



# Subject Selection Handbook 2023

## YEAR 10

# Contents

From The Head of School (Secondary Phases Focus) .....	4
The College Mission Statement .....	5
Student Faith Formation .....	5
Student Wellbeing .....	5
Information for Students and Parents .....	6
Overview of Elective Structure .....	6
Subject Progression and Pathways Points to Note .....	6
Year 9 - 12 Subject Progressions and Pathways .....	7
QCE and Tertiary Entrance Systems.....	8
Senior Learning Pathways.....	8
Strategies for Choosing Subjects.....	9
Reflecting on your current evidence of learning .....	9
My Year 10 Course Design .....	11

## **FULL YEAR SUBJECTS - MANDATORY**

Religion 10RE .....	12
English 10ENG .....	13
Mathematics 10MAT.....	14

## **FULL YEAR SUBJECTS - ELECTIVES**

Japanese 10JPN.....	15
Music 10MUS.....	16
Big History: A Short Course in Big Ideas 10HISC2* .....	17

## **ONE SEMESTER SUBJECTS**

### **SCIENCE**

Science: Biology 10SCIC2 .....	18
Science: Chemistry 10SCIC3 .....	19
Science: Marine Studies 10SCIC4.....	20
Science: Physics 10SCIC5.....	20

\*Big History: A short course in Big Ideas is a full-year elective option which meets both Science and Humanities elective requirements. See page 17 for subject information.

# Contents

## HUMANITIES

Geography 10GEO.....	22
History: Modern Australia 10HIS .....	23
History: History vs Hollywood 10HISC2 .....	24
Legal Studies 10CIV .....	25
Business: Economic Performance 10ECBUS .....	26

## THE ARTS

Dance: Sending Messages 10DAN .....	27
Visual Art: Object de Art 10VARTS.....	29
Media Arts: Photography 10MEDA.....	30

## HEALTH AND PHYSICAL EDUCATION

HPE: Sport Science 10HPEM .....	31
HPE: Sports Psychology & Coaching 10HPE .....	32

## TECHNOLOGY

Dit: Digital Technologies 10DIGTEC .....	33
Design: Graphics 10DTC2 .....	34
Design: Food Specialisation 10DTFS .....	35
Design: Metal & Materials 10DTENG .....	36
Design: Wood & Materials 10DTMAT .....	37

## VOCATIONAL EDUCATION AND TRAINING (VET)

Certificate I in Hospitality 10SIT222C2.....	38
VET Information.....	40
Making Your Selections Online .....	44
Elective Subject Selection Process and Timeline Overview .....	45

# From The Head of School (Secondary Phases Focus)

Dear Parents and Students

Welcome to Year 10! This year presents many exciting learning and formation opportunities for students. Becoming more independent as learners and understanding more about their interests, strengths, aspirations, and possible career choices are the key priorities for Year 10. With the increased course specialisation available, students have multiple opportunities to consolidate the skills that will equip them to select and navigate the most appropriate pathway through Year 11 and 12.

Wellbeing strategies continue, with an emphasis on growing in an understanding of self in the context of the world, active team contribution and of making positive everyday choices. The Year 10 Pastoral Care Program focuses on service, knowing oneself and exploring future careers. Work Placement provides another formative avenue during which students can learn more about themselves. Faith Formation experiences strive to develop a more grounded sense of how each student lives their core values and strengthens their capacity to navigate the personal and moral complexities that come with their growing adolescent freedom.

Learning experiences are planned around the development of strong subject discipline knowledge and skills to serve as effective entry points to further learning. Literacy, numeracy and being able to present and hold an articulate point of view within a subject discipline underpin the curriculum experiences in Year 10.

This Handbook is an important resource to assist students in making informed choices around their pattern of study in Year 10. It is important to read the learning requirements of each course being offered to make these determinations.

During Term 3, Year 10 students will complete a Senior Education and Training Plan (SET Plan). The plan is finalised by the end of Year 10 and is agreed upon between the student, their parents, and the College. The SET Plan is a clear articulation of current pattern of learning, career aspirations, desired learning pathway and nominated subjects for study throughout Years 11 and 12. A key aspect of Year 10 is to explore whether students are drawn towards pursuing a university entrance pathway or seek the development of work readiness skills and further training through TAFE (or other RTOs). This second pathway can be done in conjunction with a Traineeship. This understanding will significantly assist in their SET Plan process.

Year 10 students are transitioning into the Senior Years which involves increased subject specificity and academic demand. Good routines, encouragement to persist with learning at home and regular targeted practice will support students in becoming more self-reliant and confident in their learning. This foundation will be an important preparation strategy for their Year 11 and 12 Senior pattern of study.

We welcome our young people to this exciting time of their Year 10 education as they seek to acquire worthwhile qualifications and skills that equip them for the future phase of their lives beyond school. As partners in your student's education, Unity College staff look forward to the ongoing learning journey of preparing dynamic young people with the skills to transform their future world.



Mr. Sam Anderson  
Head of School (Secondary Phases Focus)

# The College Mission Statement

Unity College aims to be a welcoming and supportive community of people who respect ourselves, others, and the environment. This is evidenced through our Mission Statement:

“We are a learning community, inspiring, uniting and succeeding through Christ.”

## Student Faith Formation

As an Ecumenical College, Unity College seeks to provide a developmental experience of the wisdoms of both the Catholic and Uniting Churches for students and their families. Our college endeavours to be a place where all involved encounter the mission and outreach of both traditions through supportive pastoral care and the experience of a rich Christian community. The charism of Unity’s unique Celtic Christian Spirituality is based on our six virtues: Welcome, Prayer and Contemplation, Circle, Reverence for Nature, Hospitality, Wonder and Awe. The two core participating traditions journey together towards the unity Christ desires for all by identifying common Church teachings, while at the same time recognising and celebrating the differences that exist in each denomination.

## Student Wellbeing

Student wellbeing is an integral part of the College Mission. It is experienced whenever the people within our community interact to make positive choices. Pastoral Care draws together all aspects of student wellbeing – spiritual, academic, social, and physical. At its centre are meaningful relationships that are built on trust and compassion. Programs are in place to assist each student to develop into young men and women who can, and will, contribute to both the local and global communities. An underlying principle of Pastoral Care is that each student is an individual with particular needs; and it is the day-to-day care of each student and their needs that is paramount.

At Unity College, when your child is enrolled, they are placed into a Pastoral Care group and a House group. This Pastoral Care group meets daily, each morning, with their Pastoral Care teacher. Pastoral Care teachers come to know your child well. These relationships are particularly important at transition times in your son’s or daughter’s learning journey at Unity College. Your child’s Pastoral Care teacher and peer group can offer support and encouragement during challenging times, as well as celebrate the good times in life.

The **Pastoral Care** program provides students the opportunity to pray, gather, relate, prepare and be active (spark). Each year level engages in a range of activities and programs to promote student wellbeing. This will include a mix of retreats, incursions, excursions, camps, and guest presenters.

As our Secondary Phase students grow and develop, our aim is to assist them to come to know and understand themselves more, so they are ready to face the challenges beyond school. Pastoral Care helps promote the wellbeing of all students.

## Information for Students and Parents

### Choosing Year 10 Areas of Study

The timetable for 2023 will take the format of a 10-day (two week) cycle consisting of 60 periods.

All students in Year 10 study the mandatory core subjects of Religion, English and Mathematics. Students will also study a selection of semester long subjects from other Learning Areas to ensure that a breadth and depth of learning occurs. The selection requirements of elective subjects are outlined below.

## Overview of Elective Structure

### Year 10 Elective Subject Selection Requirements

Year 10 students must choose courses/subjects according to the following pattern of study:

- **1 semester of a science course** \*(see points to note #2 below for those interested in an electrical apprenticeship or Defence Force trade pathway)
- **1 semester of a humanities course**
- **Up to 4 additional electives from any KLA**

A list of the proposed electives from each of the Learning Areas showing the possible pathway progressions are listed on the next page. In most cases it is helpful (but not a requirement) to have completed prior study in an elective subject leading into Year 10. Please read the subject descriptions carefully for any compulsory prerequisite study.

## Subject Progression and Pathways Points to Note

1. Student demand and College resourcing always determine whether a subject will be run in any particular year. This is especially relevant for new offerings in the College where the level of student interest is unknown at this stage.
2. If looking to pursue a school-based electrical apprenticeship or a Defence Force trade pathway, a year of Year 10 Science is required (including Physics). This means that students need to study two Science electives.

# Year 9 - 12 Subject Progressions and Pathways

Denotes: **Core Subject**

\*Denotes: Applied Subject

#Denotes: Semester Course

+Denotes: Full Year Course

Study Field	Year 9	Year 10	Senior	
English	English	English	English Essentials*	
			English	
			English Literature	
Mathematics	Mathematics	Mathematics	Essential Mathematics*	
			General Mathematics	
		Mathematics Extension	Mathematical Methods	
			Specialist Mathematics	
Religion	Religious Education	Religious Education	Religion and Ethics*	
			Study of Religion	
			Certificate III in Christian Ministry	
Science	Science	Chemistry	Chemistry	
		Physics	Physics	
		Biology	Biology	
			Certificate II in Health Support + Certificate III in Community Services	
		Marine Science	Marine Science	
HUM / SCI	History and Science	Big History <sup>+</sup>	Senior Sciences	
			Senior History	
Humanities	History	History: Modern Australia <sup>#</sup>	Senior History	
		History: History vs Hollywood <sup>#</sup>		
		Geography <sup>#</sup>	Geography	
		Legal Studies <sup>#</sup>	Legal Studies	
	Business: Money, Money, Money <sup>#</sup>	Business: Economic Performance <sup>#</sup>		Certificate IV in Justice Studies
				Business
			Social and Community Studies*	
Arts + Media	Dance: Movers and Shakers <sup>#</sup>	Dance: Sending Messages <sup>#</sup>	Dance	
			Dance in Practice*	
	Drama: Lights, Camera, Action <sup>#</sup>	Drama: Let's Get Physical <sup>#</sup>	Drama	
			Drama in Practice*	
	Visual Art: Me, Myself and Art <sup>#</sup>	Art: Object de Art <sup>#</sup>	Visual Art	
Music <sup>#</sup>	Music <sup>+</sup>	Music		
	Media: The Two Woods <sup>#</sup>	Media Arts: Photography <sup>#</sup>	Certificate III in Visual Arts (Photography focus)	
Language	Japanese <sup>#</sup>	Japanese <sup>+</sup>	Japanese	
Physical Education	Health and Physical Ed <sup>#</sup>	Sport Science <sup>#</sup>	Physical Education	
		Sports Psychology & Coaching <sup>#</sup>	Certificate III in Fitness	
Technologies and Design	ICT: Digital Technologies <sup>#</sup>	Dit: Digital Technologies <sup>#</sup>	Digital Solutions	
	Design: Metal & Materials <sup>#</sup>	Design: Metal & Materials <sup>#</sup>	Engineering Skills*	
			Certificate III Engineering Technical	
	Design: Wood & Materials <sup>#</sup>	Design: Wood & Materials <sup>#</sup>	Furnishing Skills*	
			Certificate III Engineering Technical	
	Design: Graphics <sup>#</sup>	Design: Graphics <sup>#</sup>	Certificate III Engineering Technical	
Design: Food and Materials <sup>#</sup>	Cert I in Hospitality <sup>#</sup>	Certificate II Hospitality		
		Certificate III Events		
	Design: Food and Materials <sup>#</sup>	Design: Food Specialisation <sup>#</sup>	Food & Nutrition	

## QCE and Tertiary Entrance Systems

Students moving into Year 10 will be part of the Queensland Senior Schooling Structure leading to the Queensland Certificate of Education (QCE). It is internationally recognised and provides evidence of senior schooling achievements.

Senior pathway planning starts in Year 10, when schools work with students and their parents/carers to develop a Senior Education and Training (SET) plan or equivalent. A SET plan helps students structure their learning around their abilities, interests, and ambitions. It details what, where and how students will study in Years 11 and 12.

For more information on the Queensland Certificate of Education (QCE) and tertiary entrance systems, please visit the QCAA (Queensland Curriculum Assessment Authority) [website](#).

## Senior Learning Pathways

In Year 11 and 12, students will have two broad pathways available to them:

University Entry Further Learning Pathway	Work Readiness and Further Training Pathway
<p>Students who wish to move from school to university to acquire degree level or higher qualification(s) are advised to select a pattern of study that makes them eligible for university via an ATAR (Australian Tertiary Admission Rank) score at the end of their senior phase of school.</p>	<p>Students who are seeking to move to work or an apprenticeship and further training (through TAFE or other providers) after school are advised to select a study pattern with embedded work readiness skills to best equip them for this pathway.</p> <p>(NOTE: Further training may make students eligible to study at university at a future time upon successful completion of that training.)</p>
<p>Students would study according to this pattern:</p> <ul style="list-style-type: none"> <li>• A minimum of 5 General subjects</li> <li>• The 6<sup>th</sup> subject may be:               <ol style="list-style-type: none"> <li>a) another General Subject</li> <li>b) an Applied subject <i>(Applied Subjects will not be weighted as highly as General Subjects in their contribution to the ATAR score.)</i></li> <li>c) a Certificate Course <i>(Only Cert III or IV Courses will contribute to an ATAR score, and they will not be weighted as highly as General Subjects in their contribution.)</i></li> </ol> </li> </ul> <p><i>Please note:</i></p> <ol style="list-style-type: none"> <li>1. It is also possible to gain an ATAR score with 4 General subjects and an Applied or Certificate III or IV course; however, this is unlikely to achieve as high an ATAR score.</li> <li>2. There are additional ways for a student to enter some university courses and these are university specific. These will be explained to students in information sessions.</li> </ol>	<p>Students would study according to this pattern:</p> <ul style="list-style-type: none"> <li>• A Traineeship with embedded training and a selection of other courses so the total study pattern comes to an equivalent of 6 subjects.</li> <li>• Participation at the Trade Training Centre or enrolled in other full day programs and a selection of other courses so the total study pattern comes to an equivalent of 6 subjects.</li> <li>• Any combination of Certificate, Applied and General subjects so that the total study pattern comes to an equivalent of 6 courses.</li> </ul> <p><i>Please note:</i></p> <p><i>As this is a very individual and flexible pattern of study, career guidance and advice on subject selection will be provided to each student according to their specific needs and aspirations within these broad guidelines.</i></p>

In either pathway, students are required to study a Religion, English and Mathematics subject along with three other subjects according to one of the above patterns of study. Keep this in mind when selecting subjects for Year 10, as this forms an integral preparation for continued study in the Senior Phase of Learning.

## Strategies for Choosing Subjects

Students are advised to select subjects and courses based on the following criteria:

- The subjects are of **interest**, **success happens** in them and there is a **willingness to work hard** in them. For example, Extension Mathematics requires hard work (even for a student who likes the subject) to be successful.
- What may interest them or may lead to **possible career directions**. For example, thinking about becoming a carpenter suggests that a course in Woodwork would be advantageous.
- The **match to the learning style** that happens within the subject area. For example, extensive reading and synthesis may suit some students, while designing and making may suit others.
- The **skills development** that will build for Year 11 and 12 courses. For example, it is particularly important if Japanese is being considered in Year 11 and 12 that Japanese is studied in Year 10.

Students are advised to research each subject carefully by reading the outlines, looking at the texts and materials used, examining projects produced in those subjects, talking to current teachers of that subject, and asking students who may have studied it previously about their experiences.

**It is important to read the learning requirements of each course being offered to make these determinations.**

## Reflecting on your current evidence of learning

To assist in reflecting upon individual strengths, interests and career connections, students are asked to complete the following activities to prepare them for subject selection.

List your Year 9 Semester One subjects and results. Consider whether you worked to the best of your ability in these subjects and whether each subject is relevant to future directions.

Subject	Result	Does my result reflect my best effort? Explain your answer.	How does this link to future pathway options?
English			
Mathematics			
Religion			
Humanities			
Science			

Visit the [Unity College Careers Website](#)

Information on career targets, careers, courses, and scholarships can be found on the interactive features of the home page.

Explore future career directions by taking this [explore careers quiz](#). Explore suggested occupations and their required skills and education. Record your results in the table below.

Area	Percentage	Industries and Occupations to explore

**Consider the links between these areas and available subjects:**

List 3 careers or occupations of interest. Identify subjects that relate to these fields. The [MyFuture](#) website is a reliable source of information (including educational requirements / tertiary courses) for a wide range of occupations.

Occupation / Industry	Related school subject areas

**Useful websites include:**

- [TAFE QLD](#)
- [QTAC](#) (Queensland Tertiary Admissions Centre)
- [MyFuture](#)
- [Good Universities Guide](#)
- [School-based apprenticeships and traineeships](#)
- [Unity College Pathways](#)

**Points to note:**

Before selecting subjects, students should carefully read the Course Outlines in this handbook. They should also note the following points:

- If insufficient students opt for a given subject, it may not be offered.
- The electives chosen for the curriculum each year will be arranged on lines and students will then be asked to select one subject from each line. It is quite likely that two subjects which a student wishes to take may occur on the same line. **A choice will then have to be made between the two subjects.**
- Lines are structured according to student needs. Students are asked to think through their preliminary selections carefully. They also need to understand that there may need to be some flexibility in making final subject choices.
- Quota restrictions apply to all subjects and **selection of an elective does not guarantee a place in the subject.**

# My Year 10 Course Design

Use this page to plan your Year 10 subject selections in readiness for 'Subject Selection Online'. All students will automatically be enrolled in the following 'Core' subjects.

**Religion**  
Exploring the 4 strands of;  
Sacred Texts – Christian Life – Beliefs -  
Church

**English**  
Developing a range of literacies for  
active engagement in the world as  
life-long learners

**Mathematics**  
Designing solutions to  
mathematical problems in the 21<sup>st</sup>  
Century

**Step 1:** All students need to study at least one **Science** and one **Humanities** course in Year 10. Select your **one (1)** preferred '**Humanities**' course and **one (1)** preferred '**Science**' course. Please also write in one **Reserve Choice** for each. Please note that Big History will cover both Science and History requirements and is a full-year course.

Humanities	
	History: Modern Australia
	History: History vs Hollywood
	Big History: A Short Course in Big Ideas <sup>+</sup>
	Business: Economic Performance
	Geography
	Legal Studies
<b>My Reserve Choice for Humanities...</b>	

Science	
	Biology
	Chemistry
	Big History: A Short Course in Big Ideas <sup>+</sup>
	Marine Science
	Physics
<b>My Reserve Choice for Science...</b>	

**Step 2:** You now need to select from one of the three options to fill up your elective course program for Year 10. You can **Choose one of the three options** below (tick the option box) and follow the instructions provided for each.

**Option A:** I want to study **both Japanese and Music** for a full year.

<p><b>Japanese</b> A full year preparation for Senior Japanese success</p>	+	<p><b>Music</b> A full year preparation for Senior Music success</p>
--	---	--

<input type="checkbox"/> <b>Option B:</b> I want to study <b>either</b> Japanese, <b>OR</b> Music for a full year <b>plus 2</b> additional elective courses. <b>Tick either</b> Japanese <b>or</b> Music below	<input type="checkbox"/> <b>Option C:</b> I <b>do not</b> want to study either Japanese or Music for a full year and would like to study <b>4</b> alternative elective courses		
<table border="1" style="width: 100%;"> <tr> <td><input type="checkbox"/> Japanese Full Year Course <b>or</b></td> </tr> <tr> <td><input type="checkbox"/> Music Full Year Course</td> </tr> </table>	<input type="checkbox"/> Japanese Full Year Course <b>or</b>	<input type="checkbox"/> Music Full Year Course	
<input type="checkbox"/> Japanese Full Year Course <b>or</b>			
<input type="checkbox"/> Music Full Year Course			

Choose **two (2)** additional elective courses and number them in order of preference (1 to 2)  
**(Do not re-select courses you chose in Step 1)**

Choose **four (4)** elective courses and number them in order of preference (1 to 4)  
**(Do not re-select courses you chose in Step 1)**

	Dance: Sending Messages
	Drama: Let's Get Physical
	Art: Object de Art
	Media Arts: Photography
	Sports Science
	Sport Psychology & Coaching
	Robotics & Coding Development
	Design: Metal & Materials
	Design: Wood & Materials
	Design: Graphics
	Design: Food Specialisation

	Certificate I in Hospitality
	History: Modern Australia
	History: History vs Hollywood
	Business: Economic Performance
	Geography
	Legal Studies
	Biology
	Chemistry
	Marine Science
	Physics

**Step 3:** Choose **two (2)** additional '**Reserve Choices**' from the list of elective courses above and write them below.

--	--

# Religion 10RE



Subject Area

**Religion**

Length

**2 semesters**

Year 10 Religion will prepare students for Year 11 and 12 pathways with appropriate content delivery and expectations. It seeks to develop the religious literacy of students in light of the Catholic/Uniting Church Christian traditions, so that they might participate critically and authentically in contemporary culture.

## Pathways to Senior Subjects

- Study of Religion
- Religion and Ethics
- Certificate III Christian Ministry and Theology

## Learning experiences

Students will:

- Analyse how the Church has responded to a range of emerging threats to both human ecology and environmental ecology
- Explore an understanding of community, symbol and meaning through an analysis of the Catholic and Uniting Church rituals of Eucharist
- Develop and justify personal responses to the Holocaust and environmental disaster using Catholic Social Teachings and reasoned judgments of conscience.
- Use evidence from Old Testament and New Testament texts to explain different representations of the "Mystery" of God using the Arts
- Explore core beliefs and practices of the major religions (Christianity, Islam, Judaism, Hinduism, and Buddhism) and how these reflect the human understanding of God or the 'Other'
- Participate in a variety of personal and communal prayer experiences.

## Assessment

- Multimodal presentation
- Short response examinations / Response to stimulus examination
- Portfolio of written and created artwork
- Extended investigative essay

## This subject caters to

This course explores the four strands of Sacred Texts - Christian Life - Beliefs - Church and will provide the basis for Religious Education subjects in Years 11 and 12.

## Career Aspirations

Communications, Teaching, Journalism, Sociology, Psychology, Archeology, History, Ministry, Health.

## Resources required

Student supplies laptop and stationery.  
College supplies text and study materials.



# English 10ENG



Subject Area

**English**

Length

**2 semesters**

During the year, students will have the opportunity to demonstrate Australian Curriculum criteria associated with the Learning Area of English. All students will be taught from the ACARA Year 10 syllabus embedding the criteria of Language, Literacy and Literature. They will develop a range of literacy practices to help them become active and informed citizens who are able to participate as lifelong learners in a rapidly changing world. The concepts or topics explored in the curriculum will complement and enhance other Learning Areas. In Semester 2, students will be invited to prepare for an ATAR English (university) or Essential English (vocational) pathway in Year 11 and 12; based on their results in Semester 1.

## Pathways to Senior Subjects

- General English
- English Literature
- Essential English

## Assessment

- Expository essays
- Creative writing
- End of term exams
- Multimodal presentations

## This subject caters to

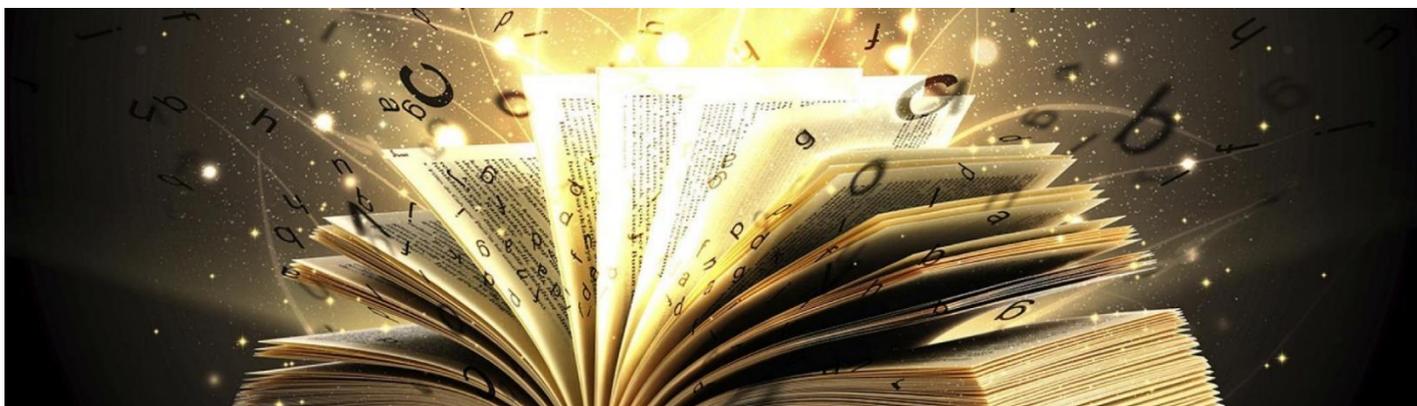
Core subject (All students)

## Career Aspirations

Writer, Film and TV Editor, Law Clerk, Education Aide, Art Critic, Film Critic, Journalist, Interpreter, Lawyer, Librarian, Translator, Theatre Critic, Teacher, Speech Pathologist, Sociologist, Publisher, Secretary, Stage Manager, Tour Guide, Tourist Information Officer, Public Relation Officer, Project Administrator, Literature Critic, Media Presenter, Publicity Agent and many more!

## Resources required

College supplies texts and study materials.



# Mathematics 10MAT



Subject Area	<b>Mathematics</b>	Length	<b>2 semesters</b>
--------------	--------------------	--------	--------------------

The organisation of the Year 10 Mathematics course has been designed to accommodate an increased scope for academic extension for students seeking to pursue Mathematics Methods and/or Specialist Mathematics in Year 11 and 12. This structure will allow entry and exit points after Term 1 for students achieving prerequisite grades for Extension Pathway Eligibility. All students will be taught from the ACARA Year 10 syllabus until the end of Semester 1 with the variation in extension pathway in both terms. In Semester 2, students will be invited to study Pre-Essential Mathematics, Pre-General Mathematics or Pre-Mathematical Methods based on results in Semester 1.

## Pathways to Senior Subjects

- Mathematical Methods
- Specialist Mathematics
- General Mathematics
- Essential Mathematics

## Learning experiences

- Apply number and algebra skills to describe simplify and solve algebraic expressions and equations. Explore linear and quadratic equations and functions in Pre-Mathematical Methods. Solve problems involving compound interest including the use of technology.
- Solve right angle triangle problems using trigonometric properties including angles of elevation and depression. Solve problems involving surface area, volume, and composite shapes. Formulate proofs and apply logical reasoning to congruency and similarity in Pre-General Mathematics.
- Critically evaluate statistical information including the use of box plots and develop intuitions about data including bivariate data. Use correct probability language and determine probabilities including two and three step experiments.

## Assessment

- End of term and semester exams
- An assignment during the course

## This subject caters to

Core subject (all students)

Students will need to demonstrate a B standard or better to study Pre-Mathematical Methods in semester 2.

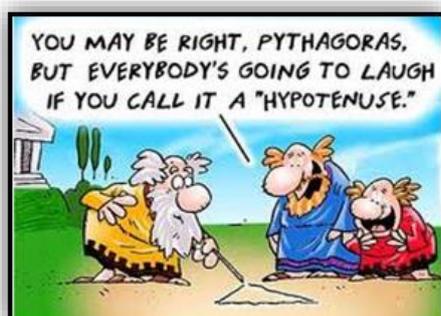
Students will need to demonstrate a C standard or better to study Pre-General Mathematics in semester 2.

## Career Aspirations

All careers involve some level of Mathematics. Science courses at a university level require a knowledge of Mathematical Methods. Engineering courses at a university level require a knowledge of Specialist Mathematics.

## Resources required

Student supplies laptop and stationery including a CASIO *fx-82AU PLUS II* scientific calculator. College supplies texts and study materials.



# Japanese 10JPN



Subject Area	Languages	Length	2 semesters
--------------	-----------	--------	-------------

The Year 10 Senior Japanese Foundation Course has been designed in line with the Australian National Curriculum and aims to give students the necessary grounding for continuing language studies in Senior Japanese. Learning experiences will be provided through media presentations, interactive resources, group work/pair work and teacher lead tutorials. Currently, students who continue with Japanese at a senior level have the opportunity to participate in a 2-week trip and school exchange to Japan.

## Pathways to Senior Subjects

- Japanese
- English

## Learning experiences

Students will:

- Develop grammatical knowledge and understanding to enable them to become independent linguists and develop the resources and skills to acquire further languages
- Learn the language of Japanese in functional, real-world context using role-play to acquire 'transactional' language such as eating out, shopping, and asking for information.

## Assessment

Listening, Reading, Speaking and Writing exams and assignments

## This subject caters to

This will appeal to students who have an interest in the wider world, the cultures of other countries and foreign travel. Students should have a good homework routine and be organized and methodical learners in order to experience success from ongoing language acquisition.

## Career Aspirations

Linguist/Interpreter, Travel and Tourism, International Relations, International Business, Flight Attendant, Foreign Correspondent, Teacher

## Resources required

Student supplies laptop, iiTomo 3.4 Activity Book and stationery.  
College supplies course book and study materials.

## Additional Course costs

Course costs included in college levy structure.



# Music 10MUS



Subject Area	<b>Music</b>	Length	<b>2 semesters</b>
--------------	--------------	--------	--------------------

Students develop musicianship, i.e. the unique set of knowledge, understanding, skills, attitudes, and dispositions that allows students to engage in all forms of music making and music interaction. Music is sound, and any experience of music is essentially and fundamentally aural. Students develop their inner hearing, music skills, techniques, and artistry when they have opportunities to use their imagination, creativity, personal and social skills in music making. They explore various genres of music through the musical elements of rhythm, expressive devices, pitch, structure, texture, and timbre. Units of work will include Jazz Music, Music through the Ages, Popular Music, and Australian Music.

## Pathways to Senior Subjects

- Music
- Certificate III in Music Industry

## Learning experiences

Throughout the course, students will be expected to either play an instrument and/or sing. Students will have an opportunity to develop these skills if their experience has been previously limited. Students will also explore the skills of composing & utilise software programs designed for this purpose. The higher order thinking skills of analysis, synthesis & evaluation will be taught and modeled in relation to musical repertoire.

## Assessment

Composition: Blues Song and Popular Songwriting  
Musicology: Analysis & synthesis of repertoire by a compositional master & a contemporary artist.  
Performing: Various repertoire linked to styles & genres covered in course work.

## This subject caters to

This subject is suited to students with a strong interest in all styles of music and who are willing to develop and improve their compositional & performance skills. It is recommended that students can play a musical instrument, although basic skills are taught using the instruments of keyboard, guitar & voice.

## Career Aspirations

Performance, Teaching, Songwriter, Sound Production, Music Therapist, Recording Engineer, Music Journalist, Concert Promoter, Music Director, Conductor

## Resources required

Student supplies laptop and stationery.  
College supplies text and study materials.

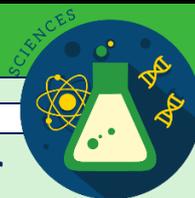
## Additional Course costs

Course costs included in college levy structure.





# Science: Biology 10SCIC2



Subject Area	<b>Science</b>	Length	<b>1 semester</b>
--------------	----------------	--------	-------------------

The first half of this unit investigates the basic science behind DNA, genetics and evolution, and the links between some of our closest relatives, and most distant ancestors, from the pre-Cambrian rangeomorphs to chimps and bonobo monkeys. How can animals and plants adjust to climate change?

In the second half of the unit, students will undertake a series of dissections, experiments and research investigating a specific organ system of the human body, comparing it to similar systems in other animals.

## Pathways to Senior Subjects

- Marine Science
- Biology

## Assessment

- Student Experiment
- Research Investigation
- End of Unit Exam

## Learning experiences

- Practical experiments
- Investigations
- Research Tasks

## This subject caters to

Students with an interest in science who enjoy linking practical work to theory. Students should have good academic abilities in science, reading and writing.

## Career Aspirations

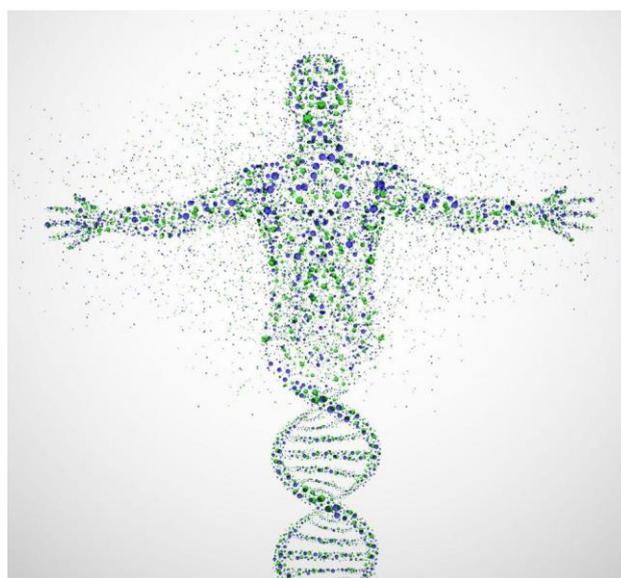
Health Sciences, Science, Ranger, Zoologist, Teacher.

## Resources required

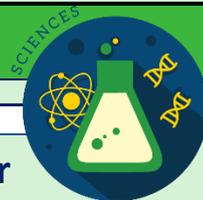
Student supplies laptop and stationery.  
College supplies text and study materials.

## Additional Course costs

Course costs included in college levy structure.



# Science: Chemistry 10SCIC3



Subject Area	<b>Science</b>	Length	<b>1 semester</b>
--------------	----------------	--------	-------------------

The course will be divided into two sections: basic organic chemistry (with a focus on hydrocarbons and fuels) and inorganic chemistry (with a focus on ions). The students will engage in a range of practical activities where they will utilise solubility rules to predict precipitates in various chemical reactions, become familiar with a range of commonly used chemicals in the laboratory and write balanced chemical equations.

## Pathways to Senior Subjects

- Chemistry
- Biology
- Marine Science
- Physics

## Assessment

- Student Experiment
- Research Investigation
- End of Unit Exam

## Learning experiences

- Practical experiments
- Investigations
- Research Tasks

## This subject caters to

Students with an interest in science who enjoy linking practical work to theory. Students should have good academic abilities in science, reading and writing.

## Career Aspirations

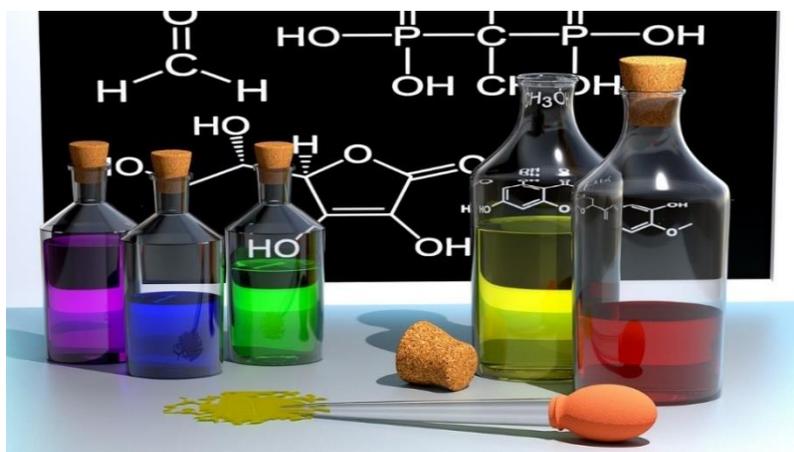
Health Science, Engineering, Pharmacy, Science, Teaching

## Resources required

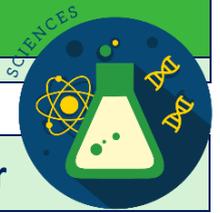
Student supplies laptop and stationery.  
College supplies text and study materials.

## Additional Course costs

Course costs included in college levy structure.



# Science: Marine Studies 10SCIC4



<b>Subject Area</b>	<b>Science</b>	<b>Length</b>	<b>1 semester</b>
---------------------	----------------	---------------	-------------------

Let's dive deep into the underwater world. Have you always wanted to learn the skill of snorkeling and the physics between the body and the water when diving? Have you ever wondered what lies far beneath the waves - from dangerous marine creatures to weird and wonderful deep-sea aliens? This course will focus on the practical skill of snorkeling taught in a pool; the physics behind the skill; marine classification and adaptations; dangerous marine creatures; the deep-sea floor; and the alien creatures that live in these depths.

## Pathways to Senior Subjects

- Marine Science
- Biology
- Physics

## Assessment

- Marine Science Skill – Snorkeling
- Research Investigation
- Student Experiment
- End of Unit Exam

## Learning experiences

- Practical experiments
- Investigations
- Research Tasks

## This subject caters to

This course is an excellent introduction into Year 11 and 12 Marine Science. If you love the marine environment and don't mind getting your feet wet, then this is the course for you.

## Career Aspirations

Marine Biologist, Marine Tourism and Education Officer (SeaWorld and SeaLife), Park Ranger, Marine Tourism, Environmental Science, Zoologist, Ocean Engineering, Ocean Mapping, Fisheries Industry, Research etc.

## Resources required

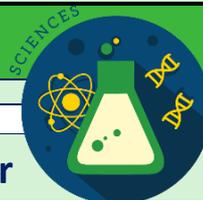
Student supplies laptop and stationery.  
College supplies handouts, written material, and guest speakers.

## Additional Course costs

Course costs included in college levy structure.



# Science: Physics 10SCIC5



Subject Area	<b>Science</b>	Length	<b>1 semester</b>
--------------	----------------	--------	-------------------

Students start at the very beginning of the universe – the Big Bang, and then rocket forward to the potential ends of the Universe - The Big Chill, The Big Rip, The Big Crunch, or the Big Bounce. After that we motor on into motion in all its forms, with a focus on projectile motion. Students will apply relationships between forces, mass, and acceleration to predict changes in the motion of an object.

## Pathways to Senior Subjects

- Physics

## Assessment

- Scientific Essay (Research Investigation) on Astronomy
- End of Unit exam on astronomy and motion
- Student Experiment on Heat Capacity
- End of Unit Exam on Forces, Mass, and Acceleration.

## Learning experiences

- Practical experiments
- Investigations
- Research Tasks

## This subject caters to

This will appeal to students who enjoy science and math's investigations and are interested in developing their science investigation and literacy skills. Students should have the ability to work independently and in teams and show initiative.

## Career Aspirations

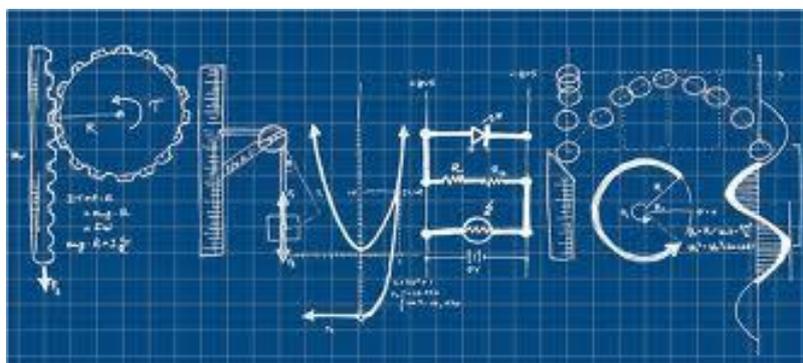
Engineer, Physicist, Climatologist.

## Resources required

Student supplies laptop and stationery.  
College supplies text and study materials.

## Additional Course costs

Course costs included in college levy structure.



# Geography 10GEO (Senior Geography Prep Course)



Subject Area	<b>Humanities</b>	Length	<b>1 semester</b>
--------------	-------------------	--------	-------------------

This subject is designed to offer a wide range of topics to promote the student's awareness of the biophysical world they live in both nationally and globally, and the issues facing us in trying to protect our unique natural environments for the future. The course is designed to promote an inquiry approach to learning as students investigate issues and problems that stem from the relationships and interactions between people and their environment.

## Pathways to Senior Subjects

- Geography
- Marine Science
- Biology
- Study of Religion
- Modern History
- Ancient History
- English

## Assessment

- Field report – Pumicestone Passage
- Response to Stimulus Exam

## This subject caters to

This subject will appeal to students who want to explore and care about the world we live in. Students should have a strong ability to read for meaning and complete well-structured written and spoken tasks.

## Career Aspirations

Mining, Tourism/Travel Industry, Surveying Assistance, Draftsperson, Park Ranger, Forestry, Farm Management, Plant Nursery and Landscaping, Environmental Management, Water Management, Environmental Science, Marine Science, Landscape Architecture, Town Planning, National Parks and Wildlife, Zoology, Meteorology, Cartography, Foreign Affairs and Trade, Journalism, Anthropologist, Primary and Secondary Teaching.

## Resources required

Student supplies laptop and stationery.  
College provides text and study materials.

## Additional Course costs

Course costs included in college levy structure.



# History: Modern Australia 10HIS (Senior History Prep Course)



Subject Area	<b>History</b>	Length	<b>1 semester</b>
--------------	----------------	--------	-------------------

The Year 10 History course is an Australian Curriculum course entitled 'The Modern World and Australia' that concludes the overview of history offered from Years 7 to 10. Focus is on the study of history through the critical analysis of primary evidence. The course contains two depth studies. The depth studies topics range from WWII Resistance to Nazism, to Indigenous Rights and Freedoms in Australia. The course enables students to extend both their historical knowledge and analytical skills as well as critical thinking skills before they move into their senior subjects.

## Pathways to Senior Subjects

- Ancient History
- Modern History
- Study of Religion

## Assessment

- Research Assignment
- Response to stimulus exam

## This subject caters to

This will appeal to students who enjoy history and are interested in developing their knowledge about the world, analysis, and research skills. Students should have a strong ability in research skills and the ability to form opinions.

## Career Aspirations

Diplomat, Historian, Teacher, Film Writer, Actor, Journalist, Travel Industry, Politics, Lawyer, Business, Analyst, Policy Advisor, Intelligence and Police, Armed Forces, Archaeologist, Museum Curator, Librarian, Archivist, International Humanitarian (NGO or government), Anthropologist and Blogger.

## Resources required

Student supplies laptop and stationery.  
College supplies texts and study materials.

## Additional Course costs

Course costs included in college Levy Structure.



# History: History vs Hollywood 10HISC2 (Senior History Prep Course)

Subject Area	<b>Humanities</b>	Length	<b>1 semester</b>
--------------	-------------------	--------	-------------------

This subject utilises film as a medium for examining some key moments in history. Students will examine the historical facts behind several Hollywood blockbusters and evaluate the choices that have been made in order to judge the historical accuracy of these depictions. Both Ancient and Modern History will be approached through firstly an exploration of Roman, Greek, or Egyptian historical films and then topics relating to the modern world such as the Australian historical icon Ned Kelly, The Cuban Missile Crisis within the Cold War context, The Suffragette Movement, or the Rwandan Genocide, among other topics.



## Pathways to Senior Subjects

- Ancient History
- Modern History
- Study of Religion
- English

## Assessment

- Examination – Short-Response to Stimulus Exam
- Investigation - Independent Source Investigation

## This subject caters to

This will appeal to students who enjoy history and movies and are interested in developing their visual literacy skills.

## Career Aspirations

Diplomat, Historian, Teacher, Film Writer, Actor, Journalist, Travel Industry, Politics, Lawyer, Business, Analyst, Policy Advisor, Intelligence and Police, Armed Forces, Archaeologist, Museum Curator, Librarian, Archivist, International Humanitarian (NGO or government), Blogger.

## Resources required

Student supplies laptop and stationery.  
College supplies texts and study materials.



# Legal Studies 10CIV (Senior Legal Prep Course)



Subject Area

**Legal Studies**

Length

**1 semester**

An Introduction to Legal Studies aims to provide you with solid foundation of knowledge and skills to enable you to develop an understanding of the Australian legal system and how it affects your basic rights, obligations, and responsibilities. You will explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes. The Introduction to Legal Studies course enables you to learn through the investigation of legal issues, exploring Young People and the Law and the Concept of Justice.

## **Pathways to Senior Subjects**

- Legal Studies
- Certificate IV in Crime and Justice

## **Assessment**

- Nature and Scope Report
- Response to Stimulus Exam

## **This subject caters to**

Students who study this course should have a general interest in the law surrounding our everyday lives. Students need a sound ability to communicate both written and verbally. Students should be keen to debate, discuss and be critical of the legal issues posed.

## **Career Aspirations**

Solicitor, Police Officer, Legal Secretary, Government justice department jobs  
Social Services e.g. Social Worker, Politician, Criminologist.

## **Resources required**

Student supplies laptop and stationery.  
College supplies text and study materials.

## **Additional Course costs**

Course costs included in college levy structure.



# Business: Economic Performance 10ECBUS (Senior Business Prep Course)

Subject Area

**Business & Economics**

Length

**1 semester**

This subject is designed to promote an inquiry approach to learning as students investigate economics and business concepts by considering Australia's economic performance and standard of living. Furthermore, students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce. The course will cover different contexts (personal, local, national, regional, global).

## Pathways to Senior Subjects

- Business
- Certificate courses in Business

## Assessment

- Response to Stimulus Exam
- Investigation Report



## This subject caters to

Students who study this course should have a general interest in business and economics. Students need a sound ability to communicate both written and verbally. Students should be keen to debate, discuss and be critical of business issues posed.

## Career Aspirations

Accountant, Management Consultant, Business Development Manager, Entrepreneur, Information Technology Manager, Operations Manager, Project Manager, Social Media Manager, Financial Analyst, Corporate Attorney, Journalist, Police Officer, Government Departments, Politician, Small Business Owner.

## Resources required

Student supplies laptop and stationery.  
College supplies text and study materials.

## Additional Course costs

Course costs included in college levy structure.



# Dance: Sending Messages 10DAN



Subject Area

**The Arts**

Length

**1 semester**

This course will engage the students in the dance genres of Contemporary Dance, Musical Theatre and Jazz. Throughout their study the students will learn how to communicate messages through dance, create choreography that conveys social, personal, and political messages and respond to dance works. The course places students with professional choreographers and performers when they participate in workshops. Students will learn through practical application and be given several opportunities to perform what they have learned for a live audience.

## Pathways to Senior Subjects

- Dance
- Drama
- Physical Education
- Certificate III in Fitness.

## Learning experiences

Students will:

- Refine their performance technique in Jazz, Musical Theatre and Contemporary
- Extend their understanding and use space, time, dynamics, and relationships to expand their choreographic intentions
- Extend technical skills, increasing their confidence, accuracy, clarity of movement and projection
- Reflect on the development of traditional and contemporary styles of dance and how choreographers can be identified through the style of their choreography
- Explore meaning and interpretation, forms and elements, and social, cultural, and historical contexts of dance as they make and respond to dance
- Evaluate dancers' success in expressing the choreographers' intentions and the use of expressive skills in dances they view and perform
- Understand that safe dance practices underlie all experiences in the study of dance
- Perform within their own body capabilities and work safely in groups.

## Assessment

Students will:

- Learn Musical Theatre routine taught by an industry professional
- Create a Musical Theatre routine in small groups
- Create a Contemporary routine that conveys a message to the audience
- Analyse a contemporary Dance Routine.

## This subject caters to

Dance appeals to students who would rather be moving and creating in the space than sitting behind a desk; ideal for a kinesthetic and creative learner.

## Career Aspirations

Professional Dancer, Choreographer, Reviewer, Costume Designer, Actor, Director, Photographer, Events Manager.

## Resources required

Student supplies laptop with sound editing software (Power sound free editor or similar), iPod, MP3 player.

College supplies texts, tap shoes and study materials.

***"If I could tell you that, I wouldn't have to dance."***

Isadora Duncan, when asked what one of her dances meant.



# Drama: Let's Get Physical 10DRA



Subject Area

**The Arts**

Length

**1 semester**

This practical program of work takes students on an exploration of movement to entertain. Through professional workshops and practical lessons, the students examine the art of Physical Theatre, Circus Techniques, Street Theatre, Stage Combat, Comedy, Performance through Mask and Writing to Entertain.

## Pathways to Senior Subjects

- Dance
- Drama
- Music

## Learning experiences

Students will:

- Learn about themselves and their environment
- Develop Spatial and Physical Awareness
- Develop Circus and Street theatre techniques
- Develop analysis techniques and presentation skills
- Develop an awareness of Comedy styles and skills
- Individual reflection and vocal techniques

## Assessment

Students will:

- Individually prepare a comic script based on stock comic characters, present a group Physical/Circus theatre sequence and in small groups, present a comic performance based on a student devised script.
- Students will submit an annotated script and a reflection of their performance through journal writing and character profiles.
- Students will complete an Analytical exam based on a piece of theatrical stimulus.

## This subject caters to

This will appeal to students who enjoy physical and practical lessons and who are willing to be challenged as they pursue the elements of drama. Students should have a strong ability to create and work as an ensemble. Students will need to be committed and willing to be self-directed.

## Career Aspirations

Performer, Actor, Writer, Teacher, Media Worker, Creative Artist.

## Resources required

Student supplies laptop, stationery, and *Drama Blacks* [Black pants/tights and a black T Shirt of appropriate length].

College supplies texts and study materials.

## Additional Course costs

Course costs included in college levy structure.



# Visual Art: Object de Art 10VARTS



Subject Area	<b>The Arts</b>	Length	<b>1 semester</b>
--------------	-----------------	--------	-------------------

During this semester course, students will have the opportunity to demonstrate specific learning in two areas in the Visual Arts that of *'Making'* and *'Responding'* through the concept of 'Objects.' Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes, and viewpoints. It is envisaged that the following approaches be explored through the Visual Arts Knowledge, Understanding and Skills of the Australian Curriculum: Critical and Creative thinking; Visual Art techniques, materials, processes, and technologies; Visual Art as social and cultural practices; Art Industry Artists and audiences. Skills to be explored: Sculpture; drawing; painting and mixed media.

- Pathways to Senior Subjects**
- Visual Art
  - Information and Communication Technology

- Learning experiences**
- Students will:
- Make representations of ideas and intended meaning in different forms both 2D and 3D
  - Respond to developing practical and critical understanding of how artists use artworks to engage with audiences and communicate meaning.

- Assessment**
- Object Drawing folio
  - Visual Journal
  - Written Assignment
  - Object Sculpture folio

**This subject caters to**

This course would suit a creative and visual thinker, eager to explore media, techniques, and processes to develop a finished artwork.  
A student who is methodical in approaches to organisation and time management with assessment items.

**Career Aspirations**

Further study Art courses: Diploma of Fine Arts; Bachelor of Arts; Diploma of Creative Arts  
Careers: Art Curator, Graphic Design, Art Teacher, Theatre/Set Design, Artist, Architecture, Fashion Design, Art Promoter, Advertising

**Resources required**

Student supplies laptops and stationery including a Visual Journal.  
College supplies texts, study notes and art materials.

**Additional Course costs**

Course costs included in college levy structure.



# Media Arts: Photography 10MEDA



Subject Area	The Arts	Length	1 semester
--------------	----------	--------	------------

In the 21<sup>st</sup> century, film, television, and new media are our primary sources of information and entertainment. This course has been designed to provide opportunities for students to develop industry standard skills in creative photography and digital image manipulation and apply those skills in the creation of artworks based on personal expression. Students are introduced to practical and theoretical camera basics, navigating manual camera controls and image manipulation using Adobe Photoshop. Digital Media is a subject that will enable students to gain a critical and practical understanding of the way in which they engage with different forms of media texts. Photographic images captured during the course are then used to create two-dimensional and three-dimensional artworks in other media including clay, painting, screen-printing, and collage. Excursions and Incursions provide the opportunity for students to capture a wide range of dynamic images with which to work. In addition, students investigate, critique, and respond to the works of other photographers, developing an understanding of the critical role of photography in capturing important moments of world history in the 20th century.

## Learning experiences

- Experience a variety of photographic and digital procedures to make photographic and digital works.
- Explore a variety of materials, techniques and processes that investigate the function of photographic and digital artists and how they work.
- Explore ways in which experiences of the world can be communicated in photographic and digital works.
- Recognise that various interpretations of photographic and digital works are possible.
- Make a variety of photographic and digital works that reflect personal experiences, responses, or points of view
- Explore a variety of subject matter that can be represented in photographic and digital works
- Explore ways to develop ideas in photographic and digital works
- Use a range of materials, techniques, and processes to make photographic and digital works. Identify the language of Film, Photography and New Media
- Explore the changing nature of technology and Photography
- Plan, design, and experiment with texts using Adobe Premiere Pro.

## Assessment

- Creative Photography
- Stimuli Analyses
- Critique representations and stereotypes
- Photoshop and Editing

## This subject caters to

Students who are creative and enjoy working behind the scenes using camera and editing software.

## Career Aspirations

Director, Producer, Camera Operator, Media Analyst, Advertising, Journalist.

## Resources required

Student supplies external 3GB hard drive and a 16gb or more SD card.

## Additional Course costs

Course costs included in college levy structure.



# HPE: Sport Science 10HPEM



Subject Area	<b>Health &amp; Physical Education</b>	Length	<b>1 semester</b>
--------------	--	--------	-------------------

This subject focuses on exploring the role sport science plays in improving performance. It examines human anatomy, physiology and biomechanics specifically linked to the chosen practical components. Furthermore, this subject aims to provide students with the foundational skills and knowledge required to undertake Physical Education within Years 11 and 12. There is an equal allocation of time and grades to practical activities and theory in this subject.

## Pathways to Senior Subjects

- Senior Physical Education
- Senior Health
- Biology
- Certificate III in Fitness

## Learning experiences

Students will:

- Develop foundational skills and knowledge that will benefit students in the Senior Physical Education Course (chosen in Years 11 and 12)
- Learn factors that affect performance in physical activity and sport such as biomechanics, and ethical practices
- Investigate sports physiology and anatomy and how these can improve sports performance
- Undertake practical learning experiences across a variety of physical activities to assist their understanding of key concepts.

## Assessment

Students will:

- Demonstrate knowledge of learnt concepts through a variety of assessment types such as a multimodal presentation on an ethical issue in sport and an investigation research report on how sport science can improve performance.

## This subject caters to

Students looking to undertake Senior Physical Education. Students who are interested in sports technology, biomechanics, and sports medicine.

## Career Aspirations

Exercise Science, Physiotherapist, Sports Medicine, Sports Administration, Exercise Physiology, Nutrition and Wellbeing, Nursing, Paramedic, Sports Coaching, Fitness and Functional Training, Physical Education, Primary Teaching.

## Resources required

Student supplies laptop stationery and sports uniform.  
College supplies learning materials.



# HPE: Sports Psychology & Coaching 10HPE



Subject Area	<b>Health &amp; Physical Education</b>	Length	<b>1 semester</b>
--------------	--	--------	-------------------

This subject aims to provide students with the opportunity to pursue their interest, knowledge, and skills in an array of chosen sports. Students explore the central concept of ‘what makes a good coach’ and will investigate psychology concepts, coaching styles, program, and session planning. They will also learn how various athletes are best catered to from beginner to elite athletes to people with a variety of abilities and disabilities. During practical lessons students will explore the role of a coach and official within modified and authentic sporting contexts.

- Pathways to Senior Subjects**
- Certificate III in Fitness
  - Certificate II in Sport & Recreation

- Learning experiences** Students will:
- Develop effective leadership skills and communication in sporting contexts
  - Explore individual characteristics and how these are met through successful planning
  - Create coaching programs and sessions for a variety of athletes
  - Investigate movement concepts and how these can improve performance
  - Learn to respond creatively to game scenarios through communication techniques or tactics and strategy
  - Learn key skills and administration needed to be a coach and/or official.

- Assessment** Students will:
- Create and deliver coaching sessions
  - Plan a sporting event for specific athletes.

**This subject caters to** Students who have a passion for exercise and sport and wish to learn more about coaching roles and leadership skills.

**Career Aspirations** Sports Coaching, Group Fitness Instructor, Health and Nutrition, Sports Officiating, Outdoor Recreation Instructor, Sports Administration, Sports First Aid.

**Resources required** Student supplies laptop, stationery, and sports uniform.  
College supplies learning materials.





Subject Area	<b>Technology</b>	Length	<b>1 semester</b>
--------------	-------------------	--------	-------------------

Students do not require any prior ICT skills or knowledge to engage with the content taught in this subject. Learning in Digital Technologies focuses on developing understanding and skills in computational thinking. Students will explore how data can be secured through various methods such as access controls, virus checking, encryption, backups, data masking, and data erasure within SQL databases. They will also create a digital game, which will give them the opportunity to learn and refine their object-oriented programming (OOP) skills. Students will follow a problem-solving process to design, build and evaluate a digital game. They state the digital design problem and decompose it in order to develop a solution. They create an algorithm for the game and relate this to an OOP approach. As a group or in pairs they implement a solution to build a computer game using OOP principles. Finally, they evaluate the end product (the game) and the solution.

### Pathways to Senior Subjects

- Digital Solutions (General)
- Information and Communication Technology (Applied)
- Design

### Learning experiences

- Developing programming skills
- Problem solving
- Designing-developing-evaluating

### Assessment

Assignment task, in class projects and examinations.

### This subject caters to

This will appeal to students who enjoy computer programming, game development and developing their higher-level problem-solving skills. Students should have a strong ability to work with others, read with understanding, and sound computer media skills.

### Career Aspirations

Computer Programmer, Computer Gaming Designer, Multimedia Designer, Database Administrator.

### Resources required

Digital Device, Student supplies stationery; College supplies texts and study materials.



# Design: Graphics 10DTC2



Subject Area	<b>Technology</b>	Length	<b>1 semester</b>
--------------	-------------------	--------	-------------------

Graphics engages students in solving real life design problems and presenting their ideas and solutions as graphical products. These Graphical solutions are produced in the form of sketches, 3D printed, or laser cut products and Computer Aided Design and Drafting (CADD) generated drawings.

**Please note: This elective is a lead up subject for further studies in senior Cert 3 Engineering Technical. It is recommended that students study Graphics at Year 10 level if they wish to complete the Cert 3 in Years 11 and 12.**

## Pathway to senior subjects

- Cert III Engineering Technical
- Engineering Skills
- Furnishing Skills

## Learning experiences

- Sketching and rendering techniques
- Affective use of CADD programs such as AutoCAD, Inventor
- Professional and Revit Architecture.
- Communicate thoughts and express ideas in relation to design problems
- Use correct drafting standards
- Develop skills and knowledge of CNC machines and software, including laser cutters and 3D printers.

## Assessment

Students will:

- Compile a presentation folio of drawings and sketches
- Complete supervised drawing tests
- Complete assignment tasks.

## This subject caters to

This subject will appeal to students who have an aptitude for sketching and drawing and communicating via the use of graphical representations.

## Career Aspirations

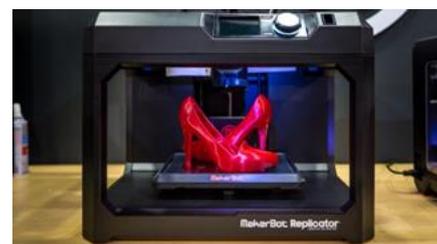
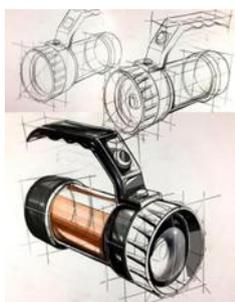
Graphic Designer, Industrial Design, Product Design, Mechanical Engineering, Architecture, Landscape Architecture, Civil Engineering, Interior Design, Urban and Regional Planning, Surveying and Building Trades.

## Resources required

Student supplies: A4 Display Folder, laptop, and stationery.  
College supplies: Text and study materials, 3D printer, CADD Lab.

## Additional Course costs

Course costs included in college levy structure.



# Design: Food Specialisation 10DTFS



Learning Area	<b>Technology</b>	Length	<b>1 semester</b>
---------------	-------------------	--------	-------------------

This course provides an opportunity for students to explore and experiment with key aspects of Food cookery techniques, Technologies that effect local and global food markets while Designing food products to meet market needs and expectations. During the semester, students will explore what effects food in the wider community, investigate current food trends and practically create food items that reflect healthy and sustainable practices.

## Pathways to Senior Subjects

- Cert II Business
- Cert II Hospitality
- Design
- Food and nutrition

## Learning experiences

Students will:

- Learn to plan and organise foods to meet needs or opportunities
- Experiment with factors that impact on food design decisions
- Develop food solutions to meet requirements
- Develop an understanding of elements and principles of design
- Explore food for particular uses
- Develop effective time management and organisational skills

## Assessment

- Practical cooking sessions
- Design Portfolio
- Theory exam
- Written assignments to accompany practical tasks

## This subject caters to

This subject will appeal to students who have an interest in food, nutrition, cookery, design, Hospitality, Tourism and Retail industries.

## Career Aspirations

Nutritionist, Dietician, Food Technologist, Chef, Cook, Small Business Owner and Product Manufacturer.

## Resources required

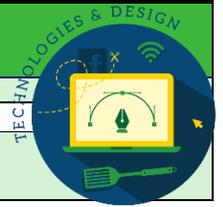
Student supplies laptop, notebook and stationery, display folder, and cooking ingredients when required.

## Additional Course costs

Course costs included in college levy structure.  
Cooking ingredients are an additional cost.



# Design: Metal & Materials 10DTENG



Subject Area

**Technology**

Length

**1 semester**

ITD Metal is a project-driven subject which would suit students who enjoy using their practical and written skills to design and manufacture metal-based projects within a workshop learning environment. Students advance their knowledge and understanding of materials, machines, laser cutters, lathes, hand tools and processes through a range of practical and theory-related topics. Completion of this subject will prepare students for more specialised learning in Metalwork and Engineering Skills.

## Pathways to Senior Subjects

- Engineering Skills
- Cert III Engineering Technical

## Learning experiences

Students will:

- Solve design-based problems using a range of materials and techniques
- Learn to use tools effectively to manufacture a finished product
- Learn correct techniques for working with metal
- Develop safe work habits in an industrial workshop and with power tools
- Develop skills and knowledge of CNC machines and software, including laser cutters.

## Assessment

Assessment is undertaken throughout the course through practical projects, tests, and design portfolios.

## This subject caters to

This course caters to students who are practical and enjoy solving design challenges while working with their hands with various materials, machines, and cutting-edge industrial technology.

## Career Aspirations

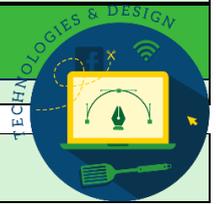
Industrial Design, Product Design, Trades – Welding and Sheet Metal.

## Resources required

Student will supply a laptop and stationery and will purchase an exam workbook. College will supply texts and practical materials.



# Design: Wood & Materials 10DTMAT



Subject Area	<b>Technology</b>	Length	<b>1 semester</b>
--------------	-------------------	--------	-------------------

ITD Wood is a project-driven subject which would suit students who enjoy using their practical and written skills to design and manufacture wood-based projects within a workshop learning environment. Students advance their knowledge and understanding of materials, machines, laser cutters, hand tools and processes through a range of practical and theory-related topics. Completion of this subject will prepare students for more specialised learning in Furnishing Skills and the Cert 3 Engineering Technical course offered in senior.

## Pathways to Senior Subjects

- Furnishing Skills
- Cert III Engineering Technical

## Learning experiences

Students will:

- Solve design-based problems using a range of materials and techniques
- Learn to use tools effectively to manufacture a finished product
- Learn correct techniques for working with wood
- Develop safe work habits in an industrial workshop and with power tools
- Develop skills and knowledge of CNC machines and software, including laser cutters.

## Assessment

Assessment is undertaken throughout the course through practical projects, tests, and design portfolios.

## This subject caters to

This course caters to students who are practical and enjoy solving design challenges while working with their hands with various materials, machines, and cutting-edge industrial technology.

## Career Aspirations

Industrial Design, Product Design, Trades – Carpentry and Furnishings.

## Resources required

Student will supply a laptop and stationery and will purchase an exam workbook. College will supply texts and practical materials.



# VET – SIT10222 Certificate I in Hospitality 10SIT222C2

Subject Area	<b>Technology</b>	Length	<b>1 semester</b>
--------------	-------------------	--------	-------------------

## Qualification: – SIT10222

(RTO – Unity College - 32123)

Delivered and assessed by Unity College staff



SIT10222 Certificate I in Hospitality is a nationally recognised qualification that complies with the Australian Qualification Framework. This qualification reflects the role of individuals who participate in a range of routine and predictable hospitality work activities. They work under close supervision and are given clear directions to complete tasks.

## Entry Requirements

Academic - There are no entry requirements for this course.

Attitude – refer to VET student roles and responsibilities on page 42.

## Learning experiences

Activities in real and simulated work environments reflecting industry standards. Students will gain food handling and safety skills in a café and commercial kitchen environments. Face to face instruction in commercial kitchen, team activities and event catering.

## Pathways

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes, and coffee shops. It leads to the Certificate II in Hospitality/Certificate III in Events dual qualification offered as a 2-year program in years 11 & 12

## Course Costs

The cost for this course is \$100 and covers training fees, Barista training and consumables.

## Qualification packaging rules

To attain this certificate, 6 units of competency (3 core and 3 elective) must be completed. Additional elective units listed and used at trainer discretion to suit learner cohorts.

## Structure

### Units of Competency delivered:

#### Core:

BSBWOR203 Work effectively with others

SITXCCS001 Provide customer information and assistance

SITXWHS001 Participate in safe work practices

#### Electives:

SITXFSA001 Use hygienic practices for food safety

SITHFAB005 Prepare and serve espresso coffee

SITXFIN001 Process financial transactions

## Assessment

The gathering of evidence to indicate competency may include the following. Online learning logs and tests, practical demonstrations, team tasks, observation checklists, knowledge tests, internet research, oral presentation, work simulations, and café work in the Unity Co-Op/Hospitality training spaces.

## Further information

This certificate will require students to participate in Structured Work Placement (SWP) and this may involve attending an industry-related work site out of normal hours and out of hours college events as well classroom time

## Service Agreement

This is a 6-month course. Students are enrolled into a SIT10222 Certificate II in Hospitality course with Unity College. Should students choose the Certificate II in Hospitality for Year 11 then the successfully completed units of competency are credit transferred. Students exiting the course at the end of Year 10, will be issued with a SIT10222 Certificate I in Hospitality Qualification and record of results (if successfully achieving all qualification requirements). Students who achieve at least one unit (but not the full qualification), will receive a Statement of Attainment. The RTO guarantees that the student will be provided with every opportunity to complete the units of competency in the 6-month period (as per the rights and obligations outlined in the enrolment process and subject information handbook provided). This information is correct at time of publication but subject to change (9 June 2022).



**QCE Credit  
Points  
Up to 2**

# Vocational Education and Training (VET)

VET refers to education and training that focuses on delivering skills and knowledge required for specific industries. It is a learning option for students in the senior phase of learning. Student involvement in subjects with vocational competencies receives credit for qualifications recognised nationally within the Vocational Quality Framework (VQF).

Participating in VET can:

- provide credit points towards the attainment of a Queensland Certificate of Education, and /or the attainment of a nationally recognised VET qualification
- receive an industry specific vocational Certificate or Statement of Attainment
- support students' transitions to employment, vocational and higher education pathways.

Other benefits of participating in VET include (but are not limited to):

- obtaining practical experience from work
- gaining familiarity with how a workplace operates
- developing and improving interpersonal skills
- allowing students to explore the potential career path they would like to pursue.

Students at Unity College can access VET in several ways. These include:

- enrolling in Unity College (32123) Registered Training Organisation (RTO) courses
- enrolling in courses with RTOs who have a partnership with Unity College
- through a School-Based Traineeship or Apprenticeship
- through courses offered by the Sunshine Coast Technical Trade Training Centre
- enrolling in TAFE Queensland and other RTO's offering VET in Schools programs.

VET in Schools allows students to remain at school while completing vocational training. There are several enrolment options.

## Enrolment Options

Most VET options are either timetabled within Unity College offerings or scheduled one full day or half day externally. The delivery model of specific VET courses is detailed in the individual subject information pages.

Access to the following VET courses generally requires one full or half day out of school. These courses are delivered by qualified trainers from external RTOs either at Unity College or at the RTOs location.

For example:

- Certificate II Health Support Services, Certificate II in Community Services and Certificate III in Health Services Assistance – Connect 'n' Grow
- Diploma of Business – Prestige Training Services
- Sunshine Coast Technical Trade Training Centre (SCTTTC)
- TAFE Queensland VET in Schools (VETiS) courses or short courses

Many of these courses require:

- attendance at information sessions
- applying
- receiving confirmation of a placement into the course
- supporting documentation from Unity College to validate student enrolment

There are limited numbers in many of these courses, so it is important that you complete an expression of interest by the dates given. Contact the VET Coordinator for further information.

## School-Based Apprenticeships and Traineeships

School-Based Apprenticeships and Traineeships (SATs) require one day out of school each week in the workplace. These opportunities are regularly promoted via School Portal notices and the Unity College Careers Facebook page. Contact the VET, Pathways and Transitions Officer for further information.

## Vet Student Handbook

Unity College will, prior to course commencement, give students all relevant information about the course curriculum, program of study, availability of learning resources and appropriate support services. Students will also be given access to a current copy of the curriculum associated with the qualification.

### Roles and Responsibilities

The College:

- Recognises the importance of students receiving a broad-based education, comprising both general and vocational education and training.
- Will follow all human resource policies and regulations which may mean changes in modes of delivery and/or cancellation of courses if the required qualifications are not held by staff due to staff changes and transfers. All efforts will be taken to ensure course completion in line with the relevant VQF policy.
- Has a process in place that enables students to apply for Recognition of Prior Learning (RPL) for vocational education competencies (refer to VET Student Handbook for further information)
- Has a process for addressing any concerns a student may have and offers the students access to a range of people who can provide advice and guidance about the vocational education program.

### Complaints and Appeals Policy

Unity College has a complaints and appeals policy specific to the RTO operations. A complaint can be made to the college Registered Training Organisation (RTO) regarding the conduct of:

- Unity College, its trainers, assessors, or other school RTO staff
- students at Unity College
- any third parties providing services on behalf of Unity College (if relevant).

An appeal can be made to Unity College to request a review of a decision, including assessment decisions. Unity College will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process.

All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal. If Unity College considers more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter.

If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested. Complaints or appeals should be directed to the Principal as CEO of Unity College [pscaloundra@bne.catholic.edu.au](mailto:pscaloundra@bne.catholic.edu.au) or [unityvet@bne.catholic.edu.au](mailto:unityvet@bne.catholic.edu.au)

# Vocational Education and Training (VET) continued

## Students Roles and Responsibilities

Students are asked to:

- make a serious commitment to studies undertaken
- attempt to complete all units of competency on the first attempt and agree to revisit competencies if not competent after the first attempt
- participate in structured workplace learning as arranged by the school
- meet the expectations and demands of the college in terms of participation, cooperation, punctuality, successful submission of work and high standards of behaviour and conduct
- meet all aspects of work health and safety requirements
- be willing to work in team environments
- demonstrate perseverance and persistence in all tasks
- maintain the high standard of reputation of Unity College when participating in courses delivered by external RTO's.
- have a suitable device (laptop) to be able to participate fully in the learning environments and activities offered by the Certificate courses.

## Enrolment and Admission

Access to VET Certificates is open to all students, regardless of race, gender, and ability. Subjects will be offered if enrolment numbers are viable and human and physical resources comply with VQF standards. Students must meet the minimum levels of achievement indicated for enrolment.

## Payment of Certificate Course Costs

Certificate courses offered at Unity College come from a range of Registered Training Organisations (RTOs) including but not limited to Unity College. Costs will vary from course to course.

In most cases payments for Certificate courses will be collected via the invoicing on student levies and will be split over the semester or year of study. Unity College will also collect the payments for some of the external RTOs in this way. Some courses will require payment via the link on the Unity College website and in some cases, RTOs will invoice families individually. Please contact the RTO Manager should you require further information regarding this.

Once Unity College has been invoiced for your student's participation in the course, the external RTO's refund policy applies.

Some courses will be eligible for VETiS (VET in Schools) funding. The courses advertised as VETiS funded in this guide are only applicable if you have not accessed VETiS funding in the past. Students are only eligible for VETiS funding once. If they enrol in multiple courses a Fee for Service will be determined and invoiced accordingly.

All courses are subject to a minimum number of students participating in the course for the course to run. To ensure a smooth process of establishing class lists and class numbers to all RTO providers, it is necessary that subject selections due dates are met.

Please refer to individual Certificate course descriptions for a more detailed breakdown of course costs and how they are collected.

# Vocational Education and Training (VET) continued

## Unity College Refund Policy

### Refund Policy for course Delivered where Unity College is the Registered Training Organisation

Refund for students exiting a certificate course is on a pro rata basis related to the costs incurred of the unit/s of competency covered (less a \$50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or showing extreme personal hardship). Applications for a refund are made to the College Principal in writing and are at the discretion of the principal.

### Refund Policy for course delivered where the provider is an external Registered Training Organisation (RTO)

Once Unity College has been invoiced for the student enrolment in the course, any refund for withdrawal from the course must be sought directly with the provider. Students and parents should carefully read their refund policy as outlined by these providers. Please note: Some course costs are based on minimum numbers of students enrolling and withdrawals that put the class size below the minimum will not be able to be refunded.



# Making Your Selections Online

## Year 10 Elective Subject Selection Requirements

Remember:

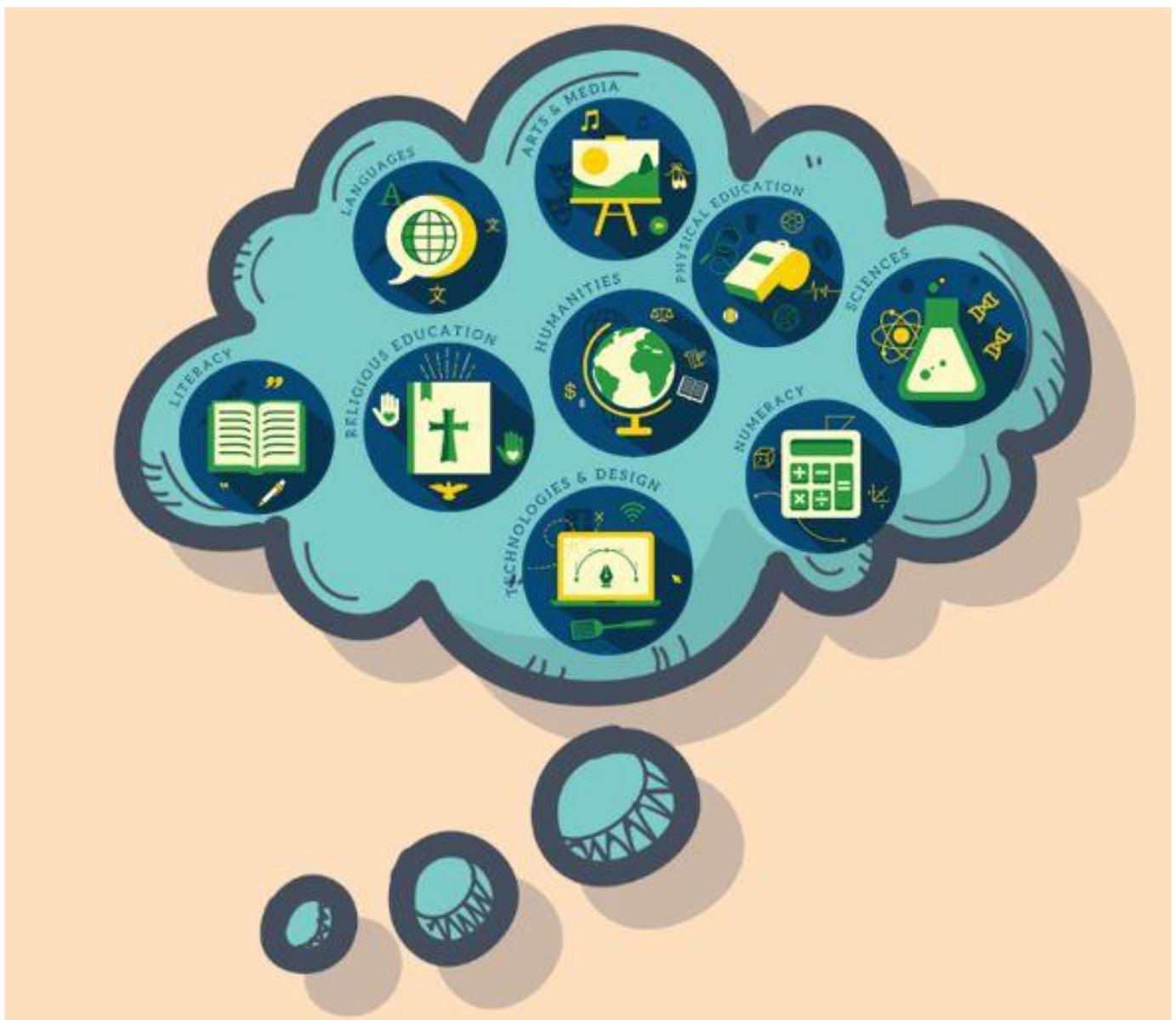
Year 10 students must study a minimum of:

- **1 semester of a science course**
- **1 semester of a humanities course**
- **Refer to page 11 for remaining elective choices**

Now that you have carefully read about all the subject options available to you, it is time to make your selections.

1. Use the table inside the front cover of this handbook to plan your selections; then
2. Log in to Subject Selections Online to complete the process:  
<https://client.subjectselectiononline.com.au/?school=jm2sq>

Please note that you will require your personal login to access the online subject selection website. This will be sent to your school email address.



## Elective Subject Selection Process and Timeline Overview

Tuesday  
19th July

- Parent Information Evening

Wednesday  
20th July

- Subject Selection Online open for access

Wednesday  
3rd August

- Subject Selection Online closes