



COURSE OVERVIEW

YEAR 10 IN 2020



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READ ABOUT EACH COURSE IN THE BOOKLET BEFORE SELECTING SUBJECTS

Although Year 10 subjects are designed to prepare students for particular Senior subjects, it would be unwise to select a very narrow course so that you are virtually selecting your Senior subjects in Year 10. Select a broad course so that you taste a range of subjects to give you an idea of what you might like to study during your Senior years. Besides considering future career options, select courses you find interesting and in which you will be able to achieve. Generally, this approach yields the best results in the end.

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THE QUEENSLAND CERTIFICATE OF EDUCATION (QCE) AND TERTIARY ENTRANCE SYSTEM IN QLD

St Peter Claver College is proud of its **success rate** in Senior Studies over the past decade. The proportion of Year 12 students going on to university has doubled and the number of apprentices has tripled. Ex-Claver students may be found in almost every profession and in all types of businesses. The development of a wide variety of pathways and subjects has further assisted students to develop their potential. The current Year 9 students will be the third cohort to progress through the new QCE system and we are busy preparing students to succeed in this pathway. To prepare for life as a Senior student it is important to know what system the current Year 9's will experience in 2021 & 2022.

Introduction

The Queensland Government will continue with a steady and considered transition to revitalised senior assessment and tertiary entrance systems. Designed to meet the needs of current and future students, the features of these systems are:

- A model that uses school-based assessment and common external assessment.
- New processes that strengthen the quality and comparability of school-based assessment.
- A move away from the Overall Position (OP) rank to an Australian Tertiary Admission Rank (ATAR).

The QCE system will continue with students entering Year 11 in 2021. These are the current Year 9 students. These students will be eligible to receive an ATAR upon graduation from Year 12 in 2022.

What are the Key Aspects of the QCE System?

In the QCE system, subject results will be based on a student's achievement in **three school-based assessments** and **one external assessment** that is set and marked by the Queensland Curriculum and Assessment Authority (QCAA).

This amount of assessment emphasises quality over quantity.

In the QCE system, the external assessment results will contribute 25% towards a student's result in most subjects. In mathematics and science subjects, it will contribute 50%.

These will not be 'one-shot' external exams, where an entire course of study comes down to performance over a few hours. External assessments are designed to give an extra layer of information about what students have learnt and can do in a subject. Queensland now has a progressive system that embodies the best of school-based and external assessment.

Why is Mathematics and Science 50% and Other Subjects 25% in External Exams?

Variation between subjects reflects the kinds of learning particular to those subjects and how achievement is most appropriately assessed. It would be inappropriate to assess all subjects in the same way.

Variation exists in other States although few share exactly the same approach.

How Many Assessments Across the Two Year Cycle?

Senior students typically complete between six and eight assessments in each subject.

In Year 12, students will be expected to complete four pieces of assessment per subject. Three will be school-based assessments and one will be externally set and graded. All four assessments will count towards a student's final result.

What Certificates will Senior Students be Eligible to Receive Upon Graduation?

The QCE is Queensland's senior school qualification. Students who are eligible will be awarded one at the end of Year 12. Students will also receive a Senior Statement. It shows all studies and the results achieved that may contribute to the award of a QCE.

What is an ATAR? How are Students Assessed for Entrance into Tertiary Pathways?

The ATAR is a fine-grained rank order of students that will be issued to eligible students upon completion. It's a number between 0.00 and 99.95 with increments of 0.05 and is commonly used in other states and territories.

ATARs are calculated by comparing student results through the process of inter-subject scaling. Scaling is necessary so that student results in different types of subjects can be compared. The method of inter-subject scaling will be continually evolving as the new system matures.

The Queensland Tertiary Admissions Centre (QTAC) will be responsible for calculating students' ATARs.

Extra Information about QCE's and ATAR's?

- ATARs are designed to place students in a rank order based on their preparedness for university studies. They will be used to award places in university courses. They will cease to be relevant for students after leaving school once students have completed further courses or work which entitles them to an updated ATAR.
- ATARs will not be relevant for all students. Those students targeting work, apprenticeships and TAFE or other training courses after Year 12 will be advised not to pursue an ATAR course as the subjects required will be too difficult and less relevant for their pathway.
- Only students who complete the required number and type of subjects will receive an ATAR.
- The ATAR will be based on a student's performance in the best five subjects studied in Year 12.
- Four of the five subjects contributing to the ATAR must be General Subjects with the fifth subject being either an extra General Subject, Applied Subject or AQF Certificate III Subject.
- All General subject syllabuses are much more prescriptive than the previous syllabuses allowing schools less flexibility in content and assessment. Only specific General Subjects will be given approval to run as composite Year 11 & 12 classes, a factor which may reduce subject choice.
- Student results in the five subjects will be based on four pieces of assessment completed in Year 12, one of which will be an external assessment (most likely an examination). Students wanting an ATAR will therefore likely be disadvantaged by changing subjects during Year 11 because they will not have the necessary preparation for the Year 12 assessment. A subject exited in Year 11 will not contribute to an ATAR.
- Students will need to pass an English subject to be eligible for an ATAR but the English subject does not necessarily have to contribute to the ATAR calculation. An English subject will be one of the six subjects that students will study at Claver.
- Student results in subjects will be scaled so that some subjects will be worth more points towards an ATAR than others. For example, a high result in Mathematical Methods will contribute more than a high result in General Mathematics. The scaling will also affect different types of subjects such as Dance being scaled against Modern History. Despite the scaling of subjects, the advice for students will remain the same: select subjects you find interesting, in which you can succeed and meet prerequisites for desired university courses.

How has the College Prepared the Current Year 9's for their Senior Journey?

Staff at Claver are continually preparing for the QCE system through teaching and learning experiences across Years 7 to 10. We are in a position of strength to deal with the QCE System and student experience in Year 10 will confirm this. Essentially there are four issues the Claver Curriculum will address in Year 10 to assist students prepare.

- Because students will encounter very different types of subjects in terms of their theoretical and practical components and level of difficulty, all Year 10 subjects will prepare students for the range

of subject's students will be able to select from for Years 11 and 12. These are General Subjects (hardest), Applied Subjects and Vocational Education and Training Subjects (VET).

- Because we know that changing subjects across Years 11 and 12 is problematic for students wanting an ATAR, the College will give students a realistic taste of the assessment that occurs in senior subjects during Year 10, so they make informed choices. Work Education classes will enhance students' understanding of their own abilities and future possibilities. The Senior Education and Training Plan (SETP) for each student will be developed in August 2020 with a meeting between parents, the student and a course mentor. However, the subject selection process will be more rigorous with student results in practice external exams contributing significantly to determining whether a subject is a suitable choice for a student.
- Students and parents will be informed of the prerequisite standards required to gain entry to specific General Subjects.
- Because all General Subjects will have an external exam, students will experience formal exams in all Year 10 subjects (Semester units) which are preparation for Senior General Subjects.
- Claver will use Year 10 as a stepping stone for students choosing from one of four potential Senior Pathways for 2021.

Pathway Option	Pathway Description
1. ATAR Pathway	Best pathway for high academic achievers (always As and Bs) who are wanting to go to University. Students in most cases will study at least five General Subjects.
2. ATAR with Insurance Pathway	Best pathway for students who are typically successful in their subjects (Averaging Bs across a variety of subjects) and are wanting to pursue University. Students in this pathway will typically study four General Subjects plus a Certificate III vocational subject.
3. Pre-requisites Plus Pathway	Best pathway for students who are unsure of whether they want to go to university or whether University is the best next step for them after school. Students will start their program in subjects that act as pre-requisites for Tertiary courses as well as enrolling in at least one Certificate III vocational subject. Students then have the scope to refine their career pathway across the two years of Senior.
4. Vocational Pathway	Best pathway for students who wish to move immediately into employment after school. This may take the form of Apprenticeships, Traineeships (Including TAFE courses) or direct entry into the workforce. Students typically will choose more Certificate level and Applied subjects, as opposed to the General subjects designed for Tertiary entrance. Students will select the Mathematics subject which best suits their ability.

How do Year 10 Students Best Prepare for their Senior Experience?

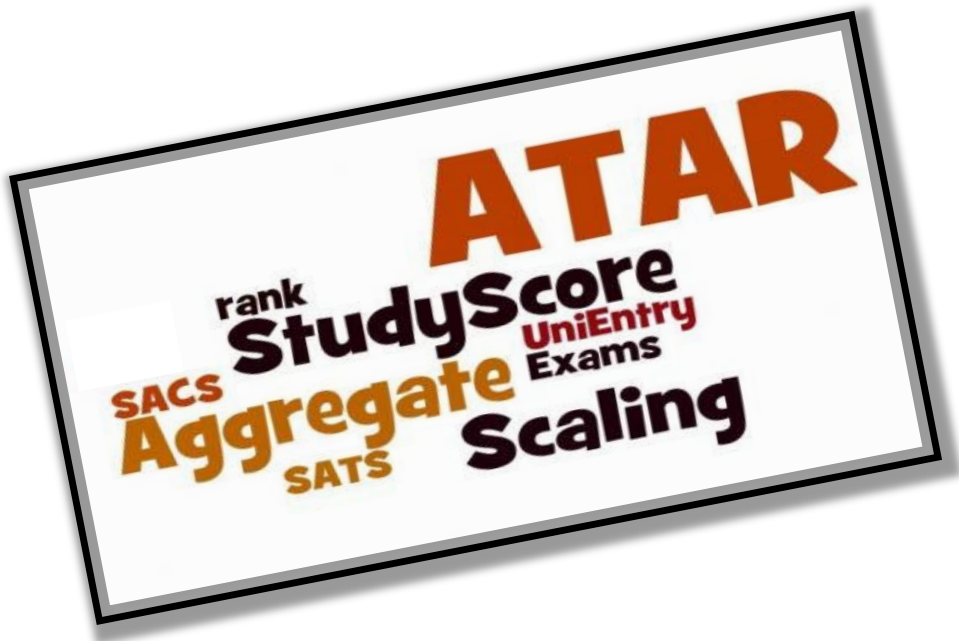
Students need to be prepared for the commitment of Year 10 Senior Preparatory Studies. To achieve their goals of being prepared for their Senior Pathway, all students have to consistently **spend time outside of school hours on school related work**. In Senior Studies, we do not refer to this as just 'homework' as a lot of the work is planned and managed by the student instead of being set by the teacher. Many subjects require a lot of home time for assignment work, structured study and completing practical tasks. This work involves reading, research using the Internet, planning and preparing for assessment, writing responses, learning content, solving problems and many other important learning tasks.

Students are more likely to achieve their best results to take them to their next step of learning when they and their families **set aside quality time to undertake school work at home**. This means time when students are not tired from part-time work or social activities. To achieve the goals of Year 10 schooling, completing school work at home must be a priority and kept in balance with part-time work, sporting and cultural activities, social life and family time.

As a rough guide, students should set aside at least SEVEN HOURS EVERY WEEK for school work at home.

Please read the options carefully and select the desired course using the on-line Web Preferences process.

Online selection should be completed by Friday 18 October 2019. Many subjects will be closed off on that day, so it is important to put preferences in on time to ensure the best chance of enrolling in your desired course.



YEAR 10 CURRICULUM STRUCTURE

Students study **seven** subjects each semester as well as Career Education and Personal Development Education.

COMPULSORY CORE SUBJECTS WHICH ARE SELECTED FOR STUDENTS

English – two semesters.

Mathematics – two semesters.

Religion – two semesters.

COMPULSORY CORE SUBJECTS IN WHICH STUDENTS HAVE SOME CHOICE

Science

- **Science** – (Accelerated Science Semester 1 and Accelerated Science Semester 2); a year long subject which will be selected by most students.
- **Standard Science** – a one semester subject for students who find Science particularly difficult.

Health & Physical Education (One Semester only choices):

- Life Sports.
- Dance Development.
- Football/Futsal Development.
- Netball Development.
- Basketball Development.
- Rugby League Development.

ELECTIVE SUBJECTS

Students study four or five units from the following subject options within the learning areas below:

Humanities and Business

Introduction to Modern History
Accounting and Business
Geography

Arts (Claver Creative)

Dance
Drama
Media
Music
Visual Art

Languages

Japanese

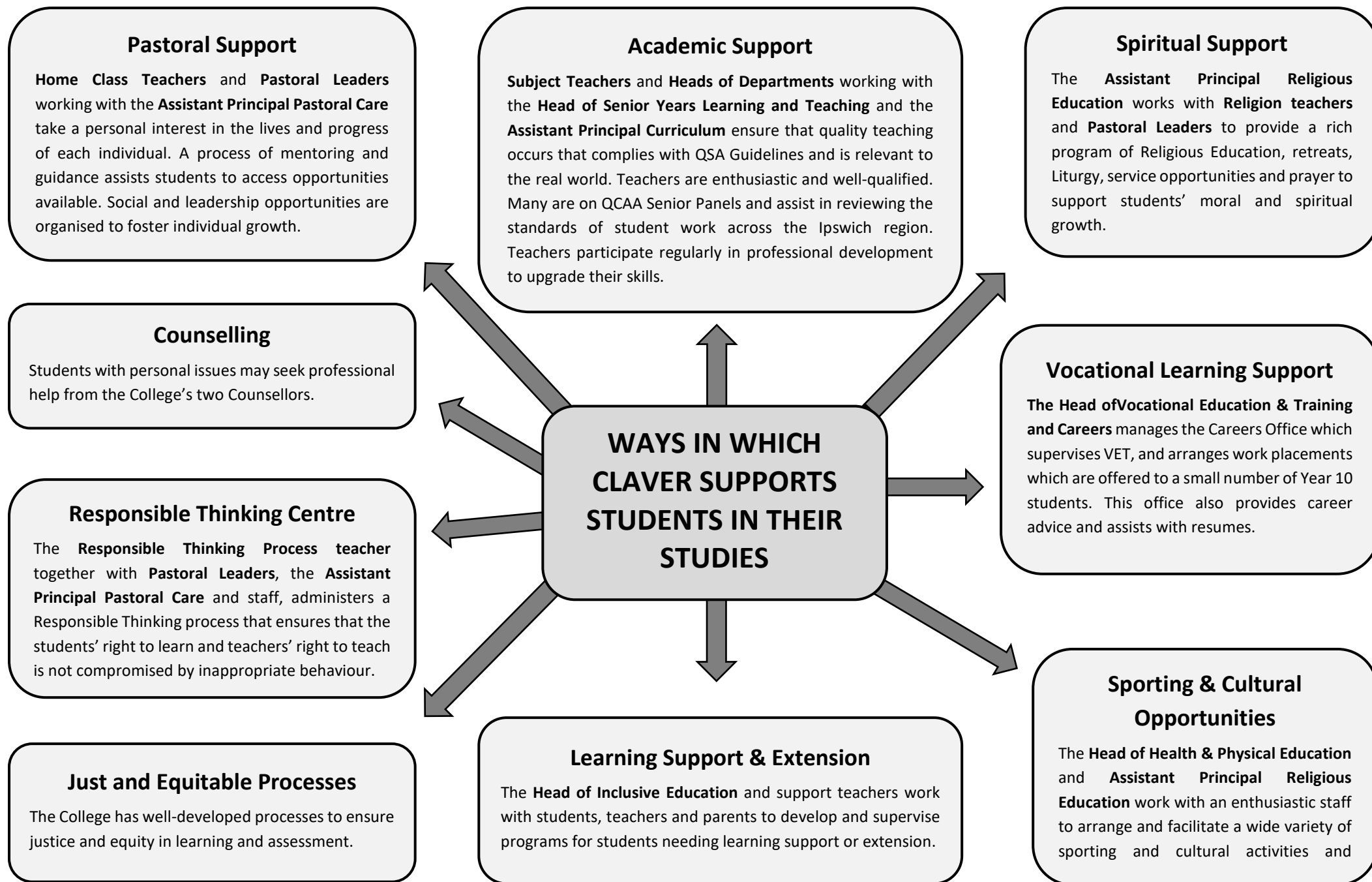
Technology

Fashion Design
Digital Technologies
Design and Technologies - Wood
Design and Technologies - Metal
Certificate I in Hospitality

Health & Physical Education

Fitness & Strength

Please Note: Individual elective subjects will only be offered if there is sufficient demand.



COMPULSORY CORE SUBJECTS

ENGLISH

WHY STUDY ENGLISH?

English prepares students for life by encouraging them to become skilled communicators in both the written and spoken mode. The English program aims to promote a student's ability to develop as an independent learner, organise his/her thoughts and share experiences and knowledge appropriately, appreciate and contribute towards his/her own and others' cultural heritage, as well as prepare for Senior schooling with the skills to read, listen, view, write and speak effectively.

SUBJECT DESCRIPTION

English is a compulsory subject and in 2020 will be based on the Australian Curriculum which focusses on developing students' knowledge, understanding and skills in **listening, reading, viewing, speaking, writing** and **creating**. In order to optimise student performance and improve their current skill levels in an environment tailored to suit their individual needs while allowing opportunities to build confidence through success, classes are divided into levels when required.

- **Supported English** - the Australian Curriculum English program with adjustments made to assessment using the Year 10 English Achievements Standards.
- **Standard English** - the Australian Curriculum English program.
- **Accelerated English** - the Australian Curriculum English program with added higher order thinking skills from Senior English, which allows students to engage in the Senior phase of learning before beginning Year 11.

Supported English will prepare students for **Year 11 Essential English** while **Standard English** and **Accelerated English** will prepare students for **Year 11 General English**. Selection for each level is determined by the Head of English and Literacy Senior Years and is based on NAPLAN results, previous report card results, performance and attitude, as well as consultation with parents/guardians and staff. Students will not be restricted to one level but may change levels throughout the year.

LEARNING EXPERIENCES: Students will interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students will study informative texts, text structures and language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

ASSESSMENT: Students will explain, analyse, and evaluate how text structures and language features can be used in innovative ways by different authors. They will develop, explore and justify different interpretations of texts and explore ways features within texts can be manipulated to achieve particular effects. Students will produce written, spoken and visual texts that develop their own style in using language features, stylistic devices, text structures and images while articulating different viewpoints, attitudes, perspectives and complex ideas. Students will experience an exam based on the proposed model of External Assessment students will encounter in Year 12.

MATHEMATICS

Mathematics at St Peter Claver College offers students the opportunity to develop mathematical knowledge, techniques and skills in the mathematical areas of Number and Algebra, Measurement and Geometry, Statistics and Probability based on the Australian Curriculum. The program permits students to learn at different rates and teaches students to become responsible for their own progress.

WHY STUDY MATHEMATICS?

- Mathematics develops interconnected concepts, from both the numerical and spatial domains of Mathematics.
- Mathematics develops a broad range of mathematical processes, including general thinking processes and problem solving.
- Mathematics allows appreciation of the place of Mathematics in our culture and its widespread application in society.
- Mathematics develops thinking skills: solving complex problems, justifying results and answers, comparing and concluding.
- The study of Mathematics links to all futures. Mathematics is a pre-requisite for trades and training, TAFE and University studies, as well as being essential to daily life as an adult.

LEARNING EXPERIENCES: The intent of the course is to encourage students to develop positive attitudes towards Mathematics by an approach involving exploration, investigation, problem-solving and application in a variety of contexts. Students are encouraged to model mathematically, to work systematically and logically, to conjecture and reflect, to prove and justify, and to communicate with, and about Mathematics.

Year 10 Mathematics has the following course options:

- Accelerated Mathematics.
- Standard Mathematics.
- Supported Mathematics.

Recommendation

Subject for Year 11	Class recommendation for Year 10
Specialist Mathematics	Accelerated Mathematics
Mathematical Methods	Accelerated Mathematics
General Mathematics	Standard Mathematics
Essential Mathematics	Supported Mathematics

ACCELERATED MATHEMATICS

The Accelerated Mathematics pathway is based on the Australian 10A Mathematics Curriculum, and a focus on preparing students for the Senior General subject Mathematical Methods and if the student performs well, Specialist Mathematics.

ASSESSMENT in Accelerated Mathematics: The study and assessment is divided into the three areas of Knowledge & Understanding and Skills (Problem Solving and Reasoning). Assessment includes supervised tests and extended problem-solving tasks. Topics covered include: algebra, trigonometry, quadratic functions, surds, indices, logs and problem solving. A commitment of approximately two hours of home learning and study per week is required to be successful in this subject as the pace of the course is quick and work done at home and in tutorials is essential for success.

Students are placed in **Accelerated Mathematics** based on their achievement in Year 9 Mathematics and Year 9 Accelerated Mathematics; Year 9 NAPLAN results and the ACER standardised PAT-M test results are also taken into account. Parents will be informed of teachers' recommendations and are invited to have an input in the decision-making process. Changing pathways during the year can occur, giving consideration to the student's ability in Mathematics, commitment to home learning, confidence, problem-solving skills and future aspirations. The minimum achievement of a C+ is the **prerequisite** for a student to move from this subject to Mathematical Methods in Senior. The minimum achievement of a B is the **prerequisite** for a student to move from this subject to Specialist Mathematics in Senior.

STANDARD MATHEMATICS

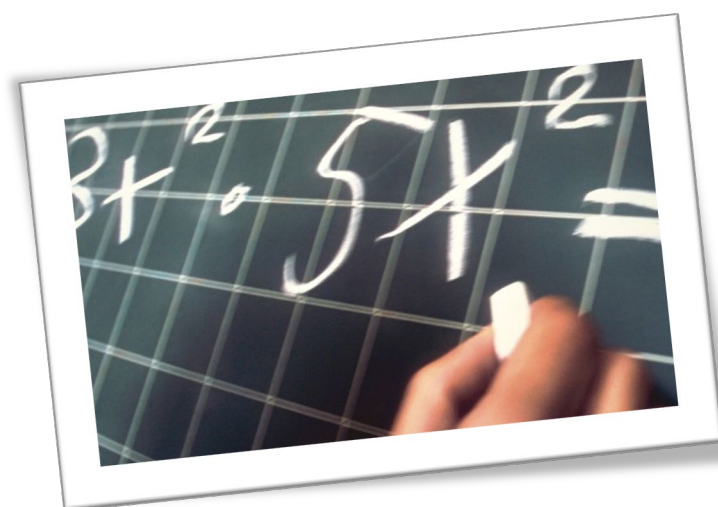
The **Standard Mathematics pathway** is based on the Australian Mathematics Curriculum and prepares students for the Senior General Mathematics subjects and Senior Applied subject Essential Mathematics. The minimum achievement of a C is the **prerequisite** for a student to move from this subject to General Mathematics in Senior. **This subject does not prepare students for the study of Senior Subjects Mathematical Methods or Specialist Mathematics.**

ASSESSMENT in Standard Mathematics: The study and assessment is divided into the three areas of Knowledge & Understanding and Skills (Problem Solving and Reasoning). Assessment includes supervised tests and extended problem-solving tasks involving report writing. A commitment of approximately 60 - 90 minutes of home learning per week is required to be successful in this subject.

SUPPORTED MATHEMATICS

The **Supported Mathematics pathway** is based on an individual student assessment to determine needs and the Connecting Mathematics Concepts Text materials and Direction Instruction processes. This course prepares students for the Senior Applied subject Essential Mathematics. **This subject does not prepare students for the study of Senior General Mathematics subjects.**

ASSESSMENT in Supported Mathematics: The study and assessment schedule is regular throughout Semester 1; approximately every six lessons, and involves mastery tests and then follow up remedial work to address any concerns. In Semester 2 the assessment involves formal end of semester tests and a Problem Solving Assignment. A commitment to home learning will involve the practice of Mathematics facts e.g. times tables in Semester 1 and weekly home learning in Semester 2 (approximately one hour per week).



RELIGION

WHY STUDY RELIGION?

Religion seeks to develop the religious literacy of students so that students might participate critically and authentically in contemporary culture. Religion focuses on education for life including how we can live well and in harmony with our environment. This subject includes study of the major world religions focusing on Catholic Christian tradition and Gospel values. Students develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally. This subject prepares students for the General Subject Study of Religion and the Applied Subject Religion and Ethics.

SUBJECT DESCRIPTION

Term 1: Mystery of God

In Year 10, the students begin the year by examining the mystery of God, focusing on sacred texts and Biblical criticism as a means of connecting Year 10 course-work with the senior syllabus unit Sacred Texts in order to facilitate the fluid development of learning from Years 10 - 12. In this, the students examine the mystery of god as it exists in a capacity beyond language, focusing on the worlds of the text and reason as well as faith-spirituality. They analyse how meditation, science and philosophy add credibility to faith and contribute to the image of God. The students then examine the sources of spiritual understanding in the Catholic tradition, analysing the Hebrew scriptures representation of God and origin stories.

Term 2: Sign of the Times

This term is built upon the idea of reading the signs of the times and responding. A framework for responding to signs of the times which includes see, judge and act is provided for analysis of social justice issues identified by students. The students develop their understanding of the experience of faith throughout human history including study of Catholic Social Teaching. They learn about the priestly, prophetic and kingly work of Jesus and his apostles and the Christian saints as revealed in the scriptures and the doctrines of the church. The ways in which believers live their Christian vocation by drawing upon examples from the teachings of Saint Paul's letters to communities and important documents such as the Declaration for Human Rights, are also examined. Rituals associated with Easter and Pentecost form a basis of the early study and the focus of class prayer.

Term 3: Making Amends

This unit includes a depth-study analysis of Indigenous Australian spirituality and the impact of colonisation, the stolen generations and migration on Indigenous spirituality. In this, the ideas of 'forgiveness', 'penitence' and 'moving forward' are examined in the context of the 1967 referendum, Mabo and the 'We're Sorry' reconciliation speech. Indigenous and Catholic rituals are explored in this unit of work. The ritual of Eucharist as a powerful symbol of reconciliation together with prayer in nature are experienced, evaluated and analysed. In connecting with World Religions, the concept of global stewardship and reconciliation are compared to various socio historical criticism of Catholic teachings as a means of introducing the topic of religious diversity inquiry with specific reference to how world religions view reconciliation and stewardship.

Term 4: World Religions

The year concludes with an examination of World Religions, focusing on how different religions around the world provide different voices on matters of faith, ethics and morality. The students consider sources of inspiration, strength and guidance for believers of various faiths including Buddhism, Islam and Judaism, focusing on how such faiths provide historical validation of theological ideals, social teaching, various forms of penance (prayer, fasting and alms giving), Scripture, celebration of the Sacraments of Healing (Penance and Anointing of the Sick where relevant), and personal and communal prayer experiences; all forming part of a greater inquiry into the core beliefs of world religions through an examination of spiritual writings that inform religious voices. The concluding phase of the year includes the teachings and prayers for peace and justice as advocated by world religions.

LEARNING EXPERIENCES: The students will learn about various ways in which humans can gain an understanding of the mystery of God or the 'Other', which is ultimately beyond human language. These include the human experience of the created world; the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and the different representations of God in Old Testament and New Testament texts by various human authors in different historical, social and cultural contexts.

ASSESSMENT: Students are assessed using three criteria: Knowledge & Understanding, and Skills. Students complete a range of formative tasks and four summative tasks including:

- A short response to stimulus exam.
- An extended response to stimulus exam.
- A letter of concern.
- An annotated ritual.



COMPULSORY CORE SUBJECTS

(IN WHICH STUDENTS HAVE SOME CHOICE)

SCIENCE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises. In Year 10, students will choose to either engage with all Science Understanding Strands (Biological Sciences, Chemical Sciences, Physical Science, Earth and Space Sciences) in a year-long course to prepare them for linked senior pathways, or a modified half-year course covering contextualised units overlapping with different Science Understanding Strands for students not intending General Subject Science studies in Senior.

CHOICE 1

Either

ACCELERATED SCIENCE SEMESTER 1 and ACCELERATED SCIENCE SEMESTER 2 – A year long course covering Biological and Chemical Science in Semester 1 and Physical and Earth Science in Semester 2.

Subject description: This course significantly engages students in the Australian Curriculum Science Understanding Strands of Biology, Earth and Space Science, Chemistry and Physics. The Biology unit will involve study of the transmission of heritable characteristics from one generation to the next and the theory of evolution to explain the diversity of living things. To prepare for Chemistry, students focus on the structure of the atom and how it is used to form elements, compounds and ions. Further investigations explore valency, chemical reactions, balancing chemical equations as well as quantitative factors that affect reaction rate. To prepare for Physics, students study scalar and vector quantity aspects of gravity and Newton's Laws of motion as well as conservation of energy and energy efficiency. The Earths' structure and global systems, including the carbon cycle, as well as features of the Universe and its origin will be explored in the Earth Science unit.

Why study Science? This course prepares students for the General Subjects – **Biology, Chemistry, Physics and Psychology** and is designed for those wishing to enter various fields such as Health, Education, Science, Medicine or Engineering. **It is anticipated that most students will undertake this course.**

Learning experiences: Students participate in practical experiments and design their own investigations and submit experimental reports as well as undertake independent research.

Assessment: Students complete assessment items similar to those used in the Senior Sciences. They will be assessed using Data Tests, Student Experiments, Research Investigations and Examinations. Vital science and mathematical skills are reviewed as well as the exploration of new topics. They also learn study and note-taking skills which are important preparation for exams. Students are assessed against the criteria: Science Understanding and Science Skills. Parts of assessment tasks are expected to be completed in a student's own time at home. It is expected that students develop a regular study and revision program in their own time at home. Students should be prepared to spend 90 -120 minutes each week outside class time on home learning, assessment and study.

Or

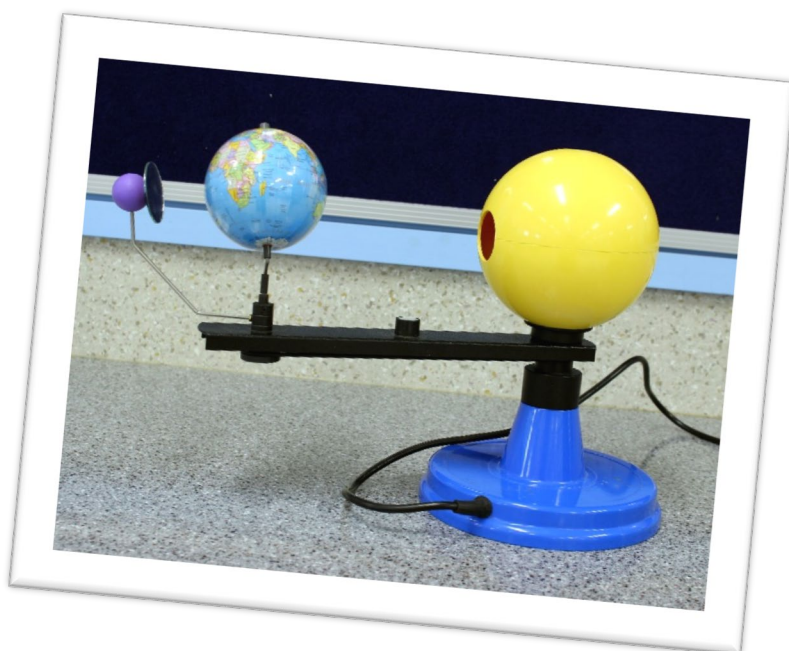
STANDARD SCIENCE – Offered as a Semester subject.

Subject description: This unit significantly engages students in the Australian Curriculum Science Inquiry Skills used in all the Science Understanding Strands. This unit focuses on building the skills necessary to conduct an experiment or investigation. Students follow set procedures, record information and interpret results before looking at Consumer Science and Forensic Science. These include elements of Biology, Chemistry, Earth Science and Physics. Risk assessments are performed and the students' knowledge and understanding developed to increase their awareness of science in everyday lives. Students then look at Forensic Science to further develop their investigative skills. Students develop scientific literacy which helps them make informed decisions about the world around them.

Why study Standard Science? This unit prepares students for the Applied Subject – Science in Practice and is recommended for those wishing to follow a trade, apprenticeship, traineeship or those wanting to develop their scientific understanding and skills through contextualised learning.

Learning experiences: Students partake in practical experiments and investigations, design their own investigations and submit experimental reports.

Assessment: Students complete experimental reports. The design and participation in investigations, in addition to the experimental reports, assesses the 'skills' component of the course. Students independently read information and answer questions to develop scientific literacy skills and do a supervised exam. The individual reading, answering and submitting of questions and exams, assess the students' knowledge and understanding of the content. Some class time is allowed for completion of these tasks; however, the majority of these tasks are to be completed in the student's own time. Students should be prepared to spend at least one hour per week outside class time on home learning, experimental reports and study.



HEALTH & PHYSICAL EDUCATION

Health and Physical Education is a core subject over one semester in Year 10. There is the option to choose a Semester 2 elective focussing on preparing more specifically for Senior Physical Education as well as strength and conditioning in the practical sense. The theoretical component of the course is standard across all of the elective practical elements and are guided by the HPE National Curriculum and Senior syllabus documents. The theoretical and practical components of the course are assessed via the National Curriculum Criteria of Knowledge & Understanding and Skills.

WHY STUDY HEALTH AND PHYSICAL EDUCATION (HPE)?

HPE teaches students how to enhance their own and others' health, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable, and physically active.

In HPE students develop the knowledge, understanding and skills to strengthen their sense of self and build and maintain satisfying relationships. It also helps them be resilient, make decisions and take action to promote their own health and physical activity participation. As students mature, they develop and use critical inquiry skills to optimise health behaviour. They also learn to use resources for themselves and the communities with which they identify, and to which they belong.

Integral to HPE is the acquisition of movement skills, concepts and strategies that enable students to confidently, competently and creatively participate in a range of physical activities.

ASSESSMENT: Multimodal assignments, exams, response to stimulus exams and criteria-based assessment of practical performance are utilised to evaluate student performance. All assessment methods are based on the National Curriculum assessment strands of Knowledge & Understanding and Skills. Students should expect minimal work at home; however, it is recommended that students perform private study and completion of assignments is to be undertaken by students in their own time. All units prepare students for the General Subject – Physical Education as well as the VET Certificate II in Sport & Recreation and Certificate III in Fitness courses and Certificate II in Health Services.

HPE THEORETICAL UNITS

Students studying HPE in Semester 1 or 2 will complete theoretical units:

Learning Skills for Physical Activity: Students undertake study on how individuals learn new physical skills. Through theoretical and laboratory components, students gain an understanding of how we learn, how we move, how we progress from one stage of learning to the next and the characteristic of a learner at each stage of learning a new skill.

Illicit Drugs: Students will learn about the effects of Illegal drugs as well as critically analyse and argue current issues in our community to deal with harm minimisation strategies.

How Does My Body Work: Students undertake study on Biomechanics in sport including force and motion, base of support and Newtons Laws. Students will engage in the implementation of Biomechanical analysis to evaluate their effectiveness in improving physical performance.

HPE PRACTICAL UNITS

Students select one of the following HPE Core options:

DANCE DEVELOPMENT

Subject description: Dance is a preparatory subject for General Dance and is designed to extend students' understanding of dance as a physical mode of expression and communication. Students analyse, perform and create dance works that communicate meaning.

Learning experiences: Students will develop their contemporary technique and performance skills as well as skills in critical analysis, and an understanding of movement and choreographic devices to create meaning.

Assessment: Students are assessed against two criteria: Knowledge & Understanding and Skills, through Choreography, Performance and Appreciation tasks. They will analyse a dance work, complete an exam based on the senior external assessment, perform a contemporary dance piece and create their own contemporary dance piece to communicate a narrative.

FOOTBALL/FUTSAL DEVELOPMENT

Prerequisites: Students must demonstrate a commitment to playing Football for the College, a commitment to training and extracurricular activities and ideally have had previous experience in Football.

Subject description: This unit is designed for those who have a high level of interest and ability in Football. Students participate in advanced training and game simulated activities. This unit prepares students for the General Subject – Physical Education as well as the VET Certificate Subjects - Certificate III in Health Services Assistance and Certificate III in Fitness.

Learning experiences: Students participate in advanced skill and game play settings within Football and participate in a seasonal strength and conditioning training program. Students participate in Futsal skill and team work training and participate in Football skill, tactical development and team work training.

NETBALL DEVELOPMENT

Subject description: The Year 10 Netball unit is designed for those who have a high level of interest and ability in Netball whilst increasing both their knowledge and skills in all areas of the game. Students participate in advanced training and game-simulated activities. This unit prepares students for the General Subject – Physical Education as well as the VET Certificate III in Health Services Assistance and Certificate III in Fitness.

Learning experiences: Students participate in advanced skill and game play settings within Netball and participate in a seasonal strength and conditioning training program. Students undertake a pre-season training program focusing on skill development and strength and conditioning. The focus is on tactical awareness and team work development in preparation for various competitions (QC Cup, CISSA and QISSN).

BASKETBALL DEVELOPMENT

Subject description: The Year 10 Basketball unit is designed for those who have a high level of interest and ability in Basketball whilst increasing both their knowledge and skills in all areas of the game. Students participate in advanced training and game-simulated activities. This unit prepares students for the General Subject – Physical Education as well as the VET Certificate III in Health Services Assistance and Certificate III in Fitness.

Learning experiences: Students participate in advanced skill and game play settings within Basketball and participate in a seasonal strength and conditioning training program. Students undertake a pre-season

training program focusing on skill development and strength and conditioning. The focus is on tactical awareness and teamwork development in preparation for various competitions (CISSSA, and All-schools).

RUGBY LEAGUE DEVELOPMENT

Prerequisites: Students must demonstrate a commitment to playing Rugby League for the College, a commitment to training and extracurricular activities, and ideally should have had previous experience in Rugby League.

Subject description: This unit is designed for those who have a high level of interest and ability in Rugby League. Students participate in a pre-season strength and conditioning training program and in season team training activities. All units prepare students for the General Subject – Physical Education as well as the VET Certificate III in Health Services Assistance; Certificate II in Sport & Recreation (Rugby League); and Certificate III in Fitness courses.

Learning experiences: Students participate in advanced skill and game play settings within Rugby League and a seasonal strength and conditioning training program. Students participate in conditioning and skill training focusing on technique development and team tactics.

LIFE SPORTS

Subject description: Throughout the study of Life Sports, students participate in the practical activities of Basketball, Fitness, Soft Crosse, Softball and/or Volleyball. This unit prepares students for the General Subject – Physical Education as well as the VET Certificate Subjects - Certificate III in Health Services Assistance; Certificate II in Sport and Recreation (Rugby League); and Certificate III in Fitness.

Learning experiences: Students experience skilful participation and understanding of the rules, etiquette, and strategies through a Games Based Practice model promoting student centred learning. They explore the influences on access and equity to sport and physical activity within the community and broader environs. They also focus on how the body functions, with a major focus on energy systems and the body's response to exercise.



ELECTIVE SUBJECTS

HUMANITIES & BUSINESS

INTRODUCTION TO MODERN HISTORY

Subject description: Studies in History will allow students to develop skills in research and analysis through the engagement of exciting and fascinating stories about the past. This subject links to the General Subject Modern History.

This course focuses on periods of revolution in our global past; exciting and terrifying periods of history defined by ideological advocacy and great military struggles. It begins with an introduction to Nazi Germany, exploring what ideologies were forming at the beginning of the 20th Century leading into World War II. The course then delves into World War II in the Pacific with a focus on the impact in Australia and lesson learned. The second half of this unit is an in-depth study of rights and freedoms, looking at American Civil Rights, Indigenous Australian rights and the Freedoms Movement in Australia.

Learning experiences: Students will begin learning the skills required for completing assignments at university. They look at interesting evidence in the form of photographs, posters, videos and documents to establish what happened, interpret the evidence and form justified opinions on key questions.

Why study introduction to Modern History? History is an excellent preparation for university as it develops good research, and analytical and communication skills. The enthralling topics prompt student interest and provide a deeper understanding of our world and the psychology of human behaviour. This subject provides a definite advantage for future studies in the Social Science and Business area. The study of History prepares students for courses and careers in management, business, teaching, psychology, social work, government, politics, journalism and law to name a few.

Assessment: Students are assessed in their Knowledge and Understanding and Skills. Assessment tasks include short response exams, an annotated bibliography and a researched extended response.

ACCOUNTING AND BUSINESS

Subject description: This is a practical unit for students who wish to gain an understanding of Business and Accounting concepts. Students also develop skills to interact confidently in business environments. This subject links to the Senior General Subjects Accounting and Business.

Learning experiences: Students develop a range of skills including the use of business technologies, understanding enterprise and business management. They learn about the different account types and appreciate the skills and attitudes that enhance employability, enjoyment of life and preparedness for life-long learning. Students develop skills to conduct research and analyse data, write paragraphs and reports, analyse and evaluate information for a range of business contexts and learn basic accounting skills.

Why study Accounting and Business? The study of Accounting and Business opens up opportunities in the specialist areas of business development, entrepreneurship and marketing.

Assessment: Students complete a theoretical examination including multiple choice and short answer responses, a practical examination and a combined response examination. These examinations will test student's abilities to describe, explain, analyse, evaluate, synthesise, communicate and create.

GEOGRAPHY

Subject description: This unit has strong links with the 'real world' outside the classroom. Geography is the study of people and planet Earth, and students develop key skills by studying a variety of issues, places and countries. The focus is on managing the environment and the human challenges facing the world today. This subject links to the Senior General Subject Geography.

Learning experiences: Students use a range of visual and statistical data. They participate in a field study and investigate and develop conclusions about the management of places. Students develop skills to analyse and interpret data from graphs, tables, photos and maps, write paragraphs and reports and collect and interpret data in the field.

Why study Geography? The study of Geography opens up opportunities in specialist areas such as resource planning and management, environmental assessment, local government and town planning to name a few, and can lead to further study at TAFE and university.

Assessment: Students complete a report based on data collected during field work as well as a data response and response to stimulus exam looking at global wellbeing. They will be assessed on their knowledge and understanding as well as geographical skills including interpreting data, analysing and synthesising information and creating maps and graphs.

HEALTH AND PHYSICAL EDUCATION

FITNESS AND STRENGTH

Subject description: This unit is designed for those who have a high level of interest in developing their understanding of the fitness and strength industry. Students participate in a range of fitness & strength activities leading to the development by students of individual conditioning and training programs. Students undertake theoretical studies in Fitness Components, Training Methods & Principals, Biomechanics, Anatomy and Motor Learning. All units prepare students for the General Subject – Physical Education as well as the VET Certificate II in Health; Certificate II in Sport & Recreation (Rugby League); and Certificate III in Fitness courses.

Learning experiences: Students participate in individual, peer and small group fitness & strength training sessions. Students develop individual training programs and complete associated WH&S administrative tasks. Maintenance of equipment and hygiene procedures are integrated into all elements of the course.

Why Study Fitness and Strength? The health, fitness and strength industry is one of the fastest growing employment sectors in Australia. Every year there are new and creative ways to engage with fitness and strength training and in this course, you will gain significant practical experience with the most current and up to date industry practices. Moreover, this course will provide you with a base level of knowledge that will allow you to springboard into further study of numerous health areas.

Assessment: Multimodal assignments, exams, response to stimulus exams and criteria-based assessment of practical performance are utilised to evaluate student performance. All assessment methods are based on the National Curriculum assessment strands of Knowledge & Understanding and Skills. Students should expect minimal work at home; however, it is recommended that students perform private study and completion of assignments is to be completed by students in their own time.

LANGUAGES

JAPANESE

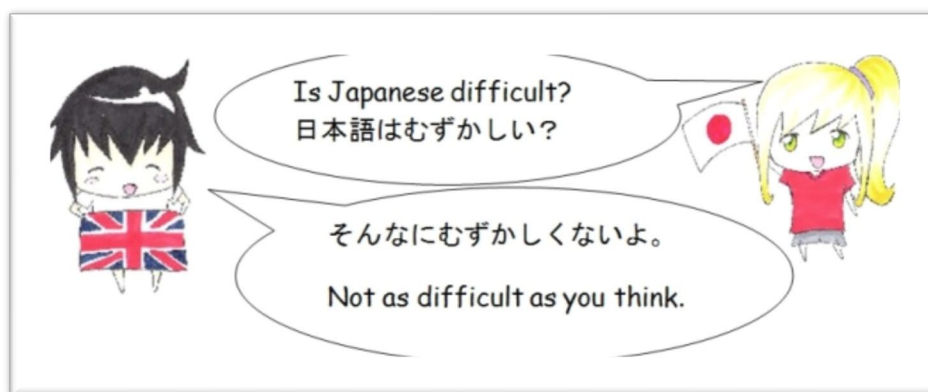
Why study Japanese? The study of Japanese language and culture is very important, as Japan is Queensland's largest trading partner and one of Australia's biggest export markets. The continued cultural and technological exchanges between Japan and Australia since World War II have brought the two societies closer together, to the point where there is great friendship between Australia and Japan.

There are almost endless career possibilities for students who have studied Japanese. These include Hospitality, Tour Guides, Import and Export Managing positions, Teaching, Research etc. Many students who have studied Japanese go to Japan to work in a variety of positions. Some of these include interpreting for large car firms such as Toyota and Mazda or even acting in Japanese movies requiring foreigner roles. Ipswich's close relationship with its sister city Nerima has created jobs for local residents.

Subject description: The study of this subject enables students to develop communicative competence and increase their skills in the four areas of Reading, Writing, Listening and Speaking. Japanese in Year 10 is a foundation semester for those wishing to pursue this subject in Year 11 and 12 in the Senior General Subject Japanese.

Learning experiences: Students are provided with opportunities to learn more about the grammatical structure of Japanese and how to develop and use complex sentences to communicate a range of functions such as likes, dislikes, preferences and comparisons. Students are also encouraged to develop metacognitive strategies to monitor and improve their own understanding of Kanji thereby assisting them to become independent language learners.

Assessment: Students are assessed on reading comprehension, speaking, listening and writing. This assessment includes the use of Hiragana, Katakana and Kanji in communicative contexts. Since Year 10 is a foundation semester for Senior Japanese, emphasis is placed on mastering Kanji that can be used should students pursue their studies further.



THE ARTS

DANCE

Why study Dance? Dance is useful to students who are seeking to enhance their expressive abilities and social and cultural awareness. Engaging in dance allows students to develop important, lifelong skills such as creative thinking, teamwork, discipline, perseverance, confidence and leadership skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement.

Subject description: Year 10 Dance is a preparatory subject for General Dance and is designed to extend students' understanding of dance as a physical mode of expression and communication. Students analyse, perform and create dance works that communicate meaning. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice.

Learning experiences: Students will develop their performance skills through genres such as Contemporary, Hip Hop and/or Musical Theatre; use choreographic devices to create and communicate meaning through dance and analyse dance works.

Assessment: Students are assessed through Choreography, Performance and Appreciation tasks. They will analyse dance works and complete an exam based on the senior external assessment. Students will perform dance pieces and create their own choreographic work to communicate a social or political issue.

DRAMA

Why study Drama? Drama is a fun, but substantive academic subject that enhances expressive abilities, both verbal and physical. It is an outlet for personal expression, and also teaches interpersonal skills, creative thinking and problem solving; coping mechanisms, perseverance, organisation and confidence; maturity and self-awareness. It provides skills that are useful in all future careers.

Subject description: Students learn about the elements of drama and various dramatic styles. They develop their verbal and physical performance skills, building a repertoire of work. Students will consolidate their work from previous years, as well as paving the way towards potentially undertaking the General Subject - Drama.

Learning experiences: Students work with special guest artists to develop their skills of performance. They learn systems of physical movement and perform pieces they devise themselves. Students will perform scenes in particular dramatic styles and undertake exercises and activities that teach them techniques for portraying psychological truth on the stage. They will respond to works of Drama and explore ways that narrative and storytelling is communicating, whilst learning ways to expand their own communicative abilities. Drama is comprised of a mixture of practical and theory, with many opportunities for participatory and hands-on learning.

Assessment: Assessment includes a group devised piece of theatre; an exam essay based on the senior external assessment; and a stylised performance that utilises and interrogates a dramatic text.

MEDIA

Why study Media? Media students gain a variety of skills useful in the workforce including organisation, problem solving, ICT competence, collaboration, independent learning, resilience and creativity. Media subjects prepare students for the General Subject – Film, Television and New Media.

Subject description: Year 10 Media explores the role of the media in our lives as both truth teller, and story teller. Students explore how industries exploit representations to manipulate audiences for a variety of purposes, and the technologies and languages they use to do it. They will get the chance to use those technologies themselves for the purpose of telling a story to an audience. Through this, they'll learn practical film and photography skills, as well as understanding the thin line between 'truth' and 'fiction'.

Learning experiences: Students will learn how to design and plan for media products in the pre-production phase. They will develop skills in using camera and audio equipment in the production phase and how to use video and sound editing programs in the post-production phase. They will also learn how to critique and analyse media products. Focused group work and independent projects will both be undertaken.

Assessment: Students will complete design work in the form of scripting, storyboarding or other pre-production formats. They will create a production in a specific style. Finally, they will complete a written exam in the style of the senior external assessment.

MUSIC

Why study Music? Music offers a unique way for students to connect with their world using critical and creative thinking. Cognitive learning in Music develops students' abilities to think and solve complex problems with intuition, creativity and imagination. Students develop interactive skills, social confidence, problem-solving skills, research skills and effective communication skills. The senses are engaged cognitively and physically, allowing students to develop an understanding of their own culture and that of others.

Subject description: Music offers a unique way for students to connect with their world using critical and creative thinking. Cognitive learning in Music develops students' abilities to think and solve complex problems with intuition, creativity and imagination. Students develop interactive skills, social confidence, problem-solving skills, research skills and effective communication skills. The senses are engaged cognitively and physically, allowing students to develop an understanding of their own culture and that of others.

Learning experiences: Students create and compose music using musical elements and compositional devices. They refine and rehearse technical and interpretive skills of performance, through playing, singing or conducting. They will also aurally and visually analyse musical elements and musical notation.

Assessment: Students will participate in a musical performance of a chosen piece to an audience and will create a musical composition. They will also undertake theory and musicology examinations based on the senior external assessment. This subject links to the Senior General Subject Music.

VISUAL ART

Why study Visual Art? Studying Visual Art allows students the opportunity to further develop their creative intelligence through making original and exploratory works of art. Students work in a fun, fast paced studio setting and are given the opportunity to exhibit their works in the College gallery and at various exhibitions across the year. Studying Art allows students to express themselves, stretch their imaginations and create artworks in which they take pride.

Learning experiences: Students will study the course, Art Unleashed and explore mixed media, drawing and sculpture. The first unit begins with a series of workshops using a range of experimental and expressive techniques. Students learn new and exciting processes for making art and applying media. They produce a folio of experimental works and then independently complete a final project using two-dimensional materials of their own choice. In the second unit, students develop sculptural skills and make a quirky hybrid creature. The sculpture is then decoratively resolved by applying a range of experimental surface techniques. Results are striking. This unit empowers students with the ability and confidence to individually research, plan and execute original works of art. Students develop and refine skills in the written and practical component of Visual Arts in preparation for both the General and Applied Visual Art Subjects in Year 11.

Assessment: Each term students are assessed using the two strands: Making and Responding. Students are assessed on their artworks; they complete an exam or extended written task based on senior external assessment and they work on a visual diary which shows their planning, small practical tasks, research and experimentation. Whilst a significant part of these tasks is completed within class time, there is an expectation that students need to work on practical and theory assessment tasks during their own time.



TECHNOLOGY

FASHION DESIGN (DTMAT)

Subject description: Fashion Design is a form of textile art dedicated to the creation of clothing and other lifestyle accessories. Students are challenged to design, construct and reflect throughout the design process. This subject links to the Applied Senior Subject Fashion.

Learning experiences: Students investigate the nature of textiles and fashion, explore the elements and principles of design as well as develop higher order thinking skills while researching and investigating the structure of fabrics. Students use their creative skills to design and produce fashion clothing.

Assessment: Students are assessed using the two strands: Knowledge & Understanding and Processes & Skills. Students undertaking this subject are expected to complete their Process Journal and design and create fashionable clothing. Some parts of this assessment task are expected to be completed in a student's own time at home.

DIGITAL TECHNOLOGIES (DIGTEC)

Why study Digital Technologies? DIGTEC will assist students to navigate a future of increased automation, preparing them for a world where both their personal and work life are increasingly influenced by digital technologies. This unit prepares students for the new General Subject Digital Solutions and the new Applied Subject Information and Communication Technologies.

Subject description: Students in this subject will primarily be developing their coding skills in two of the most popular programming languages in the world: Python and JavaScript. The Python unit will require students to build a video game while the JavaScript unit will require students to generate an animation. Students will also develop computational thinking and project management skills during the process of generating their digital products.

Learning experiences: Students will learn the foundations of Python programming through numerous exercises performed collaboratively and individually in the classroom. Students will gain exposure to the JavaScript programming language by completing self-paced on-line learning modules. The topic of data encryption and structured query language will also be explored in preparation for Senior courses.

Assessment: Students will complete one exam and one assignment in each term of the semester course. The first term assessment instruments will assess student's coding skills in the Python programming language. The second term JavaScript coding assignment will involve the application of Process and Production Skills while the final exam will assess student's Knowledge and Understanding of data and encryption concepts.

DESIGN AND TECHNOLOGIES – WOOD (DT)

Why study Design and Technologies - Wood? Students develop planning skills and harness their creativity and design skills. Vocationally, the course is orientated towards trade skills within the construction and fabrication industries, but it also develops creative and innovative skills useful in other tertiary undertakings as well as everyday life. This course has a strong link with the Certificate I in Construction as a Senior subject.

Subject description: This course provides an opportunity for students to learn about designing and working technologically with wood as the primary medium. It interweaves workshop practice with gathering information, knowledge of materials, designing and project planning and organisation.

Learning experiences: Students develop their knowledge and expertise in using tools and machinery both safely and methodically to modify materials in order to manufacture projects from plans and

specifications to a high-quality finish. With increasing confidence and independence, they will have the opportunity to design, develop and produce their own product. They will be able to manage their design project with safety and efficiency in mind.

Assessment: Assessment is based on the two strands of Knowledge and Understanding as well as Skills. Students complete practical work related to technical processes in manufacturing. They will complete a production checklist and produce a Design Folio with a corresponding project. The theory safety component makes the use of the online learning facility 'OnGuard Safety Training' and students are also able to access this from home.

It is mandatory that in all DT subjects, students wear black leather College day uniform shoes or wear approved Safety footwear during class time.

DESIGN AND TECHNOLOGIES – METAL (DTENG)

Why study Design and Technologies - Metal? The primary objective is to develop foundation skills so that informed choices in the Senior Curriculum can be made. Vocationally the metals-focused course is orientated towards a wide number of metal trades, but it also develops skills that are useful in everyday life. This subject has a strong connection with the Senior Certificate II in Engineering Pathways.

Subject description: This course provides an opportunity for students to learn about designing and working technologically with metal as the primary medium. It interweaves workshop practice with gathering information, knowledge of materials, designing and project planning and organisation.

Learning experiences: Students develop their knowledge and expertise in using tools and machinery both safely and methodically to modify materials in order to manufacture projects from plans and specifications to a high-quality finish. With increasing confidence and independence, they will have the opportunity to design, develop and produce their own product. They will be able to manage their design project with safety and efficiency in mind.

Assessment: Assessment is based on the two strands of Knowledge and Understanding as well as Skills. Students complete practical work related to technical processes in manufacturing. They will complete a production checklist and produce a Design Folio with a corresponding project. The theory safety component makes the use of the online learning facility 'OnGuard Safety Training' and students are also able to access this from home.

It is mandatory that in all DT subjects, students wear black leather College day uniform shoes or wear approved Safety footwear during class time.

CERTIFICATE I IN HOSPITALITY (SIT10216)



Subject Type: VET

RTO Code: 30028

Vocational education and training (VET) is a learning pathway to provide students with the opportunity to engage in education and training which may lead to employment and/or further study. This qualification is a nationally recognised course that provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic operational knowledge and limited practical skills in a café context.

Students will learn and cook in the Trade Training Kitchen which reflects the current industry standard of commercial kitchens in restaurants. This qualification is suitable for students seeking work in a hospitality setting or to complete further senior study in Hospitality or Kitchen Operations.

Prior Learning

Sound comprehension skills as well as verbal and written skills are required to address the requirements of assessment as well as a genuine interest in the industry.

Unit Topics

COURSE OVERVIEW		
Topics	Introduction to the Hospitality Industry	
	<ul style="list-style-type: none"> Follow hygiene procedures and identify food hazards. Report any personal health issues. Prevent food contamination and cross-contamination. Work safely, follow procedures and participate in WHS practices. 	
	Introduction to Customer Service	
	<ul style="list-style-type: none"> Developing effective workplace relationships to effectively contribute to workgroup activities. Deal effectively with issues, problems and conflict. Source, access and update information. Assist customers and seek feedback on services. 	
	Introduction to Preparation and Presentation of Sandwiches	
	<ul style="list-style-type: none"> Select ingredients to make a variety of classic and modern, hot and cold sandwiches. Present and store sandwiches. Clean and maintain food preparation equipment. 	
	Responsible Service of Alcohol Course	
	<ul style="list-style-type: none"> RSA Course trained and assessed through Training Direct (32355) 	
	SITXFSA001	Use hygienic practices for food safety
	SITXWHS001	Participate in safe work practices

COURSE OVERVIEW		
Competencies Scheduled for Completion	BSBWOR203	Work effectively with others
	SITXCCS001	Provide customer information and assistance
	SITHCCC003	Prepare and present sandwiches
	SITHFAB002	Provide responsible service of alcohol (Third party agreement: Training Direct 32355).
Optional Competency Completion	SITHFAB005	Students are offered the opportunity to attend an excursion to learn to Prepare & serve espresso coffee at a cost of approximately \$140. Further information will be provided in class.

How do I learn?

A range of teaching and learning strategies including; practical skills; group work and folio tasks.

How am I assessed?

A range of assessment methods including: observations; case studies; short answer questions and activities will be used to gather evidence.

Level of Commitment

Students are expected to commit to both the theory and practical components for the entire duration of the course. All theory training is completed online and needs to be deemed competent to achieve a satisfactory result. This may require more than one attempt at the theory or practical skills.

Observation skills will be assessed during practical classes where students are required to attend. If they do not, they risk not achieving competence for that unit.

It is a requirement of this subject that all students working in the commercial kitchen wear their leather day uniform shoes during practical classes.

How can parents assist learning in Certificate I in Hospitality?

Parents can assist by supporting students to regularly complete online competency requirements and ensure students attend practical assessments.

VET Resource Fee

The College has an all-inclusive Curriculum and Resource Levy, which is charged per student. Students who participate in VET courses attract an additional levy which includes RTO fees, course costs and RSA course. Based on previous charges, this cost is approximately \$120 to give you an indication of what is expected for 2020.

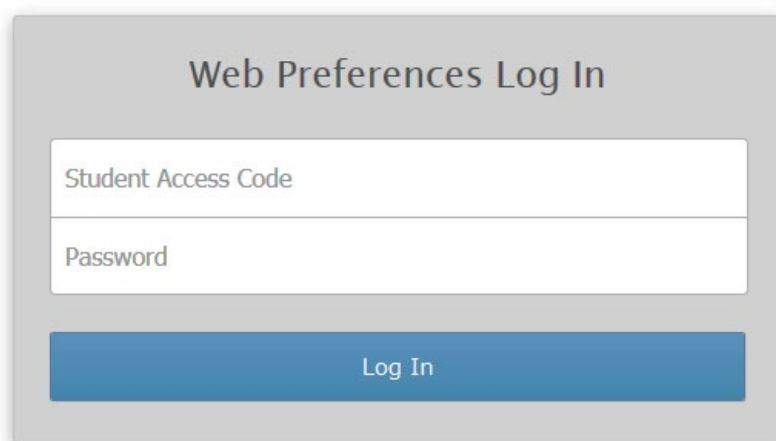
Service Agreement

This is a **six** month course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Correct at time of publication but subject to change. Date of publication 14 August 2019.

HOW TO ENTER YOUR SUBJECT PREFERENCES ONLINE

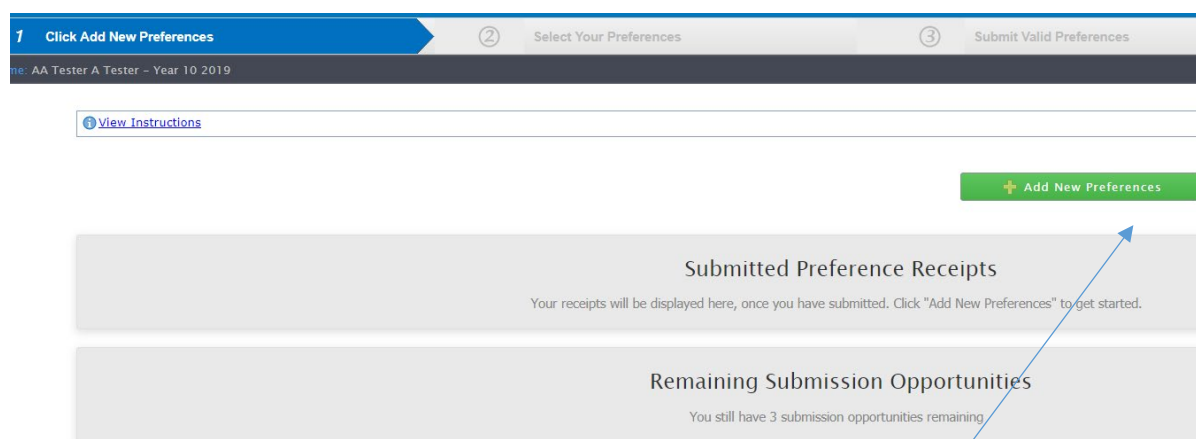
1. Read your Course Overview and discuss with your student the subjects they have to study and the choices available.
2. On a computer open the web page: www.selectmysubjects.com.au.
3. The Web Preferences Welcome page will appear with the log in box.
4. From the Web Preferences Access Guide (Supplied with your Course Overview) type in the Student Access Code (including the dashes) and the password.



The image shows a 'Web Preferences Log In' form. It has a title 'Web Preferences Log In' at the top. Below the title are two input fields: 'Student Access Code' and 'Password'. At the bottom of the form is a blue button labeled 'Log In'.

Ensure correct casing and dashes are used exactly as it appears on the Access Guide.

5. Click on the Log In box.
6. The Add New Preferences page will appear. Your name and year level will appear in the top left hand corner.




The image shows the 'Add New Preferences' page. At the top, there is a progress bar with three steps: 1. Click Add New Preferences (active), 2. Select Your Preferences, and 3. Submit Valid Preferences. Below the progress bar, there is a 'View Instructions' link. On the right side, there is a green button labeled 'Add New Preferences'. Below the button, there are two sections: 'Submitted Preference Receipts' with the text 'Your receipts will be displayed here, once you have submitted. Click "Add New Preferences" to get started.' and 'Remaining Submission Opportunities' with the text 'You still have 3 submission opportunities remaining'. A blue arrow points from the 'Add New Preferences' button to the 'Submitted Preference Receipts' section.

7. Click the green Add New Preferences button on the right hand side.

8. The Select Your Preferences page will open.


[Proceed](#) [Cancel](#) [Log Out](#)

Preference boxes that have a  icon located to the right must have a valid subject selected from that box before you can submit your preferences.

Science

Preference 1


-----UNSELECTED-----



Science (continued)

Preference 2


-----UNSELECTED-----



Health & Physical Education


Preference 3

-----UNSELECTED-----




Reserve 1

-----UNSELECTED-----



Reserve 2


-----UNSELECTED-----



Elective Humanities, HPE, Languages, Arts and Technology Subjects


Preference 4

-----UNSELECTED-----




Preference 5

-----UNSELECTED-----




Preference 6

-----UNSELECTED-----




Preference 7

-----UNSELECTED-----




Preference 8

-----UNSELECTED-----




Preference 9

-----UNSELECTED-----




Reserve 3

-----UNSELECTED-----




Reserve 4

-----UNSELECTED-----



Reserve 5

-----UNSELECTED-----



In the top left hand corner of this screen you will notice the 'View Instructions' sign. You can click on this and instructions on how to choose your subjects will appear. These instructions are shown below:

[View Instructions](#)

Dear Students and Parents/Guardians

You are completing the on-line selection process for Year 10 at St Peter Claver College in 2020. You are selecting subjects for Semester 1 and Semester 2. Students will be automatically placed in English, Mathematics and Religion classes. For other subjects, please follow the selection instructions carefully. The selection rules ensure that students prepare for Senior Studies, meet the requirements for the Australian Curriculum as well as providing opportunities for students to follow their interests. Please read the subject booklet carefully prior to making selections. Students will in some selection boxes be asked to indicate a number of preferences as well as reserve subjects. Students will be allocated their reserve subjects if there is a clash between two preferences, if there is insufficient space in a course or if too few students select the course.

When selecting Reserve Subjects, these cannot be the same subjects as your initial preferences.

WEB PREFERENCES VIEW INSTRUCTIONS

In selecting subjects for Year 10 in 2020, please be aware that you must select the number of subjects indicated in each selection box.

- In Preference 1 - **Science** all students select one subject. It is expected that most students will select the whole year subject **Accelerated Science Semester 1** to provide the best preparation for senior subjects. In a small number of cases where a student really dislikes Science or struggles in the subject, the student may select the single semester course **Standard Science**.
- In Preference 2 – **Science (continued)**, students who selected **Accelerated Science Semester 1** must select **Accelerated Science Semester 2**. Students who selected **Standard Science** must select **College Assembly** in this section. Students who selected Accelerated Science Semester 2 will be allocated to College Assembly later.
- In Preference 3 - **Health & Physical Education**, all students select one subject and two reserves.
 - Students are required to choose the linked HPE that aligns with their preference sport.
- In Elective Preferences 4 to 9 - **Elective Humanities, HPE, Languages, Arts and Technology Subjects**, all students select six subjects and three reserves. Give your highest preference to the subjects you want the most.

When selecting Reserve Subjects, these cannot be the same subjects as your initial preferences.

To choose your subjects click on the drop down box beside each subject area.

Science

Preference 1 - Click on the drop down arrow ▼ and choose either Accelerated Science Semester 1 or Standard Science.

Preference 2 - Click on the drop down arrow ▼ and choose either Accelerated Science Semester 2 (if you have chosen Accelerated Science Semester 1 for Preference 1) or College Assembly (if you have chosen Standard Science in Preference 1).

Please read instructions in regards to Science carefully, before selecting your Science subject.

You will notice as you go through this process that the red bar across the top of the page will update, telling you the minimum number of subjects required, and how many you have selected. You will not be able to process your subject preferences until all subjects are entered correctly.

Health & Physical Education (HPE)

Preference 3 - **HPE** – click on the drop down arrow ▼ and choose a HPE subject.

- HPE Reserve 1 - click on the drop down arrow ▼ and choose a reserve HPE subject.
- HPE Reserve 2 - click on the drop down arrow ▼ and choose another reserve HPE subject.

You must choose one HPE subject, and two reserve HPE subjects.

Elective Subjects

Elective Preference 4 through to 9 - click on the drop down arrow ▼ and choose an Elective subject for each preference.

Reserve Elective 3 to 5 - click on the drop down arrow ▼ and choose an Elective subject for each reserve.

Note: If you repeat a subject anywhere in your preferences you will not be able to click on **PROCEED** to submit your preferences.

9. Once all your preferences are in, click on:



Note: You will not be able to click on the Proceed button if you have the same subject in your preferences twice.

Your preferences will appear on the screen. Sample below of a student who has chosen the full year Science subjects.

Full year Science course selected.

Your Preferences	
Preference No	Preference Name
Preference 1:	Accelerated Science Semester 1
Preference 2:	Accelerated Science Semester 2
Preference 3:	HPE - Life Sports
Preference 4:	Design and Technologies - Metal
Preference 5:	Digital Technologies
Preference 6:	Introduction to Modern History
Preference 7:	Certificate I in Hospitality
Preference 8:	Japanese
Preference 9:	Visual Art
Reserve 1:	HPE - Dance Development
Reserve 2:	HPE - Netball Development
Reserve 3:	Music
Reserve 4:	Accounting and Business
Reserve 5:	Drama
Total:	

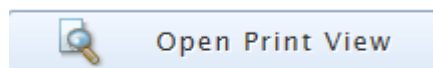
Sample below of a student who is choosing the semester long Standard Science subject on the Select Your Preferences page.

Your Preferences	
Preference No	Preference Name
Preference 1:	Standard Science
Preference 2:	College Assembly
Preference 3:	HPE - Football/Futsal Development
Preference 4:	Design and Technologies - Wood
Preference 5:	HPE - Fitness & Strength
Preference 6:	Japanese
Preference 7:	Certificate I in Hospitality
Preference 8:	Geography
Preference 9:	Visual Art
Reserve 1:	HPE - Dance Development
Reserve 2:	HPE - Rugby League Development
Reserve 3:	Music
Reserve 4:	Accounting and Business
Reserve 5:	Media
Total:	

10. After completing all preferences if you are happy with your choices click Submit Valid Preferences, which opens your Preference Receipt. If you are not happy with your choices, click on 'Cancel Start Again' and complete your preferences again. Note: You can only click on 'Submit Valid Preferences' twice, so if in doubt, click on Cancel Start Again, rather than Submit Valid Preferences and then change your preferences.



11. You can **Print Your Preference Receipt** by clicking on



and clicking 'Print Receipt'.

Web Preferences Receipt

St Peter Claver College (Year 10 2020)

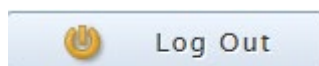
Student Name:	AA Test AA Test
Home Group:	
Date:	8/08/2019 10:03:34 AM
Receipt Code:	ST608-37189-4026983-2019325

Preference List:

- Preference 1: Standard Science
- Preference 2: College Assembly
- Preference 3: HPE - Football/Futsal Development
- Preference 4: Design and Technologies - Wood
- Preference 5: HPE - Fitness & Strength
- Preference 6: Japanese
- Preference 7: Certificate I in Hospitality
- Preference 8: Geography
- Preference 9: Visual Art
- Reserve 1: HPE - Dance Development
- Reserve 2: HPE - Rugby League Development
- Reserve 3: Music
- Reserve 4: Accounting and Business
- Reserve 5: Media

12.

Exit Web Preferences by clicking the Log Out button. Well done! ☺



HOW TO CHOOSE YOUR SUBJECT PREFERENCES MANUALLY IF YOU DO NOT HAVE ACCESS TO THE INTERNET

MANUAL SUBMISSION INSTRUCTIONS

- Complete the two page form in the back of this book.
- In the Science and HPE section circle your subject choice for each preference.
- In the Electives section, please put a **TICK** ✓ in the Preference columns 4 to 9 beside the preference subject of your choice.
- Student and parent/guardian to sign the form.
- Return the form to the Student Desk no later than **Friday 18 October 2019**.

In selecting subjects for Year 10 in 2020, please be aware that you must select the number of subjects indicated in each selection box.

- In Preference 1 - **Science**, all students select one subject. It is expected that most students will select the whole year subject **Accelerated Science Semester 1** to provide the best preparation for senior subjects. In a small number of cases where a student really dislikes Science or struggles in the subject, the student may select the single semester course **Standard Science**.
- In Preference 2 – **Science (continued)**, students who selected **Accelerated Science Semester 1** must select **Accelerated Science Semester 2**. Students who selected **Standard Science** must select **College Assembly** in this section. Students who selected Accelerated Science Semester 2 will be allocated to College Assembly later.
- In Preference 3 - **Health & Physical Education**, all students select one HPE subject and two Reserve HPE subjects (in case that subject is unavailable due to a clash or insufficient enrolments).
- Preferences 4 to 9. With the **Elective Humanities, HPE, Languages, Arts and Technology Subjects**, all students select six subjects and three reserves (in case that subject is unavailable due to a clash or insufficient enrolments). **Give your highest preference to the subjects you want the most.**

When selecting Reserve Subjects, these cannot be the same subjects as your initial preferences.

YEAR 10 2020 SUBJECT MANUAL SUBJECT SELECTION

SIGNED SUBJECT SELECTION TO BE RETURNED TO THE STUDENT OFFICE
BY FRIDAY 18 OCTOBER 2019

STUDENT NAME/SIGNATURE:	
PARENT NAME/SIGNATURE:	
DATE:	
SCIENCE	
Note: Refer to the Instructions on page 15 of the book in regard to Science selections.	
Preference 1	Accelerated Science Semester 1
	Standard Science
SCIENCE (continued) - circle your chosen subject	
Preference 2	Accelerated Science Semester 2
	College Assembly
HEALTH & PHYSICAL EDUCATION - circle your chosen subject You must choose 1 HPE and 2 Reserve HPE subjects	
Preference 3	HPE - Dance Development
	HPE - Football/Futsal Development
	HPE - Life Sports
	HPE - Netball Development
	HPE - Basketball Development
	HPE - Rugby League Development
Reserve 1	HPE - Dance Development
	HPE - Football/Futsal Development
	HPE - Life Sports
	HPE - Netball Development
	HPE - Basketball Development
	HPE - Rugby League Development
Reserve 2	HPE - Dance Development
	HPE - Football/Futsal Development
	HPE - Life Sports
	HPE - Netball Development
	HPE - Basketball Development
	HPE - Rugby League Development

PLEASE COMPLETE THE NEXT PAGE

ELECTIVE HUMANITIES, HPE, LANGUAGES, ARTS AND TECHNOLOGY SUBJECTS

Please put a **TICK** ✓ in the Preference columns 4 to 9 beside the preference subject of your choice. Note: You should have a total of six subjects only chosen.

Preference						Subjects
4	5	6	7	8	9	
						Accounting & Business
						Certificate I in Hospitality
						Dance
						Drama
						Fashion Design
						Geography
						HPE - Fitness & Strength
						Design and Technologies - Metal
						Digital Technologies
						Japanese
						Design and Technologies - Wood
						Media
						Introduction to Modern History
						Music
						Visual Art

RESERVE ELECTIVE HUMANITIES, HPE, LANGUAGES, ARTS AND TECHNOLOGY SUBJECTS

Please put a **TICK** ✓ in the Reserve columns 3 to 5 beside the preference subject of your choice. Note: You should have a total of three subjects only chosen.

Reserve 3	Reserve 4	Reserve 5	Subjects
			Accounting & Business
			Certificate I in Hospitality
			Dance
			Drama
			Fashion Design
			Geography
			HPE - Fitness & Strength
			Design and Technologies - Metal
			Digital Technologies
			Japanese
			Design and Technologies - Wood
			Media
			Introduction to Modern History
			Music
			Visual Art

**RETURN FORM TO THE STUDENT DESK NO LATER THAN
FRIDAY 18 OCTOBER 2019**