEO32</b>	<b>Subject Name – Geography 3-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<b>GEOGRAPHY</b> : The course studies places and environments and examines the cause and consequences of change, the implications and interconnections of change and the management required. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes and propose solutions.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	It is assumed students have prior knowledge of inquiry skills with a focus on representing multi-variable data in an appropriate range of digital and non-digital forms.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Biomes and Food Security</li> <li>• Geographies of interconnection.</li> </ul>
<b>Assessment:</b>	Biomes – examination  Interconnection - Portfolio
<b>Pathways to Level 4</b>	Geography
<b>Career Pathways</b>	Careers that involve presenting information in graphical forms or interpreting data and in the STEM areas such as meteorology, town planning, environment science, landscape architect, logistics, farming, aid workers, risk management, retail demographer.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 9.

<b>LEVEL 3 CORE SUBJECT (studied in Year 9)</b>		
<b>Contact Person: Steven Crawley</b>		
<b>Code: 09HIS31</b>	<b>Subject Name – History 3-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b>HISTORY</b> : The course takes a world history approach within which the history of Australia is taught. It does this to equip students for the world (local, regional and global) in which they live. Focus continues on developing skills in historical knowledge and understanding and historical inquiry. There is an increasing emphasis on historical interpretation and the analysis and use of evidence.</p> <p><b>CIVICS</b> is offered via a separate elective of Legal Studies from Year 9.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	It is assumed students have prior knowledge of historical knowledge, inquiry and skills.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• The changing features of the movements of people from 1750 to 1918.</li> <li>• Contribution of new ideas and technological developments</li> <li>• Imperialism and the significance of World War I.</li> </ul>
<b>Assessment:</b>	<p>Industrial Revolution – source analysis examination</p> <p>World War 1 - historical inquiry of a local soldier's experience</p>
<b>Pathways to Level 4</b>	<p>History</p> <p>Study of Religion</p>
<b>Career Pathways</b>	History, both knowledge and skills, assists careers in areas where an understanding of society is required. These include journalism, media, government, culture, archaeologist, religion, foreign affairs, defence force, teacher.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 9.

**LEVEL 3 ELECTIVE SUBJECT (generally studied in year 9)**

**Contact Person: Steven Crawley**

**Code: 09LST31**

**Subject Name – Legal Studies 3-1**

**Length: 1 Semester**

<p><b>Overview</b></p>	<p><b>NOTE – STUDENTS CAN ONLY STUDY LEGAL STUDIES ONCE IN YEAR 9 ... THE COURSE IN SEMESTER 2 WILL BE A REPEAT OF THE SEMESTER 1 COURSE.</b></p> <p><b>LEGAL STUDIES</b> : Individuals and groups in Australian society are faced with many significant legal and social issues. To deal with these issues, people need to understand their legal rights and responsibilities. In Legal Studies, students develop an understanding of the ways in which the legal system can affect the lives of Australian citizens.</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p>NIL</p>
<p><b>Topics Studied:</b></p>	<ul style="list-style-type: none"> <li>• You and the Law</li> <li>• A day in Court</li> </ul>
<p><b>Assessment:</b></p>	<p>Report</p> <p>Examination</p>
<p><b>Pathways to Senior Schooling</b></p>	<p>Legal Studies</p>
<p><b>Career Pathways</b></p>	<p>Employment in the area of government, politics, journalism, justice and the law. Examples could include Forensic science, police, lawyer, public service, legal administrator, courthouse, prisons, social workers, environmental law</p>
<p><b>Additional fees and charges</b></p>	<p>NIL</p>
<p><b>Additional information</b></p>	<p>NIL</p>

**LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**

**Contact Person: Steven Crawley**

**Code: 09ECBUS31**

**Subject Name - Business 3-1**

**Length: 1 Semester**

<p><b>Overview</b></p>	<p><b>BUSINESS</b> provides students with opportunities to consider the characteristics of successful entrepreneurs and successful businesses. Students gain an understanding of the types of businesses and the way business can respond to opportunities. Economics and business develops their knowledge of consumer rights and responsibilities.</p> <p>Through real learning opportunities including running a business venture. Students develop enterprising skills such as flexibility, ability to be innovative; team work; initiative and leadership.</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p>NIL</p>
<p><b>Topics Studied:</b></p>	<ul style="list-style-type: none"> <li>• Entrepreneurship – Who's the Boss?</li> <li>• Business Decisions – Shark Tank Style</li> <li>• Tourism and the Global Economy</li> </ul>
<p><b>Assessment:</b></p>	<p>Business Investigation Report</p> <p>Combination Examination</p>
<p><b>Pathways to Level 4</b></p>	<p>Level 3</p>
<p><b>Career Pathways</b></p>	<p>Accountant, Business Owner, Personal investor, Financial Planner, Marketing, Events Management, International Business, Working in Business, Finance &amp; Insurance industries. business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.</p>
<p><b>Additional fees and charges</b></p>	<p>NIL</p>



<b>Additional information</b>	NIL
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**LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**

**Contact Person: Steven Crawley**

**Code: 09ECBUS32**

**Subject Name – Business 3-2**

**Length: 1 Semester**

<p><b>Overview</b></p>	<p><b>BUSINESS</b> provides students with opportunities to consider how the participants of the global economy are dependant on each other. Students develop an understanding of Australia's position as a trading nation within the rising economies of Asia and broader global economy. Students learn the importance of corporate social responsibility in business. In the running of a business venture, students develop enterprising skills such as flexibility, ability to be innovative; team work; initiative and leadership. They examine the impact of business decisions.</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p>NIL</p>
<p><b>Topics Studied:</b></p>	<ul style="list-style-type: none"> <li>• SJC Market Day</li> <li>• Consumer Law</li> <li>• Business Operations</li> </ul>
<p><b>Assessment:</b></p>	<p>Business Report Combination Examination</p>
<p><b>Pathways to Level 4</b></p>	<p>Level 3</p>
<p><b>Career Pathways</b></p>	<p>Accountant, Business Owner, Personal investor, Financial Planner, Marketing, Events Management, International Business, Working in Business, Finance &amp; Insurance industries. business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.</p>
<p><b>Additional fees and charges</b></p>	<p>NIL</p>

<b>Additional information</b>	NIL
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<b>LEVEL 4 ELECTIVE SUBJECT (studied in Year 10)</b>		
<b>Contact Person: Steven Crawley</b>		
<b>Code: 10HIS41</b>	<b>Subject Name – Modern History 4-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<b>HISTORY</b> is a disciplined process of inquiry into the past that develops students' curiosity and imagination. It is organised into two interrelated strands: historical knowledge and understanding and historical inquiry and skills. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	It is assumed students have prior knowledge of historical knowledge, inquiry and skills.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• The Modern World and Australia.</li> <li>• The changes during the twentieth century from 1918 to today</li> </ul>
<b>Assessment:</b>	Examination – Short Response to Historical Sources  Examination – Essay in Response to Historical Sources
<b>Pathways to Senior Schooling</b>	Modern History  Study of Religion
<b>Career Pathways</b>	History, both knowledge and skills, assists careers in areas where an understanding of society is required. These could include careers in journalism, media, government, culture, archaeologist, religion, foreign affairs, defence force, teacher.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	It would be useful to study this subject in Year 10 if students are considering studying History in Senior Schooling.

<b>LEVEL 4 ELECTIVE SUBJECT (studied in Year 10)</b>		
<b>Contact Person: Steven Crawley</b>		
<b>Code: 10HIS42</b>	<b>Subject Name – Modern History 4-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<b>HISTORY</b> is a disciplined process of inquiry into the past that develops students' curiosity and imagination. It is organised into two interrelated strands: historical knowledge and understanding and historical inquiry and skills. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	It is assumed students have prior knowledge of historical knowledge, inquiry and skills.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Rights and Freedoms</li> <li>• The national experience – the ANZAC Legend</li> </ul>
<b>Assessment:</b>	Examination – Short Response to Historical Sources  Inquiry Research Task
<b>Pathways to Senior Schooling</b>	Modern History  Study of Religion
<b>Career Pathways</b>	History, both knowledge and skills, assists careers in areas where an understanding of society is required. These could include careers in journalism, media, government, culture, archaeologist, religion, foreign affairs, defence force, teacher.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	It would be useful to study this subject in Year 10 if students are considering studying History in Senior Schooling.

<b>LEVEL 4 ELECTIVE SUBJECT (studied in Year 10)</b>		
<b>Contact Person: Steven Crawley</b>		
<b>Code: 10GEO41</b>	<b>Subject Name – Geography 4-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<b>GEOGRAPHY</b> teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt. In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	It is assumed students have prior knowledge of geographical knowledge, inquiry and skills.
<b>Topics Studied:</b>	Environmental change and management
<b>Assessment:</b>	Field report Examination
<b>Pathways to Senior Schooling</b>	Geography
<b>Career Pathways</b>	Careers that involve presenting information in graphical forms or interpreting data and in the STEM areas such as meteorology, town planning, environment science, landscape architect, logistics, farming, aid workers, risk management, retail demographer.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	It would be useful to study this subject in Year 10 if students are considering studying Geography in Senior Schooling.

<b>LEVEL 4 ELECTIVE SUBJECT (studied in Year 10)</b>		
<b>Contact Person: Steven Crawley</b>		
<b>Code: 10GEO42</b>	<b>Subject Name – Geography 4-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<b>GEOGRAPHY</b> teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt. In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	It is assumed students have prior knowledge of geographical knowledge, inquiry and skills.
<b>Topics Studied:</b>	Geographies of human wellbeing
<b>Assessment:</b>	Data report  Photo Stimulus Response
<b>Pathways to Senior Schooling</b>	Geography
<b>Career Pathways</b>	Careers that involve presenting information in graphical forms or interpreting data and in the STEM areas such as meteorology, town planning, environment science, landscape architect, logistics, farming, aid workers, risk management, retail demographer.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	It would be useful to study this subject in Year 10 if students are considering studying Geography in Senior Schooling.

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Steven Crawley</b>		
<b>Code: 10LST41</b>	<b>Subject Name – Legal Studies 4-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b>LEGAL STUDIES:</b> Individuals and groups in Australian society are faced with many significant legal and social issues. To deal with these issues, people need to understand their legal rights and responsibilities.</p> <p>In Legal Studies, students develop an understanding of the ways in which the Queensland <i>Criminal Code</i> can affect the lives of those in our State and International Law can affect those in our country.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Criminal Law</li> <li>• International Law (for example, whaling, human rights etc)</li> </ul>
<b>Assessment:</b>	<p>Combination Examination</p> <p>Inquiry Report</p>
<b>Pathways to Senior Schooling</b>	Legal Studies
<b>Career Pathways</b>	Employment in the area of government, politics, journalism, justice and the law. Examples could include Forensic science, police, lawyer, public service, legal administrator, courthouse, prisons, social workers, specialist law - employment, environmental, sports or international, human rights.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	It would be useful to study this subject in Year 10 if students are considering studying Legal Studies in Senior Schooling.



**LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)**

**Contact Person: Steven Crawley**

**Code: 10LST42**

**Subject Name – Legal Studies 4-2**

**Length: 1 Semester**

<p><b>Overview</b></p>	<p>LEGAL STUDIES: Individuals and groups in Australian society are faced with many significant legal and social issues. To deal with these issues, people need to understand their legal rights and responsibilities.</p> <p>Students explore the nature of Civil Law, <i>citizen against citizen</i>, the duties that we have to each other and the legal consequences for breaching those duties.</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p>NIL</p>
<p><b>Topics Studied:</b></p>	<ul style="list-style-type: none"> <li>• Tort Law – Civil Wrongs</li> <li>• Contract Law</li> </ul>
<p><b>Assessment:</b></p>	<p>Combination Examination</p> <p>Essay under examination</p>
<p><b>Pathways to Senior Schooling</b></p>	<p>Legal Studies</p>
<p><b>Career Pathways</b></p>	<p>Employment in the area of government, politics, journalism, justice and the law. Examples could include Forensic science, police, lawyer, public service, legal administrator, courthouse, prisons, social workers, specialist law - employment, environmental, sports or international, human rights.</p>
<p><b>Additional fees and charges</b></p>	<p>NIL</p>
<p><b>Additional information</b></p>	<p>It would be useful to study this subject in Year 10 if students are considering studying Legal Studies in Senior Schooling.</p>

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Steven Crawley</b>		
<b>Code: 10ECBUS41</b>	<b>Subject Name – Business 4-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b>BUSINESS</b> allows students to connect with a dynamic business environment. The knowledge and skills developed in Business provides students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and entrepreneurs of the future.</p> <p>Students develop an understanding of the nature of innovation and how and why businesses seek to create and maintain a competitive advantage in the market, including the global market. Students explore the affordability and considerations of moving out of home and living independently.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Events Management</li> <li>• Reality Check – True cost of being on your own</li> <li>• Social Enterprise</li> </ul>
<b>Assessment:</b>	<p>Business Report</p> <p>Combination Examination</p>
<b>Pathways to Senior Schooling</b>	<p>Senior Business – General Subject</p> <p>Certificate III Tourism – Vocational Education and Training (VET) Subject</p>
<b>Career Pathways</b>	<p>Accountant, Business Owner, Personal investor, Financial Planner, Marketing, Events Management, International Business, Working in Business, Finance &amp; Insurance industries. business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.</p>

<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Steven Crawley</b>		
<b>Code: 10ECBUS42</b>	<b>Subject Name –Business Studies 4-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b>BUSINESS</b> allows students to connect with a rapidly changing business world. The knowledge and skills developed in Business provides students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and entrepreneurs of the future.</p> <p>This a foundation course with the aim of preparing students considering studying Senior Business.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Business Creations</li> <li>• Business Start Up</li> </ul>
<b>Assessment:</b>	<p>Examination – Combination Response (Short Response and Extended Response)</p> <p>Feasibility Study</p>
<b>Pathways to Senior Schooling</b>	<p>Senior Business – General Subject</p> <p>Certificate III Tourism – Vocational Education and Training (VET) Subject</p>
<b>Career Pathways</b>	<p>Accountant, Business Owner, Personal investor, Financial Planner, Marketing, Events Management, International Business, Working in Business, Finance &amp; Insurance industries. business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.</p>
<b>Additional fees and charges</b>	NIL

<b>Additional information</b>	NIL
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# **HEALTH & PHYSICAL EDUCATION**

# **AVAILABLE SUBJECTS**

<b>LEVEL 1 CORE SUBJECT (studied in Year 7)</b>		
<b>Contact Person: Paul O'Dwyer</b>		
<b>Code: 07HPE11</b>	<b>Subject Name – Health &amp; Physical Education 1-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p>Students explore the complexities associated with the physical changes that occur during puberty. They are guided to develop coping mechanisms and identify support services that can assist with dealing with any issues that arise. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.</p> <p>Students also participate in a variety of physical activities designed to encourage participation in lifelong physical activity.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<p>Prior knowledge of the National Curriculum content for HPE covered in Year 6. This includes having some knowledge and understanding of sexual reproduction.</p>
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Growth &amp; Development (Physical Changes and Coping Mechanisms)</li> <li>• Fundamental Movement Skills, Indigenous games, Tabloid Sports, Athletics.</li> </ul>
<b>Assessment:</b>	<p>Research task - poster</p>
<b>Pathways to Levels 2, 3 and 4</b>	<p>Students will build on this knowledge in Year 8, 9 and 10.</p>
<b>Additional fees and charges</b>	<p>NIL</p>
<b>Additional information</b>	<p>This subject is studied by all students in Year 7.</p>

<b>LEVEL 1 CORE SUBJECT (studied in Year 7)</b>		
<b>Contact Person: Paul O'Dwyer</b>		
<b>Code: 07HPE12</b>	<b>Subject Name – Health &amp; Physical Education 1-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p>Students will explore the topic of Nutrition to learn lifelong skills about food choices and gain a greater understanding of the nutrients and what makes up the food they eat.</p> <p>During Term 4, students will look at cyber safety issues that they may encounter in their daily lives, assessing risk, making safe decisions and behaving in ways that protect their own safety and that of others. Issues covered relate to making safe decisions at school, home and online.</p> <p>Students also participate in a variety of physical activities designed to encourage participation in lifelong physical activity.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Content builds on knowledge from previous years HPE curriculum.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Nutrition and Cyber Safety.</li> <li>• Softball, T-Ball, Synchronised Swimming.</li> </ul>
<b>Assessment:</b>	<p>Unseen Exam</p> <p>Research Report</p>
<b>Pathways to Levels 2, 3 and 4</b>	Students will build on this knowledge in Year 8, 9 and 10.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 7.



<b>LEVEL 2 CORE SUBJECT (studied in Year 8)</b>		
<b>Contact Person: Paul O'Dwyer</b>		
<b>Code: 08HPE21</b>	<b>Subject Name – Health &amp; Physical Education 2-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p>Students explore the complexities associated with the social, emotional and identity and cultural changes that occur during puberty. They are guided to develop coping mechanisms and identify support services that can assist with dealing with any issues that arise.</p> <p>Students will participate in a variety of physical activities designed to encourage participation in lifelong physical activity.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Content builds on knowledge from previous years HPE curriculum.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Growth &amp; Development (Identity and Culture)</li> <li>• Game analysis and performance</li> <li>• Basketball, Badminton, Volleyball and Athletics.</li> </ul>
<b>Assessment:</b>	Research Task – PowerPoint Presentation
<b>Pathways to Levels 3 and 4</b>	Students will build on this knowledge in Year 9 and 10.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 8.

<b>LEVEL 2 CORE SUBJECT (studied in Year 8)</b>		
<b>Contact Person: Paul O'Dwyer</b>		
<b>Code: 08HPE22</b>	<b>Subject Name – Health &amp; Physical Education 2-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p>Students also explore a variety of mental health issues and develop strategies to cope with various life challenges.</p> <p>To develop their skills to evaluate and analyse their own physical performance, students will collect data including video and statistics to make decisions across several sports.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Content builds on knowledge from previous years HPE curriculum.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Mental Health</li> <li>• Game and Performance Analysis</li> <li>• International rules</li> <li>• Cricket</li> <li>• Water polo</li> </ul>
<b>Assessment:</b>	<p>Exam</p> <p>Research Essay</p>
<b>Pathways to Levels 3 and 4</b>	Students will build on this knowledge in Year 9 and 10.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 8.

<b>LEVEL 3 CORE SUBJECT (studied in Year 9)</b>		
<b>Contact Person: Paul O'Dwyer</b>		
<b>Code: 09HPE31</b>	<b>Subject Name – Health &amp; Physical Education 3-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p>Students explore the various issues surrounding drugs and alcohol and are guided to develop a range of strategies to cope with peer pressure and handling unsafe situations.</p> <p>Students also participate in a variety of physical activities designed to encourage participation in lifelong physical activity. To develop their skills to evaluate and analyse their own physical performance, students will collect data including video and statistics to make decisions across several sports.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Content builds on knowledge from previous years HPE curriculum.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Drugs &amp; Alcohol</li> <li>• Game &amp; Performance Analysis</li> <li>• Swim Survival, Touch football and Oz Tag.</li> </ul>
<b>Assessment:</b>	Investigative Research task – Multimodal Presentation
<b>Pathways to Level 4</b>	Students will build on this knowledge in Year 10.
<b>Career Pathways</b>	Health care industry, social work, physical sciences.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 9.

<b>LEVEL 3 CORE SUBJECT (studied in Year 9)</b>		
<b>Contact Person: Paul O'Dwyer</b>		
<b>Code: 09HPE32</b>	<b>Subject Name – Health &amp; Physical Education 3-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p>Students learn that being made in God's image, gifts them with the capacity and responsibility to grow in, advocate for, and contribute to the health, safety and wellbeing of individuals and communities. They will investigate the relationship between sexuality, sex and chastity and the capacity to live an ethical, hope-filled and wholehearted life.</p> <p>Students are supported to manage and express emotions responsibly and compassionately for the good of self and others. They will practise and apply moral decision making to honour and protect the dignity, safety and wellbeing of all.</p> <p>During Term 4, students explore the various systems of the body and the role they play in their health. Throughout the semester students will also participate in a variety of physical activities designed to encourage participation in lifelong physical activity.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Content builds on knowledge from previous years HPE curriculum.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Relationships &amp; Sexual Health</li> <li>• Anatomy &amp; Body Systems</li> <li>• Soccer/Futsal, AFL and Dance</li> </ul>
<b>Assessment:</b>	<p>Research report</p> <p>Unseen exam.</p>
<b>Pathways to Level 4</b>	Students will build on this knowledge in Year 10.
<b>Career Pathways</b>	Health care industry, social work, physical sciences.
<b>Additional fees and charges</b>	NIL

<b>Additional information</b>	This subject is studied by all students in Year 9.
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<b>LEVEL 4 ELECTIVE SUBJECT (studied in Year 10)</b>		
<b>Contact Person: Paul O'Dwyer</b>		
<b>Code: 10HPEP41</b>	<b>Subject Name – Health 4-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p>The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia. To prepare students for this, the elective subject of Health in Year 10 provides students with skills for a future focused, preventative health agenda.</p> <p>During this semester, students will investigate and explore a variety of health issues experienced in Australia and evaluate and propose strategies to overcome them. By using the Health Inquiry Model and Ottawa Charter as frameworks, students will develop skills to <i>define and understand</i> the health issue, <i>plan and act</i> to investigate and develop action strategies and <i>evaluate and reflect</i> on the success of these strategies and other current initiatives.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Content builds on knowledge from previous years HPE curriculum.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Explore a range of health issues in Australia including cancer, cardiovascular disease, obesity, indigenous health and mental health</li> <li>• Health Inquiry Model</li> <li>• Ottawa Charter</li> </ul>
<b>Assessment:</b>	<p>Investigation – Action Research Report</p> <p>Exam</p>
<b>Pathways to Senior Schooling</b>	Leads into the Senior General Subject of Health
<b>Career Pathways</b>	Community health, social work, Health science, public health, health education, allied health, nursing and medical professions.
<b>Additional fees and charges</b>	NIL

**Additional  
information**

Note that this is a theoretical subject.

This subject is designed to give students an introduction to the units studied in the Senior Health course. Students wishing to do Health in Years 11 and 12 are encouraged to select to continue this course of study in Semester 2 of Year 10.

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Paul O'Dwyer</b>		
<b>Code: 10HPEP42</b>	<b>Subject Name – Health 42</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p>Students develop their skills to plan, implement and evaluate an action strategy to advocate, mediate and enable change in relation to body image and drugs &amp; alcohol in society in a peer and family health context.</p> <p>Students investigate the risk factors and protective factors, individual and socioecological resources that are needed for healthy living within their peer and family context as well as development of strategies to improve the outcomes within their local or regional community.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Content builds on knowledge from previous years HPE curriculum.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Australian health issues</li> <li>• Social Ecological Model</li> <li>• Body Image</li> <li>• Drugs &amp; Alcohol in society</li> <li>• RE-AIM Framework</li> </ul>
<b>Assessment:</b>	<p>Analytical essay</p> <p>Action research project</p>
<b>Pathways to Senior Schooling</b>	Leads into the Senior General Subject of Health
<b>Career Pathways</b>	Community health, social work, Health science, public health, health education, allied health, nursing and medical professions.
<b>Additional fees and charges</b>	NIL



**Additional  
information**

Note that this is a theoretical subject.

This subject is designed to give students an introduction to the units studied in the Senior Health Education course. Students wishing to do Health Education in Years 11 and 12 are encouraged to select this course of study in Semester 2 of Year 10.

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Paul O'Dwyer</b>		
<b>Code: 10HPE41</b>	<b>Subject Name – Physical Education 4-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p>Students will explore how you learn a skill and the process one would take to become a skilled performer in an activity. They will apply the information learnt to analyse and evaluate their own performance in sport.</p> <p>During Term 2, students will learn the anatomical and biomechanical principles and evaluate how they can influence and improve performance.</p> <p>Students also participate in a variety of physical activities designed to apply the knowledge from theoretical classes.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<p>Content builds on knowledge from previous years HPE curriculum. Students are expected to participate in all practical elements of the course.</p>
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Skill Acquisition</li> <li>• Motor Learning</li> <li>• Anatomy &amp; Biomechanics</li> <li>• Badminton</li> <li>• Volleyball</li> </ul>
<b>Assessment:</b>	<p>Project Folio</p> <p>Seen exam essay</p>
<b>Pathways to Senior Schooling</b>	<p>Senior Physical Education, Sport &amp; Recreation Studies, Health Education.</p>
<b>Career Pathways</b>	<p>Teaching, sport and exercise sciences, coaching, community involvement.</p>
<b>Additional fees and charges</b>	<p>NIL</p>

**Additional  
information**

This elective is designed to give students an introduction to the units studied in Senior Physical Education. Students wishing to do PE in years 11 and 12 are encouraged to select this course of study in Year 10.

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Paul O'Dwyer</b>		
<b>Code: 10HPE42</b>	<b>Subject Name – Physical Education 4-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p>Students will explore several key societal issues in sport including social, cultural and environmental factors that act as a barrier and enabler to sport participation. Case studies will be analysed across a number of sports to delve into the professionalism and business side of sport, and also the contrasting inequality many experience when accessing sport and physical activity.</p> <p>During Term 4, students will learn to improve and evaluate their own and others performance across several principles. The topic will explore the principles of training and training methods, fitness testing, program design and sport psychology.</p> <p>Students will participate in a variety of physical activities designed to apply the knowledge from theoretical classes.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Content builds on knowledge from previous years HPE curriculum. Students are expected to participate in all practical elements of the course
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Sports Sociology (Sport in Society)</li> <li>• Improving Performance through a range of principles including training, fitness testing, program design and sport psychology</li> <li>• A range of physical activities including Netball, Basketball, Touch</li> </ul>
<b>Assessment:</b>	<p>Research report</p> <p>Project Folio</p>
<b>Pathways to Senior Schooling</b>	Senior Physical Education, Sport & Recreation Studies.
<b>Career Pathways</b>	Teaching, sport and exercise sciences, coaching, community involvement.

<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This elective is designed to give students an introduction to the units studied in Senior Physical Education. Students wishing to do PE in years 11 and 12 are encouraged to select this course of study in Year 10.

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Paul O'Dwyer and Liza Costa</b>		
<b>Code: 10RST41</b>	<b>Subject Name – Recreation 4-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	Students explore how to swim, survive and rescue at the beach and develop safety knowledge of beach conditions. They learn to problem solve and work in teams while developing their communication and resiliency skills.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Students must be able to confidently swim 200m non-stop in a pool. They must be willing to be physically active and participate in all activities regardless of weather conditions.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Surf Survival</li> <li>• Leadership initiatives</li> <li>• Orienteering</li> <li>• Pool Bronze.</li> </ul>
<b>Assessment:</b>	Surf Survival – practical and theory tests.  Initiative games activities.
<b>Pathways to Senior Schooling</b>	Introductory units to Senior Sport & Recreation.
<b>Career Pathways</b>	Community involvement (surf clubs and sporting organisations), Surf Rescue Certificate.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This elective is designed to give students an introduction to the units studied in Senior Sport & Recreation. Students wishing to do Sport & Recreation in Years 11 and 12 are encouraged to select this course of study in Year 10.

**LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)**

**Contact Person: Paul O'Dwyer and Liza Costa**

**Code: 10RST42**

**Subject Name – Recreation 4-2**

**Length: 1 Semester**

<b>Overview</b>	Students develop navigational skills to complete various orienteering courses. They will undergo assessment for their Pool Bronze proficiency. Students will develop personal qualities such as empathy, confidence, responsibility teamwork, resilience and persistence.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Students must be able to confidently swim 200m non-stop in a pool and be willing to run through various terrains, paths, tracks and bushland. They must be willing to be physically active and participate in all activities regardless of weather conditions.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Orienteering</li> <li>• Pool Bronze</li> </ul>
<b>Assessment:</b>	<p>Orienteering – Practical and theory exams</p> <p>Pool Bronze – Practical Exam and First Aid theory exam</p>
<b>Pathways to Senior Schooling</b>	Introduction to Senior Recreation Studies (RST) units.
<b>Career Pathways</b>	Community involvement (surf clubs) ; Part time jobs – basic first aid attained; Navigation skills – Cadets
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This elective is designed to give students an introduction to the units studied in Senior Sport & Recreation. Students wishing to do Sport & Recreation in Years 11 and 12 are encouraged to select this course of study in Year 10.

# **SCIENCE**

# **AVAILABLE SUBJECTS**



<b>LEVEL 1 CORE SUBJECT (studied in Year 7)</b>		
<b>Contact Person: Shaun Lendrum</b>		
<b>Code: 07SCI11</b>	<b>Subject Name – Science 1-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	Students describe and use techniques to separate substances. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of Science in decision making processes.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	<p>Science Introduction, Chemical Science &amp; Earth and Space Science</p> <ul style="list-style-type: none"> <li>• Scientific terms</li> <li>• Scientific skills and safety rules</li> <li>• Working as a Scientist</li> <li>• Physical or chemical properties</li> <li>• Properties of solids, liquids and gases</li> <li>• Changes of state, particularly of water.</li> <li>• Separation techniques</li> <li>• Lunar and solar eclipses</li> <li>• Seasons and phases of the Moon</li> </ul>
<b>Assessment:</b>	Tests Practical Report.
<b>Pathways to Levels 2, 3 and 4</b>	Students gain the skills and knowledge to progress their understanding of the Scientific method and Chemical Science in Level 2 (Year 8)
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 7.

<b>LEVEL 1 CORE SUBJECT (studied in Year 7)</b>		
<b>Contact Person: Shaun Lendrum</b>		
<b>Code: 07SCI12</b>	<b>Subject Name – Science 1-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	Students consider the interaction between multiple forces when explaining changes in an object's motion. Students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components with. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	Physical and Biological Sciences <ul style="list-style-type: none"> <li>• Balanced and unbalanced forces</li> <li>• Friction</li> <li>• Gravity</li> <li>• Magnetism</li> <li>• Electrostatic forces</li> <li>• Simple machines</li> <li>• Living and non living systems</li> <li>• Ecosystems</li> <li>• Food Chains and Food Webs</li> <li>• Human influence on ecosystems</li> <li>• Classification keys</li> </ul>
<b>Assessment:</b>	Practical Report Test Assignment
<b>Pathways to Levels 2, 3 and 4</b>	Students gain the skills and knowledge to progress their understanding of the Biology and Physics in Level 2 (Year 8).

<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 7.

<b>LEVEL 2 CORE SUBJECT (studied in Year 8)</b>		
<b>Contact Person: Shaun Lendrum</b>		
<b>Code: 08SCI21</b>	<b>Subject Name – Science 2-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p>Students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs.</p> <p>Students compare processes of rock formation, including the time scales involved. They reflect on scientific investigations, evaluating the quality of their own data.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	<p>Biological, Earth and Space Sciences</p> <ul style="list-style-type: none"> <li>• Cells</li> <li>• Microscopes'</li> <li>• Body systems</li> <li>• Formation of igneous, metamorphic and sedimentary rocks</li> <li>• Identifying rocks</li> <li>• Earth's resources</li> </ul>
<b>Assessment:</b>	<p>Practical Report Test Practical Test</p>
<b>Pathways to Levels 3 and 4</b>	Students gain the skills and knowledge to progress their understanding of the Scientific method, Earth and Biological Science in Level 3. (Year 9)
<b>Additional fees and charges</b>	Nil
<b>Additional information</b>	This subject is studied by all students in Year 8.

<b>LEVEL 2 CORE SUBJECT (studied in Year 8)</b>		
<b>Contact Person: Shaun Lendrum</b>		
<b>Code: 08SCI22</b>	<b>Subject Name – Science 2-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p>In Physical Science, students begin to classify different forms of energy, and describe the role of energy in causing change in systems. In Chemical Science, students explore changes in matter at a particle level, and distinguish between chemical and physical change.</p> <p>Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	<p>Physical and Chemical Sciences</p> <ul style="list-style-type: none"> <li>• Kinetic energy is the energy possessed by moving bodies</li> <li>• Different forms of potential energy such as gravitational, potential and elastic.</li> <li>• Forms of energy based on their effects</li> <li>• Solids, liquids and gasses.</li> <li>• Energy</li> <li>• Chemical and physical changes</li> <li>• Elements, compounds and mixtures.</li> <li>• Periodic table</li> </ul>
<b>Assessment:</b>	<p>Assignment</p> <p>Test</p>
<b>Pathways to Levels 3 and 4</b>	Students gain the skills and knowledge to progress their understanding of the Scientific method, Physical and Chemical Sciences in Level 3 (Year 9).
<b>Additional fees and charges</b>	NIL

<b>Additional information</b>	This subject is studied by all students in Year 8.
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<b>LEVEL 3 CORE SUBJECT (studied in Year 9)</b>		
<b>Contact Person: Shaun Lendrum</b>		
<b>Code: 09SCI31</b>	<b>Subject Name – Science 3-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p>Students are introduced to atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer.</p> <p>Students use knowledge of scientific concepts to draw conclusions that are consistent with evidence</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	<p>Chemical and Physical Sciences</p> <ul style="list-style-type: none"> <li>• Atomic structure</li> <li>• Ions</li> <li>• Chemical reactions</li> <li>• Periodic table</li> <li>• Acids and bases</li> <li>• Chemical equations</li> <li>• Waves</li> <li>• Electromagnetic Spectrum</li> <li>• Electrical circuits</li> </ul>
<b>Assessment:</b>	<p>Test</p> <p>Practical Report</p> <p>Assignment</p>
<b>Pathways to Level 4</b>	<p>Students gain the skills and knowledge to progress their understanding of the Scientific method, Physical and Chemical Sciences in Level 4 (Year 10)</p>

<b>Career Pathways</b>	A course of study in Physics and Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is studied by all students in Year 9.



<b>LEVEL 3 CORE SUBJECT (studied in Year 9)</b>		
<b>Contact Person: Shaun Lendrum</b>		
<b>Code: 09SCI32</b>	<b>Subject Name – Science 3-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	Students explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. Students design questions that can be investigated using a range of inquiry skills. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	<p>Biological, Earth and Space Sciences</p> <ul style="list-style-type: none"> <li>• Nervous system</li> <li>• Endocrine system</li> <li>• Homeostasis</li> <li>• Causes of Disease</li> <li>• Ecosystems and measuring abiotic and biotic factors</li> <li>• Tectonic Plates</li> <li>• Earthquakes and Volcanoes</li> </ul>
<b>Assessment:</b>	<p>Tests</p> <p>Assignment</p>
<b>Pathways to Level 4</b>	Students gain the skills and knowledge to progress their understanding of the Scientific method, Biological and Earth Sciences in Level 4 (Year 10)
<b>Career Pathways</b>	A course of study in Biological and Earth Sciences can establish a basis for further education and employment in geoscience, agriculture, sports science, soil science and environmental science
<b>Additional fees and charges</b>	NIL

<b>Additional information</b>	This subject is studied by all students in Year 9.
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<b>LEVEL 4 ELECTIVE SUBJECT (studied in Year 10)</b>		
<b>Contact Person: Shaun Lendrum</b>		
<b>Code: 10SCI41</b>	<b>Subject Name – General Science 4-1</b>	<b>Length: 2 Semesters</b>

<b>Overview</b>	This course aims to give students a taste of the three senior courses currently offered by the College. Students will study Chemistry, Physics and Biology, covering the essential components of each discipline following the Australian Curriculum.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	<p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>• Periodic table organisation</li> <li>• Describing chemical reactions</li> <li>• Factors affecting chemical reactions</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>• Describing motion, speed, velocity and acceleration.</li> <li>• Newtons Laws of Motion</li> <li>• Comparing energy changes in different situations</li> </ul> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>• DNA &amp; Cell division</li> <li>• Patterns of Inheritance &amp; Mutations</li> <li>• Genetic diseases and disorders</li> <li>• Gene technology</li> </ul>
<b>Assessment:</b>	<p>Assignments</p> <p>Tests</p>
<b>Pathways to Senior Schooling</b>	This course does give students the basic assumed knowledge necessary for the Senior Biology, Chemistry or Physics courses. However, the depth of content is superficial. This course is designed for students who are interested in Science and is a good course for those who are interested in studying a subject which covers a range of areas and keeps open a range of options for the future.

<b>Career Pathways</b>	The investigative skills in this course form the basis for further study in many fields. Examples include animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.
<b>Additional fees and charges</b>	Nil
<b>Additional information</b>	<p>Students are REQUIRED TO SELECT a Science subject as their first option on their Subject Selection sheets. EXEMPTIONS TO THIS RULE will only be made if students have completed an application form to be exempt from this requirement. This form must be completed AND approved by Mr Lendrum, then attached to the Subject Selection sheet BEFORE SUBMITTING.</p> <p>Students can only complete each Science subject once in Year 10.</p>

<b>LEVEL 4 ELECTIVE SUBJECT (studied in Year 10)</b>		
<b>Contact Person: Shaun Lendrum</b>		
<b>Code: 10SCI42</b>	<b>Subject Name – Science – Physics and Chemistry</b>	<b>Length: 2 Semesters</b>

<b>Overview</b>	<p>In Physics, students use relationships between force, mass and acceleration to predict changes in the motion of objects. They will explore the scientific theories that explain the origin of the universe.</p> <p>In Chemistry, students explain the basis of the periodic table and use this organiser to distinguish between elements, and use knowledge of chemical change to predict the products of chemical reactions. They explain and predict how change, including that caused by human activity, affects the sustainability of systems at a local and global level.</p> <p>Students use knowledge of scientific concepts to draw conclusions that are consistent with evidence.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	<p><b>PHYSICS:</b></p> <ul style="list-style-type: none"> <li>• Describing motion, speed, velocity and acceleration.</li> <li>• Newtons Laws of Motion</li> <li>• Comparing energy changes in interactions such as car crashes, pendulums, lifting and dropping.</li> <li>• Using models to describe energy changes</li> <li>• Measurement and the Universe- light years and parsecs</li> <li>• The life cycle of stars</li> <li>• Cosmology</li> <li>• Big Bang Theory</li> </ul> <p><b>CHEMISTRY:</b></p> <ul style="list-style-type: none"> <li>• Structure of atoms</li> <li>• Electron arrangement</li> <li>• Periodic table organisation</li> <li>• Reactivity of metals</li> <li>• Chemical reactions</li> <li>• Chemical equations and quantity calculations</li> <li>• Carbon, Nitrogen and Water Cycle</li> </ul>

	<ul style="list-style-type: none"> <li>• Natural change</li> <li>• Human Influence</li> </ul>
<b>Assessment:</b>	<p>Tests</p> <p>Practical reports</p>
<b>Pathways to Senior Schooling</b>	<p>This course prepares students with the assumed knowledge and investigative skills requirements for both the Senior Physics and Senior Chemistry courses.</p> <p>It is highly recommended that students complete this course if they intend to choose Physics and / or Chemistry in Years 11 and 12.</p>
<b>Career Pathways</b>	<p>A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology. Students interested in careers in the field of aeronautics (such as a pilot) will benefit from studying Physics at school.</p> <p>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.</p>
<b>Additional fees and charges</b>	<p>Nil</p>
<b>Additional information</b>	<p>Students are REQUIRED TO SELECT a Science subject as their first option on their Subject Selection sheets. EXEMPTIONS TO THIS RULE will only be made if students have completed an application form to be exempt from this requirement. This form must be completed AND approved by Mr Lendrum, then attached to the Subject Selection sheet BEFORE SUBMITTING.</p> <p>Students can only complete each Science subject once in Year 10.</p>

<b>LEVEL 4 ELECTIVE SUBJECT (studied in Year 10)</b>		
<b>Contact Person: Shaun Lendrum</b>		
<b>Code: 10SCI43</b>	<b>Subject Name – Science – Chemistry and Biology</b>	<b>Length: 2 Semesters</b>

<b>Overview</b>	<p>In Chemistry, students explain the basis of the periodic table and use this organiser to distinguish between elements, and use knowledge of chemical change to predict the products of chemical reactions. They explain and predict how change, including that caused by human activity, affects the sustainability of systems at a local and global level.</p> <p>In Biology, students learn about genetics and inheritance. Evolutionary theory and mechanisms of Evolution are also studied.</p> <p>Students use knowledge of scientific concepts to draw conclusions that are consistent with evidence.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	<p><b>CHEMISTRY:</b></p> <ul style="list-style-type: none"> <li>• Structure of atoms</li> <li>• Electron arrangement</li> <li>• Periodic table organisation</li> <li>• Reactivity of metals</li> <li>• Chemical reactions</li> <li>• Chemical equations and quantity calculations</li> <li>• Carbon, Nitrogen and Water Cycle</li> <li>• Natural change</li> <li>• Human Influence</li> </ul> <p><b>BIOLOGY:</b></p> <ul style="list-style-type: none"> <li>• DNA</li> <li>• Cell division</li> <li>• Mechanisms and patterns of Inheritance</li> <li>• Mutations</li> <li>• Genetic diseases and disorders</li> <li>• Gene technology</li> <li>• Natural selection and evolutionary theory</li> <li>• Mechanisms of evolution</li> </ul>

	<ul style="list-style-type: none"> <li>• Survival strategies</li> <li>• Evidence for evolution</li> </ul>
<b>Assessment:</b>	<p>Tests</p> <p>Practical Reports</p>
<b>Pathways to Senior Schooling</b>	<p>This course prepares students with the assumed knowledge and investigative skills requirements for the Senior Chemistry and Biology courses.</p> <p>It is highly recommended that students complete this course if they intend to choose Chemistry and / or Biology in Years 11 and 12.</p>
<b>Career Pathways</b>	<p>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.</p> <p>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</p>
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	<p>Students are REQUIRED TO SELECT a Science subject as their first option on their Subject Selection sheets. EXEMPTIONS TO THIS RULE will only be made if students have completed an application form to be exempt from this requirement. This form must be completed AND approved by Mr Lendrum, then attached to the Subject Selection sheet BEFORE SUBMITTING.</p> <p>Students can only complete each Science subject once in Year 10.</p>



<b>LEVEL 4 ELECTIVE SUBJECT (studied in Year 10)</b>		
<b>Contact Person: Shaun Lendrum</b>		
<b>Code: 10SCI42</b>	<b>Subject Name – Science – Biology and Physics</b>	<b>Length: 2 Semesters</b>

<b>Overview</b>	<p>In Biology, students learn about genetics and inheritance. Evolutionary theory and mechanisms of Evolution are also studied.</p> <p>In Physics, students use relationships between force, mass and acceleration to predict changes in the motion of objects. They will explore the scientific theories that explain the origin of the universe.</p> <p>Students use knowledge of scientific concepts to draw conclusions that are consistent with evidence.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	<p><b>BIOLOGY:</b></p> <ul style="list-style-type: none"> <li>• DNA</li> <li>• Cell division</li> <li>• Mechanisms and patterns of Inheritance</li> <li>• Mutations</li> <li>• Genetic diseases and disorders</li> <li>• Gene technology</li> <li>• Natural selection and evolutionary theory</li> <li>• Mechanisms of evolution</li> <li>• Survival strategies</li> <li>• Evidence for evolution</li> </ul> <p><b>PHYSICS:</b></p> <ul style="list-style-type: none"> <li>• Describing motion, speed, velocity and acceleration.</li> <li>• Newtons Laws of Motion</li> <li>• Comparing energy changes in interactions such as car crashes, pendulums, lifting and dropping.</li> <li>• Using models to describe energy changes</li> <li>• Measurement and the Universe- light years and parsecs</li> <li>• The life cycle of stars</li> </ul>

	<ul style="list-style-type: none"> <li>• Cosmology</li> <li>• Big Bang Theory</li> </ul>
<b>Assessment:</b>	<p>Tests</p> <p>Assignment</p> <p>Practical report</p>
<b>Pathways to Senior Schooling</b>	<p>This course prepares students with the assumed knowledge and investigative skills requirements for the Senior Biology and Physics courses.</p> <p>It is highly recommended that students complete this course if they intend to choose Biology and / or Physics in Years 11 and 12.</p>
<b>Career Pathways</b>	<p>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.</p> <p>A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology. Students interested in careers in the field of aeronautics (such as a pilot) will benefit from studying Physics at school.</p>
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	<p>Students are <b>REQUIRED TO SELECT</b> a Science subject as their first option on their Subject Selection sheets. <b>EXEMPTIONS TO THIS RULE</b> will only be made if students have completed an application form to be exempt from this requirement. This form must be completed <b>AND</b> approved by Mr Lendrum, then attached to the Subject Selection sheet <b>BEFORE SUBMITTING</b>.</p> <p>Students can only complete each Science subject once in Year 10.</p>

# **THE ARTS**

# **AVAILABLE SUBJECTS**

<b>LEVEL 1 ELECTIVE SUBJECT (studied in Year 7)</b>		
<b>Contact Person: Patrick Wilson</b>		
<b>Code: 07DRA1</b>	<b>Subject Name – Drama 1</b>	<b>Length: 1 Term</b>

<b>Overview</b>	<p>An introduction to drama, learning specific elements of drama through the common knowledge of fairytales.</p> <p>An introduction to clowning, techniques, movement, use of space and characterisation</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	Characterisation, status, focus, movement, fracturing fairytales, looking at things from a different perspective
<b>Assessment:</b>	<p>Fractured fairytales group performance</p> <p>Small group clowning routine</p>
<b>Pathways to Levels 2, 3 and 4</b>	Preparation for Years 8 and 9 Drama
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is one of 8 subjects which will be studied in rotation throughout Year 7. Students will study two of these rotation subjects each term.

<b>LEVEL 2 ELECTIVE SUBJECT (generally studied in Year 8)</b>		
<b>Contact Person: Patrick Wilson</b>		
<b>Code: 08DRA2</b>	<b>Subject Name – Drama 2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	Students will learn basic skills of improvisation: making and accepting offers, storyline development, focus, establishing role, status. In the second unit, students will study comedy. They will learn: to identify comic devices, character development and performance skills
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of Drama 1 rotation unit in Year 7.
<b>Topics Studied:</b>	Improvisation techniques and comic devices, character, focus, timing
<b>Assessment:</b>	Small group improvised scene  Comedy script performance in pairs
<b>Pathways to Levels 3 and 4</b>	Preparation for Years 9 & 10 Drama
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	Students create scenes in the improvisation unit in response to a variety of stimuli In the comedy unit, students begin script analysis

**LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**

**Contact Person: Patrick Wilson**

**Code: 09DRA31**

**Subject Name – Drama 3-1**

**Length: 1 Semester**

<p><b>Overview</b></p>	<p>Process drama is unscripted. Students work in role and participate in an imagined dramatic situation.</p> <p>In collage drama, students learn a variety of drama conventions and performance skills. They develop confidence performing in a series of scenes exploring contemporary themes.</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p><b>Recommended:</b> Satisfactory completion of Drama 2.</p>
<p><b>Topics Studied:</b></p>	<p>Process drama explores imagined and real historical and contemporary events.</p> <p>Collage drama explores themes through a variety of stimuli and develop scenes for performance.</p>
<p><b>Assessment:</b></p>	<p>A whole class process drama</p> <p>Small group performances within a whole class collage drama performance</p>
<p><b>Pathways to Level 4</b></p>	<p>Preparation for Year 10 Drama</p>
<p><b>Career Pathways</b></p>	<p>Actor, teacher, motivational speaker, any job that requires public speaking</p>
<p><b>Additional fees and charges</b></p>	<p>NIL</p>
<p><b>Additional information</b></p>	<p>This very practical unit challenges students to communicate verbally and non-verbally to express an idea or issue.</p>

**LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**

**Contact Person: Patrick Wilson**

**Code: 09DRA32**

**Subject Name – Drama 3-2**

**Length: 1 Semester**

<b>Overview</b>	In this very practical unit, students will learn about ritual in performance, ensemble skills, voice and movement and the elements of ritual. In the storytelling unit, students will learn to create, respond and communicate to stories and images to develop performance.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of Drama 2.
<b>Topics Studied:</b>	Unit 1: Movement, mask and ritual - introduce movement, ritual in performance, expressive body movement, symbol  Unit 2: Storytelling - introduce different storytelling techniques for performance
<b>Assessment:</b>	Group ritual performance  Small group storytelling performance
<b>Pathways to Level 4</b>	Preparation for Year 10 or Senior Drama
<b>Career Pathways</b>	Storyteller, author, teacher, actor, playwright
<b>Additional fees and charges</b>	A small amount may be charged for supplies such as neutral masks, paint.
<b>Additional information</b>	Students learn about ritual in performance in other cultures and develop their own. Story development from a range of stimuli including other cultures.

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Patrick Wilson</b>		
<b>Code: 10DRA41</b>	<b>Subject Name – Drama 4-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	Students will develop their skills in: negotiation, problem-solving, team building, co-operation, improvising, thinking on their feet and performance skills while learning a variety of Theatresports games. Students learn how to identify specific elements of drama in performance. They learn: scriptwriting, responding to performance and developing short student devised scenes.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of a Level 3 Drama subject.
<b>Topics Studied:</b>	Improvisation, ensemble skills, the elements of drama, essay writing, analysing, scriptwriting, devising scenes
<b>Assessment:</b>	Theatresport games (improvisation)  Group student devised performance
<b>Pathways to Senior Schooling</b>	Senior Drama
<b>Career Pathways</b>	Actor, comedian, theatre reviewer, playwright, screenwriter, drama teacher, director
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	Improvisation is a great skill to develop your ability to think on your feet. Both Theatresports games and student devised work allows students to work collaboratively and creatively.



**LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)**

**Contact Person: Patrick Wilson**

**Code: 10DRA43**

**Subject Name – Drama 4-2**

**Length: 1 Semester**

<b>Overview</b>	Students learn an introduction to directing including blocking, subtext, scene analysis, voice. Students also continue to learn acting skills: voice, motivated movement, focus and stage presence. Students also study Australian Gothic Theatre learning: script analysis, symbol, dramatic meaning in performance, acting and production technologies.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of a Level 3 Drama subject.
<b>Topics Studied:</b>	Directing skills, acting skills, production technologies
<b>Assessment:</b>	Director's journal Directing (practical) Acting - small group Group gothic performance
<b>Pathways to Senior Schooling</b>	Preparation for Senior Drama
<b>Career Pathways</b>	Director, producer, stage manager, actor, script development, screenwriter, playwright, drama teacher
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

<b>LEVEL 1 ELECTIVE SUBJECT (studied in Year 7)</b>		
<b>Contact Person: Patrick Wilson</b>		
<b>Code: 07MUS1</b>	<b>Subject Name – Music 1</b>	<b>Length: 1 Term</b>

<b>Overview</b>	Year 7 Music students will undertake practical activities to learn about adapting music for performance. These skills will also be enhanced with elements of composing and scoring.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	Composing, scoring
<b>Assessment:</b>	Continuous practical assessment
<b>Pathways to Levels 2, 3 and 4</b>	Preparation for Year 8
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is one of 8 subjects which will be studied in rotation throughout Year 7. Students will study two of these rotation subjects each term.

**LEVEL 2 ELECTIVE SUBJECT (generally studied in Year 8)**

**Contact Person: Patrick Wilson**

**Code: 08MUS2**

**Subject Name – Music 2**

**Length: 1 Semester**

<b>Overview</b>	Year 8 Music students will undertake practical activities to learn about adapting music for performance. These skills will also be enhanced with elements of composing and scoring.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of Music 1 rotation unit in Year 7.
<b>Topics Studied:</b>	Performance, composing and scoring
<b>Assessment:</b>	Composition Performance Musicology
<b>Pathways to Levels 3 and 4</b>	Preparation for Year 9 Music
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

**LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**

**Contact Person: Patrick Wilson**

**Code: 09MUS31**

**Subject Name – Music 3-1**

**Length: 1 Semester**

<b>Overview</b>	As well as providing the opportunity for the acquisition of musical skills, the study of music also enables students to develop personally in many ways. In particular, the five broad areas of human development: intellectual, emotional, physical, social and spiritual will be covered.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of Music 2.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Musical Skills</li> <li>• Musical Skills and Human Development</li> </ul>
<b>Assessment:</b>	Continuous performance  Group recording project
<b>Pathways to Level 4</b>	Preparation for Year 10
<b>Career Pathways</b>	Musician, arranger, audio technician, composer, music teacher, conductor
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

**LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**

**Contact Person: Patrick Wilson**

**Code: 09MUS32**

**Subject Name – Music 3-2**

**Length: 1 Semester**

<b>Overview</b>	The students will have the opportunity to play and sing music of all types, to create their own compositions and to learn to listen to and understand a variety of musical styles.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of Music 2.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Music Variety and Types</li> <li>• Composing</li> </ul>
<b>Assessment:</b>	Continuous performance  Group recording project
<b>Pathways to Level 4</b>	Preparation for Year 10
<b>Career Pathways</b>	Musician, arranger, audio technician, composer, music teacher, conductor
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Patrick Wilson</b>		
<b>Code: 10MUS41</b>	<b>Subject Name – Music 4-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	Students have the opportunity to play and sing music of all types, to create their own compositions and to learn to listen to and understand a variety of musical styles.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of a Level 3 Music subject.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Music Variety and Types</li> <li>• Composing</li> </ul>
<b>Assessment:</b>	Continuous performance  Composition  Short response exam
<b>Pathways to Senior Schooling</b>	Preparation for senior music
<b>Career Pathways</b>	Musician, arranger, audio technician, composer, music teacher, conductor
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Patrick Wilson</b>		
<b>Code: 10MUS42</b>	<b>Subject Name – Music 4-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	They have the opportunity to play and sing music of all types, to create their own compositions and to learn to listen to and understand a variety of musical styles.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of a Level 3 Music subject.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Music Variety and Types</li> <li>• Composing</li> </ul>
<b>Assessment:</b>	Continuous performance  Composition  Musicology tasks
<b>Pathways to Senior Schooling</b>	Preparation for senior music
<b>Career Pathways</b>	Musician, arranger, audio technician, composer, music teacher, conductor
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

**LEVEL 1 ELECTIVE SUBJECT (studied in Year 7)**

**Contact Person: Patrick Wilson**

**Code: 07VARTS1**

**Subject Name – Visual Art 1**

**Length: 1 Term**

<b>Overview</b>	The Unit ' <i>About Art</i> ' is a foundation unit which provides students with a base platform of art skills and knowledge. Students develop these in a variety of art mediums and techniques with a focus on the elements of art.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	CONTENT: Element of Art: Line, Colour, Shape, Tone, Form and Texture SKILLS/TECHNIQUES: painting, drawing, sculpture and collage. MEDIUMS: Watercolour, Clay and Works on paper
<b>Assessment:</b>	<b>Body of Work</b> <ul style="list-style-type: none"> <li>• Watercolour <b>Line/colour</b> Animal</li> <li>• Clay <b>Form</b></li> <li>• Collage <b>Shape</b></li> <li>• Painting/Drawing <b>Tone</b></li> <li>• Texture <b>Composition</b></li> </ul>
<b>Pathways to Levels 2, 3 and 4</b>	Preparation for any unit of Art
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is one of 8 subjects which will be studied in rotation throughout Year 7. Students will study two of these rotation subjects each term.



**LEVEL 2 ELECTIVE SUBJECT (generally studied in Year 8)**

**Contact Person: Patrick Wilson**

**Code: 08VARTS2**

**Subject Name – Visual Art 2**

**Length: 1 Semester**

<b>Overview</b>	The unit <i>'My Face, You'</i> is primarily based around portraiture. Students will become adept at drawing their own and others faces and reproduce it in many ways utilising a variety of mediums and techniques.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of Visual Art 1 rotation unit in Year 7.
<b>Topics Studied:</b>	CONTENT: Portraiture, Art History (Cubism, Fauvism, Expressionism) SKILLS/TECHNIQUES: Drawing, Painting, Collage, Sculpture, Mixed-Media MEDIUMS: Paint, Mixed-Media, Clay, Charcoal, Pencil
<b>Assessment:</b>	<p><b>1. Body of Work-</b></p> <ul style="list-style-type: none"> <li>• Drawn Portrait</li> <li>• Scribble portrait (Brett Whiteley inspired)</li> <li>• Painting Techniques portrait(Expressionistic)</li> <li>• Clay Vase/Tile (Cubist Inspired)</li> <li>• Texture portrait</li> <li>• Lino print portrait (Matisse Inspired)</li> </ul> <p><b>2. Written Task</b></p>
<b>Pathways to Levels 3 and 4</b>	Preparation for Year 9 Art
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

**LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**

**Contact Person: Patrick Wilson**

**Code: 09VARTS31**

**Subject Name – Visual Art 3-1**

**Length: 1 Semester**

<p><b>Overview</b></p>	<p>In the Unit “<i>Abstract My World</i>” students experiment with the elements of principles of art to create a wide and varied abstract body of work. This will incorporate using techniques such as collage, painting and sculpture to create well balanced emotional based artworks. Students will learn how to manipulate scale, create works to music, paint on canvas, sculpt with wood and so much more.</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p><b>Recommended:</b> Satisfactory completion of Visual Art 2.</p>
<p><b>Topics Studied:</b></p>	<p>CONTENT: Understand and applying design elements/principles to achieve balance. Understanding of Abstract art and its value in art history. SKILLS/TECHNIQUES: Drawing, collage, painting, sculpture MEDIUMS: Works on paper, acrylic paint, drawing pastels, balsa wood.</p>
<p><b>Assessment:</b></p>	<p><b>1. Body of Work-</b></p> <ul style="list-style-type: none"> <li>• Media Experimentation Folio</li> <li>• Abstract artwork on canvas</li> <li>• Large Collage/Painting to Music</li> <li>• OP Art</li> <li>• Abstract Sculpture in wood</li> </ul> <p><b>2. Written Task</b></p>
<p><b>Pathways to Level 4</b></p>	<p>Preparation for Year 10 Art</p>
<p><b>Career Pathways</b></p>	<p>Artist, art teacher, advertising, designer</p>
<p><b>Additional fees and charges</b></p>	<p>NIL</p>

<b>Additional information</b>	NIL
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**LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**

**Contact Person: Patrick Wilson**

**Code: 09VARTS32**

**Subject Name – Visual Art 3-2**

**Length: 1 Semester**

<b>Overview</b>	The unit ' <i>Rhythms, Drums and Dreaming</i> ' explores the art worlds of DaDa and Surrealism. Students delve into their subconscious to create fantastical artworks across a variety of mediums.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of Visual Art 2.
<b>Topics Studied:</b>	CONTENT: Understand and applying design elements/principles to achieve unity. Learning to analyse and interpret 2D and 3D artwork in Surrealism and primitive cultures SKILLS/TECHNIQUES: Drawing, Sculpture, Watercolour, Construction MEDIUMS: Graphite pencil, clay, watercolour, cardboard, Acrylic paint
<b>Assessment:</b>	<p><b>1. Body of Work-</b></p> <ul style="list-style-type: none"> <li>• Exquisite Corpse Drawing</li> <li>• Watercolour Painting</li> <li>• Clay Dreaming Vessel</li> <li>• Large Cardboard Mask</li> <li>• Photomontage (time permitting)</li> </ul> <p><b>2. Written Task</b></p>
<b>Pathways to Level 4</b>	Preparation for Year 10 Art
<b>Career Pathways</b>	Props design, artist, art teacher
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Patrick Wilson</b>		
<b>Code: 10VARTS41</b>	<b>Subject Name – Visual Art 4-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	In the unit ' <i>The Great Pretenders</i> ' students look to the greats from art history and are inspired by their subject matter and techniques in their own artist practice. Students focus on drawing for 10 weeks and then explore painting in the second half of the Semester.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of a Level 3 Visual Art subject.
<b>Topics Studied:</b>	CONTENT: Analysing artists and their artworks, analysing Art movements such as Pop, Fauvism and Expressionism (subject to change) SKILLS/TECHNIQUES: Drawing, Painting, photography, composition MEDIUMS: graphite, ink, magic markers, acrylic paint, thick and thin markers pens, canvas boards.
<b>Assessment:</b>	<ol style="list-style-type: none"> <li><b>1. Drawing Body of Work-</b> <ul style="list-style-type: none"> <li>• Drawing experimental Folio (3 x A3 works)</li> <li>• Major Drawing (A2)</li> </ul> </li> <li><b>2. Painting Body of Work-</b> <ul style="list-style-type: none"> <li>• Painting Experimental Folio (3 x A3 Works)</li> <li>• Major Painting on Canvas</li> </ul> </li> <li><b>3. Written Task</b></li> </ol>
<b>Pathways to Senior Schooling</b>	Preparation for Senior Art
<b>Career Pathways</b>	Artist, Illustrator, Art Critic,
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Patrick Wilson</b>		
<b>Code: 10VARTS42</b>	<b>Subject Name – Visual Art 4-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	The Unit ' <i>Journey of Transformation</i> ' introduces students to photography as an art form in itself and as a starting point for other artworks to extend from. Students learn how to take a successful photograph and how to extend its meaning through a variety of mediums.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of a Level 3 Visual Art subject.
<b>Topics Studied:</b>	<p><b>CONTENT:</b></p> <ul style="list-style-type: none"> <li>• Learning how to take creative photographs</li> <li>• Still-life, portraiture, landscape, capturing movement</li> <li>• Making images using computer, photocopier and digital camera</li> </ul> <p><b>SKILLS/TECHNIQUES:</b> Photography, Framing, Digital Manipulation, Painting, Sculpture, Printmaking</p> <p><b>MEDIUMS:</b> Colour photocopies, Digital prints, watercolour, clay, lino</p>
<b>Assessment:</b>	<p><b>Body of Work-</b></p> <ul style="list-style-type: none"> <li>• Photographic Folio</li> <li>• Watercolour Artwork (A2)</li> <li>• Clay Vessel of Goodness</li> <li>• Lino print (time permitting)</li> </ul> <p><b>Written Task</b></p>
<b>Pathways to Senior Schooling</b>	Preparation for Senior Art
<b>Career Pathways</b>	Photography, Graphic Design, Artist
<b>Additional fees and charges</b>	NIL

**Additional  
information**

Whole day photography excursion in Week 3 which will provide content/resource imagery for the entirety of the Semester's work.

**LEVEL 2 ELECTIVE SUBJECT (generally studied in Year 8)**

**Contact Person: Patrick Wilson**

**Code: 08DAN2**

**Subject Name – Dance 2**

**Length: 1 Semester**

<p><b>Overview</b></p>	<p>Students will learn the essential elements of dance and how to use them to choreograph their own dance sequences. Students will explore their own movement capabilities and will learn new ways to enhance their dance skills through a variety of practical based activities. Students will learn the fundamental skills for choreography and performance in Dance.</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p>Nil</p>
<p><b>Topics Studied:</b></p>	<ul style="list-style-type: none"> <li>• Study of Popular dance styles and dance works</li> <li>• Manipulating the elements of dance through practical activities</li> <li>• Developing choreography skills</li> <li>• Developing a personal dance statement</li> </ul>
<p><b>Assessment:</b></p>	<p>Performance  Appreciation  Choreography</p>
<p><b>Pathways to Levels 3 and 4</b></p>	<p>Preparation for Year 9 Dance</p>
<p><b>Additional fees and charges</b></p>	<p>To be confirmed at time of commencing study in this subject.</p>
<p><b>Additional information</b></p>	<p>Dance offers students the opportunity to develop their physical creativity and self-confidence within a safe learning environment.</p>



<b>LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)</b>		
<b>Contact Person: Patrick Wilson</b>		
<b>Code: 09DAN31</b>	<b>Subject Name – Dance 3-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	Students will explore their own movement capabilities and will learn new ways to enhance their dance skills through a variety of practical based activities focussing on popular dance
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of Dance 2.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Study of Popular dance styles and dance works</li> <li>• Manipulating the elements of dance through practical activities</li> <li>• Developing choreography skills</li> <li>• Developing a personal dance statement</li> </ul>
<b>Assessment:</b>	Performance  Appreciation  Choreography
<b>Pathways to Level 4</b>	Preparation for Year 10 Dance
<b>Career Pathways</b>	Dancer, dance teacher, performer, choreographer, animateur
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	Dance offers students the opportunity to develops physical creativity and self-confidence within a safe learning environment.

**LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**

**Contact Person: Patrick Wilson**

**Code: 09DAN32**

**Subject Name – Dance 3-2**

**Length: 1 Semester**

<b>Overview</b>	Students will explore their own movement capabilities and will learn new ways to enhance their dance skills through a variety of practical based activities focussing on popular dance
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of Dance 2.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Study of Popular dance styles and dance works</li> <li>• Manipulating the elements of dance through practical activities</li> <li>• Developing choreography skills</li> <li>• Developing a personal dance statement</li> </ul>
<b>Assessment:</b>	Performance  Appreciation  Choreography
<b>Pathways to Level 4</b>	Preparation for Year 10 dance
<b>Career Pathways</b>	Dancer, dance teacher, performer, choreographer, animateur
<b>Additional fees and charges</b>	To be confirmed at the time of commencing study in this subject.
<b>Additional information</b>	NIL

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Patrick Wilson</b>		
<b>Code: 10DAN41</b>	<b>Subject Name – Dance 4-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	This unit is currently being developed. Full details will be provided in a subject outline provided at the start of the course.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of a Level 3 Dance subject.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Overview of Australian dance history</li> <li>• Examining Ritual dance styles and techniques</li> <li>• Focus on Australian dance company</li> <li>• Appreciating live dance performance</li> <li>• Performing - dance repertoire</li> </ul>
<b>Assessment:</b>	To be confirmed
<b>Pathways to Senior Schooling</b>	It is envisaged that Dance will be offered as a General Subject for the first time to students entering Year 11 in 2019.
<b>Career Pathways</b>	Dancer, dance teacher, performer, choreographer, animateur
<b>Additional fees and charges</b>	To be confirmed at the time of commencing study in this subject.
<b>Additional information</b>	NIL

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Patrick Wilson</b>		
<b>Code: 10DAN42</b>	<b>Subject Name – Dance 4-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	This unit is currently being developed. Full details will be provided in a subject outline provided at the start of the course.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of a Level 3 Dance subject.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Creating a choreographic intent</li> <li>• Using technology creatively to enhance dance</li> <li>• Communicating choreographic intention through dance</li> <li>• Stagecraft and technical design</li> </ul>
<b>Assessment:</b>	To be confirmed
<b>Pathways to Senior Schooling</b>	It is envisaged that Dance will be offered as a General Subject for the first time to students entering Year 11 in 2019.
<b>Career Pathways</b>	Dancer, dance teacher, performer, choreographer, animateur
<b>Additional fees and charges</b>	To be confirmed at the time of commencing study in this subject.
<b>Additional information</b>	NIL

**LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**

**Contact Person: Patrick Wilson**

**Code: 09MEDA31**

**Subject Name – Media Arts 3-1**

**Length: 1 Semester**

<b>Overview</b>	In the unit ' <i>Through the Lens Cap</i> ' students use DSLR cameras to learn all there is to know about photography composition techniques, lighting and camera settings. Students extend their photography skills through digital manipulation using Adobe Photoshop
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of Media Arts 2.
<b>Topics Studied:</b>	CONTENT: Photographic history, camera settings, composition and lighting techniques, Adobe photoshop
<b>Assessment:</b>	<ol style="list-style-type: none"> <li>1. Photographic Folio 1 – Colour</li> <li>2. Photographic Folio 2 – Shapes and Shadows</li> <li>3. Photographic Folio 3 – Photographic Joiners</li> <li>4. Visual Literacy Task – In class</li> </ol>
<b>Pathways to Level 4</b>	Preparation for Year 10 Media Arts
<b>Career Pathways</b>	Photography, Graphic Design, Digital Editing
<b>Additional fees and charges</b>	Students will need to provide their own SD card.
<b>Additional information</b>	Students have access to a school set of DSLR cameras. Students are welcome to bring a DSLR camera from home if they wish to become familiar with their own equipment.

**LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**

**Contact Person: Patrick Wilson**

**Code: 09MEDA32**

**Subject Name – Media Arts 3-2**

**Length: 1 Semester**

<b>Overview</b>	The unit ' <i>Photoshop My World</i> ' focuses on developing student skills in the program Adobe Photoshop. Students will learn to manipulate imagery to create a Graphic Novel and Animation.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of Media Arts 2.
<b>Topics Studied:</b>	CONTENT: Adobe Photoshop, Photography
<b>Assessment:</b>	<ol style="list-style-type: none"> <li>1. Photographic Skills Experimental Folio</li> <li>2. Graphic Novel</li> <li>3. Animation</li> <li>4. Visual Literacy Task</li> </ol>
<b>Pathways to Level 4</b>	Preparation for Year 10 Media Arts
<b>Career Pathways</b>	Graphic Design, Digital imagery manipulation, illustrator.
<b>Additional fees and charges</b>	<b>TBA</b>
<b>Additional information</b>	

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Patrick Wilson</b>		
<b>Code: 10MEDA41</b>	<b>Subject Name – Media Arts 4-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	Students will operate a range of technologies to produce media for specific purposes, including for commercial, non-commercial, independent and artistic contexts and audiences This unit focuses on Audio development and its importance in any media outcome.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of a Level 3 Media Arts subject.
<b>Topics Studied:</b>	Audio
<b>Assessment:</b>	<ol style="list-style-type: none"> <li>1) Audio test of knowledge</li> <li>2) Audio recording</li> </ol>
<b>Pathways to Senior Schooling</b>	It is envisaged that either Film, Television and New Media (General Subject) or a Certificate III in Screen and Media (VET subject) will be offered for the first time to students entering Year 11 in 2019.
<b>Career Pathways</b>	Filmmaker, game development, animator, advertising
<b>Additional fees and charges</b>	TBA
<b>Additional information</b>	

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Patrick Wilson</b>		
<b>Code: 10MEDA42</b>	<b>Subject Name – Media Arts 4-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	Students will operate a range of technologies to produce media for specific purposes, including for commercial, non-commercial, independent and artistic contexts and audiences This unit focuses on the movie making and editing to create short films using the Adobe Suite.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of a Level 3 Media Arts subject.
<b>Topics Studied:</b>	Due to the fast changing nature of technology the topics of study will change year to year. Movie making, editing
<b>Assessment:</b>	1) News Anchor Video
<b>Pathways to Senior Schooling</b>	It is envisaged that either Film, Television and New Media (General Subject) or a Certificate III in Screen and Media (VET subject) will be offered for the first time to students entering Year 11 in 2019.
<b>Career Pathways</b>	Filmmaker, game development, animator, advertising,
<b>Additional fees and charges</b>	TBA
<b>Additional information</b>	



# **DESIGN TECHNOLOGY**

## **AVAILABLE SUBJECTS**

<b>LEVEL 1 ELECTIVE SUBJECT (studied in Year 7)</b>		
<b>Contact Person: Tim Jones</b>		
<b>Code: 07DTEPS1</b>	<b>Subject Name – Design &amp; Technologies (Engineering, Principles &amp; Systems) 1 - Graphics</b>	<b>Length: 1 Term</b>

<b>Overview</b>	<p>This unit is an introduction to the area of Graphics.</p> <p>A strong emphasis will be placed on using Computer Aided Drafting (CAD) programs to produce drawings. Students will also be required to develop hand skills, using a variety of sketching techniques.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	<p>Student skills and knowledge are developed in the areas of</p> <ul style="list-style-type: none"> <li>• Sketching</li> <li>• 3D Modelling</li> <li>• Architectural Drawing (Domestic and Commercial)</li> </ul>
<b>Assessment:</b>	Portfolio of work
<b>Pathways to Levels 2, 3 and 4</b>	Semester units may be studied individually to meet the different needs and interest of students. Graphics is offered in Years 8, 9 and 10. From 2019 onwards, the Certificate III in Engineering Technical - CAD will be offered at St John's College.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is one of 8 subjects which will be studied in rotation throughout Year 7. Students will study two of these rotation subjects each term.

**LEVEL 2 ELECTIVE SUBJECT (generally studied in Year 8)**

**Contact Person: Tim Jones**

<b>Code: 08DTEPS2</b>	<b>Subject Name – Design &amp; Technologies (Engineering, Principles &amp; Systems) 2 - Graphics</b>	<b>Length: 1 Semester</b>
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<b>Overview</b>	<p>This unit builds on the introduction to Graphics study from Year 7</p> <p>A strong emphasis will be placed on using Computer Aided Drafting (CAD) programs to produce drawings. Students will also be required to develop hand skills, using a variety of sketching techniques.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	<p>Student skills and knowledge are developed in the areas of</p> <ul style="list-style-type: none"> <li>• Sketching</li> <li>• 3D Modelling</li> <li>• Architectural Drawing (Domestic and Commercial)</li> </ul>
<b>Assessment:</b>	Portfolio of work
<b>Pathways to Levels 3 and 4</b>	Semester units may be studied individually to meet the different needs and interest of students. Graphics is offered in Years 9 and 10. From 2019 onwards, the Certificate III in Engineering Technical - CAD will be offered at St John's College.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

**LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**

**Contact Person: Tim Jones**

<b>Code: 09DTEPS31</b>	<b>Subject Name – Design &amp; Technologies (Engineering, Principles &amp; Systems) 3-1 - Graphics</b>	<b>Length: 1 Semester</b>
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<b>Overview</b>	<p>Student skills and knowledge are developed in the areas of</p> <ul style="list-style-type: none"> <li>• Sketching</li> <li>• 3D Modelling</li> <li>• Component Drawing, Packaging and Animation</li> <li>• Architectural Drawing (Domestic and Commercial)</li> <li>• Business Graphics (Logos, Business cards and Marketing)</li> </ul> <p>A strong emphasis will be placed on using Computer Aided Drafting (CAD) programs to produce drawings.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Sketching</li> <li>• Production Graphics (AutoCAD and Inventor)</li> <li>• 2D and 3D Modelling</li> </ul>
<b>Assessment:</b>	Portfolio of work
<b>Pathways to Level 4</b>	Semester units may be studied individually to meet the different needs and interest of students. Graphics is offered in Year 10. From 2019 onwards, the Certificate III in Engineering Technical - CAD will be offered at St John's College.
<b>Career Pathways</b>	Architect; Engineer; Graphic Designer
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

**LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**

**Contact Person: Tim Jones**

<b>Code: 09DTEPS32</b>	<b>Subject Name – Design &amp; Technologies (Engineering, Principles &amp; Systems) 3-2 - Graphics</b>	<b>Length: 1 Semester</b>
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<b>Overview</b>	<p>Student skills and knowledge are developed in the areas of</p> <ul style="list-style-type: none"> <li>• Sketching</li> <li>• 3D Modelling</li> <li>• Component Drawing, Packaging and Animation</li> <li>• Architectural Drawing (Domestic and Commercial)</li> <li>• Business Graphics (Logos, Business cards and Marketing)</li> </ul> <p>A strong emphasis will be placed on using Computer Aided Drafting (CAD) programs to produce drawings.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Built Environment (REVIT Architecture)</li> <li>• Business Graphics (Inventor)</li> <li>• House design</li> <li>• Logos, Business Cards and Marketing</li> </ul>
<b>Assessment:</b>	Portfolio of work
<b>Pathways to Level 4</b>	Semester units may be studied individually to meet the different needs and interest of students. Graphics is offered in Year 10. From 2019 onwards, the Certificate III in Engineering Technical - CAD will be offered at St John's College.
<b>Career Pathways</b>	Architect; Engineer; Graphic Designer
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

**LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)**

**Contact Person: Tim Jones**

<b>Code: 10DTEPS41</b>	<b>Subject Name – Design &amp; Technologies (Engineering, Principles &amp; Systems) 4-1 - Graphics</b>	<b>Length: 1 Semester</b>
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<b>Overview</b>	<p>Student skills and knowledge are developed in the areas of</p> <ul style="list-style-type: none"> <li>• Sketching</li> <li>• 3D Modelling</li> <li>• Component Drawing, Packaging and Animation</li> <li>• Architectural Drawing (Domestic and Commercial)</li> <li>• Business Graphics (Logos, Business cards and Marketing)</li> </ul> <p>A strong emphasis will be placed on using Computer Aided Drafting (CAD) programs to produce drawings.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Sketching</li> <li>• Production Graphics (AutoCAD, Inventor)</li> <li>• 2D and 3D Modelling</li> </ul>
<b>Assessment:</b>	Portfolio of work
<b>Pathways to Senior Schooling</b>	From 2019 onwards, the Certificate III in Engineering Technical - CAD will be offered at St John's College.
<b>Career Pathways</b>	Architect; Engineer; Graphic Designer
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Tim Jones</b>		
<b>Code: 10DTEPS42</b>	<b>Subject Name – Design &amp; Technologies (Engineering, Principles &amp; Systems) 4-2 - Graphics</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p>Student skills and knowledge are developed in the areas of</p> <ul style="list-style-type: none"> <li>• Sketching</li> <li>• 3D Modelling</li> <li>• Component Drawing, Packaging and Animation</li> <li>• Architectural Drawing (Domestic and Commercial)</li> <li>• Business Graphics (Logos, Business cards and Marketing)</li> </ul> <p>A strong emphasis will be placed on using Computer Aided Drafting (CAD) programs to produce drawings.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Built Environment (Revit Architecture)</li> <li>• Business Graphics (Inventor)</li> <li>• House design</li> <li>• Logos, Business Cards and Marketing</li> </ul>
<b>Assessment:</b>	Portfolio of work
<b>Pathways to Senior Schooling</b>	From 2019 onwards, the Certificate III in Engineering Technical - CAD will be offered at St John's College.
<b>Career Pathways</b>	Architect; Engineer; Graphic Designer
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

<b>LEVEL 1 ELECTIVE SUBJECT (studied in Year 7)</b>		
<b>Contact Person: Tim Jones</b>		
<b>Code: 07DTMAT1</b>	<b>Subject Name – Design &amp; Technologies (Materials and Technologies) 1 - Wood</b>	<b>Length: 1 Term</b>

<b>Overview</b>	Year 7 will be studying Design & Technologies – Wood in term long units. During the course, students will be given the opportunity to develop formative skills while making two basic projects.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Workshop Safety.</li> <li>• Measuring and marking out.</li> <li>• Basic hand skills.</li> <li>• Painting preparation and finish.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Students will be required to complete online safety tests using the program On-guard. They will be provided with a link and login details by their teacher.</li> <li>• Students will also be assessed on their completed projects.</li> </ul>
<b>Pathways to Levels 2, 3 and 4</b>	All skills build as students progress in age and knowledge. With practice, most students will find the transitions between levels a natural progression.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is one of 8 subjects which will be studied in rotation throughout Year 7. Students will study two of these rotation subjects each term.



**LEVEL 2 ELECTIVE SUBJECT (generally studied in Year 8)**

**Contact Person: Tim Jones**

**Code: 08DTMAT2**

**Subject Name – Design & Technologies  
(Materials and Technologies) 2 – Wood**

**Length: 1 Semester**

<p><b>Overview</b></p>	<p>The content of Design &amp; Technologies - Wood units is structured around practical projects and their design. They are aimed at extending the students' knowledge and skill in the areas of Technology and design. Students will study some initial safety in the workshop. A number of small and simple projects will be constructed to introduce students to basic skills and equipment.</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p><b>Recommended:</b> Satisfactory completion of Design &amp; Technologies 1–Wood rotation unit in Year 7.</p>
<p><b>Topics Studied:</b></p>	<ul style="list-style-type: none"> <li>• Workshop Safety</li> <li>• Measuring and marking out</li> <li>• Basic hand skills.</li> <li>• Introduction to basic metal working</li> <li>• Painting preparation and finish.</li> </ul>
<p><b>Assessment:</b></p>	<ul style="list-style-type: none"> <li>• Students will be required to complete online safety tests using the program On-guard. They will be provided with a link and login details by their teacher.</li> <li>• Students will also be assessed on their completed projects.</li> </ul>
<p><b>Pathways to Levels 3 and 4</b></p>	<p>All skills build as students progress in age and knowledge. With practice most students will find the transitions between levels a natural progression.</p>
<p><b>Additional fees and charges</b></p>	<p>NIL</p>
<p><b>Additional information</b></p>	<p>NIL</p>

**LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**

**Contact Person: Tim Jones**

**Code: 09DTMAT31**

**Subject Name – Design & Technologies  
(Materials and Technologies) 3-1 – Wood**

**Length: 1 Semester**

<p><b>Overview</b></p>	<p>The content of Design &amp; Technologies - Wood units is structured around practical projects and their design. They are aimed at extending the students' knowledge and skill in the areas of Technology and design. Students will study some initial safety in the workshop. A number of small and simple projects will be constructed to introduce students to basic skills and equipment.</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p><b>Recommended:</b> Satisfactory completion of Design &amp; Technologies 2 – Wood.</p>
<p><b>Topics Studied:</b></p>	<p>Students will study:</p> <ul style="list-style-type: none"> <li>• safety in the workshop</li> <li>• design factors</li> <li>• workshop graphics</li> <li>• surface finishing</li> <li>• using woodworking tools and equipment</li> <li>• methods of joining timber and timber-turning.</li> </ul> <p>Students will also be given the opportunity to investigate and provide solutions to design challenges</p>
<p><b>Assessment:</b></p>	<ul style="list-style-type: none"> <li>• Students will be required to complete online safety tests.</li> <li>• Most assessment will be conducted during class due to the practical nature of the subject.</li> <li>• Students will also be assessed on their completed projects.</li> </ul>
<p><b>Pathways to Level 4</b></p>	<p>All skills build as students progress in age and knowledge. With practice most students will find the transitions between levels a natural progression.</p>
<p><b>Career Pathways</b></p>	<p>Students are given an insight into specific fields of design and manufacture. Enabling them to make informed decisions on career choices.</p>

<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

**LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**

**Contact Person: Tim Jones**

**Code: 09DTMAT32**

**Subject Name – Design & Technologies  
(Materials and Technologies) 3-2 – Wood**

**Length: 1 Semester**

<p><b>Overview</b></p>	<p>The content of Design &amp; Technologies - Wood units is structured around practical projects and their design. They are aimed at extending the students' knowledge and skill in the areas of Technology and design. Students will study some initial safety in the workshop. A number of small and simple projects will be constructed to introduce students to basic skills and equipment.</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p><b>Recommended:</b> Satisfactory completion of Design &amp; Technologies 2 – Wood.</p>
<p><b>Topics Studied:</b></p>	<p>Students will study:</p> <ul style="list-style-type: none"> <li>• safety in the workshop</li> <li>• design factors</li> <li>• workshop graphics</li> <li>• surface finishing</li> <li>• using woodworking tools and equipment</li> <li>• methods of joining timber and timber-turning.</li> </ul> <p>Students will also be given the opportunity to investigate and provide solutions to design challenges</p>
<p><b>Assessment:</b></p>	<ul style="list-style-type: none"> <li>• Students will be required to complete online safety tests.</li> <li>• Most assessment will be conducted during class due to the practical nature of the subject.</li> <li>• Students will also be assessed on their completed projects.</li> </ul>
<p><b>Pathways to Level 4</b></p>	<p>All skills build as students progress in age and knowledge. With practice most students will find the transitions between levels a natural progression.</p>
<p><b>Career Pathways</b></p>	<p>Students are given an insight into specific fields of design and manufacture. Enabling them to make informed decisions on career choices.</p>

<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Tim Jones</b>		
<b>Code: 10DTMAT41</b>	<b>Subject Name – Design &amp; Technologies (Materials and Technologies) 4-1 – Wood</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	Students will develop new skills and knowledge in relation to timber panels. Students will study the planning and designing of projects; the use of power tools; methods of joining timber; manufacturing processes and fastening techniques. Students will also be given the opportunity to investigate and provide solutions to design challenges. Advanced students will also be given the opportunity to develop wood turning skills.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of a Design & Technologies – Wood Level 3 subject.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Workshop Safety</li> <li>• Timber furniture design &amp; construction</li> <li>• Timber joinery</li> <li>• Painting preparation and finish.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Students will be required to complete online safety tests.</li> <li>• Most assessment will be conducted during class due to the practical nature of the subject.</li> <li>• Students will also be assessed on their completed projects.</li> </ul>
<b>Pathways to Senior Schooling</b>	This course provides students with an introduction to the following senior subjects: <ul style="list-style-type: none"> <li>• Furnishing Skills SAS</li> <li>• Engineering Skills SAS</li> </ul>
<b>Career Pathways</b>	Students are given an insight into specific fields of design and manufacture. Enabling them to make informed decisions on career choices.
<b>Additional fees and charges</b>	NIL

<b>Additional information</b>	NIL
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<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Tim Jones</b>		
<b>Code: 10DTMAT42</b>	<b>Subject Name – Design &amp; Technologies (Materials and Technologies) 4-1 – Wood</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	Students will develop new skills and knowledge in relation to timber panels. Students will study the planning and designing of projects; the use of power tools; methods of joining timber; manufacturing processes and fastening techniques. Students will also be given the opportunity to investigate and provide solutions to design challenges. Advanced students will also be given the opportunity to develop wood turning skills.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of a Design & Technologies – Wood Level 3 subject.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Workshop Safety</li> <li>• Timber furniture design &amp; construction</li> <li>• Timber joinery</li> <li>• Painting preparation and finish.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Students will be required to complete online safety tests.</li> <li>• Most assessment will be conducted during class due to the practical nature of the subject.</li> <li>• Students will also be assessed on their completed projects.</li> </ul>
<b>Pathways to Senior Schooling</b>	This course provides students with an introduction to the following senior subjects: <ul style="list-style-type: none"> <li>• Furnishing Skills SAS</li> <li>• Engineering Skills SAS</li> </ul>
<b>Career Pathways</b>	Students are given an insight into specific fields of design and manufacture. Enabling them to make informed decisions on career choices.
<b>Additional fees and charges</b>	NIL



<b>Additional information</b>	NIL
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**LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**

**Contact Person: Tim Jones**

**Code: 09DTENG31**

**Subject Name – Design & Technologies  
(Engineering and Materials) 3-1 – Metal**

**Length: 1 Semester**

<b>Overview</b>	The content of Design & Technologies - Metal units are structured around practical projects and their design. The areas of study cover the topics of Sheet Metal Fabrication, Basic Electronics, Art Metalwork and Welding. Integrated, where appropriate, is Surface Finishing.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of Design & Technologies 2 – Wood.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Design, cutting, bonding, folding and joining of materials using both simple hand and sophisticated machine techniques</li> <li>• Surface finishing using both brush and spray painting equipment</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Students will be required to complete online safety tests.</li> <li>• Most assessment will be conducted during class due to the practical nature of the subject.</li> <li>• Students will also be assessed on their completed projects.</li> </ul>
<b>Pathways to Level 4</b>	All skills build as students progress in age and knowledge. With practice most students will find the transitions between levels a natural progression.
<b>Career Pathways</b>	Students are given an insight into specific fields of design and manufacture. Enabling them to make informed decisions on career choices.
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

**LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**

**Contact Person: Tim Jones**

**Code: 09DTENG32**

**Subject Name – Design & Technologies  
(Engineering and Materials) 3-2 – Metal**

**Length: 1 Semester**

<p><b>Overview</b></p>	<p>The content of Design &amp; Technologies – Metal units is structured around practical projects and their design. They are aimed at extending the students' knowledge and skill in the areas of Technology and design. Students will study some initial safety in the workshop. A number of small and simple projects will be constructed to introduce students to basic skills and equipment.</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p><b>Recommended:</b> Satisfactory completion of Design &amp; Technologies 2 – Wood.</p>
<p><b>Topics Studied:</b></p>	<p>Students will study:</p> <ul style="list-style-type: none"> <li>• safety in the workshop</li> <li>• design factors; workshop graphics</li> <li>• surface finishing; using Metalworking tools and equipment</li> <li>• methods of joining metal.</li> </ul> <p>Students will also be given the opportunity to investigate and provide solutions to design challenges</p>
<p><b>Assessment:</b></p>	<ul style="list-style-type: none"> <li>• Students will be required to complete online safety tests.</li> <li>• Most assessment will be conducted during class due to the practical nature of the subject.</li> <li>• Students will also be assessed on their completed projects.</li> </ul>
<p><b>Pathways to Level 4</b></p>	<p>All skills build as students progress in age and knowledge. With practice most students will find the transitions between levels a natural progression.</p>
<p><b>Career Pathways</b></p>	<p>Students are given an insight into specific fields of design and manufacture. Enabling them to make informed decisions on career choices.</p>

<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Tim Jones</b>		
<b>Code: 10DTENG41</b>	<b>Subject Name – Design &amp; Technologies (Engineering and Materials) 4-1 – Metal</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	Students will develop new skills and knowledge in relation to sheet metal. Students will study the planning and designing of projects; the use of power tools; methods of welding steel; manufacturing processes and fastening techniques. Students will also be given the opportunity to investigate and provide solutions to design challenges. Advanced students will also be given the opportunity to develop metal turning skills.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of a Design & Technologies - Metal Level 3 subject.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Workshop Safety</li> <li>• Metal product design &amp; Fabrication</li> <li>• Welding</li> <li>• Painting preparation and finish.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Students will be required to complete online safety tests.</li> <li>• Most assessment will be conducted during class due to the practical nature of the subject.</li> <li>• Students will also be assessed on their completed projects.</li> </ul>
<b>Pathways to Senior Schooling</b>	<p>This course provides students with an introduction to the following senior subjects:</p> <ul style="list-style-type: none"> <li>• Furnishing Skills SAS</li> <li>• Engineering Skills SAS</li> </ul>
<b>Career Pathways</b>	Students are given an insight into specific fields of design and manufacture. Enabling them to make informed decisions on career choices.
<b>Additional fees and charges</b>	NIL

<b>Additional information</b>	NIL
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<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Tim Jones</b>		
<b>Code: 10DTENG42</b>	<b>Subject Name – Design &amp; Technologies (Engineering and Materials) 4-2 – Metal</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	Students will develop new skills and knowledge in relation to sheet metal. Students will study the planning and designing of projects; the use of power tools; methods of welding steel; manufacturing processes and fastening techniques. Students will also be given the opportunity to investigate and provide solutions to design challenges. Advanced students will also be given the opportunity to develop metal turning skills.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of a Design & Technologies - Metal Level 3 subject.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Workshop Safety</li> <li>• Metal product design &amp; Fabrication</li> <li>• Welding</li> <li>• Painting preparation and finish.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Students will be required to complete online safety tests.</li> <li>• Most assessment will be conducted during class due to the practical nature of the subject.</li> <li>• Students will also be assessed on their completed projects.</li> </ul>
<b>Pathways to Senior Schooling</b>	<p>This course provides students with an introduction to the following senior subjects;</p> <ul style="list-style-type: none"> <li>• Furnishing Skills SAS</li> <li>• Engineering Skills SAS</li> </ul>
<b>Career Pathways</b>	Students are given an insight into specific fields of design and manufacture. Enabling them to make informed decisions on career choices.
<b>Additional fees and charges</b>	NIL

<b>Additional information</b>	NIL
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# **DIGITAL TECHNOLOGY**

## **AVAILABLE SUBJECTS**

<b>LEVEL 1 ELECTIVE SUBJECT (studied in Year 7)</b>		
<b>Contact Person: Shaun Lendrum</b>		
<b>Code: 07DIGTEC1</b>	<b>Subject Name – Digital Technologies 1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	Using Microsoft products to build Business content
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Digital Portfolio Checklist</li> <li>• Shark Tank presentation</li> </ul>
<b>Pathways to Levels 2, 3 and 4</b>	Digital Technologies Level 2
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	This subject is one of 8 subjects which will be studied in rotation throughout Year 7. Students will study two of these rotation subjects each term.

**LEVEL 2 ELECTIVE SUBJECT (generally studied in Year 8)**

**Contact Person: Shaun Lendrum**

**Code: 08DIGTEC2**

**Subject Name – Digital Technologies 2**

**Length: 1 Semester**

<p><b>Overview</b></p>	<p>Students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems. Students use structured data to model objects and events that shape the communities they actively engage with. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.</p> <p>Students broaden their programming experiences to include general-purpose programming languages, and incorporate subprograms into their solutions. They predict and evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems, and anticipate any risks associated with the use or adoption of such systems.</p> <p>Students plan and manage individual and team projects with some autonomy. They consider ways of managing the exchange of ideas, tasks and files, and techniques for monitoring progress and feedback. When communicating and collaborating online, students develop an understanding of different social contexts, for example acknowledging cultural practices and meeting legal obligations.</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p><b>Recommended:</b> Satisfactory completion of Digital Technologies 1 in Year 7.</p>
<p><b>Topics Studied:</b></p>	<ul style="list-style-type: none"> <li>• App design and creation</li> <li>• Coding and programming</li> <li>• Databases</li> </ul>
<p><b>Assessment:</b></p>	<p>Digital folio of projects</p>
<p><b>Pathways to Levels 3 and 4</b></p>	<p>Digital Technologies Level 3 subjects</p>

<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

**LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**

**Contact Person: Shaun Lendrum**

**Code: 09DIGTEC31**

**Subject Name – Digital Technologies 3-1**

**Length: 1 Semester**

<b>Overview</b>	Students will have opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of Digital Technologies 2.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Website design</li> <li>• Artificial intelligence</li> </ul>
<b>Assessment:</b>	Digital folio of projects
<b>Pathways to Level 4</b>	Digital Technologies Level 4 subjects
<b>Career Pathways</b>	Web designer, Games developer, IT technician, programmer, database developer, IT educator
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

**LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**

**Contact Person: Shaun Lendrum**

**Code: 09DIGTEC32**

**Subject Name – Digital Technologies 3-2**

**Length: 1 Semester**

<p><b>Overview</b></p>	<p>Students consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types. They interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes</p> <p>Students explore how bias can impact the results and value of data collection methods and they use structured data to analyse, visualise, model and evaluate objects and events.</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p><b>Recommended:</b> Satisfactory completion of Digital Technologies 2.</p>
<p><b>Topics Studied:</b></p>	<ul style="list-style-type: none"> <li>• Cybersecurity</li> <li>• Software design</li> </ul>
<p><b>Assessment:</b></p>	<p>Digital folio</p>
<p><b>Pathways to Level 4</b></p>	<p>Digital Technologies Level 4 subjects</p>
<p><b>Career Pathways</b></p>	<p>Web designer, Games developer, IT technician, programmer, database developer, IT educator</p>
<p><b>Additional fees and charges</b></p>	<p>NIL</p>
<p><b>Additional information</b></p>	<p>NIL</p>

**LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)**

**Contact Person: Shaun Lendrum**

**Code: 10DIGTEC41**

**Subject Name – Digital Technologies 4-1**

**Length: 1 Semester**

<b>Overview</b>	When defining problems students consider the functional and non-functional requirements of a solution through interacting with clients and regularly reviewing processes. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular solutions to complex problems using an object-oriented programming language where appropriate, and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing policies and their enterprise potential
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of a Level 3 Digital Technologies subject.
<b>Topics Studied:</b>	Advanced coding and programming
<b>Assessment:</b>	Digital Folio
<b>Pathways to Senior Schooling</b>	<ul style="list-style-type: none"> <li>• ICT SAS subject</li> <li>• Digital Solutions</li> <li>• Certificate III in Information, Digital Media and Technology</li> </ul>
<b>Career Pathways</b>	Web designer, Games developer, IT technician, programmer, database developer, IT educator
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	NIL

**LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)**

**Contact Person: Shaun Lendrum**

**Code: 10DIGTEC42**

**Subject Name – Digital Technologies 4-2**

**Length: 1 Semester**

<p><b>Overview</b></p>	<p>Students consider the privacy and security implications of how data are used and controlled, and suggest how policies and practices can be improved to ensure the sustainability and safety of information systems. Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively, students comply with legal obligations, particularly with respect to the ownership of information, and when creating interactive solutions for sharing in online environments.</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p><b>Recommended:</b> Satisfactory completion of a Level 3 Digital Technologies subject.</p>
<p><b>Topics Studied:</b></p>	<ul style="list-style-type: none"> <li>• Website/App design/development</li> <li>• Cybersafety policies and procedures</li> </ul>
<p><b>Assessment:</b></p>	<p>Digital folio</p>
<p><b>Pathways to Senior Schooling</b></p>	<ul style="list-style-type: none"> <li>• ICT SAS subject</li> <li>• Digital Solutions</li> <li>• Certificate III in Information, Digital Media and Technology</li> </ul>
<p><b>Career Pathways</b></p>	<p>Web designer, Games developer, IT technician, programmer, database developer, IT educator</p>
<p><b>Additional fees and charges</b></p>	<p>NIL</p>
<p><b>Additional information</b></p>	<p>NIL</p>



# **FOOD TECHNOLOGY AND HOSPITALITY**

## **AVAILABLE SUBJECTS**

**LEVEL 1 ELECTIVE SUBJECT (studied in Year 7)**

**Contact Person: Narelle Persich**

**Code: 07DTFS1**

**Subject Name – Design & Technologies –  
Food Specialisation 1**

**Length: 1 Semester**

<p><b>Overview</b></p>	<p><b>Fast and fresh</b></p> <p>Planning and making quality, safe and nutritious food items, using a range of food preparation tools, equipment and techniques Students will also be given the opportunity to investigate and provide solutions to design challenges.</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p>NIL</p>
<p><b>Topics Studied:</b></p>	<ul style="list-style-type: none"> <li>• Hygiene</li> <li>• Safety</li> <li>• Cooking and measuring equipment</li> <li>• Measuring and basic cooking skills</li> <li>• The design process</li> </ul>
<p><b>Assessment:</b></p>	<p>Practical food preparation</p> <p>Design project folio</p>
<p><b>Pathways to Levels 2, 3 and 4</b></p>	<p>Skills, knowledge and understanding will progress each year.</p> <p>Cookery techniques will advance thorough out each level</p>
<p><b>Additional fees and charges</b></p>	<p>Students are required to provide ingredients, apron and containers for cooking each week when participating in this course.</p>
<p><b>Additional information</b></p>	<p>This subject is one of 8 subjects which will be studied in rotation throughout Year 7. Students will study two of these rotation subjects each term.</p>

<b>LEVEL 2 ELECTIVE SUBJECT (generally studied in Year 8)</b>		
<b>Contact Person: Narelle Persich</b>		
<b>Code: 08DTFS2</b>	<b>Subject Name – Design &amp; Technologies – Food Specialisation 2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b>Eat well be well</b></p> <p>The course comprises both practical and theoretical components. Students will participate in a double lesson of practical work most weeks and a single lesson of theory, related to their practical work. Learning focuses on food safety and hygiene, food production, preparation, processing and presentation. The influence of foods on society, their advantages and disadvantages on the health of individuals and family groups.</p> <p>Investigating how a recipe can be modified to enhance health benefits, and justifying decisions, for example by replacing full cream milk with skim milk.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<p><b>Recommended:</b> Satisfactory completion of Design &amp; Technologies – Food Specialisation 1</p> <p><b>Prerequisites:</b> Consistent organisation of ingredients in Design &amp; Technologies – Food Specialisation 1</p>
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Food safety and hygiene</li> <li>• Nutrition for healthy living</li> <li>• Nutritious and tasty foods for breakfast, lunch and dinner</li> <li>• Designing food products</li> <li>• Australian Guide to Healthy Eating</li> <li>• The Australian Dietary Guidelines</li> <li>• Healthy snacks</li> <li>• Adolescent food needs</li> <li>• Recipe basics – making sense of a recipe</li> <li>• Tools of the trade</li> </ul>
<b>Assessment:</b>	<p>Exam</p> <p>Design project folio.</p>

<b>Pathways to Levels 3 and 4</b>	Skills, knowledge and understanding will progress each year. Cookery techniques will advance thorough out each level.
<b>Additional fees and charges</b>	Students are required to provide ingredients, apron and containers for cooking each week when participating in this course.
<b>Additional information</b>	Students are strongly encouraged to take their prepared food products home.

**LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**

**Contact Person: Narelle Persich**

**Code: 09DTFS31**

**Subject Name – Design & Technologies –  
Food Specialisation 3-1**

**Length: 1 Semester**

<p><b>Overview</b></p>	<p><b>Mastering the art of cooking</b></p> <p>The course comprises both practical and theoretical components. Students will participate in a double lesson of practical work most weeks and a single lesson of theory, related to their practical work.</p> <p>Learning focuses on food safety and hygiene, cooking methods and the types and cuts of food that is best suited for each cooking method. Preparing and presenting foods using a range of techniques to ensure optimum flavour, texture and visual appeal.</p> <p>Students will study moist cooking methods such as steaming, poaching stewing and boiling, dry cooking methods including grilling, frying, baking and roasting</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p><b>Recommended:</b> Satisfactory completion of Design &amp; Technologies – Food Specialisation 2</p> <p><b>Prerequisites:</b> Consistent organisation of ingredients in Design &amp; Technologies – Food Specialisation 1 and / or 2</p>
<p><b>Topics Studied:</b></p>	<ul style="list-style-type: none"> <li>• Food safety and hygiene</li> <li>• Kitchen equipment</li> <li>• Methods of cooking</li> <li>• Moist cooking methods</li> <li>• Dry cooking methods</li> <li>• How to best cook foods</li> <li>• Mastering cooking techniques</li> <li>• Designing and presenting food items suitable for a restaurant</li> </ul>
<p><b>Assessment:</b></p>	<p>Exam</p> <p>Design project folio.</p>

<b>Pathways to Level 4</b>	Skills knowledge and understanding will progress each year. Cookery techniques will advance thorough out each level.
<b>Career Pathways</b>	Caterer, Cook, Delicatessen, Assistant Dietary aide, Fast food sales assistant, Food process worker, Fruit and vegetable picker, Hospital food service manager, Kitchenhand, Meat processing worker, Seafood processor, Seafood sales assistant, Ship's catering attendant, Weight loss counsellor, Winery worker, Consumer scientist, Dietitian, Environmental health officer, Food critic, Food technologist, Health promotion officer, Home economist, Nutritionist, Winemaker, Food processing technician, Cheesemaker, Chef, confectioner, Diet supervisor, Dietary aide, Baker, Food processing technician, Pastry cook, Primary products inspector, Smallgoods maker Bar attendant, Brewery worker.
<b>Additional fees and charges</b>	Students are required to provide their own ingredients, apron and container when participating in this course.
<b>Additional information</b>	Students are strongly encouraged to take their prepared food products home.

<b>LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)</b>		
<b>Contact Person: Narelle Persich</b>		
<b>Code: 09DTFS32</b>	<b>Subject Name – Design &amp; Technologies – Food Specialisation 3-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b>Global Goodies</b></p> <p>The course comprises both practical and theoretical components. Students will participate in a double lesson of practical work most weeks and a single lesson of theory, related to their practical work</p> <p>Learning focuses on food safety and hygiene, multi-cultural food habits, analysis of food preparation techniques used in different cultures including those from the Asia region and the impact of these on aesthetics, taste and palatability, for example stir-frying.</p> <p>Students will be required to cook foods that they may have never tasted before.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<p><b>Recommended:</b> Satisfactory completion of Design &amp; Technologies – Food Specialisation 2</p> <p><b>Prerequisites:</b> Consistent organisation of ingredients in Design &amp; Technologies – Food Specialisation 1 and / or 2 and / or 3-1</p>
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Food safety and hygiene</li> <li>• Kitchen equipment</li> <li>• Foods from other countries</li> <li>• Native Australian foods</li> <li>• Indigenous cuisine</li> <li>• Cultural influences on food choices</li> <li>• Celebrating and preparing foods from other cultures</li> </ul>
<b>Assessment:</b>	<p>Design project folio. Exam</p>
<b>Pathways to Level 4</b>	<p>Skills knowledge and understanding will progress each year.</p> <p>Cookery techniques will advance thorough out each level.</p>

<b>Career Pathways</b>	Caterer, Cook, Delicatessen, Assistant Dietary aide, Fast food sales assistant, Food process worker, Fruit and vegetable picker, Hospital food service manager, Kitchenhand, Meat processing worker, Seafood processor, Seafood sales assistant, Ship's catering attendant, Weight loss counsellor, Winery worker, Consumer scientist, Dietitian, Environmental health officer, Food critic, Food technologist, Health promotion officer, Home economist, Nutritionist, Winemaker, Food processing technician, Cheesemaker, Chef, confectioner, Diet supervisor, Dietary aide, Baker, Food processing technician, Pastry cook, Primary products inspector, Smallgoods maker Bar attendant, Brewery worker.
<b>Additional fees and charges</b>	Students are required to provide their own ingredients, apron and container when participating in this course.
<b>Additional information</b>	Students are strongly encouraged to take their prepared food products home.



<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Narelle Persich</b>		
<b>Code: 10DTFS41</b>	<b>Subject Name – Design &amp; Technologies – Food Specialisation 4-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b>Food chemistry</b></p> <p>The course comprises both practical and theoretical components. Students will participate in a double lesson of practical work most weeks and a single lesson of theory, related to their practical work.</p> <p>Learning focuses on food safety and hygiene; functional properties of food and the analysis of how the characteristics and properties of food determine preparation techniques and presentation when designing solutions. Food sensory analysis, preparation, presentation and evaluation of food products. Explaining how food preparation techniques impact on the sensory properties (flavour, appearance, texture, aroma) of food, for example the browning of cut fruit, the absorption of water when cooking rice.</p> <p>Students will be conducting sensory assessment testing of a range of foods to determine how these characteristics might be used to enhance food solutions, for example taste testing a variety of milks, comparing freshly squeezed juice to commercial juices</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<p><b>Recommended:</b> Satisfactory completion of a Level 3 Design &amp; Technologies – Food Specialisation course.</p> <p><b>Prerequisites:</b> Consistent organisation of ingredients in Design &amp; Technologies – Food Specialisation Levels 1, 2 and / or 3 courses.</p>
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Food safety and hygiene</li> <li>• Kitchen equipment</li> <li>• Properties of food, including gelatinisation, browning, aeration, coagulation and emulsion.</li> <li>• Designing food items</li> <li>• Mastering food qualities and properties             <ul style="list-style-type: none"> <li>• Cheesemaking including Ricotta, Camembert, Cream cheese, Cottage cheese</li> <li>- Pasteurisation</li> <li>- Homogenisation</li> </ul> </li> <li>• Functional, nutritional and sensory properties of milk and cheese</li> </ul>

<p><b>Assessment:</b></p>	<p>Exam</p> <p>Design project folio.</p>
<p><b>Pathways to Senior Schooling</b></p>	<p>The course is a pathway to Certificate II in Hospitality and Certificate III in Tourism, as well as the Food and Nutrition QCAA General Subject.</p>
<p><b>Career Pathways</b></p>	<p>Caterer, Cook, Delicatessen, Assistant Dietary aide, Fast food sales assistant, Food process worker, Fruit and vegetable picker, Hospital food service manager, Kitchenhand, Meat processing worker, Seafood processor, Seafood sales assistant, Ship's catering attendant, Weight loss counsellor, Winery worker, Consumer scientist, Dietitian, Environmental health officer, Food critic, Food technologist, Health promotion officer, Home economist, Nutritionist, Winemaker, Food processing technician, Cheesemaker, Chef, confectioner, Diet supervisor, Dietary aide, Baker, Food processing technician, Pastry cook, Primary products inspector, Smallgoods maker Bar attendant, Brewery worker.</p>
<p><b>Additional fees and charges</b></p>	<p>Students are required to provide their own ingredients, apron and container when participating in this course.</p>
<p><b>Additional information</b></p>	<p>Students are strongly encouraged to take their prepared food products home.</p>

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Narelle Persich</b>		
<b>Code: 10DTFS42</b>	<b>Subject Name – Design &amp; Technologies – Food Specialisation 4-2</b>	<b>Length: 1 Semester</b>
<b>Overview</b>	<p><b>Nutrition for the future</b></p> <p>The course comprises both practical and theoretical components. Students will participate in a double lesson of practical work most weeks and a single lesson of theory, related to their practical work.</p> <p>Learning focuses on food safety and hygiene, examining the relationship between food preparation techniques and the impact on nutrient value, Preparing and presenting foods using a range of techniques to ensure optimum nutrient content, flavour, texture and visual appeal, designing and producing healthy food for individuals and families.</p>	
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<p><b>Recommended:</b> Satisfactory completion of a Level 3 Design &amp; Technologies – Food Specialisation course.</p> <p><b>Prerequisites:</b> Consistent organisation of ingredients in Design &amp; Technologies – Food Specialisation Levels 1, 2 and / or 3 courses.</p>	
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Hygiene and safety</li> <li>• Eating for good health</li> <li>• The Australian Dietary Guidelines and Guide to Healthy Eating</li> <li>• Sources of energy                             <ul style="list-style-type: none"> <li>- Fats (monounsaturated, saturated and trans fats)</li> <li>- Sugar</li> <li>- Carbohydrates (Glycaemic Index)</li> </ul> </li> <li>• 'Gut' health and fermentation</li> <li>• Calcium</li> <li>• Fibre</li> <li>• Individual dietary needs                             <ul style="list-style-type: none"> <li>- Food allergies</li> <li>- Hypersensitivity</li> <li>- Coeliac</li> <li>- Vegetarianism and Veganism</li> </ul> </li> <li>• Lifestyle diseases                             <ul style="list-style-type: none"> <li>- Obesity</li> <li>- Cardiovascular disease</li> <li>- Diabetes</li> <li>- Osteoporosis</li> </ul> </li> </ul>	

<p><b>Assessment:</b></p>	<p>Exam  Design project folio.</p>
<p><b>Pathways to Senior Schooling</b></p>	<p>QCAA General Subject Food and Nutrition</p>
<p><b>Career Pathways</b></p>	<p>Consumer scientist, Dietitian, Environmental health officer, Food critic, Food technologist, Health promotion officer, Home economist, Nutritionist, Winemaker, Food processing technician, Cheesemaker, Chef, confectioner, Diet supervisor, Dietary aide, Baker, Food processing technician, Pastry cook, Primary products inspector, Smallgoods maker Bar attendant, Brewery worker, Caterer, Cook, delicatessen, assistant Dietary aide, Fast food sales assistant, Food process worker, Fruit and vegetable picker, Hospital food service manager, Kitchenhand, Meat processing worker, Seafood processor, Seafood sales assistant, Ship's catering attendant, Weight loss counsellor, Winery worker,</p>
<p><b>Additional fees and charges</b></p>	<p>Students are required to provide their own ingredients, apron and container when participating in this course.</p>
<p><b>Additional information</b></p>	<p>Students are strongly encouraged to take their prepared food products home.</p>

**LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)**

**Contact Person: Narelle Persich**

**Code: 10HST41**

**Subject Name – Hospitality Studies 4-1**

**Length: 1 Semester**

<p><b>Overview</b></p>	<p><b>Café culture</b></p> <p>The course comprises both practical and theoretical components. Students will participate in a double lesson of practical work most weeks and a single lesson of theory.</p> <p>The theory comprises online information, quizzes, short answer questions and multiple choice exams. The practical component includes the use of the espresso machine and the cooking of food regularly served at coffee shops.</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p><b>Recommended:</b> Satisfactory completion of a Level 3 Design &amp; Technologies – Food Specialisation course.</p> <p><b>Prerequisites:</b> Consistent organisation of ingredients in Design &amp; Technologies – Food Specialisation Levels 1, 2 and / or 3 courses.</p>
<p><b>Topics Studied:</b></p>	<ul style="list-style-type: none"> <li>• Hygiene</li> <li>• Safety</li> <li>• Types and service of coffee including espresso, mocha, cappuccino, latte, flat white, Ristretto/ Piccolo, Long/ Short Macchiato</li> <li>• Types of food normally served in coffee shops</li> <li>• How to use the espresso machine and coffee grinder</li> <li>• How to clean and maintain the machine and the coffee grinder.</li> </ul>
<p><b>Assessment:</b></p>	<p>Assessment comprises practical, and written tasks including preparation and organisation of a coffee shop event.</p>
<p><b>Pathways to Senior Schooling</b></p>	<p>The course is a pathway to Certificate II in Hospitality and Certificate III in Tourism, as well as the Food and Nutrition QCAA General Subject.</p>

<b>Career Pathways</b>	Barista, Caterer, Cook, Chef, fast food sales assistant, Events coordinator, Kitchen hand, Ships catering attendant, Waiter, Baker, Club manager, Bar attendant, Sommelier, Pastry cook, Maître d, Hotel manager, Motel manager
<b>Additional fees and charges</b>	Students are required to provide their own ingredients, apron and container when participating in this course.
<b>Additional information</b>	Students are strongly encouraged to take their prepared food products home.

**LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)**

**Contact Person: Narelle Persich**

**Code: 10HST42**

**Subject Name – Hospitality Studies 4-2**

**Length: 1 Semester**

<p><b>Overview</b></p>	<p><b>Event management</b></p> <p>The course comprises both practical and theoretical components. Students will participate in a double lesson of practical work most weeks and a single lesson of theory.</p> <p>The theory comprises online information, quizzes, short answer questions and multiple choice exams. The practical component includes the cooking of food regularly served at a variety of take away pop up events.</p>
<p><b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b></p>	<p><b>Recommended:</b> Satisfactory completion of a Level 3 Design &amp; Technologies – Food Specialisation course.</p> <p><b>Prerequisites:</b> Consistent organisation of ingredients in Design &amp; Technologies – Food Specialisation Levels 1, 2 and, or 3 courses.</p>
<p><b>Topics Studied:</b></p>	<p>:</p> <ul style="list-style-type: none"> <li>• Hygiene</li> <li>• Safety</li> <li>• Work effectively with others</li> <li>• Preparation and use of equipment for simple and take away dishes</li> <li>• Variety of foods available at different take away stores.</li> <li>• Design food that is suitable for take away event</li> </ul>
<p><b>Assessment:</b></p>	<p>Assessment comprises practical, and written tasks including preparation and organisation of a take away event.</p>
<p><b>Pathways to Senior Schooling</b></p>	<p>The course is a pathway to Certificate II in Hospitality and Certificate III in Tourism, as well as the Food and Nutrition QCAA General Subject.</p>
<p><b>Career Pathways</b></p>	<p>Barista, Caterer, Cook, Chef, fast food sales assistant, Events coordinator, Kitchen hand, Ships catering attendant, Waiter, Baker, Club manager, Bar attendant, Sommelier, Pastry cook, Maître d, Hotel manager, Motel manager</p>

<b>Additional fees and charges</b>	Students are required to provide their own ingredients, apron and container when participating in this course.
<b>Additional information</b>	Students are strongly encouraged to take their prepared food products home.



# **VOCATIONAL EDUCATION AND TRAINING**

## **AVAILABLE SUBJECTS**

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact People: Mark O'Connor (Assistant Principal) and Bernadette Natoli (Pathways Coordinator)</b>		
<b>Code: 10ILP41</b>	<b>Subject Name – External Certificate</b>	<b>Length: 2 Semesters</b>

<b>Overview</b>	<p>The External Certificate Program offers opportunities for students to commence a number of activities with external providers which can allow them to commence working on their future pathways in Year 10.</p> <p>Such programs could include:</p> <ul style="list-style-type: none"> <li>• Vocational Education and Training (VET) Certificate courses (Certificate I – IV and Diploma Level qualifications)</li> <li>• Other accredited training courses</li> <li>• Structured work placement activities</li> <li>• School Based Traineeships and Apprenticeships</li> <li>• Other programs as approved by the Assistant Principal and Pathways Coordinators.</li> </ul> <p>Whilst students may select this subject within their subject preferences, places within this course will only be offered at the discretion of the College. Selecting this course in the preferences DOES NOT guarantee that students will be allowed to study this subject.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<p>Students are required to complete an application for an Alternative Learning Program before being allowed to join this subject. This will need to be approved by Mr O'Connor before you commence this course.</p>
<b>Topics Studied:</b>	<p>Courses are chosen based on student interests and future pathways.</p> <p>Generally, these will be Certificate courses or alternative programs with outside providers</p>
<b>Assessment:</b>	<p>Individual projects</p>
<b>Pathways to Senior Schooling</b>	<p>Alternative pathways</p>

<b>Career Pathways</b>	The External Certificate programs allow students to explore studies in areas which may lead to them being able to develop their individual interests in future employment.
<b>Additional fees and charges</b>	Any additional charges which may be incurred as a result of undertaking specific programs. Examples could include charges levied by outside providers for the completion of Vocational Education and Training (VET) Certificates.
<b>Additional information</b>	NIL

**YEAR 7 SUBJECT SELECTION PLANNER – STUDENT NAME:** \_\_\_\_\_

LEARNING AREAS	OPTIONS	MY SELECTIONS
<p><b>MANDATORY CORE SUBJECTS</b></p> <p>These subjects are studied throughout the entire year in Core Classes. They are pre-allocated for all Year 7 students.</p>	<ul style="list-style-type: none"> <li>• Religious Education</li> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• Humanities – (including Geography, History and Civics)</li> <li>• Physical Education</li> </ul>	<p><b>07RE11 &amp; 07RE12</b></p> <p><b>07ENG11 &amp; 07ENG12</b></p> <p><b>07MAT11 &amp; 07MAT12</b></p> <p><b>07SCI11 &amp; 07SCI12</b></p> <p><b>07GEO11 &amp; 07HIS12</b></p> <p><b>07HPE11 &amp; 07HPE12</b></p>
<p><b>ROTATION SUBJECTS</b></p> <p>Students will study two of these subjects throughout each term. This means that they will have experienced all eight subjects by the end of Year 7.</p> <p>Students will be allocated to groups to study these subjects. They do not choose which order they study these subjects in.</p>	<ul style="list-style-type: none"> <li>• Drama (07DRA1)</li> <li>• Visual Art (07VARTS1)</li> <li>• Music (07MUS1)</li> <li>• Digital Technologies (07DIGTEC1)</li> <li>• Design and Technologies – Engineering Principles and Systems – Graphics (07DTEPS1)</li> <li>• Design and Technologies – Materials and Technologies – Wood (07DTMAT1)</li> <li>• Design and Technologies – Food Specialisation (07DTFS1)</li> <li>• Languages (07LANG1)</li> </ul>	Term 1 – Rotation 1 Allocation
		Term 1 – Rotation 2 Allocation
		Term 2 – Rotation 1 Allocation
		Term 2 – Rotation 2 Allocation
		Term 3 – Rotation 1 Allocation
		Term 3 – Rotation 2 Allocation
		Term 4 – Rotation 1 Allocation
		Term 4 – Rotation 2 Allocation

**YEAR 8 SUBJECT SELECTION PLANNER – STUDENT NAME:** \_\_\_\_\_

LEARNING AREAS	OPTIONS	MY SELECTIONS
<p><b>MANDATORY CORE SUBJECTS</b></p> <p>These subjects are studied throughout the entire year in Core Classes. They are pre-allocated for all Year 8 students.</p>	<ul style="list-style-type: none"> <li>• Religious Education</li> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• Humanities (including Geography, History and Civics)</li> <li>• Physical Education</li> </ul>	<p><b>08RE21 &amp; 08RE22</b>  <b>08ENG21 &amp; 08ENG22</b>  <b>08MAT21 &amp; 08MAT22</b>  <b>08SCI21 &amp; 08SCI22</b></p> <p><b>08GEO21 &amp; 08HIS22</b></p> <p><b>08HPE21 &amp; 08HPE22</b></p>
<p><b>ELECTIVE SUBJECTS</b></p> <p>Students will study TWO of these subjects throughout each semester. This means that they will have experienced FOUR elective subjects by the end of Year 8.</p> <p>Students are required to place all subjects in their order of preference in the final column. The number 1 choice should be the subject that the student MOST wants to study. The number 2 choice should be the subject that is their second most wanted subject. Continue to place all subjects in order all the way down to number 10.</p>	<ul style="list-style-type: none"> <li>• Drama 2 (08DRA2)</li> <li>• Visual Art 2 (08VARTS2)</li> <li>• Music (08MUS2)</li> <li>• Digital Technologies (08DIGTEC2)</li> <li>• Design and Technologies – Engineering Principles and Systems – Graphics (08DTEPS2)</li> <li>• Design and Technologies – Materials and Technologies – Wood (08DTMAT2)</li> <li>• Design and Technologies – Food Specialisation (08DTFS2)</li> <li>• Indonesian (08IND2)</li> <li>• Dance (08DAN2)</li> <li>• Business and Economics (08BUSEC2)</li> </ul>	SUBJECT PREFERENCE 1
		SUBJECT PREFERENCE 2
		SUBJECT PREFERENCE 3
		SUBJECT PREFERENCE 4
		SUBJECT PREFERENCE 5
		SUBJECT PREFERENCE 6
		SUBJECT PREFERENCE 7
		SUBJECT PREFERENCE 8
		SUBJECT PREFERENCE 8
		SUBJECT PREFERENCE 10

**Student Signature:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**PLEASE NOTE – ALL SUBJECT SELECTION SHEETS MUST BE RETURNED BY 3PM ON FRIDAY, NOVEMBER 2, 2018**

**YEAR 9 SUBJECT SELECTION PLANNER – STUDENT NAME:** \_\_\_\_\_

LEARNING AREAS	OPTIONS	MY SELECTIONS
<p><b>MANDATORY CORE SUBJECTS</b></p> <p>These subjects are studied throughout the entire year. They are pre-allocated for all Year 9 students.</p>	<ul style="list-style-type: none"> <li>• Religious Education</li> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• Humanities (including Geography and History)</li> <li>• Physical Education</li> </ul>	<p><b>09RE31 &amp; 09RE32</b>  <b>09ENG31 &amp; 09ENG32</b>  <b>09MAT31 &amp; 09MAT32</b>  <b>09SCI31 &amp; 09SCI32</b></p> <p><b>09GEO31 &amp; 09HIS32</b>  <b>09HPE31 &amp; 09HPE32</b></p>
<p><b>ELECTIVE SUBJECTS</b></p> <p>Students will study THREE of these subjects throughout each semester. This means that they will have experienced SIX elective subjects by the end of Year 9.</p> <p>Students are encouraged to try a variety of electives throughout the year to ensure they get to experience a range of subject areas before selecting subjects in Year 10. Students should also keep in mind the longer term view of what they might intend to study in Years 11 and 12 and consider commencing their preparation for these studies now.</p> <p>Students are required to place all subjects in their order of preference in the final column. The number 1 choice should be the subject that the student MOST wants to study. The number 2 choice should be the subject that is their second most wanted subject. Continue to place all subjects in order all the way down to number 20.</p>	<ul style="list-style-type: none"> <li>• Drama 31 (09DRA31)</li> <li>• Drama 32 (09DRA32)</li> <li>• Visual Arts 31 (09VARTS31)</li> <li>• Visual Arts 32 (09VARTS32)</li> <li>• Music 31 (09MUS31)</li> <li>• Music 32 (09MUS32)</li> <li>• Dance 31 (09DAN31)</li> <li>• Dance 32 (09DAN32)</li> <li>• Media Arts 31 (09MED31)</li> <li>• Media Arts 32 (09MED32)</li> <li>• Digital Technologies 31 (09DIGTEC31)</li> <li>• Digital Technologies 32 (09DIGTEC32)</li> <li>• Business and Economics 31 (09BUSEC31)</li> <li>• Business and Economics 32 (09BUSEC32)</li> <li>• Design and Technologies – Engineering Principles and Systems – Graphics 31 (09DTEPS31)</li> <li>• Design and Technologies – Engineering Principles and Systems – Graphics 32 (09DTEPS32)</li> <li>• Design and Technologies – Materials and Technologies – Wood 31 (09DTMAT31)</li> <li>• Design and Technologies – Materials and Technologies – Wood 32 (09DTMAT32)</li> <li>• Design and Technologies – Engineering and Materials – Metal 31 (09DTENG31)</li> <li>• Design and Technologies – Engineering and Materials – Metal 32 (09DTENG32)</li> <li>• Design and Technologies – Food Specialisation 31 (09DTFS31)</li> <li>• Design and Technologies – Food Specialisation 32 (09DTFS32)</li> <li>• Indonesian 31 (09IND31)</li> <li>• Indonesian 32 (09IND32)</li> <li>• Legal Studies 31 (09LST31)</li> </ul>	<p>SUBJECT PREFERENCE 1</p> <p>SUBJECT PREFERENCE 2</p> <p>SUBJECT PREFERENCE 3</p> <p>SUBJECT PREFERENCE 4</p> <p>SUBJECT PREFERENCE 5</p> <p>SUBJECT PREFERENCE 6</p> <p>SUBJECT PREFERENCE 7</p> <p>SUBJECT PREFERENCE 8</p> <p>SUBJECT PREFERENCE 9</p> <p>SUBJECT PREFERENCE 10</p> <p>SUBJECT PREFERENCE 11</p> <p>SUBJECT PREFERENCE 12</p> <p>SUBJECT PREFERENCE 13</p> <p>SUBJECT PREFERENCE 14</p> <p>SUBJECT PREFERENCE 15</p> <p>SUBJECT PREFERENCE 16</p> <p>SUBJECT PREFERENCE 17</p> <p>SUBJECT PREFERENCE 18</p> <p>SUBJECT PREFERENCE 19</p> <p>SUBJECT PREFERENCE 20</p>

**Student Signature:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**PLEASE NOTE – ALL SUBJECT SELECTION SHEETS MUST BE RETURNED BY 3PM ON MONDAY, SEPTEMBER 17, 2018**

