

*Known
and loved.*
dignity for all

COURSE OVERVIEW YEAR 10 2023

READ ABOUT EACH COURSE IN THE BOOKLET 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. In 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 progress through the 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 2024 and 2025.

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.
- Processes that strengthen the quality and comparability of school-based assessment.
- A scaling measure called the Australian Tertiary Admission Rank (ATAR).

The QCE system will continue with students entering Year 11 in 2024. These are the current Year 9 students.

These students will be eligible to receive an ATAR upon graduation from Year 12 in 2025.

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 Queensland Certificate of Education (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 Australian Tertiary Admission Rank (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 QCE system matures.

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

Extra Information about the QCE 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 rank.
- 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 may 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 and 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. 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 five 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 2022 with a meeting between parents/caregivers, 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/caregivers 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 2024.

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 schoolwork 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 schoolwork 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 schoolwork 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 12 August 2022. 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 Work 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 yearlong subject which will be selected by most students.
- Standard Science - a one semester subject for students who find Science particularly difficult.

Health and Physical Education (One semester only choices):

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

ELECTIVE SUBJECTS

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

<p>Humanities and Business</p> <p>Introduction to Modern History Accounting and Business Geography</p> <p>Arts (Claver Creative)</p> <p>Dance Drama Media Music Visual Arts</p>	<p>Languages</p> <p>Japanese</p> <p>Technology</p> <p>Digital Technologies Design and Technologies - Manufacturing Design and Technologies - Materials (Fashion) Certificate I in Hospitality (Yearlong elective)</p> <p>Health and Physical Education</p> <p>Fitness and Strength</p>
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Please Note: Individual elective subjects will only be offered if there is sufficient demand.



Prepare for Lifelong Learning.



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 is 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.

- **Differentiated 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.

Differentiated 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 Curriculum Leader - English and is based on NAPLAN results, previous report card results, performance and attitude, as well as consultation with parents/caregivers 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:

- Mathematics
- Essential Mathematics.

Recommendation

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



MATHEMATICS

The Year 10 Mathematics pathway is based on the Australian Mathematics Curriculum and prepares students for the Senior Mathematics subjects of General Mathematics, Mathematical Methods and Specialist Mathematics, as well as the Senior Applied subject Essential Mathematics. Performance in this strand of Mathematics will determine a suitable choice of Seniors Mathematics subject in Year 11 – where there are pre-requisite levels of achievement required to choose Mathematical Methods and Specialist Mathematics.

Assessment in 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 minutes of home learning per week is required to be successful in this subject.

ESSENTIAL MATHEMATICS

The Essential 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 Essential 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 including Christianity, Judaism, Islam, Buddhism, and Hinduism, as well as Aboriginal and Torres Strait Islander Spiritualities with a particular focus and emphasis on Catholic Christian traditions 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 coursework 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, including analysing the representation of God in the Hebrew scriptures 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, see, judge and act, is taught as a method for analysing and responding to 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 criticisms of Catholic teachings as a means of introducing the topic of religious diversity with specific reference to how world religion's 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 and Understanding, Processes and Skills, and Research and Communication Skills. Students complete a range of formative tasks and four summative tasks including:

1. A short response to stimulus exam.
2. A letter of concern.
3. An annotated ritual.
4. An extended response to stimulus exam.



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.

Either

Choice 1.

ACCELERATED SCIENCE SEMESTER 1 and ACCELERATED SCIENCE SEMESTER 2 – A yearlong 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

Choice 2.

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 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 AND 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 and Recreation, Certificate III in Fitness courses and Certificate III in Health Services Assistance.

HPE 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.

Students studying HPE in Semester 1 or 2 will complete two of the three theoretical units below:

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 Newton's Laws. Students will engage in the implementation of Biomechanical analysis to evaluate their effectiveness in improving physical performance.

Equity and Access: Students will recognise and explain the concepts and principles about equity in physical activity. Students explore barriers and enablers to gather data about the influence on equity.



Functional Anatomy: Students will enhance their knowledge of motor skills, anatomy for movement, and systems of the body. They will demonstrate the ability to apply decision making and problem-solving skills to enhance their own and others health, safety and wellbeing.

Biomechanics: Students undertake study on Biomechanics in sport including force and motion, base of support and Newton's 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 teamwork 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 teamwork development in preparation for various competitions (QC Cup, CISSA and QISSN).

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 and 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 AND 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 & 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. In doing so, students develop skills to prepare financial data and information and analyse and evaluate information for a range of business contexts.

Why study Accounting and Business?

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

Assessment: Students complete combined response examinations. These examinations will test students' abilities to comprehend, describe, explain, analyse, evaluate, synthesise and communicate.

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.

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 and strength activities leading to the development by students of individual conditioning and training programs. Students undertake theoretical studies in Fitness Components, Training Methods and Principals, Biomechanics, Anatomy and Motor Learning. 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 and Recreation (Rugby League); and Certificate III in Fitness courses. Fitness and Strength is offered in Semester 2; therefore, it is recommended that students have completed Health and Physical Education in Semester 1 in order to be adequately prepared for this course.

Learning experiences: Students participate in individual, peer and small group fitness and 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. Due to the challenging nature and expectations of Year 10 Japanese curriculum, it is highly recommended that students only enrol in this subject if they have studied Japanese in Years 8 and 9.

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 in the dimensions of Making and Responding through choreography, performance and responding 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, that also teaches interpersonal skills, creative thinking and problem solving; coping mechanisms, perseverance, organisation and confidence; and 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 through targeted activities 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 communicate to audiences, 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 extended response exam 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 helps prepare students for the Senior General Subject - Film, Television and New Media.

Subject description: Year 10 Media explores the role of the media in our lives in a number of contexts. 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, and start to develop a personal stylistic identity.

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 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 an extended written piece.

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: Students learning Music listen, perform and compose. They learn about the elements of music comprising rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Aural skills, or ear training, are the particular listening skills students develop to identify and interpret the elements of music. Aural skills development is essential for making and responding to a range of music while listening, composing and performing. Learning through music is a continuous and sequential process, enabling the acquisition, development and revisiting of skills and knowledge with increasing depth and complexity.

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 alongside musicology assessment. This subject links to the Senior General Subject - Music.



VISUAL ARTS

Why study Visual Arts?

Studying Visual Art allows students the opportunity to further develop their thinking and problem solving skills through making original and exploratory works of art. Students work in a fun, fast paced studio setting where they stretch their imaginations and develop the ability to communicate across visual, written and digital platforms. Throughout the year students exhibit their works in the College gallery and at various exhibitions.

Learning experiences: Students study the course, Art as Impact, using inquiry-based learning and exploration of two- and three-dimensional media. In this unit students develop an understanding about the ways in which art and artists have an impact on the world. The unit begins with a series of workshops where students produce exploratory works in response to a stimulus experience. Students learn processes for developing original and visually pleasing compositions, build skills in colour mixing and painting techniques. They complete a final painting project with impact. Results are striking.

In the second component of the unit, students deepen their understanding of the ways in which artists use representations to communicate meaning. Students develop mixed media and sculptural skills to create a hybrid sculpture. Here students learn to be inventive, exploit materials and use divergent art processes and technologies. This unit empowers students and equips them with the ability and confidence to individually develop, research, reflect and resolve original works of art. Throughout the unit students develop skills in analysis and interpretation through the examination of the works of key artists. They evaluate the effectiveness of their work and other artists whilst simultaneously justifying the artistic decisions made. Students develop and refine literacy and practical skills 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. For the making component, students are assessed on their artworks and visual diary which shows planning, experimentation, small practical tasks, development of ideas, research and reflection which is submitted each term in a project folio. For the responding component, students complete an evaluation and artist statement of their own work and an exam or extended written task based on senior external assessment. 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

DESIGN AND TECHNOLOGIES – MATERIALS (FASHION) (DTFM)

Subject description: Design and Technologies - Materials (Fashion) 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 and Understanding and Processes and Production 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?

Digital Technologies 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 General Subject - Digital Solutions and the 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 – MANUFACTURING (DT)

Why study Design and Technologies - Manufacturing?

Design and Technologies – Manufacturing is intended to provide students with a greater opportunity to develop knowledge and understanding through a creative process in a workshop environment. A course of study in Design and Technologies – Manufacturing can establish practical skill and understanding of workshop equipment; and provide a basis for further education and employment in vocational fields of engineering/manufacturing.

Subject description: The subject has two main learning contexts - Manufacturing/Engineering and Design.

These two contexts are interwoven in a practical project that students work on throughout the semester. The project takes a Design, Make and Appraise approach with students creating their own project using either the manufacturing or engineering workshop machinery and tools. Students are taught the design process, graphical communication methods, and practical workshop skills in order to successfully complete the project. The project will centre around a theme determined by the teacher and the workshop resources available.

Learning experiences: Students will develop their knowledge and expertise in a variety of manufacturing/engineering workshop tools and machinery. They will learn about the safe and correct use of tools and machinery. They will learn about the design process and how to successfully design, make and appraise a practical project. They will learn about material sustainability and how to manage resources effectively.

Assessment: Students are assessed on the two dimensions of Knowledge and Understanding; and Processes and Production Skills. Students will complete their design project using a Design, Make and Appraise approach. This approach will give equal priority to all elements of the process – i.e. students are judged equally on their design communications and their practical project outcome. Students complete online safety training 'OnGuard' at home prior to entering the workshop space.

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) – Yearlong Elective



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 Hospitality context.

Students will have the opportunity to work and learn 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.

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.

Certificate Competencies

COURSE OVERVIEW: This qualification consists of six Units of Competency (Three Core and three Electives). Completed in a yearlong course.

Competencies Scheduled for Completion	SITXCOM006	Elective Unit	Source and present information
	SITXWHS005	Core Unit	Participate in safe work practices
	BSBTWK201	Core Unit	Work effectively with others
	SITXCC009	Core Unit	Provide customer information and assistance
	SITHCCC025	Elective Unit	Prepare and present sandwiches
	SITXFSA005	Elective Unit	Use hygienic practices for food safety

How do I learn?

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



How am I assessed?

This course involves the use of competency-based assessment. A range of assessment methods including observations, case studies, short answer questions and practical activities will be used to gather evidence regarding student knowledge and performance.

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. Students may need to complete more than one attempt at the theory or practical skills.

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

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

How can Parents/Caregivers assist learning in Certificate I in Hospitality?

Parents/caregivers can assist by supporting students to regularly complete online competency requirements and ensure students attend practical assessments on the day that these are scheduled.

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. The 2023 cost for Cert I in Hospitality will be \$250.00. Please note there are no refunds for students who wish to leave the course after the first four weeks of Term 1.

Service Agreement

This qualification is delivered over one semester. 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. All six units of competency must be successfully completed to gain this qualification. Students meeting all qualification requirements will be provided with a Certificate and record of results. Students who complete at least one unit (but not the full qualification) will receive a Statement of Attainment. Successful completion of this qualification can provide valuable points towards the student gaining their Queensland Certificate of Education.

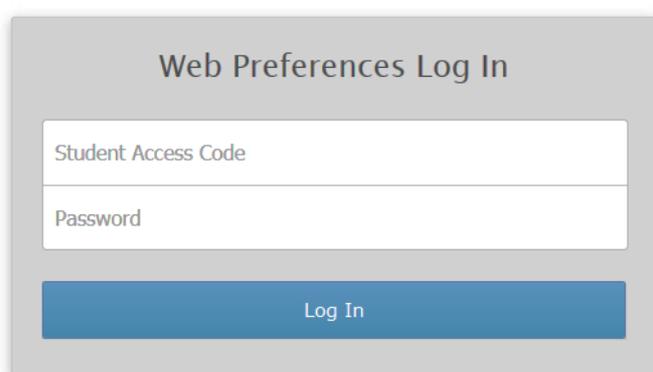
Correct at time of publication but subject to change. Date of publication: 13 June 2022.



HOW TO ENTER YOUR SUBJECT PREFERENCES ONLINE

Please follow these simple steps:

1. Read your subject book 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.



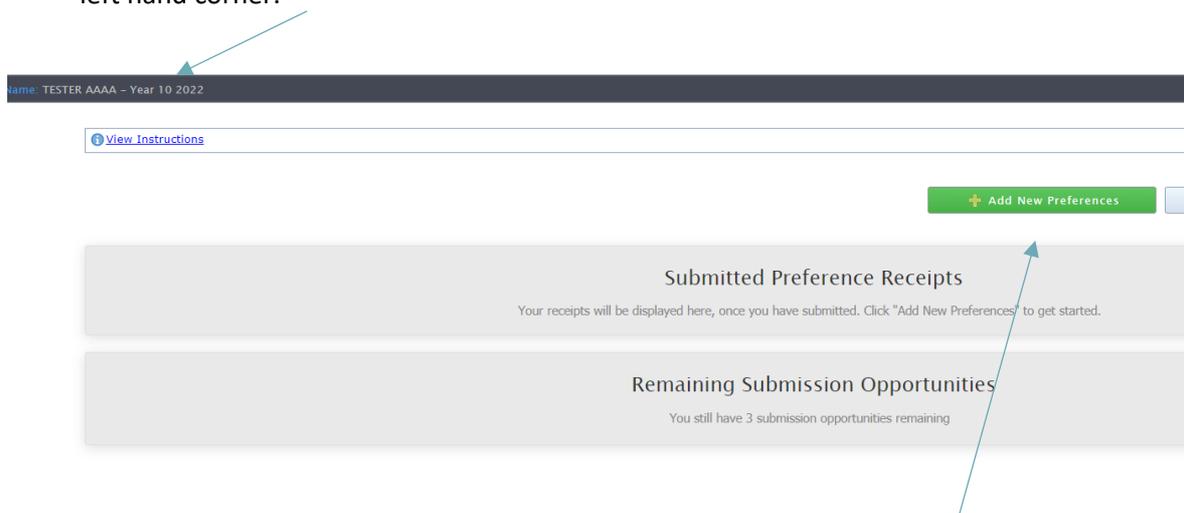
The image shows a login form titled "Web Preferences Log In". It contains two input fields: "Student Access Code" and "Password". Below the fields is a blue button labeled "Log In".

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

5. Click on the Log In box.



- The Add New Preferences page will appear. Your name and year level will appear in the top left hand corner.



- Click the green Add New Preferences button on the right hand side.
- The Select Your Preferences page will open.



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](#)

In selecting subjects for Year 10 in 2022, please be aware that you must select the number of subjects indicated in each selection box.

Preference 1. Select **Accelerated Science Semester 1** for a full year course (most students) or select **Standard Science** for a single semester course designed for students who find Science extremely challenging.

Preference 2. Select **Accelerated Science Semester 2** as a continuation of the full year course. Students who selected **Standard Science** in preference 1 must now select **College Assembly**.

Preference 3. **Health and Physical Education**; select one subject and two reserves.

Preferences 4 to 8. **Humanities, Health and Physical Education** (additional), **Languages, Arts and Technology**; 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.

Note: Students who participate in VET courses attract an additional levy. This levy includes RTO fees, course and material costs. The cost involved in SIT10216 – Certificate I in Hospitality for 2022 enrolment is **\$250**. A Guarantee of Service and Unique Student Identifier (USI) Permission form will also need to be signed before commencement of the course. Further information can be found in the VET Policy & Procedures Manual and/or the Student Handbook.



WEB PREFERENCES VIEW INSTRUCTIONS

In selecting subjects for Year 10 in 2023, 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 and 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** – please note that **Certificate I in Hospitality** is a yearlong subject and **must be chosen as Preference 4 and 5** in the Elective Subject Preferences box. If choosing Certificate 1 in Hospitality, you would then choose **four** additional elective subjects and three reserves. (See clip on page 36).

If **not** choosing Certificate I in Hospitality students must select six elective 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 regard 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 and Physical Education (HPE)

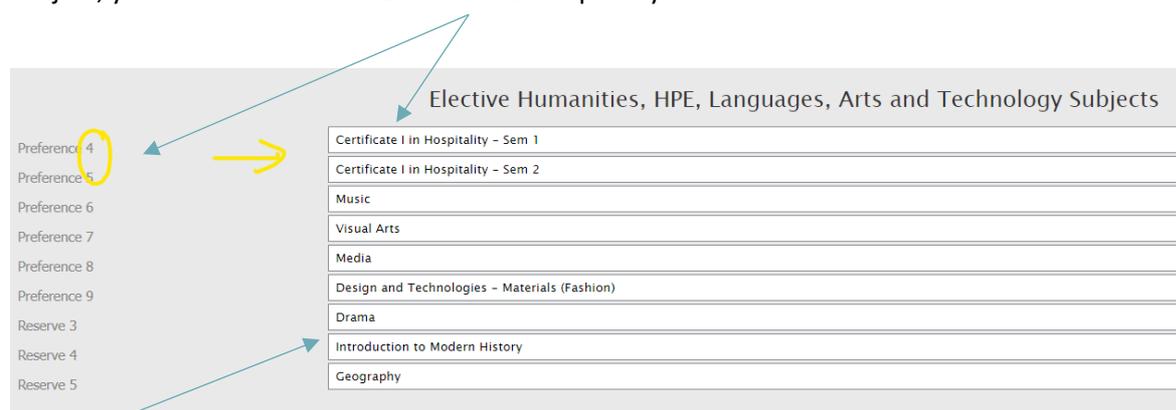
Preference 3 - **HPE** – click on the drop-down arrow ▼ and choose a HPE subject.

- 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. Note: If choosing Certificate I in Hospitality, which is a yearlong subject, you must choose Sem 1 and Sem 2 Hospitality as Preference 4 and 5.



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
Preference 1:	Accelerated Science Semester 1
Preference 2:	Accelerated Science Semester 2
Preference 3:	HPE - Basketball Development
Preference 4:	Design and Technologies - Manufacturing
Preference 5:	Digital Technologies
Preference 6:	HPE - Fitness and Strength
Preference 7:	Dance
Preference 8:	Introduction to Modern History
Preference 9:	Japanese
Reserve 1:	HPE - Football/Futsal Development
Reserve 2:	HPE - Dance Development
Reserve 3:	Media
Reserve 4:	Music
Reserve 5:	Visual Arts
Total:	



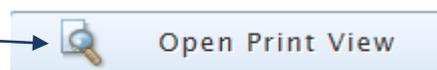
Sample below of a student who is choosing the semester long Standard Science subject on the Select Your Preferences page.

Your Preferences	
Preference No	Preference Name
Preference 1:	Standard Science
Preference 2:	College Assembly
Preference 3:	HPE - Life Sports
Preference 4:	Design and Technologies - Manufacturing
Preference 5:	Certificate I in Hospitality
Preference 6:	Design and Technologies - Materials (Fashion)
Preference 7:	Dance
Preference 8:	Visual Arts
Preference 9:	Music
Reserve 1:	HPE - Netball Development
Reserve 2:	HPE - Dance Development
Reserve 3:	Media
Reserve 4:	Drama
Reserve 5:	Geography
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



Print Receipt Download PDF Close

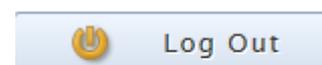
Web Preferences Receipt

St Peter Claver College (Year 10 2023)
Student Name: TESTER AAAA
 Home Group:
 Date: 18/05/2022 10:47:27 AM
 Receipt Code: ST608-48507-5931682-3407074

Preference List:

- Preference 1: Accelerated Science Semester 1
- Preference 2: Accelerated Science Semester 2
- Preference 3: HPE - Rugby League Development
- Preference 4: HPE - Fitness and Strength
- Preference 5: Design and Technologies - Manufacturing
- Preference 6: Accounting and Business
- Preference 7: Music
- Preference 8: Media
- Preference 9: Visual Arts
- Reserve 1: HPE - Football/Futsal Development
- Reserve 2: HPE - Life Sports
- Reserve 3: Drama
- Reserve 4: Introduction to Modern History
- Reserve 5: Geography

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/caregiver to sign the form.
1. Return the form to the Student Desk no later than **Friday 12 August 2022**.

In selecting subjects for Year 10 in 2023, 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 and 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).
- In Elective Preferences 4 to 9 - Elective Humanities, HPE, Languages, Arts and Technology Subjects – please note that Certificate I in Hospitality is a yearlong subject and must be chosen as Preference 4 and 5 in the Elective Subject Preferences box. If choosing Certificate 1 in Hospitality you would then choose four additional elective subjects.
- If **not** choosing Certificate I in Hospitality students must select six elective subjects and three reserves (in case that subject is unavailable due to a clash or insufficient enrolments)

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



YEAR 10 2023 SUBJECT SELECTION FORM



Student Name:	
Parent/Caregiver Name:	
Parent/Caregiver Signature:	

Subject Selection Information:

- Students study **seven** subjects each semester as well as **Work Education** and **Personal Development**.
- Students study **four or five** elective subjects during the year.
- Compulsory core subjects **English, Mathematics and Religion** are selected for students.
- **Accelerated Science Semester 1** and **Accelerated Science Semester 2** is a yearlong subject.
- **Standard Science** is a one semester subject for students who find Science particularly difficult.
- **Health and Physical Education** subjects are for one semester only.
- **Certificate I in Hospitality** is a yearlong subject and **must be chosen as Preference 4 and 5** in the Elective Subject Preferences box.

SUBJECT PREFERENCES	
SCIENCE 1 (Tick box to select your preference).	
Preference 1	<input type="checkbox"/> Accelerated Science Semester 1 (Both Semester 1 and Semester 2 must be selected).
	<input type="checkbox"/> Standard Science (One semester only).
SCIENCE 2 (Tick box to select your preference).	
Preference 2	<input type="checkbox"/> Accelerated Science Semester 2 (Both Semester 1 and Semester 2 must be selected).
	<input type="checkbox"/> College Assembly (Select if you are doing Standard Science in Preference 1).
HPE (Tick box to select your first preference).	
Preference 3	<input type="checkbox"/> HPE - Dance Development
	<input type="checkbox"/> HPE - Football/Futsal Development
	<input type="checkbox"/> HPE - Life Sports
	<input type="checkbox"/> HPE - Netball Development
	<input type="checkbox"/> HPE - Rugby League Development
HPE (Tick box to select your first reserve).	
Reserve 1	<input type="checkbox"/> HPE - Dance Development
	<input type="checkbox"/> HPE - Football/Futsal Development
	<input type="checkbox"/> HPE - Life Sports
	<input type="checkbox"/> HPE - Netball Development
	<input type="checkbox"/> HPE - Rugby League Development
HPE (Tick box to select your second reserve).	
Reserve 2	<input type="checkbox"/> HPE - Dance Development
	<input type="checkbox"/> HPE - Football/Futsal Development
	<input type="checkbox"/> HPE - Life Sports
	<input type="checkbox"/> HPE - Netball Development
	<input type="checkbox"/> HPE - Rugby League Development

PLEASE COMPLETE BACK PAGE

Important Note: If you wish to study the yearlong subject Certificate I in Hospitality you must choose:

- **Certificate I in Hospitality - Sem 1** as first preference **4**.
- **Certificate I in Hospitality - Sem 2** as first preference **5**.

ELECTIVE SUBJECT PREFERENCES	
PREFERENCE 4, 5, 6, 7, 8 and 9:	
<p>First Preferences Number boxes 4 to 9 in order of preference.</p>	Certificate I in Hospitality - Sem 1
	Certificate I in Hospitality - Sem 2
	Accounting and Business
	Dance
	Drama
	Design and Technologies - Materials (Fashion)
	Design and Technologies - Manufacturing
	Digital Technologies
	Geography
	HPE - Fitness and Strength
	Introduction to Modern History
	Japanese
	Media
	Music
Visual Art	
RESERVE 3, 4 and 5: Cannot be the same as the subjects you have selected above.	
<p>Reserve Preferences Number boxes 3 to 5 in order of preference.</p>	Certificate I in Hospitality - Sem 1
	Certificate I in Hospitality - Sem 2
	Accounting and Business
	Dance
	Drama
	Design and Technologies - Materials (Fashion)
	Design and Technologies - Manufacturing
	Digital Technologies
	Geography
	HPE - Fitness and Strength
	Introduction to Modern History
	Japanese
	Media
	Music
Visual Art	

**PLEASE RETURN THIS FORM TO THE STUDENT DESK NO LATER THAN
FRIDAY 12 AUGUST 2022**

Office Use Only:			
Date Received:	/ /	Time Received:	am/pm
Processed by:		Date Processed:	/ /