Bray Park State High School

Pre-Senior Studies Handbook

2017

Lavarack Road BRAY PARK QLD 4500
Phone (07) 3881 6666
Fax (07) 3881 6600

Email: theprincipal@brayparkshs.eq.edu.au
www.brayparkshs.eq.edu.au

OFFICE HOURS : 8am to 3.30pm
Welcome to the Pre-Senior Phase of Learning at Bray Park State High School
People Who Can Help You
Senior Schooling Certification
Australian School Based Apprenticeships
Special Education Program
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Welcome to the Pre-Senior Phase of Learning at Bray Park State High School

The best advice we could offer to students intending to complete Pre-Senior Phase of Learning at Bray Park State High School is to choose subjects carefully, as your decisions may affect not only the types of careers you can follow later but also your academic success and feelings about your schooling. Even though there are a number of factors to consider, choosing your course of study can be made easier, if you go about the task calmly and logically. If you need advice, make a booking with the Guidance Officer as soon as possible.

During Pre-Senior Phase of Learning, students will complete a Senior Education and Training Plan (SETP) and choose subjects for their Senior Phase of Learning.

A SETP -

- Provides the young person with a clearly thought-out set of achievable goals, a learning plan and a cohesive transition across educational sectors.

- Serves as a starting point and reference point for the student’s pathway through senior education.

- Promotes on-going dialogue between an individual student, parents/carers and teachers.

- Promotes learning that is aligned with the student’s aspirations and leads to the award of the Queensland Certificate of Education or at most, a Certificate III Vocational qualification.
People Who Can Help

PRINCIPAL            Kirsten Ferdinands
DEPUTY PRINCIPALS    Annette Fanning
                      Kristin Lynch
GUIDANCE OFFICER      Nat Tickle
HEAD OF SPECIAL EDUCATION SERVICES    Kimberley Mc Donald
SENIOR SCHOOLING HEAD OF DEPARTMENT  Karenne Haygarth
JUNIOR SCHOOL HEAD OF DEPARTMENT      Kerri Trigger

Heads of Department

ENGLISH / LOTE        Tracey Goodrum
MATHEMATICS           Krystina Barker
SCIENCE               Antony Parry
HUMANITIES AND DIGITAL TECHNOLOGY  Katrina Makings
THE ARTS              Robert Adamson
HOME ECONOMICS / TECHNOLOGY STUDIES  Annette Adams
HEALTH AND PHYSICAL EDUCATION         John Tabrett
Senior Schooling Certification

The information as provided by the Queensland Curriculum & Assessment Authority is believed to be correct as at June 2016.

Students who complete Year 11 and 12 will receive a Senior Statement and if eligible a Queensland Certificate of Education.

A “Queensland Certificate of Education (QCE)” – refers to the award attained by a young person who has achieved 20 credits in the required pattern and who has met the literacy and numeracy requirements. The learning achievements banked during the Senior Phase of learning contribute towards the qualification. Those completing Year 12 would also be issued with a senior statement, by the Queensland Curriculum & Assessment Authority, recording all their learning achievements banked in their learning account.

Australian School Based Traineeships

For Year 10 students (15 years of age), there is also the opportunity of completing either a School Based Traineeship or Apprenticeship.

School Based Traineeships (SBTs) allow you to train and do paid work in your chosen traineeship area while you are still at school studying for your QCE.

Generally students do one day a week of paid work and then 4 days at school. Students can complete a Traineeship but they are more appropriate to students wanting to follow a Vocational pathway rather than a University pathway. Students complete 5 subjects instead of the normal 6 subjects and in the time available students complete school work missed on the day at work. Wednesday or Thursday is the preferred days for work.

School Based Traineeships can be obtained through a variety of means: work experience, part-time jobs, Group Training Companies and students finding an interested employer. The work component is mandatory and students who do not fully participate endanger their enrolment in the subject/school, unless there is a validated reason eg. Medical certificate.

The School Based Traineeship is normally a Certificate II or III level and will be credited on the QCE if completed by the end of Year 12. Should the student cease the SBT at any time he/she will have to select a sixth subject.

For further information contact the Senior Schooling Head of Department.

School Based Traineeship process to follow:
1. Employer willing to take on student for a Traineeship.
2. Student/ Parent contacts the Senior Schooling Head of Department with the employer details and possible work day.
3. HOD Senior Schooling contacts employer to confirm details.
4. Employer confirms the Traineeship will go ahead.
5. Student and/or parent has interview with the Guidance Officer to look at subjects and work day (QCE checked).
6. Sign up occurs.
7. Student starts Traineeship and teachers notified.
Special Education Program (SEP)

The Special Education Program provides pathways to support all students with disabilities through their pre-senior and senior schooling phases, whether their goals are work, further study, or other supported placements beyond school. Verified students participate in the same core and elective subjects as their peers, with Teacher Aide support allocated to identified students. For those students requiring an adjusted curriculum for English and Maths, we offer Focus group classes aimed at developing real life literacy and numeracy skills. We also offer a Certificate 1 in Business.

Year 10 Focus English:

Students access curriculum and topics such as poetry (song lyrics), film, plays and short stories as well focusing on developing fundamental English language skills. This Pre Senior subject is a foundation for Senior Focussed Literacy and may provide access to Essential English for students with demonstrated competency.

Year 10 Focus Mathematics:

The course aims to build on day to day maths knowledge and its application to real life situations. This subject provides a pathway to Senior Focussed Mathematics, and may provide access to Essential Mathematics for students with demonstrated competency.

Year 10 Certificate 1 in Business:

This course of study is undertaken to gain competencies in Certificate 1 in Business. Competencies that the students undertake include one Core Element: Contribute to health and safety of others, and 5 Elective Units: Use business equipment and resources, Operate a personal computer, Apply basic communication skills, Develop keyboard skills, and Organize and complete daily work activities.

This course is designed and written in a manner which will facilitate entry level training for students with special education needs. It will be undertaken in a small group setting to allow for extra guidance and assistance.

The Special Education Program provides access to Work Experience, Disability Employment Support Providers, Ticket to Work providers, and other appropriate agencies as required.
Subject Outlines

Please Take Note!

1. Subjects listed in this booklet will only be available in 2017 if enrolment numbers are such that forming a class is viable. The minimum number of students necessary to form a class will be determined by the availability of staff. The number of staff available to our school is decided by Education Queensland. Students will be notified if any subject they have chosen is unable to be offered and will be given time to make changes.

2. All subjects will lead to an ATAR (Australian Tertiary Admission Rank) for tertiary entrance e.g. University in Senior (Years 11 & 12). Subjects will be scaled. Students must undertake at least 5 ATAR subjects in Senior to be eligible for an ATAR. Students will be eligible for a QCE in Senior with 6 subjects as long as they receive a C standard or above or Certificate (I, II) and meet the minimum Literacy and Numeracy requirements.

**VET** indicates subjects which include competencies towards a Certificate I, II or III.
The Arts – VISUAL ART  (subject code ART)

Content

The Pre-Senior course of study in Visual Art is a developmental subject, where elements, skills and concepts studied in Yr 10 will further assist students in advancing towards years 11 and 12. Over the period of the semester, students will have the opportunity to explore and master a variety of two and three dimensional artistic techniques, acquire skills and develop their appreciation and understanding of the potential power of the visual statement.

Pre-Senior Visual Art focuses on interpreting and expressing personal themes and social and cultural issues by applying elements, concepts, experiences, feelings, ideas and observations of their own world. During the Pre-Senior Phase, students will continue to gain confidence, self awareness and a willingness to express their personal beliefs in a visual format. Students will undertake work that focuses upon concept development from the depiction of personal reality, appropriation of artistic ideas, social conscience and the rights and responsibilities of personal reality as well as make social comments with their artworks. They will analyse the works of Australian and International artists and utilize this understanding as they create their own artworks.

Skills Developed

1. Students know and can apply visual art and design elements in the production of artworks.
2. Students make two-dimensional and three-dimensional forms using materials and processes in a variety of media types.
3. Students interpret issues relevant to the individual, school, community and global contexts.
4. Students will be able to analyse the effect of how artworks may be displayed or presented and appreciate how this impacts on the meaning and effectiveness of an artwork.
5. Students will individually research the artworks of other students and artists who are well known in Australia and internationally.

Assessment

There are three dimensions in the Pre-Senior Visual Art Program. These three dimensions - Making Images and Objects, Making and Displaying Images and Objects and Appraising Images and Objects and are all equally weighted and involve both practical and written tasks. Through the integrated study of the three dimensions, students should be exposed to a wide variety of assessment instruments.

Making Images & Objects          Making & Displaying Images and Objects          Appraising Images
Drawn Images  Make artworks for exhibition
Painted works  Present works for exhibition
Sculptural forms  Set up and dismantle exhibitions
Mixed Media
Social Comment

Average Weekly Workload

Three 70 minute lessons per-week on practical and theory work. Homework should consist of at least one to one and a half hours, undertaking preliminary designs, completing in class work or working on their written task.

This is a pre-requisite for the following Senior Subjects:
ATAR/university subject Visual Art.
It is recommended that students achieve at least a C standard in Yr 10 English to complete ATAR/university Art.

This is a recommended subject for the following Senior Subjects:
ATAR/university Art
The Arts – STUDIO ART (subject code ARC)

Content

ARC is a Practical Art course which will enable students who wish to further develop their art skills and techniques. ARC is suitable for a wide range of students.

The aim of this course is to encourage students to work in the Visual Arts and establish self confidence in a variety of practical areas. This subject is designed to complement our current Year 10 Visual Art subject and enable students wishing to continue their Visual Art studies in year 11 and 12 to have time to develop a comprehensive understanding and well developed skill base for senior Visual Art studies. This subject is the Pre-Senior subject recommended for students wishing to study Certificate II in Visual Arts (VET) in years 11 and 12.

Skills Developed

- Students know and can apply visual art and design elements in the production of artworks.
- Students make two-dimensional and three-dimensional forms using materials and processes in a variety of media types.
- Students will develop an appreciation and understanding of artists, artworks, and the potential power of the visual statement.
- Students will have the opportunity to display and present artworks to the school/local community.

Assessment

Students will be assessed in the three dimensions: **Making Images and Objects**, **Displaying Images and Objects** and **Appraising Images and Objects** with an emphasis on the practical dimensions of **Making and Displaying Images and Objects**.

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<th>Making &amp; Displaying Images and Objects</th>
<th>Appraising Images</th>
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<tr>
<td>Drawn Images</td>
<td>Make artworks for exhibition</td>
<td>Class discussions about Artists</td>
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<tr>
<td>Painted works</td>
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<td>Sculptural forms</td>
<td>Set up and dismantle exhibitions</td>
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<tr>
<td>Mixed media</td>
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Average Weekly Workload

Three 70 minute lessons per week. Homework should consist of at least one half hour per week, undertaking preliminary designs for completion in class work.

Students will have access to the Art class rooms during lunch breaks for those tasks of a more practical nature.

Special Requirements

Work produced by the student becomes the property of the student. A basic art allowance is included in the schools textbook hire scheme. Students not involved in this will be required to purchase their own art materials. Sometimes all students may be required to purchase extra art materials not included in the textbook hire scheme.

This is a recommended subject for the following Senior Subjects: Art (VET) - Certificate II in Visual Arts.
The Arts – Drama ● (subject code DRA)

Content

The Pre-Senior course of study in Drama is a developmental subject, where elements and concepts studied in year 10 will further assist students in advancing towards years 11 and 12.

Students will have the opportunity to explore a variety of dramatic techniques, acquire many skills and develop their appreciation of the power of this art form.

Pre-Senior Drama focuses on students expressing and communicating understandings about human issues and experiences, through the enactment of real and imagined events. During the Pre-Senior Phase, students will gain confidence and self-awareness.

Skills Developed

1. Students use analytical skills by refining scenarios and scripts, both individually and as part of an ensemble, using elements and conventions appropriate to selected forms, styles and purposes.
2. Students form and develop interpersonal skills by building self-confidence and self-awareness, apply effective communication in group work, and build upon their decision-making and problem-solving skills.
3. Select and apply appropriate performance skills in preparation of their work for presentation, employing effective voice production and expressive techniques in performance.

Assessment

There are 3 objectives in the Pre-Senior Drama Program. These 3 objectives – Forming, Responding and Presenting are all equally weighted and involve practical and written activities.

Through the integrated study of the 3 dimensions, students should be exposed to a wide variety of assessment tools.

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<td>Directing</td>
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Average Weekly Workload

Three 70 minute lessons per-week on class work and practical work. Homework should consist of at least one and half-hours, revising class work, learning lines and scripting tasks. Additional study time needs to be devoted to the preparation of exams.

This is a recommended subject for the following Senior Subject:

Drama

It is recommended that students achieve at least a B standard in Yr 10 English to complete ATAR (university) Drama.
The Arts - Music  ●  (subject code MUS)

Content

The Pre-Senior course of Music is a continuation of Music studies in the Middle Phase. This course allows students to master their skills in the three dimensions of Performance, Composition and Musicology. This course focuses on music students making music and developing the ability to think and express themselves through the musical elements.

To study Music, students are required to play an instrument or sing. Without either of these skills, students will not be able to complete the requirements of this subject.

Skills Developed

1. Students identify, analyse and respond to musical patterns, tone, colours, structures and expressive elements in music from various cultural and historical contexts. They use their advanced skills and understandings to express and communicate ideas and feelings by inventing music.

2. Students perform on their chosen instrument in an appropriate style, individually and as small and large ensembles. Students learn to recognise and interpret emotional and expressive content in the music they hear and perform.

3. Students apply their advanced skills and knowledge of musical patterns, structures and elements to read and write music and to express themselves through composing and arranging in many different styles and genres.

Assessment

There are 3 dimensions in the Music course. These 3 dimensions Listening, Composing and Performing are all equally weighted and involve practical and written activities. Through the integrated study of the 3 dimensions, students should be exposed to a wide variety of advanced assessment tools.

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<td>Aural Exams</td>
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<td>Assignments</td>
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<td>Solo Performances</td>
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Average Weekly Workload

Homework should consist of at least 1.5 hours per week, revising class work, practising pieces and composing. Additional study time needs to be devoted to the preparation of exams.

Music is recommended to study the following Senior Subjects:
Music
Music Extension
Digital Technology

Digital Media and Technologies
(subject code DMT)

Content of subject

Digital Media and Technologies (DMT) focuses on developing understanding and skills in computational thinking to accurately solve problems using digital solutions. Students will study a variety of contexts such as App development, Media solutions, Data security and crypotography (art of writing code).

Studies show that students born today will often work in careers that have not even been invented yet.

Skills Developed within the subject

Digital Media and Technologies equips students with the skills to be able to thrive in an ever changing world through analysing, creating, designing, management, manipulation, storage, retrieval and communication of data using a range of technological systems. Students become enterprising individuals by participating and exploring object orientated concepts and digital solutions. Students will become familiar with the concepts of “Client Design Briefs”, Storyboards, Algorithmic sequences and Image/graphic manipulation through a range of technological design experiences.

Assessment

Students will be assessed using Projects, Job logs, Inquiry Tasks, assignments and non-written presentations using technology systems.

Average Weekly Workload

As class time is given to complete or prepare assessment, very little home time is required, however it is recommended that students spend at least 30 minutes a day revising the work covered that day in class.

This is a recommended subject for the following Senior subjects:

ATAR Subjects (these count towards an ATAR)

- Digital Technology
- Design
Business and Economics

Business
(subject code BST)

Content of subject

The study of Business explores aspects of business and economics that affect daily lives. Students will learn about business ethics and corporate social responsibility; study basic accounting concepts; financial investment and will learn how to constructively question and contribute to the improvement of laws and legal processes.

Skills Developed within the subject

Business fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society. Through the study of Business, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Students will learn how to participate as active and informed citizens. Skills developed will open opportunities for further studies within our school environment and beyond.

Assessment

Students will be assessed through means of short and extended response examinations; extended research response and multimodal assignments.

Average Weekly Workload

Homework should consist of at least one hour per week, revising class work and researching for assignment work. Additional study time needs to be devoted to preparation for exams.

This is a recommended subject for the following Senior subjects:

ATAR Subjects (these count towards an ATAR)

- Business
- Legal Studies
- Accounting
- Economics
Content
With the purpose of helping students become lifelong learners, English will be offered with various career paths and with the individual’s success in mind. English is a course focused on developing literacy and communication skills. At the end of this two semester course, students will be advised, depending on their academic achievement and skills base, to either study Senior English/ English Literature or Essential English in Year 11 and 12. (Senior English is an ATAR subject leading on to University study. Essential English is appropriate for students aiming for the workforce or TAFE studies.)

Skills developed
Skills in literacy, reading and writing will be built upon throughout this course. Critical thinking, reasoning and verbal skills will also be further developed. A broad range of literary and audio-visual texts will be integrated into the course in order to encourage students to develop an appreciation of literature and the media. Research and note-taking skills will be further developed.

Assessment
A range of assessment items will be offered to the student including in-class activities, assignments and in class tests. A variety of speaking assessments will also comprise approximately 40% of the course.

Average Weekly Workload
Students should revisit class work and complete set tasks for approximately twenty minutes every day they study English during the week. Assignment work and the reading of novels/literary texts will comprise a proportion of the homework time allocation.

Selections
All students will choose two (2) semesters of English.
At the end of Year 9, the recommended pathways are as follows:
YEAR 9
ENGLISH

ACHIEVEMENT LEVELS A – E

PRE SENIOR
ENGLISH
A – B (Based on approval by
class teacher and HOD English.)

C- D -E

ENGLISH/ENGLISH LITERATURE

ENGLISH EXTENSION (A-B STUDENTS)

ESSENTIAL ENGLISH

Year 10:-

Year 11:-

Year 12:-
Health & Physical Education
(subject code HPE)

Content
The 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. 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. 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.

The focus areas to be addressed in Year 10 are:
- Personal and community safety
- Cultural Connections within sport
- Badminton, Ultimate Disc, Touch Football and Athletics

Skills Developed
During this course of study the students should:
- build confidence in their ability to be involved in physical activity.
- be able to effectively communicate with those around them.
- use latest and up to date information technologies.
- be able to make informed decisions.
- develop an understanding of the business of sport and the work required for sport to function effectively.
- have developed an understanding of the importance of teamwork in both a work and play setting.
- be able to organise a group and lead them in a productive nature.

Assessment
Assessment will be completed in a variety of negotiated forms, including but not limited to research report, multimodal presentations, in class exams, essays and journals. Students will be expected to complete all assessment to pass the course and to be considered for the Certificate III in Sport and Recreation offered in senior.

Average Weekly Workload
Students will be required to undertake all activities presented to them during this course with students required to manage their learning journey through accessing the online classroom (Edstudio). Some work in their own time will be necessary to ensure success in the course for the student.

This is a suggested subject for the following Senior Subjects: Physical Education and Certificate III in Sport & Recreation
Students should gain at least a C standard in this subject to consider this subject in Senior.
Physical Education Extension
(subject code PEX)

Content
The Physical Education Extension program is designed to give those students thinking of entering Senior Physical Education a chance to gain the base knowledge that will assist them in greater success in the coming years. It will give the student a first-hand look at what is required for achievement in Senior Physical Education in terms of assessment in both the practical and the theoretical sense. Students will participate in a range of sports, from volleyball, touch football, aerobics, netball and athletics.

Skills Developed
During this course of study the students should:
• Further develop their analytical processes.
• be able to convey their thoughts in both the written and verbal forms of communications.
• be able to make informed decisions.
• Build a solid base of scientific knowledge to do with the body and sport.
• build confidence in their ability to be involved in physical activity.

Assessment
Assessment items will cover a broad range of skills that will require the student to work both in a practical and a theoretical sense. Students will be exposed to formal writing genres in preparation for their enrolment into Senior Physical Education.

Average Weekly Workload
It will be expected that students undertaking Physical Education Extension will do individual home study and further research to build their base knowledge of the subject matter.

Students should attain at least a C standard in this subject and Pre Senior English to consider selecting the subject of Physical Education in Senior
Content of Subject

This practical course focuses on the individual and family issues in nutrition and Design in textiles.
Two terms concentrate on the Australian Guide to Healthy Eating and the different cultural influences on Australian Cuisine.
Textiles design require the student to solve problems to do with textiles and their function.

Skills developed within the subject

The basic skills of workplace hygiene and safety, followed by quality education practices (literacy and numeracy) and communication skills to assist in conflict resolution and problem solving are the priority. Simultaneous to these, practical cookery skills and textile skills to make living more pleasant will develop. The art of essay writing through researching will form part of the communication process. Management skills in being prepared for practical classes are a bonus!

Assessment

Each term, a process journal will be developed and the accompanying practical item will be submitted. Each semester, a research essay will be submitted. These items reflect the preparation for Senior assessment.

Average weekly workload

Students will have ongoing process journal work and research to do. Homework will be a support to the class work at the time. An average of twenty minutes, three times a week would be expected for a successful student.

This is a recommended subject for the following senior subjects.

ATAR – Technology – Food and Nutrition
Technology – Design
VET – Certificate II in Hospitality (Operations)
**Technology - Hospitality**  (subject code HOP)

**Content**

Skills for practical cooking and food and beverage service are an essential part of the Senior Hospitality Course. This pre-senior course concentrates on the use of hygiene, food safety, Hospitality Industry knowledge, knife skills and equipment and the establishment of positive attitudes towards a career in the Tourism and Hospitality Industry. **Some elements of Certificate I in Hospitality will be completed as part of this course.**

**Skills Developed**

In particular is the hand-eye coordination required for precision knife work and the high standards needed for working with the public. Communication skills will be developed to meet the strict expectations of meeting the clients’ requirements.

**Assessment**

Practical work each week will be learning the basic cookery skills in measurement and hand-skills and/or food and beverage service skills. Short answer tests and an assignment on the theoretical components will occur each semester.

**Average Weekly Workload**

Thorough preparation for the practical lessons every week is essential. This includes having recipes, ingredients, aprons and containers on the cooking lesson each week.

This is a recommended subject for the following Senior Subjects: Certificate II in Hospitality and Technology – Food and Nutrition.
Mathematics ● (subject codes MAT)

Content
With the purpose of helping students become lifelong learners, mathematics will be offered with various career paths and with the individual's success in mind.

Skills developed
Mathematical knowledge is dynamic and requires students to know when, where and how to use mathematics, thus developing mathematical thinking and reasoning incorporating the use of technology.

Assessment
A range of assessment items will be offered to the student including in-class activities and assignments as well as end of topic tests.

Average Weekly Workload
Students should revisit class work and complete set tasks for twenty minutes every day they have mathematics at school.

Selections
All students will complete two (2) semesters of mathematics. This subject has two course options, core and extension, which be guided by the career pathways of interest to the student as well as the current mathematical ability shown by the student.

At the end of year 9, the recommended pathways are as follows:
Science Faculty

There are 2 science courses that students can participate in, in their Pre-Senior Year 10. The first course is compulsory for all students, the ACARA Science (National Curriculum) SCI. Students also have an option to take a separate semester elective called Science Extension, SCX. This optional elective subject is designed for students who show some academic ability and interest in their science subjects. Students can elect to take the Extension Elective or of course none. Students should read the information below before deciding whether or not they should choose the Science Extension course, depending on their individual needs, ability and interests.

Science (subject code SCI)

It is mandated that every student in years 8-10 will follow the Australian National Curriculum (ACARA). This means that ALL Year 10 students will study 3 lessons of Science a week for 2 semesters. Most will follow the ACARA science units outlined in the National Curriculum. However, students identified as needing learning support in literacy and numeracy could be offered a science course at a level more suited to their abilities.

Science (SCI) is a core science course designed to build on the concepts, understandings and ways of working developed in Years 8+9. Units will cover ideas in Biology, Chemistry, Physics and Earth Sciences. This will give them the basic background in science needed to prepare them for subject selection in the senior school. If they show real ability in science, they could select one or more of the ATAR subjects, Biology, Chemistry or Physics. Those who find science difficult, or who do not intend to follow a University pathway could choose the “Science in Practice” senior science course in Year 11 (a QCAA Subject Area Specification) which contributes towards the QCE and a VET/work pathway.

Content

In this course students will use science to understand and explain the world around them through the study of various contextual topics, such as;

- Biology: Genetics and Evolution.
- Physics – Energy as found in Road Science and Collisions.
- Earth Science – The Universe, looking at Space and Galaxies; The Earth with its Global Systems and Cycles.

Skills Developed within the subject

Students continue their development of both literacy and numeracy within a scientific context, as well as:

- analytical decision-making about scientific issues
- practical laboratory skills
- continued exposure to the scientific method
- ICT’s through research projects and modelling.

Assessment

Outcomes are determined through:

- supervised tests
- research assignments with the use of ICT’s
- practical design and reporting
- other teacher based assessments
Average Weekly Workload
A minimum of 1½ hours a week of extra study, practical write-ups, assignments and homework would be expected for students completing the course.

Students would also be expected to achieve at least a good C standard in this mandated ACARA course to continue on with the selection of the University science subjects; Biology, Chemistry or Physics in the Senior School.

Science Extension (subject code SCX)

This Extension Elective course runs for a Semester and is designed for students who are intending to study any of the ATAR subjects in the Senior School (Biology, Chemistry or Physics). This would allow them to follow pathways leading to the study of the Sciences at a Tertiary Institution. They may also want to take this subject for vocational reasons, to help them with their future career pathways, or because they have a keen interest in science but are not yet sure of which pathway to follow.

Content
Students will study and develop an understanding of some more challenging scientific concepts, including:

Biology;
The biology of Cells
Microbiology
Biochemistry

Chemistry;
More complex chemical reactions and titration

Physics;
Newton's Laws of Motion, "Rocket Science".

They will also carry out EEI's-Extended Experimental Investigations and practicals, to prepare them for senior assessment methods in science.

Skills developed in the Extension Course
• continued use of literacy and numeracy in a scientific context
• practical skills including (EEI’s) used in senior science subjects
• analysis of information to make informed decisions on scientific issues
• continued awareness and use of the scientific method

Assessment
Outcomes are determined through:
• tests
• practical investigations and assignments including EEIs
• teacher based assessment

Average weekly workload
Apart from timetabled lessons, students would be expected to carry out a minimum of 1 ½ hours per week of study, practical write-ups, assignments and homework.
Whereas the Science Elective Extension Course is not a compulsory pre-requisite for choosing the University sciences in the Senior School, it is strongly recommended that students who wish to take any of these subjects select the elective course. The pre-requisite for the Science Extension course is that students should achieve at least a good C standard in their Year 9 Science.

Thus the main pathways can be summarised as follows:

Links to Senior Science Subjects

Year 10

ACARA Science

Science Extension

Year 11 & 12

Science in Practice

Biology

Chemistry and/or Physics
**Humanities - Geography ●**
*(subject code GEG)*

**Content**

Do you enjoy collecting data in the field? Are you an active learner with a desire to investigate the diverse nature of our planet and its people? Do you want to learn how to make decisions concerning a variety of social, environmental and economic issues? Then this course is for you! This course will examine:

- Environmental Change and Management – focusing on coasts
- Geography of Human Well-being
- + one elective unit from the following:
  - Natural disasters – causes, impacts, prevention/ minimisation of impact
  - “Just Make it!” – manufacturing process in today’s globalised world
  - World Heritage Areas and their conservation
  - Money makes the world go round – how to be an Entrepreneur

These units equip students with the knowledge and skills necessary to explore the issues as informed citizens in an ever changing world. The course is designed specifically for students interested in studying senior Geography.

**Skills Developed**

- Field work (observation, field sketching, interviewing, surveying)
- Communication
- Mapping
- Research and inquiry skills
- Analysis
- Evaluation based on criteria
- Decision making, providing justification and recommendations.
- Report and essay writing skills

**Assessment**

Possible assessment may include: report based on data collected in the field, essay, short response test, or practical exercise.

**Average Weekly Workload**

It is anticipated that approximately one and a half hours will be dedicated to study, homework and completion of assignments.

**Special Requirements**

This course will also include at least one day of assessable field work. Excursions may be to a variety of locations but could include Sunshine coast beaches and a manufacturing plant like Coca Cola.

**This is a recommended subject for the following Senior Subjects:**

*Geography.* At the end of the course, students should be obtaining at least a C standard for entry into this course as well as a B in Pre-senior English.
There are two possible History courses that students can take in Year 10. The first course is ACARA History and this is compulsory for all students. The second course is History Extension. This is an elective subject for students who show ability and interest in the subject and would like to choose Ancient History or Modern History in senior.

History
(subject code HIS)

History is a mandated subject in years 8-10 for all students under the Australian Curriculum (ACARA). This means that ALL Year 10 students will study History. History is a general history course designed to build knowledge, understanding and skills around the theme: The Modern World and Australia.

Content

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Students will develop historical knowledge and skills by studying three depth studies:

- World War II – an investigation of wartime experiences including causes, the nature of Australia’s involvement, events and outcomes
- Rights and freedoms – an investigation of the struggles for human rights
- The globalising world – investigation of one major global influence that has shaped Australian society during the twentieth century e.g. the effect of popular culture (music, film or sport)

Skills Developed

- Research
- Analysis and use of sources
- Communication and writing skills
- Sequencing of events chronologically
- Identification of different perspectives

Assessment

Possible assessment may include research assignments and essays, oral presentations, response to stimulus tests and short response tests.
Humanities - History Extension (subject code HIX)

This one Semester extension course is designed for students who are intending to study one or more of the University subjects Ancient History or Modern History in the Senior School. This course is ideal for students who have a passion for history and those intending to go to university. This course builds on the general History course and extends students by focusing much more on historical inquiry skills and the communication skills necessary to succeed at university.

Content

The greatest lesson of history is that we are making it. If you are interested in how the past has shaped the present and will shape our future, then this course is for you! Focusing on historical inquiry processes and skills, this course studies a variety of ancient and modern cultures that are at times innovative and adventurous, revolutionary and ruthless. More specifically, students will investigate such topics as:

- Ancient China
- Modern China- revolution, development, and human rights
- Aztecs and Mayans
- Conquistadors
- French Revolution
- The Holocaust

Skills Developed

- Detecting bias
- Critical literacy
- Research skills
- Forming and proving an argument
- Analysis
- Essay and assignment writing

Assessment

Possible assessment may include: Short response tests, essays, document studies, assignments.

Average Weekly Workload

It is expected that on average one and a half hours per week be dedicated to study, homework and work on assignments.

Special Requirements

Students may be required to attend a Chinese banquet or visit a museum exhibition.

This is a recommended subject for the following Senior Subjects: Ancient History and Modern History. At the end of the course, students should be obtaining at least a C standard for entry to these senior courses as well as a B in Pre-senior English.
Technology – Design • (subject code TSG)

Senior subjects this subject will lead to:
Graphics

Content
Students will be instructed in Graphical Design and the technologies used to develop solutions to set design tasks.

Skills Developed
Basic techniques used in developing working drawings and 3D models from sketches using Computer Aided Drafting programs such as Inventor, revit and Autocad classic. This will allow students to produce professionally developed design solutions in response to set design tasks.

Assessment
The type of assessment will be progressive to include one assignment per semester and an end of semester examination.

Average Weekly Workload
Regular interaction with the CAD programs being used and revision of design techniques and textbook exercises is expected.

This is a recommended subject for the following Senior Subjects:
Technology - Design

Students should gain at least a C standard in this subject to enable them to cope with the Senior Course and at least a B standard in Pre Senior English and Maths A or B.
Technology - Engineering (subject code TSE)

Senior subjects this subject will lead to:
Automotive
Engineering

Content
Students will be instructed in Engineering with sheet metal work, fitting and fabrication, and the importance of their inter-relationship. Technology, materials and tool focus generates the understanding of workplace safety over the six month course.

Skills Developed
1. Basic techniques used in preparing working drawings from sketches to allow the manufacture of various projects using mostly metal. Also students will gain an insight into the automotive course offered in Senior.
2. Basic techniques used in preparing working drawings from sketches and designs to allow the manufacture of various projects using a combination of building products.

Assessment
The type of assessment will be progressive, focussing on producing practical items throughout the semester with an end of semester examination.

Average Weekly Workload
Regular revision of notes and textbook is advisable.

This is a recommended subject for the following Senior Subjects:
Automotive, Engineering, Technology – Design - Engineering

Students should gain at least a C standard in this subject to enable them to cope with the Senior Course.
MSA07 - Certificate I in Manufacturing

Content:

Students will be educated in work readiness, preparing them for employment in the Manufacturing industry. Competencies will be assessed through the practical skills learnt through producing items made of timber. **This course goes for one year.**

Competencies:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAPCI101A</td>
<td>Adapt to work requirements in industry</td>
</tr>
<tr>
<td>MSAPCI102A</td>
<td>Apply effective work practices</td>
</tr>
<tr>
<td>MSAPCI103A</td>
<td>Demonstrate care and apply safe practices at work</td>
</tr>
<tr>
<td>MSAPCI1296A</td>
<td>Make a small furniture item from timber</td>
</tr>
<tr>
<td>MSFFM1002</td>
<td>Operate basic woodworking machines</td>
</tr>
<tr>
<td>MSFFM2001</td>
<td>Use furniture making sector hand and power tools</td>
</tr>
<tr>
<td>MSFFM2002</td>
<td>Assemble furnishing components</td>
</tr>
<tr>
<td>MSFFM2003</td>
<td>Select and apply hardware</td>
</tr>
<tr>
<td>MSFFM2005</td>
<td>Join solid timber</td>
</tr>
</tbody>
</table>

Course Structure

The Queensland Certificate of Education or Senior Statement will show the Certificate obtained or the units of competency in which students have proven their competence.

Pre-requisites

Nil. However, students who have studied a practical Technology subject would have an advantage over students who have not.

Assessment

Assessment for these certificate courses is competency-based. All competencies must be achieved to receive the Certificate.

The units are expressed in terms of learning outcomes and associated performance criteria, each of which is measurable. For competency to be granted in a unit of competency, all learning outcomes within that unit of competency must be achieved in accordance with the set assessment.

Average Weekly Workload

Approximately one hour per week should be spent studying related theory and preparing for workshop activities.

Special Requirements

All students must wear correct footwear (solid uppers) in the workshop. Protective equipment such as face shields and ear protection will be supplied by the school. The purchase of personal protective equipment such as safety glasses and ear muffs would be of benefit to the student.