



Trinity College

BEENLEIGH



Junior Studies Guide 2017

For students entering
Year 9, 2017
Year 10, 2018



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PART 1: INTRODUCTION

This handbook is provided to assist students and their parents in making an appropriate selection of subjects for the Junior Phase of Learning. The contents of this handbook should be studied thoroughly to gain an accurate understanding of the nature, scope, requirements and relative difficulty of each subject.

Students are able to select from a wide range of subject areas to create an individual program of study that best serves their needs and aspirations. The College has a tradition of excellence in teaching and learning, in which the needs of the individual student is the central focus of the learning process.

At Trinity College a number of support structures exist so that students and their parents are fully aware of the choices available and the applications of the selected course work. It is very much our intention to have parent's integrally and frequently involved in the subject selection process of their child.

The course offerings shown in this handbook are prospective in that the actual availability of courses will be subject to demand and the capacity of the College to run the course.

HOW TO CHOOSE ELECTIVE SUBJECTS

Choosing your elective subjects for Years 9 and 10 is an opportunity for you to explore and discover your own particular talents, skills and interests. When selecting your elective subjects you should consider subjects you enjoy and will be successful in, keeping in mind the choices you make could have a bearing on your future career goals and aspirations.

When choosing your elective subjects there are a few things you should consider:

- What are my personal interests and hobbies
- What am I good at and will be successful in
- What are my career goals and aspirations

The subjects you choose may lead to new career pathways or interests e.g. Art may lead you to cultivate an interest in the Arts. You may become an Artist or enjoy it as a hobby. Even if you did not pursue a career in Art, it could help you pursue a career in design e.g. Fabrics, Dressmaking and Graphic Art. Similar things might be said about Drama, Health and Physical Education and Food and Textile Technology.

You are not being asked to make major career choices at this particular moment. The way the courses are structured at Trinity College, most career paths will still be open to you even after you have completed Years 9 and 10. Even those courses in Years 11 and 12 which follow on from Year 10 elective courses, may be open to students in Years 11 and 12 after consultation with the College.

Steps in Choosing Subjects:

1. Think about yourself, the things you value like to do, think are worth doing and are achieving towards.
2. Talk to your parents and teachers about yourself and the subjects.
3. With your parents, complete the online Web Preferences Subject Selection process.



STUDENT EXPECTATIONS

COMMITMENT	STUDENT RIGHTS TO	STUDENT RESPONSIBILITIES TO
To Actively Learn	<ul style="list-style-type: none"> To be provided with a variety of learning experiences and opportunities To learn with minimal disruption in an environment conducive to learning To have the opportunity to be listened to To be offered necessary assistance with learning To learn at an appropriate level which meets your needs To know that there is a clearly stated and consistently implemented College Assessment Policy 	<ul style="list-style-type: none"> To participate fully in learning activities and experiences (curricular and extra-curricular) To refrain from being disruptive To listen attentively To assist in creating an environment conducive to learning To make a genuine effort to learn in all classes To be prepared for all lessons To be punctual and attend all lessons To complete all assessment tasks and homework on time and to the best of your ability To ensure that computer use supports learning and satisfies the conditions of use stated in the student computer use agreement form
To Communicate Justly	<ul style="list-style-type: none"> To be listened to To have a chance to speak To be spoken to with courtesy 	<ul style="list-style-type: none"> To listen to others To refrain from interrupting while others are speaking To keep student planner up to date To take home school correspondence To demonstrate care and sensitivity in representing others in all forms of communication

Given these expectations, it is clear that students are required to make a substantial commitment to their education while at school and at home. This may need to be taken into consideration by students and their parents when making decisions about extensive part-time employment or extra-curricular activities. The following would be a guide to the minimum time a student would need to devote to their homework and study during a typical week:

Year 9	1½ to 2 hours five times per week
Year 10	2 to 2½ hours five times per week



JUNIOR SUBJECT CURRICULUM

The curriculum offered to Year 9 and Year 10 students at Trinity College seeks to provide all students with a quality and broad education. Traditionally as the year's progress, students are given a greater scope to specialise, adapt course choices to their own talents and abilities, and to develop their plans for future careers and vocations.

CORE KEY LEARNING AREAS

In Years 9 and 10, all students are required to study the following CORE Key Learning Areas.

- Religion
- English
- Health and Physical Education
- History
- Mathematics
- Science

ELECTIVE SUBJECTS

All students will choose two elective subjects at this time for the two year academic program for Years 9 and 10.

- Digital Technology
- Drama
- Economics and Business
- Food Technology
- Geography
- Industrial Technology and Design
- Information and Communication Technology (ICT)
- Japanese
- Media
- Music
- Textile Technology
- Sporting Development Program – Rugby League and Netball *
- Visual Arts

VOCATIONAL SUBJECTS

- Certificate II in Automotive Service Technology (AUR20512) Year 10 only
- Certificate II in Hairdressing (SIH20111) Year 10 only



ENQUIRIES

Leadership Team:

Principal	Mrs Catherine Thompson
Deputy Principal	Mr Phillip Cooper
Acting Assistant Principal – Curriculum	Mr Craig Hirst
Assistant Principal – Pastoral Care	Mr Reuben Chalmers
Assistant Principal – Religious Education	Mrs Nancy Rodgers

Curriculum Leader:

Religious Education	Miss Alexandra Walls
The Arts	Ms Lisa Rachow
English	Mr Simon Bryant
Mathematics	Mrs Fiona Swan
Physical Education	Mrs Kristy Baldwin
Science	Mr Warren Segal
Humanities	Mr Tiarnan Greene
Technology	Mrs Natalie Falvey
Vocational Education	Miss Alicki Bellas

Enquiries about the material covered in this handbook should be directed to:

Mr Bobby Longtime	Acting Learning and Teaching Leader
Telephone	07 3442 5222
Email:	blongtime@bne.catholic.edu.au
OR	
Mr Craig Hirst	Acting Assistant Principal – Curriculum
Telephone:	07 3442 5222
Email:	chirst@bne.catholic.edu.au



PART 2: SUBJECT DESCRIPTORS – CORE SUBJECTS

SUBJECT NAME	RELIGION
<p>Course Description</p>	<p>What is the Subject About?</p> <p>Religion challenges students to be a religious voice in the world. This subject aims to develop the religious literacy of students, developing their knowledge, skills and dispositions in order that they can confidently articulate their faith in a variety of religious and secular contexts. Through vibrant and engaging Religion lessons, students become active constructors of culture rather than passive consumers. In this way, students are challenged to live the gospel of Jesus Christ in their everyday lives.</p> <p>Why Study This Subject?</p> <p>It is important that all students have the opportunity to become literate in their own religious traditions and to develop an understanding of the religious traditions of others. As religion is so much a part of the fabric of the Australian culture, such an understanding can contribute greatly to the building of a more tolerant society.</p>
<p>Course Outline</p>	<p>What Do Students Learn?</p> <p>The Religion Curriculum P-12 enables students in Year 9 to Year 10 to learn about various ways in which humans understand and express the mystery of God or ‘the Other’, including insights from the major world religions. Students develop their understanding of the experience of sin throughout human history, some ways in which the Church has responded to the presence of good and evil, and the various sources that guide the Church’s action in the world. They learn about various sources of inspiration, strength and guidance for believers today and ways in which believers live their Christian vocation.</p> <p>Throughout the course students will be involved in learning that will develop knowledge, understanding and skills across the four strands of the Religious curriculum as set by Brisbane Catholic Education. These are interrelated and their content is taught in an integrated approach.</p> <p>Strands</p> <p>1. Sacred texts 2. Beliefs 3. Church 4. Christian life</p> <p>These broad areas of study are explored and developed through the lens of the perspectives below:</p> <p>YEAR 9</p> <ul style="list-style-type: none"> • How can Jesus have meaning in our life today? • How can we learn from the past? • To Err is Human, to Forgive is Divine • Restoring the balance: Why should I care? <p>YEAR 10</p> <ul style="list-style-type: none"> • The mystery of God • Responding to the signs of the times • Making amends and moving forward • Religious voice in the world <p>Throughout the course, students will explore each of these areas as they undertake the different units that have been developed. Please refer to our college website for further details on these units.</p>
<p>Examples of Activities and Assessment</p>	<p>Assessment in Religion is designed to evaluate the students’ progress in the areas of knowledge, processing of information and communication.</p> <p>Assessment techniques vary but may include such items as, short answer tests, written assignments and oral presentations.</p>



SUBJECT NAME	ENGLISH Year 9	
Course Description	<p>This one year course provides students with an opportunity to develop and refine their ability to compose and comprehend spoken and written English fluently, appropriately, effectively and critically.</p> <p>In Year 9, students interact with peers, teachers, groups and community members in a range of face-to-face and online/virtual environments. Students will develop the ability to use spoken, written and visual language across a range of categories. Students will engage in units of work which will improve their abilities to use writing and speaking to create, to entertain, to move, to communicate, to inform and to persuade.</p>	
Course Outline	<p><i>AUSSIE, AUSSIE, AUSSIE (Australian Identity)</i> Students will engage in a range of Australian literary texts including short stories, dramatic performances and the oral narrative traditions and contemporary literature of Aboriginal and Torres Strait Islander peoples.</p> <p>Students explore how events, situations and people can be represented from different perspectives and draw conclusions about characters, events and key ideas, justifying these with selective use of textual evidence. Students identify, interpret and critically evaluate how text structures and language features of texts, including literary techniques, are designed to appeal to audiences and create an Australian identity.</p> <p><i>TREK IT OUT (Technical and Scientific Language)</i> Students examine short scientific articles that include technical information from credible/verifiable sources described using abstract, scientific language and vocabulary supported by graphic representations.</p> <p>Students examine the purpose, language and structure of science fiction stories and films. Students transform a short scientific article into a speculative science fiction short story.</p> <p><i>THE WORLD AROUND US (Global Texts)</i> Students select, read and view literary and non-literary texts including those from and about Asia to compare and contrast human experience in response to ethical and global dilemmas.</p> <p>Students explore how events, situations and people are represented from different perspectives.</p> <p>Students create a report that compares and contrasts different representations of Asia, making judgments about the selected texts' structures, language features, literary techniques and interpretations.</p> <p><i>SAY IT TO YOUR FACEBOOK (Language Online)</i> Students investigate contemporary media to develop a critical understanding of the differences between media texts and the responsibilities of online interactions.</p> <p>Students identify changes in language to describe new media, and how jargon and technical language reinforces membership of specific communities.</p> <p>Students innovate with texts, using visual and non-verbal forms of language to establish relationships with different audiences and evaluate the effectiveness of an online hybrid space.</p>	
Examples of Activities and Assessment	<ul style="list-style-type: none"> • Reviews • Reports • Discussions • Informative articles • Spoken presentations • Persuasive texts • Imaginary texts • Expository texts • Multi-Modal presentations 	



SUBJECT NAME	ENGLISH Year 10
Course Description	<p>This one year course provides students with an opportunity to develop and refine their ability to compose and comprehend spoken and written English fluently, appropriately, effectively and critically.</p> <p>In Year 10, students interact with peers, teachers, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.</p> <p>Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and inter-textual references. Students develop critical understanding of the contemporary media, and the differences between media texts.</p> <p>The range of literary texts for foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, the contemporary literature of these two cultural groups, classic and contemporary world literature, including texts from and about Asia.</p>
Course Outline	<p><i>TALKIN' BOUT YOUR GENERATION (Representations of Adolescents)</i> Students analyse and explain how language and images create representations of adolescents.</p> <p>Students analyse and evaluate humorous language and texts, and media texts and images.</p> <p><i>RIGHT OR WRONG? (Contemporary Literature)</i> Students compare and contrast the social, moral and ethical themes in a range of contemporary literature texts, including the close study of a novel. Students evaluate how text structures, language and visual features can be used to influence audience response.</p> <p><i>WHEREFORE ART THOU ROMEO? (The Classics)</i> Students investigate classic world literature, including a play by Shakespeare, to explore themes of human experience and cultural significance. Students reflect on the classic and contemporary relevance of the themes in world literature and discuss how language devices layer meaning and influence audiences.</p> <p><i>A CURRENT AFFAIR (Perspectives on Issues and Events in Media Texts)</i> Students analyse and evaluate how human experience is represented in new media texts and documentaries, including the use of images. Students develop a critical understanding of the contemporary media and analyse the differences between news media texts.</p>
Examples of Activities and Assessment	<ul style="list-style-type: none"> • Reviews • Reports • Discussions • Informative articles • Persuasive texts • Imaginary texts • Expository texts • Multimodal presentations • Spoken presentations



SUBJECT NAME	HEALTH AND PHYSICAL EDUCATION Year 9 and 10
Course Description	<p>The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.</p> <p>In Year 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.</p>
Course Outline	<p>The focus areas to be addressed in Year 9 and 10 include, but are not limited to:</p> <ul style="list-style-type: none"> • alcohol and other drugs • food and nutrition • health benefits of physical activity • mental health and wellbeing • relationships and sexuality • safety • challenge and adventure activities • games and sports • lifelong physical activities • rhythmic and expressive movement activities
Examples of Activities and Assessment	<p>A variety of practical, written and life-related tasks are to be undertaken where a variety of genres will be explored to enable students with various strengths and weaknesses to have the best opportunity to succeed.</p> <p>Examples of the assessment:</p> <ul style="list-style-type: none"> • Physical performance • Use of tactics • Orals • Personal diaries • Written exams



SUBJECT NAME	HISTORY Year 9
Course Description	<p>The Year 9 History curriculum focuses on the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I in 1914-1918 - the “War to End All Wars”.</p> <p>The aim of the Year 9 course is to further develop the skills and knowledge learnt in Year 8, especially developing inquiry questions in research, analysing sources for origin, purpose, context and usefulness, critical analysis and understanding of points of view, attitudes, values and perspectives of others.</p>
Course Outline	<p><i>MAKING A BETTER WORLD? THE INDUSTRIAL REVOLUTION</i> This unit examines the impact of the Industrial Revolution (1750–1914), including the technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia. Assessment will focus on using sources to understand the experiences of men, women and children during the Industrial Revolution, and their changing way of life. Students will also consider the short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication.</p> <p><i>THE MAKING OF AN AUSTRALIAN NATION</i> This unit looks at the extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples. Assessment will focus on the experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, and Afghans), key events and ideas in the development of Australian self-government and democracy, and the impact of the Immigration Restriction Act.</p> <p><i>THE WAR TO END ALL WARS – AUSTRALIA IN WORLD WAR I</i> In this unit, students investigate key aspects of World War I (1914-1918) and the Australian experience of the war, including the nature and significance of the war in world and Australian history. Students will look at the causes of World War I and the reasons why men enlisted to fight, the places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign. Assessment will focus on allowing students to research an area of interest such as the impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate), or the commemoration of World War I, including debates about the nature and significance of the ANZAC legend.</p>
Examples of Activities and Assessment	<p>Activities and assessment will focus on two strands – historical knowledge and understanding, and historical skills. Students will complete three assessment items per Semester and complete in class.</p> <p>Activities include:</p> <ul style="list-style-type: none"> • Using historical sources • Response to stimulus exams • Essay writing skills • Assignments • Knowledge exams • Oral presentations • Research reports • Planning and undertaking research



SUBJECT NAME	HISTORY Year 10
Course Description	The Year 10 History curriculum focuses on the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The aim of the Year 10 course is to refine the skills and further develop knowledge learnt in Year 8 and 9, especially developing inquiry questions and planning a research inquiry, evaluating a variety of primary and secondary sources for origin, purpose, context, reliability and usefulness, critically analysing the reasons for different points of view, attitudes and values and the perspectives of others
Course Outline	<p><i>WORLD WAR II</i> In this unit, students investigate wartime experiences through a study of World War II (1939-1945) 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.</p> <p><i>POP CULTURE IN A GLOBALISING WORLD</i> Students investigate the notion of popular culture, especially from 1954 to the present. This involves looking at the nature of popular culture in Australia at the end of World War II, including music, film and sport, developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll. Students also consider the changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments and Australia's contribution to international popular culture (music, film, television, sport).</p> <p><i>STRUGGLE FOR RIGHTS AND FREEDOMS</i> Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. The focus is on the period from 1945 to the present and particularly the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning, the Stolen Generations and the US Civil Rights Movement and its influence on Australia. Students will study the significance of following the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology and the methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples.</p>
Examples of Activities and Assessment	<p>Activities and assessment will focus on two strands – historical knowledge and understanding, and historical skills. Students will complete three assessment items per semester. and complete in-class activities including:</p> <ul style="list-style-type: none"> • Using historical sources • Response to stimulus exams • Paragraph writing skills • Essays • Assignments • Knowledge exams • Oral presentations • Planning and undertaking research



SUBJECT NAME	MATHEMATICS		
	Year 9		
Course Description	<p>Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life and provides the fundamentals on which mathematical specialties and professional applications of Mathematics are built.</p> <p>The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.</p>		
Course Outline	<p>At Trinity College, Mathematics is a compulsory subject for all students in Years 7, 8, 9, 10, 11 and 12. Mathematics is an integral part of our general education. It can enhance our understanding of our world, and the quality of our participation in society.</p> <p>Mathematics is organised around three content strands and four proficiency strands.</p> <p>The Content Strands are:</p> <ul style="list-style-type: none"> • Number and Algebra • Measurement and Geometry • Statistics and Probability <p>The Proficiencies are:</p> <ul style="list-style-type: none"> • Understanding • Fluency • Problem solving • Reasoning 		
	Number and Algebra	Measurement and Geometry	Statistics and Probability
	<ul style="list-style-type: none"> • Number and Place Value • Fractions and Decimals • Real Numbers • Money and Financial Mathematics • Patterns and Algebra • Linear and Non-Linear Relationships 	<ul style="list-style-type: none"> • Using Units of Measurement • Shape • Geometric Reasoning • Location and Transformation • Pythagoras and Trigonometry 	<ul style="list-style-type: none"> • Chance • Data Representation and Interpretation
Examples of Activities and Assessment	<p>Students will be assessed via a range of assessment tools such as written examinations, short response tests, written reports and assignments. Each term typically would have two main assessment items.</p> <p>The assessment will seek to test the four proficiency strands:</p> <ul style="list-style-type: none"> • Understanding • Fluency • Problem solving • Reasoning <p>The results from these assessment items will then be used to determine the student's achievement level within each strand, and an overall achievement level will be awarded.</p> <p>The Year 9 program aims to prepare the students for the study of Year 10-12 Mathematics.</p>		



SUBJECT NAME	MATHEMATICS Year 10		
Course Description	Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life and provides the fundamentals on which mathematical specialties and professional applications of Mathematics are built.		
Course Outline	<p>Mathematics is divided into Mathematics and Mathematics Extension in Year 10. Mathematics Extension contains some advanced subjects within each strand. Students are placed into the different subjects according to their demonstrated ability in Mathematics in Year 9 in conjunction with students' prerequisites for future study.</p> <p>Mathematics is organised around three content strands and four proficiency strands:</p> <p>The Content Strands are:</p> <ul style="list-style-type: none"> • Number and Algebra • Measurement and Geometry • Statistics and Probability <p>The Proficiencies are:</p> <ul style="list-style-type: none"> • Understanding • Fluency • Problem solving • Reasoning 		
	Number and Algebra	Measurement and Geometry	Statistics and Probability
Examples of Activities and Assessment	<ul style="list-style-type: none"> • Linear Equations, Inequations • Financial Mathematics • Patterns and Algebra - Quadratics • Indices • Simultaneous Equations • Functions and Curve Sketching • Functions and Relations • Real Numbers and Polynomials • Financial Mathematics <ul style="list-style-type: none"> • Coordinate Geometry • Deductive Geometry • Measurement • Trigonometry • Circle Geometry <ul style="list-style-type: none"> • Chance • Data Representation and Interpretation • Probability • Univariate and Bivariate Data • Statistics in the Media • Interpreting Data <p>Students will be assessed via a range of assessment tools such as written examinations, short response tests, written reports and assignments. Each term typically would have two main assessment items.</p> <p>The results from these assessment items will then be used to determine the student's achievement level within each strand, and an overall achievement level will be awarded.</p> <p>The Year 10 program aims to prepare the students for the study of Year 11-12 Mathematics. Typically, a student will enter Mathematics A following an achievement level of at least a "C" at the conclusion of Year 10 Mathematics. Students will study Mathematics B following successful completion of Year 10 Mathematics A at an achievement standard of at least "C+"; and if the student's achievement is below "C" in Mathematics, they will be advised to study Pre-Vocational Mathematics in Year 11.</p>		



SUBJECT NAME	SCIENCE Year 9
Course Description	<p>In Year 9, students consider the operation of systems at a range of scales, from atomic through microscopic to macroscopic. They explore ways in which the human body as a system responds to its external environment and the interdependencies between living and non-living components of ecosystems. Students are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. Students engage with the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.</p> <p>The development of science concepts over the years and the nature of scientific knowledge as being an evolving and constantly expanding discipline underlie the content taught. There is an emphasis on the use of scientific knowledge by society and the influence it has on the future decisions about the stewardship of the Earth and its peoples.</p> <p>The development of skills will be continued from previous years including planning and conducting experiments, processing and analysing data and evaluating information. Students will have many opportunities to establish and question propositions, make predictions and communicate their findings in a variety of scientific genres.</p>
Course Outline	<p><i>INSIDE THE ATOM</i> Students investigate that all matter is made of atoms which are composed of protons, neutrons and electrons. They use this knowledge to explain natural radioactivity which arises from the decay of nuclei in atoms.</p> <p><i>CHEMICAL CHANGES</i> Students use knowledge of chemical reactions involving the rearranging of atoms to form new substances during a chemical reaction. They investigate the concept that mass is not created or destroyed.</p> <p><i>SYSTEMS OF LIFE</i> Students explore interactions within ecosystems which consist of communities of interdependent organisms and non-living components of the environment. They use this knowledge to describe and explain how matter and energy flow through these systems.</p> <p><i>RESPONDING TO THE WORLD</i> Students study multi-cellular organisms in order to understand how they rely on coordinated and interdependent internal systems to respond to changes to their environment.</p> <p><i>MOVEMENT ON THE EARTH'S SURFACE</i> Students study the theory of plate tectonics which explains global patterns of geological activity such as earthquakes and volcanoes and continental movement.</p> <p><i>ENERGY ON THE MOVE</i> Energy transfer (such as heat energy) through different media is studied and the concepts of wave and particle models are used to interpret and explain every day and more complex observations.</p>
Examples of Activities and Assessment	<p>Supervised Assessments such as exams or stimulus-response tasks. Extended Experimental Investigations with data collection and analysis. Extended Response Tasks such as external research and problem solving.</p>



SUBJECT NAME	SCIENCE Year 10
Course Description	<p>In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding how motion and forces are related by applying physical laws is also studied. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.</p>
Course Outline	<p><i>OBJECTS IN MOTION</i> Students will explore the concept that energy conservation in a system can be explained by describing energy transfers and transformations. They then will study the motion of objects and how such motion can be described and predicted using the laws of physics.</p> <p><i>ORGANISING ELEMENTS</i> Students will study atomic structure and properties of elements in order to gain insight into the basis of how they are used to organise them in the Periodic Table.</p> <p><i>USING CHEMISTRY</i> Students will interact with different types of chemical reactions to explain how they are used to produce a range of useful products. They will further explore this concept to account for why reactions can occur at different rates.</p> <p><i>GENETICS</i> Students will explore the transmission of heritable characteristics from one generation to the next via the study of genetics which involves DNA and genes.</p> <p><i>THE ORIGIN OF SPECIES</i> The theory of evolution by natural selection will be studied in order to explain the diversity of living things. They will explore the body of scientific evidence that supports this theory.</p> <p><i>GLOBAL SYSTEMS</i> Students will study the Earth which is comprised of Global Systems, including the carbon cycle, which rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.</p> <p><i>THE UNIVERSE: PAST, PRESENT AND FUTURE</i> The universe contains features including galaxies, stars and solar systems. Students will study these celestial objects using the Big Bang theory to explain the origin of the universe.</p>
Examples of Activities and Assessment	<p>Supervised Assessments such as exams or stimulus-response tasks. Extended Experimental Investigations with data collection and analysis. Extended Response Tasks such as external research and problem solving.</p>

ELECTIVE SUBJECTS

SUBJECT NAME	DRAMA Year 9
Course Description	<p>This course allows students to learn to communicate with others in a variety of ways and provides students with experiences which develop and enhance communication skills useful in a variety of situations. The course aims to develop students' confidence, interpersonal skills and self-discipline in a spirit of friendly, respectful communication.</p> <p>In Drama, students learn to create dramatic situations, offer and accept ideas, make a commitment to team work, manage their own time, understand other points of view, negotiate, interact with others, concentrate, act individually in groups, think independently and express themselves.</p>
Course Outline	<p><i>TERM 1: WHOSE LINE IS IT ANYWAY? (Improvisation, Process Drama and Theatre Sports)</i> This unit further develops the improvisation skills introduced in Year 8 Drama. With a focus on Process Drama as a tool for exploring texts and characters. As well as Theatre Sports, the skills of giving and accepting offers, advancing and extending are developed all within the notion of working as a team without a script. Improvisation skills are also a solid starting point for future Drama units.</p> <p><i>TERM 2: WHAT'S MY SCENE? (Performing scripts)</i> In this unit, students take on the skills they have learnt in Term 1 and build on it while working with other students. They will take on characters; build on vocal and physical techniques as well as learning to manipulate mood, language and tension. Students will take scripted scenes and use their creativity to make it their own.</p> <p><i>TERM 3: FUNNY BUSINESS (Clowning and Children's Theatre)</i> This unit introduces students to a different form of Drama. They will look at comedy usually focusing on clowning and children's theatre as an entertainment form. During this unit students will discover what makes them laugh! Students will explore the history of comedy and different styles of comedy and get to work shop them in class. They will focus on timing and rhythm and work individually or in a group. Students will learn about the various techniques of comedy and create a performance designed to entertain young audiences through the practical skills of visual comedy.</p> <p><i>TERM 4: I LIKE TO MOVE IT, MOVE IT (Mask and Movement)</i> During this unit students will be able to use their creative side and incorporate art and music into their Drama performances. Students will discover the meaning and significance of telling stories through art, music and movement. This unit will look at symbolism, tension, focus and space. Students will look at myths and legends and brainstorm how to portray them through movement.</p>
Examples of Activities and Assessment	<ul style="list-style-type: none"> • Journal • Written review • Performances – Scripted and student devised • Theatre games and activities • Improvising scenes • Exploring play texts



SUBJECT NAME	DRAMA Year 10
Course Description	<p>This course allows students to learn to communicate with others in a variety of ways and provides students with experiences which develop and enhance communication skills useful in 'life role' situations. It is not the intention of Drama to cultivate 'stars', instead, it aims to develop students' confidence, interpersonal skills and self-discipline in a spirit of friendly, respectful communication.</p> <p>Drama is academically orientated; it exposes students to 33 of the 49 Common Curriculum Elements assessed in the Queensland Core Skills test at the end of Year 12 and prepares students for a wide variety of university courses. It is experiential, it requires students to 'do' something in order for them to learn, rather than just be given information. Drama challenges students to progressively develop and extend their present level of ability. Students are challenged to be creative, take risks and it encourages innovative thought and action as well as being inclusive and enjoyable.</p>
Course Outline	<p><i>TELL 'EM THEY'RE DREAMING (Australian Scripts)</i> This unit introduces students to great Australian writers, actors and plays. Students will look at the history of Australian theatre and what makes us so unique. In groups students will discover the great Australian character and learn to manipulate the dramatic languages based on the content, context and purpose.</p> <p><i>MAKE YOUR POINT (Documentary Drama)</i> During this unit students will be introduced to a new style of theatre based on what they feel needs to be highlighted in society. Students will use their creativity to find new and symbolic ways to present information, stories, poetry and music to put forth a message that is important to them. They will aim to evoke emotion and use various techniques to entertain and inform their audience.</p> <p><i>BEHIND EVERY GREAT ACTOR (Mini-Production and backstage)</i> Students will work together to create a production for a live audience, enrolled as both actor and backstage support. The unit focusses on the various stages and parties involved in bringing together a production. From choosing, editing and reworking ideas for the script to designing costumes, sets and marketing, students will work towards a final polished performance. A live theatre excursion will also be included.</p> <p><i>THESE PRETZELS ARE MAKING ME THIRSTY (Comedy)</i> During this unit students will discover what makes them laugh! Students will explore the history of comedy and different styles of comedy, then work shop them in class. The focus will be on the Italian style of Commedia del'Arte. Students will work individually or in a group to present a comedy routine based on the characteristics of Commedia.</p>
Examples of Activities and Assessment	<ul style="list-style-type: none"> • Responding to Drama – Journal, written reviews • Presenting Drama – Performances • Forming Drama – Scripts, performance concepts, improvisation



SUBJECT NAME	ECONOMICS AND BUSINESS Year 9
Course Description	<p>Economics and Business provides students with the opportunity to further develop their understanding of, and engage in, the economy through an investigation of contemporary economics and business issues and events at the personal/local level and in a broader field.</p> <p>Students explore the standard of living in the economy; the ways it can be measured and compared with other economies. They investigate the risks to consumers in the financial landscape and strategies that can be used to manage these risks. They explore the implications of changes in the work environment on themselves and society. Students investigate why being competitive is important for businesses and the ways businesses use leadership and collaborative effort.</p>
Course Outline	<p><i>STANDARD OF LIVING</i> Students will define 'standard of living' before exploring ways of measuring standards of living within an economy and between economies. In this topic students will investigate standards of living of a comparable and contrasting nature to that of the current Australian living standard.</p> <p><i>COMPETITION IN BUSINESS</i> Students will explore the innovative ways businesses seek to be competitive, before evaluating whether social and ethically responsible behaviour by a business increases their competitive advantage. Businesses within the Australian business environment and those of an international domain will also be studied as well as a range of business structures from small business, through to large scale companies.</p> <p><i>THE CHANGING NATURE OF WORK</i> In this topic, students will discuss the changing nature of work such as casualisation of the workforce and the increased impact of technology on our workplaces. Analysis of the effects of unions, employer groups and the government on the work environment will then be introduced. An exploration of the impact of an ageing population on the work environment will also be conducted.</p>
Examples of Activities and Assessment	<p>Students will complete a range of assessment items and in-class activities including:</p> <ul style="list-style-type: none"> • Interpreting case studies • Planning and undertaking research • Collecting and interpreting data • Research assignments • Knowledge exams • Oral presentations



SUBJECT NAME	ECONOMICS AND BUSINESS Year 10
Course Description	<p>The Year 10 Economics and Business course provides students with the opportunity to further develop their understanding of, and engagement with economic and business activity in the economy. They undertake investigations of economics and business issues and/or events in a personal/local context and in the broader national/global sphere.</p> <p>Students consider the ways the performance of economies can be measured and make comparisons between Australia's economy and other economies, as well as discussing the effect of the economy's performance on sectors of the economy. They explore the factors that influence consumer choice globally, the interconnections between businesses in the global economy and the nature of work environment in a global context.</p> <p>By using a contemporary economics and business issue and/or event to form the context for learning, students will use their knowledge, understanding and skills to further their capacity and ability to apply economic and business concepts and skills to real world issues and events.</p>
Course Outline	<p><i>THE PERFORMANCE OF THE AUSTRALIAN ECONOMY</i></p> <p>In this topic students will examine how the performance of the economy can be measured through gross domestic product (GDP), unemployment trends and inflation rates. The effect of the economy's performance on the sectors of the economy will then be examined.</p> <p><i>THE GLOBAL ECONOMY</i></p> <p>Students will explore the ways businesses respond to changes in the global economy, before investigating the ways businesses respond to overseas competitors in the Australian economy. The nature of work in the global economy will then be discovered with an exploration of opportunities for new employment and working styles, and identification of risks to workers within today's work environments.</p>
Examples of Activities and Assessment	<p>Students will complete a range of assessment items and in-class activities including:</p> <ul style="list-style-type: none"> • Interpreting case studies • Planning and undertaking research • Collecting and interpreting data • Research assignments • Knowledge exams • Oral presentations



SUBJECT NAME	GEOGRAPHY Year 9
Course Description	<p>Geography identifies the concepts of place, space, environment, interconnection, sustainability, scale and change, as integral to the development of geographical understanding. These are high level ideas or ways of thinking that can be applied across the subject to identify a question, guide an investigation, organise information, suggest an explanation or assist decision making. They are the key ideas involved in teaching students to think geographically!</p>
Course Outline	<p>There are two units of study in the Year 9 curriculum for Geography:</p> <ul style="list-style-type: none"> • Biomes and Food Security • Geographies of Interconnections <p><i>BIOMES AND FOOD SECURITY</i></p> <p>This topic focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.</p> <p><i>GEOGRAPHIES OF INTERCONNECTIONS</i></p> <p>This topic focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.</p>
Examples of Activities and Assessment	<p>Geography is organised in two related strands: Geographical Knowledge and Understanding, and Geographical Inquiry and Skills.</p> <p>Students will complete a range of assessment items and activities including:</p> <ul style="list-style-type: none"> • Field trips • Interpretation of remotely sensed images • Statistical analysis • Role plays • Class debates • Research • Assignments • Knowledge exams • Oral presentations



SUBJECT NAME	GEOGRAPHY Year 10
Course Description	<p>There is a focus on citizenship, as students study local, national and global issues and identify actions that they could take. One sequence of units focuses on environmental geography and introduces students to the basic elements of hydrology, geomorphology and biogeography. The Year 10 unit applies the knowledge gained from these three units to studies of environmental change and environmental management. All units combine studies of both environmental and human processes and have an applied focus on the management of environmental resources. Sustainability is a continuing theme and is progressively developed to become the major focus in Year 10.</p>
Course Outline	<p>There are two units of study in the Year 10 curriculum for Geography:</p> <ul style="list-style-type: none"> • Environmental Change and Management • Geographies of Human Wellbeing <p><i>ENVIRONMENTAL CHANGE AND MANAGEMENT</i></p> <p>This topic focuses on investigating Environmental Geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability and the environmental worldviews including those of Aboriginal and Torres Strait Islander Peoples that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.</p> <p><i>GEOGRAPHIES OF HUMAN WELLBEING</i></p> <p>This topic focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.</p>
Examples of Activities and Assessment	<p>Geography is organised in two related strands: Geographical Knowledge and Understanding, and Geographical Inquiry and Skills.</p> <p>Students will complete a range of assessment items and activities including:</p> <ul style="list-style-type: none"> • Field trips • Interpretation of remotely sensed images • Statistical analysis • Role plays • Class debates • Research • Assignments • Knowledge exams • Oral presentations



SUBJECT NAME	FOOD TECHNOLOGY Year 9
Course Description	<p>Home Economics is an integral part of the cultural, social, environment and economic community in which we live. Home Economics is an interdisciplinary subject which draws on a range of fields including nutrition, dietetics, latest food trends and dietary concerns. Students learn to think critically and creatively and also to develop initiative and enterprise in making informed choices. Home Economics is concerned with the well-being of people in everyday lives.</p> <p>This is a one year course that provides students with the opportunity to expand on the basics learnt in Year 8. They will be provided with opportunities to create functional solutions or products for real life situations and to manage their time effectively. Students will focus on the development of food products.</p>
Course Outline	<p><i>FOOD FOR ALL AGES – TERM 1 AND 2</i></p> <p>This unit allows you to assess the nutritional choices for teens. You will develop strategies to plan and produce appropriate meals that will positively affect an adolescent’s health and wellbeing. The importance of each of the six main nutrients during adolescence will be studied. In this unit, there is an emphasis on practical work and making healthy food choices.</p> <p><i>FOOD AROUND THE WORLD – TERM 3</i></p> <p>This unit allows you to investigate food and culture around the world. You will view images of families around the world and the food they eat in a week. They examine the similarities and differences in relation to different attributes, such as type of food, nutrition, cost, and quantity. Discussions of stereotype and diversity help students gain sensitivity to the strengths and needs of different people around the world. Issues you will explore are below:</p> <ul style="list-style-type: none"> • develop an awareness of the diversity of food around the globe. • identify personal biases and stereotypes related to food. • explain the value of sensitivity and openness toward diverse cultures. • compare and contrast their food choices with the eating habits of others locally and globally. • explain how food choices are limited by resources, culture, and geography. <p><i>CONVENIENT TRUTH – TERM 4</i></p> <p>The unit allows you to explore common snacks, food and drinks consumed and the dangers they may cause on our health. Processed food, high in sugar and high in fat foods will be explore as well as dietary related diseases. You will develop snacks that are tasty yet healthy and suitable to sell in the school tuckshop.</p>
Examples of Activities and Assessment	<ul style="list-style-type: none"> • Design Challenge • Exam • Research journal



SUBJECT NAME	FOOD TECHNOLOGY Year 10
Course Description	<p>Home Economics is an integral part of the cultural, social, environment and economic community in which we live. Home Economics is an interdisciplinary subject which draws on a range of fields including nutrition, dietetics, latest food trends and dietary concerns. Students learn to think critically and creatively and also to develop initiative and enterprise in making informed choices. Home Economics is concerned with the well-being of people in everyday lives.</p> <p>This is a one year course that provides students with the opportunity to expand on the basics learnt in Year 9. They will be provided with opportunities to create functional solutions or products for real life situations and to manage their time effectively. Students will focus on the development of food products.</p>
Course Outline	<p><i>SUSTAINABLE FOOD PRACTICES – TERM 1</i></p> <p>This unit, students will explore how our food choices impact on individual wellbeing and sustainable food features will be investigated in depth. It will address a range of issues related to the health, nutrition and young people in their present environment. The students will investigate how choices in the home can impact environmental issues and in doing so will promote ethical food practices that can be places in the home. Some contemporary issues to explore will be:</p> <ul style="list-style-type: none"> • importing food and the impact this has on our environment • local food v imported • organic food v commercial farming <p><i>GREENING THE KITCHEN – TERM 2</i></p> <p>In this unit you will explore the environmental costs and the benefits of a range of practices related to food production, packaging, distribution and preparation. You will select one food eco-action e.g. low food miles, minimal packaging, organic food that could be better supported in the home environment or at the school canteen or local supermarket. Issues that will also be explore will be:</p> <ul style="list-style-type: none"> • the need for leaner and greener refrigerator and pantries for individuals and families <p><i>BEAN TO GO – TERM 3</i></p> <p>This unit will explore the small food establishment and the trends within their businesses. Contemporary Australian cuisine, food marketing, manufacturing and supermarkets links to the planning, preparation and economical decisions related to food choices. Coffee cafes and fair trading will be explored.</p> <p><i>FOOD TRENDS – TERM 4</i></p> <p>This unit, students will explore food trends and how this influences food selection, food service and food presentation. Students will examine historical and current food trends and explore factors that influence their appeal and acceptability. Students will plan, prepare and present safe, appealing food that reflects contemporary food trends.</p>
Examples of Activities and Assessment	<ul style="list-style-type: none"> • Design Challenge • Exam • Research assignment



SUBJECT NAME	TEXTILES TECHNOLOGY Year 9
Course Description	<p>Textile Technology is an integral part of the cultural, social, environment and economic community in which we live. Textile Technology is an interdisciplinary subject which draws on a range of fields including textiles and fashion technology. Students learn to think critically and creatively and also to develop initiative and enterprise in making informed choices. Textile Technology is concerned with the well-being of our environment and how the textiles industry impacts on this.</p> <p>This course of study will cater for students who have completed the Year 8 course.</p>
Course Outline	<p><i>SEW INTO FASHION – SEMESTER 1</i> The focus is on fashion and how it can be a costly process to keep up with appearances. In this unit, you can create your own fashion label after developing your sewing and design skills in this unit. This unit allows you to create a garment that meets the trends in fashion of that time.</p> <p><i>HOME FASHION – SEMESTER 2</i> This unit explores a range of house hold items and how we can reinvent them to make them meet fashion trends. The unit will focus on teaching you practical skills and various drawing techniques to generate three dimensional objects. Students will explore a range of techniques in printing, stitching, construction and designing in order to create products for their intended purpose. Students will have the opportunity to undertake activities related to industrial and communication design as well as artistic practices.</p> <p>Areas of study:</p> <ul style="list-style-type: none"> • Technical and Illustrative Drawing • Screen Printing and Design • Hand sewing/Sewing/Stitching and Construction techniques • Packaging and Logo Design • Adobe Illustrator • Design Elements & Principles
Examples of Activities and Assessment	<ul style="list-style-type: none"> • Design Challenge • Research Journal • Exam
Minimum Requirements for Senior Study	<p>Experience acquired in the Food and Textile Technology courses may facilitate the transition to Year 11 Home Economics. It is recommended that the student should be achieving a minimum of C standard in Food and Textile Technology for success in Years 11 and 12.</p>



SUBJECT NAME	TEXTILE TECHNOLOGY Year 10
Course Description	<p>Textile Technology is an integral part of the cultural, social, environment and economic community in which we live. Textile Technology is an interdisciplinary subject which draws on a range of fields including textiles and fashion technology. Students learn to think critically and creatively and also to develop initiative and enterprise in making informed choices. Textile Technology is concerned with the well-being of our environment and how the textiles industry impacts on this.</p> <p>This course of study will cater for students who have completed the Year 9 course.</p>
Course Outline	<p><i>REVITALISING THE WARDROBE – SEMESTER 1</i></p> <p>In this unit, students will examine the relationship between what you wear, self-esteem and learn how to create or choose designs that create the effects they wish to achieve. The challenge will be to explore your own wardrobe and ways you can recreate or change it to meet new fashion trends. Dyes, embellishments and recycling will be trialled and explored.</p> <p><i>CUTTING EDGE – SEMESTER 2</i></p> <p>In this unit, students learn the steps to develop a range of textile products. Students are encouraged to create trendy products using different dyeing and embellishing techniques. The students will also learn about fabric qualities and characteristics, commercial patterns, reading information, placement of pattern pieces, practical processes used when making garments, altering patterns while creating a textile garment.</p>
Examples of Activities and Assessment	<ul style="list-style-type: none"> • Design Challenge • Research Journal • Exam
Minimum Requirements for Senior Study	<p>Experience acquired in the Food and Textile Technology courses may facilitate the transition to Year 11 Home Economics. It is recommended that the student should be achieving a minimum of C standard in Food and Textile Technology for success in Years 11 and 12.</p>



SUBJECT NAME	INDUSTRIAL TECHNOLOGY AND DESIGN Year 9
Course Description	<p>In this course students will study the Design and Technologies processes and production skills which develops design thinking and design processes. Design and Technologies involves creative thinking and the explicit use of design processes to propose solutions for an identified user and purpose.</p> <p>This subject is designed to include two interrelated strands of:</p> <ul style="list-style-type: none"> • Knowledge and understanding of technology, and • Processes and production skills <p>This is essentially the study of combined with elements of mixed materials; metal, wood and plastics. Students will work through various projects, designed to develop practical skills and theoretical knowledge relating to materials, tools and processes. While this subject has practical content, students must understand that theory is an essential part of this subject.</p>
Course Outline	<ul style="list-style-type: none"> • Woodwork Design • Metalwork Design • Plastics Basic Skills, Design, Forming, Shaping and Laser Cutting
Examples of Activities and Assessment	<p>The areas of study covered in this course will be:</p> <p>Design Folio:</p> <ul style="list-style-type: none"> • Storage box • Small skills work • Utility stand <p>Integrated within each area of study listed are:</p> <ul style="list-style-type: none"> • Safety • Project planning and design • Workshop graphics • Surface finishing
Minimum Requirements for Senior Study	<p>Experience acquired in the Design Technology courses may facilitate the transition to Certificate II in Manufacturing and Certificate I in Construction. It is recommended that the student should be achieving a minimum of C standard in Design Technology for success in Years 11 and 12.</p>



<p>SUBJECT NAME</p>	<p>INDUSTRIAL TECHNOLOGY AND DESIGN Year 10</p>
<p>Course Description</p>	<p>In this course students will study the Design and Technologies processes and production skills which develops design thinking and design processes. Design and Technologies involves creative thinking and the explicit use of design processes to propose solutions for an identified user and purpose.</p> <p>This is essentially the study of combined with elements of mixed materials; metal, wood and plastics. Students will work through various projects, designed to develop practical skills and theoretical knowledge relating to materials, tools and processes. While this subject has practical content, students must understand that theory is an essential part of this subject.</p>
<p>Course Outline</p>	<p>The areas of study covered in this course will be:</p> <ul style="list-style-type: none"> • Furniture making • Wood turning <p>Integrated within each area of study listed above are:</p> <ul style="list-style-type: none"> • Safety • Project planning and design • Workshop graphic • Surface finishing
<p>Examples of Activities and Assessment</p>	<p>The areas of study covered in this course will be:</p> <p>Design Folio:</p> <ul style="list-style-type: none"> • Camp stool • Coat hanger • Sliding pencil case/box
<p>Minimum Requirements for Senior Study</p>	<p>Experience acquired in the Design Technology courses may facilitate the transition to Certificate II in Manufacturing and Certificate I in Construction. It is recommended that the student should be achieving a minimum of C standard in Design Technology for success in Years 11 and 12.</p>



SUBJECT NAME	DIGITAL TECHNOLOGY Year 9
Course Description	This course provides students with an opportunity to explore computing contexts. The ICT curriculum requires students to operate and manage digital systems, data and processes and to apply computational thinking when creating solutions. Students will develop and apply an understanding of the characteristics of data, audiences, procedures, digital systems and computational thinking to create and evaluate purpose-designed digital solutions. They learn to formulate problems, logically organise and analyse data and represent it in abstract forms. Students will be able collaborate and communicate with others when developing and sharing ideas and information. They determine the best combinations of data, procedures and human and physical resources to generate efficient and effective solutions.
Course Outline	<p><i>UNDERSTANDING COMPUTER HARDWARE AND SOFTWARE - Term 1</i> This unit will serve as an introduction to all things technology. Students will investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems. Through the use of Arduino kits, students will gain an understanding of the interplay between hardware and software through coding.</p> <p><i>WEB DESIGN - Term 2</i> This unit will enable the students to engage their creative flair. Students will design a website based on a 'client need' and carry out all phases of project management to complete their task. Students will be introduced to the process of documenting their solutions which will carry through to the end of Year 10. Using Adobe Dreamweaver and through online challenges, covering HTML and CSS, students will analyse and visualise data to create information and address complex problems. During this time the students will also discover the basics of effective graphic design to enhance their projects.</p> <p><i>EXCEL AND DATABASES - Term 3</i> In this unit, students will gain the understanding of the importance of effective data management and analysis. Using Excel and Access, students will acquire real-world practical skills which are transferable to many industries. Working across the two programs, students will create spreadsheets with automating macro functions and be introduced to the SQL database language.</p> <p><i>ANIMATION - Term 4</i> Building on the graphic design skills developed earlier in the year, students will create an animated interactive commercial for a product. Students will be required to design a user interface by embedding code into their animation to produce an effective interactive experience for the intended audience. This task will continue to follow the documentation process of designing, developing and evaluating the animation.</p>
Examples of Activities and Assessment	<ul style="list-style-type: none"> • Exams • Research assignment & practical projects • Documentation (E.g. reports) • Presentations



SUBJECT NAME	DIGITAL TECHNOLOGY Year 10
Course Description	<p>The students will be able to extend on their knowledge and application in this subject. This course provides students with an opportunity to explore computing contexts. The ICT curriculum requires students to operate and manage digital systems, data and processes and to apply computational thinking when creating solutions. Students will develop and apply an understanding of the characteristics of data, audiences, procedures, digital systems and computational thinking to create and evaluate purpose-designed digital solutions. They learn to formulate problems, logically organise and analyse data and represent it in abstract forms. Students will be able collaborate and communicate with others when developing and sharing ideas and information. They determine the best combinations of data, procedures and human and physical resources to generate efficient and effective solutions.</p>
Course Outline	<p><i>SOCIAL AND ETHICAL ISSUES OF TECHNOLOGY - Term 1</i> Students will investigate a wide variety of technological issues impacting today's youth and greater society. Working individually and collaboratively, students develop skills in managing their personal information online to protect themselves. Students will consider security and ethical protocols related to online communication when using blogs, messaging, information sharing and creation sites, and social networking. Students will use a variety of professional programs such as Qualtrics and Photoshop to produce an informative and visually appealing infographic.</p> <p><i>APP DESIGN - Term 2</i> Students will create an application based on an identified need or problem. They will consider the functional and non-functional requirements of the app to develop an effective user interface. Through the analysis of their target audience and identified problem, students will determine the most appropriate operating system (i.e. iOS or Android) for the app.</p> <p><i>CODING CHALLENGE - Term 3</i> This term will have a focus on extending the knowledge and understanding of algorithms and programming skills of the students. Students will compete in a five (5) week NCSS coding challenge (run by the University of Sydney) against other students across Australia. This unit will focus on the Python programming language which is used by Google, Facebook and Reddit.</p> <p><i>MAJOR ARDUINO PROJECT - Term 4</i> Building from the coding skills which students have been developed over years 9 and 10, students will apply their knowledge and skills and to create a unique and innovative gadget. Further building on their own Arduino kits, students will be required to build and program a new gadget which will meet the demands of the population.</p>
Examples of Activities and Assessment	<ul style="list-style-type: none"> • Exams • Research assignment & practical projects • Documentation (E.g. reports) • Presentations



SUBJECT NAME	JAPANESE Year 9
Course Description	Japanese focuses on the four areas of reading, writing, speaking and listening and also aims to teach language through culture. Japanese uses three scripts, Hiragana, Katakana and Kanji which are introduced at varying stages throughout the course. Japanese is a challenging yet enjoyable subject that is significantly different from European languages.
Course Outline	<p>In Japanese students will be exposed to a variety of real life situations. The focus of the course is communication in the foreign language.</p> <p>During the Year 9 Japanese course, equal emphasis is placed on the four skills of reading, writing, speaking and listening. Classroom activities are designed to enhance each of these four skills.</p> <p><i>ALL ABOUT ME</i> This unit briefly revises the basics from Year 8 Japanese and expands on ways to communicate about ourselves. This includes talking about family, birthdays and hobbies. Emphasis is placed on mastering Hiragana. Assessment in this unit focuses on reading and writing skills.</p> <p><i>OUR SOCIAL LIVES</i> This unit allows students to communicate about their social activities and friends. It progresses to allow students to use their creativity in constructing their own sentences. Assessment in this unit focuses on listening and speaking skills.</p> <p><i>LET'S PLAY SPORTS</i> This unit focuses on students sporting lives, activities and other interests. Students will be introduced to Katakana at this stage of the course. Assessment for this unit focuses on reading and writing skills.</p> <p><i>BUY, BUY, BUY</i> This unit focuses on the culture of shopping and eating in restaurants. Students will be introduced to some Kanji at this stage of the course. Assessment focuses on speaking and listening skills.</p>
Why Study This Subject?	<p>The study of Japanese until Year 10 is not just beneficial but a vital part of any education. Briefly, learning a language is important for:</p> <p><i>Future Job Prospects:</i> Languages are needed in the fields of Education, Hospitality, Tourism, Commerce, Industry, Trade, Banking, Defence Forces, Journalism and the Diplomatic Service.</p> <p><i>Understanding How People Live in Australia and Other Parts of the World:</i> As people living in a multicultural Australia, we need to understand the values of all members and visitors in our community.</p> <p><i>Better Understanding How Our Own Language Works:</i> Foreign language learning encourages flexibility of thought and enhances problem-solving skills. Most importantly, being able to communicate in another language is a rewarding experience and fun!</p>
Examples of Activities and Assessments	Year 9 Japanese also includes a Japanese Lunch Box day and an excursion.
Pre-Requisite	Junior Japanese is a pre-requisite for the study of Senior Japanese. That is, if you wish to continue your language studies to Year 12, you must choose Japanese in Year 9.



SUBJECT NAME	JAPANESE Year 10
Course Description	Japanese focuses on the four areas of reading, writing, speaking and listening and also aims to teach language through culture. Japanese uses three scripts, Hiragana, Katakana and Kanji which are introduced at varying stages throughout the course. Japanese is a challenging yet enjoyable subject that is significantly different from European languages.
Course Outline	<p>Throughout the Year 10 Japanese course, emphasis will be placed on mastering more of the Kanji script and preparing students for the expectations of Senior Japanese.</p> <p><i>WHO AM I</i> This unit briefly revises some of the Year 9 course and allows students to communicate about themselves in greater detail. It focuses on directions, times and talking about the physical position of items. Assessment focuses on reading and writing skills.</p> <p><i>OVERSEAS VISITORS</i> This unit looks at tourism and visitors from Japan and other countries. It allows students to be able to give their opinions on certain topics. Assessment focuses on listening and speaking skills.</p> <p><i>WE LOVE OUR EARTH</i> This unit focuses on the environment and compares the efforts of Japan and Australia to save it. Students will be able to communicate about the weather, give opinions on issues and give reasons for environmental issues. Assessment for this unit focuses on reading and writing skills.</p> <p><i>LET'S CELEBRATE</i> This unit concludes the Year 10 course by allowing students to communicate about parties and celebrations that they take part in. It discusses the importance of the many Japanese holidays and festivals and also about the Japanese importance of seasons. Assessment focuses on the skills of listening and speaking.</p>
Why Study This Subject?	<p>The study of Japanese until Year 10 is not just beneficial but a vital part of any education. Briefly, learning a language is important for:</p> <p><i>Future Job Prospects:</i> Languages are needed in the fields of education, hospitality, tourism, commerce, industry, trade, banking, defence forces, journalism and the diplomatic service.</p> <p><i>Understanding How People Live in Australia and Other Parts of the World:</i> As people living in a multicultural Australia, we need to understand the values of all members and visitors in our community.</p> <p><i>Better Understanding How Our Own Language Works:</i> Foreign language learning encourages flexibility of thought and enhances problem-solving skills.</p> <p>Most importantly, being able to communicate in another language is a rewarding experience and fun!</p>
Examples of Activities and Assessments	Year 10 Japanese also includes a Japanese Lunch Box day and an excursion.
Pre-Requisite	Junior Japanese is a pre-requisite for the study of Senior Japanese. That is, if you wish to continue your language studies to Year 12, you must choose Japanese in Year 9.



SUBJECT NAME	MEDIA Year 9
Course Description	<p>This course provides students with an opportunity to understand how reality is constructed in the media and how communication is an essential skill in life. Media influences the way we spend our time, helps shape the way we perceive ourselves and others, and plays a critical role in the creation of personal, social, cultural and national identity. Students will learn how media texts are produced, circulated and understood. Students will learn to have an appreciation of what they see by developing skills related to critical understanding, response and interpretation. Media also has a technological component, which enables students to apply digital technology to design and publish and promote their media in digital form.</p>
Course Outline	<p><i>STOP THE PRESS (Newspapers and the News)</i> During this unit, students will be transformed into journalists and report on crucial news events e.g. Students demand change to uniform. Students will then write their own news articles and film and edit a short news segment.</p> <p><i>RIDGEY DIDGE (Australian Film)</i> During this unit, students will learn about Australian identity and be introduced to the Australian film industry. Students will view a range of Australian films and complete a review documenting their opinion of a chosen film.</p> <p><i>LAUGH OUT LOUD (Sitcoms)</i> This unit will enable students to engage their creative and humorous side. Students will become sitcom writers and create their own storyline for their favourite sitcom. E.g. Everybody loves Raymond, How I met your mother and Friends.</p> <p><i>GREEN SCREEN MADNESS (Special Effects)</i> This unit will give the students an opportunity to use a blue/green screen and create real “movie magic” by using this technology. Students can create many different scenarios that are not usually possible in a classroom. E.g. flying like Superman.</p>
Examples of Activities and Assessment	<ul style="list-style-type: none"> • Exams • Scriptwriting • Practical filming projects • Editing • Improvisation • Presentations



SUBJECT NAME	MEDIA Year 10
Course Description	<p>This course provides students with an opportunity to understand how reality is constructed in the media and how communication is an essential skill in life. Media influences the way we spend our time, helps shape the way we perceive ourselves and others, and plays a critical role in the creation of personal, social, cultural and national identity. Furthermore, students will build upon their knowledge of how media texts are produced, circulated and understood. Students will continue to have an appreciation of what they see by developing skills related to critical understanding, response and interpretation. Media also has a technological component, which enables students to apply digital technology to design and publish and promote their media in digital form.</p>
Course Outline	<p><i>THIS IS YOUR LIFE (Autobiographies)</i> Throughout this unit students will have the opportunity to film and edit their own “This is Your Life” film. Students will research and collect information on their own lives and create a short segment outlining all elements of their life. Students will experience what it is like to be glorified and honoured.</p> <p><i>TURN IT UP (Radio Announcing)</i> During this unit, students will develop presenting skills, including vocal skills and interview techniques to create and broadcast a radio segment. Students will devise and record a series of advertisements and compile material on a given theme or topic.</p> <p><i>SOAP BUBBLES (Soap Operas)</i> During this unit students will learn about the television industry and in particular the genre of Soap Operas. Students will write and develop their own Soapie Episode and then in groups they direct, shoot and edit a short soap episode.</p> <p><i>MANUFATURING REALITY (Documentary)</i> In this unit students will study documentary film. They will focus on aspects such as contexts of production, propaganda and bias, audiences, styles and techniques. Students will produce their own strongly biased documentary on a controversial topic.</p> <p><u>OR</u></p> <p><i>WHAT’S IN A FILM?</i> This unit will allow students to view and analyse a range of Hollywood and International films. Students will identify the various themes, tones, conflicts and symbols in movies in order to understand how directors use cinematic elements to bring important social issues to the big screen.</p>
Examples of Activities and Assessment	<ul style="list-style-type: none"> • Storyboarding • Designing • Practical filming projects • Editing • Scripting • Presentations • Written film critique



SUBJECT NAME	MUSIC Year 9
Course Description	<p>This course provides students with an opportunity to develop a good knowledge of musical concepts by 'making' and 'responding' to forms of music. The course's context may reflect cultural forms (including Australian Indigenous), historical music, pop culture or other topics that may suit the interests of the students. Students will use practical skills to perform either rehearsed or improvised music, with attention to various musical elements such as dynamics, texture, timbre and expression. Furthermore they will compose their own music, which will use various technologies to present (e.g.: software, digital sound). In addition they will also develop their aural (listening) skills to evaluate and analyse various forms of music.</p>
Course Outline	<p><i>BACK TO BASICS</i> Students will explore the basics of music including reading and writing music, hearing rhythms and identifying melodies. This provides a foundation for students new to music as well as revisionary work for those who currently enjoy playing a musical instrument. The initial concepts of music composition, performing and analysing will be introduced to students in this topic.</p> <p><i>ROCK AND ROLL</i> Music has played an important role throughout history. Looking back at the Rock and Roll era will allow students to understand the context and history of music as well as being able to compose and perform songs from that time. The context and history of music and its various forms is important as it allows students to appreciate the link between music and culture.</p> <p><i>SOUND ENGINEERING</i> In today's current society, the need for comprehensive understanding of musical equipment and ICT based programs is high. In the modern world various pieces of technology are used by many people to compose and perform. Students will explore the processes and technologies associated with music creation and live/ studio recording.</p> <p><i>INDIGENOUS MUSIC</i> The Indigenous music of each continent is important to explore as the music concepts and contexts allow students to indulge in the music of our world. The untouched examples of indigenous music is so widely available in our current society and is crucial in student learning. Analysing and responding to Indigenous music will help students gain an appreciation of music and its beginnings.</p>
Examples of Activities and Assessment	<ul style="list-style-type: none"> • Written tasks (e.g.: exam, research report) • Presentations • Compositions • Aural tasks • Performances (e.g.: improvised, rehearsed)



SUBJECT NAME	MUSIC Year 10
Course Description	<p>This course provides students with an opportunity to develop a greater knowledge of musical concepts by 'making' and 'responding' to forms of music. The course's context may reflect cultural forms (including Australian Indigenous), historical music, pop culture or other topics that may suit the interests of the students. Students will use practical skills to perform either rehearsed or improvised music, with attention to various musical elements such as dynamics, texture, timbre and expression. Furthermore they will compose their own music, which will use various technologies to present (e.g.: software, digital sound). In addition they will also develop their aural (listening) skills to evaluate and analyse various forms of music.</p>
Course Outline	<p><i>POPULAR CULTURE AND ROCK</i> Students will explore the origins and characteristics of many different genres from all over the world. From Commercial Pop music to Protest music, there is always something engaging to gain a greater understanding and appreciation of music. The concepts of music composition, performing and analysing will be examined and explored further to students in this topic.</p> <p><i>MUSICALS</i> Musicals have played an important role throughout history and have had an impact on people from all around the world. Students will analyse musicals through the examination of theme songs, characteristic elements and emotive music.</p> <p><i>CLASSICAL MUSIC</i> The history of music is an important step in recognising the Elements of Music. Students will thoroughly examine the Elements of Music by analysing and researching key music pieces that were an important historical highlight for the classical scene. Students will compose and perform songs which will enhance their technical and performing skills.</p> <p><i>MUSIC IN FILMS</i> In today's current society, films and music videos have expanded so much that it is a part of everyday life. Students will evaluate the effects that music videos and music in films have had on society. Cultural connotations and semiotics will be explored and analysed to gain a greater understanding of the Music in Films.</p>
Examples of Activities and Assessment	<ul style="list-style-type: none"> • Written tasks (e.g.: exam, research report) • Presentations • Compositions • Aural tasks • Performances (e.g.: improvised, rehearsed)



SUBJECT NAME	SPORTING DEVELOPMENT PROGRAM – RUGBY LEAGUE AND NETBALL
Course Description	Netball and Rugby League Development in Sporting Program.
Eligibility	<p>Applicants must be playing or have the ability to play Netball or Rugby League. Students are required to meet three criteria to remain in the program:</p> <ul style="list-style-type: none"> • Progression in Netball or Rugby League • Academic standards that reflect genuine effort • High standard of attitude and behavior <p>Students accepted in the Sporting Development Program are expected to maintain the high standards in representing the College and participate fully in our school curriculum.</p> <div style="background-color: #e0e0e0; padding: 5px; text-align: center;"> <p>Please note that entry into this program is by <i>invitation only</i> having met the above criteria.</p> </div> <p>The first round of offers for this subject will accompany subject offers in October. Students may express a personal interest to:</p> <p>Mr Joshua Lennox – Joshua.Lennox@bne.catholic.edu.au</p> <p>Mrs Megan Pettiford – mpettiford@bne.catholic.edu.au</p>
Aims of the Rugby League and Netball Excellence in Sport Program	<p>The aim of the Sporting Development Program is to provide students with the opportunity to develop their potential along the elite pathway of Netball or Rugby League whilst maintaining their performance in academic studies.</p> <p>The program aims to provide students with quality coaching and feedback on their development within the sporting and school environment which allows students to access opportunities to compete in elite competitions in both Netball and Rugby League across South-East Queensland.</p> <p>Students will also gain skills in goal setting, teamwork and accountability and will be coached in techniques to apply these skills to their daily routines.</p>
Program	Successful applicants study Netball or Rugby League as one of their six subjects.
Examples of Activities and Assessment	Netball and Rugby League will be taught in class, together where the skills overlap and separately where the skills diverge. Practical areas include skills, strength and conditioning, speed and agility development. Theory will encompass diet and nutrition, coaching and refereeing, training principles, sports medicine and exercise physiology.



SUBJECT NAME	VISUAL ART Year 9
Course Description	This course provides students with an opportunity to explore Visual Art concepts and contexts. Students will learn about and develop Art skills that they will be able to apply to designing and creating their own Visual Art folios. Furthermore students will also build on their Visual Art skills with introductions to digital design computer programs, printmaking, clay sculpture and mixed media collage techniques.
Course Outline	<p><i>FOUNDATION ART STUDIES (The Elements of Art and Design)</i> During this unit, students will develop an understanding and appreciation of the elements of Art and Design and their application in Visual Art. Students will complete two abstract paintings on canvas.</p> <p><i>PRINTMAKING AND VARIOUS TECHNIQUES (Printmaking)</i> During this unit, students will develop an understanding and appreciation of printmaking techniques, processes, theory and artists. Students will be introduced to a set of skills and techniques on how to critically analyse and appreciate fine artworks. Students are to submit a folio of prints and their Visual Process Diary with experimental drawing activities and printmaking theory.</p> <p><i>POPULAR CULTURE ART (Pop Art Sculpture)</i> During this unit, students will develop an understanding and appreciation of Pop Art and modern sculpture techniques, processes, theory and artists. Students will further develop skills and techniques for critically analysing and appreciating fine artworks. Students are to submit a large Pop Art sculpture based on information gathered about Pop Art.</p> <p><i>FIGURES IN SURREALIST SITUATIONS (Surrealism)</i> During this unit, students will develop an understanding and appreciation of the elements and principles of Art and Design in relation to Surrealist art and clay sculpture in Visual Art. Students will submit a Surrealism Clay Figure Sculpture and their Visual Process Diary with preliminary ideas, chosen A4 sketch of figure, construction views, and construction plan and materials list. Also clay process notes on techniques (pinch pot, coil and slab studies) and a written reflection. As well as research notes on the Surrealism art movement and information about the Surrealist artists.</p>
Examples of Activities and Assessment	<ul style="list-style-type: none"> • Visual Process Diary • Folios of Artwork • Written Tasks including- Essays, Reports and Reviews • Art Excursions • Community Based Activities



SUBJECT NAME	VISUAL ART Year 10
Course Description	This course provides students with an opportunity to explore Visual Art topics that may be encountered in senior subjects. Students will develop visual art skills associated with a variety of contexts and concepts that they will be able to apply to designing and creating their own visual art folios. Furthermore students will also build on their visual art skills with further access to digital design computer programs, printmaking, mixed media sculpture and mixed media drawing and painting techniques.
Course Outline	<p><i>ARTIST BOOKS (Journeys)</i> Students will develop an understanding and appreciation of Artist Book techniques, processes, theory and artists. Students will further develop skills and techniques for critically analyzing and appreciating fine artworks. Students will submit Artist Book Page/s and their Visual Process Diary with experimental book making activities.</p> <p><i>MODERNISM AND IMPRESSIONISM (Modernism and Impressionism)</i> During this unit, students will develop an understanding and appreciation of Impressionist painting techniques, processes, theory and artists. Students will further develop skills and techniques for critically analysing and appreciating fine artworks, particularly those of Impressionism. Students will create a landscape painting that explores the painting techniques, light and colour theory of Impressionist movement <i>concept and media area</i>.</p> <p><i>SOCIAL COMMENTARY</i> During this unit, students will have the freedom to create an artwork of their choice based on a social issue they are passionate about. Students will explore the social issue and ideas that represent the issue visually. Plan and create a resolved artwork of their choice. Experiment with a variety of materials and understand their relationship with the purpose of the artwork. Create and artist statement reflecting their work.</p> <p><i>ART HISTORY</i> During this final unit students will develop an understanding and appreciation of the progression of artistic styles and motivations throughout history. Students will select a movement of their choice and conduct an in depth study. They will analyse various art works and artists. Students will create an artwork which re-interprets an iconic artwork using a modernist technique. Students will write an artist statement which justifies their choices.</p>
Examples of Activities and Assessment	<ul style="list-style-type: none"> • Visual Process Diary • Folios of Artwork • Written Tasks including- Essays, Reports and Reviews • Art Excursions • Community Based Activities



VOCATIONAL SUBJECTS

Vocational Subjects are offered to **Year 10 Students Only**. The qualifications are one year only. Students study these subjects for one full day in the La Valla Trade Training Centre, then return to their timetabled subject classes for the other school days. Any enquiries can be directed to Miss Alicki Bellas, VET Leader. alicki.bellas@bne.catholic.edu.au

SUBJECT NAME	CERTIFICATE II IN AUTOMOTIVE SERVICE TECHNOLOGY (AUR20512)
Course Description	<p>The Certificate II in Automotive Service Technology has been designed as a qualification for those persons interested in working in the automotive industry. Likely functions in the automotive industry for those who achieve this qualification include working within clearly defined contexts and under supervision, providing assistance to other operators. Functions at this level include performing a limited range of automotive mechanical tasks; inspecting and servicing vehicle components including engines, exhaust and braking systems; using automotive tools and equipment; testing, servicing and charging batteries. The skills acquired will enable students to move straight into a Certificate III in Mechanical Technology or a Certificate III in Automotive Specialist.</p> <p>NOTE: This course is currently offered by an external Registered Training Organization (RTO), TAFE Queensland Gold Coast. (RTO # 0083) As this qualification is delivered and trained by an external provider, we are unable to provide a Semester Report for students undertaking this course. You will need to contact the RTO directly for information regarding the progress of your child at any stage during the course.</p>
What are the Benefits?	<p>By studying the Certificate II in Automotive Service Technology qualification students will have the option of studying further qualifications including AUR30616 Certificate III in Light Vehicle Mechanical Technology or other relevant qualifications. Any units that students achieve competency in can be credit transferred towards an Automotive Apprenticeship if that/those units are applicable.</p>
Pre-Requisites	<p>There are no pre-requisites for study in this course.</p>
Language, Literacy and Numeracy Advice	<p>The National Reporting System informs the identification and description of underpinning English language, literacy and numeracy features and requirements within competency standards. The learner's language, literacy and numeracy levels are expected to be equivalent to Level 2 of the National Reporting System.</p> <p><i>Reading and writing</i> - a learner will be able to read and comprehend a range of simple texts and write a range of short texts in a number of contexts which may be interrelated.</p> <p><i>Oral communication</i> - a learner will be able to use and respond to language around every day subject matter which may include some unfamiliar aspects for a range of purposes in a number of contexts which may be interrelated.</p> <p><i>Numeracy and mathematics</i> - a learner will be able to deal easily with straightforward calculations either manually and/or using a calculator.</p>



Course Outline

Students will complete the following nationally recognised vocational units in this course:

UNIT CODE	UNIT NAME
AURAEA2002	Apply environmental and sustainability best practice in an automotive workplace
AURASA2002	Apply safe working practices in an automotive workplace
AURETR2015	Inspect and service batteries
AURTTA1003	Use and maintain basic measuring devices
AURTTD2002	Inspect and service steering systems
AURTTD2004	Inspect and service suspension systems
AURTTE2004	Inspect and service engines
AURTTK2002	Use and maintain workplace tools and equipment
AURTTA1002	Carry out workshop practice activities
AURTTF2001	Service petrol fuel systems
AURTTA2004	Carry out servicing operations
AURTTQ2003	Service final drive (driveline)
AURTTQ2001	Service final drive assemblies
AURTTX2002	Inspect and service transmissions (manual)
AURTTB2001	Inspect and service braking systems
TLID1001A	Shift materials safely using manual handling methods
AURTTC2001	Inspect and service cooling systems
AURTTA1001	Remove and tag steering, suspension and brake system components
VPC200	Vocational placement – 200 hours
AURATA2001	Identify basic automotive faults using troubleshooting processes
AURAF A2003	Communicate effectively in an automotive workplace
Assessment	<p>Automotive Service Technology students may be assessed using a variety of techniques:</p> <ul style="list-style-type: none"> • Practical based tests and assignments • Demonstration of skills using particular salon equipment • Completion of salon simulations • Written and practical case studies/assignments
Further Studies	<p>This qualification satisfies the training & skills requirements for a number of occupations including: Mechanics Assistant, a Specialist Service Person in the light automotive, agricultural and mining industries. Students can also follow a pathway to Certificate III in Mechanical Technology or a Certificate III in Automotive Specialist.</p>



SUBJECT NAME	CERTIFICATE II IN HAIRDRESSING (SIH20111)
	Course to be upgraded to SHB20216 Certificate II in Salon Assistant (pending endorsement). The course will have the same outcomes/benefits. Units of competencies may differ.
Course Description	<p>The Certificate II in Hairdressing has been designed as a qualification for those persons providing general assistance in a hairdressing salon. Likely functions in the hairdressing industry for those who achieve this qualification include working within clearly defined contexts and under supervision, providing assistance to other operators. Functions at this level include performing a limited range of hairdressing tasks, interacting with customers and providing customer service, following workplace safety procedures, demonstrating effective hairdressing environment work practices, providing assistance to colleagues and developing hairdressing industry knowledge. The skills acquired will enable students to move straight into a Hairdressing Apprenticeship (Certificate III) or a full-time Certificate III in Hairdressing.</p> <p>This course is delivered by Matters in Grey (RTO #1685). As this qualification is delivered and trained by an external provider, we are unable to provide a Semester Report for students undertaking this course. You will need to contact the RTO directly for information regarding the progress of your child at any stage during the course.</p> <p>NOTE: This course is fully funded by the Certificate III guarantee for eligible students.</p>
What are the Benefits?	On completion students will have credit of approximately 7 units towards a Certificate III in Hairdressing. Students gain practical skills to perform varied activities in a working salon, including application treatments, communication techniques, product knowledge, basic styling skills, head and shoulder massage as well as receiving and directing clients.
Pre-Requisites	There are no pre-requisites for study in this course.
Language, Literacy and Numeracy Advice	<p>The National Reporting System informs the identification and description of underpinning English language, literacy and numeracy features and requirements within competency standards. The learner's language, literacy and numeracy levels are expected to be equivalent to Level 2 of the National Reporting System.</p> <p><i>Reading and Writing</i> - a learner will be able to read and comprehend a range of simple texts and write a range of short texts in a number of contexts which may be interrelated.</p> <p><i>Oral Communication</i> - a learner will be able to use and respond to language around every day subject matter which may include some unfamiliar aspects for a range of purposes in a number of contexts which may be interrelated.</p> <p><i>Numeracy and Mathematics</i> - a learner will be able to deal easily with straightforward calculations either manually and/or using a calculator.</p>



Course Outline

This course is organized around nationally recognized modules in Hairdressing. Students will complete the following nationally recognised vocational units in this course. The modules are mostly studied together, with some modules studied around a focus activity. Students complete the 8 core competencies below as well as 5 elective units.

8 Core Units

Core units – 8 units

BSBWHS201	Contribute to health and safety of self and others
SHBHBAS001	Provide shampoo and basin services
SHBHDES001	Dry hair to shape
SHBHIND001	Maintain and organise tools, equipment and work areas
SHBXCCS001	Conduct salon financial transactions
SHBXCCS003	Greet and prepare clients for salon services
SHBXIND001	Comply with organisational requirements within a personal services environment
SHBXIND002	Communicate as part of a salon team

4 Elective Units

Elective units - 4 from this list

SHBHBAS002	Provide head, neck and shoulder massages for relaxation
SHBHCLS001	Apply hair colour products
SHBHDES002	Braid hair
SHBHIND002	Research and use hairdressing industry information
SHBHREF005	Rinse and neutralise chemically restructured hair
SHBXCCS004	Recommend products and services
SIRRMER001	Produce visual merchandise displays
SIRRINV001	Receive and handle retail stock
SIRXSLS001	Sell to the retail customer

Assessment	<p>Hairdressing students may be assessed using a variety of techniques:</p> <ul style="list-style-type: none"> • Practical based tests and assignments • Demonstration of skills using particular salon equipment • Completion of salon simulations • Written and practical case studies/assignments
Further Studies	<p>Once students have completed the Certificate II in Hairdressing, students can enter the workforce as a Salon Assistant or continue onto the pathway of a Certificate III in Hairdressing and Hairdressing Apprenticeship.</p>
Specialist Equipment	<p>Hairdressing uniform to be ordered through the Trade Training Centre. Closed black shoes.</p>