

# **SUBJECT SELECTION HANDBOOK**

**YEAR 9 INTO YEAR 10, 2022**



# 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.**

## MISSION STATEMENTS

### 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.

### 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**.

### 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.

## INTRODUCTION

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

## CHOOSING SUBJECTS



## PROCESS

CONSIDER THE FOLLOWING TO HELP DECIDE THE BEST COURSE OF STUDY

### STEP 1: Gather information about the subject available

If you have any queries about subject choices, please do not hesitate to contact the college, classroom teacher, Head of Faculty or your Tutor.

### STEP 2 - Consider all of your options

### STEP 3 - Make your selections online

Please realise that not all subjects 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.

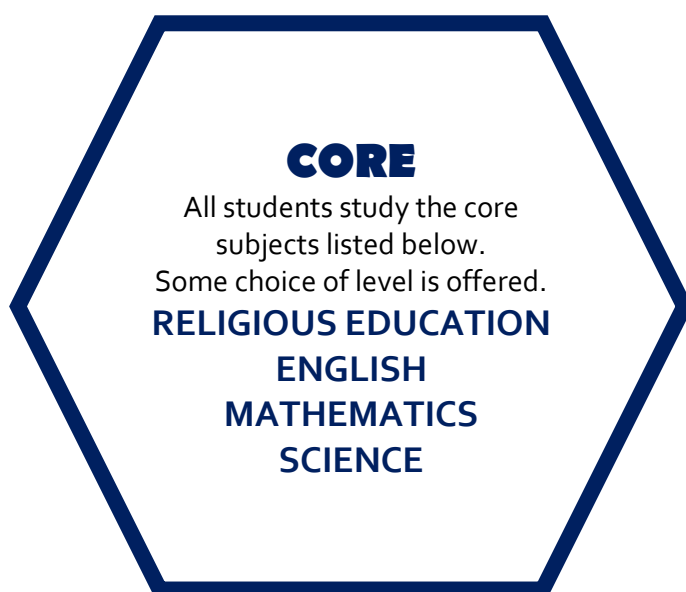
### STEP 4 - Ensure you complete your preferences by Wednesday 18 August

Make sure you complete the Web Preferences selection process and hand in a signed Preferences Receipt by Wednesday, 18 August.

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 facility constraints.

## CURRICULUM STRUCTURE

Students are invited to choose 3 electives.



**ELECTIVES**  
When choosing electives consider recommended requirements and pathways to senior courses.  
**ELECTIVE 1**  
**ELECTIVE 2**  
**ELECTIVE 3**

The Year 10 curriculum structure at Emmaus College has a **twofold** purpose:

- 1. Allow students to expand their subject horizons and**
- 2. 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 (ATAR course) must consider studying Year 10 subjects that will prepare them for the rigours of senior study. For example, students wishing to pursue Physical Education in senior will need to study Physical Education in Year 10 rather than Sport & Recreation. Students are to consult with Teachers, Heads of Faculty and Tutors about their subject selections.

In deciding upon the nature of the core and elective subjects offered, students 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

## PUTTING IT ALL TOGETHER: CONSIDERING YOUR OPTIONS

Considered some of the following when choosing your subjects:

- 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 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 they want to know more about
- Study what they 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 **Wednesday 18 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*
- *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**

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 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.”

**On Tuesday, 3 August**, Heads of Faculty will be available to answer any questions you may have regarding subjects for 2022. This ‘Drop in’ event will be held in the Emmaus Hall, Yaamba Road, from 5:00 pm – 7:00 pm. The event will follow any COVID requirements at that time.

# FACULTY OPTIONS

**RELIGION**  
Page 7

**MATHEMATICS**  
Page 8

**ENGLISH**  
Page 9

**SCIENCE**  
Pages 10 & 11

**HEALTH &  
PHYSICAL  
EDUCATION**  
Pages 12 & 13

**INDUSTRIAL  
TECHNOLOGY &  
DESIGN (ITD)**  
Pages 14 & 15

**PERFORMING  
ARTS**  
Pages 16 & 17

**INFORMATION  
TECHNOLOGY &  
BUSINESS**  
Pages 18 - 20

**TEXTILE & FOOD  
TECHNOLOGIES**  
Pages 21 - 23

**VISUAL ARTS**  
Page 24

**SOCIAL SCIENCES  
AND JAPANESE**  
Pages 25 & 26

**JOBS FOR THE  
FUTURE**  
Page 27

# RELIGIOUS EDUCATION

## COURSE STRUCTURE

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.



# 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.

## CHOOSE ONE ELECTIVE

### ESSENTIAL MATHS

A course designed to enable students to revisit important fundamentals in order to achieve a sound result at the end of Year 10.

This subject is aimed at students who had difficulty attaining a **C** standard in Year 9 Maths.

This will give students a grounding in Senior **Essential Maths** only.

### GENERAL MATHS

A course designed to enrich student's knowledge of life related mathematical tasks.

Students who have attained a minimum of a **C** standard in Year 9 Maths are encouraged to choose this subject.

This will give students an excellent grounding in Senior **General Maths** and **Essential Maths**.

### MATHS METHODS

A course designed to establish a sound grasp of the fundamental concepts needed in **Maths Methods** and **Specialist Maths**.

Students who have attained an **A** or **B** in Year 9 Maths are encouraged to choose this subject.

This is aimed at making the transition to Year 11 and Year 12 Mathematics easier.

# ENGLISH

## Course Structure:

English in Year 10 is designed to enable students to select a course which best suits their needs. This is done in consultation with their current Year 9 English teacher who will recommend an elective suitable to the student's ability, level of difficulty and work load expected.

## Possible Courses

### Essential English

This course is designed to provide students with a grounding in essential skills required to achieve a sound result in English according to the National Curriculum.

The Essential English course is adjusted heavily to favour practical literacy skills and promotes workplace literacy in particular. This will give students grounding in Essential English only.

### English

Recommendation:  
Minimum C in English

This course is designed to prepare students for General English and requires students to examine a variety of written, visual, spoken and auditory texts in order to explore a number of themes and ideas. Students are encouraged to think critically, as well as creatively in response to important cultural, societal and political issues. Assessment is modelled on the assessment students will encounter in English in Years 11 & 12

### Literature

Recommendation:  
Minimum C in English

This course is designed to challenge those students who achieve well in English and who enjoy engaging with and interrogating literary texts.

Course work in this subject introduces important literary concepts while assessment tasks mirror those in the Literature syllabus. Literature fosters a love of reading while developing analytical and creative skills.

## English as an Additional Language

Recommendation: Minimum C in English

This course is designed for students from a language background other than Standard Australian English, who are considering an ATAR pathway. As in subject English, it requires students to examine a variety of written, visual, spoken and auditory texts in order to explore a number of themes and ideas. Students are encouraged to think critically, as well as creatively, in response to important cultural, societal and political issues. This will give students grounding in continuing to study English as an Additional Language in Years 11 and 12.

## Assessment

All English subjects engage in a range of persuasive, creative and informative assessment instruments, including spoken, written and multimodal tasks.

# SCIENCE

## Course Structure:

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 Australian National Junior Science Program.

<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Experimental investigation: Scientific report (Written)</li> <li>• Student activity Book</li> <li>• Supervised Exam</li> </ul>	
<p><b>Why study this subject?</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives</li> <li>• Develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.</li> </ul>	<p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>• Biology- DNA, genes, theory of evolution by natural selection</li> <li>• Science as a human endeavour- development, use and influence of science</li> <li>• Chemical - Atomic structure and properties and different types of chemical reactions</li> <li>• Earth and space- Origins of the universe, Global systems</li> <li>• Physical - Energy transfers and transformations, describing and predicting objects motion</li> <li>• Science inquiry- Predict, plan conduct, process and analyse, evaluate and communicate data</li> </ul>
<p><b>What will students do?</b></p> <ul style="list-style-type: none"> <li>• Explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena.</li> <li>• Explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.</li> <li>• Use atomic theory to develop and understand relationships within the periodic table.</li> <li>• Understand that motion and forces are related by applying physical laws.</li> <li>• Find relationships between aspects of the living, physical and chemical world are applied on a local and global scale.</li> </ul>	<p>Students who are thinking about doing a senior science in Year 11 need to consider Extension Science Program (ESP) as one of their elective choices.</p> <p>Emmaus does offer a Basics of Science (BOS) course for students who have difficulty coping with the standard course. This will be determined by the Head of Faculty in consultation with Teachers and Parents</p>

## Extension Science and Projects (E.S.P)

<p><b>Recommendation:</b> A or B level in Science and Maths in year 9; It is strongly recommended that if you are thinking of studying Senior Science (Physics, Biology or Chemistry) in Year 11 and 12, that ESP should be considered to ensure that you are adequately prepared.</p>	
<p><b>Why study this subject?</b>  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.</p>	<p><b>What will students do?</b>  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 on selecting to do senior Science.  The course is structured to develop lifelong learning skills such as</p> <ul style="list-style-type: none"> <li>○ Critical thinking</li> <li>○ Divergent thinking</li> <li>○ Information literacy</li> <li>○ Self-awareness and interconnectedness</li> <li>○ Transfer of learning and team work</li> </ul>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>● Projects</li> </ul>	
<p><b>Topics covered</b></p> <p>POSSIBLE TOPICS</p> <ul style="list-style-type: none"> <li>● Robotics</li> <li>● Astronomy</li> <li>● Problem Solving Skills</li> <li>● Marine Studies</li> <li>● Engineering and Mechanics</li> <li>● Alternative Energy</li> <li>● Projects - variety</li> <li>● Keppel Trip</li> <li>● Research Current Scientific Technology</li> <li>● Data Analysis for Senior Science</li> </ul>	

# HEALTH & PHYSICAL EDUCATION

## Health

<b>Recommendation:</b> Minimum C in English and/or Extension PE or B in HPE	
<p><b>Why study this subject?</b> The study of Health provides students with opportunities to:</p> <ul style="list-style-type: none"> <li>• Sample Senior Health units 1 and 3</li> <li>• Establish a basis for further education in this area</li> <li>• Inform subject selection</li> </ul>	<p><b>What will students do?</b></p> <ul style="list-style-type: none"> <li>• Investigate the determinants of health to identify barriers and enablers for the health context and health concern</li> <li>• Analyse and interpret health information</li> <li>• Advocate for and commit to improved health outcomes</li> <li>• Action health initiatives</li> <li>• Gather primary evidence through the use of surveys, audits and journals</li> <li>• Research credible secondary evidence to support primary finding</li> </ul>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Action Research Project</li> <li>• Investigation</li> <li>• Examination</li> </ul>	
<p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>• Introduction to health</li> <li>• Resilience – social media, dependency or sleep</li> <li>• Community – homelessness, anxiety or road safety</li> </ul>	

## Physical Education

<b>Recommendation:</b> Minimum C in English or C in Extension PE or B in HPE and a willingness to participate in physical activity	
<p><b>Why study this subject?</b> The study of Physical Education provides students with opportunities to:</p> <ul style="list-style-type: none"> <li>• Sample Senior Physical Education units 1, 2, 3 and 4</li> <li>• Establish a basis for further education in this area</li> <li>• Inform subject selection</li> </ul>	<p><b>What will students do?</b></p> <ul style="list-style-type: none"> <li>• Gather primary evidence</li> <li>• Research credible secondary evidence.</li> <li>• Respond to inquiry questions</li> <li>• Implement specialised body and movement concepts and strategies in prescribed physical activities</li> <li>• Demonstrate critique and evaluate the effectiveness of strategies</li> </ul>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Project Folio</li> <li>• Research Report</li> <li>• Unseen Written Examination</li> </ul>	
<p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>• Tactical Awareness and Physical Activity</li> <li>• Energy, Fitness</li> <li>• Sport Psychology</li> <li>• Biomechanics/Motor Learning and Physical Activity</li> </ul>	

## Sport and Recreation

<p><b>Recommendation:</b> Minimum C in English and HPE and a willingness to participate in physical activity</p>	
<p><b>Why study Sport &amp; Recreation?</b> The study of Sport &amp; Recreation provides students with opportunities to:</p> <ul style="list-style-type: none"> <li>• Sample Senior Sport and Recreation</li> <li>• Establish a basis for further study in this area</li> <li>• Inform subject selection</li> </ul>	<p><b>What will students do?</b></p> <ul style="list-style-type: none"> <li>• Participate in individual and team physical activities</li> <li>• Analyse footage</li> <li>• Use student anecdotal observation checklist</li> <li>• Collect primary and secondary data</li> <li>• Plan and implement recreational activities</li> <li>• Investigate factors that influence participation</li> <li>• Learn in, through and about recreation activities</li> </ul>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Investigation Report</li> <li>• Performance</li> <li>• Project</li> </ul>	
<p><b>Topics Covered</b></p> <ul style="list-style-type: none"> <li>• Factors which influence participation in Sport and Recreation</li> <li>• Performance – invasion games and snorkelling (open water)</li> <li>• Project – fitness</li> </ul>	

# INDUSTRIAL TECHNOLOGY & DESIGN

## Design

<b>Recommendation:</b> Minimum C in Year 9 Design and/or Year 9 Industrial Graphics	
<b>What will students do in this subject?</b> <ul style="list-style-type: none"> <li>• Experience design through exploring needs, wants and opportunities</li> <li>• Learn the value of creativity and build resilience as they experience iterative design processes</li> <li>• Represent ideas, design concepts and information using drawing/sketching and low-fidelity prototyping</li> <li>• Take risks and experiment with alternatives</li> <li>• Seek creative and innovative solutions to solve design problems</li> <li>• Communicate design proposals to suit different audiences</li> <li>• Making: prototyping may include the use of 3D printer, laser cutter and other mediums</li> </ul>	<b>Why study this subject?</b> <ul style="list-style-type: none"> <li>• Prepare for more advanced studies in Years 11 and 12</li> <li>• Develop 21<sup>st</sup> Century skills and capabilities relevant to further studies.</li> <li>• Solve design problems and present ideas and innovative solutions</li> <li>• Apply knowledge and understanding in real-world design problems to meet human needs, wants or opportunities</li> <li>• Think creatively and divergently</li> <li>• Develop problem-solving skills and teamwork</li> </ul>
<b>Possible topics covered</b> <ul style="list-style-type: none"> <li>• Design in practice</li> <li>• Human –centred design</li> <li>• Sustainable design</li> <li>• Commercial design</li> </ul>	<b>Assessment</b> <ul style="list-style-type: none"> <li>• Design folios (project)</li> <li>• Examinations</li> </ul>

## Industrial Graphic Skills

<b>Recommendation:</b> An interest and curiosity in technical drafting in the manufacturing industries	
<b>What will students do in this subject?</b> <ul style="list-style-type: none"> <li>• Use computer-aided drawing software used in the manufacturing industry</li> <li>• Folios of work</li> <li>• Sketching</li> <li>• 3D printing</li> </ul>	<b>Why study this subject?</b> <ul style="list-style-type: none"> <li>• Gain a thorough foundation for further study in Industrial Graphics Skills</li> <li>• Develop graphical communication skills</li> <li>• Produce technical drawings used in a variety of manufacturing industries</li> <li>• Build personal confidence and positive self-image</li> <li>• Develop decision making and commitment skills</li> <li>• Develop as an individual equipped with 21st century, transferable skills</li> </ul>
<b>Assessment</b> <ul style="list-style-type: none"> <li>• Practical demonstrations consisting of a folio of drawings</li> <li>• Project consisting of a portfolio of work with technical drawings and written documentation of industry practices and production processes</li> <li>• 3D printed product</li> </ul>	
<b>Topics covered</b> <ul style="list-style-type: none"> <li>• Engineering drafting</li> <li>• Furnishing drafting</li> <li>• Building and construction drafting</li> </ul>	

## Woodwork

<p><b>Recommendation:</b> An interest in, and curiosity in woodworking. It is recommended that students wishing to study IT&amp;D in Senior at least one IT&amp;D subject at junior level in order to sufficiently develop practical skills.</p>	
<p><b>What will students do in this subject?</b></p> <ul style="list-style-type: none"> <li>• Basic woodworking and assembly methods</li> <li>• Woodturning</li> <li>• CNC routing</li> <li>• Practical projects – Rod/Cue holder, salt &amp; pepper shakers, odds &amp; ends box, camp stool</li> <li>• Making: marking out, cutting, shaping and jointing and construction of timber products</li> </ul>	<p><b>Why study Woodwork?</b></p> <ul style="list-style-type: none"> <li>• Prepare for trade related studies or future employment in trade related areas</li> <li>• Improve practical woodworking skills</li> <li>• Enable the undertaking of minor home handyman repairs</li> <li>• Develop leisure or hobby interests</li> <li>• Gain knowledge of tool safety, workshop safety and personal safety as governed by Workplace Health and Safety requirements</li> <li>• Prepare for further school studies (Furnishing Skills, Engineering Skills)</li> <li>• Take pride and gain satisfaction in practical achievements</li> </ul>
<p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>• Basic woodworking projects</li> <li>• Assembly methods</li> <li>• Woodturning</li> <li>• Tools, machinery, personal and workshop safety</li> </ul>	
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Practical projects</li> <li>• Folios of work/Annotated Journal</li> </ul>	

## Metalwork

<p><b>Recommendation:</b> An interest in, and curiosity in metalworking. It is recommended that students wishing to study IT&amp;D in Senior study at least one IT&amp;D subject in Year 10 in order to sufficiently develop practical skills.</p>	
<p><b>What will students do in this subject?</b></p> <ul style="list-style-type: none"> <li>• Sheetmetal fabrication</li> <li>• Light gauge steel fabrication</li> <li>• Metal lathe turning</li> <li>• Practical projects – Toolbox, siphon starter, angle bracket, non-spill funnel, junior hacksaw, copper bowl</li> <li>• Making: marking out, cutting, bending, shaping and joining of Sheetmetal and light gauge steel fabrication</li> </ul>	<p><b>Why study Metalwork?</b></p> <ul style="list-style-type: none"> <li>• Prepare for trade related studies or future employment in trade related areas</li> <li>• Improve practical metalworking skills</li> <li>• Enable the undertaking of minor home handyman repairs</li> <li>• Develop leisure or hobby interests</li> <li>• Gain knowledge of tool safety, workshop safety and personal safety as governed by Workplace Health and Safety requirements</li> <li>• Prepare for further school studies (Furnishing Skills, Engineering Skills)</li> <li>• Take pride and gain satisfaction in practical achievements</li> </ul>
<p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>• Sheetmetal and light gauge steel fabricated projects</li> <li>• Lathe turned work</li> <li>• Tools, machinery, personal and workshop safety</li> </ul>	
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Practical projects</li> <li>• Folios of work/Annotated Journal</li> </ul>	



# PERFORMING ARTS

## Drama

<b>Recommendation:</b> Minimum: C in Year 9 English, C in Drama (or another Performing Arts Subject)	
<b>Why study this subject?</b> The study of Drama provides students with a range of skills transferable to a variety of future pathways. <ul style="list-style-type: none"><li>• Build personal confidence and express individuality and social identity</li><li>• Manage the interpersonal and intrapersonal skills required to work effectively both individually and in groups</li><li>• Learn to become innovative thinkers</li><li>• Become adept at communicating</li><li>• Engage in learning experiences that integrate oral, kinaesthetic and visual communication to create meaning</li></ul>	<b>What will students do in Drama?</b> <ul style="list-style-type: none"><li>• Practically learn about different forms and styles of theatre including Gothic Theatre, Physical Theatre, Contemporary Theatre and Elizabethan Theatre.</li><li>• Perform in groups to communicate ideas, themes and meaning for different purposes, contexts and audiences</li><li>• Analyse performances from world-renowned theatre companies</li><li>• Attend the Pilbeam Theatre to view local performances</li><li>• Create a directorial vision for a contemporary performance company and make this vision come to life through designing set, lighting, script and performing for an audience.</li><li>• Work with theatrical aspects of theatre production (lighting, design etc.)</li><li>• Learn from visiting theatre companies (e.g. Queensland Theatre, Shake and Stir, Circus Oz)</li></ul>
<b>Topics covered</b> <ul style="list-style-type: none"><li>• Elizabethan Theatre</li><li>• Gothic Theatre</li><li>• Physical Theatre</li><li>• Contemporary Theatre</li><li>• The Scene Project (Queensland Theatre)</li></ul>	
<b>Assessment</b> Forming: Script writing and directorial vision Presenting: Performance Responding: Exam (Short Response)	

## Dance

<b>Recommendation:</b> Minimum: C in Year 9 English, C in Dance (or another Performing Arts Subject)	
<p><b>Why study this subject?</b></p> <ul style="list-style-type: none"> <li>• Experience a powerful means of expression</li> <li>• Develop their kinaesthetic intelligence</li> <li>• Engage with alternative forms of communication</li> <li>• Learn the values and skills of creativity, problem solving, risk taking, making judgements in the absence of rules and higher-order thinking skills</li> <li>• Develop physical fitness and appreciation of the body</li> </ul>	<p><b>What will students do in Dance?</b></p> <ul style="list-style-type: none"> <li>• Analyse the work of a range of artists</li> <li>• Choreograph dances for different styles and genres including dance for stage</li> <li>• Expand their understanding of the cultural dimensions of dance through the study of different styles</li> <li>• Perform group dances to communicate ideas, experiences and artistic intentions for different purposes, contexts and audiences</li> </ul>
<p><b>Assessment</b></p> <p>Performing: Whole class presentation of rehearsed dance works in a variety of styles within Musical Theatre and small group performance</p> <p>Choreographing: Creation of dance works in chosen style for Musical Theatre + Contemporary</p> <p>Responding: Reflection on choreographic intent and short response exam</p>	<p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>• Musical Theatre (Jazz, Hip Hop, Contemporary, Cabaret etc.)</li> <li>• Contemporary</li> </ul>

## Music

<b>Recommendation:</b> Minimum: C in Year 9 English, C in Music (or another Performing Arts Subject)	
<p><b>What will students do in Music?</b></p> <ul style="list-style-type: none"> <li>• Develop a deepened understanding and use of music concepts and languages</li> <li>• Create, shape and refine musical ideas through composition</li> <li>• Perform on their chosen instruments (including voice) both as soloists and ensemble members</li> </ul>	<p><b>Why study Music?</b></p> <ul style="list-style-type: none"> <li>• Improve cognitive functions and executive function skills such as planning, strategizing and attention to detail</li> <li>• Develop highly-desirable 21st Century skills in areas such as self-management, teamwork, problem-solving and communication</li> <li>• Build confidence and develop their ability to express themselves</li> <li>• Develop musical knowledge and understanding as well as co-ordination and concentration skills</li> <li>• Stimulate their creativity, imagination and intuition</li> <li>• Enhance memory functions</li> </ul>
<p><b>Assessment</b></p> <p>Composition: Composing for film and in the jazz style</p> <p>Musicology: Multi-modal presentation and exam</p> <p>Performance: Performing a variety of repertoire from different genres (on your chosen instrument)</p>	
<p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>• Music of the Stage and Screen</li> <li>• Jazz Innovators</li> </ul>	

# INFORMATION TECHNOLOGY & BUSINESS

## Digital Solutions

<p><b>Recommendation:</b> An interest in building electronic devices and designing computer programs. The subject encourages students to move from technology consumers to creators.</p>	
<p><b>Why study this subject?</b> The study of Digital Technologies provides students with opportunities to:</p> <ul style="list-style-type: none"> <li>• develop knowledge, understandings and skills of the underlying concepts of information systems, data and computer science</li> <li>• encourages students to design and create digital solutions that solve problems</li> <li>• develop understandings of the social and ethical implications</li> <li>• become a reflective and self-directed learner.</li> </ul>	<p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>• HTML/CSS</li> <li>• JavaScript</li> <li>• PHP</li> <li>• SQL</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Exams</li> </ul> <p><b>What will students do?</b></p> <ul style="list-style-type: none"> <li>• Develop and design solutions to problems and evaluate their solutions.</li> </ul>

## Information and Communication Technology (ICT)

<p><b>Recommendation:</b> An interest in developing knowledge, understanding and skills related to engagement with information and communication technology through a variety of contexts derived from work, study and leisure environments of today.</p>	
<p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>• Adobe Animate</li> <li>• Word/Excel</li> <li>• Adobe, Illustrated and Photoshop</li> <li>• Character Animator</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Projects</li> </ul> <p><b>What will students do?</b></p> <ul style="list-style-type: none"> <li>• Manage and retrieve information</li> <li>• Solve problems</li> <li>• Use information and communication technology to communicate effectively</li> </ul>	<p><b>Why study this subject?</b> The study of Information and Communication Technology provides students with opportunities to:</p> <ul style="list-style-type: none"> <li>• become familiar with the knowledge of current and emerging hardware and software combinations</li> <li>• develop an understanding of how to apply them in real-world contexts</li> <li>• develop the skills to solve technical and/or creative problems</li> <li>• become effective users of technology</li> <li>• become a reflective and self-directed learner.</li> </ul>

## Business

<b>Recommendation:</b> An interest in learning about owning your own business.	
<p><b>Why study this subject?</b> The study of Business provides students with opportunities to:</p> <ul style="list-style-type: none"> <li>• Develop the knowledge and skills required to contribute meaningfully to society, the workforce, and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future</li> <li>• Develop their confidence and capacity to participate as members or leaders of the global workforce</li> <li>• Understand how business organisations work and are managed</li> <li>• Become a reflective and self-directed learner.</li> </ul>	<p><b>What will students do?</b></p> <ul style="list-style-type: none"> <li>• Learn about the role businesses play in society</li> <li>• Learn about financial literacy</li> <li>• Learn about the employment cycle</li> <li>• Work in teams to create a product and market the product</li> <li>• Reflect on the effectiveness of their business venture.</li> <li>• Study case studies</li> <li>• Learn about Australian businesses expanding into the global market</li> </ul>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Exam</li> <li>• Project</li> <li>• Feasibility Study</li> <li>• Investigative Report</li> </ul>	<p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>• Business Fundamentals</li> <li>• Human Resource Management</li> <li>• Entrepreneurship</li> <li>• Globalisation</li> </ul>

## Accounting

<b>Recommendation:</b> Minimum – C in Year 9 Maths	
<p><b>Why study this subject?</b> The study of Accounting provides students with opportunities to:</p> <ul style="list-style-type: none"> <li>• develop an understanding of the essential role accounting plays in the successful performance of any organisation</li> <li>• utilise accounting software packages</li> <li>• use problem solving to develop an understanding of the ethical attitudes and values to participate more effectively and responsibly in a changing business environment.</li> <li>• become a reflective and self-directed learner.</li> </ul>	<p><b>What will students do?</b></p> <ul style="list-style-type: none"> <li>• learn about the role accounting plays in any successful business</li> <li>• process and record financial transactions</li> <li>• study case studies</li> <li>• utilise accounting software packages</li> </ul>
	<p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>• fundamentals of accounting</li> <li>• accounting as a sole trader</li> <li>• budgeting</li> <li>• accounting software</li> </ul>
	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Exams</li> </ul>

## Legal Studies

**Recommendation:** Minimum – C in Year 9 English

### Why study this subject?

The study of Legal Studies provides students with opportunities to:

- understand the legal system that impacts upon their everyday life
- participate as informed, proactive and critical members of society
- develop knowledge and understanding of the frameworks which regulate and shape our society
- make constructive judgments on and about the law and its processes
- become a reflective and self-directed learner.

### What will students do?

- examine and justify viewpoints involved in legal issues
- develop respect for diversity
- study topical issues
- analyse and interpret legislation, newspaper articles, statistics
- learn how to resolve problems.

### Topics covered

- Introduction to the legal system
- Legal capacity
- Rights and responsibilities
- Employment Law
- Juvenile Crime
- Right Relationships
- Current topical issue

### Assessment

- Assignments
- Exams

# TEXTILE & FOOD TECHNOLOGIES

## Hospitality and Catering

**Recommendation:** A strong interest in working in the hospitality industry in both front and back of house and being able to work independently and safely with others.

### Why study this subject?

The study of hospitality and catering provides students with a specific range of life skills that are immediately adaptable outside the classroom and can lead to future career pathways in the Hospitality and Food Industry. Students are able to:

- Build communication skills whilst learning to work safely individually and in groups.
- Build time management skills and work to a time frame and meet goals.
- Engage in learning experiences that assist in building skills for students to work in groups and independently.
- Develop problem solving skills using available resources, knowledge and skills.
- Extend their literacy and numeracy skills into practical life skills.
- This subject works on developing skills, abilities, knowledge and understanding of the requirements of working front of house and back of house in a hospitality and catering context.
- This subject is for students who have a strong interest in developing basic skills in the hospitality industry and leads into Hospitality Practices in Years 11 & 12. It is a strong practical based subject.

### Assessment

Students will complete four assessment tasks. Two assessments will be based on practical events and two will be theory based. All assessments will have a written component.

### What will students do?

- Learn to follow a variety of recipes using different ingredients and practical skills to cater for large groups or functions.
- Learn the basics about hospitality industry from the perspective of front of house and back of house.
- Learn how to modify a recipe and put together a menu plan for an event or special occasion.
- Develop knowledge and understanding and be able to apply skills relating to safe and hygienic food practices when preparing food for other people.
- Learn how to research food requirements to cater for customer diversity.
- This is a practical based subject to introduce students to skills that are required to work in the food and beverage industry competently and safely.

### Topics covered

Hospitality – introduction skills required to work in the hospitality industry in both front and back of house. A basis for students with a strong interest in the hospitality industry as a career.

Catering – introduction to customer diversity and the developing trends in food industry including food safety and hygiene when providing food for others.

## Introduction to Food and Nutrition

**Recommendation:** Minimum C in English and Science and a strong interest in food and nutrition relating to body health for consumer markets. Subjects builds introduction and basic skills required for Food and Nutrition in Years 11 & 12

### Why study this subject?

Introduction to Food and Nutrition is a subject where students research food properties and experiment with a variety of food based on their nutrient content to experiment and reformulate key ingredients to create a new recipe.

This is a subject to take if you have basic cooking skills and enjoy experimenting with different ingredients in a recipe to make a new food item.

This is a subject that has a strong focus on developing knowledge based on their nutrient content and how to modify food to make it more suitable for a specific consumer market. For example, experimenting with a variety of non-wheat flours to create a gluten free cake or biscuit.

This subject is for students with a strong interest in food science as it involves experimenting with food ingredients. This leads to Food and Nutrition in Years 11&12.

### Assessment

- Practical work
- Design Challenge Journal/Report
- Exam

### What will students do?

- Investigate and experiment with a variety of alternative ingredients to develop a product for a specific consumer market.
- Investigate consumer markets and their requirements.
- Experiment with foods based on their nutrient content.
- Develop critical thinking and teamwork skills relevant to the reformulation of foods.
- Learn food safety and hygiene skills relevant to experimenting with food items and ingredients.

### Topics covered

- Proteins
- Carbohydrates
- Fats/Lipids
- Vitamins & Minerals

## Design in Food and Fashion

**Recommendation:** Minimum C in Food or Textiles in Year 9

### Why study Food & Fashion?

The study of Designing Food and Fashion provides students with opportunities to investigate and research current trends in the food and fashion areas both in Australia and from around the world.

New developments in food trends around the world include foods that are sold at 'specialised' venues like 'Eat Street' and from Food Trucks. Students investigate food trends and create a portfolio of recipes and food designed trends that are relevant to the Hospitality and Food Industry.

Fashion trends are moving away from store purchased items and towards individual and unique designs. Students will learn how to create an individual design using a commercial pattern and apply their own style to the design. Students will investigate the ever-growing trend of on-line instructional videos (YouTube) and the move towards slow fashion and market items.

Students will develop skills and knowledge in this subject that may benefit them in senior subjects such as Food and Nutrition, Design, and Hospitality.

### What will students do in Food & Fashion?

- Develop problem-solving skills.
- Learn and develop skills in practical cooking.
- Develop 21<sup>st</sup> Century skills and capabilities relevant to further studies.
- Develop practical skills in textile design to produce a quality fashion item.
- Develop basic skills for use in the Design subject in Years 11 & 12.

### Topics covered

- Food Trends and Hospitality Skills
- Fashion Trends and on-line marketing

### Assessment

- Practical Products
- Exam
- Folio



# VISUAL ART

## Visual Art

**Recommendation:** A genuine interest and curiosity to understand and apply visual images to communicate meaning.

<p><b>What will students do in Visual Art?</b> Create artworks using the media below that responds to a variety of themes.</p> <ul style="list-style-type: none"> <li>• Drawing, painting and collage</li> <li>• Ceramic Figurative Sculpture</li> <li>• Imaging/animation using ADOBE Photoshop</li> <li>• Printmaking</li> </ul>	<p><b>Topics covered?</b></p> <ul style="list-style-type: none"> <li>• The language of Art: Studies in the Elements and Principles of Art and Design</li> <li>• 2 Dimensional Studies: Drawing, Painting and Collage using the theme as still life.</li> <li>• 3 Dimensional Studies: Ceramic Figurative Sculpture</li> <li>• Basic Computer Imaging/Animation using Adobe Creative Suite</li> <li>• Printmaking Unit</li> </ul>
<p><b>Why study Visual Art?</b></p> <ul style="list-style-type: none"> <li>• Gain a thorough foundation for further study in Visual Art.</li> <li>• Problem solve through self-directed learning</li> <li>• Embed your own ideas, thoughts, feelings and observations into your learning.</li> <li>• Develop as an individual equipped with 21st century, transferable skills</li> <li>• For further information: <a href="#"><u>Why an Education in the Visual arts is the key to arming students for the future.</u></a></li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Written assignments</li> <li>• Exams</li> <li>• Practical Folios</li> <li>• Visual Journal (containing developmental work)</li> </ul>

# SOCIAL SCIENCES AND JAPANESE

## Geography

<b>Recommendation:</b> A sound level of achievement in English	
<b>Why study Geography?</b> 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.	<b>What will students do in Geography?</b> <ul style="list-style-type: none"> <li>In unit one, students investigate sustainable environments with emphasis on rainforest and coral environments. Case studies explore various environments within and outside Australia with major investigations into the Daintree and Amazon, the Great Barrier Reef and the Coral Triangle.</li> <li>In unit two, students will investigate the Geography of Development and how this causes inequality across and within countries. They will examine the causes and effects and delve into case studies from Africa, the Caribbean and insular South-east Asia</li> <li>Practical aspects involve field work, mapping, graphing and data analysis both manually and digitally</li> </ul>
<b>Topics covered</b> <ul style="list-style-type: none"> <li>Sustainable physical environments</li> <li>Development and Inequality</li> </ul>	
<b>Assessment</b> Assessment is ongoing throughout the year and includes field trips, assignments and short responses exams.	
<b>Links</b> <ul style="list-style-type: none"> <li><a href="#">Geography; what is it for?</a></li> <li><a href="#">Geography – right here, right now!</a></li> </ul>	

## Japanese

<b>Recommendation:</b> A minimum of a C in Japanese in year 9 or permission obtained from Head of Faculty	
<b>Topics covered</b> <ul style="list-style-type: none"> <li>Student Exchange and Schooling in Japan</li> <li>Occupations and future careers in Japan</li> <li>Festivals in Japan- special celebrations</li> <li>Environmental concerns</li> </ul>	Pre-requisite: A minimum of a sound level of achievement in Japanese in year 9. Or permission obtained from Head of Faculty  <b>What will students do in Japanese?</b> The year 10 Japanese program has a particular focus on preparing students for undertaking the senior Japanese program. Students will explore Japanese culture and contemporary issues in Japanese society. Students will investigate job opportunities in Japan and communicate their dreams for the future. Student will consolidate and extend their knowledge of Katakana and Kanji, as well as grammatical structures to communicate with ease.
<b>Assessment</b> <ul style="list-style-type: none"> <li>Exam (short response)</li> <li>Exam (extended Japanese response)</li> <li>Exam (combination response)</li> <li>Assignment (written and spoken)</li> <li><b>Spoken conversation/interview</b></li> </ul>	

## History

**Recommendation:** A sound level of achievement in English

### Why study History?

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, History also helps develop our knowledge, perspective and understanding of today's important events.

### Possible topics

- Selected topics of interest from Ancient History
- Selected topics of interest from the Middle Ages
- Selected topics of interest from Modern History

### Assessment

Assessment is ongoing throughout the year and includes field trips, oral presentations, written assignments and short responses tasks.

### What will students do in History?

- 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 lead to the founding of England as a Nation under King William of Normandy and the Religious war period of the Crusades, and many of the famous characters who lived then e.g. Richard the Lionheart and Joan of Arc.
- 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

### Link

[What is History for?](#)

# JOBS FOR THE FUTURE

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

## MY FUTURE OCCUPATION VIDEOS:

<https://www.youtube.com/playlist?list=PLJ3I58AdIKDDrER65YqpIMeN6RTmdxLeY>

## MY FUTURE CAREERS BULLEYES:

<https://myfuture.edu.au/bullseyes>

