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# Year 10

2018 Course Information

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**“ The aim of Mueller College is to prepare students for life in the world and eternity by applying Biblical principles through excellent education in a distinctly Christian environment.”**

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# Welcome to Year Ten

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## Welcome to Year Ten

Mueller College offers a diverse range of subjects designed to enrich and challenge students. Senior School, requires energy, commitment and dedication. We encourage students to select subjects that are not only of interest to them but also provide opportunities which enable their desired future pathway into Senior School and beyond.

The Year Ten timetable affords students the opportunity to develop their academic skills and progress in their content knowledge mandated by the Australian Curriculum as well as preparing them for the ATAR subjects in Year Eleven and Twelve. At the same time students are engaged in personal and spiritual development programs embedded in camps, extra-curricular events and excursions. This learning encompasses Pastoral Care lessons, (SL@M Student Life at Mueller), Chapel and Christian Studies.

The range of subjects on offer will provide students with an in-depth understanding of the world around them to ensure they graduate as well-educated, independent young adults, ready for life in the world and eternity.

Students in Year Ten will be involved in the SET planning process, designed to commence career planning and guide students in the right selection of subjects. Vocational pathways are also provided and staff monitor student progress and achievement through each semester of study.

## Year Nine Into 10 Course Information

Year Ten is the commencement of a new phase of learning for Mueller College students, particularly in 2018. The Year Ten cohort of 2018 will be the first group of students to receive an ATAR (Australian Tertiary Entrance Rank) at the end of Year Twelve as opposed to the current system where students receive an OP (Overall Position).

## The ATAR System in Year Eleven and Twelve

The ATAR system will start with students entering Year Eleven in 2019. A system of 100% school based assessment has operated in Queensland for 40 years. In the new system, subject results will be based on a student's achievement in three school based assessments and one external assessment. The external assessment will generally count for 25% of the mark, except in Maths and Science where it will generally be 50%. These assessment tasks will have set marking guides provided for schools and will undergo a rigorous quality assurance process.

The QCAA (Queensland Curriculum and Assessment Authority) has redeveloped all senior syllabuses to ensure they reflect a modern approach the knowledge and skills sets required in a modern world. The new syllabuses contain greater prescription of what students should know and be able to do. Whilst there is less assessment in the new system there will be an increased emphasis on quality.

# Year Nine into Ten Course Information

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Student results in this system will be determined by comparing them against all students in the state. Subjects will be “scaled” or weighted which will allow results to be comparable, for instance, General Mathematics (simpler) will not be weighted as heavily as Mathematical Methods (more complex Maths). In the OP system this process has been facilitated by the QCS test results. The new system will not have a scaling test, such as the QCS, of any kind.

The ATAR achieved by a student in Year 11 and 12 will be determined by their:

- Best five results in Authority subjects,
- or
- Best four results in Authority subjects plus
    - A result from a completed VET qualification or
    - A results from a SAS subject

An ATAR will also require a satisfactory completion of English.

## Year Ten at Mueller College

In order to best prepare the students for the demands of the ATAR system we have made some changes to the structures of Year Ten. The intent of Year Ten will be to introduce students to the ATAR subjects and the learning practices which they will experience in Year Eleven and Twelve. This will allow students to make informed decisions about the subject selections they make to earn an ATAR or to choose a non-ATAR pathway.

To achieve the goal of preparing students well for the ATAR system, we are reducing the core subjects studied in Year Ten, increasing the amount of electives and the amount of lessons they are timetabled for per week. These changes will allow for more student choice of subjects, more specialisation in their pathways and greater depth of learning within their subjects.

The learning journey of a Year Ten student will contain:

- A stream of English (5 periods per week)
- A stream of Mathematics (5 periods per week)
- History and Christian Studies (4 periods per week)
- Four electives (5 periods per week)
- Chapel (1 period per week)
- Sport (2 periods per week)
- SL@M (1 period per week)

Students in Year Ten will also have the opportunity to commence the pursuit of a vocational pathway by enrolling in a Traineeship or Certificate courses through the Future Pathways department.

# Picking Your Subjects



When picking your subjects there are many factors to consider. It can be complicated to prioritise these, weigh up all your options and to be confident you are making the appropriate choice. To assist you in making these important decisions we have summarised some key ideas for students and families to consider when deciding on subjects.

## Who Am I?

All students are uniquely created by God with different characteristics and qualities. Ephesians 2:10 describes

people as “God’s masterpiece”, his most valued creation. However, working out exactly who we are and what we are good at is not always easy. Choosing subjects can be a way to help students discover their unique gifts and abilities. Therefore, what might be the right course of study for one student may not be for another. The graphic above illustrates six elements which inform the subject selection process for students and families.

## Gifts and Talents

All students have gifts and talents. God has given each student specific talents and abilities which enable every student to learn. Considering the aptitude of each student in areas such as mathematics, reading, writing, critical thinking, physical capabilities and working in groups is important when selecting subjects. Matching the abilities of students with the demands of subjects sets them up for success in their schooling. There is a **list of questions** which we have outlined on the next page which can be asked of teachers to clarify the demands of each subject.

## Personality Type

Each subject places unique demands on the students who study it. Some subjects require students to do detailed, individual work which requires high levels of concentration, others for people to speak or perform in front of an audience and other subjects for students to complete work in teams. It is important that students consider both the assessment and learning experiences involved in a subject and how they suit their preferences and personality type.

# Picking Your Subjects cont...

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## **Social Environment**

We all enjoy doing activities with our friends, studying subjects together and having study partners to work with can be beneficial. However, students should not place undue emphasis on choosing subjects just because their friends do it as well. All students are different and whilst we share common interests with our friends' decisions about pathways and subject choices are best made with student's own pathways in mind.

## **Calling**

One of the key motivators for anyone's work or career is a sense of purpose or calling. God values all work and talks about people feeling a strong sense of purpose in specific work, whether it be a Pastor, a Builder, a Teacher or a Doctor. Some students feel this sense of purpose very strongly and as such should look to choose subjects which develop skills in this area.

## **Enjoyment**

Selecting subjects that you enjoy is a worthwhile consideration when determining a course of study. Students who enjoy what they are studying are more engaged and generally achieve higher levels of success. It is important that your subjects are of interest to you but the goal of selecting your subjects should not be just to "have fun". All subjects have elements which are complex and have tasks which are onerous to complete. Avoiding difficulty and hard work should not be the main goal when selecting subjects.

## **Career Options**

This is often considered the most important reason for selecting subjects, however is one of many factors to be contemplated. Subjects studied at school are generally an introduction and foundation to areas of further study. Some subjects are pre-requisites for specific University courses however many are not. For example, Legal Studies is not a pre-requisite for Law at University. QTAC releases a "Pre-Requisites Guide for Year Ten Students" which outlines these requirements specifically and is handed out to Year Ten students prior on the subject selection evening.

# Key Questions to Ask Teachers

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## Key Questions to Ask Teachers about Subjects

- **What types of assessment are involved in the subject?**
  - Are they exam or assignment based?
  - Is there any practical assessment?
- **What skills are needed to be successful in this subject?**
- **What do students typically find difficult about this subject?**
- **Does the subject involve any group work or is it all individual work?**
- **Does the subject require researching skills or is it mostly learned from the set textbook?**
- **What level of study in other subjects or previous versions of this subject, eg. Science leading into Biology, is necessary to be successful?**
- **Are there any other requirements outside of normal class time for this subject (early morning starts/late afternoon finishes, camps, excursions)?**



# Student Support

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Mueller College has a comprehensive structure of support for students. The support offered is aimed at meeting both the pastoral and academic needs of students.

## **Head of Teaching and Learning**

Todd Langford

## **Head of Secondary School**

Ben Stiller

## **Coordinator of Timetable**

Adrien Bird

## **Coordinator of Middle School**

Liz Scheu

## **Heads of Department**

### **Spiritual Development**

Cain Mann

### **The Arts**

Simon Ratcliffe

### **Head of English**

Linda Garthe

### **Humanities and Technologies**

Michael Gilliver

### **Mathematics**

Rod Everitt

### **Physical Education and Practical Arts**

Adrien Bird

### **Science**

Scott Dickfos

### **Future Pathways**

Brynley Sadler / Leanne Stokes

### **Learning Assistance Coordinator Secondary**

Sarah Grady



# Core Subjects

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## Core Subjects

Core subjects ensure that all students are provided with the opportunity to develop the skills and knowledge needed to undertake the range of subjects available in the Senior Years of Schooling. Compulsory core subjects are informed by the Australian National Curriculum and Teaching and Learning Framework of Mueller College. Year Ten students study core subjects of Mathematics, English and History and Christian Studies.

The core subjects are studied by all students. However, within English and Mathematics there are options students will be able to choose which best suit their ability and developmental progress. These selections are made by parents and students but advice, data, and recommendations are available from the respective Head of Department.

## English

Students will choose between either English, Essential English or English as an Addition Language. English is the mainstream course and Essential English is for students who require extra assistance in the study of English. English as an Additional Language is for students that have been in Australia for less than five years or a language other than English is spoken exclusively at home. For more details on the specific subjects, please see description in this booklet.

## Mathematics

Students will choose one of three strands of Mathematics that vary in levels of complexity. Mathematical Methods is the most complex, Mathematics General covers intermediate level content and Essential Mathematics the least complex. For more details on the specific subjects, please see description in this booklet.

# English

<b>Subject Overview</b>	<p>Year Ten English extends knowledge in the following: visual literacy, textual analysis, persuasive techniques, presentation skills, creative writing, appreciating literature, as well as improving vocabulary, spelling, punctuation and grammar. Topics covered include: Shakespeare's plays, generic styles of writing, speeches, poetry and the media. There is an increased focus on preparation for Years Eleven and Twelve.</p>
<b>Pre-requisites</b>	<p>Students should have passed Year Nine English with a 'C' grade or above. A student with a lower grade who wishes to undertake English should speak to the Head of English.</p>
<b>Learning Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a range of contexts with accuracy, fluency and purpose</li> <li>• Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue</li> <li>• Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning</li> <li>• Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.</li> </ul>
<b>Assessment Overview</b>	<p>In Year Ten English there are six formal assessment tasks, as well as ongoing testing in spelling, punctuation and grammar. While technology is an important tool, students will keep a folder of their class work, most of which will be handwritten. Most assessment tasks require the submission of a draft. Some assessment is under exam conditions. Most assessment is expected to be typed.</p>
<b>Career Pathway</b>	<p>All career pathways benefit from English whether it is in regards to communication skills, the ability to formulate ideas, or the skills of analysis and persuasion.</p>

# Essential English

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<b>Subject Overview</b>	Essential English is a course specifically tailored for students who find English a challenge. Skills undertaken are focused on those that aid future employment. While the course is based on Year Ten English the tasks have been altered to match this aim.
<b>Pre-requisites</b>	Students achieving a 'C' grade or below can consider Essential English as a subject. Student achieving a higher grade should not consider the subject, but may consult with the Head of English.
<b>Learning Outcomes</b>	Increased literacy with an emphasis on: <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Spelling, punctuation and grammar</li> <li>• Communicating in the workplace</li> <li>• Analysing and synthesising information</li> </ul>
<b>Assessment Overview</b>	Assessment is based on English tasks completed by all Year Ten students, but the teacher may modify or even remove an assessment to allow the student to focus on building particular skills.
<b>Career Pathway</b>	Essential English permits students to undertake Senior English if they feel capable. Essential English at Year Ten should give students a better idea whether a Senior English, Communication English, or Vocational English pathway best suits them.

# English as an Additional Language

<b>Subject Overview</b>	Year Ten English as an Additional Language is a course designed specifically and exclusively for students who are learning English as a second language.
<b>Pre-requisites</b>	<p>Those who enter schooling with:</p> <ul style="list-style-type: none"> <li>• Not more than a total of five years of full-time schooling where the medium of instruction is English</li> <li>• More than a total of five years of full-time schooling where the medium of instruction is English but they have a restricted knowledge of English</li> <li>• Minimal or no exposure to English, and a little or no previous formal schooling in any country with severely interrupted education</li> <li>• Little or no exposure to English, but with schooling equivalent to that received by their chronological peers in English</li> <li>• Varying exposure to English, but who have had disrupted education in one or more countries, including Australia</li> <li>• Some formal language exposure to English, and significant formal education in another language or languages, before arrival in Australia</li> <li>• Aboriginal or Torres Strait Islander students for whom Standard Australian English is not the first home language.</li> </ul>
<b>Learning Outcomes</b>	<p>Through studying English as an Additional Language, students should develop:</p> <ul style="list-style-type: none"> <li>• Ability to communicate in written and spoken Standard Australian English with confidence, clarity, accuracy and appropriateness for social, academic, business and creative purposes</li> <li>• Language skills and strategies to learn independently and collaboratively</li> <li>• Ability to think critically and creatively to meet the demands of current and future studies</li> <li>• Willingness and capacity to become discriminating and discerning readers, writers, listeners and speakers</li> <li>• Appreciation of Standard Australian English as the main language of communication in Australia</li> <li>• Understanding of Australian cultural references in communication</li> <li>• Ability to participate confidently and effectively in Australia's diverse cultures and to contribute to enriching them.</li> </ul>
<b>Assessment Overview</b>	In Year Ten English as an Additional Language there are six formal assessment tasks, as well as ongoing testing in spelling, punctuation and grammar. While technology is an important tool, students will keep a folder of their class work, most of which will be handwritten. Most assessment tasks require the submission of a draft. Some assessment is under exam conditions. Most assessment is expected to be typed.
<b>Career Pathway</b>	English as an Additional Language permits students to undertake Senior English if they feel capable. English as an Additional Language at Year Ten should give students a better idea whether a Senior English for ESL Learners, Senior English, or Vocational English pathway best suits them.

# Mathematics

<b>Subject Overview</b>	<p>The Year Ten Mathematics courses are designed to prepare students for Senior courses as established by QCAA. At the end of Year Nine students will be split into three streams depending on their ability, class sizes and career aspirations.</p> <p><b>Mathematics Essential</b> This course is designed for students with a wide range of needs and aspirations. It provides students with content related to trade, industry and business environments. Students will learn within a context related to general employment and successful participation in society.</p> <p><b>Mathematics General</b> This course is designed for students who want to extend their mathematical skills beyond Year Ten but whose future studies or employment pathways do not require knowledge of calculus, including trades, and further educational training or university courses in areas such as economics, psychology, business and the arts.</p> <p><b>Mathematics Methods</b> This course is designed for students whose future pathways may involve the application of mathematics and statistics in a range of disciplines at the tertiary level including natural and physical sciences, mathematics and science education, medical and health sciences, engineering and computer science.</p> <p>Topics covered in both the General and Methods courses are: Statistics, Algebra, Area and Volume, Probability, Money and Finance, Trigonometry, Equations and coordinate Geometry.</p>
<b>Pre-requisites</b>	<p>Students only need to have done Year Nine Mathematics to enter one of these courses.</p>
<b>Learning Outcomes</b>	<p>These courses will provide students with a firm basis for further study in Years Eleven and Twelve. Students will appreciate the many facets of Mathematics and its applications to the real world.</p>
<b>Assessment Overview</b>	<p>The main assessment tool will be examinations at the end of each term. Diagnostic tests may be used during the term to assess student's progress.</p>
<b>Career Pathway</b>	<p>Mathematics is a foundation subject for many careers and at least a limited understanding of its procedures is essential for a basic understanding of the culture in which we live.</p>

# History and Christian Studies

<b>Subject Overview</b>	History and Christian Studies in Year Ten focuses on the period following World War I to the present day. It is a compulsory, integrated subject that contains in-depth studies of World War II, Human Rights and Freedoms, and the History of Ancient Christianity.
<b>Pre-requisites</b>	Nil
<b>Learning Outcomes</b>	<p>An integrated History and Christian Studies subject is an intentional and essential part of a Mueller College education. Students will continue to deepen their ability to use key historical skills, and will apply these skills to the origins of Christianity.</p> <p>These historical skills include:</p> <ul style="list-style-type: none"> <li>• establishing the historical significance of events,</li> <li>• the use of primary and secondary sources,</li> <li>• identifying continuity and change in culture,</li> <li>• analyzing the cause and consequence of historical events,</li> <li>• considering a range of perspectives on the same historical event,</li> <li>• and understanding the ethical dimensions of historical perspectives as a way of informing our present and future</li> </ul>
<b>Assessment Overview</b>	<p>Students will complete a number of assessment types including:</p> <ul style="list-style-type: none"> <li>• Source-response essay exam</li> <li>• Historical evidence collection and analysis assignment</li> <li>• Research essay</li> <li>• Short response test</li> </ul>
<b>Career Pathway</b>	History not only teaches students how to research well and write persuasively, but investigates why the world is the way it is and encourages students to conceive solutions to problems they discover. History is a practical subject – it is about understanding our society and determining means to improve it.



# Elective Subjects

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Biology  
Business and Accounting  
Chemistry  
Chinese  
Dance  
Design  
Digital Design Solutions  
Drama  
Essential Science  
Extension English  
Extension Mathematics  
Extension Science  
Fashion  
Film, Television and New Media  
Food and Nutrition  
Geography  
Industrial Technology  
Legal and Justice Studies  
Music  
Philosophy and Reason  
Physical Education  
Physics  
Practical Business Applications  
Psychology  
STEM  
Visual Art

# Biology

<b>Subject Overview</b>	<p>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. The study of Biology provides you with opportunities to:</p> <ul style="list-style-type: none"> <li>• Gain insight into the scientific manner of investigating problems pertaining to the living world</li> <li>• Experience the processes of science, which lead to the discovery of new knowledge</li> <li>• Develop a deeper understanding and an enhanced aesthetic appreciation of the living world.</li> </ul> <p>The study of Biology will help you to understand the consequences of your personal actions and those of your community and society on the living world. It will enable you to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world both now and in the future.</p>
<b>Pre-requisites</b>	<p>It is recommended that at least a pass in Year 9 Science, Mathematics and English is required before attempting Year 10 Biology.</p>
<b>Learning Outcomes</b>	<p>When you study Biology, you will examine the phenomenon of life in all its manifestations. Biology encompasses studies of the origin, development, functioning and design of living systems and the consequences of intervention in those systems. Your understandings will be developed in terms of concepts inherent in the principles of biology, which are:</p> <ul style="list-style-type: none"> <li>• Survival of species is dependent on individuals staying alive long enough to reproduce.</li> <li>• At every level of organisation in the living world, structure and function are interrelated. Each level of organisation in the living world has its own unique aspects and there is continual interaction of structure and function between these levels.</li> <li>• Continuity and change occur at all organisational levels in the living world. Changes may be cyclical or directional. The continuity of life is a balance between all the change processes.</li> </ul>
<b>Assessment Overview</b>	<p>In Biology, assessment instruments may include:</p> <ul style="list-style-type: none"> <li>• Exams</li> <li>• Student investigations</li> <li>• Research investigations</li> </ul>
<b>Career Pathway</b>	<p>Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This subject will provide a foundation for you to critically consider contemporary biological issues and to make informed decisions about these issues in your everyday life.</p>

# Business and Accounting

<b>Subject Overview</b>	<p>Business and Accounting is designed to provide students with an introduction to the Year Eleven and Twelve subjects of Business and Accounting. Students will study the content through investigating contemporary issues, events and case studies.</p> <p>Topics studied include:</p> <ul style="list-style-type: none"> <li>• Key business functions</li> <li>• Investigating business case studies including their structure, legal requirements, internal and operating environments</li> <li>• Fundamental elements of accounting</li> <li>• The accounting process for a sole-trader business using both spreadsheets and an accounting software package.</li> </ul>
<b>Pre-requisites</b>	<p>Nil</p>
<b>Learning Outcomes</b>	<p>To develop the knowledge, practices and attitudes necessary to:</p> <ul style="list-style-type: none"> <li>• Participate in the community as informed, responsible and ethical consumers, citizens and entrepreneurs</li> <li>• Efficiently manage personal finances</li> <li>• Interact effectively in both personal and business environments</li> <li>• Respond to business opportunities and challenges</li> <li>• Use information and technologies to record, report and create business information and/or products and to communicate relevant information to interested parties</li> <li>• To appreciate and put into practice the highest standards of neatness, accuracy, confidentiality, honesty and reliability as required in business</li> </ul>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Short response exams</li> <li>• Case study investigations (including written and multi-modal reporting)</li> <li>• Practical tasks</li> </ul>
<b>Career Pathway</b>	<p>Completion of this course is beneficial in studying Accounting and/or Business in Years Eleven and Twelve and tertiary level (vocational and university study).</p> <p>The life skills taught provide personal financial literacy as well as being an advantage for all types of employment including:</p> <ul style="list-style-type: none"> <li>• Business administration and management</li> <li>• Marketing</li> <li>• Financial planning</li> <li>• Accounting</li> <li>• Customer relations</li> <li>• Human resource management</li> <li>• Customer service</li> <li>• Banking</li> <li>• Government administration</li> <li>• Economist</li> </ul>

# Chemistry

<b>Subject Overview</b>	<p>Chemistry is the investigation of the material universe through the exploration of the substances of which matter is composed, the investigation of their properties and reactions, and the use of such reactions to form new substances. Chemistry will help you 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.</p>
<b>Pre-requisites</b>	<p>It is recommended that at least a pass in Year Nine Science, Mathematics and English is required before attempting Year Ten Chemistry.</p>
<b>Learning Outcomes</b>	<p>In Chemistry, subject matter is derived from key concepts and key ideas. The key concepts are organised under the headings of 'Structure' and 'Reactions'.</p> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• All matter is composed of atoms.</li> <li>• Materials can be categorised and represented symbolically and their macroscopic properties can be explained and predicted from understandings about electronic structure and bonding.</li> </ul> <p><b>Reactions</b></p> <ul style="list-style-type: none"> <li>• Specific criteria can be used to classify chemical reactions.</li> <li>• Chemical reactions involve energy changes.</li> <li>• The mole concept and stoichiometry enable the determination of quantities in chemical processes.</li> <li>• Specialised qualitative and quantitative techniques are used to determine quantity, composition and type.</li> <li>• Chemical reactions are influenced by the conditions under which they take place and, being reversible, may reach a state of equilibrium.</li> </ul>
<b>Assessment Overview</b>	<p>In Chemistry, assessment instruments may include:</p> <ul style="list-style-type: none"> <li>• Exams</li> <li>• Student investigations</li> <li>• Research investigations</li> </ul>
<b>Career Pathway</b>	<p>An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, wine-making, agriculture and food technology. You might use this course as a foundation to pursue further studies in chemistry. Through the study of Chemistry, you will become a more informed citizen, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.</p>

# Chinese

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<b>Subject Overview</b>	<p>The aim of the course is to develop students' knowledge and understanding of the Chinese language and culture over a range of topics.</p> <p>During the year, these topics include: daily routines, school timetable, Chinese cooking and future hopes.</p> <p>Students will produce and present their work in written and oral submissions, with the support of a range of technologies.</p>
<b>Pre-requisites</b>	<p>It is recommended for a student to have studied and passed Year Nine Chinese. However if a student is very motivated, consideration will be given to their request.</p>
<b>Learning Outcomes</b>	<p>Communicate in Chinese across the topics studied.</p>
<b>Assessment Overview</b>	<p>Every term there is an in-class test. Other forms of assessment include:</p> <ul style="list-style-type: none"> <li>• Role-plays</li> <li>• A written assignment</li> <li>• A multi-media project</li> </ul>
<b>Career Pathway</b>	<ul style="list-style-type: none"> <li>• To prepare students to communicate/interact with Chinese people effectively.</li> <li>• To equip students with the language skills and the understanding of the cultural differences between Australia and China.</li> <li>• To advantage students when applying for the jobs, particularly those involving business.</li> </ul>

# Dance

<b>Subject Overview</b>	<p>Year Ten Dance provides opportunities for students to experiment in a range of styles including Musical Theatre, Ballet/Modern, Contemporary, Australian/Tribal/Ritual/Jazz and Community dance. Students will also individually and in groups, continue to experiment using their choreographic skills to prepare and develop sequences that display these vast range of styles. Students will also begin to develop in second semester, the skills required for Senior Dance, if they wish to undertake that as a subject. Students will learn how to examine and express their individuality, and explore the interrelationship between practical and theoretical aspects of dance. Students are given the opportunity to explore and develop physically, expressively, emotionally, and most importantly, spiritually. Their relationship with God will be strengthened and explored, and students will have the opportunity to develop a new foundation with God.</p>
<b>Pre-requisites</b>	<p>Nil</p>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Fostered development of special interests and talents not emphasised in other educational areas</li> <li>• Development of important transferable social, emotional, physical and intellectual skills</li> <li>• Students' self-confidence and the necessary social skills to work effectively, individually, and in teams are developed within the study of Dance</li> <li>• Creative and problem-solving abilities are fostered through research, synthesis and communication of concepts, images, themes and feelings</li> <li>• Dance provides a foundation for future involvement in dance and related art forms for employment and leisure</li> <li>• A newfound relationship with God that fosters biblical life principles.</li> </ul>
<b>Assessment Overview</b>	<p>In Year Ten there are five tasks. All of the tasks are a combination of three components: Appreciation, Choreography, and Performance. The students will cover a range of topics:</p> <ul style="list-style-type: none"> <li>• Teacher prepared sequences</li> <li>• Evaluative written essay</li> <li>• Short response exam</li> <li>• Individual choreographed sequences/pieces</li> <li>• Stimulus based choreography and performances tasks</li> </ul>
<b>Career Pathway</b>	<p>All career pathways, university or other, benefit from the skill obtained in Dance. Students have the opportunity to branch into numerous areas of 'The Arts' as a career choice, as well as carry essential skills such as: Formulating ideas, expression, social skills and self-confidence into other areas of education or employment.</p>

# Design

<b>Subject Overview</b>	<p>Design is an exciting STEM subject that teaches design thinking skills and problem solving techniques. This subject incorporates up-to-date software to develop skills in computer animation, architecture, graphic design, product design and senior assessment formatting. Students develop valuable designing, organising and drawing skills as they are introduced to technology such as 3D printing, vinyl cutting, design styles and human-centred design.</p> <p>The Year Ten Design program focusses on the development of integrity. It is important that all students access a positive model of honesty, loyalty, respect, faith, compassion and dedication on their journey into adulthood.</p>
<b>Pre-requisites</b>	<p>Nil</p>
<b>Learning Outcomes</b>	<p>Students will learn to:</p> <ul style="list-style-type: none"> <li>• Design using the IDEO and Design Minds models of the design and problem solving process</li> <li>• Create computer animations and models</li> <li>• Complete professional graphic design tasks for a corporation</li> <li>• Design and model projects for a 3D printer</li> <li>• Setup and run an UPBox 3D printer</li> <li>• Produce in depth architecture projects for the Rothwell area</li> <li>• Use AutoDesk, Adobe, UP and Office software</li> <li>• Solve simple and complex problems.</li> </ul>
<b>Assessment Overview</b>	<p>Students are assessed using:</p> <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Exams</li> <li>• In class activities.</li> </ul>
<b>Career Pathway</b>	<p>Students who complete Year 10 Design develop skills towards:</p> <ul style="list-style-type: none"> <li>• Graphic Design</li> <li>• Product Engineering</li> <li>• Design and Communication</li> <li>• Interior Design</li> <li>• Architecture</li> <li>• Fashion</li> <li>• Computer Aided Manufacturing</li> <li>• Trades</li> <li>• Any career involving design and problem solving.</li> </ul>

# Digital Design Solutions

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<b>Subject Overview</b>	In Digital Design Solutions, students will explore programming languages including C-Sharp (C#) through game design and development and PHP through web design. Knowledge of both Object-Orientated Programming languages and front-end scripting languages is now an essential skill for tomorrow's consumer and this subject seeks to empower students with these skills.
<b>Pre-requisites</b>	Year 9 Digital Design Solutions is highly recommended
<b>Learning Outcomes</b>	Digital Design Solutions provides students with practical opportunities to be innovative developers of digital solutions. It will assist students to become more effective and critical consumers of digital systems.
<b>Assessment Overview</b>	All assessment is project based and may involve group work. Assessment in Digital Design Solutions seeks to mirror that of industry practice as closely as possible.
<b>Career Pathway</b>	<ul style="list-style-type: none"> <li>• Web designer/developer</li> <li>• Game designer/developer</li> <li>• App designer/developer</li> </ul>



# Drama

<b>Subject Overview</b>	Year Ten Drama examines a range of performance styles and skills including; Realism, Australian Theatre, Play reviews, Physical theatre and Improvisation. Students will work toward a public performance of the The Grimm Tales.
<b>Pre-requisites</b>	Nil
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• <b>Competencies in Forming:</b> Students create and shape ideas including Production Design performances, scripts and community performance installation work that help share stories of marginalised people and people groups.</li> <li>• <b>Competencies in Presenting:</b> Students perform in various styles of Drama building professional productions and telling stories marginalised people and people groups</li> <li>• <b>Competencies in Responding:</b> Students will be viewing and responding to live theatre productions. Students will see multiple professional productions.</li> </ul>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Analytical extended and short response writing (seen and unseen)</li> <li>• Drama structure development (written or oral)</li> <li>• Playwriting</li> <li>• Sketching of designs (eg. set and costume)</li> <li>• Performance (individual and in group)</li> </ul>
<b>Career Pathway</b>	<ul style="list-style-type: none"> <li>• Acting</li> <li>• Directing</li> <li>• Journalism</li> <li>• Film and TV</li> <li>• Advertising</li> <li>• Teaching</li> <li>• Law</li> <li>• Customer service</li> <li>• Event Management</li> <li>• Production Design</li> </ul>

# Essential Science

<b>Subject Overview</b>	<p>Students choosing this subject will be interested in a more general overview of the Sciences. This will be less rigorous compared to the other optional Science branches that can be studied in Year Ten. It will have a similar feel to Year 9 Science.</p> <p>Topics may include:</p> <ul style="list-style-type: none"> <li>• The Periodic Table</li> <li>• Chemical Reactions</li> <li>• Genetics</li> <li>• Structures</li> <li>• Climate Systems</li> <li>• Motion and Energy</li> <li>• Forensics</li> </ul>
<b>Pre-requisites</b>	<p>An interest in Science is recommended.</p>
<b>Learning Outcomes</b>	<p>This course will provide students with a basic knowledge of the various branches of Science. Students will appreciate the many disciplines of Science and their application to the real world. Students will complete the basic ACARA standards for Science.</p>
<b>Assessment Overview</b>	<p>These will be assessed under the ACARA achievement standards of: Understanding Science and Inquiry Skills.</p> <p>Assessment may include:</p> <ul style="list-style-type: none"> <li>• Exams</li> <li>• Experimental Investigations</li> <li>• Research Tasks</li> </ul>
<b>Career Pathway</b>	<p>This level of Science will enable the student to gain sufficient knowledge to do further Science study in Years Eleven and Twelve in the “Science in Practice” subject.</p> <p>For most students, this subject will allow the completion of the National Curriculum requirements for Science at school.</p>

# Extension English

<b>Subject Overview</b>	Extension English provides an opportunity for those passionate about writing, reading and speaking to deepen their skills. The course is built to complement English.
<b>Pre-requisites</b>	Extension English is not a replacement for English. All students undertaking this subject must complete English also. Students seeking to study in Extension English should have received a C+ or better grade standard. As the overview suggests, this is a subject for those who like to write, read and discuss ideas.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Greater control of a wide range of text analysis methods</li> <li>• Greater understanding of world literature</li> <li>• Improved public speaking skills</li> <li>• Greater control of sentences to build a personal style</li> </ul>
<b>Assessment Overview</b>	<p>The assessment in the subject is as follows:</p> <ul style="list-style-type: none"> <li>• A formal assessment item per term that has been modelled on Year Twelve tasks</li> <li>• An informal piece of writing representing the best of the classroom activities undertaken each term</li> </ul>
<b>Career Pathway</b>	This is a subject for students who see their future career path involving writing, reading, textual analysis or public speaking. Pathways such as Journalism will benefit from this course. It is also excellent preparation for Senior English.

# Extension Mathematics

<b>Subject Overview</b>	<p>This course is designed to provide students with further insights into the Mathematics required for Senior studies.</p> <p>Students will delve into topics more deeply than the normal advanced course.</p> <p>Topics will include Advanced Algebra and Geometry, Introductions to fields of study including Matrices, Vectors, and Number Theory.</p> <p>Historical insights into the development of Mathematics through the centuries.</p>
<b>Pre-requisites</b>	<p>Extension Mathematics is not a replacement for Mathematics. All students undertaking the subject must complete Mathematics also. It would be expected that a student who chooses this subject has attained at least a high achievement (i.e. standard B) in Year Nine Mathematics.</p>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• More advanced skills in algebra and how to apply them to problem solving situations.</li> <li>• A preliminary understanding of some of the topics studied in Senior Mathematics B and C</li> <li>• Insights into the historical development of Mathematics.</li> <li>• An enthusiasm for the study of Mathematics and a desire to take further study in this subject in Years Eleven and Twelve and beyond.</li> </ul>
<b>Assessment Overview</b>	<p>Assessment will include end-of-term examinations and maybe summative projects (either group or individual) during the year.</p>
<b>Career Pathway</b>	<p>This extension course will enable students to gain confidence in their understanding and handling of Mathematical concepts and procedures which will help them decide more clearly in which direction their career path should go. The course will provide a good basis for future fields of study such as Engineering, Education, Architecture and Physics.</p>

# Extension Science

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<b>Subject Overview</b>	Extension Science provides an opportunity for those passionate about STEAM (science, technology, engineering, art and mathematics) and their implementation for our proper stewardship of this Earth we inhabit. It will be a project-based subject releasing students outside of the curriculum to make this world a better place (through the use of their scientific knowledge and skills).
<b>Pre-requisites</b>	Extension Science is not a replacement for the other branches of Science (ie. Biology, Chemistry, Physics). All students undertaking this subject would also complete at least one elective of a branch of Science. It is recommended that students seeking to study Extension Science should have achieved at least a B standard in Year Nine Science.
<b>Learning Outcomes</b>	Using innovation, invention, 'outside-the-box' thinking and other intellectual/practical skills, students will be solving problems and completing projects (with a scientific base) at a local, national or event global level.
<b>Assessment Overview</b>	The assessment in this subject may include: <ul style="list-style-type: none"> <li>• Project reports</li> <li>• Multi-modal responses (eg. video log, TED talk, etc)</li> <li>• Journals/logbooks</li> </ul>
<b>Career Pathway</b>	This subject could lead to future cutting-edge careers in science, engineering, health, environment or technology.

# Fashion

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<b>Subject Overview</b>	<p>Through this course, students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to design and produce textiles items suitable for a range of situations.</p> <p>Fashion has a practical focus, where students are encouraged to learn through doing.</p>
<b>Pre-requisites</b>	Nil
<b>Learning Outcomes</b>	<p>Fashion has three core topics:</p> <ul style="list-style-type: none"> <li>• Fashion culture – fashion history, trends and careers</li> <li>• Fashion technologies – practical sewing and construction skills</li> <li>• Fashion design – the design process</li> </ul>
<b>Assessment Overview</b>	<p>Types of assessment used in Fashion:</p> <ul style="list-style-type: none"> <li>• Projects – response to a scenario</li> <li>• Investigations – finding and using fashion-related information</li> <li>• Products – producing fashion items, displays and folios</li> </ul>
<b>Career Pathway</b>	<ul style="list-style-type: none"> <li>• Fashion designer</li> <li>• Personal stylist</li> <li>• Costume design</li> <li>• Clothing production and manufacturing</li> <li>• Merchandising</li> <li>• Retail</li> </ul>

# Film, Television and New Media

<b>Subject Overview</b>	<p>This course provides an opportunity for students passionate about film to practice a range of skills useful across subjects. It also provides a useful foundation for future studies in Senior FTVNM. Topics covered may include:</p> <ul style="list-style-type: none"> <li>• Still Photography</li> <li>• Advertising</li> <li>• Music Videos</li> <li>• Stop Motion Animation</li> <li>• Film Genres</li> </ul>
<b>Pre-requisites</b>	<p>FTVNM requires a passing grade in English. Time management and organisational skills are a must. While a useful foundation this course does not require students to select Senior FTVNM.</p>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Develop flexibility, originality and confidence in making art</li> <li>• Constructively analyse and respond to social and natural environments</li> <li>• Contribute creatively to society</li> <li>• Develop problem solving and time management skills</li> <li>• Develop an awareness of God and His creativity</li> </ul>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Making – Practical work with the process of creation (recorded in visual Diary) as well as the finished products being considered.</li> <li>• Responding – Class tests and written assignments relating to theory and history of art associated with each unit.</li> </ul>
<b>Career Pathway</b>	<ul style="list-style-type: none"> <li>• Film production roles such as directing, editing, camera operation, foley, sound recording and mixing, colour grading, production design, special effects, screen writing</li> <li>• Photography</li> <li>• Television</li> <li>• New media design</li> <li>• Journalism</li> <li>• Advertising</li> <li>• Writing</li> <li>• Film critique</li> <li>• Teaching</li> <li>• Information Technology</li> </ul>

# Food and Nutrition

<b>Subject Overview</b>	<p>Food and Nutrition is the study of food in the context of nutrition, food science and food technology.</p> <p>This subject provides foundational learning for the new ATAR subject of Food and Nutrition, giving students the opportunity to develop skills and knowledge in the chemical, functional and sensory aspects of food, through experimentation. Food spoilage and food processing principles used to preserve the shelf life of food will be explored. Traditional and emerging trends in the Australian diet will be examined and new food products developed using the design process.</p>
<b>Pre-requisites</b>	Nil
<b>Learning Outcomes</b>	<p>Food and Nutrition will have four units:</p> <ul style="list-style-type: none"> <li>• Food science - the chemical (nutritional) and functional properties of food</li> <li>• Food processing - safety, preservation and storage of food</li> <li>• Food and nutrition markets - both traditional and emerging trends in Australia</li> <li>• Food product development process - for specific food and nutrition markets, using a problem based learning approach</li> </ul>
<b>Assessment Overview</b>	<p>Types of assessment used in Food and Nutrition:</p> <ul style="list-style-type: none"> <li>• Written exam</li> <li>• Practical cooking tasks</li> <li>• Research assignment</li> <li>• Process Journal</li> </ul>
<b>Career Pathway</b>	<ul style="list-style-type: none"> <li>• Dietician</li> <li>• Chef</li> <li>• Food Preparation</li> <li>• Food Technologist</li> <li>• Food Scientist</li> <li>• Health Promotion Officer</li> <li>• Home Economics Teacher</li> <li>• Home Economist</li> <li>• Nutritionist</li> </ul>



# Geography

<b>Subject Overview</b>	<p>This subject is for students who are passionate about travel, people and the environment. It fosters understanding in relation to human interaction with others and the environment.</p> <p>Students will study topics including:</p> <ul style="list-style-type: none"> <li>• Managing the natural environment</li> <li>• Problem solving the impacts of human interaction with the environment</li> <li>• Human wellbeing in relation to perceptions of freedom, security and happiness</li> </ul>
<b>Pre-requisites</b>	<p>A sound achievement in English is preferred as students need to be competent, independent readers and fluent writers. It is not necessary for students to have studied Year Nine Geography.</p>
<b>Learning Outcomes</b>	<p>Aside from deepening understanding of the geographic concepts, students will develop foundational skills including:</p> <ul style="list-style-type: none"> <li>• Effective researching</li> <li>• Note-taking</li> <li>• Referencing</li> <li>• Collecting, recording, analysing and interpreting data</li> <li>• Interpreting and connecting information</li> <li>• Justifying suggestions of change</li> <li>• Presenting information logically</li> <li>• Making informed decisions</li> <li>• Time management.</li> </ul>
<b>Assessment Overview</b>	<p>Assessment will include short response tests, response to stimulus exercises, a research inquiry task and an oral presentation.</p>
<b>Career Pathway</b>	<ul style="list-style-type: none"> <li>• Journalism</li> <li>• Advertising</li> <li>• International relations</li> <li>• Business</li> <li>• Tourism</li> <li>• Landscaping</li> <li>• Architecture</li> <li>• Town planning</li> <li>• Environmental management</li> <li>• Teaching</li> <li>• Law</li> <li>• Real estate</li> <li>• Travel</li> </ul>

# Industrial Technology

<p><b>Subject Overview</b></p>	<p>Students in this subject have the opportunity to gain valuable skills in using machinery and power tools while designing unique and creative projects for themselves.</p> <p>Industrial Technology builds upon principles developed in Year 9, and introduces students to exciting new technology and processes. It is not essential for a student to have studied Industrial Technology in previous years to join this subject. The subject continues to focus on real-world industrial processes, problem solving, creativity, social skills and character.</p> <p>Industrial Technology also provides students with the opportunity to begin completing units towards trade qualifications.</p> <p>Students who select this course will also have the opportunity to compete in the annual interschool go kart racing challenge at Ipswich race track.</p> <p>The Year 10 Industrial Technology program focusses on the development of integrity. It is important that all students access a positive model of honesty, loyalty, respect, faith, compassion and dedication on their journey into adulthood.</p>
<p><b>Pre-requisites</b></p>	<p>Nil</p>
<p><b>Learning Outcomes</b></p>	<p>Students will learn to:</p> <ul style="list-style-type: none"> <li>• Setup and run both simple and complex power tools and machinery</li> <li>• Develop a knowledge of systems and controls</li> <li>• Create their own functional iPod/iPad/iPhone dock using skills in electronics and knowledge of micro-controllers</li> <li>• Assemble and upgrade racing engines</li> <li>• Design and manufacture using computer aided manufacturing processes</li> <li>• Manufacture a folding military spade</li> <li>• Engineer their own heavy duty bridge design using principles such as bracing, triangulation, arches, force and load</li> <li>• Produce a functional ukulele.</li> </ul>
<p><b>Assessment Overview</b></p>	<p>Assessment is largely practical. Design Folios are assessed on some projects.</p>
<p><b>Career Pathway</b></p>	<p>Students who complete Year Ten Industrial Skills develop skills towards:</p> <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Design</li> <li>• Trades such as manufacturing, carpentry, cabinet making, electrical, plumbing, fitting and turning, automotive etc.</li> <li>• Any career involving design and problem solving.</li> </ul>

# Legal and Justice Studies

<b>Subject Overview</b>	<p>Legal and Justice Studies is preparation for Senior study of the subject. Topics covered include</p> <ul style="list-style-type: none"> <li>• Living with the Law: An Introduction to Law</li> <li>• International Law and Terrorism</li> <li>• Policing and the Armed Forces</li> <li>• Democracy and the Australian Legal System</li> </ul>
<b>Pre-requisites</b>	<p>The only pre-requisite that is advisable for Legal and Justice Studies is that the student have a better than Sound Achievement in English as the subject entails reading, writing, comprehension, communication and language skills.</p>
<b>Learning Outcomes</b>	<p>Students will</p> <ul style="list-style-type: none"> <li>• Develop an ability to recognise common situations which have legal implications</li> <li>• Acquire an awareness of their legal rights and responsibilities and knowledge of when and where to seek legal advice</li> <li>• Develop knowledge of the inter-relationship among individuals, society and the law</li> <li>• Develop an understanding of how the legal system operates, so that they may be informed and responsible members of the community</li> </ul>
<b>Assessment Overview</b>	<p>Assessment will consist of a response to stimulus and knowledge exam; a research assignment; a multi-modal presentation and an essay.</p>
<b>Career Pathway</b>	<p>Legal and Justice Studies gives students an insight into Australia's legal processes and, if continued through Years Eleven and Twelve, can be invaluable to many careers such as Law and Justice (including Policing and Military Service), but also, Politics, Business, Hospitality, Medical Science, Social Work &amp; Human Services, Environmental Studies, Built Environment, and many other courses where legal issues have become prominent.</p>

# Music

<b>Subject Overview</b>	<p>Throughout the Year Ten Music Subject students will explore various styles and genres of music, such as Jazz music, Rock music, World music and Classical music. Students will be introduced to music writing technology and will be taught basics for writing songs and pieces in various styles. Students will further develop their theory and aural knowledge and will be given opportunities to perform as soloists and/or in small ensembles.</p>
<b>Pre-requisites</b>	<p>Nil, but it is beneficial that the student is currently studying an instrument or voice.</p>
<b>Learning Outcomes</b>	<p>Music in Year Ten focuses on students' performance on stage as a solo artist or as part of an ensemble. Students are also encouraged to compose their own work. Through an immersion in repertoire from various cultural and historical contexts, students learn to aurally and visually identify, respond to and use the elements and patterns of music.</p> <p>Students will study a variety of musical subjects. By singing, playing instruments, listening and composing, students experience satisfaction and enjoyment as they learn.</p>
<b>Assessment Overview</b>	<p>Assessment methods will include performance tasks, composition tasks, aural skills, formal tests and conducting.</p>
<b>Career Pathway</b>	<p>The Career pathway:</p> <ul style="list-style-type: none"> <li>• Performance: solo, ensemble, orchestral or choral performer</li> <li>• Education: instrumental music teaching, band/choral directorship, classroom music teaching, conducting</li> <li>• Music writing: composing, music arranging, score editing and transcribing</li> <li>• Technology and production: sound engineering, sound design, record production, programming and sequencing</li> <li>• Other: music therapy, music journalist</li> </ul>

# Philosophy and Reason

<b>Subject Overview</b>	This subject combines an introduction to the discipline of philosophy with the associated skills of critical thinking and logic. The study of philosophy allows students to recognise the relevance of various ideas and modes of thinking. Critical thinking and logic provide knowledge, skills and understandings so students are able to engage with ideas and issues, examine and analyse these, make rational arguments, espouse viewpoints and engage in informed discourse. The core focus of this subject concerns the fundamentals of argument.
<b>Pre-requisites</b>	Nil
<b>Learning Outcomes</b>	<p>By the conclusion of the course of study, students should be able to:</p> <ul style="list-style-type: none"> <li>• Define and use key terminology</li> <li>• Interpret ideas and information</li> <li>• Determine relationship within and between ideas, arguments and theories</li> <li>• Deconstruct arguments into constituent parts</li> <li>• Evaluate philosophical theories, vies and issues</li> <li>• Create arguments that communicate meaning and points of view</li> <li>• Make and justify conclusions</li> </ul>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• The following assessment methods will be used across the four terms:</li> <li>• Extended Response (ie review, essay, speech, debate)</li> <li>• Examination (ie short response test)</li> </ul>
<b>Career Pathway</b>	A Course of study in Philosophy and Reason, can establish a basis for further education across a number of subject areas in Years Eleven and Twelve. The development of thinking skills in Philosophy and Reason establishes the transferable skills of critical thinking and would also support post school participation in a wide range of fields.

# Physical Education

<b>Subject Overview</b>	Year Ten is considered the first year of the Senior phase of learning. As such, Year Ten Physical Education is designed to be an introduction to Physical Education and Physical Recreation which are offered in Years Eleven and Twelve. It has a strong focus on literacy, researching skills and the construction of extended response answers such as essays. It caters for all levels of ability.
<b>Pre-requisites</b>	Nil
<b>Learning Outcomes</b>	<p>Physical Education draws from a variety of disciplines, including the physical, biological, chemical and sociological sciences. Students are given the opportunity to develop skills in a range of areas that will assist students in many Senior subjects. The students will get experiences in the following sports:</p> <ul style="list-style-type: none"> <li>• Tennis</li> <li>• Netball</li> <li>• Touch</li> <li>• Canoeing</li> </ul>
<b>Assessment Overview</b>	<p>The unique feature of this subject is the integration of the written work with the physical activities. Rather than learning the two topics in isolation they are merged together to ensure that the work is better understood and applied to real life. Students will be assessed using a wide range of genres such as:</p> <ul style="list-style-type: none"> <li>• Exam</li> <li>• Essay</li> <li>• Oral Presentation</li> <li>• Report</li> </ul>
<b>Career Pathway</b>	<ul style="list-style-type: none"> <li>• Sports Scientist (can specialise in dietetics, physiotherapy, sports medicine, podiatry)</li> <li>• Sports Administration</li> <li>• HPE Teacher</li> <li>• Personal Trainer</li> <li>• Sports Management, Marketing, Training and Coaching</li> <li>• Medical Fields such as Rehabilitation, Ambulance Officer and Nursing</li> </ul>

# Physics

<b>Subject Overview</b>	<p>Physics is the study of the nature and properties of matter and energy and how they interact with each other. It is an investigative and experimental science that involves formulating and testing hypotheses through analysing phenomena in order to understand how the universe works. Physics values methods of precise measurement, reproducible experimentation and powerful mathematical relationships. Physics frequently represents theories and phenomena mathematically. The knowledge and understandings of Physics is constantly expanding, contributing to new information, ideas and theories to explain observations and experiences.</p>
<b>Pre-requisites</b>	<p>It is recommended that at least a pass in Year Nine Science, Advanced Mathematics and English is required before attempting Year Ten Physics.</p>
<b>Learning Outcomes</b>	<p>In Physics, subject matter is derived from key concepts and key ideas. The key concepts are organised under the headings of Forces, Energy and Motion.</p> <p><b>Forces</b> The nature of a force; Forces that act on objects influence their state of equilibrium; Forces are able to influence the motion and shape of objects; The forces that act on objects influence their internal energy.</p> <p><b>Energy</b> Energy may take different forms originating from forces between, or relative motion of, particles or objects; Energy is conserved; Energy transfer processes provide us with different ways of using and dealing with energy and radiation and these have different social consequences and applications.</p> <p><b>Motion</b> Motion can be described in different ways; Motion can be analysed in different ways; Motion can be described using various models and modern theories.</p>
<b>Assessment Overview</b>	<p>In Physics, assessment instruments may include:</p> <ul style="list-style-type: none"> <li>• Exams</li> <li>• Student investigations</li> <li>• Research investigations</li> </ul>
<b>Career Pathway</b>	<p>Studying Physics will provide you with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. It will help you to become better informed about the world around you and provide the critical skills so you can evaluate and make evidence-based decisions about current scientific issues. It will provide a foundation in physics knowledge, understanding and skills and is suitable as a precursor to tertiary study in science, engineering, medicine and technology.</p>

# Practical Business Applications

<b>Subject Overview</b>	<p>The course aims to provide students with practical skills and operational knowledge to enable them to work in a business environment. They will use a variety of computer software applications in a business context. The course includes the following topics:</p> <ul style="list-style-type: none"> <li>• Business Administration</li> <li>• Financial Records</li> <li>• Workplace health and Safety</li> <li>• Writing and producing simple business documents using a variety of computer software applications</li> <li>• Communicating in the workplace</li> <li>• Using business equipment and resources</li> <li>• Organisational skills</li> </ul>
<b>Pre-requisites</b>	<p>Nil</p>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• To develop and enhance accuracy skills in keyboard operation</li> <li>• To develop competence and initiative in the display of word processed documents</li> <li>• To enable students to interact with computers with confidence</li> <li>• To enable students to develop useful computer and keyboarding skills with associated knowledge, understanding, attitude, decision-making and problem solving skills</li> <li>• To understand and acknowledge that computing/keyboarding skills are effective and useful in a business setting as well as in future studies</li> <li>• To encourage students to appreciate effective, efficient and creative use of computing and to apply this to a variety of situations.</li> </ul>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Short response tests</li> <li>• Practical tasks</li> <li>• Spoken and/or Multi-modal presentations</li> </ul>
<b>Career Pathway</b>	<p>The skills developed in this subject provide employment opportunities for entry level business administration jobs, particularly those connected with computers and other keyboard-operated equipment. These skills also assist in the preparation and presentation of assignments or associated documents for a range of subjects. Completion of this subject would be very beneficial if the student wishes to undertake Vocational training in Year Eleven and Twelve or after completion of school.</p>



# Psychology

<b>Subject Overview</b>	Psychology involves gaining an understanding of the complexities of human behaviour. This will be studied through three interacting approaches: the biological, the psychological and the sociocultural. Students will run experiments and collect data to underpin their understanding of what influences and improves human behaviour.
<b>Pre-requisites</b>	Nil
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• In Psychology, students will get the opportunity to learn about and through a wide range of behavioural sciences.</li> <li>• They will begin with an introduction to Psychology that will involve learning about what research considers normal and abnormal behaviour. They will also be given an introduction to collecting and using data to back up research.</li> <li>• Throughout the year students will also investigate the determinates of behaviour like: How does behaviour change over time? How does the world around us affect our behaviour and thoughts?</li> <li>• Psychology will also involve learning about behavioural neuroscience. Students will investigate how behaviour is influenced at the level of neurons, brain circuitry and hormones. This will involve learning the biological framework behind how concepts consciousness and memory work in the body.</li> </ul>
<b>Assessment Overview</b>	Psychology is part of the sciences, this means the assessment will involve a lot of experimenting and collecting of data. Students will be expected answer complex questions regarding human behaviour using investigations that are backed up by research. Psychology will have four assessment pieces, one per term, that may include: Research Investigation, Data Test, Experiment, Essay and Examination.
<b>Career Pathway</b>	Psychology is the foundation for a wide range of tertiary and career pathways. Having a deep understanding of human behaviour is fundamental to many of the following career paths: Psychologist, Medicine and Health, Lawyer, Education, Politics, Sports Psychologist, Law Enforcement.

# STEM

<b>Subject Overview</b>	<p>In STEM, students encounter a STEM-focused learning environment, providing them opportunities to construct and interact with robotics, mutirotors, 3D printers, circuits, coding, and aerospace. Students will undertake hands-on project work in designing and constructing an FPV racing mini-quad rotor as well as reverse-engineering a ground rover in order to add autonomous capabilities. Students will also work within the Arduino electronics/programming environment to create a mini robot that can sense its environment. Electronics, soldering, engineering and programming are embedded skills in this exciting field. Learning to control, either manually via an RC controller or autonomously via an autopilot, are additional skills that will become much sought-after in a world already saturated in technology.</p>
<b>Pre-requisites</b>	<p>Nil</p>
<b>Learning Outcomes</b>	<p>Students will develop innovative and creative design concepts, generate plans and diagrams to communicate their design processes, and produce solutions using a variety of materials and techniques. Project management is central to STEM, and students are explicitly taught how to manage projects. STEM concepts underpin all topics in STEM, and students also begin the process of learning to fly multi rotor-type aircraft (i.e. drones) as well as the art of manual and autonomous control.</p>
<b>Assessment Overview</b>	<p>Students are assessed through two components: Knowledge and understanding; Processes and production skills. The assessment types will be exams, multi-modal and a research report.</p>
<b>Career Pathway</b>	<ul style="list-style-type: none"> <li>• Engineering</li> <li>• Robotics</li> <li>• Computer Science/IT</li> <li>• Electronics</li> <li>• Design &amp; Construction</li> <li>• Aerospace</li> <li>• RPAS (UAV) controller</li> </ul>

# Visual Art

<b>Subject Overview</b>	Visual Art is an exciting powerful means of communication. It teaches through visual literacy how to critique the social issues of our day. It allows students to experiment with plaster, clay, paint, film, sound...anything and everything! There are application skills to be learnt, viewpoints to be challenged and three thousand years of art history as a guide.
<b>Pre-requisites</b>	Nil, though its a great subject for a person who likes to question the way things are.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Develop flexibility, originality and confidence in building and thinking creatively</li> <li>• Constructively analyse and respond to social issues and concerns</li> <li>• Contribute creatively to the big questions of life</li> <li>• Develop problem solving and time management skills</li> <li>• Develop an awareness of your personal philosophy of life</li> </ul>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Practical experiments in a range of experiments in a range of art technique</li> <li>• Personal journal of ideas</li> <li>• Written assignments as research for your practical tasks</li> </ul>
<b>Career Pathway</b>	<ul style="list-style-type: none"> <li>• Graphic Designer</li> <li>• Ceramicist</li> <li>• Occupational Therapist</li> <li>• Gallery curator</li> <li>• Arts Administrator</li> <li>• Sculptor</li> <li>• Painter</li> <li>• Book illustrator</li> <li>• Prop and set creator for film and theatre</li> <li>• Publishing layout</li> <li>• Historian</li> </ul>

# Vocational Education Courses

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Certificate courses are offered to students who have commenced their senior phase of learning. Each of these courses contribute points towards the Queensland Certificate of Education (QCE).

All of the Certificate courses are nationally recognised and taught to the standards required by the Australian Skills Quality Authority (ASQA) and to standards required by industry.

All certificate courses that are nationally recognised are delivered in compliance with the Standards for Registered Training Organisations (RTOs) 2015 and to standards required by industry.

Courses will be delivered by the following external RTO's

## **TAFE Training (RTO Provider No.0275 )**

» Certificate II in Kitchen Operations SIT20416



# Certificate II in Kitchen Operations SIT20416

<p><b>Subject Overview</b></p>	<p>This qualification reflects the role of individuals working in kitchens producing a range of food preparation items and utilising cookery skills to prepare food and menu items.</p> <p>This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafés, and coffee shops; and institutions such as aged care facilities, hospitals, and schools.</p>
<p><b>Pre-requisites</b></p>	<p>No pre-requisites – but does require commitment and finance to participate in weekly cooking activities, also group participation and commitment in preparation for service to real life clients in regular functions.</p>
<p><b>Learning Outcomes</b></p>	<ul style="list-style-type: none"> <li>• Use food preparation equipment</li> <li>• Prepare sandwiches</li> <li>• Produce dishes using basic methods of cookery</li> <li>• Produce appetisers and salads</li> <li>• Participate in environmentally sustainable work practices</li> <li>• Use hygienic practices for food safety</li> <li>• Participate in safe work practices</li> <li>• Clean kitchen premises and equipment</li> </ul>
<p><b>Core Units</b></p>	<ul style="list-style-type: none"> <li>• BSBWOR203 Work effectively with others</li> <li>• SITHCCC001 Use food preparation equipment</li> <li>• SITHCCC005 Prepare dishes using basic methods of cookery</li> <li>• SITHCCC011 Use cookery skills effectively</li> <li>• SITHKOP001 Clean kitchen premises and equipment</li> <li>• SITXFSA001 Use hygienic practices for food safety</li> <li>• SITXINV002 Maintain the quality of perishable items</li> <li>• SIXWHS001 Participate in safe work practices</li> </ul>
<p><b>Elective Units</b></p>	<p>In addition to the core units there are five (5) elective units that reflect practical learning outcomes experienced through Hudson’s Café and Mueller College events and functions.</p>
<p><b>Assessment Overview</b></p>	<p>Practical functions – 12 service occasions, these are provided through Hudson’s café and various Mueller College functions. Observation checklists by Trainers in college and in work situations. This nationally accredited course contains 13 units of study. Each unit of study comprises of a three-part assessment – practical, theory test and assignment.</p>

## Certificate II in Kitchen Operations SIT20416 cont....

<p><b>Career Pathway</b></p>	<p>Food Production - Kitchen attendant through to Executive Chef</p> <ul style="list-style-type: none"> <li>• Catering assistant,</li> <li>• Cook</li> <li>• Patisier</li> <li>• Chef de Partie</li> <li>• Sous chef</li> <li>• Chef</li> </ul> <p>Food and Beverage - Bus Person through to Restaurateur</p> <ul style="list-style-type: none"> <li>• Barista, Restaurant cashier</li> <li>• Host/Hostess</li> <li>• Waiter</li> </ul> <p>Supervisor/Manager in Restaurant/ Catering Accommodation Services – Porter through to General Manager</p> <ul style="list-style-type: none"> <li>• Valet</li> <li>• Receptionist</li> <li>• Reservation Sales Agent</li> <li>• Cashier</li> <li>• Guest Services Agent</li> <li>• Front Office Supervisor</li> <li>• Duty Manager</li> <li>• Front Office Manager</li> </ul>
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# Notes:

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