

# Year 10 Elective Subject Guide

Information provided to assist in elective subject selection

October 2020



## Contents

General Information	3
Planner	7
Arts Subjects	8
Design and Technology Subjects	20
Digital Technology	27
Indonesian	30
Food and Hospitality subjects	35
HPE subjects	42
Humanities subjects	54

## 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!
- Consider a long-term approach to choosing subjects – YOU ARE CHOOSING SUBJECTS FOR THE ENTIRE YEAR OF YEAR 10 ... you will need to apply to change subjects throughout the year. 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) Science (whole year)  <b>3 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.

## ***The Subject Selection Process***

Students are required to choose a number of preferences for their Elective Subjects. All courses which are offered must be allocated a preference in this process.

**Every effort is made to accommodate students' subject choices, however, some subject combinations may not be possible. It is for this reason that we ask students to nominate extra choices as reserves.**

***Although all subjects are offered, on occasions there may not be viable numbers for a class (or a second class) to run within the timetable structure of the College. In such instances, we will refer to reserve preferences - as such, it is important to only choose subjects in an order of preference which you wish to be considered for.***

There is a lot of flexibility provided for students in these selections, but they do need to think very carefully about their overall “plan” for future years when making their choices.

### **Contact People:**

- Mr. Shaun Lendrum (Assistant Principal):
  - For all general enquiries about this process and subject changes throughout Years 8 - 12
- Curriculum Middle Leaders:
  - For any subject specific questions about what is involved in the study of a particular elective and any other information about those subjects
- Mrs. Bernadette Natoli and Mrs Maree Cansick (Careers and VET Co-ordinators):
  - For assistance in career advice, VET training options, University prerequisites and all assistance relating to future study and work options)
- Mrs. Maria Cross and Mrs. Victoria Taber (Learning Enhancement):
  - For assistance in making suitable subject choices for students who may require learning support or have needs which need to be catered for within a specialised learning framework
- Year Level Pastoral Middle Leaders:
  - For any questions or concerns about student well-being, general issues which affect student participation in school programs, extended absences etc

## 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.

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 Science	
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	

**YEAR 10 SUBJECT SELECTION PLANNER – STUDENT NAME: \_\_\_\_\_**

LEARNING AREAS	OPTIONS	OPTIONS	MY SELECTIONS
<b>MANDATORY CORE SUBJECTS</b> - Religious Education; English; Mathematics and Science – studied throughout the year and classes are pre-allocated to students			
<p><b>ELECTIVE SUBJECTS</b></p> <p>Students will study THREE of these subjects throughout each semester. <b><u>Subjects are selected for the entire year.</u></b> Students who wish to change subjects throughout the year will need to apply for this and approval to do so will be limited.</p> <p>Students are encouraged to choose electives which will lead into their preferred pathways in Years 11 and 12. They should take advantage of this opportunity to try these subjects and get an understanding about what they involve before they commit to studying them in Years 11 and 12.</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 14. Number 4,5 and 6 will be used as reserve selections.</p>	<p><b>Notes:</b></p>		SUBJECT PREFERENCE 1
			SUBJECT PREFERENCE 2
			SUBJECT PREFERENCE 3
			SUBJECT PREFERENCE 4
			SUBJECT PREFERENCE 5
	<p><b><u>Elective subject options:</u></b></p> <ul style="list-style-type: none"> <li>• Modern History (10HIS4)</li> <li>• Geography (10GEO4)</li> <li>• Legal Studies (10LST4)</li> <li>• Health (10HPEP4)</li> <li>• Physical Education (10HPE4)</li> <li>• Recreation (10RST4)</li> <li>• Indonesian (10IND4)</li> <li>• Business (10BUSEC4)</li> <li>• Digital Technologies (10DIGTEC4)</li> <li>• Drama (10DRA4)</li> <li>• Music (10MUS4)</li> <li>• Dance (10DAN4)</li> </ul>	<ul style="list-style-type: none"> <li>• Media Arts (10MED4)</li> <li>• Visual Arts (10VARTS4)</li> <li>• Design and Technologies – Engineering Principles and Systems – Graphics (10DTEPS4)</li> <li>• Design and Technologies – Materials and Technologies – Wood (10DTMAT4)</li> <li>• Design and Technologies – Engineering and Materials – Metal (10DTENG4)</li> <li>• Design and Technologies – Food Specialisation (10DTFS4)</li> <li>• Hospitality Studies (10HST4)</li> </ul>	SUBJECT PREFERENCE 6
			SUBJECT PREFERENCE 7
			SUBJECT PREFERENCE 8
			SUBJECT PREFERENCE 9
			SUBJECT PREFERENCE 10
			SUBJECT PREFERENCE 11
			SUBJECT PREFERENCE 12
			SUBJECT PREFERENCE 13
			SUBJECT PREFERENCE 14

**PLEASE NOTE – ALL SUBJECT SELECTIONS MUST BE COMPLETED VIA SUBJECT SELECTION ONLINE (SSO) BY 3PM ON FRIDAY OCTOBER 16 2020**

**THE ARTS**

**AVAILABLE  
SUBJECTS**



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

<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.

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Patrick Wilson</b>		
<b>Code: 10DRA43</b>	<b>Subject Name – Drama 4-2</b>	<b>Length: 1 Semester</b>

<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 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. This unit focusses on an increased stylistic and harmonic vocabulary.
<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 musicological responses
<b>Pathways to Senior Schooling</b>	Preparation for senior music
<b>Career Pathways</b>	Performing musician (singer/instrumentalist), arranger, audio technician, composer, music teacher, conductor, events producer, recording producer, publisher, transcriber, piano tuner, music administrator, performer liaison, music advisor (media & events), commercial musicologist, music therapist
<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>	Students have the opportunity to play or sing music of all types, to create compositions and to learn to understand a variety of musical styles. In this unit, particular emphasis is given to students being aware of experimentation and innovation and applying these elements to their own music.
<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>	Performing musician (singer/instrumentalist), arranger, audio technician, composer, music teacher, conductor, events producer, recording producer, publisher, transcriber, piano tuner, music administrator, performer liaison, music advisor (media & events), commercial musicologist, music therapist
<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>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>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>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

---

<b>Additional information</b>	Whole day photography excursion in Week 3 which will provide content/resource imagery for the entirety of the Semester's work.
-------------------------------	--

<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>	Students will learn about dance as cultural expression, experiencing a variety of forms of dance from around the world, including America, Africa, Greece, South America and Scotland. Students will then go on to explore the modern dance movement, its key pioneers and analyse some of their famous dance works.
<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>• Study of dance from America, Africa, Greece, South America and Scotland.</li> <li>• Modern dance evolution, its pioneers and dance works</li> <li>• Technical and expressive skills</li> <li>• Production elements</li> <li>• Dance analysis</li> <li>• Choreographic processes</li> <li>•</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 to students entering Year 11 when student numbers are sufficient.
<b>Career Pathways</b>	Artist manager, copyright/royalties manager, events and festivals manager/producer, arts and cultural advisor/administrator, writer, communication strategist, arts editor, professional performer, choreographer, choreologist, artistic director, costume designer, dance technologist, dance videographer, producer, rehearsal director, theatre technician, stage manager, dance educator, creative director, dance researcher and academic, dance journalist/critic, dance health professional.
<b>Additional fees and charges</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>	Students study Aboriginal dance, its rich history and culture. This unit focuses on the world renown Bangarra Dance Theatre, with students travelling to Brisbane to watch one of their live performances. The following term, students learn about internationally acclaimed choreographers, developing an understanding and appreciation for a diverse range of styles. Concurrently, students will further explore and examine their own choreographic style and gain a deeper understanding of what influences them.
<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>• Aboriginal culture and dance</li> <li>• Bangarra Dance Theatre</li> <li>• Choreographic intent, processes and style</li> <li>• Performance skills</li> <li>• Dance analysis</li> <li>• Using technology creatively to enhance dance</li> <li>• Stagecraft and technical design</li> <li>• </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 to students entering Year 11 when student numbers are sufficient.
<b>Career Pathways</b>	Artist manager, copyright/royalties manager, events and festivals manager/producer, arts and cultural advisor/administrator, writer, communication strategist, arts editor, professional performer, choreographer, choreologist, artistic director, costume designer, dance technologist, dance videographer, producer, rehearsal director, theatre technician, stage manager, dance educator, creative director, dance researcher and academic, dance journalist/critic, dance health professional.

<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>	1) Audio test of knowledge 2) Audio recording
<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**

**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>
------------------------	--	---------------------------

<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

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

<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

LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)		
Contact Person: Tim Jones		
<b>Code:</b> <b>10DTMAT41</b>	<b>Subject Name – Design &amp; Technologies</b> <b>(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>	<p>This course provides students with an introduction to the following senior subjects:</p> <ul style="list-style-type: none"> <li>• Furnishing Skills</li> <li>• Engineering Skills</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>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>	<p>This course provides students with an introduction to the following senior subjects:</p> <ul style="list-style-type: none"> <li>• Furnishing Skills</li> <li>• Engineering Skills</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>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</li> <li>• Engineering Skills</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>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</li> <li>• Engineering Skills</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

**DIGITAL  
TECHNOLOGY**

**AVAILABLE  
SUBJECTS**

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: John Cathcart</b>		
<b>Code: 10DIGTEC4</b>	<b>Subject Name – Digital Technologies 4</b>	<b>Length: 2 Semester</b>

<b>Overview</b>	<p>Students become more skilled at planning solutions, mindful of risks and sustainability requirements. When creating solutions, students comply with legal obligations.</p> <p>When defining problems, students develop multi-level abstractions and modular solutions to complex problems and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing policies and their enterprise potential. They 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.</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>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Year 9 Digital Technologies.
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Advanced coding and programming using languages other than block coding.</li> <li>• Artificial Intelligence</li> <li>• Cybersafety policies and procedures</li> </ul>
<b>Assessment:</b>	Digital Folio Coding project
<b>Pathways to Senior Schooling</b>	<ul style="list-style-type: none"> <li>• Certificate III in Information, Digital Media and Technology (available through external organisations)</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

**INDONESIAN**

**AVAILABLE  
SUBJECTS**

<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 Australias largest overseas diplomatic presence.</p> <p><b>Why learn a second language?</b></p> <p>Indonesian is a valuable language for Australians to learn. Studies have shown that the study of a language:</p> <ul style="list-style-type: none"> <li>• helps students do better in all other areas of study including improved skills in reading, humanities and maths</li> <li>• boosts students' overall development, including better results in standardised tests</li> <li>• improves listening skills, memories, problem-solving and cognitive flexibility and skills</li> <li>• enhances and widens career paths and opportunities</li> <li>• improves creativity, social skills, self-esteem and sense of achievement in school</li> <li>• enhances insights into another culture</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 in Year 9.
<b>Topics Studied:</b>	<p><b>Students Exchange</b> Studying in Indonesia</p> <p><b>Walking the Red Carpet</b> Film after Film</p>

<b>Assessment:</b>	Portfolio of tasks including one sample of Speaking, Reading, Listening and Writing Skills.
<b>Pathways to Senior Schooling</b>	This subject prepares students for the Semester 2 subject, <i>Indonesian 4.1</i> and Senior Indonesian.
<b>Career Pathways</b>	Diplomatic Career, International Business, Linguist/Interpreter, Travel and Tourism, International Relations, Flight Attendant, Foreign Correspondent, Teacher, Defence, Journalism
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	As studying Indonesian is an ongoing developmental subject, it is recommended that students study this subject for both Semester 1 and 2.



<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. Indonesia currently has Australia's largest overseas diplomatic presence. The ties between Australia and Indonesia continue to develop, with an increasing number of Australians travelling to Indonesia, for leisure, business and education purposes.</p> <p><b>Why learn a second language?</b></p> <p>Indonesian is a valuable language for Australians to learn. Studies have shown that the study of a language:</p> <ul style="list-style-type: none"> <li>• helps students do better in all other areas of study including improved skills in reading, humanities and maths</li> <li>• boosts students' overall development, including better results in standardised tests</li> <li>• improves listening skills, memories, problem-solving and cognitive flexibility and skills</li> <li>• enhances and widens career paths and opportunities</li> <li>• improves creativity, social skills, self-esteem and sense of achievement in school</li> <li>• enhances insights into another culture</li> </ul> <p>At this level, students bring to their learning prior knowledge of the Indonesian language and culture, and a range of language learning strategies by participating individually and in groups.</p> <p>Students 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 role 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>	<b>Roles and Relationships</b>

	<p>Family, gender and work</p> <p><b>Let's get Social</b> Socially connecting with peers</p>
<b>Assessment:</b>	Portfolio of Tasks including one sample of Speaking, Reading, Listening and Writing Skills.
<b>Pathways to Senior Schooling</b>	This subject prepares students for Senior Indonesian.
<b>Career Pathways</b>	Diplomatic Career, International Business, International Relations, Linguist/Interpreter, Travel and Tourism, Flight Attendant, Foreign Correspondent, Teacher, Defence, Journalism
<b>Additional fees and charges</b>	NIL
<b>Additional information</b>	As studying Indonesian is an ongoing developmental subject, it is recommended that students study this subject for both Semester 1 and 2.

# **FOOD TECHNOLOGY AND HOSPITALITY**

## **AVAILABLE SUBJECTS**

<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. Learning focuses on food safety and hygiene; functional and chemical properties of food and the analysis of how these characteristics and properties of food determine preparation techniques and presentation when designing solutions.</p> <p>Students will be conducting sensory assessment testing and experiment of a range of foods to determine how these characteristics might be used to enhance food solutions, and prototypes.</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, enzymatic 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>
<b>Assessment:</b>	<p>Exam</p> <p>Design project folio.</p>

<b>Pathways to Senior Schooling</b>	<p>The course is a pathway to:</p> <ul style="list-style-type: none"> <li>• Food and Nutrition QCAA General Subject</li> <li>• Hospitality Practices Applied Subject</li> </ul>
<b>Career Pathways</b>	<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, 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, Pastry cook, Primary products inspector, Smallgoods maker Bar attendant, Brewery worker.</p>
<b>Additional fees and charges</b>	Nil
<b>Additional information</b>	Nil

LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)		
Contact Person: Narelle Persich		
Code: 10DTFS42	Subject Name – Design & Technologies – Food Specialisation 4-2	Length: 1 Semester
<b>Overview</b>	<b>Nutrition for the future</b>  The course comprises both practical and theoretical components. 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.	
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of a Level 3 Design & Technologies – Food Specialisation course.  <b>Prerequisites:</b> Consistent organisation of ingredients in Design & Technologies – Food Specialisation Levels 1, 2 and / or 3 courses.	
<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>	

<b>Assessment:</b>	Exam  Design project folio.
<b>Pathways to Senior Schooling</b>	The course is a pathway to <ul style="list-style-type: none"> <li>• Food and Nutrition QCAA General Subject</li> <li>• Hospitality Practices Applied Subject</li> </ul>
<b>Career Pathways</b>	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,
<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: Narelle Persich</b>		
<b>Code: 10HST41</b>	<b>Subject Name – Hospitality Studies 4-1</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<p><b>Café culture</b></p> <p>The course comprises both practical and theoretical components. The theory comprises information about hygiene, safety and café culture. The practical component includes the use of the espresso machine and the cooking of food regularly served at coffee shops.</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</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>
<b>Assessment:</b>	Assessment comprises practical, and written tasks including preparation and organisation of a coffee shop event.
<b>Pathways to Senior Schooling</b>	<p>The course is a pathway to</p> <ul style="list-style-type: none"> <li>• Food and Nutrition QCAA General Subject</li> <li>• Hospitality Practices Applied Subject</li> </ul>
<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>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Narelle Persich</b>		
<b>Code: 10HST42</b>	<b>Subject Name – Hospitality Studies 4-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<b>Event management</b>  The course comprises both practical and theoretical components. The theory comprises information on safety, working with others in order to prepare for an event, The practical component includes the cooking of food regularly served at a variety of take away pop up events.
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	<b>Recommended:</b> Satisfactory completion of a Level 3 Design & Technologies – Food Specialisation course.  <b>Prerequisites:</b> Consistent organisation of ingredients in Design & Technologies – Food Specialisation Levels 1, 2 and, or 3 courses.
<b>Topics Studied:</b>	: <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>
<b>Assessment:</b>	Assessment comprises practical, and written tasks including preparation and organisation of a take away event.
<b>Pathways to Senior Schooling</b>	The course is a pathway to <ul style="list-style-type: none"> <li>• Food and Nutrition QCAA General Subject</li> <li>• SAS Hospitality Practices</li> </ul>
<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

# **HEALTH & PHYSICAL EDUCATION**

## **AVAILABLE SUBJECTS**

<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 year, 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>	<p><b>Across the year you will investigate key topics, health issues and frameworks including:</b></p> <ul style="list-style-type: none"> <li>• PERMA+ and positive psychology to optimise personal health</li> <li>• Indigenous health</li> <li>• Anxiety across the life course</li> <li>• Organ donation</li> <li>• Homelessness</li> <li>• Ottawa Charter</li> <li>• Australian Institute Health &amp; Welfare (AIHW) Determinants of Health</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
<b>Additional information</b>	<p>Note that this is a theoretical subject.</p> <p>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.</p>

<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 anxiety, body image, homelessness and drugs &amp; alcohol in society in a range of health contexts.</p> <p>Students examine the risk factors, protective factors and data trends for each health issue. Specific resources will be investigated and applied to the issue to allow students to develop action strategies to improve health outcomes.</p>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	Content builds on knowledge from previous years HPE curriculum.
<b>Topics Studied:</b>	<p><b>Across the year you will investigate key topics, health issues and frameworks including:</b></p> <ul style="list-style-type: none"> <li>• PERMA+ and positive psychology to optimise personal health</li> <li>• Indigenous health</li> <li>• Anxiety across the life course</li> <li>• Organ donation</li> <li>• Homelessness</li> <li>• Ottawa Charter</li> <li>• Australian Institute Health &amp; Welfare (AIHW) Determinants of Health</li> </ul>
<b>Assessment:</b>	<p>Analytical essay</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 information</b>	<p>Note that this is a theoretical subject.</p> <p>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.</p>
-------------------------------	---

<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 a selected sport.</p> <p>During Term 2, students will learn the anatomical and physiological 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 and body systems</li> <li>• Badminton</li> <li>• Volleyball</li> <li>• Basketball</li> </ul>
<b>Assessment:</b>	<p>Project Folio</p> <p>Exam</p>
<b>Pathways to Senior Schooling</b>	Senior Physical Education, Sport & Recreation Studies, Health.
<b>Career Pathways</b>	Teaching, sport and exercise sciences, coaching, community involvement.
<b>Additional fees and charges</b>	NIL



<b>Additional information</b>	<p>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.</p>
-------------------------------	---

<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>During Term 3, 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>In Term 4, 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 to delve into the professionalism and business side of sport, and allow the students to explore the contrasting inequality many people experience when accessing sport and physical activity.</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>	<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>• 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 and Dance</li> </ul>
<b>Assessment:</b>	<p>Research report</p> <p>In-class essay</p>
<b>Pathways to Senior Schooling</b>	<p>Senior Physical Education, Sport &amp; Recreation Studies.</p>
<b>Career Pathways</b>	<p>Teaching, sport and exercise sciences, coaching, community involvement.</p>

<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.

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

**Contact Person: Paul O'Dwyer, Liza Costa and Rod Kriz**

**Code: 10RST41**

**Subject Name – Recreation 4-1**

**Length: 1 Semester**

<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> </ul>
<b>Assessment:</b>	<p>Surf Survival – practical and theory tests.</p> <p>Initiative games activities.</p>
<b>Pathways to Senior Schooling</b>	Introduction to Senior Sport & Recreation Applied course.
<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>	<p>This elective is designed to give students an introduction to the units studied in Senior Sport &amp; Recreation. Students wishing to do Sport &amp; Recreation in Years 11 and 12 are encouraged to select this course of study in Year 10.</p> <p><b><i>You are required to swim unassisted in a range of water environments. Please consider this before you select this subject. Special consideration for students who cannot swim is not an option due to duty of care and risk management.</i></b></p>

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Paul O'Dwyer, Liza Costa and Rod Kriz</b>		
<b>Code: 10RST42</b>	<b>Subject Name – Recreation 4-2</b>	<b>Length: 1 Semester</b>

<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 Sport & Recreation Applied course.
<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>	<p>This elective is designed to give students an introduction to the units studied in Senior Sport &amp; Recreation. Students wishing to do Sport &amp; Recreation in Years 11 and 12 are encouraged to select this course of study in Year 10.</p> <p><b><i>You are required to swim unassisted in a range of water environments. Please consider this before you select this subject. Special consideration for students who cannot swim is not an option due to duty of care and risk management.</i></b></p>

**HUMANITIES**

**AVAILABLE  
SUBJECTS**

<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 Second World War and Australia.</li> <li>• The Russian Revolution</li> </ul>
<b>Assessment:</b>	<p>Examination – Short Response to Historical Sources</p> <p>Investigation – Historical Essay based on Research</p>
<b>Pathways to Senior Schooling</b>	<p>Modern 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 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>	<p>Examination – Short Response to Historical Sources</p> <p>Independent Source Investigation</p>
<b>Pathways to Senior Schooling</b>	<p>Modern 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 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.



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

<b>Overview</b>	<i>Environmental change and management</i> focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. <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.
<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>	Combination Examination  Field Report
<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>	<i>Geographies of human wellbeing</i> focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. <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.
<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 Essay
<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.
-------------------------------	---

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

<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.

<b>LEVEL 4 ELECTIVE SUBJECT (generally studied in Year 10)</b>		
<b>Contact Person: Steven Crawley</b>		
<b>Code: 10LST42</b>	<b>Subject Name – Legal Studies 4-2</b>	<b>Length: 1 Semester</b>

<b>Overview</b>	<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>
<b>Prerequisites / Recommended Prior Study / Assumed Knowledge</b>	NIL
<b>Topics Studied:</b>	<ul style="list-style-type: none"> <li>• Tort Law – Civil Wrongs</li> <li>• Defamation</li> </ul>
<b>Assessment:</b>	<p>Inquiry Essay</p> <p>Combination Examination</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.

<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> <p>Diploma of Business</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>

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

**Contact Person: Steven Crawley**

**Code: 10ECBUS42**

**Subject Name –Business 4-2**

**Length: 1 Semester**

<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> <p>Diploma of Business</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>