**SUBJECT**

**SELECTION**

**HANDBOOK**



YEAR 8 INTO YEAR 9

**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 WELCOMING COMMUNITY ENTHUSIASM COMMITMENT HOPE**

**MISSION STATEMENTS**

**INTRODUCTION**

Students have an increased choice of electives as they progress through Year 9 and 10. The main purpose of increasing elective choice is to actively engage students more in their personal learning programs and thus assist them in choosing their own preferences.

You will note that students in Year 9 must study different electives in Semester 1 and 2, which means that students experience four electives in Year 9. This program provides a wide basis for sequential study programs in Years 11 and 12 and exposes students to the variety of available studies at secondary and tertiary levels.

The following diagram outlines the curriculum for Year 9:

**CORE SUBJECTS**

All students study the core subjects listed below:

**RELIGIOUS EDUCATION**

**MATHEMATICS**

**ENGLISH**

**SCIENCE**

**HEALTH & PHYSICAL EDUCATION**

**SOSE [HISTORY]**

**ELECTIVES**

Students will study 2 electives per semester (total of 4 electives chosen)

**ELECTIVE 1**

**ELECTIVE 2**

**ELECTIVE 3**

**ELECTIVE 4**

**ELECTIVE CHOICES**

1. ART
2. BUSINESS EDUCATION
3. TEXTILE DESIGN
4. DANCE
5. DESIGN
6. DRAMA
7. EXTENSION HEALTH & PHYSICAL EDUCATION
8. EXTENSION SCIENCE & PROJECTS
9. FOCUS ON FOOD
10. GEOGRAPHY
11. INDUSTRIAL GRAPHIC SKILLS
12. JAPANESE
13. METALWORK
14. MUSIC
15. PROGRAMMING
16. SOFTWARE APPLICATIONS
17. WOODWORK

CHOOSING YEAR 9 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 Years 9 and 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.

SUBJECT SELECTION

We hope that parents and students will collaborate in the choice of subjects. Some issues to be considered when choosing subjects for further study are:

- Interest in subjects

- Performances to date in subjects

- Subjects that will extend and challenge

- Likely subjects to be studied in Years 11 and 12

- Further career options

- Spread of subjects across different areas (traditional academic studies, fine arts, practical subjects)

The subject selection procedure is a two part process for students.

1. Complete the Web Preferences selection process and hand in a signed Preferences Receipt by Friday 24 August. These subject choices will be collated and subject lines will be drawn up. That is, lists of subjects that will be on at the same time next year will be formulated.

2. Further consultation will take place with those students whose choices do not fit the proposed subject lines.

**IMPORTANT:** Please realise that not all the subjects described in this booklet will necessarily 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 first four preferences, this cannot be guaranteed because not all of the many possible combinations of subjects can be accommodated due to staff and room constraints.

PUTTING IT ALL TOGETHER:

CONSIDERING YOUR OPTIONS

Consider some of the following when choosing your subjects:

* What am I particularly good at and want to extend myself in during year 9?
* What subjects do I enjoy doing? (E.g. am I a person who enjoys the ‘hands on’ subjects? Do I like subjects such as 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 subjects are recommended for senior subject selection?
* Apply knowledge learnt to other areas
* Be extended academically
* Explore what you want to know more about
* Study what you enjoy doing

We do not make *“one perfect education choice”* or find *“one perfect job for life”*.

We navigate options, make choices without perfect information, bounce back from disappointments and constantly learn from experience. We have multiple roles throughout our journeys. Some will be formal jobs; some will not. Though we cannot guarantee what will be around the next bend in our life journey, we can keep learning about ourselves and what we can and want to do.

Navigating is about making the best choices you can on your journey so that you can live the kind of life you want for yourself.

***Adapted from “What is Career Development?” (2014)***

HOW TO SELECT SUBJECTS ONLINE

***Complete the Web Preferences selection process, and hand in a signed ‘Preference Receipt’ to the assignment box on Yaamba Road by Friday 24th August***

**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 11)

• Access to a printer

**STEP 1: 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 2 - 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 3 - Validating 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 4 - 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.”

**FACULTY OPTIONS**

**EXTENSION SCIENCE AND PROJECTS**

**PAGE 8**

**INDUSTRIAL TECHNOLOGY AND DESIGN (ITD)**

**PAGES 9-12**

**HEALTH AND PHYSICAL EDUCATION**

**PAGE 24**

**SOCIAL SCIENCES AND JAPANESE**

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**INFORMATION TECHNOLOGY AND BUSINESS**

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**TEXTILE AND FOOD TECHNOLOGIES**

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**PERFORMING ARTS**

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**VISUAL ARTS**

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**JOBS FOR THE FUTURE**

**PAGE 25**

SCIENCE

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**EXTENSION SCIENCE & PROJECTS (E.S.P)**

**COURSE STRUCTURE**

This course has been designed to give stimulating learning experiences and to cater more substantially for the Year 9 students who have a developing ability and interest in science and technology.

Work covered will provide an extension of students’ knowledge and skills outside the areas studied in their science courses. Topics will be based on current technological advances and research and are designed to cater for the needs of students looking for a challenge beyond the scope of what is available in 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 Knowledge and Understanding, Investigating and communication skills developed will provide a solid basis for students planning or selecting Physics, Chemistry and Biology in the senior school. 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.

The course has a high degree of practical work and field trips. The theoretical component encourages, through open ended investigations, critical and creative thinking. It is most suitable for independent students who take responsibility for their own learning and is far more student centred rather than teacher focussed.

It is strongly recommended that students in Year 8 should be performing comfortably at an A or B achievement level in Science if they wish to study Extension Science and Projects (ESP).

|  |
| --- |
| Topics may include |
| * Medical Technology * Telecommunication Technology * Problem Solving Skills * Engineering & Mechanics * Researching Current Technology * Navigation * Low Energy Homes * Animal Behaviour * Forensics |

INDUSTRIAL TECHNOLOGY & DESIGN

****DESIGN

|  |  |
| --- | --- |
| **RECOMMENDATION:**  An interest in, and curiosity in designing to solve problems | |
| WHY STUDY DESIGN?  The study of Design provides students with opportunities to:  • experience design through exploring needs, wants and opportunities  • learn the value of creativity and build resilience as they experience iterative design processes  • take risks and experiment with alternatives  • seek creative and innovative solutions to solve basic design problems | **POSSILE TOPICS COVERED**  • Design in practice  • Sustainable design |
| **WHAT WILL STUDENTS DO IN DESIGN?**  • Solve design problems using the design process of representing ideas, design concepts and design information using drawing and prototyping.  • Devise ideas in response to design problems  • Synthesise ideas and design information to propose design concepts  • Evaluate ideas and design concepts to make refinements  • Making: Prototyping |
|  |
| ASSESSMENT  • Design folio (Project) |

INDUSTRIAL TECHNOLOGY & DESIGN

****INDUSTRIAL GRAPHICS SKILLS

|  |  |
| --- | --- |
| RECOMMENDATION:  An interest in interested in manufacturing/trade areas and computer-aided drawing operations. | |
| WHY STUDY THIS SUBJECT?  The study of Industrial Graphics Skills provides students with opportunities to:  • gain a foundation for further study in Industrial Graphics Skills  • develop graphical communication skills including technical drawing standards  • produce technical drawings used in a variety of manufacturing industries  • build personal confidence and positive self-image  • develop a knowledge and understanding of using computer-aided software used in the manufacturing industries | **WHAT WILL STUDENTS DO?**   * Use computer-aided drawing software used in the manufacturing industry * Folios of work * Sketching * 3D printing |
| **ASSESSMENT**  • Practical demonstrations consisting of a folio of drawings  • Project consisting of a portfolio of work with technical drawings and written documentation of industry practices and production processes |
| TOPICS COVERED  • Engineering drafting  • Furnishing drafting  • Building and construction drafting | |

INDUSTRIAL TECHNOLOGY & DESIGN

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METALWORK

|  |  |
| --- | --- |
| RECOMMENDATION:  An interest in, and curiosity in metalworking | |
| WHY STUDY METALWORK?  The study of Metalwork provides students with opportunities to:  • improve practical metalworking skills  • enable the undertaking of minor home handyman repairs  • develop leisure or hobby interests  • gain knowledge of tool safety, workshop safety and personal safety as governed by Workplace Health and Safety requirements  • prepare for further school studies (Furnishing Skills, Engineering Skills)  • develop as an individual equipped with 21st century, transferable skills  • take pride and gain satisfaction in practical achievements | **TOPICS COVERED**   * Sheetmetal and light gauge steel fabricated projects * Lathe turned work * Tools, machinery, personal and workshop safety |
| **WHAT WILL STUDENTS DO?**  • Practical projects – Sliding tray, galvanised carry all, extension cord holder, b-b-q spatula, PVC circuit tester  • Making: marking out, cutting, bending, shaping and joining of sheetmetal and light gauge steel fabrication  • Sheetmetal fabrication  • Light gauge steel fabrication  • Metal lathe turning |
| ASSESSMENT  • Practical projects  • Theory exam | |

INDUSTRIAL TECHNOLOGY & DESIGN

**WOODWORK**

|  |  |
| --- | --- |
| RECOMMENDATION:  An interest in, and curiosity in woodworking. | |
| WHY STUDY WOODWORK?  The study of Woodwork provides students with opportunities to:  • improve practical woodworking skills  • enable the undertaking of minor home handyman repairs  • develop leisure or hobby interests  • gain knowledge of tool safety, workshop safety and personal safety as governed by Workplace Health and Safety requirements  • prepare for further school studies ( Furnishing Skills, Engineering Skills)  • develop as an individual equipped with 21st century, transferable skills  • take pride and gain satisfaction in practical achievements | **TOPICS COVERED**  • Basic woodworking projects  • Assembly methods  • Woodturning  • Tools, machinery, personal and workshop safety |
| **WHAT WILL STUDENTS DO IN WOOD­WORK?**  • Basic woodworking and assembly methods  • Woodturning  • Practical projects – Carry all, gadget case, toilet roll holder, acrylic cake slice  • Making: marking out, cutting, shaping and jointing and construction of timber and plastic products |
| ASSESSMENT  • Practical projects  • Theory exam | |

PERFORMING ARTS

DRAMA

|  |  |
| --- | --- |
| RECOMMENDATION:  Minimum: C in Year 8 English, C in Year 8 Drama  (or other Performing Arts Subject) | |
| WHY STUDY DRAMA?  The study of Drama provides students with a range of skills transferable to a variety of future pathways. Students are able to:  • Build personal confidence and express individuality and social identity  • Manage the interpersonal and intrapersonal skills required to work effectively both individually and in groups  • Learn to be an innovative thinker  • Become adept at communicating  • Engage in learning experiences that integrate oral, kinaesthetic and visual communication to create meaning | **TOPICS COVERED**  • Improvisation  • Commedia Dell Arte  • Collage Drama  • Elements of Drama |
| **WHAT WILL STUDENTS DO IN DRAMA?**  • Practically learn about different forms of theatre including Realism and Commedia Dell Arte  • Perform in groups to communicate ideas, themes and meaning for different purposes, contexts and audiences  • Analyse performances from famous Australian companies such as Queensland Theatre  • Attend the Pilbeam Theatre to view local performances |
| ASSESSMENT  Forming: Improvisation  Presenting: Performance  Responding: Essay | |

PERFORMING ARTS

DANCE

|  |  |
| --- | --- |
| RECOMMENDATION:  Minimum: C in Year 8 English, C in Year 8 Drama  (or other Performing Arts Subject) | |
| WHY STUDY DANCE?  The study of Dance provides students with opportunities to:  • Experience a powerful means of expression  • Develop their kinaesthetic intelligence  • Engage with alternative forms of communication  • Learn the values and skills of creativity, problem solving, risk taking, making judgements in the absence of rules and higher-order thinking skills  • Develop physical fitness, appreciation of the body, concern for sound health practices and effective stress management approaches | **TOPICS COVERED**  • Popular Dance (Jazz)  • Contemporary Dance  • Dance elements  • Choreography  • Technical and Expressive Skills in Performance |
| **WHAT WILL STUDENTS DO?**  • Analyse the work of a range of artists  • Develop and apply understanding of the process of dance composition for choreography  • Expand their understanding of the cultural dimensions of dance  • Perform group dances to communicate ideas, experiences and artistic intentions for different purposes, contexts and audiences |
| ASSESSMENT  Performing: Presentation of rehearsed dance works in the styles of Jazz and Contemporary  Choreographing: Creation of dance works in the Contemporary style  Responding: Paragraph responses analysing and evaluating dance works | |

PERFORMING ARTS

MUSIC

|  |  |
| --- | --- |
| RECOMMENDATION:  Minimum: C in Year 8 English, C in Year 8 Music  (or other Performing Arts Subject) | |
| WHY STUDY MUSIC?  The study of Music provides students with opportunities to:  • Improve cognitive functions and executive function skills such as planning, strategizing and attention to detail  • Develop highly-desirable 21st Century skills in areas such as self-management, teamwork, problem-solving and communication  • Build confidence and develop their ability to express themselves  • Develop musical knowledge and understanding as well as co-ordination and concentration skills  • Stimulate their creativity, imagination and intuition  • Enhance memory functions | **TOPICS COVERED**  • Rock music and its many styles  • Popular music of today  • Music elements and concepts |
| **WHAT WILL STUDENTS DO?**  • Develop a deepened understanding and use of music concepts and languages  • As composers, they will create, shape and refine musical ideas in a range of forms and styles  • As performers they will demonstrate knowledge and skills in their chosen instruments (including voice) both as soloists and ensemble members with a command of repertoire relevant to their instrument |
| ASSESSMENT  Performing: Performing a variety of repertoire from different rock genres (on your chosen instrument)  Composing: Creation of music works in the rock ‘n’ roll genre  Responding: Written exam | |

VISUAL ARTS



ART

|  |  |
| --- | --- |
| RECOMMENDATION:  An interest in, and curiosity for visual images | |
| WHY STUDY ART?  The study of Art provides students with opportunities to:  • Gain a thorough foundation for further study in Visual Art  • Problem solve through self-directed learning  • Embed your own ideas, thoughts, feelings and observations into your learning  • Develop as an individual equipped with 21st century, transferable skills | **TOPICS COVERED**   1. Making artworks 2. Responding to artworks |
| **WHAT WILL STUDENTS DO?**  Use the following media to resolve artworks on the LANDSCAPE:  • Drawing  • Painting  • Digital Media |
| ASSESSMENT  • Folio of Work  • Visual Journal  • Written Assignments  • Exams | |

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****TEXTILE & FOOD TECHNOLOGIES

TEXTILE DESIGN

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| --- | --- |
| RECOMMENDATION:  Minimum C in Year 8 Textile and Food Technologies | |
| WHY STUDY THIS SUBJECT?  This subject provides students with opportunities to pursue their interest in the area of textile design. Extending on from the basic skills covered in Years 7 & 8, students now work individually to trial a variety of different current textile trends and techniques that are used by designers. The students create a ‘folio’ of design ideas and use the folio as a resource to design and make a product. The item may be either a cushion cover, an item of clothing or a small bag. | **ASSESSMENT**  • Portfolio  • Exam  • Practical product & Journal |
| **WHAT WILL STUDENTS DO?**  • Learn techniques: tie-dye, distressing, bleaching, stencilling, patchwork, appliqué, machine sewing, overlocker, fabric printing.  • Sewing an item using a commercial pattern.  • Discover the relationship between fast fashion/slow fashion choices and sustainability.   * Elements and Principles of Design. * Problem solving using Design techniques. |
| TOPICS COVERED  • Design in Textiles (Folio of techniques used in the fashion and design industry.  •Textile Trends for Teens (Using a pattern to design and make a product -clothing, pillow cover, bag)  • Slow fashion/fast fashion and the sustainability impact of textiles | |

TEXTILE & FOOD TECHNOLOGIES

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FOCUS ON FOOD

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| RECOMMENDATION:  Minimum C in Food Technologies in Year 8 and an interest in developing both practical skills and knowledge in food. | |
| WHY STUDY FOCUS ON FOODS?  In Food Studies, students will be provided with opportunities to develop their practical cooking skills in the kitchen where they will learn about making relevant food choices for their future health.  This is a subject to take if you enjoy cooking at home for family and friends or are interested in developing basic skills in Hospitality.  Food Studies is also a preparation stage for students who are considering taking food related senior subjects; Food and Nutrition or Hospitality Practices in Years 11 & 12. | **ASSESSMENT**  • Practical work  • Design Challenge Journal/Report  • Exam |
| **WHAT WILL STUDENTS DO?**  • Investigate and cook healthy food options for teenagers.  • Investigate and cook cultural foods  • Develop critical thinking and teamwork skills relevant to the food/ hospitality industry.  • Learn food safety and hygiene skills relevant to cooking healthy food for themselves and other people including the Hospitality industry. |
| TOPICS COVERED  • Healthy Tuckshops  • Introduction to Hospitality & Café Foods | |

****INFORMATION TECHNOLOGY & BUSINESS

PROGRAMMING

|  |  |
| --- | --- |
| RECOMMENDATION:  An interest in building electronic devices and designing computer programs | |
| WHY STUDY THIS PROGRAMMING?  The study of Programming provides students with opportunities to:  • develop skills necessary to understand the basic elements of computer programming  • utilise a range of design processes  • develop understandings of the social and ethical implications  • become a reflective and self-directed learner | **TOPICS COVERED**  • Electronic building blocks  • Introduction to programming |
| **WHAT WILL STUDENTS DO?**  • Solve problems  • Create software programs |
| ASSESSMENT  • Projects | |

****INFORMATION TECHNOLOGY & BUSINESS

SOFTWARE APPLICATIONS

|  |  |
| --- | --- |
| RECOMMENDATION:  An interest in learning how to utilise software packages | |
| WHY STUDY THIS SOFTWARE APPLICATIONS?  The study of Software Applications provides students with opportunities to:  • Develop ICT capabilities  • Utilise software programs | **TOPICS COVERED**  • Keyboarding  • Work Processing  • Electronic Presentations  • Spreadsheets  • Simple Website Design |
| **WHAT WILL STUDENTS DO?**  • Manage and retrieve information  • Solve problems  • Communicate effectively |
| ASSESSMENT  • Examinations  • Assignments | |

****INFORMATION TECHNOLOGY & BUSINESS

BUSINESS EDUCATION

|  |  |
| --- | --- |
| RECOMMENDATION:  An interest in learning about owning your own business | |
| WHY STUDY THIS SUBJECT?  The study of Business Education provides students with opportunities to:  • Participate as an informed, responsible and ethical consumer, citizen and worker  • Work individually and co-operatively to develop business plans and products, participate in and evaluate the outcomes of business ventures  • Improve their communication skills  • Become a reflective and self-directed learner | **TOPICS COVERED**  • Types of business structures  • Business documents  • Establishing a business  • Banking and budgets |
| **WHAT WILL STUDENTS DO?**  • Work in teams to create a product and market the product  • Reflect on the effectiveness of their business venture  • Learn about the role businesses play in society  • Learn about financial literacy |
| ASSESSMENT  • Examinations  • Assignments | |

****SOCIAL SCIENCES AND JAPANESE

JAPANESE

|  |  |
| --- | --- |
| RECOMMENDATION:  A sound level of achievement in Japanese and an interest in learning a foreign language | |
| WHAT WILL STUDENTS DO?  The year 9 program has a balance of cultural and language activities. There is a particular focus on learning hiragana and katakana and kanji (Japanese alphabets) and language that enables students to describe themselves and others, and to ask and answer basic conversational questions that will be used in a real life situations. Classroom activities in challenge students to consider and research traditions and unique characteristics of the Japanese culture. | **TOPICS COVERED**  • Dining at a Japanese Restaurant  • Japanese cuisine  • Japanese folk tales  • Katakana |
| **ASSESSMENT**  • Speaking role play  • Reading Test - Katakana  • Writing Assignment a Folk tale  • Listening Test - role play |
| EXTERNAL LINKS:  • [Japan where tradition meets the future](https://www.youtube.com/watch?v=WLIv7HnZ_fE) | |

****SOCIAL SCIENCES AND JAPANESE

GEOGRAPHY

|  |  |
| --- | --- |
| RECOMMENDATION:  A sound level of achievement in English. | |
| WHAT WILL STUDENTS DO?  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. | **ASSESSMENT**  Assessment is ongoing throughout the year and includes field trips, assignments and short responses exams. |
| EXTERNAL LINKS:   * [**What is Geography?**](https://www.youtube.com/watch?v=ul0dY4a_0A0&sns=em) * [**Geography; what is it for?**](https://www.youtube.com/watch?v=sgGb8BM2TBk) * [**Geography – right here, right now!**](https://www.youtube.com/watch?v=dDk06h7Abbw) * [**Why should I care about Geography?**](https://www.youtube.com/watch?v=Pl8OOIxKYk8) |
|  | |

****HEALTH & PHYSICAL EDUCATON

EXTENSION HEALTH & PHYSICAL ED

|  |  |
| --- | --- |
| RECOMMENDATION:  Minimum C in English and or HPE | |
| WHY STUDY EXT HPE?  To sample subjects and to inform subject selection.  This subject is comprised of three discrete units, which point directly toward the Year 10 HPE electives of  - Health,  - Physical Education and  - Recreation  The study of Extension Health and Physical Education provides students with opportunities to:  • Investigate a health issue  • Investigate the biomechanics on hitting and throwing.  • Participate in court divide sports and demonstrate physical responses (skills) and interpersonal strategies (teamwork). | **WHAT WILL STUDENTS DO IN EXT HPE?**  • Collect primary evidence in the form of personal reflective journals, anecdotal observations, survey data etc.  • Analyse game play footage.  • Use secondary evidence from credible resources to explain and support primary evidence findings.  • Participate in biomechanics labs.  • Participate in sports such as badminton and volleyball. |
| **TOPICS COVERED**  • Health  • Physical Education  • Sport and Recreation |
| ASSESSMENT  • Research Assessment - Report  • Supervised Written - Multimodal  • Performance | |

JOBS FOR THE FUTURE

THE BELOW LINKS PROVIDE ADDITIONAL INFORMATION IN RELATION TO JOBS IN THE FUTURE:

THE NEW WORK MINDSET:

https://www.fya.org.au/wp-content/uploads/2016/11/The-New-Work-Mindset.pdf /

MY FUTURE OCCUPATION VIDEOS:

https://www.youtube.com/playlist?list=PLJ3l58AdlKDDrER65YqpIMeN6RTmdxLeY

AUSTRALIAN GOVERNMENT BULLSEYE POSTERS:

https://docs.education.gov.au/collections/a4-colour-bullseye-posters

MY FUTURE AUSTRALIA VIDEOS:

https://www.youtube.com/user/myfutureAustralia

MY FUTURE CAREERS BULLEYES:

https://www.myfuture.edu.au/bullseyes

