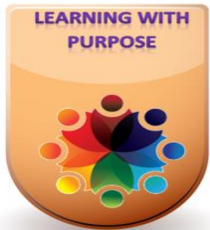


Senior School Subject Selection Handbook Year 10 2020



At Prince of Peace, we believe it is vital to nurture a love of learning in all our students and to support them to acquire the skills, values and knowledge needed for modern life.

We believe each student's educational experience should be characterised by the following guiding principles:



Excellence through honour - we want every student to pursue personal excellence; to honour each other, their God given potential and to give of their best.



Learning with purpose - We wish to prepare all our students to become lifelong learners who are creative, critical thinkers, collaborators and communications; who are multi-skilled, adaptable and innovative.



Growth through challenge - we believe that it is important that students are provided with opportunities to push themselves, to be challenged to reach their full potential in a supportive environment.

There are 5 Central Elements to our positive learning culture:



High Expectations



Positive Relationships



Life-Long Learning



Powerful Partnerships



Responsive Teaching

Message from the Head of Campus

At Prince of Peace, students move into the Senior Phase of Learning in Year 10. Year 10 acts as a formal preparation for Years 11 and 12 with Year 10 courses providing a strong foundation for the final two years of schooling. The aim of Year 10 is for students to select subjects that they would more than likely wish to study in Years 11 and 12, to meet their University and work goals.

The transition from Year 9 to 10 is an important step. This “Course Planning Guide” provides information about course structure and subject choices for Year 10, so that you can make informed choices as you prepare for Year 10. As you make these choices, please consider the following:

- Will my subject choices help me reach my goals?
- Have I kept as many options as possible open?
- Do my reports suggest that I will succeed in the subjects I have chosen?
- Have I chosen a suitable balance of subjects?
- Have I carefully considered alternative subjects in case I miss out on any of my first preferences?

Students have a choice of six elective subjects. For more information on each subject choice, please refer to the subject descriptors.

Students will make their selections via a preference system. Students should select eight subjects and indicate their order of preference. They are then allocated six preferences in the order they have indicated. Should a particular preference not be available (usually due to over or under subscription) or not fit (due to the combination of subjects) the next preference in order will be allocated.

The subjects you choose represent an important educational decision and one that should be considered carefully. In Year 10, students will start planning for their senior phase of learning. The SET Planning process during Term 3 will be an important part of the decision making process. Year 10 is an opportunity for students to build foundations and develop capabilities for their studies in Year 11 and 12.

I wish you well in the decision making that lies ahead.

Michelle Nisbet
Head of Campus 7-12

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ACADEMIC ADVISORS AND CURRICULUM LEADERS

Listed here are College staff who may be able to provide information and guidance regarding student subject choices.

Careers Counsellor/Vocational Education – Mr Heath Stewart

COMPULSORY SUBJECTS		
AREA OF INTEREST	CURRICULUM LEADER	Subject
English	Elizabeth Edwards eedwards@princeofpeace.qld.edu.au	English
Mathematics	Jonathan Klupp jklupp@princeofpeace.qld.edu.au	Core Mathematics Extension Mathematics
Christian Studies	Richard Stevens rstevens@princeofpeace.qld.edu.au	Christian Studies
Health and Physical Education	Rachel Denning rdenning@princeofpeace.qld.edu.au	Health and Physical Education

ELECTIVE SUBJECTS		
AREA OF INTEREST	CURRICULUM LEADER	Subject
Science	Pat Corbin pcorbin@princeofpeace.qld.edu.au	Chemistry Physics Biology
Languages	Brett Brookes bbrookes@princeofpeace.qld.edu.au	Indonesian
Business	Linda Perrett lperrett@princeofpeace.qld.edu.au	Accounting Legal Studies Business
The Arts	Zac Von Hoff zvhoff@princeofpeace.qld.edu.au Robyn Harvey rharvey@princeofpeace.qld.edu.au Kaylene Simpson ksimpson@princeofpeace.qld.edu.au	Drama Music Visual Art
Humanities and Social Sciences	Heath Stewart hstewart@princeofpeace.qld.edu.au	Geography History
Technology	Michael Gauldie mgauldie@princeofpeace.qld.edu.au	Digital Technologies Industrial Technology & Design Engineering Technologies Food Technology

Preparing for the Senior Phase of Learning

The Queensland Government has introduced new laws, effective from 2006, which require young people to be learning or earning. All young people will be required to complete Year 10 at school and go on to undertake a further two years of education and/or training, or until they achieve a Queensland Certificate of Education, Senior Statement or Certificate III vocational qualification, or turn 17, whichever comes first. Young people will be exempt from these requirements if they gain full-time employment. The aim is to encourage as many young people as possible to complete 12 years of schooling or equivalent.

After completing Year 10 students will be able to choose from a broader range of learning options leading to a Senior Statement, Queensland Certificate of Education or a Certificate III Vocational Qualification.

A Senior Education and Training Plan (SET Plan) helps students structure their learning around their abilities, interests and ambitions. As part of the planning process, students think about their future, consider their abilities and investigate their options for careers and further education.

The student, in collaboration with the school and their parents or carers, develops the SET Plan. The plan details what, where and how a student will study during their senior phase of learning (usually Years 11 and 12). In their personalised plan, they will be able to list a variety of different learning pathways, some of which they may access outside the current formal structure of this school. This allows them to create more options and flexibility in their learning. The plan can be altered if they decide to change direction and explore different learning pathways. The plan should be completed and ready for implementation before the young person begins the Senior Phase of Learning. SET Plans are completed by the student as parts of Lifelong Learning in partnership with parents and the College. The school will encourage students to review their SET Plans and all efforts are made to ensure students achieve their intended learning outcomes (ILOs) and have the broadest range of options available to them at the end of the senior phase.

During Year 10, or in the year prior to their sixteenth birthday (whichever comes first), all young people will be registered with the Queensland Curriculum and Assessment Authority by the school. Upon registration, each young person will have a learning account opened and be issued with Learners Unique Identifier (LUI). From then on, as young people complete various units of learning and training, credits will be banked in their learning account. They can then access and monitor their account through the Queensland Curriculum and Assessment Authority website (<https://studentconnect.qcaa.qld.edu.au/>). In general their learning account will remain open until the student is awarded their Queensland Certificate of Education (QCE).

About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

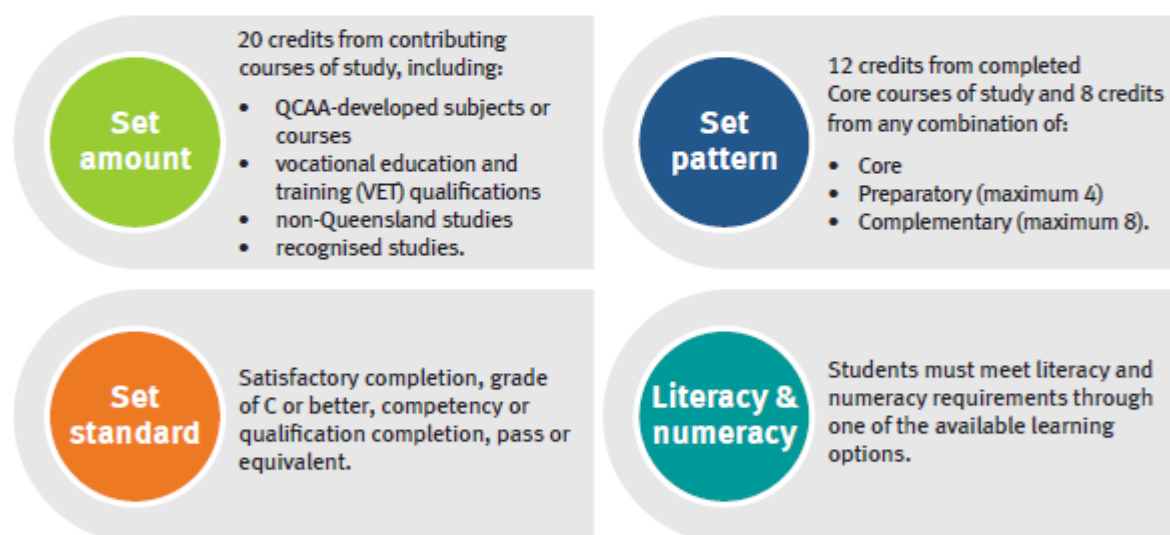
The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.



QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.



More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at www.qcaa.qld.edu.au:

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

● Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

● Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses	1
<ul style="list-style-type: none"> QCAA Short Course in Literacy QCAA Short Course in Numeracy 	
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

● Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses	1
<ul style="list-style-type: none"> QCAA Short Course in Aboriginal & Torres Strait Islander Languages QCAA Short Course in Career Education 	
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

● Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

● Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

ACHIEVING A QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of students who are on individualised learning programs. This certificate recognises the schooling achievements of students who have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors. The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers. The QCIA records the student's educational achievement in two areas:

Statement of Achievement. This provides descriptions of the student's demonstrated knowledge and skills in areas of study and learning; communication and technologies; community, citizenship and the environment; leisure and recreation; personal and living dimensions; and vocational and transition activities.

Statement of Participation. This lists activities a student has undertaken, for example, community-based learning, work placement or work experience, extra-curricular activities, community access programs or mentor programs with employers.

To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

For more information, click on this link to QCAA website – QCIA [HERE](https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qcia)
<https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qcia>

SENIOR ASSESSMENT FROM 2019

Queensland's system of senior assessment has introduced:

- new processes to strengthen the quality and comparability of school-based assessment
- an external assessment introduced in most subjects
- a move away from the Overall Position (OP) rank to an Australian Tertiary Admission Rank (ATAR).

These changes will improve the validity and reliability of subject assessments and increase in confidence in the Queensland Certificate of Education (QCE). The curriculum development and assessment processes described here are primarily for senior subjects that include an external assessment component. Subjects developed from Subject Area Syllabuses will remain a feature of senior schooling. These subjects will have an alternative assessment program and are likely to contribute differently towards tertiary entrance.

Key changes

- Students will complete a total of four assessments that count towards their final grade in each subject.
- Three school-based assessment instruments will be endorsed by QCAA before they are used in schools. Students' results in these assessments will be externally confirmed by independent teacher assessors trained and accredited by the QCAA.
- These results of internal assessment will be combined with one external assessment developed and marked by QCAA.
- The external assessment results will contribute 25% towards a student's result in most subjects. In mathematics and science subjects, it will generally contribute 50%.
- The school-based assessments will not be scaled by the results of the external assessment when calculating a student's subject result.
- The Queensland Tertiary Admissions Centre (QTAC) will calculate tertiary entrance ranks by comparing student results through a process of inter-subject scaling.

School-based assessment

Based on syllabus requirements, schools will devise three school-based assessment instruments for each senior subject. The three school-based assessment instruments will be based on the learning described in units 3 and 4 of the syllabus. The validity and reliability of these three school-based assessments will rely on two important quality assurance processes: endorsement and confirmation.

School-based assessment instruments will be endorsed by QCAA's trained expert assessors before they can be used in schools. The process of endorsement will ensure that school-based assessment instruments are comparable across schools and provide sufficient opportunities for students to demonstrate the syllabus requirements. Feedback from the endorsement process will build teachers' capacity to design quality assessment.

To maximise public confidence in the reliability of grades awarded by teachers, QCAA will independently review a representative sample of assessments in every subject in every school. QCAA will review a sample of each school's assessment instruments. The number of samples will depend on the number of students studying the subject at a school. Sampled assessments will be uploaded to QCAA's online system for confirmation. QCAA will adjudicate when there are discrepancies between the grades awarded by schools and the independent reviewers.

External assessment

While schools are implementing their three school-based assessments, they will also be preparing students for the external assessment.

External Assessment will be:

- common to all schools
- administered under the same conditions at the same time and on the same day
- marked by QCAA according to a commonly applied marking scheme.

The external assessment will not be privileged over the school-based assessment. It will be a mechanism for adding equally valuable but different evidence of achievement to a student's profile. The external assessments will be developed by a team of discipline experts, including school-based and university experts.

Ratification of subject results

After confirmation and external assessment marking have been completed.

- QCAA will determine the final result for each student.
- Subject results will be calculated by combining the schoolbased assessment marks with the external assessment.
- The final subject result will be expressed as a numerical value.
- Students will be able to access their results in their learning account.
- Subject results and other learning, such as vocational education and training qualifications will be reported during the annual certification process.
- Subject results and other learning that can contribute towards tertiary entrance will be provided to QTAC so it may be scaled to calculate ATARs for ranking purposes.

Queensland ATAR

From 2020, the Australian Tertiary Admission Rank (ATAR) will replace the Overall Position (OP) as the standard pathway to tertiary study for Queensland Year 12s.

The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students.

The ATAR will be introduced for/commence/start with students commencing Year 11 in 2019, who will graduate from the end of 2020 and seek entry to tertiary courses from 2021.

QTAC will calculate ATARs for Queensland school leavers.

The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students.

The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05.

ATARs below 30 will be reported as '30.00 or less'.

ATAR eligibility

To be eligible for an ATAR, a student must have:

- satisfactorily completed an English subject
- completed five general subjects, or four general subjects plus one applied subject or VET course at AQF certificate III or above
- accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

ATAR calculation

The ATAR will be calculated by combining a student's best five subject scaled scores. Scaled scores will be derived from a student's subject results as reported to QTAC by the Queensland Curriculum and Assessment Authority (QCAA), using a process of inter-subject scaling.

Inter-subject scaling

Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject.

If a student of a given ability studies an easier Maths subject they might get a 90/100. But if the same student studied a harder Maths subject they might only get a 70/100. However, if scaling works, they should end up with the same scaled score for inclusion in their ATAR calculation.

If subjects were not scaled, students could maximise their ATAR by studying what they believe are the easiest possible subjects to get the highest possible best five subject results to comprise their ATAR.

Inter-subject scaling will not enhance or diminish a student's performance in their subjects. The student's ranking relative to other students in their subjects does not change. Scaling simply allows for performances to be compared across all subjects, and then only for the purposes of including these in the calculation of a student's ATAR.

Students should choose subjects that:

- they enjoy
- think they will achieve well in
- are subject prerequisites for tertiary courses that they will be seeking entry to.

Vocational Education and Training (VET) and the ATAR

- Each VET qualification level (certificate III or higher) will have a single scaled score that can be included in a student's ATAR.
- For example, a Certificate III in Hospitality and a Certificate III in Laboratory Skills will each have the same scaled score; this will be regardless of the duration or area of study of the certificate III.
- It is expected that the scaled score for a completed VET diploma will be higher than that for a completed VET certificate IV, which in turn will be higher than the scaled score for a completed VET certificate III.

Access Arrangements and Reasonable Adjustments (AARA)

What is AARA?

Since the new QCE system has been introduced for students in Year 11 in 2019, the new term for 'Special Provision' is 'Access Arrangements and Reasonable Adjustments' (AARA).

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Students may also be eligible for AARA where illness and misadventure (i.e. unforeseen circumstances) or other situations may prevent them from demonstrating their learning, knowledge and skill in internal and/or external summative assessment. AARA are designed to assist these students.

Who is eligible?

Access Arrangements and Reasonable Adjustments

Students are eligible for Access Arrangements and Reasonable Adjustments if the student has a disability, impairment and/or medical conditions, or experience other circumstances creating a barrier to the completion or performance in assessment.

Illness and misadventure

Students may experience unforeseen circumstances that may be a barrier to their performance in assessment, such as a significant deterioration of an existing medical condition, or experiencing a natural disaster, accident or significant cultural obligation. These students may be eligible for illness and misadventure adjustments.

What is not covered by AARA?

Students will not be eligible for AARA on the following grounds:

- Unfamiliarity with the English language
- Teacher absence or other teacher-related difficulties
- Matters that the student could have avoided (e.g. misreading an exam timetable, misreading instructions in the exam)
- Matters of the students or parents own choosing (e.g. family holidays)

How to apply

To apply for AARA, you are required to submit relevant QCAA Confidential Medical Form and QCAA Confidential Student Statement Form to the *Head of Senior Campus* – Michelle Nisbet and/or *Curriculum Leader – Diverse Learners* – Beatrice John latest by first week of Term 4 of Year 11.

The aforementioned documents are used by the school to determine the appropriate adjustments and arrangements for all internal and external assessment.

To get a copy of the QCAA Confidential Medical Form and Student Statement Form for an AARA application please contact us.

More information at <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara>

Senior assessment and tertiary entrance in Queensland

A comparison of the current and new system

Current system	New system starting with Year 11 students in 2019
Curriculum	
<ul style="list-style-type: none"> Schools develop curriculum and assessment programs primarily from: <ul style="list-style-type: none"> Authority subjects Authority Extension subjects Authority-registered subjects Short courses Recognised studies Vocational education and training (VET) options. Students typically undertake the equivalent of six subjects. 	<ul style="list-style-type: none"> Schools will develop curriculum and assessment programs primarily from: <ul style="list-style-type: none"> General subjects Extension subjects Applied subjects Short courses Recognised studies Vocational education and training (VET) options. Students will typically undertake the equivalent of six subjects. All syllabuses will be redeveloped during 2016 and 2017.
Assessment in Years 11 and 12	
<ul style="list-style-type: none"> Subject results are based on student achievement in school-based assessments. Students undertake formative assessments in Year 11 and complete 5-7 summative assessments in Year 12. Assessment programs are developed by schools for each subject. These programs are approved by the QCAA. Schools set the assessment, and grade the student work, in line with approved work programs. QCAA's system of external moderation includes processes for monitoring of standards of assessment and verifying proposed levels of achievement of students before certification of results. 	<ul style="list-style-type: none"> Students will undertake formative assessments in Units 1 and 2 (typically Year 11). Subject results will be based on student achievement in four summative assessments — three school-based assessments and one external assessment that is set and marked by the QCAA. For most subjects, the school-based assessment will contribute 75% to the final subject result, except in mathematics and science subjects, where it will generally contribute 50% to the final result. Subject-based external assessment will be introduced in most subjects but it will not be used to scale a student's school-based assessment result. Instead, the external assessment result will be added to the school-based assessment result to arrive at a final subject result. School-based assessment instruments will be endorsed by the QCAA before they can be used for summative purposes in schools. QCAA will confirm the grades awarded by schools by reviewing a selected sample of student work for every subject in every school. QCAA will establish a network of trained assessors to ensure the quality and rigour of assessments and students' results.

YEAR 10 COURSE PLANNING GUIDE - 2020

QCS Test	
<ul style="list-style-type: none"> All OP-eligible students sit the Queensland Core Skills (QCS) Test in Year 12. Group results from the QCS Test are used in the calculation of OPs. 	<ul style="list-style-type: none"> The QCS Test will no longer exist. The final QCS Test will be delivered in 2019.
Senior Statement and QCE	
<ul style="list-style-type: none"> All students who complete Year 12 receive a transcript of their results — a Senior Statement. Eligible students also receive a Queensland Certificate of Education (QCE). Students are provided with a level of achievement from Very High Achievement to Very Limited Achievement. 	<ul style="list-style-type: none"> All students who complete Year 12 will receive a transcript of their results — a Senior Statement. Eligible students will also receive a QCE. Students will be provided with an overall numerical score and a level of achievement (A-E) for each General subject. Applied subjects will be reported using a level of achievement only.
Tertiary Entrance Statements and OPs	
<ul style="list-style-type: none"> OP-eligible students receive a Tertiary Entrance Statement in addition to their Senior Statement and QCE. This shows their OP and Field Positions (FPs). The OP is a rank from 1 to 25, calculated by the QCAA. The calculation of OPs and FPs uses students' achievements in 20 semester units of Authority subjects (the equivalent of five subjects), including at least three subjects for four semesters, each scaled against group results in the Queensland Core Skills (QCS) Test. 	<ul style="list-style-type: none"> Tertiary Entrance Statements will no longer be issued by the QCAA. The Australian Tertiary Admission Rank (ATAR) will replace the OP. An ATAR is a number between 0.00 and 99.95 in increments of 0.05. It will be derived from achievement across a broad range of learning achievements using a process of inter-subject scaling. An ATAR will be calculated from an eligible student's best five subject results, one of which may be an Applied subject that does not include an external assessment or a competency-based vocational education and training certificate at a level III or above. Students must satisfactorily complete a QCAA English subject (C or better) to be eligible for an ATAR. However, a student's result in English will only contribute to their ATAR if it is one of their five best subject results. The Queensland Tertiary Admissions Centre (QTAC) will use a process of inter-subject scaling to calculate ATARs from students' results.
Tertiary entrance and QTAC	
<ul style="list-style-type: none"> The QCAA is responsible for tertiary entrance, including the calculation of OPs. QTAC manages entrance to most tertiary institutions in Queensland. For OP-eligible students, the OP is used for tertiary entrance in Queensland. For OP-ineligible students, QTAC calculates a tertiary selection rank using schedules that consider results in the best 20 semester units of Authority, Authority-registered subjects and/or VET modules recorded on the Senior Statement. 	<ul style="list-style-type: none"> QTAC will be responsible for tertiary entrance in Queensland. The ATAR, calculated by QTAC, will be the primary mechanism used for school leavers seeking entrance to tertiary study in Queensland. QTAC will no longer operate schedules for ranking students who are ineligible for an ATAR.

PLANNING AN ELECTIVE PROGRAM

As a College, we are focused on supporting our students to achieving the very best outcomes from their schooling; outcomes that will allow them to enjoy their schooling and be successful in moving into the next stage of their lives and career pathway. The opportunity to engage in learning about career options and develop personal capabilities is part of the College commitment to Lifelong Learning.

We believe it is essential that students are supported in making decisions about subject choices and career pathways through a process of consultation and education. It is important that the conversations and decision making process builds upon the powerful partnerships between school, parents and students.

The following information is to assist parents and students to make appropriate decisions while choosing elective subject.

All subjects, content and activities throughout the Middle School and Year 10 are organised into **Key Learning Areas or KLAS**.

There are nine (9) Key Learning Areas offered at Prince of Peace Lutheran College.

These are:

- Christian Studies
- English
- Science
- Mathematics
- History/Geography (Humanities)
- Languages other than English (Indonesian)
- Health and Physical Education
- The Arts
- Technology

Study in some of these Key Learning Areas is **Compulsory**, some are offered as **Electives** only, whilst still others are divided across the Compulsory and Elective programs.

COMPULSORY SUBJECTS IN YEAR 10

- Short Course – Career Education
- Christian Studies (2 terms)
- Health & Physical Education (2 terms)
- English (2 semesters)
- Mathematics - Core or Extension (2 semesters)
- Science (2 semester)

SUBJECTS IN ELECTIVE KEY LEARNING AREAS

In the Elective program, a number of the Key Learning Areas offer specific elective subjects. Students six (6) elective subjects. Each elective subject is allocated 7 lessons per cycle.

- **The Arts**
 - Drama
 - Music
 - Visual Arts
- **Languages other than English (LOTE)**
 - Indonesian
- **Health and Physical Education (HPE)**
 - Physical Education
- **Humanities and Social Sciences**
 - Geography

- Ancient History
- Modern History
- **Business**
 - Business
 - Accounting
 - Legal Studies
- **Science**
 - Biology
 - Chemistry
 - Physics
- **Technology**
 - Digital Technologies
 - Engineering Technologies
 - Industrial Technology & Design
 - Food Technology

MAKING SUBJECT CHOICES

- Students are to choose eight (8) electives in **order of preference**.
- Students will study six (6) electives in Year 10 for a semester each.
- In general, elective choices made at this stage will not affect prerequisites for later courses or potential future careers.
- The final timetable will seek to maximize student choices; however, some subjects will be conditional on student demand and college administrative factors.
- Students and parents will be notified by the College in this instance.

DO CHOOSE SUBJECTS

- you believe you will **enjoy**
- in which you expect to **do well**
- which will assist you in your further study
- which give you skills, knowledge and attitudes useful to you in life
- match your interests

DON'T CHOOSE SUBJECTS

Because:

- another person says they are good or bad
- your friends are, or are not taking them
- you like or dislike a teacher
- you think it is only for boys or only for girls.

CHANGING SUBJECTS

- Select subjects carefully – they must be studied for a semester to accurately experience the subject.
- Occasionally, it may be necessary to adjust a student's academic program.
- There is often very limited choice when changing subjects. Not all subjects will be available.
- Each request for a subject change is considered carefully and is in consultation with the Home Class Teacher and Careers Counsellor and is subject to approval by the Head of Senior Schooling Development.

DEADLINES

- Subject selection preferences due to Reception by Friday 9 August 2019

Senior School Subjects – Year 10 to 12

Year 10	Potential Subjects Year 11 & 12: 2020 onwards
The Arts <ul style="list-style-type: none"> - Drama - Music - Visual Art 	The Arts <ul style="list-style-type: none"> - Drama - Music - Visual Arts
Business <ul style="list-style-type: none"> - Accounting - Business - Legal Studies 	Business <ul style="list-style-type: none"> - Accounting - Business - Legal Studies
Humanities and Social Science <ul style="list-style-type: none"> - Geography - Ancient History - Modern History 	Humanities and Social Science <ul style="list-style-type: none"> - Geography - Ancient History - Modern History - Social & Community Studies (Applied) - Tourism
Languages <ul style="list-style-type: none"> - Indonesian 	Languages <ul style="list-style-type: none"> - Indonesian
Sciences <ul style="list-style-type: none"> - Biology - Chemistry - Physics 	Sciences <ul style="list-style-type: none"> - Biology* - Chemistry* - Physics*
Technology <ul style="list-style-type: none"> - Engineering Technologies - Industrial Technology & Design - Digital Technologies - Food Technology 	Technology <ul style="list-style-type: none"> - Engineering - Industrial Technology Skills (Applied) - Design - Digital Solutions - Hospitality Practices (Applied)
English <ul style="list-style-type: none"> - English 	English <ul style="list-style-type: none"> - English - Essential English (Applied)
Maths <ul style="list-style-type: none"> - Maths - Maths Extension 	Maths <ul style="list-style-type: none"> - General Mathematics (Maths A)* - Mathematical Methods (Maths B)* - Specialist Mathematics (Maths C)* - Essential Mathematics (Applied)
HPE <ul style="list-style-type: none"> - Health and Physical Education - Physical Education 	HPE <ul style="list-style-type: none"> - Physical Education - Sport & Recreation (Applied)

* Year 11 and 12 subjects marked with * are 50% external examinations.

YEAR 11 SUBJECT SELECTION PREREQUISITES 2020	
Year 10 Subject Result	Subject Selection Outcome
D or worse in any three subjects Semester 1 Report	= An interview with Head of Campus if you wish to pursue an ATAR (prior to SET Plan interviews)
Year 11 Subjects	Year 10 Grade/Subjects Prerequisites
Accounting	At least C standard in English and Mathematics
Ancient History	At least C standard in English
Biology	At least C or higher in Year 10 Core Science At least B or higher in Year 10 General Mathematics At least C or higher in Year 10 Mathematical Methods
Business	At least a C standard in English
Chemistry	At least C or higher in Year 10 Core Science At least B or higher in Year 10 General Mathematics At least C or higher in Year 10 Mathematical Methods
Design	At least C or higher in English At least C or higher in prior Technology subject
Digital Solutions	At least C or higher in prior Information Technology subject At least C or higher in Year 10 Mathematics subject
Drama	At least a C standard in English Studied Drama in either Year 8, 9 or 10.
Engineering	At least C or higher in Year 10 Core Science At least B or higher in Year 10 General Mathematics At least C or higher in Year 10 Mathematical Methods
General English	At least a C standard in 10 English
General Mathematics	At least C standard in 10 General Mathematics
Geography	At least C standard in English and Mathematics
Legal Studies	At least a C standard in English
Mathematics Methods	At least C standard in 10 Mathematical Methods. No entry to 11 Mathematical Methods from 10 General Mathematics (students must attempt 10MM in Semester 2, 2019 if they want 11MM in 2020)
Modern History	At least C standard in 10 English. At least C standard in English
Music	Year 10 classroom music and preferably also Year 9 classroom music. In addition Grade 4 AMEB or equivalent standard on an instrument (or voice) which is being actively learnt outside of the classroom.
Physical Education	At least C standard in 10 Physical Education or 10 Health and Physical Education At least C standard in English
Physics	At least C or higher in Year 10 Core Science At least B or higher in Year 10 General Mathematics At least C or higher in Year 10 Mathematical Methods
Specialist Mathematics	At least a B standard in 10 Mathematical Methods and studying selecting 11Mathematical Methods concurrently. At least a C standard in 10 English.
Visual Art	At least a C standard in English / studied Visual Art in either Grade 8, 9 or 10.

Opportunity to revise subject selections:

- End of Term 4 Year 10 (Semester 2 Report) **Appeal** for subject alteration applies if you have now met prerequisites.
- End of Term 4 Year 10 (Semester 2 Report) **Revise** subject selection if have failed to meet the prerequisites.

CAREER DEVELOPMENT

THE SET PLAN

Pathway planning: Information for parents and carers

In Year 10, most schools work with students to develop a senior education and training (SET) plan. Your involvement in helping your child make important decisions about their future education, training and employment is vital to the success of this plan.

What's a SET plan?

A SET plan is a confidential document that a student develops, in consultation with their parents/carers and their school, to map their learning and career pathways.

What's the purpose of a SET plan?

The purpose of a SET plan is to help students:

- set and achieve their learning goals in Years 11 and 12
- include flexible and coordinated pathway options in their course of senior study
- think about their education, training and career options after Year 12 and make decisions about their learning pathways
- structure their learning around their abilities, interests and ambitions
- communicate with their parents, teachers and career guidance officers about their learning pathways and post-school plans.

In their SET plan, students will be able to list a variety of different learning pathways, some of which may be accessed outside the current formal structure of school. This provides more options and flexibility in learning.

What's involved in developing a SET plan?

Each school has its own SET planning process. Your child's school will explain their process to you. Once your child's SET plan has been developed, you, your child and the other people involved in developing the plan should sign and date the plan to show agreement.

What happens next?

You are encouraged to stay involved in the SET planning process so you can support your child through their learning.

Students are recommended to review their SET Plan regularly to make sure their subjects and learning are right for them, and that they can maintain a pathway to the courses and career they want after Year 12.

If students want to change their subjects or courses, it is important that they discuss this with their school or other learning provider.

CAREER DEVELOPMENT - Short Course in Career Education

Required Prior Learning: N/A

The Short Course in Career Education focuses on the development of knowledge, processes, skills, attributes and attitudes that will assist students to make informed decisions about their options to enable effective participation in their future study, working life and career. Career Education encompasses career development and career management strategies that help students plan for and shape their future, providing them with the essential knowledge, understanding and skills for participation in the rapidly changing world of work.

The course helps students plan for and shape their future in the rapidly changing world of work and is part of the lifelong process of managing life, learning and work. Career development is an ongoing process of interaction between an individual and the environment that surrounds them. As the nature of work changes and students face different challenges and opportunities from those of the past, career development aims to assist individuals to develop the skills and knowledge to effectively manage their careers.

The Short Course in Career Education focuses on the knowledge, processes and skills that students in the senior phase of learning, i.e. Years 10, 11 and 12, need in order to develop effective career development and management practices. Students come to understand what they need to adapt to multiple transitions in work and life, and use opportunities to transfer their developing abilities to a range of work-related and career contexts and activities.

ASSESSMENT

Students will complete two summative internal assessments that count towards their overall subject result. Schools develop these assessments based on the learning described in the syllabus.

- Spoken/signed presentation — workplace interview or survey
- Student learning journal

Frequently Asked Questions

What about Career Development in Year 11 and 12? There will be no more formal education in Career Development but students will have access to the Careers Counsellor for further advice on subject selection and whatever path they choose to follow after school.

THE ARTS

DRAMA

Required Prior Learning: Although no prior learning or previous study in the subject area is required, knowledge and understanding of the Elements of Drama and Conventions of Performance is beneficial. It is preferable for students intending to study Drama in Years 11 and 12 to have studied Drama in either Year 9 or Year 10.

Why do this subject?

Findings from the European DICE project (2010) show that students who participate in Drama education compared with non-participatory counterparts:

- Feel more confident in communication.
- Are more likely to feel that they are creative.
- Like going to school more and enjoy school activities
- Are better at coping with stress
- Show more dedication towards their future and have more plans
- Spend more time doing practical activities in general, not just in the arts.

Drama provides a learning environment both as an art form and as an aesthetic way of knowing that integrates oral, kinaesthetic, visual and aural dimensions. The collaborative nature of drama as an art form provides students with opportunities to learn and to manage the interpersonal and intrapersonal skills required to work effectively, both individually and in groups.

What you will study?

Drama at Prince of Peace in Year 10 is studied for one semester and is highly contextual and connected. Students study dramatic languages with a focus on building skills for Senior Drama. The two units studied are:

Empower - Documentary Drama

Drama created for a specific community audience to empower, challenge and reflect.

Empathise - Storytelling

Drama created to inspire and tell the story of people – their lives, their ideas and their dreams.

Workload/Assessment

Students explore and use aspects of dramatic languages within the general objectives of Creating, Presenting, Reflecting and Responding. Year 10 will consist of two projects divided into smaller tasks:

1. Practice-Led Project - This task is split into three components: a response to live theatre (Part A); A devised concept for a performance (Part B); and a performance (Part C)
The Practice-Led Project is aimed at mirroring The Internal Assessment 3 of the Year 11/12 Course.
2. Devised Concept
The Devised Concept is aimed at mirroring The Internal Assessment 2 of the Year 11/12 Course.

Frequently Asked Questions

Will I need to perform in public?

Yes. Presenting requires planned, rehearsed and polished performance for an audience. Not all assessment tasks will be marked in front of an audience; however it is expected that senior drama students will perform in front of a variety of audiences.

Is there any written theory?

The new ATAR Australian Curriculum Year 11 & 12 course is increasingly theoretical. It requires students to analyse theatre in an essay and for students to justify their choices when creating dramatic texts. Therefore, the year 10 course also has many writing components in order to prepare students for this. Year 10 students will find that Drama has less 'games' and 'play' than in previous years.

THE ARTS

Music

Required Prior Learning: Year 9 Music or Grade 2 Theory AMEB

Why do Music?

The Year 10 music course of study exposes students to music in a variety of contexts and allows the freedom for young musicians to express themselves through the medium of composition and performance. Music in Year 10 is an extension of work completed in Year 9. With accumulated knowledge students have greater flexibility to demonstrate their skills and extend their musical ability.

What you will study?

Unit 1- Chords That Could.

This unit will break Music down into its different elements, learning about each element by performing, analysing and listening to music. Students study early Rock n' Roll songs from the evolution of Jazz into Rock in the 1950's, and then follow the evolution of songs only using chords I, IV and V into those which incorporated chord VI into the Ice-Cream chord progression. A composition using these 4 chords is composed and a Musicology exam is completed.

Unit 2- Integrated Project

Students are exposed to this very important assessment task which is required for completion in the Senior Syllabus. Students choose any piece of music and perform it. They also produce a musicology analysis of this piece which they present to the class in a multi modal presentation.

Work Load/Assessment

Students are required to complete assessment in the areas of *performance*, *composition* and *written assessment*. In many cases, the written assessment may accompany a composition or be a response to stimulus shown in class time. Some time will be allocated during class to complete these assessment items, however, students will also be required to work on assessment in their own time. Students are encouraged to make use of the music classroom, practice rooms and computers (if required) before/after school and during lunch breaks.

Frequently Asked Questions

Can I take Year 10 music if I did not do music in Year 9?

Students may experience difficulty with this unit of study had they not completed the Year 9 course. Outside school musical experiences such as private lesson tuition or theory exams may help students who have not studied music in Year 9 to feel more comfortable with this course of study. If you are unsure, please contact the Music teacher for further advice.

Do I need to perform in front of an audience?

Yes. Students will be asked to perform formally and informally in front of large and small audiences throughout their course of study. Students will be exposed to as many different performance scenarios as possible to prepare them for real world situations.

Will I need to write assignments?

As an assessment requirement, students will need to express their content knowledge and understanding of musical terminology in written word. This may take the form of an assignment, series of diary entries, oral presentation or response to a stimulus. Students will be assessed on their ability to write in a specific genre, understanding of the English language, their correct use of music terminology and references to the unit of study.

THE ARTS

Visual Art

Creativity is God's will for us and should be practiced like any other spiritual practice - one day at a time. Julia Cameron

Required Prior Learning: There are no prerequisites for Year 10 Visual Art, however, study of the subject in Year 9 is an obvious advantage. Students should have some awareness of the elements and principles of art. It is also preferable for students intending to study art as a senior (Years 11 and 12) to have studied art in Year 10.

Why do Visual Art?

Visual Art uses the right side of the brain; and as such engages students in higher levels of thought such as analysing, creativity, evaluation, and extrapolation; and as a consequence teaches students to broaden their thinking in all subjects. Visual Art is also an opportunity to explore and become more aware of oneself as a person and is, of course, a lot of fun!

Creative Industries are currently viewed internationally as essential to growth in a modern economy. With the rapid growth of Creative Industries in Australia's economy, creative thinking is a sought after skill in today's workforce. Numerous arts related career opportunities include fields such as Interior, Graphic, Industrial, Fashion, Entertainment and Digital Design; Art Education; Photography; Architecture; Fine Arts and Crafts; Arts Administration; Art Museums and Galleries. Even if students are not working towards an arts related career, maintaining creativity is good way to maintain a balanced life. Creativity is a Spiritual practice, necessary for wholeness and personal well-being.

What will you study?

The emphasis in Year 10 Visual Art is to familiarise students with a wide variety of media and techniques, including 2D, 3D and digital technologies, but with a greater emphasis in developing students' own expression and personal aesthetic. This independence in process is a vital component of senior studies in Art.

In their first term, students will consider representations of power across cultural and historical contexts in Visual Art. The main focus will be the power of images to promote change. Students study photography, street art and war artists, with students working towards large scale 2D artworks that aim to empower that which is characteristically meek or submissive through choice of media, technique, symbolism and subject matter.

In second term, students use their knowledge and skills to create a skatedeck design that communicates meaning to an audience.

Work Load/Assessment

It is expected that in Year 10, students will commit a minimum of one hour per week outside of class time to their visual art course.

All visual art students are required to keep a Visual Art Journal which includes class exercises; theory; documentation of processes and study of artists. Visual Art Journals provide insight into how students research, develop and resolve ideas and artworks. They are an essential part of any making assessment task. Assessment in Year 10 will generally be comprised of the following tasks:

- An extended writing task involving research and analysis of artists relevant to current study.
- A portfolio of work.
- Two major artworks

Frequently Asked Questions

Do I have to be 'good at art' to succeed in Visual Art?

All people are creative and therefore have the potential to do well in Visual Art. Criteria for assessment are overwhelmingly looking at the **process** in preference to **product**, and emphasis is on the student developing their own style of expression.

I don't know much about drawing or painting; can I still do Visual Art?

These are skills that can be taught and therefore learned. Skills are reinforced at every year level and regardless of entry level, skills can be developed with practice.

I'm not very good at making things look real, but I enjoy art, should I take it as a subject?

Of course: making things look realistic is rarely the point of making art and enjoyment is always a good reason to take a subject.

BUSINESS LEARNING AREA

ACCOUNTING

Required Prior Learning: N/A

Why do this subject?

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses and individuals. It is foundational to all organisations across all industries, and assists in discharging accountability and financial control. Digital technologies are integral to accounting, enabling real-time access to vital financial information.

The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students.

What you will study?

The course is divided into two units – Introduction to Accounting and Analysis of ASX Share Performance

- employ accounting principles to analyse and process transactions to prepare simple financial reports
- analyse the financial performance of companies on the Australian Stock Exchange and provide reasons for their results as well as future recommendations

Work Load/Assessment

Class work will be a mix of practical and theory.

There are two assessments for the course, Assessment of student knowledge will involve an in-class examination and research report.

Pathways

Accounting is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce. As the universal language of business (Helliard 2013), Accounting provides students with a variety of future opportunities, enabling a competitive advantage in entrepreneurship and business management in many types of industries, both locally and internationally.

BUSINESS LEARNING AREA

BUSINESS

Required Prior Learning: N/A

Why do this subject?

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic and real-life practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

What you will study?

In this introductory course, students learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students will analyse what makes existing businesses work and what factors ensure success.

Work Load/Assessment

Class work has a theory focus to understand the concepts of business management. Group work will be required to develop ideas for a small business venture.

Students will be assessed by developing a feasibility report and presenting this with intention of starting a small business. A written exam will test their knowledge, understanding and application of concepts and theories. An individual assignment will be completed, which will outline a new product or service.

Pathways

The study of Business provides opportunities for students to pursue entrepreneurial pathways and a wide range of careers in the public, private and not-for-profit sectors. A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

BUSINESS LEARNING AREA

LEGAL STUDIES

Why do this subject?

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system, and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies encourages students to question, explore and discuss tensions between changing social values and the justice system with the aim of facilitating equitable outcomes for key stakeholders.

What you will study?

During the course of this Introductory Unit students are introduced to the Australian legal system, the sources of law, and the roles of parliament and the courts. The unit focuses on legal principles and criteria, for example just and equitable outcomes. Students will consider how criminal law attempts to safeguard individuals' right to freedom and balance this with society's need for order. They examine the consequences of alleged criminal behaviour in terms of trial processes, punishment and sentences, making legally justified recommendations for improvement.

Work Load/Assessment

Class work has a theory focus – research and report writing are paramount to achieving in this subject.

Students will be assessed through a combination response test and major investigative research assignment.

Pathways

Legal Studies is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes Legal Studies students gain are transferable to all discipline areas and post-schooling tertiary pathways, as well as ensuring that all students are well-informed citizens. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

ENGLISH

Required Prior Learning: N/A

Why do this subject?

The focus of English is the study of language and texts. Year 10 English allows students to be Text Users and Producers. As Text Users, students focus on making meaning through listening, reading and viewing texts. As Text Producers they learn to convey meaning through speaking, writing and designing. Through this process, students develop their understanding of English and how to use it appropriately, accurately and effectively for a variety of purposes and different audiences.

Year 10 English requires students to understand and use genre patterns appropriately, select and sequence subject matter and interpret and manipulate roles and relationships with the audience for a variety of contexts. Students also need to use and control a range of textual features, (cohesive devices, spelling, range of vocabulary, verbal and non-verbal features). In studying the texts of others, students will develop their higher order thinking skills through analysis and evaluation. They will analyse opinions and perspectives; ideas and images; representations of identities, issues, times & places and language in texts and how they contribute to the meaning of a text. Students will also use these to create meaning themselves through texts.

What you will study?

There will be a range and balance in the texts that students read, view and listen to. Texts will encompass traditional and contemporary works and will include:

- Novels and poetry
- scripted drama and film
- reflective texts such as biographies, autobiographies and journals
- popular culture, media and multimodal works
- spoken and written everyday texts of work, family and community life.
- Indigenous and non-indigenous texts

Workload/Assessment

Students learn by working with language and texts. Learning experiences in English are designed to cater for the diverse range of learning styles, interests and abilities of students. Assessment in Year 10 English is evaluated in two modes and is designed to help students to demonstrate the Australian Curriculum achievement standard for Year 10.

The modes are:

- Receptive
- Productive

Assessment tasks mirror General English (Yr 11 and 12) requirements:

- 4 assessment pieces
- 3 written, 1 spoken
- 1 pre-seen, supervised, imaginative assessment
- 1 un-seen, analytical exam

HUMANITIES AND SOCIAL SCIENCE - GEOGRAPHY

Required Prior Learning: Year 7-9 Geography (which is compulsory)

Why do this subject?

Geography is a subject that involves far more than maps, bringing together the natural and social sciences in a holistic approach to help students better understand the important challenges facing the world. Geographically informed citizens can observe, measure and describe places on the surface of the Earth, analyse and provide explanations for the complex interactions of human and physical phenomena, and make informed judgments to improve their community, region, nation and the world. Geographers develop and design plans that can enhance the spatial arrangements or management of places in socially just, democratic and peaceful ways.

Geography students investigate how different people interact with environments differently, in different places at different times. They explore the opportunities, challenges and constraints of current issues that are facing our society or elsewhere in the world. Geography students learn to think globally and act locally.

Studying Geography in Year 10 should contribute to:

- the development of active and informed citizens
- civic knowledge, including the role of government and policy in dealing with contemporary geographical issues
- an understanding and appreciation of the geographies of human wellbeing, environmental change and management.

What you will study?

The Year 10 Geography course is divided into two distinct units: Human wellbeing and environmental change and management.

Environmental change and management – this unit focuses on investigating environmental geography through an in-depth study of an environment that is under stress in the developing world. Key areas of study will be the support all life, the major challenges to environments and their future sustainability. Focus will also be placed on world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Strategies and innovation will be investigated as to how best approach and deal with environmental issues.

Geographies of human wellbeing – this unit focuses on investigating global, national and local differences in human wellbeing between places. Wellbeing will be measured for difference places and the global differences between nations will be identified. Data analysis is key to this unit of work. There will be significant focus on proposals and strategies that are currently being utilised to address the disparities in global human wellbeing Focus will be on the nations in Sub-Saharan Africa and Asia.

Work Load/Assessment

During the course of the study, students will learn about the health, wellbeing and the state of the world's environment relying on primary and secondary data. Students will be required to complete formative class tasks based on stimulus materials. Assessment will comprise a combination examination (exam conditions) and a report.

Frequently Asked Questions

Why do Geography? Those who study geography are better prepared to understand topics impacting our planet such as climate change, global warming, desertification, El Nino, water resource issues, among others. Geography is more about looking at the impact of issues on people in different places than studying maps.

HUMANITIES AND SOCIAL SCIENCE – MODERN HISTORY

Required Prior Learning: Year 7–9 History (which is compulsory)

Why do this subject?

History is the study of the past. It is also a study of people, societies, cultures, events and ideas, and their interrelationships. The broad purposes of history learning in Year 10 are to: prepare students for studying senior history subjects, other social and environmental studies, the senior phase of learning generally; and provide students with a platform of socially valued knowledge, capabilities and dispositions regardless of students' future pathways.

History learning in Year 10 allows students to enquire into more specialised historical topics based on the "big ideas" of history. It places student inquiry at the centre of the learning used to investigate these topics and makes students aware that they can create their own views and make their own decisions about people, societies, cultures, events and ideas.

Learners in Year 10 particularly look for relevance, engagement and future application in their studies. History, when structured around inquiry learning, can offer this to students beginning their senior phase of learning.

What you will study?

The Year 10 History Course is titled 'The modern world and Australia' and is particularly focused on the 20th century. It is comprised of two main units:

- WWII Unit – Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement. Students will examine significant events of World War II, including the Holocaust and use of the atomic bomb. Focus is also placed on experiences of Australians during World War II (such as Prisoners of War (POWs), the Bombing of Darwin, Kokoda, the Fall of Singapore)
- Migration experiences Unit – Term two will focus on the waves of post-World War II migration to Australia, including the influence of significant world events including the Vietnam War. Students will also explore the impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy and 'Populate or Perish.'

Work Load/Assessment

During the course of the study, students will learn how to use, common historical terms for dealing with chronology and time-related historical concepts and continuing to acquire a sound grasp of the sequence of events. Focus is placed on asking and exploring inquiry questions in detail, finding relevant and comprehensive answers and providing sound explanations and conclusions for historical events. It is important for students to use a wide range of different forms of evidence in providing explanations and making judgements.

Assessment will comprise of a Response to Stimulus exam and a Historical Essay based on research.

Frequently Asked Questions

Where to from here?

Logically, the study of history in Year 10 assists students who are interested in studying Modern or Ancient History in Senior classes – it assists in developing skills needed for future studies in these areas.

HUMANITIES AND SOCIAL SCIENCE – ANCIENT HISTORY

Required Prior Learning: Year 7–9 History (which is compulsory)

Why do this subject?

Ancient History is a new elective for 2020 and is specifically for students who enjoy studying ancient civilisations and the personalities of the past who left a lasting legacy. A course of study in Ancient History empowers students with multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

What you will study?

The Year 10 Ancient History Course is comprised of two units:

- Digging up the Past Unit – In Unit 1, students investigate how the ancient past has been represented. Students explore the remaining sources and how they have been interpreted. Students focus on issues relevant to the investigation of the Ancient World in order to develop the skills of historiography. They study issues related to evidence, including authentication, preservation, ownership and/or display of material from the Ancient World. In this unit, students also study a range of archaeological techniques and issues using various archaeological sites as case studies.
- Reconstructing the Ancient World Unit – The goal of Unit 2 is for students to investigate significant historical periods through an analysis of relevant archaeological and written sources. Students examine how these sources have been used to construct an understanding of relevant social, political, religious and economic institutions and practices, key events and individuals of a historical period. This unit allows for greater focus on historiography and challenges associated with an interrogation of evidence. The depth study associated with this unit is **Pompeii and Herculaneum**.

Work Load/Assessment

During the course of the study, students will learn how to use, common historical terms for dealing with chronology and time-related historical concepts and continuing to acquire a sound grasp of the sequence of events. Focus is placed on asking and exploring inquiry questions in detail, finding relevant and comprehensive answers and providing sound explanations and conclusions for historical events. It is important for students to use a wide range of different forms of evidence in providing explanations and making judgements.

Assessment will comprise of a Response to Stimulus exam and a Historical Essay based on research.

Frequently Asked Questions

Are there long-term benefits in studying Ancient History?

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research. The skills developed in Ancient History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

LANGUAGES OTHER THAN ENGLISH (LOTE)

INDONESIAN

Required Prior Learning: Indonesian Year 9

Why do this subject?

Australia's engagement with Asia provides a context for all learning, and highlights the capacity for all students to be active and informed citizens building global communities. Research suggests that: "The knowledge of more than one language gives a person an edge in judgement and competence, by allowing them to see the world from a different perspective (Wesley,2009)."

Learning a language provides opportunities to communicate sensitively and successfully with non-English speaking people; increases career and travel opportunities and aids in the development of literacy skills, critical thinking, reasoning, conceptualising, and problem solving. Knowledge of the Indonesian language and an understanding of its culture is a twenty first century skill for Australian students as they prepare to live and work in a global society, alongside their nearest Asian neighbours. As Southeast Asia becomes an increasingly more powerful region in world affairs, Indonesia will naturally take a leading role in the region. Australia, and Australians with Asian literacy are well placed to interact in purposeful and positive ways to help our two nations forge a peaceful and stable region where economic, political and social co-operation will need to take place at a higher level.

Students with Indonesian can combine to form very marketable skills to potential employers and provide an edge in the job search process, for instance Law/Indonesian, Accounting/Indonesian, Medicine & Health/Indonesian, Community Development/Indonesian, Engineering (all kinds)/Indonesian, Linguistics/Indonesian, Public Policy/Indonesian, Education/Indonesian.

What you will study?

Students undertake the Indonesian course via various themes, and it is through these contexts that associated genres, grammar and language functions are studied. Students are exposed to these themes through a number of different mediums including spoken conversation, textbooks, online resources and media. Students will be exposed to a variety of complex text types ranging from spoken conversation and formal speeches, to magazine articles and essays.

Topics of study may include (Depending on amount of semesters being studied):

- PENDAHULUAN (Introduction unit)
- PERSAHABATAN (Relationships)
- HIBURAN & MEDIA MASSA (Entertainment & Mass Media)
- UPACARA & PERAYAAN (Festivals & Celebrations)
- LINGKUNGAN & KESEHATAN (Health & Environment)

Work Load/Assessment

- To achieve communicative competence and fluency in a language requires constant daily revision and practice. Additional exposure may be sought through practice with other students outside of class time, listening and reading Indonesian media online or through correspondence with the College's sister school via blogs & skype. Students are also encouraged to participate in College trips to Indonesia and speech competitions. There are mentoring opportunities also for personal development in helping year 7 and 8 students through an extension group.

Students will be assessed on four macroskills including Listening, Speaking, Reading and Writing. Assessment is undertaken only under examination conditions, is equally weighted and skills are generally assessed once per semester. There is also the opportunity for Year 10 students to complete a *Personal Project*, which offers students the opportunity to combine two skills in the completion of a process task requiring original research. This is designed to extend students in an area of their passion using Bahasa Indonesia as the medium for communication and understanding. You will need to speak directly to the Curriculum Leader for further details.

HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION

Required Prior Learning: Year 7, 8 and 10 Health and Physical Education (core subject). It is preferable for students intending to study Physical Education in Years 11 and 12 to have studied Physical Education Elective in Year 10.

Why do this subject?

Physical Education supports the curriculum's vision for our young people of enabling students to become confident, connected, actively involved, lifelong learners.

Physical Education helps students to develop the skills, knowledge, and competencies to live healthy and physically active lives at school and for the rest of their lives by:

- Learning in a physical environment
- Promoting active lifestyles
- Engaging and energising students (providing authentic contexts in which to learn)
- Building movement competence and confidence
- Developing teamwork, leadership, and interpersonal skills
- Exploring and developing decision-making and risk management
- Triggering thinking and action to create change
- Developing understanding about the social and cultural significance of movement
- Creating learning pathways

This course is highly recommended for keen Physical Education students wishing to select Physical Education studies in Senior School with career goals such as Physical Education teacher, Personal Trainer, Sports Scientist, Exercise Physiologist and Strength and Conditioning Coaches. Students who achieve to a high standard will be ideally prepared for Physical Education Studies in Senior School.

What you will study?

The course will cover topics such as the fundamentals of how the body responds to physical activity (exercise physiology), how the mind plays an important role in playing sport (sports psychology) and how our sporting involvement is influenced by the people and facilities which surround us (sports sociology). In addition, practical components will include Volleyball, Sports Aerobics, Touch Football and Netball.

Workload/Assessment

Students explore and use aspects of Physical Education content within the three criteria of Acquire, Apply and Evaluate in both physical and theoretical contexts.

Assessment is made in:

1. Mastery of physical performance in four sports
2. Two theory assessments which are either written, multi modal or exam based.

Frequently Asked Questions

What is the balance between practical and theory work?

Although the subject is physically based, the theory component of the subject is extremely demanding and academically rigorous. Students must use their knowledge and performance of the sports units in their written assessment to help justify and evaluate their work. Although theory and practical lessons are evenly distributed in the timetable, the assessment items for the theory will contribute a higher percentage to students' overall marks.

MATHEMATICS SUBJECT GUIDE

Required Prior Learning: No pre-requisite

Why do this subject?

Mathematics is a unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty. Mathematics helps people make meaning of their life experiences through the use of universally accepted patterns and, at the same time, to apply these patterns to interpret new situations in the real world.

Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics pervades so many aspects of daily life that a sound knowledge is essential for informed citizenship. Through enhanced understanding of mathematics, people can become better informed economically, socially and politically in an increasingly mathematically oriented society.

What you will study?

Mathematics and Numeracy

Mathematics across all years of schooling focuses on students' development of knowledge and ways of working in a range of situations from real life to the purely mathematical. This has an important role in the development of young people's numeracy.

Numeracy refers to the confident use of mathematical knowledge and problem-solving skills not only in the mathematics classroom, but across the school curriculum and in everyday life, work or further learning.

While numeracy is developed across the school curriculum, mathematics and numeracy are clearly interrelated and thus it is the responsibility of the mathematics curriculum to introduce and develop the mathematics which underpins numeracy. To make the most of the teaching and learning opportunities provided in Mathematics, students must be aware of this relationship between their learning Mathematics and their numeracy development, and also understand how one contributes to the other.

In the Year 10 Mathematics learning area, the concepts described in knowledge and understanding, together with the ways of working, provide mathematical understandings and skills to help students identify and undertake pathways for their senior education and to engage with mathematical ideas in their everyday life, which is essential for active and critical citizenship.

Work Load/Assessment

In Year 10 Mathematics, students will undertake 7 x 50 minute lessons per fortnight. Students are expected to undertake a minimum of 20-30 minutes of mathematics revision each night. If specific homework tasks are not assigned, students are to use this time to revise problems and concepts covered in class.

Students will undertake tests and assignments throughout the year at the culmination of specified units. By Year 10, students will be expected to sit an exam of up to 1 ½ hours duration.

Course Organisation and Pathways

There are 2 pathways through Year 10 which lead to potential subjects in Year 11 and 12:

Maths Method – high algebra and trigonometry load.

General Maths – less algebra, more geometry and finance maths.

Sem 1 Yr 10 2018	Sem 2 Yr 10 2018	New Senior Subject
Yr 10 Maths Methods	Yr 10 Maths Methods	Specialist Maths Equivalent to Maths C 50% External Exam – General Subject
		Mathematics Methods Equivalent to Maths B 50% External Exam – General Subject
Yr 10 General Maths	Yr 10 General Maths	General Mathematics Equivalent to Maths A or higher 50% External Exam – General Subject
	Yr 10 Maths Essentials	Maths Essential Internal Assessment TBC – Applied Subject
NB: Decision to move to Yr 10 Maths Essential made in consultation with parents and students but will be impacted by Sem 1 Results.		

Classroom Work

The emphasis in these lessons is on working with students to acquire, apply and understand skills. Some of the skills are highly procedural and need to be practiced frequently. Other skills are more generic and are acquired over time through exposure to problem solving strategies. These strategies and “ways of thinking and working” are explicitly taught and student practice working this way.

Open Plan Lessons

Within the timetable, some lessons will be dedicated to students taking specific responsibility for the work they do. Exercising their independence, they are guided to work on tasks of their own choosing, at a level that is challenging but not overwhelming. They may choose to collaborate with class mates in the completion of tasks.

Throughout these open plan lessons, the classroom teacher continues to coach the students in their problem solving approach, to provide a level of expert advice, and to provide timely and effective feedback.

Sciences

Year 10 Science

Why do this subject?

Students today will be the shapers of our society in the years to come. As voters they will decide our society's response to a range of issues such as the ethics of stem cell research, Australia's response to climate change and the medical use of gene technology. An understanding of the science concepts behind these issues is important to making informed decisions. Even more so is the ability to determine the accuracy of claims and statements about areas of concern. In Year 10 Science students explore the science behind contentious issues such as genetic manipulation, road safety rules and materials manufacturing. They will be asked to consider the ethics involved, short term and long term impacts and their own personal view as they evaluate possible responses to each issue.

What you will study?

Biological Sciences	Physical Sciences	Chemical Sciences
<p>Where did I get that? Every one of us is a unique mixture of characteristics – a bit of each biological parent. So how do we get the things that make up us? Why do things like eye colour, asthma and hair colour 'run' in families? Am I only the product of unseen molecules like DNA? How did the diversity of living things on the planet come to be?</p>	<p>Speeding to a Halt Cars are the most common form of transport we use every day – but what happens to them in a crash? How are the cars of today safer than those of the past? Does speed make a difference to fatalities?</p>	<p>Deciphering the elements How do you make sense of the hundreds of element combinations that exist in nature? Not to mention those that are man-made? The Periodic table is the key to making those elements do what we want. New materials to make smart phones, foods and medicines the secrets start with the Chemistry of the Periodic table</p>

Assessment:

The assessment program will include a variety of techniques which are integrated with the learning experiences. The achievement in this course will be based on the information about student performance on the dimensions of **Science Understanding (SU)** & **Science Skills (SS)**. Assessment for this unit will consist of a portfolio of in class tasks including Student Research Tasks and Student Experimental Investigations with a Supervised Assessment at the end of each semester on the topics studied.

SCIENCES

Preparation for Senior Biology

Required Prior Learning: It is recommended that students considering selecting Preparation for Senior Biology should have:

- A minimum of a sound achievement in Year 9 Science Biology units
- A minimum of a sound achievement in Year 9 Maths statistics and algebra units
- The ability to study Yr 10 Extended Maths concurrently

Why Study Senior Biology?

Biology is the study of the natural systems of the living world. It is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge.

Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. The study of Biology will help students foresee the consequences for the living world of their own, and society's activities. This will enable them to participate as informed and responsible citizens in decision-making processes, the result of which will affect the living world both now and in the future.

What you will study?

Biology is concerned with the study of the phenomenon of life in all its manifestations. It encompasses studies of the origin, development, functioning and evolution of living systems and the consequences of intervention in those systems.

In this subject students will be given a taste of Senior Biology through the study of topics from Unit 1 starting with "Cells as the Basis of Life" and progressing through body systems. Students will develop the skills necessary for success in Senior Biology through a range of in class and homework tasks. The suite of tasks will include mandatory experimental investigations and research tasks with students' achievement being graded using the new syllabus marking schemes for the Senior Biology course in Year 11 and 12.

Work Load/Assessment

It is expected that as preparation for senior Biology that students will complete 1.5 - 2 hours homework each week. All student assessment will be completed in class including a student investigation, data test and research task as well as semester exam. Homework will be provided to enable individual consolidation and practice of conceptual knowledge and understanding. This will enable students to retain knowledge over the full semester so they are well prepared for supervised exams.

SCIENCES

Preparation for Senior Chemistry

Required Prior Learning:

It is recommended that students selecting Preparation for Senior Chemistry should have:

- A minimum of a sound standard of achievement in Yr 9 Science units in Chemistry.
- A minimum of a sound standard of achievement in Yr 9 Maths in statistics and algebra.
- The ability to study Yr 10 Extended Maths concurrently.

Why Study Senior Chemistry?

The study of Chemistry engages students and teachers in an exciting and dynamic investigation of the material universe. Chemistry provides a platform and conduit in which humankind can interact with and explore matter. This is the essence of Chemistry.

Chemistry helps us to understand the links between the macroscopic properties of the world and the subatomic particles and forces that account for those properties. The application of chemistry enables us to make sense of the physical world. Understanding and applying chemical concepts, models, procedures and intellectual processes aids in our management of the planet's limited resources and could provide the key to our continuing survival.

What you will study?

Chemistry is an experimental science and inquiry based investigation is the basis of this course of study. Students will have a taste of senior Chemistry through the topics in Unit 1 starting with a study of reaction types. Students will have the opportunity to develop the skills necessary for success in senior Chemistry through a range of in class and homework tasks. The suite of tasks will include mandatory experimental investigations and research tasks with students' achievement being graded using the new syllabus marking schemes for the Senior Chemistry course in Year 11 and 12.

Work Load/Assessment

It is expected as preparation for senior Chemistry that students will complete between 1.5 - 2 hours homework each week. All student assessment will be completed in class including a student investigation, data test and research task as well as semester exam. Homework will be provided to enable individual consolidation and practice of conceptual knowledge and understanding. This will enable students to retain knowledge over the full semester so they are well prepared for supervised exams.

SCIENCES

Preparation for Senior Physics

Required Prior Learning:

It is recommended that students selecting Preparation for Senior Physics should have:

- A minimum of a sound standard of achievement in Yr 9 Science Physics units
- A minimum of a high standard of achievement in Yr 9 Maths in statistic, algebra, trigonometry and number units.
- The ability to study Yr 10 Extended Maths concurrently

Why Study Senior Physics?

The development of understanding of physical phenomena occurs in Physics by means of methods of inquiry that have been refined over the past three hundred years. A culture of physics has emerged that values methods of precise measurement, reproducible experimentation and powerful mathematical relationships. Today, these methods continue to contribute to the development and provision of new information, ideas and theories to explain observations and experiences.

What you will study?

Students will be introduced to the senior Physics subject through study of topics related to Unit 1 with a focus on thermodynamics. From here students will begin a study of the principles behind nuclear energy. The suite of assessment tasks will include mandatory experimental investigations and research tasks with students' achievement being graded using the new syllabus marking schemes for the senior Physics course in Year 11 and 12.

Work Load/Assessment

It is expected that as preparation for senior Physics students will complete between 1.5 - 2 hours homework each week. All student assessment will be completed in class including a student investigation, data test and research task as well as semester exam. Homework will be provided to enable individual consolidation and practice of conceptual knowledge and understanding. This will enable students to retain knowledge over the full semester so they are well prepared for supervised exams.

TECHNOLOGIES

Digital Technologies

Required Prior Learning:

- A basic understanding of computer use
- A keen interest in digital technologies

Why do this subject?

The course is designed as an introduction to IT industry careers. These include:

Programming	Software Development	IT Management
IT Support	Website Development	Digital User Interface Design
Games Development		

What you will study?

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

You will be working in the following areas as an introduction to Digital Solutions course in Years 11 and 12:

- **Coding** – utilising the Grok Learning platform
- **Databases** – utilising a range of software

You will learn to implement the following concepts in some or all of the above applications:

- Design digital solutions to real-world problems
- Create applications in the Python and JavaScript programming languages
- Design and build information systems to store and manipulate data

Work Load/Assessment

Assessment is in the form of projects submitted in a variety of different formats.

- **Online Tasks:** The Grok Learning platform consists of a series of coding tasks pitched to both Beginner and Intermediate levels.
- **Journal:** You will keep records of the tasks, completing an evaluation for each task as you go along.
- **Exam:** The exam will address the areas covered through the coursework.

Frequently Asked Questions

Do I need a computer connected to the internet at home?

No but highly recommended. The computer lab is available to all students in class and the Library has computers available during break times.

Do I need to buy expensive software?

No. The college covers the cost of subscription to Grok Learning.

Do I need anything else?

No, but it is highly recommended to have a separate USB drive available for IT only, as well as saving work on StudentShare. This is because some of the files created are very large and sometimes it is prudent to save multiple versions of them.

TECHNOLOGIES

Engineering Technologies

Required Prior Learning:

- Assumed knowledge of content within the Australian Curriculum - Technologies
- A keen interest in engineering
- Reasonably high level of mathematical ability

Why do this subject?

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

What you will study?

Students will develop skills and knowledge and explore design problems in four main areas.

- The problem-solving process in engineering
- Engineering communication
- Introduction to engineering mechanics
- Introduction to engineering materials

These areas will be covered under a central theme.

Work Load/Assessment:

Student's achievement will be measured using the following instruments:

- Classwork drawing production
- Design folio
- Examination

Quality of presentation and attention to detail are central to achievement in Engineering.

Frequently Asked Questions:

Do I need to buy any special software to use at home for Engineering?

A Windows-based computer can be used to download free software for students to use. It will be an expectation that students setup the software on their devices. However, the software does occupy significant space of the computer's hard drive.

What types of mathematical skills will I be expected to know?

You could potentially cover formulae covering static and dynamic forces, electrical circuit calculations, and materials.

TECHNOLOGIES

Industrial Technology & Design

Required Prior Learning:

- Satisfactory results in Middle School Design & Technology
- An interest in sketching, design and visual communication
- An interest in industrial processes

Why do this subject?

Industrial Technology & Design involves the design and manufacture of products. People engage in design as commercial, industrial or personal activities to solve real-world problems or capitalise on opportunities. The communication of designs and products through sketches, annotations, documentation and graphical representations are an integral aspect of the design process. This subject encourages students to apply acquired skills using graphic design and problem solving methodologies. This subject is a stepping stone for students who are interested in design fields, engineering, technical trades and other areas involving technology.

What you will study?

Students will develop skills and knowledge and explore design problems in two main areas.

- **Design:** Engagement with client needs, sketching, ideation and evaluation of designs
- **Furniture Construction:** Skill development converting design ideas to production.

Workload/Assessment

Each project will require the completion of folio work to communicate ideas.

1. Design Proposal

- Research, ideation and development of design ideas. (Folio-based)

2. Design Production & Evaluation

- Manufacture prototype of proposed design (Practical)
- Evaluation and appraisal of design to initial criteria (Folio-based)

Frequently Asked Questions:

How much practical work is undertaken in Industrial Technology & Design?

Prototype products are created as a response to the design problem and confirm student's design decisions. The time allocation is approximately split to 30-40% designing and 60-70% prototype production.

Do I require any personal protective equipment?

Students are supplied with all required PPE. Students need to ensure that they always have leather shoes regardless on the uniform.

TECHNOLOGY AND DESIGN

FOOD TECHNOLOGY

Why do this subject?

Year 10 Food Technology is a course of study designed to develop knowledge and understanding, and practical skills related to nutrition, multi-cultural foods and food production.

As consumers, our food habits are influenced by a range of factors such as cultural background, economic status and environmental concerns. Students will examine these factors, in turn allowing them to make informed decisions regarding food. It is also designed to equip students with a broad range of practical skills they can use now and in future situations to prepare and produce food products for themselves and others.

What will you study?

POP Eat Street –

Outdoor dining including food trucks and converted containers have become popular in recent years. This style of dining can have customers being able to eat a vast array of dishes while enjoying festivals, events, specifically constructed entertainment precincts or even at the local park. The consumption of food at these places can include sitting on picnic blankets, milk crates or even casual gatherings inside converted containers or formal dining sitting at tables and chairs.

Students will learn how to create this style of dining at POP through the use of a design process. They will examine student likes and dislikes and compare this what current trends in the marketplace. After conducting trials and assessing these products, students will use this information to make an innovative menu to be sold on campus.

Students will be responsible for the marketing and promotion of their products and conduct evaluations after the events.

Frequently asked questions:

What does my child need to bring to practical lessons?

The College provides all ingredients and equipment. Your child WILL need to bring along an apron, enclosed leather shoes and a container to take food home in.

What if my child has never cooked before?

Everyone is welcome. We teach a variety of skills covering the most basic up to intermediate cookery methods

What if my child has dietary requirements?

All dietary requirements are taken seriously and are able to be catered for, whether it be allergies and intolerances (e.g. gluten, dairy, artificial additives, nuts, seafood) or other dietary requirements such as vegetarianism and veganism. Our kitchens are also strictly nut-free and we avoid seafood.

Food Technology will be offered as a semester-based subject.

GLOSSARY OF TERMS

COMPULSORY PARTICIPATION PHASE	Young people finishing Year 10 are required to participate in education and/or training for a further two (2) years. This is called the Compulsory Participation Phase.
ATAR	An Australian Tertiary Admission Rank (ATAR) allows tertiary admissions centres to compare students from across Australia when they apply for tertiary places. The ATAR is a number between 0 and 99.95, in increments of 0.05.
LEARNING ACCOUNT	The Learning Account is the registration of each girl in Year 10 with the QCAA. The Learning Account records all learning achievements earned by the student during their Senior Phase of Learning. The achievements of students at school will be recorded by the College in their Learning Account. Achievements by students through other learning providers such as TAFE college or accredited groups such as the Australian Music Examination Board (AMEB) will be recorded directly by those providers into the student's Learning Account with the QCAA.
LUI: LEARNERS UNIQUE IDENTIFIER	The Learners Unique Identifier (LUI) is the Learning Account registration number and password which identifies each student in the Senior Phase of Learning with the QCAA. Students are able to use their LUI to access their own Learning Account with the QCAA as well as access a range of helpful websites relevant to their learning and their future study and career paths.
QCE	The Queensland Certificate of Education (QCE) is Queensland's senior school qualification. It is awarded to eligible students (usually at the end of Year 12) by the Queensland Curriculum and Assessment Authority.
QTAC	QTAC handles tertiary-entrance applications on behalf of tertiary institutions. If a student wants to apply for a tertiary course they will need to do so through QTAC for most courses.
SAT	A school based apprenticeship or traineeship undertaken while you study at school. If a student takes up a SAT, her week could include school classes, time working with an employer and time with a trainer.
SET: SENIOR EDUCATION AND TRAINING PLANS	A SET Plan will be worked through with all Year 10 students to ensure that all students are either 'Learning or Earning' in the years immediately after the compulsory years of schooling. The aim of the SETP is to set out students' planned courses of education and training through the Senior Phase of Learning. While the plans will help students decide on their course of study in Year 10, they will still be flexible enough to allow students to make changes when and if needed.
VET: VOCATIONAL EDUCATION & TRAINING	VET is a national system designed to skill workers to work in particular industries e.g. business, childcare, computers & multimedia, hospitality, retail and creative arts. Students on a rank pathway have the opportunity to study VET at TAFE.

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