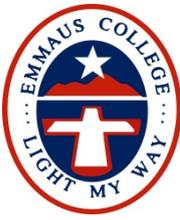


EMMAUS COLLEGE
ROCKHAMPTON

YEAR 10 2017
SUBJECT
SELECTION
BOOKLET



VISION STATEMENT

The Emmaus journey seeks truth, wisdom and justice.
As a community of hope we celebrate God's love and the dignity of each person.

Walk with us and let Christ's fire burn within us.

CENTRAL IDEAS

JOURNEY
HOPE

WELCOMING
COMMITMENT

COMMUNITY
ENTHUSIASM

EDUCATIONAL MISSION WORDS

RESPECT
RELATIONSHIPS
INTEGRITY
EMPOWERMENT

EMMAUS COLLEGE EDUCATIONAL MISSION STATEMENT

The **educational mission** of Emmaus College is to provide **holistic, relevant, Catholic secondary education** to students and families who seek its values.

This mission is enacted through a wide variety of learning experiences which are enriching and founded on **right relationships**.

PASTORAL MISSION WORDS

SUPPORT
NURTURE
JUSTICE
BELONGING

EMMAUS COLLEGE PASTORAL MISSION STATEMENT

The **pastoral mission** of Emmaus College is to be a community of care, which gives witness to the message of Jesus.

This mission is enacted through pastoral support that provides care and encourages each person to accept responsibility for their choices and to live justly.

RELIGIOUS / SPIRITUAL MISSION WORDS

FAITH
COMPASSION

EMMAUS COLLEGE RELIGIOUS/SPIRITUAL MISSION STATEMENT

The **religious/spiritual mission** of Emmaus College is to have a clear Catholic identity that is open and inclusive.

As part of a wider faith tradition, this mission is enacted through the provision of opportunities for spiritual growth of the community and all its members.

Contents

VISION STATEMENT	2
INTRODUCTION	4
CHOOSING YEAR 10 SUBJECTS	5
PUTTING IT ALL TOGETHER: CONSIDERING YOUR OPTIONS	7
CORE SUBJECTS	8
RELIGIOUS EDUCATION	8
ENGLISH	8
MATHEMATICS	9
SCIENCE	10
ELECTIVES	11
ART	11
VISUAL ART	12
ART & DESIGN	12
HEALTH & PHYSICAL EDUCATION	14
PHYSICAL EDUCATION	14
HEALTH	15
RECREATION	16
HOME ECONOMICS	17
FOOD STUDIES	17
FOOD AND TEXTILE STUDIES	18
INDUSTRIAL TECHNOLOGY & DESIGN	19
GRAPHICS	19
DESIGN & TECHNOLOGY	20
WORKSHOP GRAPHICS	21
METALWORK	22
WOODWORK	23
INFORMATION TECHNOLOGY AND BUSINESS	24
PRACTICAL BOOKKEEPING	24
EVERYDAY LAW	25
SOFTWARE APPLICATIONS	26
PROGRAMMING	27
BUSINESS MANAGEMENT	28
PERFORMING ARTS	29
DRAMA	29
DRAMA - BACKSTAGE PASS	31
DANCE	33
MUSIC	35
SCIENCE	37
EXTENSION SCIENCE AND PROJECTS (ESP)	37
THE STUDY OF SOCIAL SCIENCE	38
HISTORY	38
GEOGRAPHY	40
JAPANESE	41
RECOMMENDED REQUIREMENTS FOR YEAR 11 SUBJECTS	43
AUTHORITY SUBJECTS	43
AUTHORITY REGISTERED SUBJECTS	44
WEB PREFERENCES ACCESS GUIDE	46

INTRODUCTION

As students progress from Year 7 through to Year 10, they are offered increased elective choice to. This requires students to make good choices about the subjects they wish to study. We hope that parents and students will collaborate in the choice of subjects.

This booklet is designed to help students and their parents make good subject choices. The flowchart below shows the process that should best lead to a suite of subjects best suited to the student.

PROCESS

Use the following process to help decide on the best course of study for you.

Step 1: Gather Information

AUTHORITY SUBJECTS

ENGLISH	A Sound Achievement in Year 10 English.
JAPANESE	A Sound Achievement in Year 10 Japanese.
ANCIENT HISTORY	A Sound Achievement in Year 10 English.
MODERN HISTORY	A Sound Achievement in Year 10 English.
GEOGRAPHY	A Sound Achievement in Year 10 English.
LEGAL STUDIES	A Sound Achievement in Year 10 English is desirable.
MATHEA	A Sound Achievement in Year 10 Core Maths or Discretionary 5 Courses.
MATHEB	A Sound Achievement in Year 10 Algebra & Functions.
MATHEC	A Sound Achievement in Year 10 Algebra & Functions.
CHEMISTRY	A High Achievement or better in Year 10 Science.
PHYSICS	A High Achievement or better in Year 10 Algebra and Science.
BIOLOGY	A Sound Achievement in Year 10 Science.
ACCOUNTING	A Sound Achievement in Year 10 Practical Bookkeeping in an enterprise.
BUSINESS/COMMERCE & TECHNOLOGIES	High achieving skills are an advantage. A Sound Achievement in Year 10 English is desirable.
PHYSICAL EDUCATION	A Sound Achievement in Year 10 English is highly recommended.
HOMES/ECONOMICS	Highly recommended, but a Sound Achievement in Year 10 English is desirable.
GRAPHICS	A Sound Achievement in Year 10 Graphics.
TECHNOLOGY STUDIES	A Sound Achievement in Year 10 English and a Year 10 Digital and Media Communication. Graphics is desirable, but not essential.

ELECTIVES

ART

In a world filled with increasing visual images (television, internet, video-games, computer-imaging etc.) it is essential to gain some understanding of the visual language. The Arts are the only subjects that allow you as an individual to put your own ideas, thoughts, feelings and observations into your learning. As a result the Visual Art Courses are not entirely teacher directed but rely on some student direction. You need to have a genuine interest and perhaps curiosity for visual images and how they are created to study Art.

When will the study of Art occur?

- Students who wish to continue their general education in Years 11 and 12 and maintain and/or develop their own creative talents as an important aspect of their character.
- Students seeking employment at the end of Year 12 - perhaps in some creative area, where an Art subject would be a decided advantage, i.e. Interior Decorator, Hairdresser, Printing Industry, Signwriter, Chef, Landscape Gardener, etc.
- Students entering further studies in Art at a Tertiary Institution, and perhaps looking towards a career in the Art field (i.e. Commercial Advertising, Photography, Fashion Design, Computer Image Manipulation, Animation, Web Design, Graphic Design, Illustration, etc).

How do I choose my semester units?

Art in Year 10 is offered as 4 different courses. These courses are:

- Art Smart (Drawing & Painting)
- Visual Art (Full year incorporating a little of all other art courses)
- Mixed & Media (Photography)

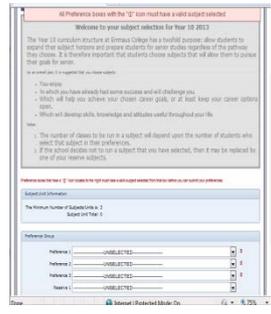
Step 2: Consider your options

There are a number of issues/questions that need to be considered when choosing subjects for further study. Students should answer the following questions:

What am I particularly good at and want to extend myself in during year 10?

What subjects do I enjoy doing? (eg am I a person who enjoys the 'frankies' subjects? Do I like subjects like Maths and Science or maybe something else?)

Step 3: Make your selections online.



Complete the Web Preferences selection process and hand in a signed Preferences Receipt by **Friday 21st October**.

If you have any queries about your son/daughter's subject choices, please do not hesitate to contact the college.

Please realise that not all subjects described in this booklet will appear in the final subject lines. If insufficient numbers of students opt for a subject then that subject will not be offered.

Once the subject lines are determined, further refinement may be necessary if some class sizes are too large or too small.

While the school will endeavour to provide each student with their initial choices, this cannot be guaranteed because not all of the many possible combinations of subjects can be accommodated due to staff and room constraints.

CHOOSING YEAR 10 SUBJECTS

There are many important decisions you have to make while at school. Some of the most important are concerned with the choice of subjects to take in Year 10, and later the selection of subjects for Years 11 and 12. These are important decisions since they may affect your career plans when you leave school. Your course selections can also directly affect your success at school and how you feel about school.

HOW DO I CHOOSE A SUBJECT?

It is suggested that you choose subjects:

- You enjoy.
- In which you have already had some success.
- Which will help you achieve your chosen career goals, or at least keep your career options open.
- Which will develop skills, knowledge and attitudes useful throughout your life.

This may sound difficult, but if you approach the task calmly, follow the guidelines provided, and ask for help, you should come up with a list of subjects that meets your needs.

Ms Narelle Sommerfeld, Careers and Workplace Learning Coordinator, is available to meet with students and their parents to assist with planning career pathways and subject selection. Please call 49235729 to make an appointment.

CURRICULUM STRUCTURE YEAR 10

In 2018, the Queensland Curriculum and Assessment Authority (QCAA) will introduce a new Senior Schooling system. Additional information is available from teachers or QCAA <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te>

In order to align with the developing structure, aspects of the year 10 Curriculum are currently under review. In preparation for these changes, students are invited to choose 3 electives. It is envisaged that students will complete 2 or 3 of these electives during their year 10 program.

CORE	ELECTIVES
All students study all core subjects listed below. Some choice of level is offered.	When choosing electives consider recommended requirements and subjects to senior courses.
Religious Education English Mathematics Science	Elective 1 Elective 2 Elective 3

The Year 10 curriculum structure at Emmaus College has a twofold purpose: allow students to expand their subject horizons and prepare students for senior studies regardless of the pathway they choose. It is therefore important that students choose subjects that will allow them to pursue their goals for senior.

Students wishing to study a course that can lead to direct university entrance after Year 12 (OP or ATAR course) must consider studying Year 10 subjects that will prepare them for the rigors of senior study. For example students wishing to pursue Physical Education in senior will need to study Physical Education in Year 10 rather than Recreation; or students wishing to study IPT in senior should study Programming rather than Software Applications in Year 10.

In deciding upon the nature of the core and elective subjects offered, students at Emmaus College are offered opportunities to:

- consolidate work learnt previously
- apply knowledge learnt to other areas
- be extended academically
- explore what they want to know more about
- study what they enjoy doing

Keeping this in mind the following notes should help clarify the elective structure:

- Factors such as the depth and breadth of study must be considered.
- Consider any recommended subjects needed for senior subject selection.

Putting it all Together: Considering your Options

There are a number of issues/questions that need to be considered when choosing subjects for further study. Students should answer the following questions:

What am I particularly good at and want to extend myself in during year 10?

What subjects do I enjoy doing? (e.g. am I a person who enjoys the 'hands on' subjects? Do I like subjects like Maths and Science or maybe something else?)

What would I like to learn more about, what will challenge me and so, what subjects would cover these aspects?

What types of occupations might I like to enter into after the completion of my schooling?

BALANCE

CORE SUBJECTS

RELIGIOUS EDUCATION

The aim of Religious Education as an academic subject at Emmaus College for all year levels is to:

- assist students in their development of understanding of a sense of the spiritual;
- gain a deeper and more mature knowledge of sacred text;
- encourage an appreciation of belief in the light of the Catholic expression of the Christian tradition;
- demonstrate the relationships between life experiences and faith.

All Year 10 students will study the same course. The Religious Education syllabus divides that into four 'strands' known as Beliefs, Celebration and Prayer, Morality and Scripture. Students will study one unit based on each of these strands covering topics such as: Valuing Values, Personal Development Education, Prayers and Rituals Across Faith Traditions, Social Action of the Church & Interpreting Scripture: Critical Approaches.

These topics are consistent with the Religious Education syllabus for the Catholic Diocese of Rockhampton.

The topic "Valuing Values" is part of the Personal Development Education programme of the College, and encourages students to reflect on some of the core values that underlie their lives and form the basis of their ethical choices.

ENGLISH

Overview

Essentially, all Year 10 students will study the same units of work. Teachers will, however, have the latitude to tailor class work to suit the needs and interests of their students.

Year 10 English is divided into four term long units:

Term 1: *Romeo and Juliet*

Term 2: Thematic Unit based using a novel as a central focus. Other texts will be used to further explore this theme.

Term 3: Thematic Unit based using a novel as a central focus. Other texts will be used to further explore this theme.

Term 4: Media Unit exploring bias in literary and non-literary texts.

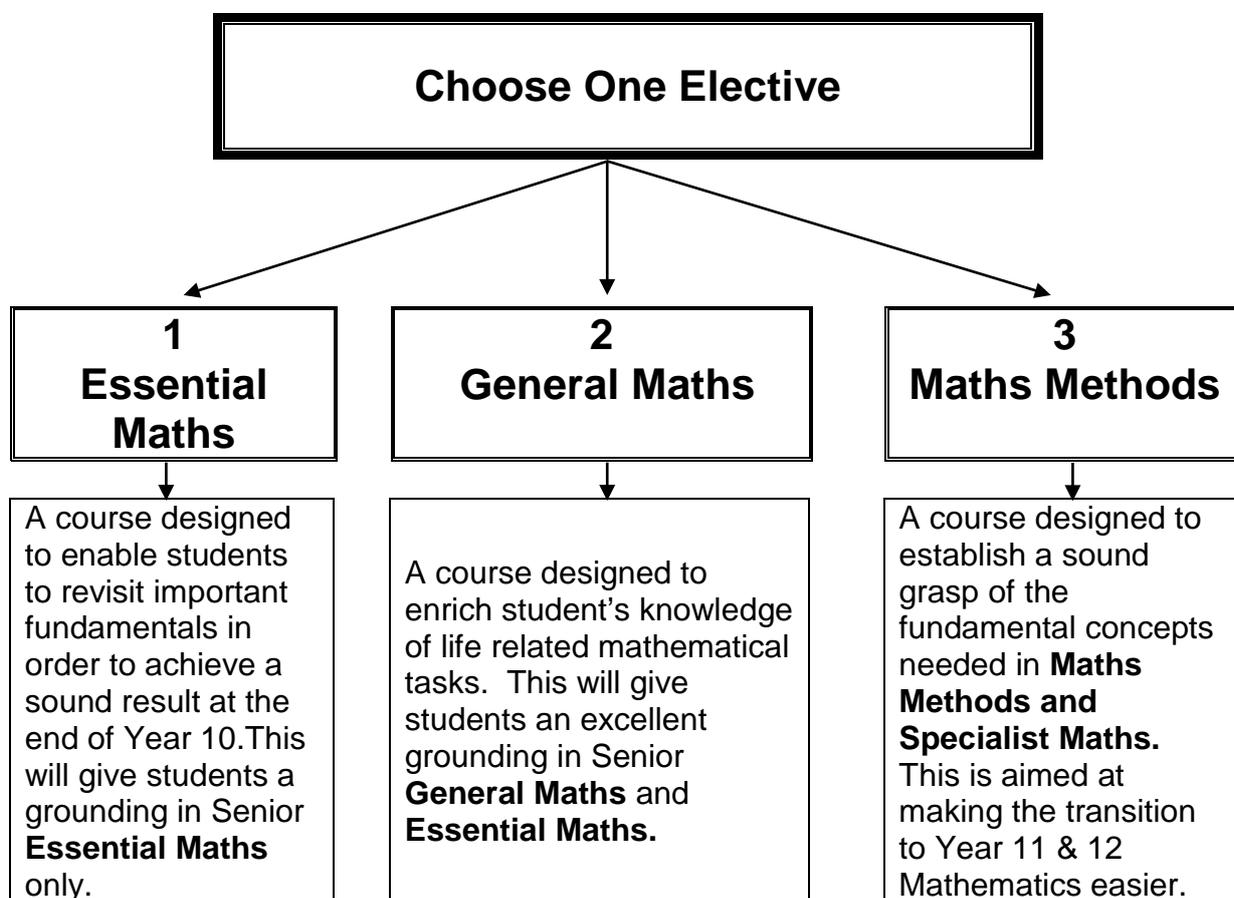
MATHEMATICS

Course Structure

The Year 10 Mathematics course at Emmaus College has been designed to enable students to select a course which best suits their needs.

This is done in consultation with their current Year 9 Maths teacher who will recommend an elective suitable to the students' ability, level of difficulty and work load expected.

Select one of three senior preparatory courses designed to enable the students to make an appropriate and informed choice in their senior years.



(Talk to your Maths Teacher for further explanation)

The above electives are designed to prepare our students for the new Senior Maths Courses being offered for the first time in Year 11 for 2018.

Essential Mathematics	Non-ATAR subject – equivalent to Prevocational Maths
General Mathematics	ATAR subject – equivalent to Maths A
Maths Methods	ATAR subject – equivalent to Maths B
Specialist Maths	ATAR subject – equivalent to Maths C

ATAR is the Australian Tertiary Admission Rank – this is replacing the OP.

SCIENCE

Science is a way of making sense of our world and a way of generating new knowledge. We are living in an age where knowledge is growing rapidly and Science technology is growing at an incredible rate.

Our Junior Science Program will help students practice scientific skills that will help them continue to learn about science well after they leave school.

All students in Year 10 will undertake the same areas of study for the year in science. The Year 10 Science course is the completion of the current Junior Science Program.

The topics that will be covered are in line with the new national curriculum content descriptors:

- Biology- DNA, genes, theory of evolution by natural selection
- Science as a human endeavour-development, use and influence of science.
- Chemical - Atomic structure and properties and different types of chemical reactions.
- Earth and space- Origins of the universe, Global systems
- Physical - Energy transfers and transformations, describing and predicting objects motion.
- Science inquiry- Predict, plan conduct, process and analyse, evaluate and communicate data.

Students who are thinking about doing a senior science in Year 11 need to consider Extension Science (ESP) as one of their elective choices.

Emmaus does offer the Basics of Science (BOS) course for students who have difficulty coping with the standard course. This will be determined by the Head of Department in consultation with teachers and parents of the students concerned.

ELECTIVES

ART

Visual Art is one of the most important means by which students may develop as individuals. The processes and practices of Visual Art, such as self-directed learning and creative problem solving, develop transferrable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity.

A course of study in Visual Art can establish a basis for further education and employment in the fields of visual art, design, creative industries, craft, media, cultural institutions, and information technologies.

It is not necessary to "be a good artist", or to be "good at drawing" – the course will encourage you to improve and discover skills and techniques as you progress through the various units of work.

The Arts are the only subjects that allow you as an individual to put your own ideas, thoughts, feelings and observations into your learning. You need to have a genuine interest and perhaps curiosity for visual images and how they are created to study Art.

Where will the study of Art get me?

- a) Students who wish to continue their general education in Years 11 and 12 and maintain and/or develop their own creative talents as an important aspect of their character.
- b) Students seeking employment at the end of Year 12 - perhaps in some creative area where an Art subject would be a decided advantage, (i.e. Interior Decorator, Hairdresser, Printing industry, Signwriter, Chef, Landscape Gardener, etc.).
- c) Students intending further studies in Art at a Tertiary Institution, and perhaps looking towards a career in the Art field - (i.e. Commercial advertising, Photography, Fashion Design, Computer Image manipulation, Animation, Web Design, Graphic Design, Illustration, etc.).

How do I choose my semester units?

Art in Year 10 is offered as 2 different courses. These courses are:

- Visual Art
- Art & Design

<p><u>VISUAL ART</u></p> <p>The Visual Art course is designed to provide a thorough foundation for further study in Visual Art.</p> 	<p><u>ART & DESIGN</u></p> <p>The Art & Design course is more directed towards using digital media with focus on commercial design applications.</p> 
<p>Year 11 & 12 Visual Art (OP)</p>	<p>Year 11 & 12 Visual Arts in Practice (SAS, Non OP)</p>

How are the courses different and what course suits me?

If you are **planning to study Visual Art in Year 11 and 12 (OP Subject)**, the selection of the following unit will provide the necessary foundation for further study.

VISUAL ART

The Visual Art course is designed to provide a thorough foundation for further study in Visual Art.

Unit 1: The Language of Art

Studies in the Elements and Principles of Art and Design.

Unit 2: 2 - Dimensional Studies

Drawing/Painting/Collage

Unit 3: 3 - Dimensional Studies

Ceramic Figurative Sculpture

Unit 4: Basic Computer Imaging/Animation using Adobe Creative suite

Using PhotoShop/Premiere/Stop Motion

Unit 5: Printmaking Unit

Silk screen/ lino-prints/Collagraph-prints

If you have an **interest in the Arts, but do not want to study the formal Visual Art course** described above, then the following course will provide a more designed based approach.

ART & DESIGN

The **Art & Design** course is more directed towards using digital media with focus on commercial design applications.

Unit 1: The Language of Design

Elements and Principles of Art and Design

Unit 2: Photoshop & Image Manipulation

Unit 3: Advertising and Design

Visual communication through history

Unit 4: Product/Package Design

Contemporary Advertising

Unit 5: Stop Motion/Animation

Digital Media Advertising

ALL courses offered in Art are evenly weighted in practical skills and theory. Both courses are “hands-on” and will involve students in the creation of visual

images and objects; however each course requires a desire to understand the theoretical and technical aspects of the media area.

HOW IS ART ASSESSED?

The assessment framework for **ALL COURSES** incorporates the elements of “Visual Literacy”, “Application” and “Appraising”. Students become “visual literate” by reacting to a variety of stimuli, “apply” solutions to act problems out, and “appraise” individual ideas by communicating in visual, written or spoken forms.

In **all units** above, achievement will be calculated using various assessment devices. These are:

- Written Assignments
- Exam
- Practical Folios
- Visual Journal (containing experiments, classwork etc.)

HOMEWORK & RESPONSIBILITY

The subject Art is very individualised and time consuming. Therefore regular homework is expected and is the responsibility of the student rather than the teacher.

HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION

This subject is a direct reflection of the Senior elective; Physical Education and is in place for students to experience the content, cognitive skills, practical skills and assessment which will allow them to make an informed choice regarding their senior subject selection. Students in Physical Education learn through inquiry, that makes explicit the integration of physical activity participation and subject matter. **Participation in physical activity learning contexts is essential** as these provide the medium for inquiry based learning to occur **but is not assessed and does not contribute to their outcomes**. Students will be experience four units of study, consisting of:

1. **Optimising Performance in Physical Activity** - students learn about the elements of sport psychology and exercise physiology to optimise physical performance through the context of physical activity.
2. **Access and Equity in Physical Activity** - students investigate how access and equity in active recreation, individual and team physical activities are influenced by barriers and facilitators and media representations.
3. **Movement and Motor Learning in Physical Activity** - students will learn about the elements of biomechanics and functional anatomy about, through and in an individual physical activity learning context.
4. **Ethics, Integrity and Physical Activity** - students will question, analyse and make decisions about the ethical basis of physical activity to build an understanding of integrity.

All units will use an inquiry process where students will plan, engage, decide and validate. They will learn how to:

- devise questions
- research using the internet and search filters
- examine for validity and reliability
- record information and data
- analyse and process information and data to ascertain relationships, patterns and trends
- synthesise ideas and findings
- how to evaluate using criteria and to justify or support conclusions.

Assessment will be in the form of two examinations and two investigations; a research report and a multimodal.

HEALTH

This subject is a direct reflection of the Senior elective; Health is in place for students to experience the content, cognitive skills and assessment which will allow them to make an informed choice regarding their senior subject selection. Students will be experience four units of study, consisting of:

1. Introductory Unit

Students will explore the social construct of health, the salutogenic approach to health, the river of life analogy for health, a variety of health promotion frameworks and theories, the social justice principals and the five Ottawa Charter Action Areas. These key concepts underpin all units of health with only the health context and health topic changing.

2. Exploring resilience through personal health – Social media dependency and sleep

Students will explore health, focussing specifically on resilience as the health related topic. Students will develop their knowledge of how a broad health related topic is re-framed as a narrow, specific and contextualised health issue through an inquiry approach. Students will gain an understanding of how health is socially constructed and they will be introduced to the Health Inquiry Model and how the model can be used for the implementation and evaluation of action strategies related to personal resilience through topics such as personal health.

3. Peers as resources for healthy living - body image

Students will develop their skills to plan, implement and evaluate an action strategy to advocate, mediate and enable change through health promotion focusing on body image in a peer and family health context. Risk and protective factors will be examined in depth along with the individual and socio-ecological resources that are needed for healthy living. To promote a positive body image, young people need to utilise family and peer resources available to them in order to negate the psycho-sociocultural influences related to body image issues. This offers students a range of options to target for their action strategy.

4. Community health – anxiety

Students develop their skills to plan, implement, evaluate and reflect on an action strategy to advocate, mediate and/or enable change through health promotion focussing on anxiety in a community health context. Students will further develop their understanding of the risk and protective factors along with the individual and socio-ecological resources that are needed for healthy living through a community health context.

All units will use the Health Inquiry Model where students will define and explore, plan and implement and evaluate and reflect. Students will use the following common key stages in an inquiry process:

- forming and describing the inquiry question/problem
- finding valid and reliable information and data for the defined inquiry task
- analysing and processing the information and data selected approach
- evaluating the analysis to make meaning and draw conclusions

Assessment will be in the form of two examinations, one action research and one analytical essay.

RECREATION

The Year 10 program is designed for students to recognise the benefits of recreation activities. It is a fully integrated subject and provides student's with a developmental base for Senior Recreation. The program covers four core study areas which are listed below:

1. Recreation – You and the Community
2. Physical Activity and Healthy Living
3. Health and safety in recreation
4. Personal and interpersonal skills in recreation activities and group dynamics

The knowledge, concepts and skills of these areas provide the framework for exploring relationships in, through and about recreation activities. The activities are selected from the following five categories:

1. Active play and minor games
2. Challenge and adventure games
3. Games and sports
4. Health related physical activities
5. Rhythmic and expressive movement activities

Examples of units that could be undertaken in this subject are outlined below.

a) 'There is no I in team', where students investigate the interpersonal skills such as

- | | |
|------------------------|-------------------------|
| • communication skills | • self-analysis |
| • conflict resolution | • goal setting |
| • group dynamics | • assertive behaviours |
| • sports psychology | • acknowledging success |
| • types of feedback | • personal values |
| • coaching strategies | • diversity |

required for successful participation in team sport.

b) Students research, plan and conduct a 20min activity that could be used to improve the cardio vascular fitness of individuals and/or groups.

Assessment will vary from unit to unit and will include a written investigation, project (plan and perform) and physical performance.

Students who elect this subject should be contemplating Recreation as a possible pathway for their Senior Studies. They should be motivated and aware that a high level of **participation is essential**.

Students will be required to wear full sports uniform when participating in recreation activities. This includes a good pair of sports shoes, hat and sunscreen.

Please note: Additional costs will be involved for some activities

HOME ECONOMICS

In Year 10 there are two subjects and students who study either of these subjects are better prepared for family and community life and for a vast number of professions. These may include careers in the food or fashion industry, hospitality, health promotion, management, Dietetics, food technology and teaching. Students will also develop the ability to think critically and solve problems related to current issues, communicate information, manage resources and design and create solutions to practical problems.

FOOD STUDIES

This subject is about discovering and creating food for individuals and families and, in doing so, engage students in effective food selection, preparation and cooking skills. Through these experiences, students will identify their role in ensuring that the creation of food in our lives is in accordance with sustainable healthy eating habits. Each of the topics has been designed to respond to societal issues and empower young people to be pro-active in their own lives. The subject aims to:-

- Encourage individuals to become more active and informed members of society.
- Develop the ability to work co-operatively with others in practical situations.
- Develop knowledge about food and nutrition that can be used to make informed decisions.
- Evaluate how food choices impact on wellbeing and sustainable food futures.

The topics covered by students include:

- Sustainability and food
- Eat well, be well
- Creativity with food

This subject is recommended for those who may wish to study Home Economics, Health Education or Hospitality in the senior school. As it is a practical subject, students will be required to provide their own food when necessary.

Over the one-year course of study, the following assessment techniques will be used: Practical exams, written tests, compilation of folios/journals and research/writing tasks.

FOOD AND TEXTILE STUDIES

This subject allows students to pursue their interest in the **food and textile areas**. Over the course of the year, you will study Food for 1 semester and textiles for 1 semester, ensuring an equal balance of food and textile learning.

During the food studies semester, students will be investigating and creating food for individuals and families and, in doing so, engage students in effective food selection, preparation and cooking skills. Through these experiences, students will identify their role in ensuring that the creation of food in our lives is in accordance with sustainable healthy eating habits. Each of the topics has been designed to respond to societal issues and empower young people to be pro-active in their own lives.

During the Textile Studies semester, both boys and girls are catered for in the choice of textile products/garments that are designed and produced. Students will progressively develop knowledge and understanding of the characteristics and properties of a range of textiles, and through producing designed solutions to suit the needs of people.

This subject is recommended for those who may wish to study the authority subject Home Economics in the senior school. As it is a practical subject, students will be required to provide their sewing equipment when necessary.

Students will follow the design process to create designed solutions by:

- investigating and exploring information, needs and opportunities of textiles and food
- generating ideas of textile and food solutions that meet the design brief
- producing by learning and applying a variety of skills and techniques to make textile or food products designed to meet specific purposes and user needs
- evaluating the quality and effectiveness of their designed solutions and those of others
- collaborating and managing time and other resources.

Over the one-year course of study, the following assessment techniques will be used:-

- Practical products
- Compilation of folios or journals
- Research tasks

This subject is recommended for those who may wish to study Home Economics, Health Education or Hospitality in the senior school. As it is a practical subject, students will be required to provide their own food and sewing equipment when necessary.

INDUSTRIAL TECHNOLOGY & DESIGN

GRAPHICS

Pre-requisite: Nil. (Incompatible with Workshop Graphics i.e. Students can choose either Graphics OR Workshop Graphics, not both)

However, it would be an advantage for the student to have done Year 9 Graphics.

Areas of Study:

1. Industrial Design
2. Built Environment Design
3. Graphics Design

Course Overview:

Graphics provides the opportunity to express simple and complex information through visual imaging and representations which promote clearer and more efficient communication. Graphics is considered an essential tool for all graphical design fields.

Graphics provides a variety of intellectual challenges which contribute significantly to the communication, analytical and problem solving skills of students regardless of their educational or vocational aspirations. Graphics allows students to gain the necessary practical drafting skills in the traditional areas of Trades; the professional areas of Engineering, Architecture and Surveying; and the technological area of Computer Graphics. As a result of the studies in this course, the learning experiences will contribute substantially to the students' general education.

Why Study This Subject:

This course may be studied for a variety of reasons such as:

1. Preparation for more advanced Graphics studies in Years 11 and 12.
2. Preparation for future employment or tertiary studies.
3. Personal interest reasons.

NOTE: It is highly desirable that students who are considering studying Graphics in Year 11 and 12 have studied Graphics in the junior school. It would also be an advantage for those students wishing to study Technology Studies in years 11 and 12 to have some Junior Graphics experience.

Homework: Students will receive homework regularly, and they will be required to complete some assignment work.

Requirements: Soft white graphics eraser
Clutch pencil & leads (.5mm)
Colour pencils
A4 folder and workbook/paper

Text Book: Available on loan from library at school

Assessment: Design Folios
Extended Graphical Response Test

DESIGN & TECHNOLOGY

Pre-requisite: Nil. However, it would be an advantage for the student to have done Year 9 Design & Technology and/or Year 9 Graphics.

Areas of Study: The Design Process; Workshop Safety, Materials, Tools, Processes

Course Overview:

Junior Design & Technology is a design based IT&D subject incorporating both woodwork and metalwork elements. Students are exposed to a range of practical and theoretical learning experiences where a practical solution to a problem is desired.

Students will be required to use the design process to investigate, research and draft the most appropriate solution to a problem/situation prior to making the project. Design information will be documented in a folder referred to as the student's design folio, before the practical solution is constructed in the workshop.

After construction has been completed, a written evaluation of the successfulness of the design solution will be required.

Why Study This Subject:

Junior Design & Technology can be studied for a variety of reason such as:

1. Preparation for more advanced studies in the Authority subject Technology Studies in Years 11 and 12. (See note)
2. To improve practical workshop skills.
3. For leisure/hobby or personal interests.
4. To improve lateral thinking and problem solving skills.

NOTE: It is recommended that students wishing to study Technology Studies in Year 11 and 12 study Junior Design and Technology in Year 9 or 10 in order to sufficiently develop practical skills and graphical skills.

Requirements: Leather shoes, Apron, A4 Folder and Workbook/Paper, Pencils and Eraser

Assessment: Folios
Practical Work
Evaluations

WORKSHOP GRAPHICS

Pre-requisite: Nil. (Incompatible with Graphics i.e. Students can choose either Graphics OR Workshop Graphics, not both)

However, it would be an advantage for the student to have done Year 9 Graphics.

Areas of Study:

1. Graphics for the building and construction industry
2. Graphics for the furnishing industry
3. Graphics for engineering industry
4. Graphics for general manufacturing industries

Students will work through a series of projects designed to teach and enhance basic and advanced Workshop Graphics skills.

Course Overview:

This subject caters for students who are interested in trade areas and CAD operations within these areas. The course is designed to benefit those students who may wish to enter directly into the workforce by developing their Graphical communication skills, or those who wish to enter a traineeship or apprenticeship, and complete further studies at TAFE.

Many employment opportunities exist within the trade areas for employees that have Graphical communication and CAD skills. The student who equips themselves with these skills will almost certainly be at an advantage in the trade type areas and may be opening the door to a wider range of career paths in the future.

Why Study This Subject:

This course may be studied for a variety of reasons such as:

1. Preparation for Industrial Graphics Skills in Years 11 and 12.
2. Preparation for future employment in the CAD industry.
3. Personal interest reasons.
4. To gain CAD/drafting knowledge to assist in a trade career.

NOTE: It is desirable that students who are considering studying Industrial Graphics Skills in Year 11 and 12 have studied Workshop Graphics in the junior school.

Homework: Students may receive small amounts of homework but the majority of work will be classroom projects.

Requirements: Soft white graphics eraser
Clutch pencil & leads (.5mm),
A4 folder and workbook/paper

Text Book: N/A

Assessment: Drawing Projects
Booklets

METALWORK

Pre-requisite: Nil

Areas of Study: Sheet Metalwork, Fitting & Fabrication, Lathe Turning,

Course Overview:

Metalwork is predominantly practical and is designed to provide students with hand skills that will allow them to use metalworking tools, equipment and machinery to produce basic sheetmetal projects, fabricated artefacts and lathe turned work. The course is project driven and is focused mainly on marking out, cutting, bending, shaping and joining of sheetmetal and light gauge steel, metal fabrication and metal turning.

Students are encouraged to display a high level of craftsmanship in their work, and to take pride and gain satisfaction in their practical achievements.

Safety is a very important aspect of IT&D classes; therefore students will be required to gain knowledge of tool safety, workshop safety and personal safety as governed by Workplace Health and Safety requirements.

A small amount of subject related theory is associated with this course as students will be expected to have some knowledge of the materials and equipment that they use.

Why Study This Subject:

This course may be studied for a variety of reasons such as:

1. Preparation for further school studies. (see Note)
2. Preparation for trade related studies or future employment in trade related areas.
3. To improve practical metalworking skills.
4. To enable the undertaking of minor home handyman repairs.
5. For leisure or hobby interests.

NOTE: It is recommended that students wishing to study Manufacturing – Engineering Skills or Furnishing Skills in Years 11 & 12 study at least one IT&D subject at junior level in order to sufficiently develop practical skills.

Requirements: Leather shoes, Apron, Theory Workbook.

Assessment: End of Semester – Theory Exam
Practical Classwork (Progressive)

WOODWORK

Pre-requisite: Nil

Areas of Study: Basic Woodworking Assembly Methods; Woodturning

Course Overview:

Woodwork is predominantly practical and is designed to provide students with hand skills and machine skills that will allow them to use woodworking tools and equipment to produce basic timber constructions and turned artefacts. The course is project driven and is focused mainly on construction methods and basic cabinet joinery using woodworking joints.

Students are encouraged to display a high level of craftsmanship in their work, and to take pride and gain satisfaction in their practical achievements.

Safety is a very important aspect of IT&D classes, therefore students will be required to gain knowledge of tool safety, workshop safety and personal safety as governed by Workplace Health and Safety requirements.

A small amount of subject related theory is associated with this course as students will be expected to have some knowledge of the materials and equipment that they use.

Why Study This Subject:

This course may be studied for a variety of reasons such as:

1. Preparation for further school studies. (see Note)
2. Preparation for trade related studies or future employment in trade related areas.
3. To improve practical woodworking skills.
4. To enable the undertaking of minor home handyman repairs.
5. For leisure or hobby interests.

NOTE: It is recommended that students wishing to study Manufacturing – Engineering Skills or Furnishing Skills in Years 11 & 12 study at least one IT&D subject at junior level in order to sufficiently develop practical skills.

Requirements: Leather shoes, Apron, Lead pencil, Soft eraser, Theory Workbook.

Assessment: End of Semester – Theory Exam
Practical Classwork (Progressive)

INFORMATION TECHNOLOGY AND BUSINESS

PRACTICAL BOOKKEEPING

Pre-requisites: Nil

The purpose of this subject is to give students an introduction to the basic bookkeeping process. It examines the paths and processes that many different business organisations take and allows students the chance to prepare the necessary financial documentation. The subject focuses on the incorporation of information technology in the business environment. The use of computer assisted processing of financial data is an integral part of this subject. The subject is of a practical nature and students will use commercial Accounting Packages such as MYOB (Mind Your Own Business) and QuickBooks.

Topics covered will include –

- recording of common business transactions
- accounting for a sole trader
- journals, ledgers, trial balance
- bank reconciliation
- simple cash budgets
- end of year reports for a sole trader
- computerised accounting packages

This subject will assist students to participate more effectively and responsibly in a changing business environment and may also provide information which is useful to individuals in the management of their personal affairs.

Students will use their laptops and software to complete course requirements.

EVERYDAY LAW

Pre-requisites: Nil

This subject will focus on the rights and responsibilities of the individual within society. This subject is about developing an understanding of the Australian legal system and how it affects your basic rights, obligations and responsibilities. This subject will enhance student's skills in their role as minors, consumers, citizens, employees, employers and entrepreneurs.

Topics covered will include:

- brief overview of the legal system
- role of government in the legal system
- how can we change the law
- legal capacity
- contracts and consumer protection
- rights and responsibilities
- methods of resolving legal disputes
- world of work
- juvenile crime
- drugs, alcohol and tobacco
- global legal issues
- other relevant topical issues

This subject will assist students to gain knowledge about the function of our legal system which affects their daily lives. It will enhance their ability to participate as informed, proactive and critical members of society. Informed citizens are better able to constructively question and contribute to improvement of laws and legal processes.

SOFTWARE APPLICATIONS

Pre-requisites: Nil

The main aim of Software Applications is to familiarise students with computers and related technologies. This is achieved mainly through the use of software packages incorporating other hardware items as needed. The range of exercises will challenge all students from novices to experienced computer users.

Most work environments involve the use of computers and other advanced technology in some form. To prepare our students to live in a global information based society, students need to learn how to

- be analytical and creative
- solve problems
- manage and retrieve information
- communicate effectively.

Topics covered will include –

- Multi-media using Adobe Software
- Integrated Packages using Microsoft Office

This subject will allow students the opportunity to develop skills which will assist them in having confidence to present assignments in other subjects and in further study.

The school will provide sufficient access to computers, peripherals and software.

PROGRAMMING

Pre-requisites: Nil

The main aim of Programming is to provide students with the opportunity to develop skills necessary in designing computer network systems. This will be complemented by students designing web pages as well as using other programming languages. The range of exercises will challenge all students from novices to experienced computer users.

Most working environments involve the use of computers and other advanced technology in some form. To prepare our students to live in a global information based society, students need to learn how to:

- be analytical and creative
- solve problems
- manage and retrieve information
- communicate effectively.

Topics covered will include –

- Web Page Design using HTML
- Scratch
- Introduction to Visual Basic Programming
- Introduction to Information Systems

This subject will allow students the opportunity to develop skills to design programs.

The school will provide sufficient access to computers, peripherals and software.

BUSINESS MANAGEMENT

Pre-requisites: Nil

This subject focuses on the role of businesses within society. It has been designed to assist students in gaining an understanding about businesses as an organisation, the management, and the effectiveness of the business.

Topics covered will include –

- the nature of business
- organisations and management
- entrepreneurship and small business
- human resource management
- advertising and marketing
- effective communication

The students will gain a critical understanding of how business organisations work and are managed – their goals, strategies, environments and the motivations and interests of the people involved.

Business management encourages learning strategies that promote reflective participation in the management of business.

PERFORMING ARTS

DRAMA

Drama, at its core, serves to give students an experience of the world they may not otherwise achieve. From its origin it has satisfied our impulse to imitate others and their life experiences in order to gain greater understanding. Drama provides a unique way for students to blend intellectual, emotional and physical experience to define their identity within the world they live.

This course is designed to give students a wide and varied experience in drama as it relates to our contemporary world. Through the all-encompassing study of the theatre world students can get the hands on experience of being an actor, director, sound and lighting technician, make-up artist, costume designer and much more.

Throughout the course students will use drama for exploring and expressing their individual and social identities. They will learn to use symbols, mood, irony and multiple subtexts in making drama. They will experiment with innovative and hybrid forms and performance styles and will practise directing and production tasks and responsibilities, and refine and practise for their performances. Students will explore and respond to complex theatre forms and styles from a range of traditions and movements, and begin to develop and articulate a personal framework for critical study.

Drama is an OP subject in years 11 and 12.

UNIT 1: MACBETH

Throughout this unit students will read the Shakespearean tragedy, Macbeth and learn the conventions of Elizabethan Theatre as well as the skills of performance required to perform during the Shakespearean era. They will interact with a range of performance styles including physical theatre and will learn to manipulate text to create theme, tension and mood.

Assessment

- **Responding**
 - Task 1: Responding – Individual written task in response to a recontextualisation of Macbeth
- **Making**
 - Task 2: Performing – In a small group, create and present a polished collage drama performance.

UNIT 2: GOTHIC THEATRE

Throughout this unit students will study Australian gothic theatre conventions through a range of Australian play texts including, *Children of The Black Skirt*. They will look at shaping a performance piece, manipulating theme and excerpts of studied text to create a collage drama performance and will respond to the Real TV production of *Children of the Black Skirt*.

Assessment

- **Making**
 - Task 3: Performing – In a small group, create and present a polished gothic theatre performance.
- **Responding**
 - Task 4: Responding – Individual written task in response to Real TV's production of *Children of the Black Skirt*.

UNIT 3: THE SCENE PROJECT 2016

Throughout this unit students will work collaboratively with an Australian playwright and members of The Scene Project from the Queensland Theatre Company in order to create a public performance based on a newly written and commissioned script.

Assessment

- **Making**
 - Task 5: Forming – Individual script writing task to create a new scene for the chosen play
 - Task 6: Performing – Large class ensemble work manipulating selected Australian scripted text.

UNIT 4: STOLEN

Throughout this unit, students will read the Australian play, *Stolen* and create a director's portfolio. They will then take on the role as a director, manipulating and shaping the action on stage for a short excerpt.

Assessment

- **Making**
 - Task 7: Forming – Individual directing task and portfolio based on studied play text.

DRAMA - BACKSTAGE PASS

Have you ever wondered how sets are designed and constructed or how to put on stage make-up, create and apply scabs and wounds or apply a false beard? If you have, then this programme is for you. Backstage Pass takes you on a journey through the technical aspects of theatre, discovering the magic behind the tricks of the trade and encouraging you to explore a variety of “behind-the-scenes” roles. This is a highly practical course and is suitable for students who have a genuine interest in design and construction.

UNIT 1: SET DESIGN

Through this unit, students will explore stagecraft and the elements of set design. Taking on the role of a set designer, students will acquire an understanding of the purpose of sets within performance by exploring the areas of the stage, different types of theatres, different set pieces, workplace health and safety and the design and construction of sets.

Assessment

- **Making**
 - Task 1: Forming (practical) – In pairs, students are to *design* and *construct* a model set for a scene of their choice based on the play text *Bugsy Malone* to highlight their understanding of Set Design.

UNIT 2: MAKE-UP (SPECIALITY)

Through this unit, students will explore the design and application of stage make-up. Taking on the role of a make-up designer, students will acquire an understanding of how different types, techniques and applications of make-up are used to fulfil the design elements of a production. Students will explore the purpose of make-up within performance, the different types of make-up used in the theatre and the techniques of make-up application within a variety of styles.

Assessment

- **Making**
 - Task 2: Forming (written) – Individually, students are to create *one* make-up design for a character of their choice. Their design should be in *one* of the styles studied throughout the term, such as clowning, fantasy, scabs and wounds etc.
 - Task 3: Forming (practical) - Individually, students are to apply and present the make-up design *of their own choice* that was submitted to complete their design portfolio. Working in pairs, students are to apply the make-up design to their partner, under exam conditions.

UNIT 3: WORKING BACKSTAGE

Throughout this term you will work closely on the school production behind the scenes. You may be building, making or sourcing props. Designing and applying make-up. You may be interested in operating sound and lighting or working front of house, selling tickets and programs. Perhaps designing the program or taking photographs is more your kind of thing or learning how to be a producer.

This unit is designed for you to negotiate your area of interest with the teacher and gain skills in a real setting.

Assessment

- **Making/Responding**
 - Task 4: Forming/Responding/Presenting (practical) – Individually, students are to select one piece of assessment which is tailored to specifically fit their learning interests.

UNIT 4: LIGHTING, SOUND AND COSTUME

Once again this unit will be designed for you to choose your area of special interest. Maybe designing a lighting and sound show is what you aspire, or designing and making or sourcing a costume for a show.

Assessment

- **Making/Responding**
Task 5: Forming/Responding/Presenting (practical) – Individually, students are to select one piece of assessment which is tailored to specifically fit their learning interests.

DANCE

Throughout this course, students will choreograph and perform solo, duet and group dances to communicate ideas, experiences and artistic intentions for different purposes, contexts and audiences. They will develop and apply understanding of the processes of dance composition for choreography using a range of dance elements, genres, styles, techniques, conventions and practices. Students will develop awareness of Australian and international dance artists, companies and practices, expanding their understanding of the cultural dimensions of dance and informing their own compositions and performances. They will use the language of dance to analyse and respond critically to a range of dance works.

UNIT 1: POPULAR DANCE (HIP HOP)

Popular Dance is constantly evolving to reflect youth culture, the era and the society we live in. It is an ever-changing and evolving means of expression that mirrors the life and times of the people within each decade. Throughout this unit, students will develop an understanding of the hip hop style and various genre-specific techniques and skills, noting the influences behind its evolution (social, political, musical and popular culture). After defining the elements of dance and the characteristics of hip hop, students will perform, choreograph and appreciate a range of dance works from this popular dance style.

Assessment

- **Making**
 - Task 1: Performing – In small groups, present a routine (as choreographed by your dance teacher) in the style of Popular Dance.
- **Responding**
 - Task 2: Appreciating – Individual written task that analyses and evaluates the manipulation of dance elements and stylistic characteristics in popular dance works.

UNIT 2: MUSICAL THEATRE

Dance in musical theatre provides dancers with an opportunity to perform with costume, and in role. This is not only a lot of fun, but an exciting way to entertain an audience. Dance is generally not the main focus of musical theatre but one element that, when combined with singing and acting, communicates a storyline to an audience. Throughout this unit, students will develop an understanding of the essential elements of Musical Theatre. They will learn skills and techniques specific to the Musical Theatre style before being required to apply their newly acquired knowledge to choreograph a piece suitable for use in a Musical Theatre production.

Assessment

- **Making**

- Task 3: Choreographing / Performing – In small groups, choreograph and perform a routine in the style of Musical Theatre.

UNIT 3: CONTEMPORARY / BALLET

Contemporary dance is an ever-changing dance form as eclectic as the artists and choreographers that create it. A reaction against the strict codification and conventions of ballet, contemporary dance emphasises expressive meaning as the foundation and provides a creative, artistic outlet for expression through movement. Throughout this unit, students will develop an understanding of the Contemporary style, underpinned by an understanding of ballet basics. They will learn various genre-specific techniques and expressive skills while exploring how the manipulation of dance elements are used within this style. Students will perform, choreograph and appreciate a range of dance works from the contemporary dance style.

Assessment

- **Making**
 - Task 4: Performing – Individually or in pairs, present a routine (as choreographed by your dance teacher) in the style of Contemporary Dance.
- **Responding**
 - Task 5: Appreciating – Individual written task that analyses and evaluates the manipulation of dance elements and stylistic characteristics in contemporary dance works.

UNIT 4: DANCE ON SCREEN

Dance on screen is dance that is created specifically for the camera. The intention is often to produce something beyond what you are able to see in a live performance and comes in many forms and dance styles. Throughout this unit, students will investigate dance that is choreographed with specific reference made to the filming that will take place and the shots that will be captured. They will learn to manipulate filming techniques, dance elements and choreographic devices to consider the balance and composition of choreography as captured on screen. Students will perform, choreograph and appreciate a range of dance works for the screen.

Assessment

- **Making**
 - Task 6: Choreographing / Performing – In small groups, choreograph and perform a routine suitable for use on the screen.

MUSIC

Throughout this course, students will develop a deepened understanding and use of music concepts and languages, practices, technologies and techniques. Through their musical practice they will develop a distinctive personal voice and engage in music making in varying contexts. As composers, they will create, shape, and refine musical ideas in a range of forms and styles, with consideration of the musical needs and practices of performers. As performers, they will demonstrate skills and knowledge in their chosen instruments (including voice), both as soloists and ensemble members, with a command of repertoire relevant to their instrument. As audience members, students will respond to music, demonstrating a command of the language and concepts of music.

UNIT 1: MUSIC OF THE STAGE AND SCREEN (SEMESTER UNIT)

The different forms of performing arts are frequently used hand-in-hand to challenge, shape, enhance and influence each other. Working together to contribute to success and sales by appealing to audiences through visual/aural modes, music is used in film to enhance the cinema experience through the composer's successful manipulation of music elements. Throughout this unit, students will investigate the purpose of music in films achieved through the different types of film scores. They will explore how composers use music elements to evoke a time and place, convey characters and ideas, create mood or atmosphere and express emotions. Students sing, play, compose and listen to a range of music for film and view several examples of the use of music in film.

Assessment

- **Making**
 - Task 1: Performing – Individually or in a small ensemble, present a piece of music used within a film score to enhance the total cinema experience.
 - Task 2: Composing – Using an electronic music program, create a 12 bar theme for a film character of your choice. Your composition (theme) should fulfil the function of a film score by conveying the character chosen.
- **Responding**
 - Task 3: Listening – Individual written task that analyses and evaluates the film composer's manipulation of music elements within the given film score to enhance the visual action and fulfil the functions of a film score.

UNIT 2: JAZZ

The development of jazz is one of the most important musical achievements of the twentieth century with its influence able to be heard in all kinds of modern music. There are a great number of jazz styles, each with their own defining characteristics and way of manipulating musical elements whilst still fitting underneath the broader label of Jazz Music. Throughout this unit, students will investigate the development of jazz from its beginnings to present day, noting the basic jazz characteristics (common across many jazz styles) and the defining characteristics of the individual styles studied. Students will sing, play, compose and listen to a range of music from various jazz styles.

Assessment

- **Responding**
 - Task 4: Listening – Individual written task that analyses and evaluates the manipulation of music elements in music works from the jazz styles studied.

- **Making**
 - Task 5: Performing – Individually or in a small ensemble, present a piece of music that demonstrates the defining characteristics of Jazz Music and its many styles.

UNIT 3: MUSIC'S CLASSIC HITS

Western music has been evolving for well over a thousand years through a number of historical periods: medieval, renaissance, baroque, classical, romantic and the twentieth century. Music notated as it is today appeared during the baroque period and from this time composers wrote certain works that have proved to be masterpieces and that are still popular. Throughout this unit, students will learn about some of the world's famous composers and their music by studying examples that have achieved great popularity and have lasting appeal. Through practical and theoretical learning, they will explore the characteristics of the particular historical periods through the use of instruments and the treatment of music elements.

Assessment

- **Making**
 - Task 6: Composing - Arrange music for string quartet from a given piano score suitable for use in the Classical style.

SCIENCE

EXTENSION SCIENCE AND PROJECTS (ESP)

Advances in Science and Technology are changing the nature of society, our lives and the future of our children.

This course has been designed to give stimulating learning experiences and to cater more substantially for the student who has a developing ability and interest in Science and Science related technology.

Work covered will provide an extension of students' knowledge and skills outside the areas studied in normal science classes. Topics will be based on current technological advances, research and are designed to cater for the needs of students looking for a challenge beyond the scope of what is available in the existing Science courses. It is stressed that the course will not duplicate what is covered in either the junior or senior science courses. However the process, critical thinking and communication skills developed will provide a solid base for students planning or selecting to do senior Science.

The course is structured to develop lifelong learning skills: such as critical thinking, divergent thinking, information literacy, self-awareness and interconnectedness, transfer of learning and team work.

It is strongly recommended that students in Year 9 should be performing at an A or B level in Science and Maths if they wish to study Extension Science and Projects. It is strongly recommended that if you are considering doing senior Chemistry or Physics the ESP should be considered.

Possible topics for ESP

Robotics	Astronomy
Problem Solving Skills	Marine Studies
Engineering and Mechanics	Alternative Energy
Projects - variety	Keppel Trip
Research Current Scientific Technology	

THE STUDY OF SOCIAL SCIENCE

There are **three elective** unit programs offered for students to choose from. **All three of these electives will run for the whole year** across both Semester 1 and Semester 2. If a student is anticipating studying any of the senior Social Science study areas of **History, Geography and/or Japanese**, then it would be highly desirable that this study area is selected in their course of study in Year 10.

HISTORY

If you select Year 10 History as an elective, students will have the opportunity to investigate three areas of historical study in detail –

The study of **Ancient History** will focus on the emerging Empires of Rome and Carthage. Of particular interest will be the analysis of significant battles between the Carthaginian Empire of North Africa and the Roman Empire for control of Europe.



The study of the **Middle Ages** will focus on two periods of history, the English Feudal system that led to the founding of England as a Nation under King William of Normandy and the Religious war period of the Crusades. A particular interest will be taken in King Richard the Lion Heart and the third Crusade and following his death, the legend of Robin Hood and the challenges he faced in correcting the wrongs of King John. The leadership, decision making and social structure of communities will form the main study focuses.



The study of **Modern History** will focus on Australia's Involvement in World War II with a specific focus on Australia's engagement in the Pacific War zone and the Assisted Immigration Program in 1947 to help Australia meet the economic challenges that Australia were facing at that time.



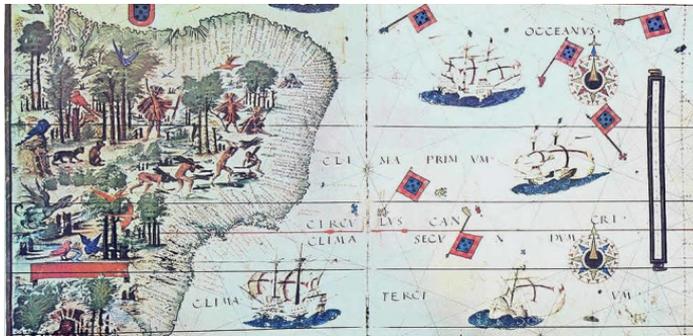
Things to remember when making your decision

A whole year study of History at Year 10 level would be an ideal introduction for students considering either Modern or Ancient History in Year 11 and 12. Studying History helps to develop critical thinking and evaluation skills, high level research and written communication skills. Assessment could include formal exams and research assignments either presented as written pieces or spoken presentations.

GEOGRAPHY

Students of Geography investigate how different people interact with environments differently, in different places at different times. They explore the opportunities, challenges and constraints of different locations. It is the currency and relevance of chosen case studies through which these concepts are explored that are the key to a successful interest in lifelong learning. This practical aspect of Geography enables students to pursue multiple pathways later on in their schooling.

Two major units which take a case study approach are studied in Year 10. Students study *How Empires shaped the Modern World*. in Semester 1. In this unit, students investigate European expansion into the New World, and how this shaped the continents of America, Africa, Asia and Australia. We then travel forward and examine modern issues, such as displaced peoples, famine, globalisation and current political upheaval, whilst linking them back to the expansion of Britain, France and Spain and the rapid development of technology and trade in the Nineteenth and early Twentieth century. Through case studies and field work, students will engage with these complex issues.



In Semester 2, students will look at the Human Environmental Interface, or basically how do we as inhabitants of Rockhampton manage to survive in a disaster zone! Here we will examine what are the potential threats to our existence here in Central Queensland and how we respond to mitigate or avoid disaster. This unit will look at our personal response, local, regional and central government responses to bush-fires, cyclones, floods, and perhaps earthquakes or volcanic eruptions? Again we look back, to look forward and in this instance we draw heavily on the experiences of local people with flood and fire to engage the learner.



Assessment is ongoing throughout the year and includes field trips, assignments and short response exams.

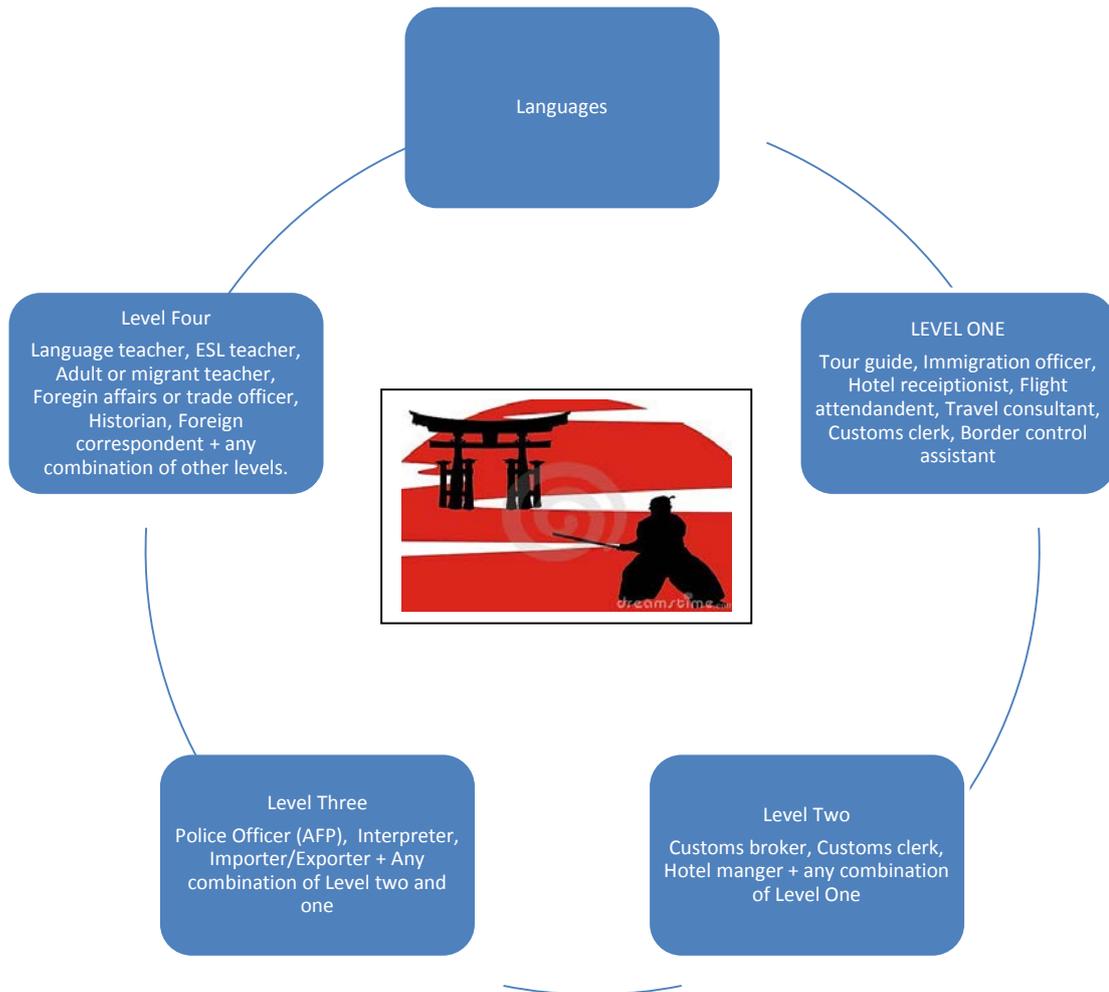
Field work is an essential aspect of the study of Geography. To this end, a major field excursion to New Zealand to reinforce the studies conducted in physical units of Geography occurs every two years and is open to students of Geography. The next scheduled field trip will be in 2016

JAPANESE

Why study Japanese?

The study of Japanese at Emmaus College places an importance on developing an interest in another culture which is uniquely different to that of our own in Australia. We believe that exposure to culture through the study of language provides confidence to explore the world beyond our shores through leisure or work.

Career opportunities are enhanced by the study of a second language and this is shown in the diagram below.



Level One	Level Two	Level Three	Level Four
Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level	Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.	Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.	Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

What will I actually do?

TERM ONE	TERM TWO	TERM THREE	TERM FOUR
<i>Music Matters</i> - Examine Western and Japanese bands that are popular amongst teenagers.	<i>Japanese Trends</i> - Research Japanese trends and create an advertisement for a crazy Japanese invention.	<i>Scavenger Hunt</i> - Participate in a virtual trip around Japan looking a popular tourist attractions and traditions.	<i>Helping Your Neighbour</i> Study Australia's nearest neighbours and design a charity event which provides assistance to those who are in need.

Students are encouraged to participate in:

- Excursions
- Language Competitions
- Trips (where numbers permit)

RECOMMENDED REQUIREMENTS FOR YEAR 11 SUBJECTS

AUTHORITY SUBJECTS

ACCOUNTING	A Sound Achievement in Year 10 Practical Bookkeeping is an advantage.
ANCIENT HISTORY	A Sound Achievement in Year 10 English.
BIOLOGY	A Sound Achievement in Year 10 Science (Not BOS).
BUSINESS COMMUNICATION & TECHNOLOGIES	A Sound Achievement in Year 10 English is desirable. Keyboarding skills are an advantage.
CHEMISTRY	A High Achievement or better in Year 10 Science. Yr10 ESP is desirable.
DANCE	It is recommended that students who take this subject should have completed a selection of dance units offered in Years 9 and 10, or at least one year of recent and continual study of dance outside the school's curriculum.
DRAMA	A Sound Achievement in Year 10 English is highly recommended. Year 10 Drama is desirable.
ENGLISH	A Sound Achievement in Year 10 English.
GEOGRAPHY	A Sound Achievement in Year 10 English.
GRAPHICS	Year 10 Graphics is strongly advised. In special circumstances, students without the prerequisite may take this course if they intend to study Engineering, Architectural or allied subjects at tertiary level, provided they have had appropriate graphics experience in junior years. Consultation with the Head of Department would be <u>strongly</u> advised.
HEALTH EDUCATION	A Sound Achievement in English
HOME ECONOMICS	No prerequisites. A Sound Achievement in Year 10 English desirable but not essential.
INFORMATION, PROCESSING AND TECHNOLOGY	A Sound Achievement in Algebra & Functions (Maths elective). A High Achievement in Year 10 Science .
JAPANESE	A Sound Achievement in Year 10 Japanese.
LEGAL STUDIES	A Sound Achievement in Year 10 English is desirable.

GENERAL MATHS	A Sound Achievement in Year 10 GENERAL MATHS
MATHEMATICAL METHODS	A Sound Achievement in Year 10 MATHEMATICAL METHODS.
SPECIALIST MATHEMATICS	An above average result in Year 10 MATHEMATICAL METHODS
MODERN HISTORY	A Sound Achievement in Year 10 English.
MUSIC	Minimum 2 years, recent and continuous study of music, either within the school curriculum or with a private teacher.
PHYSICAL EDUCATION	A Sound Achievement in Year 10 English is highly recommended.
PHYSICS	A High Achievement in Year 10 Algebra and Functions and Science. Yr 10 ESP is desirable.
STUDY OF RELIGION	A Sound Achievement in Year 10 English and a High Achievement in Year 10 Religious Education is desirable.
TECHNOLOGY STUDIES	A Sound Achievement in Year 10 English and a Year 10 Manual Arts subject is recommended. Graphics is desirable, but not essential.
VISUAL ART	Year 10 Art is desirable, but not essential.

AUTHORITY REGISTERED SUBJECTS

BUSINESS STUDIES	No pre-requisites
CREATIVE ARTS – PERFORMANCE DANCE STUDIES	No pre-requisites
CREATIVE ARTS – VISUAL ART STUDIES	No pre-requisites
ENGLISH COMMUNICATION	No pre-requisites
HOSPITALITY	A keen interest in the hospitality industry.
INFORMATION AND COMMUNICATIONS TECHNOLOGY	A Sound Achievement in English. Year 9/10 Software Applications and Programming are an advantage.

**MANUFACTURING:-
ENGINEERING STUDIES**

It would be an advantage to have done at least one Manual Arts subject in Year 10, as students will be required to demonstrate practical skills.

**MANUFACTURING:
FURNISHING STUDIES**

It would be an advantage to have done at least one Manual Arts subject in Year 10, as students will be required to demonstrate practical skills.

**MANUFACTURING:
INDUSTRIAL GRAPHICS**

It would be an advantage, to have done Graphics in Year 10, but it is not a prerequisite for the subject.

**PREVOCATIONAL
MATHEMATICS**

No pre-requisites

RECREATION

No pre-requisites

**SOCIAL AND COMMUNITY
STUDIES - SOCIAL SCIENCE**

No pre-requisites

TOURISM

No pre-requisites.

VISUAL ART STUDIES

No pre-requisites but an interest in Art would be an advantage.

**CERT III IN ALLIED
HEALTH**

No pre-requisites

CERT III IN BUSINESS

There are no pre-requisites for Business. A Sound Achievement in Year 10 English is desirable but not essential. Keyboarding skills are an advantage.

**CERT III in CHILDREN'S
SERVICES**

No pre-requisites
An interest in childcare and development

CERT III in FITNESS

A keen interest in Physical activity and Fitness

Complete the Web Preferences selection process, details below, and hand in a signed 'Preference Receipt' to the assignment box on Yaamba Road by Friday 21st October.

WEB PREFERENCES ACCESS GUIDE

Web Preferences is a web application that allows students to enter their subject preferences on-line. Before you begin, make sure that you have access to a computer that has the following:

- An Internet Connection.
- A web browser (Microsoft Internet Explorer 6.0 or higher).
- Access to a printer.

Step One - Accessing Web Preferences

Open Internet Explorer and go to: <https://www.selectmysubjects.com.au>

Step Two - Logging into Web Preferences

Students will be sent an email with the link to the site which allows them to make their subject selections.

Step Three – Selecting Preferences

To view a list of the subjects available for selection and any personal restrictions click on the "View Subject Details" button. To continue click on the button "Return to Home Page". To select or change your preferences click on the "Add New Preferences" button. On the Preference Selection page, follow the instructions on this page to select subjects from the drop down list boxes. When you have finished, click on the "Proceed" button.

Step Four – Validating Preferences

The "Preference Validation" page will display all your preferences in the order you selected them. If you are happy with your preferences then continue by clicking the "Submit Valid Preferences" button which will open a page titled "Preference Receipt". Alternatively if you would like to make changes to the preferences entered click on the "Cancel" button this will take you back to the Preference Selection page.

Step Five – Finishing Up

You must print and sign the "Preference Receipt" page by clicking on the "Open Print View" button and clicking the "Print Receipt" button. To continue click on the "Return to Home Page" button. If you want to change your preferences, repeat the process by clicking the "Add New Preferences" button, otherwise exit by clicking the "Log out" button."